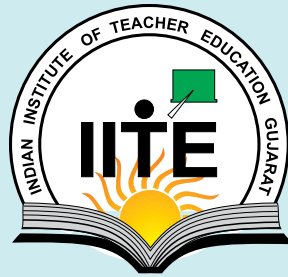


# Curriculum Framework M.A.-M.Ed.

**3-YEAR POSTGRADUATE  
iNNOVATIVE INTEGRATED TEACHER  
EDUCATION PROGRAMME**

**Academic Year 2020-21**

**COURSE FOR SEMESTER I TO VI**



न हि ज्ञानेन सदृशं पवित्रमिह विद्यते

## Indian Institute of Teacher Education

(State Public University established by Govt. of Gujarat)

## Curriculum Framework M.A.M.Ed. 2020

Published by

**Dr. Himanshu C. Patel**

**Registrar**

Indian Institute of Teacher Education

Ramkrushna Paramhans Vidya Sankul, Near KH-5, Sector - 15, Gandhinagar - 382016



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

Dear All,

Any curricula at any level should be based on what objectives or goals the educator or educational institution is trying to achieve in regard to students. A course of study for a class that teaches a student how to touch-type should be very different from one that teaches students to write a novel or a poem or even the results of a science experiment.

Therefore, a curriculum is of the utmost importance, as it mandates, among other things, how teachers and students will spend their time—in a lab? in clinical practice? in creating? in listening to lectures? It also clearly shows what a class, a department, a school, or an institution values, what these entities see as their mission, and what each expects its graduates to achieve. A curriculum should be the map to the essentials in any course of study, from the classroom level to the institutional level.

The success of any curriculum, then, should be judged on the basis of whether it achieves its objective. It's a test of how well an educational institution (or an individual teacher) defines and understands those objectives. It's a measure of how well an educational institution (or individual teacher) maps out a way for a student to find his or her way to success as defined by those objectives.

Curriculum consists of continuous chain of activities needed to translate educational goals into concrete activities, materials and observable change in behaviour. A lesson plan for example is a curriculum used by the teacher in the classroom. It answers the questions, "What do I want my students to know? How can I engage them in a series of activities that will maximize their chances of knowing? How can I measure what they have learned from the activities?"

Hence, for a society to achieve its educational goals, it needs a curriculum that is functional and relevant to its needs. Through the management of the curriculum, making use of the given resources in the best possible way. Developing policies to bring improvements in the whole system one can move towards a more promising future.

The curriculum sets the basis of any academic institution, without it, the institution would be a lost cause. As the syllabus would be commonly applied to the affiliated institutes across the state of Gujarat, we have concrete objectives of the system to apply. We have a defined set of aims and objectives for the syllabus that we have planned for our students. That's how we aim to move toward a better academic future for our nation.

It is a matter of great privilege and happiness writing to confirm the unveil of the latest curriculum of one and only university in the state of Gujarat dedicated to teacher education, Indian Institute of Teacher Education, Gandhinagar. We are glad to acknowledge that the latest curriculum has taken due care of the objectives and goals as set by NCFTE 2009 and guiding principles of NEP 2020. I also take the opportunity of appreciating the efforts put in by the teaching faculty of Centre of Education, IITE, Gandhinagar, Members of Board of Studies and Members of Academic Council for bringing a concrete neo-curriculum to the effect and application.

Date: 15th Sept., 2020

Gandhinagar

**Dr. Harshad A. Patel**

*From the desk of Vice Chancellor*.....03

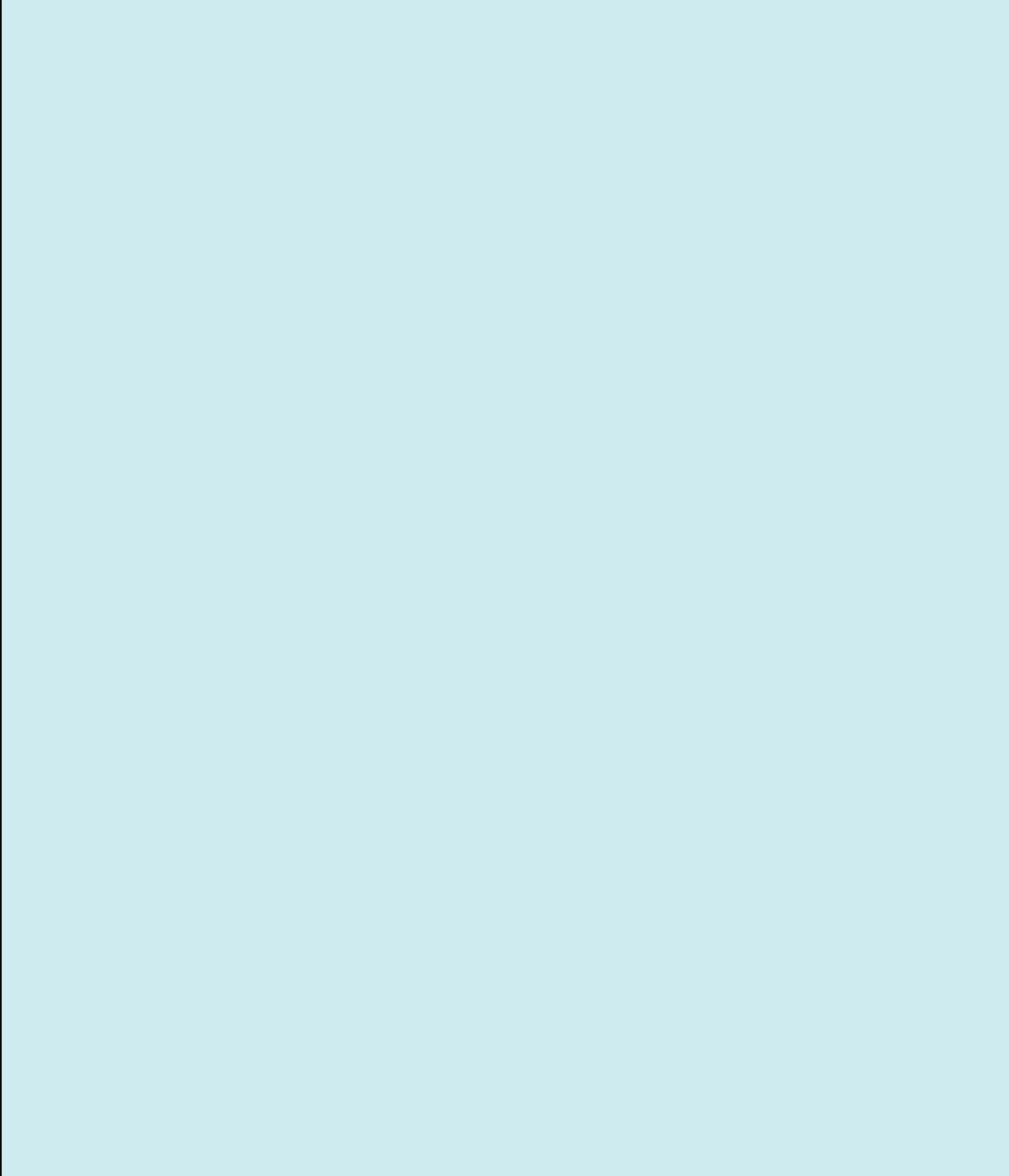
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# Curriculum Framework for **M.A.-M.Ed.**

**3-YEAR POSTGRADUATE  
INNOVATIVE INTEGRATED TEACHER  
EDUCATION PROGRAMME**

in force from  
Academic Year 2020-21



# M.A.-M.Ed. Curriculum Framework

|   |  | Sem 1  |        |          | Sem 2  |        |          | Sem 3  |        |          | Sem 4  |        |          | Sem 5  |        |          | Sem 6  |        |          | Total  |        |          |    |    |    |
|---|--|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|--------|--------|----------|----|----|----|
|   |  | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr | Papers | Credit | Total Cr |    |    |    |
| <b>M.A.</b>                                     |  |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |    |    |    |
| Principal                                       |  | 5      | 4      | 20       | 5      | 4      | 20       | 3      | 4      | 12       | 3      | 4      | 12       | 3      | 4      | 12       | 3      | 4      | 12       | 3      | 4      | 12       | 22 | 24 | 88 |
| Total   |  | 5      | 4      | 20       | 5      | 4      | 20       | 3      | 4      | 12       | 3      | 4      | 12       | 3      | 4      | 12       | 3      | 4      | 12       | 3      | 4      | 12       | 22 | 24 | 88 |
| <b>Frame Work of M.Ed. In integrated Course</b> |  |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |    |    |    |
| Total At par                                    |  | 7      | 12     | 28       | 8      | 14     | 30       | 9      | 22     | 30       | 9      | 22     | 30       | 8      | 20     | 28       | 8      | 22     | 30       | 49     | 112    | 176      |    |    |    |
| Title of the Papers/ Subject                    |  | Sem 1  |        |          | Sem 2  |        |          | Sem 3  |        |          | Sem 4  |        |          | Sem 5  |        |          | Sem 6  |        |          | Total  |        |          |    |    |    |
| <b>M.Ed.</b>                                    |  |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |    |    |    |
| <b>Area A: Foundations of Education</b>         |  |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |    |    |    |
| LS  | Psychological Foundations of Education-1                 |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Psychological Foundation of Education-2                  |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        | 1      | 4      | 4        |    |    |    |
|   | Psychological Testing (O3)                               |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Guidance & Counselling (O2)                              |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
| CS  | Teacher Education  |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Sociological Foundations of Education                    |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        | 1      | 4      | 4        |    |    |    |
| ES  | Philosophical Foundations of Education                   |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Educational Studies                                      |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Primary and Early Childhood Care Education (O1)          |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Secondary and Higher Secondary Education (O1)            |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Higher Education (O4)                                    |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        | 1      | 4      | 4        |    |    |    |
| <b>Total Area A</b>                             |  | 0      | 0      | 0        | 2      | 8      | 8        | 2      | 8      | 8        | 3      | 12     | 12       | 2      | 8      | 8        | 2      | 8      | 8        | 11     | 44     | 44       |    |    |    |
| <b>Area B: Curriculum and Pedagogy</b>          |  |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |    |    |    |
| CS  | Curriculum Development                                   |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        | 1      | 4      | 4        |    |    |    |
|   | Inclusion: Concept & Policy Framework                    |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | ICT in Education   | 1      | 4      | 4        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Instructional Technology (O3)                            |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        | 1      | 4      | 4        |    |    |    |
| A   | Measurement and Evaluation (O2)                          |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
| EPC   | Preparation of Theme Paper and its Presentation          |        |        | 0        |        |        | 0        | 1      | 2      | 2        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |    |    |    |
|   | Preparation & Presentation of TLM/ e content development |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |        |        | 0        | 1      | 2      | 2        |    |    |    |
|   | Yoga Studies   |        |        | 0        | 1      | 2      | 2        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |    |    |    |
|   | Environment Studies (O4)                                 |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        | 1      | 4      | 4        |    |    |    |
|   | Management & Administration                              |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Value Education (O1)                                     |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Communication & Compository Writing                      |        |        | 0        |        |        | 0        | 1      | 2      | 2        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |    |    |    |
|   | Academic Writing   |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |    |    |    |
|   | Preparations and Administration of Psychological Test    |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |        |        | 0        | 1      | 2      | 2        |    |    |    |
|   | <b>Total Area B</b>                                      |        | 1      | 4        | 4      | 1      | 2        | 2      | 4      | 12       | 12     | 2      | 6        | 6      | 4      | 12       | 12     | 2      | 8        | 8      | 14     | 44       | 44 |    |    |
| <b>Area C: Internship for TE</b>                |  |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |    |    |    |
| TE  | Internship M.Ed.   |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |        |        | 0        | 1      | 2      | 2        | 2      | 4      | 4        |    |    |    |
| <b>Area C: School Internship</b>                |  | 0      | 0      | 0        | 0      | 0      | 0        | 0      | 0      | 0        | 1      | 2      | 2        | 0      | 0      | 0        | 1      | 2      | 2        | 2      | 4      | 4        |    |    |    |
| <b>Research and PG Dissertation</b>             |  |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |        |        |          |    |    |    |
| R&D   | Methods of Research in Education:1                       | 1      | 4      | 4        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Methods of Research in Education-2                       |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Educational Statistics-1 (O2)                            |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Educational Statistics-2 (O3)                            |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        |        |        | 0        | 1      | 4      | 4        |    |    |    |
|   | Preparation and Presentation of Research Proposal        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |    |    |    |
|   | Dissertation (Tool Development)                          |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |        |        | 0        |        |        | 0        | 1      | 2      | 2        |    |    |    |
|   | Dissertation   |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        |        |        | 0        | 1      | 4      | 4        | 1      | 4      | 4        |    |    |    |
|   | <b>Total</b>   |        | 1      | 4        | 4      | 0      | 0        | 0      | 2      | 6        | 6      | 2      | 6        | 6      | 1      | 4        | 4      | 1      | 4        | 4      | 7      | 24       | 24 |    |    |
|   |  | 2      | 8      | 8        | 3      | 10     | 10       | 6      | 18     | 18       | 6      | 18     | 18       | 5      | 16     | 16       | 5      | 18     | 18       | 27     | 88     | 88       |    |    |    |

## Semesterwise Distribution of Credits and Marks (Education)

### SEMESTERWISE DISTRIBUTION OF MARKS FOR EPC Papers

| Subject Name   | Semester | T/P | Hours | Credit | Internal | External | Total |
|--|----------|-----|-------|--------|----------|----------|-------|
| Yoga Studies   | II       | T+P | 45    | 2      | 30       | 70       | 100   |
| Value Education (O1)                                     | III      | T   | 60    | 4      | 30       | 70       | 100   |
| Management & Administration                              | III      | T   | 60    | 4      | 30       | 70       | 100   |
| Communication & Compository Writing                      | III      | T+P | 45    | 2      | 30       | 70       | 100   |
| Preparation of Theme Paper and its presentation          | III      | P   | 60    | 2      | 50       | 0        | 50    |
| Preparations and administration of psychological test    | III      | P   | 60    | 2      | 50       | 0        | 50    |
| Academic Writing   | IV       | T+P | 45    | 2      | 50       | 0        | 0     |
| Preparation & Presentation of TLM/ e content development | V        | P   | 60    | 2      | 50       | 0        | 50    |
| Environment Studies (O4)                                 | VI       | T   | 60    | 4      | 30       | 70       | 100   |
|  | -        | -   | 495   | 24     | 350      | 350      | 650   |

### SEMESTERWISE DISTRIBUTION OF MARKS FOR RESEARCH AND PG DISSERTATION

| Subject Name                                      | Semester | T/P | Hours | Credit | Internal | External | Total |
|---|----------|-----|-------|--------|----------|----------|-------|
|   | I        | -   | -     | -      | -        | -        | -     |
|   | II       | -   | -     | -      | -        | -        | -     |
| Preparation and Presentation of Research Proposal | III      | P   | 60    | 2      | 100      | 00       | 100   |
| Dissertation : Tool Development                   | IV       | P   | 60    | 2      | 50       | 00       | 50    |
|   | V        | -   | -     | -      | -        | -        | -     |
| Dissertation                                      | VI       | P   | 120   | 4      | 60       | 140      | 200   |
|   |          |     | 240   | 8      | 210      | 140      | 350   |

### SEMESTERWISE DISTRIBUTION OF MARKS FOR INTERNSHIP

| Subject Name        | Semester | T/P | Hours | Credit | Internal | External | Total |
|---------------------|----------|-----|-------|--------|----------|----------|-------|
| -                   | I        | -   | -     | -      | -        | -        | -     |
| Internship M.Ed. I  | II       | P   | 60    | 2      | 100      | 00       | 100   |
| -                   | III      | -   | -     | -      | -        | -        | -     |
| -                   | IV       | -   | -     | -      | -        | -        | -     |
| -                   | V        | -   | -     | -      | -        | -        | -     |
| Internship M.Ed. II | VI       | P   | 60    | 2      | 100      | 00       | 100   |
|                     |          |     | 120   | 4      | 200      | 00       | 200   |



