

# Curriculum Framework

## M.A.-M.Ed.

### Academic Year 2024-25

Based on NEP 2020



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

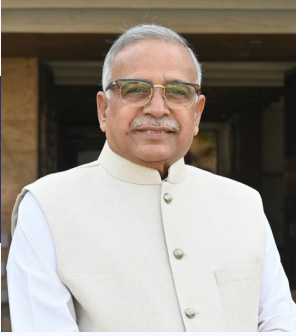
भारतीय शिक्षक प्रशिक्षण संस्थान, गांधीनगर  
Indian Institute of Teacher Education, Gandhinagar  
(A State Public University Established by Government of Gujarat)

Curriculum Framework M.A.-M.Ed. 2024-25

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## From the Desk of Vice-Chancellor....

Dear All,

It gives me immense pleasure to present the revised curriculum framework for the Post Graduate programmes 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 14<sup>th</sup> 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 Teacher 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.

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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.)

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



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

| <b>Programme</b>                   | <b>Semester</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>Total</b> |
|------------------------------------|-----------------|----------|----------|----------|----------|----------|----------|--------------|
| <b>M.Sc.</b>                       | Credit          | 24       | 24       | 20       | 20       | ---      | ---      | 88           |
|                                    | Papers          | 7        | 7        | 5        | 5        | ---      | ---      | 24           |
|                                    | Marks           | 600      | 600      | 500      | 500      | ---      | ---      | 2200         |
| <b>M.A.</b>                        | Credit          | 24       | 24       | 20       | 20       | ---      | ---      | 88           |
|                                    | Papers          | 7        | 7        | 5        | 5        | ---      | ---      | 24           |
|                                    | Marks           | 600      | 600      | 500      | 500      | ---      | ---      | 2200         |
| <b>M.Ed.</b>                       | Credit          | 22       | 22       | 22       | 22       | ---      | ---      | 88           |
|                                    | Papers          | 6        | 6        | 6        | 6        | ---      | ---      | 24           |
|                                    | Marks           | 550      | 550      | 550      | 550      | ---      | ---      | 2200         |
| <b>B.Ed.-M.Ed.</b>                 | Credit          | 24       | 22       | 28       | 28       | 26       | 26       | 154          |
|                                    | Papers          | 8        | 8        | 7        | 8        | 7        | 7        | 45           |
|                                    | Marks           | 600      | 550      | 800      | 700      | 650      | 650      | 3950         |
| <b>M.Sc.-M.Ed./<br/>M.A.-M.Ed.</b> | 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:

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| Paper/<br>Code          | Credit | Internal Evaluation                   |              |           |               | External Evaluation |               |             | Total<br>(6+9) | GP<br>(Total/<br>10) | Letter Grade<br>(See Table) | GPA |
|-------------------------|--------|---------------------------------------|--------------|-----------|---------------|---------------------|---------------|-------------|----------------|----------------------|-----------------------------|-----|
|                         |        | Assignment/<br>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)

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- 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)

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

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M.A.-M.Ed.  
Academic Year 2024-25**