## Semesterwise Distribution of Credits and Marks (Education)

| Sem. | Nature of Paper | Type      | Paper Code | Title of the Paper  | Credit | Hours |
|------|-----------------|-----------|------------|---|--------|-------|
| 1    | Compulsory      | Theory    | 292130     | ICT in Education  | 4      | 60    |
| 1    | Compulsory      | Theory    | 294110     | Methods of Research in Education:1                        | 4      | 60    |
| 2    | Compulsory      | Theory    | 291110     | Psychological Foundations in Education-1                  | 4      | 60    |
| 2    | Compulsory      | Theory    | 291210     | Teacher Education   | 4      | 60    |
| 2    | Compulsory      | T+P       | 292630     | Yoga Studies  | 2      | 45    |
| 3    | Compulsory      | Theory    | 292740     | Management and Administration                             | 4      | 60    |
| 3    | Compulsory      | Theory    | 294120     | Methods of Research in Education:2                        | 4      | 60    |
| 3    | Optional        | Theory    | 291011     | Primary and Early Childhood Care Education                | 4      | 60    |
| 3    | Optional        | Theory    | 291012     | Secondary and Higher Secondary Education                  | 4      | 60    |
| 3    | Optional        | Theory    | 292023     | Value Education   | 4      | 60    |
| 3    | Compulsory      | T+P       | 292650     | Communication and Compository Writing                     | 2      | 45    |
| 3    | Compulsory      | Practical | 292510     | Preparation of Theme Paper and its Presentation           | 2      | 60    |
| 3    | Compulsory      | Practical | 294130     | Preparation and Presentation of Research Proposal         | 2      | 60    |
| 4    | Compulsory      | Theory    | 291330     | Educational Studies                                       | 4      | 60    |
| 4    | Compulsory      | Theory    | 291320     | Philosophical Foundations in Education                    | 4      | 60    |
| 4    | Optional        | Theory    | 291021     | Guidance & Counselling                                    | 4      | 60    |
| 4    | Optional        | Theory    | 292522     | Measurement and Evaluation                                | 4      | 60    |
| 4    | Optional        | Theory    | 294120     | Educational Statistics-1                                  | 4      | 60    |
| 4    | Compulsory      | T+P       | 292660     | Academic Writing  | 2      | 45    |
| 4    | Compulsory      | Practical | 293110     | Internship I  | 2      | 60    |
| 4    | Compulsory      | Practical | 294140     | Dissertation (Tool Development)                           | 2      | 60    |
| 5    | Compulsory      | Theory    | 291310     | Sociological Foundations of Education                     | 4      | 60    |
| 5    | Compulsory      | Theory    | 292120     | Inclusion: Concept and Policy Framework                   | 4      | 60    |
| 5    | Optional        | Theory    | 291031     | Psychological Testing                                     | 4      | 60    |
| 5    | Optional        | Theory    | 294033     | Educational Statistics-2                                  | 4      | 60    |
| 5    | Optional        | Theory    | 292032     | Instructional Technology                                  | 4      | 60    |
| 5    | Compulsory      | Practical | 292520     | Preparation and Presentation of TLM/e content development | 2      | 60    |
| 5    | Compulsory      | Practical | 292670     | Preparation and administration of Psychological Test      | 2      | 60    |
| 6    | Compulsory      | Theory    | 291120     | Psychological Foundation in Education-2                   | 4      | 60    |
| 6    | Compulsory      | Theory    | 292110     | Curriculum Development                                    | 4      | 60    |
| 6    | Optional        | Theory    | 292022     | Environment Studies                                       | 4      | 60    |
| 6    | Optional        | Theory    | 291041     | Higher Education  | 4      | 60    |
| 6    | Compulsory      | Practical | 293120     | Internship II   | 2      | 60    |
| 6    | Compulsory      | Practical | 294150     | Dissertation  | 4      | 120   |

## M.A.-M.Ed. Curriculum Framework (English)

| Sem | Nature          | Type       | Paper Code | Title of Course  | Credit | Hours/ Week |
|-----|-----------------|------------|------------|--|--------|-------------|
| I   | Core Compulsory | Theory     | 233010     | Poetry I- From Chaucer to 17th Century                       | 4      | 4           |
| I   | Core Compulsory | Theory     | 233020     | Drama I -Elizabethan and Jacobean Drama                      | 4      | 4           |
| I   | Core Compulsory | Theory     | 233030     | Fiction I – The Beginning and Developments upto 18th Century | 4      | 4           |
| I   | Core Compulsory | Theory     | 233040     | Indian Writing in English and in Translation                 | 3      | 3           |
| I   | Core Compulsory | Theory     | 233050     | Literary Theory and Criticism: I                             | 3      | 3           |
| I   | Core Compulsory | Submission | 233060     | Foundation Course on Research in English – I                 | 2      | 4           |
| II  | Core Compulsory | Theory     | 233070     | American Literature  | 4      | 4           |
| II  | Core Compulsory | Theory     | 233080     | Poetry II Eighteenth to Nineteenth Century                   | 4      | 4           |
| II  | Core Compulsory | Theory     | 233090     | Drama II - Restoration to Twentieth Century                  | 4      | 4           |
| II  | Core Compulsory | Theory     | 233100     | Fiction – II Nineteenth to Twentieth Century                 | 3      | 3           |
| II  | Core Compulsory | Theory     | 233110     | Literary Theory and Criticism –II                            | 3      | 3           |
| II  | Core Compulsory | Submission | 233120     | Foundation Course on Research in English – II                | 2      | 4           |
| III | Core Compulsory | Theory     | 233130     | Shakespeare Studies  | 4      | 4           |
| III | Core Compulsory | Theory     | 233140     | Twentieth Century Poetry                                     | 3      | 3           |
| III | Core Optional   | Theory     | 233151     | English Language and Linguistics (Core Optional)             | 4      | 4           |
| III | Core Optional   | Theory     | 233152     | Writings by and on Women (Core Optional)                     | 4      | 4           |
| III | Core Compulsory | Submission | 233160     | Dissertation in English - I                                  | 1      | 2           |

| Sem | Nature          | Type       | Paper Code | Title of Course   | Credit | Hours/Week |
|-----|-----------------|------------|------------|---|--------|------------|
| IV  | Core Compulsory | Theory     | 233170     | Literature and Ecology                                  | 4      | 4          |
| IV  | Core Compulsory | Theory     | 233180     | Postcolonial Literatures                                | 3      | 3          |
| IV  | Core Optional   | Theory     | 233191     | Literature and Philosophy (Core Optional)               | 4      | 4          |
| IV  | Core Optional   | Theory     | 233192     | Academic Discourse and Academic Writing (Core Optional) | 4      | 4          |
| IV  | Core Compulsory | Submission | 233200     | Dissertation in English - II                            | 1      | 2          |
| V   | Core Compulsory | Theory     | 233210     | Australian Literature                                   | 4      | 4          |
| V   | Core Compulsory | Theory     | 233220     | Canadian Literature                                     | 4      | 4          |
| V   | Core Optional   | Theory     | 233231     | Semantics (Core Optional)                               | 4      | 4          |
| V   | Core Optional   | Theory     | 233232     | English Language Teaching (Core Optional)               | 4      | 4          |
| VI  | Core Compulsory | Theory     | 233240     | African Literature                                      | 4      | 4          |
| VI  | Core Compulsory | Theory     | 233250     | Introduction to Translation Studies                     | 4      | 4          |
| VI  | Core Optional   | Theory     | 233261     | Film Studies (Core Optional)                            | 4      | 4          |
| VI  | Core Optional   | Theory     | 233262     | Children's Literature (Core Optional)                   | 4      | 4          |

## M.A.-M.AEd. Curriculum Framework for Research and Dissertation (English)

| Sem | Nature          | Type       | Paper Code | Title of Course                               | Credit | Hours/Week |
|-----|-----------------|------------|------------|---|--------|------------|
| I   | Core Compulsory | Submission | 233060     | Foundation Course on Research in English – I  | 2      | 4          |
| II  | Core Compulsory | Submission | 233120     | Foundation Course on Research in English – II | 2      | 4          |
| III | Core Optional   | Submission | 233160     | Dissertation in English - I                   | 1      | 2          |
| IV  | Core Optional   | Submission | 233200     | Dissertation in English - II                  | 1      | 2          |

# EDUCATION

## M.Ed. Semester I

| Sr. No | Subject Name                       | T/P | Hours      | Credit   | Internal  | External   | Total      |
|--------|------------------------------------|-----|------------|----------|-----------|------------|------------|
| 1      | ICT in Education                   | T   | 60         | 4        | 30        | 70         | 100        |
| 2      | Methods of Research in Education:1 | T   | 60         | 4        | 30        | 70         | 100        |
|        | <b>Total</b>                       |     | <b>120</b> | <b>8</b> | <b>60</b> | <b>140</b> | <b>200</b> |

## Semester II

| Sr. No | Subject Name                             | T/P | Hours      | Credit    | Internal  | External   | Total      |
|--------|--|-----|------------|-----------|-----------|------------|------------|
| 1      | Psychological Foundations of Education:1 | T   | 60         | 4         | 30        | 70         | 100        |
| 2      | Teacher Education                        | T   | 60         | 4         | 30        | 70         | 100        |
| 3      | Yoga Studies                             | T+P | 45         | 2         | 30        | 70         | 100        |
|        | <b>Total</b>                             |     | <b>165</b> | <b>10</b> | <b>90</b> | <b>210</b> | <b>300</b> |

## Semester III

| Sr. No | Subject Name                                      | T/P | Hours      | Credit    | Internal   | External   | Total      |
|--------|---|-----|------------|-----------|------------|------------|------------|
| 1      | Management and Administration                     | T   | 60         | 4         | 30         | 70         | 100        |
| 2      | Methods of Research in Education:2                | T   | 60         | 4         | 30         | 70         | 100        |
| 3      | Optional Paper (01)<br>Any One                    | T   | 60         | 4         | 30         | 70         | 100        |
|        | Primary and Early Childhood Care Education        |     |            |           |            |            |            |
|        | Secondary and Higher Secondary Education          |     |            |           |            |            |            |
|        | Value Education                                   |     |            |           |            |            |            |
| 4      | Communication and Compository Writing             | T+P | 45         | 2         | 30         | 70         | 100        |
| 5      | Preparation of Theme Paper and its Presentation   | P   | 60         | 2         | 50         | 0          | 50         |
| 6      | Preparation and Presentation of Research Proposal | P   | 60         | 2         | 100        | 0          | 100        |
|        | <b>Total</b>                                      |     | <b>345</b> | <b>18</b> | <b>270</b> | <b>280</b> | <b>550</b> |

## Semester IV

| Sr. No       | Subject Name                           | T/P | Hours      | Credit    | Internal   | External   | Total      |
|--------------|--|-----|------------|-----------|------------|------------|------------|
| 1            | Educational Studies                    | T   | 60         | 4         | 30         | 70         | 100        |
| 2            | Philosophical Foundations in Education | T   | 60         | 4         | 30         | 70         | 100        |
| 3            | Optional Paper (02) Any One            | T   | 60         | 4         | 30         | 70         | 100        |
|              | Guidance and Counselling               |     |            |           |            |            |            |
|              | Measurement and Evaluation             |     |            |           |            |            |            |
|              | Educational Statistics:1               |     |            |           |            |            |            |
| 4            | Academic Writing                       | T+P | 45         | 2         | 30         | 70         | 100        |
| 5            | Internship M.Ed. I                     | P   | 60         | 2         | 100        | 00         | 100        |
| 6            | Dissertation (Tool Development)        | P   | 60         | 2         | 50         | 00         | 50         |
| <b>Total</b> |  |     | <b>345</b> | <b>18</b> | <b>270</b> | <b>280</b> | <b>550</b> |

## Semester V

| Sr. No       | Subject Name   | T/P | Hours      | Credit    | Internal   | External   | Total      |
|--------------|--|-----|------------|-----------|------------|------------|------------|
| 1            | Sociological Foundations of Education                  | T   | 60         | 4         | 30         | 70         | 100        |
| 2            | Inclusion: Concept and Policy Framework                | T   | 60         | 4         | 30         | 70         | 100        |
| 3            | Optional Paper (03) Any One                            | T   | 60         | 4         | 30         | 70         | 100        |
|              | Psychological Testing                                  |     |            |           |            |            |            |
|              | Educational Statistics-2                               |     |            |           |            |            |            |
|              | Instructional Technology                               |     |            |           |            |            |            |
| 4            | Preparation & Presentation of TLM/econtent development | P   | 60         | 2         | 50         | 0          | 50         |
| 5            | Preparations and Administration of Psychological test  | P   | 60         | 2         | 50         | 0          | 50         |
| <b>Total</b> |  |     | <b>300</b> | <b>16</b> | <b>190</b> | <b>210</b> | <b>400</b> |

## Semester VI

| Sr. No       | Subject Name                            | T/P | Hours      | Credit    | Internal   | External   | Total      |
|--------------|---|-----|------------|-----------|------------|------------|------------|
| 1            | Psychological Foundation of Education-2 | T   | 60         | 4         | 30         | 70         | 100        |
| 2            | Curriculum Development                  | T   | 60         | 4         | 30         | 70         | 100        |
| 3            | Optional Paper (04) Any One             | T   | 60         | 4         | 30         | 70         | 100        |
|              | Environment Studies                     |     |            |           |            |            |            |
|              | Higher Education                        |     |            |           |            |            |            |
| 4            | Internship M.Ed. II                     | P   | 60         | 2         | 100        | 00         | 100        |
| 5            | Dissertation                            | P   | 120        | 4         | 60         | 140        | 200        |
| <b>Total</b> |   |     | <b>360</b> | <b>18</b> | <b>250</b> | <b>350</b> | <b>600</b> |

# Semester I

## Semester wise Distribution of Credits and Marks

### Semester I Education

|              | Hours      | Credit   | Internal  | External   | Total      |
|--------------|------------|----------|-----------|------------|------------|
| Theory       | 120        | 8        | 60        | 140        | 200        |
| EPC          | -          | -        | -         | -          | -          |
| Research     | -          | -        | -         | -          | -          |
| Internship   | -          | -        | -         | -          | -          |
| <b>Total</b> | <b>120</b> | <b>8</b> | <b>60</b> | <b>120</b> | <b>200</b> |

| Sr. No | Subject Name                          | T/P | Hours      | Credit   | Internal  | External   | Total      |
|--------|---------------------------------------|-----|------------|----------|-----------|------------|------------|
| 1      | ICT in Education                      | T   | 60         | 4        | 30        | 70         | 100        |
| 2      | Methods of Research<br>in Education:1 | T   | 60         | 4        | 30        | 70         | 100        |
|        | <b>Total</b>                          |     | <b>120</b> | <b>8</b> | <b>60</b> | <b>140</b> | <b>200</b> |



Sem

I

**ICT in Education**

Compulsory

Marks : 70 + 30

**Objectives****To enable the prospective teacher educators to :**

- understand meaning and application of information and communication technology.
- understand the process of communication.
- understand the application of multimedia and process of e content development
- apply knowledge of ICT for academic and research writings

**Unit 1 Information and Communication Technology (ICT) and internet**

- 1.1 Meaning of ICT , Difference between ICT and Educational Technology
- 1.2 Application of ICT in context of education – classroom, professional development and school management
- 1.3 Information Literacy : Meaning, purpose and standards
- 1.4 Internet: Meaning and application in education Internet Security – Virus

**Unit 2 Understanding Communication Process**

- 2.1 Communication: concept and need Elements – context, sender, message, receiver, feedback and noise
- 2.2 Types of communication: Target related, Process related, message related, Direction related
- 2.3 Barriers to effective classroom communication ,
- 2.4 Models of Communication : Linear, Interactive and Transactional Model

**Unit 3 Multimedia and e-content**

- 3.1 Multimedia: meaning of text, graphics, animation, audio and video; integration of multimedia in education
- 3.2 Approaches to IT Based Teaching Learning Process: Computer Assisted Instruction, Computer Managed Instruction, Computer Aided Instruction, Web Based Instruction, Web Enhanced Instruction
- 3.3 E-Content: Design, standards and development (ADDIE Model)
- 3.4 E-Content Tools: Concept and Examples - Freeware, Open Source Software, Proprietary Software and Public Domain Software

**Unit 4 Academic and research content on web**

- 4.1 Online Journals and abstraction services, Meaning of Database, Indexing and impact factor
- 4.2 Web services for review, bibliography, references and citation: INFLIBNET, Open Journal Access System (OJAS)
- 4.3 Plagiarism – Meaning and identification Plagiarism Software : URKUND,
- 4.4 Report writing : Use of Microsoft office and google suit services in report writing

**Objectives**

**To enable the prospective teacher educators to :**

- understand the basics of educational research.
- develop the skill of reviewing related literature and previous research.
- understand the meaning of variables, objectives and hypotheses of research.
- acquire skills for conducting review of related literature and develop research proposal.

**Unit 1 Basics of Educational Research**

- 1.1 Educational Research: Definitions, Meaning and characteristics
- 1.2 Types of Research: Basic / Fundamental Research, Applied research, Action Research, Types of Research According to the type of Data: Quantitative Research, Qualitative Research,
- 1.3 Areas of Educational Research
- 1.4 Steps of research process

**Unit -2 Review of Related Literature**

- 2.1 Criteria for Selecting Research Problem:
- 2.2 Review of Related Literature: Meaning and Need  
Sources: Preliminary, Primary, Secondary and Tertiary: Biographies, Dictionaries, Electronic Sources.
- 2.3 Conceptual and theoretical Framework; Operationalisation of terms used
- 2.4 Analysis of Review: Meta-Analysis

**Unit -3 Variables, Objectives and Hypotheses of Research**

- 3.1 Research Questions: Characteristics, Points to be kept in mind while forming Research Questions
- 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 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
- 4.2 Sample: Concept, Characteristics and Importance
- 4.3 Sampling: Meaning, Need and Characteristics
- 4.4 Types of Sampling: Probability: Random, Stratified, Systematic and Cluster  
Non Probability: Incidental, Purposive, Convenient, Quota and snowball  
Special: Multiphase, Multistage, Double and Match Pair Sampling

# Semester II

## Education

|              | Hours      | Credit    | Internal  | External   | Total      |
|--------------|------------|-----------|-----------|------------|------------|
| Theory       | 120        | 8         | 60        | 140        | 200        |
| EPC          | 45         | 2         | 30        | 70         | 100        |
| Research     | -          | -         | -         | -          | -          |
| Internship   | -          | -         | -         | -          | -          |
| <b>Total</b> | <b>165</b> | <b>10</b> | <b>90</b> | <b>210</b> | <b>300</b> |

| Sr. No | Subject Name                             | T/P | Hours      | Credit    | Internal  | External   | Total      |
|--------|--|-----|------------|-----------|-----------|------------|------------|
| 1      | Psychological Foundations of Education:1 | T   | 60         | 4         | 30        | 70         | 100        |
| 2      | Teacher Education                        | T   | 60         | 4         | 30        | 70         | 100        |
| 3      | Yoga Studies                             | T+P | 45         | 2         | 30        | 70         | 100        |
|        | <b>Total</b>                             |     | <b>165</b> | <b>10</b> | <b>90</b> | <b>210</b> | <b>300</b> |

**Objectives**

**To enable the prospective teacher educators to :**

- understand concept of learning and association and field theories of learning.
- to understand theories of learning with reference to Cognitivism, Behaviorism, Constructivism and Humanism.
- understand the concept of Learning Curve and Transfer of Learning.
- acquaint with the concepts of Constructivism, Motivation, Thinking and Reasoning.

**Unit -1 Learning and Learning Theories – Association and Field Theory**

## 1.1 Learning

- Meaning, Characteristics of learning
- Factors affecting learning
- Schools of Thoughts related to Education: Cognitive, Behavioristic, Constructive, Humanistic

## 1.2 Hull's Drive Reduction Theory of learning- Association Theory

- Four Level Learning Theory
- Postulates for Learning
- Educational Implications

## 1.3 Kurt Lewin's Field Theory of Learning-Behaviorism – Field Theory

- Meaning and basic elements
- Experiment
- Educational Implication

## 1.4 Tolman's Sign Gestalt Theory of learning- Field Theory

- Meaning of Sign – Gestalt Theory
- Types of learning
- Laws of Learning
- Educational Implications

**Unit -2 Learning Theory – Cognitivism, Behaviorism, Constructivism and Humanism**

## 2.1 Gagne's Hierarchy of Learning - Cognitivism

- Meaning and conditions
- Events of Instructions
- Educational Implications

## 2.2 Bandura's Theory of Social Learning - Behaviorism

- Meaning and Essentials of Social Learning
- Bobo Doll Experiment
- Social Learning Process
- Educational Implications

## 2.3 Bruner's Theory of Discovery Learning - Constructivism

- Meaning and types of Concept
- Meaning of Discovery Learning
- Steps and educational implication

## 2.4 Rogers's Learning theory (Experiential Learning)- Humanism

- Meaning and elements of experiential learning
- Educational Implication

### **Unit -3 Learning Curve and Transfer of Learning**

- 3.1 Learning Curve
  - Meaning, Types, Characteristics & Educational Implications
  - Plateaus and Causes of Plateaus in Learning Curve;
  - Suggestions to Remove Plateaus of Learning Curve
- 3.2 Transfer of Learning
  - Meaning and types of transfer
  - Role of environment in transfer of learning
  - Educational Implication
- 3.3 Theories of Transfer of Learning-1
  - Mental Discipline (Faculty Theory)
  - Identical Elements
  - Theory of Generalization
- 3.4 Theories of Transfer of Learning-2
  - Theory of Apperception
  - Theory of Transposition

### **Unit -4 Constructivism, Motivation, Thinking and Reasoning**

- 4.1 Constructivism
  - Concept, Characteristics and types
  - Role of teacher in constructivist learning and Educational Implications
  - Vygotsky's theory of social constructivism: concept of ZOP
- 4.2 Theories of Motivation
  - Concept and Types of motivation
  - McClelland's Motivation Theory
  - Educational Implication
- 4.3 Thinking
  - Meaning, Definition & Characteristics of Thinking
  - Types, Methods & Tools of Thinking
  - Essentials of Effective Thinking
- 4.4 Reasoning
  - Meaning, Definition & Characteristics of Reasoning
  - Kinds & Steps of Reasoning
  - Role of teacher in developing reasoning of students

**Objectives**

**To enable the prospective teacher educators to :**

- understand historical perspective of Teacher Education.
- get acquainted themselves with teaching as profession and roles of organizations in Teacher Education.
- understand organizational pattern and broad organisation of Teacher Education.
- get acquainted with Research, Problems, Innovations and Issues in Teacher Education

**Unit 1 Concept of Teacher Education & Teacher Education in India : Historical Perspective**

- 1.1 Meaning of Teacher Education, Purpose and Objectives of Teacher Education at various stages (Pre - School , Primary , Secondary and Higher Secondary)
- 1.2 Types of Teacher Education: Pre-Service and In Service
- 1.3 Teacher Education in Ancient India and Teacher Education in Pre-Independence Period
- 1.4 Teacher Education in Post-Independence Period

**Unit 2 Teaching as a Profession & Various organizations related to Teacher Education**

- 2.1 Teaching as a Profession, Role and Responsibilities of a teacher
- 2.2 Teacher Education as perceived in NEP 1986 , NCFTE 2009 and NEP 2020
- 2.3 Role of Organizations like: 1:UGC, 2:NCERT, 3:NCTE, 4: IASE
- 2.4 Role of Organizations like: 1:IITE, 2:CASE, 3:SCERT, 4:CTEs,5:DIETs

**Unit 3 Teacher Education in India**

- 3.1 Organizational Patterns:D.El.Ed.,B.El.Ed., Diploma in Special Education
- 3.2 Organizational Patterns:(Physical Education): D.P.Ed.,B.P.Ed., M.P.Ed.
- 3.3 Organizational Patterns:(Two Year): B.Ed.,M.Ed., B.Ed Special Education
- 3.4 Integrated Programme: B.Sc.B.Ed., B.A.B.Ed. M.Sc.M.Ed., M.A.M.Ed, B.Ed.M.Ed

**Unit 4 Research, Innovations and Issues in Teacher Education**

- 4.1 Research Trends in Teacher Education
- 4.2 Competency Based Teacher Education: Curriculum, Teaching learning Process and Evaluation
- 4.3 Issues: Quality v/s Quantity, Privatization and Employability
- 4.4 Innovations in Teacher Education

**Objectives****To enable the prospective teacher educators to :**

- develop an understanding of yoga and its philosophy.
- to familiarize with the theories of first four limbs and methods of Astang yoga.
- to familiarize with the theories of second four limbs and methods of Astang yoga.
- realize the importance of Astang yoga for Self development.

**Unit 1 Yoga-It's Philosophy**

- 1.1 Introduction and Meaning of yoga
- 1.2 Brief History of yoga
- 1.3 Importance of yoga
- 1.4 Effect of yoga on body and Daily routine of a healthy person.

**Unit 2 Astang yoga: First four limbs**

- 2.1 Yama (The five "abstentions"): Ahimsa (non-violence), Satya (Truth, non-lying), Asteya (non-covetousness), Brahmacharya (non-sensuality, celibacy), and Aparigraha (non-possessiveness).
- 2.2 Niyama (The five "observances"): Shaucha(purity), Santosha(contentment), Tapas (austerity), Svadhyaya (study of the Vedic scriptures to know about God and the soul), and Ishvara-Pranidhana (surrender to God).
- 2.3 Asana: Literally means "seat", and in Patanjali's Sutras refers to the seated position used for meditation.
- 2.4 Pranayama ("Suspending Breath"): Prāna, breath, "āyāma", to restrain or stop. Also interpreted as control of the life force.

**Unit 3 Astang yoga: Second four limbs**

- 3.1 Pratyahara ("Abstraction"): Withdrawal of the sense organs from external objects
- 3.2 Dharana ("Concentration"): Fixing the attention on a single object.
- 3.3 Dhyana ("Meditation"): Intense contemplation of the nature of the object of meditation.
- 3.4 Samadhi ("Liberation"): merging consciousness with the object of meditation

**Unit 4 Yog Practicies (Practical)**

- 4.1 Pranayams: Bhastrika, anulom-vilom, kapalbhati, bahya, agnisar, bramri, udgit, ujjai shitli, sitkari, nadisodhan, karnrogantak, suryabhedi, chandra bhedi etc .)
- 4.2 Asanas;  
Standing postures : garudasan, trikonasan, dhruvasan, natrajasan.  
Sitting postures : yogmudrasan, baudhpadmasan, vakrasan, ardhmasendrasan, vajrasan, kukutasan, sidhasan, kapotasan, marjarasan and Surya namaskar
- 4.3 Prone Posture : Naukasan(viprit), Bhekanasan, Dhanurasan, Salbhasan, Bhujangasan  
Spine Posture: Naukasan, Sarvangasan, Halasan, Matsyasan, Vipritkarni
- 4.4 Relaxation exercises and Savasan



# Semester-III

## Education

|              | Hours      | Credit    | Internal   | External   | Total      |
|--------------|------------|-----------|------------|------------|------------|
| Theory       | 180        | 12        | 90         | 210        | 300        |
| EPC          | 105        | 4         | 80         | 70         | 150        |
| Research     | 60         | 2         | 100        | 0          | 100        |
| Internship   | -          |           |            |            |            |
| <b>Total</b> | <b>345</b> | <b>18</b> | <b>270</b> | <b>280</b> | <b>550</b> |

| Sr. No | Subject Name                                      | T/P | Hours      | Credit    | Internal   | External   | Total      |
|--------|---|-----|------------|-----------|------------|------------|------------|
| 1      | Management and Administration                     | T   | 60         | 4         | 30         | 70         | 100        |
| 2      | Methods of Research in Education:2                | T   | 60         | 4         | 30         | 70         | 100        |
| 3      | Optional Paper (01)<br>Any One                    | T   | 60         | 4         | 30         | 70         | 100        |
|        | Primary and Early Childhood Care Education        |     |            |           |            |            |            |
|        | Secondary and Higher Secondary Education          |     |            |           |            |            |            |
|        | Value Education                                   |     |            |           |            |            |            |
| 4      | Communication and Compository Writing             | T+P | 45         | 2         | 30         | 70         | 100        |
| 5      | Preparation of Theme Paper and its Presentation   | P   | 60         | 2         | 50         | 0          | 50         |
| 6      | Preparation and Presentation of Research Proposal | P   | 60         | 2         | 100        | 0          | 100        |
|        | <b>Total</b>                                      |     | <b>345</b> | <b>18</b> | <b>270</b> | <b>280</b> | <b>550</b> |

**Objectives**

To enable the prospective teacher Educators to :

- understand concepts of educational management.
- apply appropriate educational management theory and approach in school management.
- identify appropriate leadership model as per educational institute requirement.
- gain understanding regarding various quality monitoring agencies in India.

**Unit 1 Introduction of Educational Management**

- 1.1 Educational Management: Meaning, Nature and Characteristics
- 1.2 Importance and Scope of Educational Management
- 1.3 Functions of Educational Management
- 1.4 Structure of Educational Management in India (with reference to Higher Education, Technical Education, Vocational Education, School Education)

**Unit 2 Theories and Approach of Educational Management**

- 2.1 Scientific Management Theory
- 2.2 Fayol's Theory of Management
- 2.3 Human Relation Approach
- 2.4 Human Behavior Approach

**Unit 3 Models of Leadership**

- 3.1 Leadership: Meaning and nature, quality of good leader
- 3.2 Blake and Mouton's Managerial Grid Model
- 3.3 Fiedler's Contingency Model
- 3.4 Tri-dimensional Model, Hersey and Blanchard's Model

**Unit 4 Quality in Education**

- 4.1 Total Quality Management and Six Sigma
- 4.2 Cost of Quality: Appraisal Costs, Cost Benefit Analysis
- 4.3 NAAC
- 4.4 Quality Council of India

**Objectives**

**To enable the prospective teacher Educators to :**

- understand characteristics of tools of research and their types.
- understand methods of research in education.
- develop abilities of data handling.
- develop skill for writing a research report.

**Unit 1 Tools And Techniques Of Research**

- 1.1 Tools of Research: Concept and Overview of Types of tools of research  
Construction and Standardization of Tool: Steps, Reliability, Validity and Norms
- 1.2 Interview: Meaning, Advantages, Limitation and Types Rating Scale: Concept and Types – Likert, Thurston & Q-Sort Check-List: Points to be kept in Mind while Constructing Check-list
- 1.3 Questionnaire, Schedule and Inventory: Meaning and Steps of Construction
- 1.4 Observation: Meaning, Types, Advantages and limitations

**Unit 2 Methods Of Research**

- 2.1 Historical Research: Meaning, Purposes, Sources and Steps
- 2.2 Descriptive Research: Meaning and characteristics
  - Survey: Meaning and Types
  - Interrelationship studies: Co-relational Research and Casual Comparative Research, Case Study
  - Developmental studies: Longitudinal: Cross sectional studies.
- 2.3 Experimental Research: Meaning; Characteristics -control, manipulation, observation, replication Experimental Designs: Pre, true and quasi experimental designs Validity of experimentation: Internal and External Validity, Factors affecting validity
- 2.4 Qualitative Research: Meaning and Purpose  
Ethnographical, Phenomenological and Anthropological Research: Concept

**Unit 3 Data Handling**

- 3.1 Scales of Measurement: Meaning; Types –nominal, ordinal, interval, ratio,
- 3.2 Descriptive Statistics: Concept and types- Measures of central tendency and graphical presentations
- 3.3 Inferential Statistics: Parametric and Non Parametric Test: Introduction and Conditions (No Computations), Level of Significance: Concept , Type – 1 Error, Type – 2 Error,
- 3.4 Meaning of treatment of data, editing coding classification tabulation

**Unit 4 Writing Research Report**

- 4.1 Research report: meaning and types (thesis, dissertation, journal article, paper)  
Parts of Research: Preliminary, content and supplementary
- 4.2 Format, style, typing, quotations, footnotes, Referencing(APA Latest Edition), pagination, tables, figures, graphs, plates
- 4.3 Criteria for evaluating research report
- 4.4 Ethics and Plagiarism in research

Sem  
III

## Primary and Early Childhood Care Education (O1)

Optional  
Marks : 70 + 30

### Objectives

To enable the prospective teacher educators to :

- understands the concepts pertaining to ECCE.
- understand goals of development and learning in ECCE curriculum.
- critically reflect on the policies of Primary Education.
- familiarize with diverse aspects of organization and administration of Primary Schools.