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| Sr. No. | Sem | Sub       | Course Code | Course Type | Credit | Title of the Course                                   | Internal Total | Marks External | Total |
|---------|-----|-----------|-------------|-------------|--------|---|----------------|----------------|-------|
| 1       | 1   | English   | DSC010ENG   | Theory      | 4      | Literature of Elizabethan to Caroline Age             | 30             | 70             | 100   |
| 2       | 1   | English   | DSC020ENG   | Theory      | 4      | Literary Movements, Terms & Devices                   | 30             | 70             | 100   |
| 3       | 1   | English   | DSC030ENG   | Theory      | 4      | Literary and Cultural Theory - 1                      | 30             | 70             | 100   |
| 4       | 1   | English   | VAC010ENG   | Theory      | 2      | Study Skills  | 50             | 0              | 50    |
| 5       | 1   | English   | VAC020ENG   | Theory      | 2      | Essential Writing Skills                              | 50             | 0              | 50    |
| 6       | 1   | English   | DSM010ENG   | Theory      | 4      | MOOC/IPR/Prototype/PoC/ Training (1)                  | 30             | 70             | 100   |
| 7       | 1   | Education | DSC010EDU   | Theory      | 4      | Educational Psychology                                | 30             | 70             | 100   |
| 8       | 1   | Education | DSC020EDU   | Theory      | 4      | Educational Philosophy                                | 30             | 70             | 100   |
| 9       | 2   | English   | DSC040ENG   | Theory      | 4      | Literature of Interregnum to the Age of Enlightenment | 30             | 70             | 100   |
| 10      | 2   | English   | DSC050ENG   | Theory      | 4      | American Literature                                   | 30             | 70             | 100   |
| 11      | 2   | English   | DSC060ENG   | Theory      | 4      | Literary and Cultural Theory - 2                      | 30             | 70             | 100   |
| 12      | 2   | English   | VAC030ENG   | Theory      | 2      | Presentation Skills                                   | 50             | 0              | 50    |
| 13      | 2   | English   | DSM020ENG   | Theory      | 4      | MOOC/IPR/Prototype/PoC/ Training (2)                  | 30             | 70             | 100   |
| 14      | 2   | Education | VAC020EDU   | Practical   | 2      | Internship: Visiting Institutes of Education          | 50             | 0              | 50    |
| 15      | 2   | Education | DSC040EDU   | Theory      | 4      | Fundamentals of Research in Education                 | 30             | 70             | 100   |
| 16      | 2   | English   | DSC050EDU   | Theory      | 4      | Educational Sociology                                 | 30             | 70             | 100   |
| 17      | 3   | English   | DSC070ENG   | Theory      | 4      | Literature of Romantic & Victorian Age                | 30             | 70             | 100   |
| 18      | 3   | English   | DSE011ENG   | Theory      | 4      | English in India                                      | 30             | 70             | 100   |
| 19      | 3   | English   | DSE012ENG   | Theory      | 4      | Canadian Literature                                   | 30             | 70             | 100   |
| 20      | 3   | English   | DSR010ENG   | Theory      | 4      | Fundamentals of Research in English                   | 30             | 70             | 100   |
| 21      | 3   | English   | DSR020ENG   | Practical   | 4      | Dissertation: Research Proposal                       | 30             | 70             | 100   |
| 22      | 3   | Education | DSE012EDU   | Theory      | 4      | School Education: Middle and Secondary Stage          | 30             | 70             | 100   |
| 23      | 3   | Education | DSE011EDU   | Theory      | 4      | School Education: Foundational and Preparatory Stage  | 30             | 70             | 100   |
| 24      | 3   | Education | DSM010EDU   | Theory      | 4      | MOOC/IPR/Prototype/PoC/ Training (1)                  | 30             | 70             | 100   |
| 25      | 3   | Education | DSE013EDU   | Theory      | 4      | Higher Education in India                             | 30             | 70             | 100   |
| 26      | 3   | English   | DSC030EDU   | Theory      | 4      | Educational Technology                                | 30             | 70             | 100   |
| 27      | 4   | English   | DSE021ENG   | Theory      | 4      | Language and Linguistics                              | 30             | 70             | 100   |
| 28      | 4   | English   | DSE022ENG   | Theory      | 4      | Canadian literature                                   | 30             | 70             | 100   |
| 29      | 4   | English   | DSR030ENG   | Practical   | 4      | Dissertation: Research Work                           | 30             | 70             | 100   |
| 30      | 4   | English   | DSR040ENG   | Practical   | 4      | Dissertation: Submission                              | 30             | 70             | 100   |
| 31      | 4   | Education | DSE021EDU   | Theory      | 4      | Value Education                                       | 30             | 70             | 100   |
| 32      | 4   | Education | VAC010EDU   | Theory      | 2      | Policy Politics and Economics of Education            | 15             | 35             | 50    |
| 33      | 4   | Education | DSE022EDU   | Theory      | 4      | Parametric and Non Parametric Statistics              | 30             | 70             | 100   |
| 34      | 4   | Education | DSM020EDU   | Theory      | 4      | MOOC/IPR/Prototype/PoC/ Training (2)                  | 30             | 70             | 100   |
| 35      | 4   | Education | DSE023EDU   | Theory      | 4      | Guidance and Counselling Services                     | 30             | 70             | 100   |
| 36      | 4   | English   | DSC060EDU   | Practical   | 4      | Academic Writing                                      | 30             | 70             | 100   |
| 37      | 5   | English   | DSC080ENG   | Theory      | 4      | Indian English Literature                             | 30             | 70             | 100   |
| 38      | 5   | English   | DSE031ENG   | Theory      | 4      | Postcolonial Literatures                              | 30             | 70             | 100   |