### Unit 1 Early Childhood Care and Education

- 1.1 ECCE- Concept & Objectives
- 1.2 Principles of early learning and development and its implications
- 1.3 Children Learning methods- Play & Activity
- 1.4 Care Stimulation and Interaction at ECCE Centre and role parents

### Unit 2 Goals of Development and Learning in Early Childhood Care and Education

- 2.1 Physical, Health, Motor, Sensory and perceptual Development
- 2.2 Language & Cognitive Development
- 2.3 Development of Creative and Aesthetic Appreciation
- 2.4 Pedagogical approaches to ECCE

### Unit 3 Primary Education: Concept and Policies

- 3.1 Concept, objectives and aims of Primary Education.
- 3.2 Critical Reflection on the policies of Primary Education;
  - Kothari Commission (1964-66) with reference to development of Primary Education.
  - NPE-1986 with reference to Primary Education.
  - NCF- 2005 National Curriculum Frame Work (Meaning; Curriculum at Primary School Level and its features).
- 3.3 Critical Reflection on RTE-2009 : Rights of Children and Teachers
- 3.4 Critical Reflection on NEP-2020 with reference to Primary Education

### Unit 4 Structure of Primary Education

- 4.1 Structure of Primary Education
- 4.2 Hierarchy of officials of Primary Education Organization; their roles and responsibilities
- 4.3 Navoday Vidhyalay, Ashram Shala, Eklavya Model School, Kendriya Vidyalaya, KGBV: Objectives, Functions and Facilities
- 4.4 Role of Ministry of Education, NCERT, GCERT and DIET in Primary Education

**Objectives****To enable the prospective teacher educators to :**

- understand the concept of secondary and higher secondary Education.
- know and analyze the Structures of Secondary and Higher Secondary Education in India.
- understand the problem and challenges related to secondary and higher secondary education.
- know the New Trends and Innovation in Secondary and Higher Secondary Education.

**Unit 1 Perspective and Context of Secondary and Higher Secondary Education**

- 1.1 Concept of Secondary and Higher Secondary Education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
- 1.2 Historical Perspectives of Secondary and Higher Secondary Education in Pre - Independent India
- 1.3 Recommendations of Commissions and Policies on Secondary and Higher secondary Education: Mudaliar commission, Kothari commission, Yashpal Committee, NPE 1986, NKC-2005, NEP-2020
- 1.4 Recommendations of Delor's commission in terms of four pillars of Education

**Unit 2 Structure of Secondary and Higher Secondary Education**

- 2.1 Structure and Status of Secondary and higher secondary Education in India: with context to different Boards, types of Schools, different streams, different levels, Open schooling, Nature and forms of inequality.
- 2.2 Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.
- 2.3 Vocational Education at higher secondary school level
- 2.4 Global Perspectives: Secondary and Higher Secondary Education in England, USA, Australia, Russia.

**Unit 3 Problems And Challenges of Secondary And Higher Secondary Education**

- 3.1 Universalisation of Secondary Education: objective, implementation, fund, achievement.
- 3.2 Alternative Schooling at Secondary Stage
- 3.3 Problems and their remedies in relation to access, enrolment, wastage and stagnation, achievement and equality of Educational opportunities
- 3.4 Education of girls, disadvantaged and differently able children and slow learners and interventions to solve the problems

**Unit 4 New Trends And Innovation In Secondary And Higher Secondary Education**

- 4.1 Rashtriya Madhamik Shiksha Abhiyan (RMSA)-Objectives and Functioning
- 4.2 Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning, online Learning.
- 4.3 Innovation in examinations: Innovations in Board Examinations, CCE, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination
- 4.4 Quality assessment and accreditation as suggested by NEP-2020

**Objectives**

To enable the prospective teacher educators to :

- develop the theoretical understanding of values.
- to familiarize with the theories and methods of value development.
- realize the importance of value education for national and global development.
- value and different procedures of solution about the conflict.

**Unit -1 Concept of Value and Value Education**

- 1.1 Meaning, definition, nature and characteristics of Values
- 1.2 Classification of values: Personal, social, moral, human, constitutional, Gandhian, 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 Indian concept of Values

**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 Curricula.

Sem

III

**Communication and Compository Writing**

Compulsory

Marks : 70 + 30

**Objectives****To enable the prospective teacher educators to :**

- gain insight and reflect on the concept and process of communication.
- develop an insight for academic listening and note taking.
- acquaint with academic communication and its importance.
- develop skills of writing and identification of different styles.

**Unit -1 Communication Skills**

- 1.1 Meaning, concept and components of effective communication
- 1.2 Strategies of effective communication
- 1.3 Role and usage of ICT in effective communication
- 1.4 Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)

**Unit -2: Academic Listening and Note taking- Informational, Critical and Therapeutic listening**

- 2.1 Meaning, concept and importance of Informational listening, Critical Listening and Therapeutic listening
- 2.2 Academic Listening- Listening to Lectures, observing tone and taking notes.
- 2.3 Skills for a good listener – Listening to educational film
- 2.4 Developing and Presenting the notes

**Unit -3: Academic Communication- classroom communication, seminar and workshops**

- 3.1 Meaning, concept and importance
- 3.2 Seminar – skills for presenting research paper and article
- 3.4 Academic Workshops - Developing and Participating in workshop
- 3.5 Communicating with publishers for publication of articles and research paper

**Unit -4: Types of Writing – Expository, Narrative, Descriptive, Argumentative**

- 4.1 Meaning and concept of Expository, Narrative, Descriptive, Argumentative writings
- 4.2 Development or writing of Expository, Narrative, Descriptive, Argumentative paragraphs
- 4.3 Identification of different type of writing from the given sample
- 4.4 Writing of Expository, Narrative, Descriptive, Argumentative paragraphs



**Objective of the course:****To enable the prospective teacher educators to :**

- think about topics on which they can prepare theme papers.
- prepare presentations on theme papers.
- present theme papers to seminar or workshop.
- work in group for identifying topics on education.
- refer the material from various sources.
- write papers in different styles.
- present the paper in seminar or workshop arranged for the purpose.

**Suggested Framework**

According to the title of the dissertation students are allotted the topic for the theme paper. The format for the theme paper is discussed in the class based on various theme paper as well as good articles. After that there is deliberation and discussion with the students on the given topic. As per the need of the students, they refer library and access computer lab for the reference and conceptualize and put it in writing. One-month time is provided to the students for the preparation of the theme paper. After the completion of the paper they submit it online, and after that according to schedule they present the paper within 15-20 min.

Evaluation is done on the basis of presentation, content of the paper according to Topic and way of presentation.

Sem  
III

## Preparation and Presentation of Research Proposal

Compulsory  
Marks : 00+ 100

### Objectives

To enable the prospective teacher educators to :

- develop skills of literature review and develop and analytical skills.
- write a detailed research proposal.
- present the research proposal.

### Details and Submissions

- Research Reviews (at least 10)
- Preparation of Research Proposal and submission
- Presentation of Research Proposal and approval

### Suggested Framework for developing Research Proposal

- Introduction
- Title of research and statement of the problem
- Review of related literature, conceptual framework
- Rationale and need for the study
- Objectives of Research
- Hypothesis and or Research questions
- Variables of Research
- Operational and conceptual definitions and or explanation of terms
- Scope, limitations and delimitations of Research
- Area of Research
- Type of Research
- Method of Research
- Population and sample
- Tool of Research
- Intervention Program (in case of experimental research)
- Data Collection
- Technique of data analysis
- Chapterization
- Time frame and Budget
- References

**(The framework can be changed or modified depending upon the type and need of research problem)**

## Semester- IV

## Semester IV

### Education

|              | Hours      | Credit    | Internal   | External   | Total      |
|--------------|------------|-----------|------------|------------|------------|
| Theory       | 180        | 12        | 90         | 210        | 300        |
| EPC          | 45         | 2         | 30         | 70         | 100        |
| Research     | 60         | 2         | 50         | 00         | 50         |
| Internship   | 60         | 2         | 100        | 00         | 100        |
| <b>Total</b> | <b>345</b> | <b>18</b> | <b>270</b> | <b>280</b> | <b>550</b> |

| Sr. No | Subject Name                           | T/P | Hours      | Credit    | Internal   | External   | Total      |
|--------|--|-----|------------|-----------|------------|------------|------------|
| 1      | Educational Studies                    | T   | 60         | 4         | 30         | 70         | 100        |
| 2      | Philosophical Foundations in Education | T   | 60         | 4         | 30         | 70         | 100        |
| 3      | Optional Paper (02)<br>Any One         | T   | 60         | 4         | 30         | 70         | 100        |
|        | Guidance and<br>Counselling            |     |            |           |            |            |            |
|        | Measurement and<br>Evaluation          |     |            |           |            |            |            |
|        | Educational Statistics:1               |     |            |           |            |            |            |
| 4      | Academic Writing                       | T+P | 45         | 2         | 30         | 70         | 100        |
| 5      | Internship M.Ed. I                     | P   | 60         | 2         | 100        | 00         | 100        |
| 6      | Dissertation (Tool<br>Development)     | P   | 60         | 2         | 50         | 00         | 50         |
|        | <b>Total</b>                           |     | <b>345</b> | <b>18</b> | <b>270</b> | <b>280</b> | <b>550</b> |

**Objectives**

**To enable the prospective teacher educators to :**

- understand education as a phenomenon and concept related with education studies.
- comprehend theoretical perspectives of education.
- identify and appreciate vision of school education and develop abilities to foresee and resolve challenges.
- understand and apply knowledge with institutions, systems and structures of education and flagging the contemporary concerns of education policy and practice.

**Unit 1 Educational Studies**

- 1.1 Meaning, Concept and Scope of Educational studies
- 1.2 Disciplinary and Interdisciplinary nature of education
- 1.3 History of Educational Studies
- 1.4 Future of Education in relation to ICT and Artificial Intelligence

**Unit 2 Theoretical Perspectives of Education**

- 2.1 Educational ideologies for Education studies.
- 2.2 Meaning, characteristics and importance of
  - a. Schoolling
  - b. Pedagogy & Andragogy
  - c. Knowledge generation
  - d. Sustainable education
- 2.3 Education as a socially contrived system influenced by Social, cultural, political, economic and technological factors.
- 2.4 Prioritizing the aims of Indian education in context of a democratic, secular, egalitarian and a human society.

**Unit 3 Vision of School Education**

- 3.1 Development of relationship between child and environment: school practices with life outside the school: ICT and Teaching-Learning.
- 3.2 Role Perception: Teacher as role model, as a facilitator, as a autonomous individual, and as a co-learner.
- 3.3 Quality and Excellence in Education and Millennium Developmental Goals
- 3.4 Contemporary challenges to School Education.

**Unit 4 Various Issues and Concerns of Educational Studies**

- 4.1 LPG, Localization, Globalization of Education
- 4.2 Nationalization and internationalization of education
- 4.3 ODL, Blended Learning, Home Schooling
- 4.4 Researches in Educational Studies

Sem  
IV**Philosophical Foundations of Education**Compulsory  
Marks : 70 + 30**Objectives****To enable the prospective teacher educators to :**

- 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.

### **Unit 3 Introduction to Counselling**

- 3.1 Counseling:
  - Concept, Nature and Characteristics
  - Principles of counseling.
- 3.2 Counseling approaches:
  - Directive, Nondirective and Eclectic
- 3.3 Types of Counseling:
  - Group counseling vs. individual counseling.
- 3.4 Difference between Guidance and Counseling

### **Unit 4 Counseling Process and Issues in Counselling**

- 4.1 Counseling Process:
  - Preparation for Counseling
  - Counseling skills
  - Factors affecting Counseling process.
  - Case study and Case conference: Purpose, Plan, Procedures, and Precautions
- 4.2 Group Counseling:
  - Introduction and assumptions in group Counseling
  - The process of group Counseling
  - Values of group Counseling
  - Limitations of group Counseling
- 4.3 Preparation and Training for Counseling
  - Academic preparation
  - Qualities of a good Counselor
  - Professional Ethics for Counselor
- 4.4 Problems and Issues
  - Organization and Administration of Guidance and Services
  - Guidance services for Special Groups
  - Changing roles of functionaries

**Sem  
IV****Educational Statistics-1 (02)****Optinal****Marks : 70 + 30****Objectives****To enable the prospective teacher educators to :**

- learns the various statistical method used in analysis of data.
- understands the basic concepts of educational statistics.
- develop the ability to select proper statistics with various data.
- develop the ability to evaluate critically the result of analysis of data.

**Unit 1 Meaning of Educational Statistics**

- 1.1 Meaning of statistics
- 1.2 Meaning of statistics in Education
- 1.3 Scale of Measurement
- 1.4. Tabulation of data and different forms of graphic presentation and their uses of in educational research

**Unit 2 Descriptive statistics**

- 2.1. The frequency distribution, measures of central tendency and variability, their calculation and use
- 2.2. The normal distribution-the normal probability curve-its important properties and applications
- 2.3. Scaling of test items
- 2.4. Scaling of judgments

**Unit 3 Correlation and Regression**

- 3.1. The coefficient of correlation-Linear, Biserial, Point Biserial, tetrachoric, phi, contingency, product-moment
- 3.2. Rank Difference, Partial and Multiple Correlation
- 3.3. Regression and Prediction; Linear regression-the regression line in prediction;
- 3.4. The regression equations and accuracy of prediction

**Unit 4 Reliability and Validity of Test**

- 4.1. Item analysis
- 4.2. Reliability: Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent.
- 4.3. Validity: Meaning, Methods, Calculations, length of test of validity.
- 4.4. Process of Standardization of Test



Sem  
IV**Measurement and Evaluation (O2)**

Optional

Marks : 70 + 30

**Objectives****To enable the prospective teacher educators to :**

- understand the process and theories of measurement and evaluation.
- understand objectives, norm referenced and criterion referenced test.
- identify, compare and contrast tools of measurement.
- understand standardized tests and acquaint them with process of standardisation.

**Unit 1 Process & Theories of Measurement**

- 1.1 Concept and need of evaluation, Inter relationship between measurement and evaluation
- 1.2 Functions of evaluation & Basic principles of evaluation
- 1.3 Classical Test Theory(CTT) : Concept, Characteristics and Importance of Item Response Theory(IRT): Concept, Characteristics and Importance
- 1.4 True scores and Errors of Measurement, Marks and Grades

**Unit 2 Objectives & Norm-Referenced and Criterion-Referenced Test**

- 2.1 Taxonomy of educational objectives: Cognitive Domain Affective domain, Psychomotor domain
- 2.2 Concepts of Norms Referenced and Criterion referenced Test Difference between NRT and CRT
- 2.3 Steps for constructions of Criterion-Referenced Test : Instructional intent specifying the domain, item development, item review and test development.
- 2.4 Types of tests: Achievement Test, Diagnostic Test, Domain-Referenced Test

**Unit 3 Tools of Measurement and Evaluation**

- 3.1 Subjective tools of Evaluation
- 3.2 Objective tools of Evaluation
- 3.3 Supply type questions: Simple question, completion question, short answer question, long answer question/essay questions (Characteristics, merits, limitations and improvement of each type).
- 3.4 Selection type question: constant alternative, multiple choice, matching, Re-arrangement. (Characteristics, merits, limitations and improvement of selection type item).

**Unit 4 Process of Standardizing a Test**

- 4.1 Standardized Test: Nature and use of standardized test Criteria for selecting a good standardized test: planning, reliability, validity, objectivity, Discriminating power, Adequacy, Usability and Comparability
- 4.2 Reliability: Concepts and types of reliability.
- 4.3 Validity: Concept and types of validity.
- 4.4 Standard Scores and Norms : Z-score, t-score, stanine, Letter Grade, Percentile Rank.

Sem  
IV**Academic Writing**Compulsory-  
Marks : 70 + 30**Objectives****To enable the prospective teacher educators to :**

- understand the concept of different types of writing and writing style.
- critically comment on the reports- project report, institutional report, minutes of staff meeting.
- comprehend the academics in the form of books and films and talks by academicians
- be aware about the current trends in education.
- present a seminar on various reports and policy documentation.
- self-criticize, defend on their point, counter question the opponent on the academic presentations/cross question.

**Unit 1 Types of Writing and Writing Styles**

- 1.1 Concept of Narrative, Descriptive and Persuasive Writing and Difference between narrative, descriptive and persuasive writing
- 1.2 Concept of Theme paper and research paper, review paper and the difference between the two
- 1.3 Writing of Project Reports, Field Visit Reports, Minutes of Staff Meeting
- 1.4 Writing of Abstract, Executive Summary, Paraphrasing and Summarizing

**Unit 2 Writing a Review by Reviewing Surveys, Film and Speeches of Famous Academicians**

- 2.1 Review of TED Talks
- 2.2 Review of Speech of A P J Abdul Kalam, Narendra Modi, Jawaharlal Nehru, Swami Vivekanand and M K Gandhi
- 2.3 Review of Films-Ek Doctor Ki Maut, Aadhar Sheela, Dead Poets Society, Short Films related to Education
- 2.4 Reviewing the related literature from Surveys, Shodganga, INFLIBNET, ERIC, Dissertation Abstract International

**Unit 3 Critical Analysis of Various Policies and Act (Group Activities on the basis of Divergent and Convergent thinking)**

- 3.1 National Education Policy- 2020, Teach R
- 3.2 NCTE Regulation 2014 Two Year integrated B.Ed., M.Ed. B.Sc Ed and MSc Ed (BSc-BEd and MSc- MEd)
- 3.3 RTE 2009
- 3.4 UGC Regulation PhD 2009 (For Doctoral Studies), 2016 and 2018

**Unit 4 Writing of Research Proposal and Reporting Doctoral Thesis**

- 4.1 Steps of writing Research Proposal
- 4.2 Reporting of Chart/Graphs and Tables-Explain, Compare and Narrate
- 4.3 APA style of Writing and APA style of Referencing
- 4.4 Plagiarism and Antiplagiarism Software

**Objectives**

**To enable the prospective teacher educators to :**

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

**Activities to be performed**

| Credit | Hrs. | Activity  |
|--------|------|---|
| 2      | 60   | Implementation of a Psychological Test/Status Survey/Social Research  |
|        |      | Guidance, checking and supervision of Microteaching 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 /INFLIB-NET/GIET / an institute of special education/NGO and contribute as a teacher/volunteer |
|        |      | Presentation of submissions   |

**Sem  
IV****Dissertation (Conceptual Framework and  
Tool Delopment)****Compulsory-  
Marks : 00+ 50****Objectives****To enable the prospective teacher educators to :**

- develop skills of writing the introductory and conceptual framework for research report.
- develop and validate research tool.
- present their research progress.

**Activities to be performed**

| <b>Credit</b> | <b>Hrs.</b> | <b>Activity</b>                    |
|---------------|-------------|------------------------------------|
| 2             | 60          | Development and validation of tool |
|               |             | Submission of Chapter 1, 2 and 3   |
|               |             | Presentation of work done          |

# Semester - V

## Semester V

### Education

|              | Hours      | Credit    | Internal   | External   | Total      |
|--------------|------------|-----------|------------|------------|------------|
| Theory       | 180        | 12        | 90         | 210        | 300        |
| EPC          | 120        | 4         | 100        | 0          | 100        |
| Research     | -          | -         | -          | -          | -          |
| Internship   | -          | -         | -          | -          | -          |
| <b>Total</b> | <b>300</b> | <b>16</b> | <b>190</b> | <b>210</b> | <b>400</b> |

| Sr. No | Subject Name  | T/P | Hours      | Credit    | Internal   | External   | Total      |
|--------|---|-----|------------|-----------|------------|------------|------------|
| 1      | Sociological Foundations of Education                   | T   | 60         | 4         | 30         | 70         | 100        |
| 2      | Inclusion: Concept and Policy Framework                 | T   | 60         | 4         | 30         | 70         | 100        |
| 3      | Optional Paper (03) Any One                             | T   | 60         | 4         | 30         | 70         | 100        |
|        | Psychological Testing                                   |     |            |           |            |            |            |
|        | Educational Statistics-2                                |     |            |           |            |            |            |
|        | Instructional Technology                                |     |            |           |            |            |            |
| 4      | Preparation & Presentation of TLM/ econtent development | P   | 60         | 2         | 50         | 0          | 50         |
| 5      | Preparations and Administration of Psychological test   | P   | 60         | 2         | 50         | 0          | 50         |
|        | <b>Total</b>  |     | <b>300</b> | <b>16</b> | <b>190</b> | <b>210</b> | <b>400</b> |

Sem

Compulsory

V

## Sociological Foundations of Education

Marks : 70 + 30

### Objectives

To enable the prospective teacher educators to :

- 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

Sem

Compulsory

V

**Inclusion: Concept and Policy Framework**

Marks : 70 + 30

**Objectives****To enable the prospective teacher educators to :**

- understand basic concepts of inclusive Education.
- identify and appreciate the diversities in the society.
- build barrier free environment for Students with Special Needs in Inclusive Classrooms .
- develop insight regarding Constitutional provisions and legal frameworks for facilitating inclusive education.

**Unit -1 Introduction of Inclusive Education**

- 1.1 History of inclusion –paradigm shift from segregation to inclusion
- 1.2 Inclusive education: Meaning, concept, definitions
- 1.3 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.4 Models of Inclusive Education

**Unit -2 Understanding the Diversities**

- 2.1 Understanding diversities: concept, types (disability as a dimension of diversity)
- 2.2 Disability as a social construct, classification of disability and its educational implications
- 2.3 Introduction to Neuro-Developmental Disabilities (SLD, ID, ASD)
- 2.4 Introduction to Sensory Disabilities (HI, VI, Deafblind)

**Unit 3 Building Inclusive Learning Environments**

- 3.1 Definition and concept of Adaptation, Accommodation and Modification
- 3.2 Barriers to inclusive education
- 3.3 Role of teacher
- 3.4 Peer mediated instruction: Peer tutoring, Cooperative learning

**Unit -4 Policies and Framework Facilitating Inclusive Education**

- 4.1 Constitutional provisions: RTE (2009), NPE of Students with Disabilities (2006), RPwD (2016), NTA (1999) IEDSS (2013)
- 4.2 International Perspective: Salamanca 1994, UNCRRPD, IEDSS (2013)
- 4.3 Concessions and Provisions for PwDs
- 4.4. Role of national Institutes (NIs) and NGOs



Sem

V

**Psychological Testing (O3)**

Optional

Marks : 70+ 30

**Objectives****To enable the prospective teacher educators to :**

- develop an understanding of nature of psychological measurement and its underlying principles.
- acquaint with techniques of psychological measurement.
- develop skills in testing select psychological constructs.
- develop ability to administer, score, interpret and report psychological tests.

**Unit 1 Psychological Measurement and Testing**

- 1.1 Psychological Measurement: Meaning, Nature and Scope, Psychological and physical measurement: Difference
- 1.2 Need of psychological measurement in Educational Practices
- 1.3 Psychological testing: Meaning, nature and Characteristics of Psychological measurement
- 1.4 Scope and Use of psychological test in educational practices

**Unit 2 Techniques of Psychological Measurement: Meaning, Steps, importance, merits and limitations**

- 2.1 Testing Techniques: Teacher-made tests
- 2.2 Testing Techniques: Standardized Psychological Tests
- 2.3 Non Testing Techniques : Rating Scale, Questionnaires, Interview, Inventories
- 2.4 Non Testing Techniques: Personal Records, Sociometric and Projective techniques,

**Unit 3 Testing of Psychological Constructs: Concept, need and available Standardized Tools**

- 3.1
  - Intelligence Tests
  - Aptitude Test
  - Achievement Test
- 3.2
  - Attitude Scale: Thurston and Likert
- 3.3
  - Interest Inventory
  - Personality Inventory
- 3.4 Criteria for Test selection and Preparation
  - Technical criteria: Reliability, Validity and norms
  - Practical criteria: Ease of Administration, cost, time.

**Unit 4 Administration, Scoring, Interpretation and Reporting Psychological Tests**

- 4.1 Administration: Steps and precautions to be taken during administration of psychological tests
- 4.2 Scoring: Scoring of psychological test with reference to available standardized tests and analysis of test results
- 4.3 Interpretation: Interpreting test result for stakeholders (students, parents and authorities)
- 4.4 Reporting of test: Preparing Psychological Test Report and Reporting the test results to students, teachers and parents.

Sem

Optional

V

**Educational Statistics- 2 (O3)**

Marks : 70 + 30

**Objectives****To enable the prospective teacher educators to :**

- understand statistical interpretations in educational research and to examine the scope of application of research.
- develop an ability to evaluate critically the results of analysis of data.
- develop the understanding of multivariate analysis techniques.
- differentiate between parametric and non parametric analysis techniques.

**Unit 1 Testing Hypothesis**

- 1.1 The hypothesis of chance-null hypothesis
- 1.2 The meaning of statistical inference, the significance of the mean, the median, the measures of variability, of percentages, of the coefficient of correlation
- 1.3 The significance of the difference between means and other statistics
- 1.4 Principals of sampling and the use of standard error formulas

**Unit 2 Non Parametric Tests**

- 2.1 Chi square Test, Sign Test, Median Test
- 2.2 Mann-Whitney U-Test
- 2.3 Kolmogorov- Smirnov Test
- 2.4 Kruskal Walis Testing, Candall Tests

**Unit 3 Analysis of Variance**

- 3.1 Analysis of Variance: Concept and Assumptions
- 3.2 Homogeneity test of Variance
- 3.3 Computation One way, Two way and factorial design
- 3.4 Analysis of covariance

**Unit 4 Multivariate Analysis**

- 4.1 Factor Analysis
- 4.2 Discriminant Analysis
- 4.3 Cluster Analysis
- 4.4 Meta-Analysis

Sem

**Instructional Technology (O3)**

Optional

V

Marks : 70 + 30

**Objectives****To enable the prospective teacher educators to :**

- understand Foundations of Educational, Instructional and learning Technology.
- understand concepts and models of Instructional Technology.
- understand concepts and models of Instructional Design.
- understand Planning and Procedures of Instructional Media.

**Unit 1 Foundations of Educational, Instructional and Learning Technology**

- 1.1 Concept of Educational technology, Instructional technology and learning technology  
Meaning of Technology of Education and Technology in Education
- 1.2 Forms of Education Technology: Teaching Technology, Instructional Technology and Behaviour Technology
- 1.3 Approaches to Media Use: Integrated, Complementary, Supplementary, Standalone (independent)
- 1.4 Historical Overview: Programmed learning stage, Media application stage and Computer application stage

**Unit 2 Instructional Technology**

- 2.1 Concept of Instruction and Instructional Technology  
Forms of Instructional Technology: Hardware Approach, Software Approach and System Approach
- 2.2 Pedagogy of Technology Integration
- 2.3 E-learning Development Process: Preparation of Instructional Media for E-Learning and Blended Learning, Designing Learning Experiences using Open Education Resources
- 2.4 Instructional Strategies for Online Courses: Meaning and Types - Learning Contracts, Small Group Work Discussion, Projects, Collaborative Learning, Self-Directed Learning, Case Study, Mentorship, Forum

**Unit 3 Instructional Design**

- 3.1 Concept, need and Principles of instructional design  
Difference between Instructional Design and Instructional System Design
- 3.2 Learning theories and their implications for instructional design – behaviorist, cognitivist, constructivist and eclectic approach
- 3.3 Stages of development of instructional design- Instructional goals; Need analysis- Audience and Environment Analysis, Performance objectives; Criterion referenced test items, Developing instructional strategy and material, Evaluation
- 3.4 Models of Instructional Design: Dick and Carrie, ADDIE Model, and ASSURE Model

**Unit 4 Planning and Producing Instructional Media**

- 4.1 Concept, characteristics and Preparation of Self Learning Material
- 4.2 Concept, characteristics and types of Programmed Learning Material – Linear , Branched and Mathetics
- 4.3 Online Course Development Process:  
Team – Web developer, programmer and graphic designer  
Interactive Multimedia: Concept,  
Steps for Developing Multimedia- Storyboard and Prototype of multimedia,  
Multimedia Development Tools and Software
- 4.4 Emerging Trends: Learning Management System, Learning Content Management System, Creative Commons and Open Education Resources, Licensing and Copyright on Using and Sharing Resources

Sem  
V**Preparation & Presentation of TLM/ E Content  
Development**Compulsory  
Marks : 00 + 50**Objectives****To enable the prospective teacher educators to :**

- review various teaching learning material.
- Identify, compare and contrast teaching learning material.
- cultivate skills for developing teaching learning material.
- develop skills for presentation of teaching learning material.

**Presentation of Teaching Learning Material (Conceptual Understanding)**

- 1.1 Understanding Teaching Learning Material and its types.
- 1.2 Selecting appropriate Teaching Learning Material for construction.
- 1.3 Preparation of teaching learning material.
- 1.4 Presentation of Teaching Learning Material.

**Suggested Framework**

Any one Teaching learning material is to be prepared based on any topic from B.Ed. Syllabus. The topic selected can be presented in any form (Physical or virtual) of TLM and any type – Video, Audio or Audio Video. Some of the suggested TLM types are

- Development of TLM 3 D Model
- Conceptual Model in the form of some report or project
- Virtual Model in the form of app or some coding program
- e learning material in 4 Quadrant

Sem  
V

## Preparation and Administration of Psychological Tests

Compulsory

Marks : 00 + 50

### Objectives

To enable the prospective teacher educators to :

- review and analyze the available psychological test.
- understand the process of psychological testing.
- develop ability to construct psychological test.
- develop skills for administering psychological test.
- develop skill for scoring and interpreting psychological test.

### Administration of Psychological Tests and Preparation (Conceptual Understanding)

- 1.1 Understanding psychological tests.
- 1.2 Selecting appropriate psychological tests.
- 1.3 Administering psychological tests.
- 1.4 Interpretations of data received from testing.

### Suggested Framework

The objective of the paper is to develop the skills related with constructing and preparing the psychological test that is related with the measurement of a psychological attribute. The paper is to be introduced by giving basic understanding of psychological tests. This understanding can be linked with theory paper of Psychological Testing that is offered separately. The students should have motivated to select a topic related to attitude, aptitude, motivation, personality, achievement etc. The student may also select a topic related to the tool of his dissertation with the permission of his or her guide.

The student has to select an appropriate topic with the help of teacher in charge. After the selection of topic, the students have to go through the standardised procedure of developing test. Once prepared the test is to be administered and the data is to be interpreted.