## Curriculum Framework 2024-25

|    |   |           |           |           |   |   |    |    |     |
|----|---|-----------|-----------|-----------|---|---|----|----|-----|
| 39 | 5 | Education | DSE032ENG | Theory    | 4 | Translation Studies in India                              | 30 | 70 | 100 |
| 40 | 5 | Education | DSC080EDU | Theory    | 4 | Psychological Testing                                     | 30 | 70 | 100 |
| 41 | 5 | Education | VAC030EDU | Practical | 2 | Internship: Teacher Education Institutes                  | 50 | 0  | 50  |
| 42 | 5 | Education | DSC070EDU | Theory    | 4 | Inclusion: Concept and Policy Framework                   | 30 | 70 | 100 |
| 43 | 5 | Education | DSR010EDU | Theory    | 4 | Fundamentals of Educational Research: Methods and Designs | 30 | 70 | 100 |
| 44 | 5 | Education | DSC090EDU | Theory    | 4 | Educational Management & Administration                   | 30 | 70 | 100 |
| 45 | 5 | English   | DSR020EDU | Practical | 4 | Dissertation: Research Proposal                           | 30 | 70 | 100 |
| 46 | 6 | English   | DSC090ENG | Theory    | 4 | Literature of Modern to Post Modern Age                   | 30 | 70 | 100 |
| 47 | 6 | English   | DSE041ENG | Theory    | 4 | Australian Literature                                     | 30 | 70 | 100 |
| 48 | 6 | Education | DSE042ENG | Theory    | 4 | Women's Writing   | 30 | 70 | 100 |
| 49 | 6 | Education | DSC110EDU | Theory    | 4 | Teacher Education   | 30 | 70 | 100 |
| 50 | 6 | Education | VAC040EDU | Theory    | 2 | Environment Education                                     | 15 | 35 | 50  |
| 51 | 6 | Education | DSR040EDU | Practical | 4 | Dissertation: Submission                                  | 30 | 70 | 100 |
| 52 | 6 | Education | DSR030EDU | Practical | 4 | Dissertation: Research Work                               | 30 | 70 | 100 |
| 53 | 6 | Education | DSR050EDU | Practical | 4 | Dissertation: Presentation and/or Publication             | 30 | 70 | 100 |
| 54 | 6 | Education | DSC100EDU | Theory    | 4 | Curriculum Development                                    | 30 | 70 | 100 |

| 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

# English

DSC010ENG

Semester-1

Compulsory

Theory

**Literature of Elizabethan to Caroline Age**

Credit: 04

Marks:100

**Course Outcomes:**

## The Learners

- Gain knowledge of the historical, thematic, and stylistic elements from the Elizabethan to Jacobean Age.
- Analyse the works of major Elizabethan poets such as Spenser, Shakespeare, and Philip Sidney.
- Develop critical perspectives on Shakespeare's "***The Tempest***" and John Webster's "***The Duchess of Malfi***".
- Understand and interpret the poetry of Metaphysical and Cavalier poets, including Donne, Herbert, Marvell, and others.
- Enhance appreciation and comprehension of literary styles and themes prevalent during the Elizabethan to Caroline Age.

**UNIT 1:**

- 1.1 Introduction to the Historic Background, Theme & Style (Elizabethan Age to Jacobean Age)

**UNIT 2:**

## 2.1 Poetry

Spenser: ***Prothalamion***Shakespeare: ***Sonnet 116, Sonnet 18***Philip Sidney: ***Philomela*****UNIT 3:**

- 3.1 William Shakespeare: ***The Tempest***
- 3.2 John Webster: ***The Duchess of Malfi***

**UNIT 4: Poetry**

- 4.1 John Donne: ***The Canonization, A Valediction: Forbidding Mourning***
- 4.2 Andrew Marvell: ***On a Drop of Dew***
- 4.3 George Herbert: ***The Collar, The Pulley***
- 4.4 Richard Lovelace: ***To Lucasta, Going to the Wars***
- 4.5 Richard Crashaw: ***The Flaming Heart***

DSC020ENG

Semester-1

Compulsory

Theory

## Literary Movements, Terms & Devices

Credit: 04

Marks:100

### Course Outcomes:

The Learners -

- Comprehend the major literary movements from the Renaissance to the Victorian Age.
- Understand significant literary movements of the Modern and Post-Modern periods.
- Identify and utilize various literary devices and figures of speech.
- Gain familiarity with essential literary terms and different types of fiction.
- Apply knowledge of movements, terms, and devices to analyse literary texts critically.

### UNIT 1:

1.1 Important Literary Movements: From Renaissance to Victorian Age

### UNIT 2:

2.1 Important Literary Movements: Modern & Post-Modern Age

### UNIT 3:

3.1 Literary Devices & Figures of Speech

### UNIT 4:

4.1 Literary Terms & Types of Fiction

DSC030ENG

Semester-1

Compulsory

Theory

## Literary and Cultural Theory - 1

Credit: 04

Marks:100

### Course Outcomes:

The Learners -

- Understand fundamental concepts of literary theory, New Criticism, and Formalism.
- Study the theories of Saussure, Bakhtin, and Barthes within the framework of Structuralism.
- Analyse Post-Structuralism and Deconstruction theories, focusing on Foucault and Derrida.
- Explore the key ideas of Postmodernism through the works of Baudrillard and Kristeva.
- Develop the ability to critically apply these theories to various texts and cultural artefacts.

### UNIT 1:

1.1 Understanding Literary Theory, New Criticism & Formalism

### UNIT 2:

2.1 Structuralism: Saussure, Bakhtin, Barthes

### UNIT 3:

3.1 Post-Structuralism & Deconstruction: Foucault & Derrida

### UNIT 4:

4.1 Post Modernism: Baudrillard & Kristeva

VAC010ENG

Semester-1

Compulsory

Theory

Study Skills

Credit: 02

Marks:50

**Course Outcomes:**

The Learners -

- Will develop reading skills essential for academics and research
- Will learn skills to make organised notes essential for academics and research

**UNIT****1. Reading Skills:**

- Skimming the text
- Scanning for specific information
- In-depth reading for key points: PQRST & SQ3R Methods
- Reading Comprehension skills

**2. Note Making/Taking Skills**

- Making notes
- Reorganising notes
- Organizing information into subtopics
- Condensing & Summarizing

VAC020ENG

Theory

Semester-1

**Essential Writing Skills**

Compulsory

Credit: 02

Marks:50

**Course Outcomes:**

The Learners -

- Learn to write notes for academic and research purposes in a logical style
- develop skills in writing different types of essays for academic and research purposes

**UNIT****1. Paragraph Structure:**

- Unity and Coherence
- Supporting details
- From Paragraph to Essay
- Chronological Order

**2. Essays writing:**

- Cause/Effect Essays
- Compare/Contrast Essays
- Argumentative Essays
- Paraphrase and Summary



DSM010ENG

Semester-1

Compulsory

Theory

**MOOC/IPR/Prototype/POC/Summer Training**

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 : To promote innovation, research, and skill development among postgraduate (PG) students by providing a clear framework for participating in MOOCs, developing Proofs of Concept (POC), managing Intellectual Property Rights (IPR), Training and translate innovative ideas into tangible/intangible solutions of the societal needs.

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.

**In English literature, students will focus on preparing presentations and original submissions based on the following topics:**

1. Contemporary literary and cultural theory
2. Contemporary world literature(s)
3. Literature and film studies
4. LSRW (Listening, Speaking, Reading, and Writing) skills
5. Professional language competence
6. Book reviews (addressed one at a time)

**As part of their learning experience, students will also engage with qualitative and interpretative language, developing discourse analytical competence.**

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.

## Curriculum Framework 2024-25

- A prepared IP document must be presented to the examiners, followed by the 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.

# Education

**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, Gardner 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

Semester-1

Compulsory

Theory

**Educational Philosophy**

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

## SEMESTER- 2

# English



DSC040ENG  
Theory

Semester-2  
**Literature of Interregnum to the Age  
of Enlightenment**

Compulsory  
Credit: 04  
Marks:100

**Course Outcomes:**

The Learners -

- Understand the historical background, themes, and styles from the Civil War and Interregnum to the Age of Enlightenment.
- Critically analyse John Bunyan's "*Pilgrim's Progress*" and John Dryden's "*All for Love*".
- Study Alexander Pope's "*The Rape of the Lock*" and its significance in literary satire.
- Examine Jonathan Swift's "*Gulliver's Travels*" as a satirical and social commentary.
- Contextualize these works within their historical and cultural backgrounds.