### Suggestive Steps for the Paper

S.No. Steps

- 1 Preparing Theoretical Background –
  - a. Theory on which test is to be based and clarity on components
  - b. selecting the type of test/scale/inventory
  - c. Planning the nature, purpose of test and selecting sample
  - d. Selecting the components/subcomponents and preparing test items
  - e. Expert validation
2. Pilot Testing
- 3 Item Analysis-
  - a. Fixing criterion for item validation
  - b. Item Validation / difficulty index /discrimination value
  - c. Reliability
- 4 Administration of test
- 5 Standardization – (optional)
  - a. Fixing Norms
  - b. Reliability
  - c. Validity
- 6 Submission in the form of report

# Semester VI

## Semester VI

### Education

|              | Hours      | Credit    | Internal   | External   | Total      |
|--------------|------------|-----------|------------|------------|------------|
| Theory       | 180        | 12        | 90         | 210        | 300        |
| EPC          | -          | -         | -          | -          | -          |
| Research     | 120        | 4         | 60         | 140        | 200        |
| Internship   | 60         | 2         | 100        | 00         | 100        |
| <b>Total</b> | <b>360</b> | <b>18</b> | <b>250</b> | <b>350</b> | <b>600</b> |

| Sr. No | Subject Name                            | T/P | Hours      | Credit    | Internal   | External   | Total      |
|--------|---|-----|------------|-----------|------------|------------|------------|
| 1      | Psychological Foundation of Education-2 | T   | 60         | 4         | 30         | 70         | 100        |
| 2      | Curriculum Development                  | T   | 60         | 4         | 30         | 70         | 100        |
| 3      | Optional Paper (04) Any One             | T   | 60         | 4         | 30         | 70         | 100        |
|        | Environment Studies                     |     |            |           |            |            |            |
|        | Higher Education                        |     |            |           |            |            |            |
| 4      | Internship M.Ed. II                     | P   | 60         | 2         | 100        | 00         | 100        |
| 5      | Dissertation                            | P   | 120        | 4         | 60         | 140        | 200        |
|        | <b>Total</b>                            |     | <b>360</b> | <b>18</b> | <b>250</b> | <b>350</b> | <b>600</b> |

**Objectives**

To enable the prospective teacher educators to :

- understand meaning, theories and measurement of intelligence.
- identify personality, theories and measurement of personality.
- appreciate unique qualities of individuals.
- enable the learners to accept his /her emotions.

**Unit 1 Intelligence- Meaning, Theories and Measurement**

## 1.1 Intelligence

- Meaning & definitions
- Types of Intelligence: Spiritual, Emotional, Cognitive(Mental)
- Role of intelligence in child development
- Intelligence Theories : Cattell, Vernon

## 1.2 Theories of Intelligence

- Cognitive Intelligence: Cattell, Vernon, Gardener
- Emotional Intelligence: Goleman, Mayer & Salovey Model

## 1.3 Measurement of Intelligence

- Intelligence and Intelligence Quotient: Concept
- Types of Intelligence Test
- Uses and Limitations of Intelligence Test

## 1.4 Intelligence Test

International: Binet Simon, Stanford Binet and Wechsler Scale

Indian : Desai K.G., Bhatt C. L, Group Tests, Shah G.B. Non-Verbal Group Intelligence Test

**Unit 2 Personality and its Theories**

## 2.1 Freud Theory of Personality

- The Id, Ego, Super Ego
- Factors affecting Personality: Mind (Conscious, Pre Conscious, Unconscious)  
Oedipus Complex, Electra Complex, Sibling Rivalry
- Stages of Personality Development

## 2.2 Jung's Theory of Personality

- Basic Concepts of Jung's Theory of Personality: Racial or Collective Unconscious Mind,
- Concept of Polarity, Equivalence and Entropy
- Personality Characteristics
- Functions & Types of Personality

## 2.3 Rogers' Theory of Personality

- Assumptions of Rogers' Theory of Personality
- Development of Personality
- Fully Functioning Person

## 2.4 Gordon Allport's Theory of Personality

- Concept of Personality



### **Unit 3 Emotional and Spiritual Development**

- 3.1 Emotional Development
  - Nature and characteristics of emotions, types
  - Greenspan's stages of emotional development
  - Enhancing emotional development
- 3.2 Theories of Emotions-1
  - James-Lange Theory
  - Cannon Bard Theory
  - Goleman's Theory
- 3.3 Spiritual Intelligence: Concept and Principles
  - Concept of Spiritual intelligence
  - Principles of Spiritual Intelligence
- 3.4 Spiritual Intelligence: Components
  - Components of Spiritual Intelligence: Openness, precision, generosity, Kindness, Humility, Integrity

### **Unit 4 Attitude, Interest and Aptitude, Group and Group Dynamic and Conflict**

- 4.1 Attitude
  - Meaning and characteristics
  - Heider's Balance theory
  - Factors of attitude formation
- 4.2 Interest and Aptitude
  - Meaning and types of interest
  - Meaning and definition of aptitude
  - Measurement for interest and aptitude
- 4.3 Group and Group Dynamic
  - Meaning of group, steps of group formation
  - Group Dynamic: Concept and importance
  - Role of communication in group dynamic
  - Measurement of group dynamic
- 4.4 Conflict
  - Nature of social conflict
  - Forms of social conflict: Overt, objective and subjective
  - Methods of Conflict resolution
  - Two dimensional model

**Objectives**

**To enable the prospective teacher educators to :**

- understand various concepts and foundations of curriculum.
- comprehend various models of curriculum design and evaluation.
- promote critical inquiry in curriculum studies.
- critically comment on various issues of curriculum development.

**Unit 1 Concepts and Foundations**

- 1.1 Concept of curriculum development, curriculum as process and product
- 1.2 Components of Curriculum and their Relationship: objectives, content, methods, learning, experiences and evaluation.
- 1.3 Patterns of Curriculum Organisation:
  - a) Psychological Principles: Known to unknown, Simple to complex, easy to difficult
  - b) Content Organisation: topical, spiral, organized, incidental, time period, regression
- 1.4 Curriculum change: concept and factors

**Unit 2 Models of Curriculum Design and Evaluation**

- 2.1 Hilda Taba :Comprehensive Evaluation Model
- 2.2 Ralph Tyler : Objective Model of Evaluation
- 2.3 Robert Stakes: Countenance Model
- 2.4 Mukhopadhyaya : Curriculum Evaluation Model
- 2.5 Stufflebean: CIPP Model

**Unit 3 Inquiry in Curriculum Studies**

- 3.1 Relevance, Flexibility, Quality, Contextually and Plurality in curriculum
- 3.2 Role of Narrative Inquiry and multiculturalism in developing Learning Experiences
- 3.3 Characteristics and role of teacher in humanistic and social reconstructionist curriculum
- 3.4 Research in Curriculum: Critical Studies (social justice, cultural and linguistic difference etc.), innovations and teacher education

**Unit 4 Issues in curriculum Development**

- 4.1 Role of different agencies in curriculum development (Who should design curriculum schools, university, government or professional bodies like NCERT, SCERT, UGC, NCTE etc.)
- 4.2 Curriculum Transaction: Concept and variation in transaction due to diversity in culture, language and competence of teacher
- 4.3 Curriculum Evaluation: Feedback mechanism, collecting evidences from stakeholders and steps for improving curriculum
- 4.4 Impact of NEP 2020 on curriculum of school education with reference to aims, objectives, methods, learning experiences and evaluation

Sem

Optional

VI

**Environment Studies (O4)**

Marks : 70 + 30

**Objectives****To enable the prospective teacher educators to :**

- understand concepts of environment and environment education.
- develop awareness towards environmental concerns.
- sensitize towards environmental issues.
- acquaint with the role of various agencies in environment conservation.

**Unit 1 Environment and Environment Education**

- 1.1 Environment: Concept
- 1.2 Environment Education: Concept and Need
- 1.3 Environment Education: Objectives of Environment Education
- 1.4 Significance of Environment Education

**Unit 2 Environment Awareness**

- 2.1 Concept of Environment Awareness
- 2.2 Need of Environment Awareness
- 2.3 Eco - Club: Meaning and Objectives
- 2.4 Activities of Eco club - Related to Environment Awareness

**Unit 3 Environment Issues**

- 3.1 Pollution (Air, Water, Noise, Land): Causes and Remedies
- 3.2 Global warming: Concept and its Impact
- 3.3 Ozone Layer Depletion: Causes, Impact and Remedies
- 3.4 Deforestation: - Causes, Impact and Remedies

**Unit:-4 Role of Various Agencies in Environment Conservation**

- 4.1 Role of Individual: School, Teacher and Learner
- 4.2 Role of Community
- 4.3 Role of Mass Media, Print Media and Electronics Media (TV, Radio, Movie, Internet)
- 4.4 Role of Government and NGOS

Sem  
VI

## Higher Education (O4)

Optional

Marks : 70 + 30

**Objectives****To enable the prospective teacher educators to :**

- understand perspectives and context in Higher Education.
- know and analyze the structure of Higher Education in India.
- recognize problem and face challenges related to Higher Education.
- acquaint with New Trends and Innovation in Higher Education.

**Unit 1 Perspective And Context Of Higher Education**

- 1.1 Concept of Higher Education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
- 1.2 Historical Perspectives of Higher Education in Pre - Independent and Post-Independent India focus on nature and progress
- 1.3 Recommendations of Commissions and Policies on
- 1.4 Higher Education: University commission, National education commission (1968), NPE-1986, NEP-2020
- 1.5 Role of Councils: NCTE, AICTE

**Unit 2 Structure Of Higher Education**

- 2.1 Courses, Pattern, Activities
- 2.2 Structure and Status of Higher Education in India: with context to different Branches, Pattern, types of Universities, GER in Various streams
- 2.3 Management system of Higher Education: Education Ministry, UGC, Department of Higher education, Directorate, Universities, role of Department of Education., KCG, Role and functions.
- 2.4 Global Perspectives: Higher Education in England, USA, Australia, Canada, Privatization, Globalization and their impact on Economy. Study at abroad Issues and benefits

**Unit 3 Problems And Challenges Of Higher Education**

- 3.1 Maximizations of Higher Education: Needs, implementation, fund, achievement.
- 3.2 ODL: Open Universities, Distance Learning Programme
- 3.3 Problems/challenges/strategies/intervention in relation to access, enrolment, wastage and stagnation, achievement and equality of Educational opportunities
- 3.4 Quality of Higher Education: Teaching- learning, students-teacher ratio, Mode of Curriculum transaction, wastage and stagnation, issue regarding research quality

**Unit 4 New Trends And Innovation In Higher Education**

- 4.1 NAAC: Objectives, Functioning, Issues
- 4.2 Rashtriya Uchchar Shiksha Abhiyan (RUSA)-Objectives and Functioning
- 4.3 Innovations in Teaching learning at Higher Education- Online and Blended Methods, Use of ICT, Role of Doordarshan, MOOC, SWAYAM, CBCS
- 4.4 Innovation in examinations: Online Exam, Open Book Examination, CCE, Use of ICT in Examination, Introduction of NTA

**Objectives**

To enable the prospective teacher educators to :

- develop skills of imparting lessons to Student Teacher.
- develop skills of observing peer lessons.
- develop an understanding of planning various curricular, co-curricular activities.
- develop and understanding of the role of institutional head and functioning of institution.
- develop skills of reflection and writing reflective diary.
- develop skills of effectively presenting the work done.

**Activities to be performed**

| Credit | Hrs. | Activity   |
|--------|------|--|
| 2      | 60   | Lessons in Teacher Education Institution   |
|        |      | Observation of Lessons   |
|        |      | Planning of curricular and co-curricular activities, Time Table/<br>unit planning Guidance |
|        |      | Interview of Head/ Institutional Analysis  |
|        |      | Reflective Diary   |
|        |      | Presentation of submissions  |

Sem  
VI**Dissertation**Compulsory  
Marks : 140 + 60**Objectives****To enable the prospective teacher educators to :**

- collect the data for research.
- analyses the data and compute the result.
- develop skills of writing the data analysis and result for research report.
- present their research work and its findings.

**Activities to be performed**

| Credit | Hrs. | Activity                         |
|--------|------|----------------------------------|
| 4      | 120  | Data Collection                  |
|        |      | Data Analysis and Results        |
|        |      | Submission of Chapter 4, 5 and/6 |
|        |      | Submission of Research Report    |
|        |      | Presentation of work done        |

# ENGLISH

## Semester I

## M.A.-M.Ed. Curriculum Framework (English) Semester-I

| Sem | Nature          | Type   | Paper Code | Title of Course  | Credit | Hours/Week |
|-----|-----------------|--------|------------|--|--------|------------|
| I   | Core Compulsory | Theory | 233010     | Poetry I- From Chaucer to 17th Century                       | 4      | 4          |
| I   | Core Compulsory | Theory | 233020     | Drama I -Elizabethan and Jacobean Drama                      | 4      | 4          |
| I   | Core Compulsory | Theory | 233030     | Fiction I – The Beginning and Developments upto 18th Century | 4      | 4          |
| I   | Core Compulsory | Theory | 233040     | Indian Writing in English and in Translation                 | 3      | 3          |
| I   | Core Compulsory | Theory | 233050     | Literary Theory and Criticism: I                             | 3      | 3          |
| I   | Core Compulsory | Theory | 233060     | Foundation Course on Research in English – I                 | 2      | 4          |



Sem

I

**Course Objectives:**

Compulsory

Marks : 70 + 30

**Course Objectives:**

- The P.G. Course in English Literature and Language aims to
- Equip the students with an in depth knowledge of a wide spectrum of genres and writers
- Help them acquire communicative skills and a global perspective of English Language
- Enable them to understand the multicultural context of English Language and Literature

Sem

I

**Poetry I- From Chaucer to 17th Century**

Compulsory

Marks : 70 + 30

**Objectives :**

- To familiarize students with English Poetry
- To understand poetry of Medieval England to 17th Century
- To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
- To understand the Poetic forms: Sonnet, Ballad, Lyric, Satire, Epic, etc.

**UNIT I Chaucer and Medieval England**

- 1.1 Geoffrey Chaucer The Prologue to The Canterbury Tales
- 1.2 Geoffrey Chaucer The Knight's Tale
- 1.3 Geoffrey Chaucer The Wife of Bath's Tale

**UNIT 2 Poetic Forms During 16th Century**

- 2.1 Lyric, Ballad, Sonnet
- 2.2 Ballad of Sir Patrick Spens
- 2.3 Spenser's Prothalamion
- 2.4 Wyatt and Surrey's sonnets – 2 Sonnets each

**UNIT 3 Poetic Forms during 17th Century Metaphysical Poetry**

- 3.1 John Donne: The Canonisation, Ecstasy

**UNIT 4 Satire**

- 4.1 John Dryden: Absalom and Achitophel
- 4.2 Epic: John Milton Paradise Lost Book IX

Sem

I

**Drama I -Elizabethan and Jacobean Drama**

Compulsory

Marks : 70 + 30

**Objectives:**

- To acquaint the students with the origin of drama in Britain
- To understand the stages of its evolution in the context of theater and culture
- To study the representative texts from the Elizabethan Age
- To study and understand the representative texts of the Jacobean Period.

**UNIT I Beginnings of Drama**

1.1 Miracle and Morality Plays – Everyman

**UNIT 2 The Senecan and Revenge Tragedy**

2.1 Thomas Kyd's The Spanish Tragedy

**UNIT 3 Elizabethan Theatre**

3.1 Theatres, Theatre groups, audience, actors and conventions

3.2 William Shakespeare's Hamlet

**UNIT 4 Tragedy and Comedy**

4.1 Christopher Marlowe's Doctor Faustus

4.2 Jacobean Drama

4.3 Ben Jonson's Volpone

Sem

**Fiction I – The Beginning and Developments  
upto 18th Century**

Compulsory

Marks : 70 + 30

**Objectives:**

- To familiarize the students with the origin and development of the British Novel upto the 18th Century.
- To throw light on various concepts and theories of the novel.
- To understand the forms & styles of novel
- To acquaint with the representative novels upto 18th century

**UNIT I Novel as a Form**

- 1.1 Concepts and Theories about the Novel;
- 1.2 Poetics of the Novel – definition, types, narrative modes: omniscient narration.

**UNIT 2 Allegorical Novel and Satire**

- 2.1 John Bunyan's The Pilgrim's Progress
- 2.2 Jonathan Swift's Gulliver's Travels

**UNIT 3 The New World Novel**

- 3.1 Daniel Defoe's Robinson Crusoe

**UNIT 4 Picaresque Novel**

- 4.1 Henry Fielding's Joseph Andrews
- 4.2 Middle Class Novel of Manners
- 4.3 Jane Austen's Emma

Sem

**Indian Writing in English and in Translation**

Compulsory

I

Marks : 70 + 30

**Objectives:**

- To enable the students to understand the evolution of Indian Writing in English
- To understand its dual focus on the influence of classical Indian tradition and on the impact of the West
- To study through representative texts in the different genres.
- To enable the students to get a glimpse of the rich diversity of culture and literature in the regional languages through translation in contemporary times.