**UNIT 1:**

- 1.1 Introduction to The Historic Background, Theme & Style (Civil War & Interregnum to Age of Enlightenment)

**UNIT 2:**

- 2.1 John Bunyan: *Pilgrim's Progress*  
John Dryden: *All for Love*

**UNIT 3:**

- 3.1 Alexander Pope: *Rape of The Lock*

**UNIT 4:**

- 4.1 sJohnathan Swift: *Gulliver's Travels*

DSC050ENG

Semester-2

Compulsory

Theory

**American Literature**

Credit: 04

Marks:100

**Course Outcomes:**

The Learners -

- Gain an understanding of the historical development of American literature.
- Analyse Eugene O’Neill’s *“Long Day’s Journey into Night”* & Arthur Miller’s *“All My Sons”*
- Study selected poems by Whitman, Wheatley, Emerson, and others to appreciate the diversity in American poetry.
- Examine major American novels such as Twain’s *“Adventures of Huckleberry Finn”* and Morrison’s *“The Bluest Eye”*.
- Reflect on how American literature represents and critiques American society and culture.

**UNIT 1:**

- Brief History of American Literature: Major Movements

**UNIT 2:** Drama:

- Eugene O’ Neill: *Long Day’s Journey into Night*
- Arthur Miller: *All My Sons*

**UNIT 3:** Poetry:

- Walt Whitman: *America, I Hear America Singing*
- Phillis Wheatley: *On Being Brought from Africa to America*
- Emerson: *The Snow Storm, Brahma*
- E. E. Cummings: *anyone lived in a pretty how town*
- Allen Ginsberg: *America*

**UNIT 4:** Novel:

- Mark Twain: *Adventures of Huckleberry Finn*
- Toni Morrison: *The Bluest Eye*

DSC060ENG

Semester-2

Compulsory

Theory

## Literary and Cultural Theory - 2

Credit: 04

Marks:100

### Course Outcomes:

The Learners -

- Understand and apply the principles of psychoanalytic criticism through the works of Freud and Lacan.
- Study Marxist theory as presented by Marx, Engels, Althusser, and Gramsci.
- Explore the Reader Response theories of Holland, Iser, and Fish.
- Gain insights into New Historicism and its application in literary studies.
- Develop an understanding of culture studies and their relevance in analysing literature.

### UNIT 1:

- Psychoanalysis Criticism: Sigmund Freud, Jacques Lacan

### UNIT 2:

- Marxism: Marx, Engels, Althusser, Gramsci

### UNIT 3:

- Reader Response Theory: Holland, Iser, Fish

### UNIT 4:

- New Historicism & Introduction to Culture Studies

VAC030ENG

Semester-2

Compulsory

Theory

## Presentation Skills

Credit: 02

Marks:50

### Course Outcomes:

The Learners -

- Learn the nuances and importance of effective presentation skills
- Develop skills to present their ideas in an effective manner

### UNIT

1. Planning & Preparation
2. Making an Effective presentation

DSM020ENG

Semester-2

Compulsory

Theory

**MOOC/IPR/Prototype/POC/Summer Training**

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 : To promote innovation, research, and skill development among postgraduate (PG) students by providing a clear framework for participating in MOOCs, developing Proofs of Concept (POC), managing Intellectual Property Rights (IPR), Training and translate innovative ideas into tangible/intangible solutions of the societal needs.

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6. Book reviews (addressed one at a time)

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# Education

**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        |
| <b>Total Marks</b> |                           | <b>50</b> |



**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

## Character Building and Holistic Development of Personality

IKS010CHP

Theory

Semester-1

## Character Building and Holistic Development of Personality - I

Compulsory

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             |
| <b>Total Marks</b> |  | <b>Max: 30</b> |

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

IKS020CHP  
TheorySemester-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             |
| <b>Total Marks</b> |  | <b>Max: 30</b> |

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 ॥

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