**UNIT I Indian Classical literary Tradition**

- 1.1 The impact of English Studies on India;
- 1.2 Colonialism; Nationalism; Nativism and Expatriatism;
- 1.3 Socio-Cultural issues such as gender, caste and region

**UNIT 2 Poetry**

- 2.1 Rabindranath Tagore Gitanjali: 12,36,63, 12) The Time my journey takes is long 36) This is my prayer to Thee 63) Thou hast made me known to friends
- 2.2 Nissim Ezekiel "Background Casually" (Indian Writing in English ed. MakarandParanjape, Macmillan 1993, p.112)
- 2.3 K.K Daruwalla "Hawk" from The Anthology of Twelve Modern Indian Poets Ed. A.K. Mehrotra (OUP, 1992)
- 2.4 Arun Kolatkar From Jejuri: The Bus A Scratch
- 2.5 Kamala Das Introduction, Eunuchs

**UNIT 3 Drama**

- 3.1 Vijay Tendulkar Silence! The Court is in Session

**UNIT 4 Prose and Fiction**

- 4.1 Sri Aurobindo The Renaissance in India
- 4.2 B.R. Ambedkar Extracts 4, 5 and 6 from Annihilation of Caste ed. Mulk Raj Anand (Delhi: Arnold Publishers, 1990, pp. 47-54)
- 4.3 Fiction R .K. Narayan The Painter of Signs Shashi Deshpande Dark Holds No Terror

Sem

**Literary Theory and Criticism: I**

Compulsory

Marks : 70 + 30

**Objectives:**

- To make students familiar with significant issues and debates in the 20th century western literary theory and criticism.
- To equip them with necessary critical terminology and theoretical framework for pursuing research in literary studies
- To be able to relate critical and theoretical ideas to their reading and analysis of literature in general
- To understand critical theory

**Unit -I Early 20th Century Critics**

- 1.1 Lionel Trilling's "The Sense of the Past"
- 1.2 Northrop Frye – "Criticism, Visible and Invisible"

**Unit –II Marxism & Capitalism**

- 2.1 Marxist Criticism: Christopher Caudwell – The Development of Modern Poetry
- 2.2 Terry Eagleton - Capitalism, modernism and postmodernism

**Unit -III Practical Criticism**

- 3.1 I.A. Richards – The Four Kinds of Meaning
- 3.2 F.R. Leavis – Literary Criticism and Philosophy

**Unit – IV Psychoanalytic Criticism**

- 4.1 Psychoanalytic Criticism: Introduction
- 4.2 Freudian Psychoanalytic Criticism and Lacanian Psychoanalytic Criticism

Sem

**Foundation Course on Research in English - I**

Compulsory

I

Marks : 50

**Objectives:**

- To make them learn the basics about research in English.
- To understand the definition and scope of research
- To recognize area of interest and topic
- To be able to frame a Topic statement

**Unit – I Research and Its Importance**

- 1.1 Definition and Scope of Research

**Unit – II Research in English Selection of Topic**

- 2.1 Area of Research: Genre, Period, Region, Author, Texts, Approach
- 2.2 Intra-disciplinary/Interdisciplinary
- 2.3 Background Study
- 2.4 Studies of Literatures
- 2.5 Framing of Topic-statement

\* This paper has assignment and Viva to comply the discussions carried out.

# Semester-II

## M.A.-M.Ed. Curriculum Framework (English) Semester-II

| Sem | Nature          | Type   | Paper Code | Title of Course                               | Credit | Hours/Week |
|-----|-----------------|--------|------------|---|--------|------------|
| II  | Core Compulsory | Theory | 233070     | American Literature                           | 4      | 4          |
| II  | Core Compulsory | Theory | 233080     | Poetry II Eighteenth to Nineteenth Century    | 4      | 4          |
| II  | Core Compulsory | Theory | 233090     | Drama II - Restoration to Twentieth Century   | 4      | 4          |
| II  | Core Compulsory | Theory | 233100     | Fiction – II Nineteenth to Twentieth Century  | 3      | 3          |
| II  | Core Compulsory | Theory | 233110     | Literary Theory and Criticism –II             | 3      | 3          |
| II  | Core Compulsory | Theory | 233120     | Foundation Course on Research in English – II | 2      | 4          |



**Objectives:**

- To familiarize the students with the origin and development of American Literature from the time of the settlers and colonies to the postmodern and multi-cultural literature.
- To understand movements like the flowering of New England, the American Renaissance
- To understand the philosophical attitude of Emily Dickinson, the influence of Indian thought on Emerson, Urbanization and post-war society,
- To get acquainted with the economic depression, the civil war, the Harlem renaissance, postmodern influences in fiction and drama and multiculturalism also are at the background of the objectives this paper.

**UNIT I Beginnings of American Literature**

- 1.1 Concepts and Movements
- 1.2 Transcendentalism; Individualism;
- 1.3 The American South; The Frontier; Counter – Culture;
- 1.4 Harlem Renaissance; Rise of Black Culture and Literature; Multiculturalism.

**UNIT 2 Poetry**

- 2.1 Walt Whitman Passage to India
- 2.2 Emily Dickinson Success is Counted Sweetest, The Soul Selects her own society, Because I could not stop for death
- 2.3 Robert Frost Home Burial
- 2.4 Wallace Stevens Anecdote of the Jar
- 2.5 E.E. Cummings Any one lived in a pretty how town Gwendolyn Brooks Kitchenette Building

**UNIT 3 Drama**

- 3.1 Eugene O’Neil Long Day’s Journey into the Night
- 3.2 Marsha Norman ‘Night Mother

**UNIT 4 Fiction**

- 4.1 Mark Twain Adventures of Huckleberry Finn
- 4.2 Alice Walker The Color Purple
- 4.3 Prose Henry David Thoreau Walden (Chapter titled “Pond”)

**Objectives:**

- To familiarize the students with English Poetry starting of the Augustans
- To familiarize the students with the beginnings of the Romantic Period in English Literature.
- To sensitize the students to certain exclusive poetic qualities of these two periods.
- To learn and understand some representative texts

**UNIT I Classicism and Augustan Ideals**

- 1.1 Wit, Taste, Decorum, Propriety,
- 1.2 Purity of Genre and Poetic Diction;
- 1.3 Heroic Couplet; Verse Satire and Urbanism;
- 1.4 Romantic Revolt;
- 1.5 Pre-Raphaelites

**UNIT 2 Augustan Satire**

- 2.1 Alexander Pope The Rape of the Lock, Canto I (The Rape of the Lock ed. Geoffrey Tillotson. Methun & Co. Ltd. London. 1941).

**UNIT 3 Transitionists**

- 3.1 William Blake From Songs of Experience: The Echoing Green Night; From Songs of Innocence: London
- 3.2 William Collins Ode to Evening

**UNIT 4 Romantics & Victorians**

- 4.1 William Wordsworth Ode on the Intimations of Immortality
- 4.2 S.T. Coleridge Dejection: An Ode
- 4.3 P.B. Shelley Ode to Skylark
- 4.4 John Keats Ode on a Grecian Urn
- 4.5 Robert Browning Fra Lippo Lippi
- 4.6 Lord Alfred Tennyson Lotus Eaters
- 4.7 G.M. Hopkins The Windhover
- 4.8 Matthew Arnold Dover Beach

**Sem  
II****Drama II - Restoration to Twentieth Century****Compulsory****Marks : 70 + 30****Objectives:**

- To give students the experience of different forms of drama from the Restoration period to the Twentieth Century
- To familiarize them with current trends in drama
- To understand drama in the context of changing socio-cultural values
- To learn representative texts of time period

**UNIT I The Revival of Theatre**

- 1.1 Comedy of Manners; Decadence in Restoration Drama; Sentimental Comedy;
- 1.2 Decline of Drama in the 19th Century; Realism and Naturalism;
- 1.3 Irish Dramatic Movement; Epic Theatre; Comedy of Menace;
- 1.4 Post-Absurd Theatre and Women's Theatre.

**UNIT 2 Restoration**

- 2.1 John Dryden Mac Flecknoe
- 2.2 William Congreve The Way of the World

**UNIT 3 Irish Dramatic Movement**

- 3.1 J.M Synge The Playboy of the Western World

**UNIT 4 Epic Theatre**

- 4.1 Bertolt Brecht Mother Courage and her Children
- 4.2 Comedy of Menace
- 4.3 Harold Pinter Birthday Party

Sem  
II**Fiction – II Nineteenth to Twentieth Century**

Compulsory

Marks : 70 + 30

**Objectives:**

- To extend the objectives stated for the paper Fiction I.
- To understand the 19th and 20th Centuries by virtue of advancement of knowledge in general have contributed to the denseness of fiction, particularly during the 20th century.
- To focus attention first on several technical issues associated with Fiction per se such as narrative technique, characterization and space-time treatment
- To focus on the rich cultural, social and political backdrop which contributed to the diversity of fictional writing.

**UNIT I French Revolution**

- 1.1 Victorian Social Scene Gender– Industrial Development – Colonial Expansion – Issues – Class,
- 1.2 Liberal Humanism and the Individual – Individual and the Environment – Man and Fate, realism, multiple narration, stream of consciousness, point of view.

**UNIT 2 The Victorian Socio-political background**

- 2.1 Political and Economic Scenario
- 2.2 Joseph Conrad Heart of Darkness.

**UNIT 3 Women's Issues**

- 3.1 Charlotte Bronte Shirley
- 3.2 George Eliot The Mill on The Floss

**UNIT 4 Liberal Humanism, Individual Environment and Class Issues**

- 4.1 D.H. Lawrence The Rainbow
- 4.2 Virginia Woolf Mrs. Dalloway
- 4.3 James Joyce Portrait of the Artist as a Young Man

Sem  
II

## Literary Theory and Criticism –II

Compulsory

Marks : 70 + 30

### Objectives:

- To make students familiar with significant issues and debates in the 20th century western literary theory and criticism.
- To equip them with necessary critical terminology and theoretical framework for pursuing research in literary studies.
- To be able to relate critical and theoretical ideas to their reading and analysis of literature in general
- To be able to apply literary theories in research

### Unit – I Modern Theories 1

- 1.1 Mark Schorer - from Technique as Discovery
- 1.2 Roman Jakobson - “Two Aspects of Language and Two Types of Aphasic Disturbances”

### Unit – II Structuralist Theories

- 2.1 Jonathan Culler- “Structuralism and Literature”
- 2.2 Roland Barthes - “The Death of the Author”

### Unit- III Modern Theories 2

- 3.1 Terry Eagleton - “Introduction” in Literary Theory: An Introduction
- 3.2 Stephen Greenblatt - “Resonance and Wonder”

### Unit-IV Postcolonial theories

- 4.1 Edward Said - “Introduction” in Orientalism
- 4.2 Homi Bhabha - “Introduction” in Location of Culture

Sem  
II**Foundation Course on Research in English – II**

Compulsory

Marks : 50

**Objectives:**

- To make them learn the basics about research in English.
- To understand Review of literature
- To find materials for research
- To find the suitable tools for research

**Unit – I Literature Review in Research**

- 1.1 Definition, Importance and Function.

**Unit – II Materials and Tools of Research**

- 2.1 Print: Books, Journals, International Abstract, International Conference Proceedings, etc.
- 2.2 Audio-visual resources
- 2.3 Interviewing
- 2.4 Field Studies
- 2.5 Web resources

\* This paper has assignment and Viva to comply the discussions carried out.

# Semester III

## M.A.-M.Ed. Curriculum Framework (English)

| Sem | Nature          | Type       | Paper Code | Title of Course                                  | Credit | Hours/Week |
|-----|-----------------|------------|------------|--|--------|------------|
| III | Core Compulsory | Theory     | 233130     | Shakespeare Studies                              | 4      | 4          |
| III | Core Compulsory | Theory     | 233140     | Twentieth Century Poetry                         | 3      | 3          |
| III | Core Compulsory | Theory     | 233151     | English Language and Linguistics (Core Optional) | 4      | 4          |
| III | Core Compulsory | Theory     | 233152     | Writings by and on Women (Core Optional)         | 4      | 3          |
| III | Core Compulsory | Submission | 233160     | Dissertation in English - I                      | 1      | 2          |

Sem

III

**Shakespeare Studies**

Compulsory

Marks : 70 + 30

**Objectives:**

- To make students understand and enjoy Shakespeare's plays,
- To understand the Criticism of Theatre.
- To provide the students with the context of Elizabethan England
- To understand the evolving contemporary perspectives down the ages.

**UNIT I Shakespeare Theatre**

- 1.1 Theatre Conventions; Sources; Problems of categorization;
- 1.2 Trends in Shakespeare Studies upto the 19th Century;
- 1.3 Sonnet and court politics; famous actors; theatre criticism;
- 1.4 Shakespeare into film & play production.
- 1.5 Postcolonial criticism on Shakespeare.

**UNIT 2 Sonnets & Comedies**

- 2.1 Sonnets Sonnets – 12, 65, 86,130
- 2.2 Comedies Much Ado About Nothing A Midsummer Night's Dream

**UNIT 3 Tragedy**

- 3.1 Othello

**UNIT 4 History**

- 4.1 Henry IV Part I
- 4.2 Shakespeare Criticism: Modern approaches - mythical, archetypal, feminist, post colonial, New historicist;
- 4.3 A.C. Bradley (extract) Chapter V & VI and the New Introduction by John Russell Brown in Shakespearean Tragedy by A.C.Bradley, London , Macmillan, Third Edition , 1992
- 4.4 Stephen Greenblatt Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V, in Shakespearean Negotiations. New York:Oxford University Press, 1988 Also in Political Shakespeare: New Essays in Cultural Materialism. Eds.Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994



**Objectives:**

- To sensitise the students to various aspects of British 20th century poetry.
- To understand important ideas, movements and systems of thought
- To understand the rich diversity of 20th century life in England
- To understand the rich diversity of 20th century life in Europe

**UNIT I Edwardian and Georgian Poetry**

- 1.1 Modernism – Modernity – Religion – Imagism – Symbolism
- 1.2 Influence of representational arts in poetry –
- 1.3 European influences –
- 1.4 Influence of Marx on World Wars – Welfare State –
- 1.5 Free Verse – Montage, Postmodern Poetry and Politics.

**UNIT 2 Classical Modernists**

- 2.1 W.B. Yeats Sailing to Byzantium
- 2.2 T.S. Eliot The Wasteland

**UNIT 3 War and Modernist Poetry**

- 3.1 Wilfred Owen Strange Meeting
- 3.2 W.H. Auden In Memory of W.B. Yeats

**UNIT 4 Anti-Modernism Movement Poets, Welsh Poets & Postmodern poetry**

- 4.1 Philip Larkin Whitsun Weddings
- 4.2 Ted Hughes Crow's Theology
- 4.3 Thom Gunn On the Move
- 4.4 Dylan Thomas Do Not Go Gentle Into That Good Night
- 4.5 R. S. Thomas Here
- 4.6 Seamus Heaney Digging
- 4.7 Craig Raine A Martian Sends a Post Card Home

**Objectives:**

- To enable the students to have a conceptual understanding of the English Language in a historical perspective;
- to recognize, identify and use sounds and structures;
- to identify and explain process of second language acquisition;
- to adopt and practice English Language Teaching approaches.

**Unit I – Phonology & Linguistics**

- 1.1 The Sounds of Language
- 1.2 The Sound Patterns of Language
- 1.3 Transcription & Reverse Transcription
- 1.4 Language and the Brain
- 1.5 Language & Regional Variation
- 1.6 Language & Social Variation
- 1.7 Language & Culture

**Unit II - Teaching of English as Second Language (TESL)**

- 2.1 English Language Teaching (ELT), English as Foreign Language (EFL), English as Second Language (ESL), English for Specific Purpose (ESP)
- 2.2 ELT Theories, Approaches, and Methods
- 2.3 Student Diversity and Classroom Management; Teacher as Facilitator or Mentor
- 2.4 Classroom Observation; Teacher Reflection; Teaching Journals
- 2.5 Peer Teaching and Group Teaching; Professional Development of Teachers

**Unit III - Curriculum Development and Language Assessment**

- 3.1 Types of Syllabus; Materials Design and Development; Lesson Plans
- 3.2 Synchronous and Asynchronous Learning, Learning Management Systems (LMS)
- 3.3 Outcome Based Education (OBE), Bloom's Taxonomy, ADDIE Model
- 3.4 Wash-Back Effect; Formative and Summative Assessment
- 3.5 Test Validity, Reliability, and Practicality; Multiple Choice Questions (MCQ), Item Difficulty, Distractor Analysis
- 3.6 Common European Framework of Reference for Languages (CEFR)

**Objectives of the Course**

- The primary aim of this paper is to give space to writings by women. Even in the syllabus a woman writer is marginalized. However, in the process of giving adequate space to women writers the paper aims at sensitizing students to the problems faced by women and how women have responded in their attempt to expose them, in their writings.

**UNIT 1: Varieties of Feminism**

- 1.1 concept of gender – androgyny- Language of women
- 1.2 environment and women- double marginalisation.

**UNIT 2: Prose**

- 2.1 John Stuart Mill On subjection of women (V.S. Seturaman & C.T. Indraed., 1994, Victorian Prose, Macmillan India, Chennai. pp-318)
- 2.2 Virginia Woolf A Room of One's Own (chapters 3 & 4) (Jennifer Smith ed., 1998, A Room of One's Own by Virginia Woolf, Cambridge UP, New Delhi.)

**UNIT 3 Ecofeminism**

- 3.1 Vandana Shiva "Introduction to Ecofeminism" Vandana Shiva & Maria Mies, 1993, Ecofeminism, Kali for Women, New Delhi.
- 3.2 Alice Walker In Search of Our Mother's Garden

**UNIT 4: Fiction**

- 4.1 Arundathi Roy The God of Small Things
- 4.2 Jean Rhys Wide Sargosa Sea
- 4.3 Kate Chopin The Awakening

Sem

III

## Dissertation in English-I

Elective

Marks : 25

### Objectives:

- To make them learn the basics about research in English.
- To introduce to the structure of a thesis
- To understand the mechanics of writing a thesis
- To enable the student to write a dissertation

### UNIT – 1 Structure and Mechanics of Writing Thesis

\*Dissertation in consultation with supervisor be prepared and presented

# Semester IV

## M.A.-M.Ed. Curriculum Framework (English) Semester-IV

| Sem | Nature          | Type       | Paper Code | Title of Course   | Credit | Hours/ Week |
|-----|-----------------|------------|------------|---|--------|-------------|
| IV  | Core Compulsory | Theory     | 233170     | Literature and Ecology  | 4      | 4           |
| IV  | Core Compulsory | Theory     | 233180     | Postcolonial Literatures                                      | 3      | 3           |
| IV  | Core Optional   | Theory     | 233191     | Literature and Philosophy<br>(Core Optional)                  | 4      | 4           |
| IV  | Core Optional   | Theory     | 233192     | Academic Discourse and<br>Academic Writing<br>(Core Optional) | 4      | 3           |
| IV  | Core Compulsory | Submission | 233200     | Dissertation in English - II                                  | 1      | 2           |

**Sem  
IV****Literature and Ecology****Elective****Marks : 70 + 30****Objectives :**

- To direct the students into a new focus of literature
- To make the students understand the relationship of literature with issues of nature.
- To understand the treatment of nature
- To understand the treatment of nature in literature across the world

**Unit – I Introduction**

- 1.1 Ecology, Literature and Language
- 1.2 Peter Barry – Beginning Theory 3rd Edition (Chapter 13 “Eco Criticism”)

**Unit – II Poetry**

- 2.1 S.T. Coleridge-To Nature
- 2.2 Emily Dickinson- Summer Shower
- 2.3 Toru Dutt-Our Casuarina Tree
- 2.4 Muhammed Iqbal-A Mountain and a Squirrel

**Unit – III Prose**

- 3.1 Terry Tempest Williams-Refugee: An Unnatural History of Family and Place
- 3.2 Margaret Atwood-Survival – Chapter I Nature the Monster

**Unit – IV Fiction**

- 4.1 Amitav Ghosh -The Hungry Tide Margaret Atwood-Surfacing
- 4.2 Drama William Shakespeare -As You Like It

**Sem  
IV****Postcolonial Literatures****Compulsory****Marks : 70 + 30****Objectives:**

- To introduce what is colonization
- To introduce the impacts on the colonized countries across the globe.
- To acquaint the students about the literature written in different countries during the period of colonization and also after the postcolonial period when these countries were liberated from the foreign yoke.
- To introduce the theory of colonial and postcolonial literature, resistance and representation, colonial discourses reflected in different texts written by different writers during and after the colonial times.

**Unit. 1 Postcolonialism & Postcolonial literature**

1.1 Theory of Colonialism and Postcolonialism

**Unit. 2 Colonial and Postcolonial Literature.**

Novel-1

2.1 E. M. Forster - A Passage to India

**Unit.- 3 Novel-2**

3.1 Chinua Achebe-Things Fall Apart

**Unit.- 4 Novel-3**

4.1 V. S. Naipaul-The Mimic men

**Sem  
IV****Literature and Philosophy****Elective****Marks : 70 + 30****Objectives:**

- To understand the role of Literature as shaping and reshaping human attitude and widening horizons of perception.
- To understand Philosophy as searching perennially for the divergent intrinsic aspects of knowledge, truth and consciousness to enrich the humanity.
- To understand Philosophy's insistence on the five fields of study and discourse: logic, politics, aesthetics, ethics and metaphysics which have an organic relationship with literature.
- To focus on the influence of philosophy on literature and vice versa. It comprises the major western and Indian traditions along with the representative literary texts.

**Unit- I Introduction to the modern/postmodern traditions**

1.1 Kant, Nietzsche, Heidegar, Foucault, Saussure, Derrida, Fanon, Chomsky, Haliday, etc.

**Unit-II Aeschylus**

2.1 Aeschylus: Agamemnon

**Unit-III Dostoevsky**

3.1 Dostoevsky: Crime and Punishment

**Unit-IV Rabindranath Tagore**

4.1 Ravindranath Tagore : Selected poems from Geetanjali



Sem  
IV**Academic Discourse and Academic Writing**

Elective

Marks : 70 + 30

**Objectives:**

- To understand the ways of thinking and using language in the academy.
- To know the importance of language use in the academic activities like educating students, demonstrating learning, disseminate ideas, and constructing knowledge.
- To help university students develop the skills in academic writing such as paragraph, an essay
- To help students write research paper and dissertation.

**Unit I – Academic Discourse**

- 1.1 What is Academic Discourse?
- 1.2 Why is Academic Discourse important?
- 1.3 How is Academic Discourse Studied?
- 1.4 What do we know about Academic Discourse?
- 1.5 A sample Study: Citations
- 1.6 Conclusion

**Unit II Pre-Writing, Editing & paragraph structure**

- 1.1 Pre-Writing: Getting Ready to Write
  - 1) Choosing and narrowing a topic
  - 2) Gathering ideas
  - 3) Editing ideas
- 1.2 The structure of a paragraph
  - 1) The definition of a paragraph
  - 2) The parts of a paragraph
  - 3) Identifying and writing topic sentences
- 1.3 The development of a paragraph
  - 1) Paragraph support and development
  - 2) Writing concluding sentences
  - 3) Peer editing

### **Unit III Descriptive, Opinionated, Compare-contrast, Problem solving paragraphs**

- 3.1 Descriptive paragraphs and reasons for writing them
  - 1) Organizing and writing descriptive paragraphs using adjectives and prepositions
  - 2) Process paragraphs and reasons for writing them
  - 3) Using transition words to write a process paragraph
- 3.2 Opinion paragraphs
  - 1) Distinguishing between fact and opinion
  - 2) Organizing and writing paragraphs expressing opinions and arguments
  - 3) Using transition words to express cause and effect
  - 4) Using modal expressions to make recommendations
- 3.3 Comparison/ Contrast paragraphs
  - 1) Comparison/ contrast paragraphs and reasons for writing them
  - 2) Organizing comparison/ contrast paragraphs
  - 3) Connecting words used for comparing and contrasting topics
  - 4) Writing about the advantages and disadvantages of a topic
- 3.4 Problem / solution paragraphs
  - 1) Writing about problems and solutions
  - 2) Using first conditionals
  - 3) Writing a two-paragraph text with linking phrases

### **Unit IV The Essay**

- 4.1 The structure of an essay
  - 1) The definition of an essay
  - 2) Formatting an essay
  - 3) Writing a thesis statement
- 4.2 Outlining an essay
  - 1) The purpose of an outline
  - 2) Writing an outline

Text: Doorthy, E. Zemach, Lisa, A. Rumisek (2003, 2005), Academic Writing from Paragraph to Essay. Macmillan Education: Oxford.

Sem  
IV

## Dissertation in English II

Compulsory

Marks : 25

### Objectives:

- To Understand Research Thesis
- To understand Documentation in English.
- To learn how to do documentation
- To learn the mechanics of thesis writing

### Unit – I Research Thesis

#### 1.1 Structure and Mechanics of Writing Thesis

\*Dissertation in consultation with supervisor be prepared and presented

# Semester-V

## M.A.-M.Ed. Curriculum Framework (English) Semester-V

| Sem | Nature          | Type   | Paper Code | Title of Course                           | Credit | Hours/Week |
|-----|-----------------|--------|------------|---|--------|------------|
| V   | Core Compulsory | Theory | 233210     | Australian Literature                     | 4      | 4          |
| V   | Core Compulsory | Theory | 233220     | Canadian Literature                       | 4      | 4          |
| V   | Core Compulsory | Theory | 233231     | Semantics (Core Optional)                 | 4      | 4          |
| V   | Core Compulsory | Theory | 233232     | English Language Teaching (Core Optional) | 4      | 4          |

Sem

V

**Australian Literature**

Compulsory

Marks : 70 + 30

**Objectives:**

- To give an introduction to Australian literature
- To sensitize students to the cultures of different countries through their literature
- To understand the History of Australia through its literature
- To understand the Culture of Australia through its literature

**Unit: I Introduction to Australian Literature**

- 1.1 History, People and Culture
- 1.2 Literary Beginnings: Oral Literature, Early Literature

**Unit: II Australian Poetry**

- 2.1 W.C. Wentworth : Australasia
- 2.2 Judith Wright: Legend
- 2.3 David Campbell: The Australian Dream
- 2.4 D. Hope: Australia
- 2.5 John Farrell: From AUSTRALIA
- 2.6 Mudrooroo Narogin: Harijan
- 2.7 Gig Ryan: If I had a gun

**Unit: III Australian Novel**

- 3.1 Patrick White: Voss

**Unit: IV Australian Drama**

- 4.1 David Williamson: The Removalists

Sem

V

**Canadian Literature**

Compulsory

Marks : 70 + 30

**Objectives:**

- To give an introduction to Canadian literature
- To sensitize students to the cultures of different countries through their literature
- To understand the History of Canada through its literature
- To understand the Culture of Canada through its literature

**Unit: I Introduction**

- 1.1 Introduction to Canadian Writing
- 1.2 Land, People and literary beginnings

**Unit: II Canadian Poetry**

- 2.1 Al Purdy, Margaret Atwood, Earle Birney, Michael Ondaatje, Robert Kroetsch, Eli mandel, Thomas King

**Unit: III Canadian Novel**

- 3.1 Margaret Atwood: The Handmaid's Tale
- 3.2 Michael Ondaatje: The English Patient

**Unit: IV Canadian Drama**

- 4.1 George Ryga: The Ecstasy of Rita Joe

Sem

V

**Semantics**

Elective

Marks : 70 + 30

**Objectives:**

- To introduce basic concepts and theories in especially linguistic semantics.
- To acquaint the students to linguistic semantics focus on grammatical meaning.
- To introduce the five approaches to meaning as reference, as logical form, as context and use, as culture, and as conceptual structure.
- To understand concepts and theories of entities, events, space, tense and modality.

**Unit I: Semantics and Linguistic Semantics: Toward Grammatical Meaning**

- 1.1 Grammatical Meaning
- 1.2 Philosophical Semantics and Linguistic semantics

**Unit II: Approaches to Meaning I**

- 2.1 Meaning as reference
- 2.2 Meaning as logical form

**Unit III: Approaches to Meaning II**

- 3.1 Meaning as context and use
- 3.2 Meaning as culture
- 3.3 Meaning as conceptual structure

**Unit IV: Entities and Events**

- 4.1 Concept of entities and Events
- 4.2 Classes of semantic properties of entities
- 4.3 Four kinds of Events
- 4.4 Typologies of events

Text: Frawley, William, Linguistic Semantics, Routledge, Taylor and Francis Group, New York and London, 1991.

Sem

V

**English Language Teaching**

Elective

Marks : 70 + 30

**Objectives:**

- To make the students aware of the new trends in English Language Teaching.
- To make the students understand the new communicative patterns.
- To introduce the students to methods of ELT
- To introduce the students to teaching of LSRW Skills

**Unit I -- Listening Skills**

- 1.1 Introduction and Definition
- 1.2 Listening Process
- 1.3 Listening in Language Teaching
- 1.4 Teaching Listening

**Unit II-- Speaking Skills**

- 2.1 Introduction and Definition
- 2.2 Direct Method
- 2.3 Situational Method
- 2.4 Factors affecting Learners' Speaking
  - (i) Cognitive Factors
  - (ii) Linguistic Factors
  - (iii) Affective Factors

**Unit III -- Reading Skills**

- 3.1 Introduction and Definition
- 3.2 Silent and Loud Reading
- 3.3 Learning Structures
- 3.4 Pronunciation

**Unit IV-- Writing Skills**

- 4.1 Introduction and Definition
- 4.2 Grammatical Skills
  - (i) Linkers
  - (ii) Vocabulary
- 4.3 ]Coherence and Cohesion
- 4.4 Paragraph Writing



# Semester-VI

## M.A.-M.Ed. Curriculum Framework (English) Semester-VI

| Sem | Nature          | Type   | Paper Code | Title of Course                     | Credit | Hours/Week |
|-----|-----------------|--------|------------|-------------------------------------|--------|------------|
| VI  | Core Compulsory | Theory | 233240     | African Literature                  | 4      | 4          |
| VI  | Core Compulsory | Theory | 233250     | Introduction to Translation Studies | 4      | 4          |
| VI  | Core Optional   | Theory | 233261     | Film Studies                        | 4      | 4          |
| VI  | Core Optional   | Theory | 233262     | Children's Literature               | 4      | 4          |

Sem  
VI

## African Literature

Compulsory

Marks : 70 + 30

### Objectives:

- To give an introduction to African literature
- To sensitize students to the cultures of different countries through their literature
- To understand the History of Africa through its literature
- To understand the Culture of Africa through its literature

### Unit: I History

- 1.1 A Brief History of African Literature

### Unit: II Novels

- 2.1 Chinua Achebe: Things Fall Apart  
2.2 Buchi Emecheta: The Bride Price

### Unit: III Drama

- 3.1 Wole Soyinka: A Dance of the Forests

### Unit: IV Poetry

- 4.1 Chinua Achebe, Ama Ata Aidoo, Wole Soyinka, Noemia De Sousa, Joseph Kareyaku, Dennis Brutus, Christopher Okigbo, Kofi Awoonor Williams, Gabriel Okara, Mabel Segun, Bernard Dadie

Sem  
VI

## Introduction to Translation Studies

Compulsory

Marks : 70 + 30

### Objectives:

- To make students understand the theory of translation studies
- To understand the history and importance in translation studies
- To understand the issues in translation
- To understand the translation shift

### Unit: 1: Introduction

- 1.1 Definition and Scope of Translation,
- 1.2 Translation and Culture,
- 1.3 Types of Translation

### Unit: 2: History

- 2.1 A Brief History of Translation

### Unit: 3: Issues in Translation

- 3.1 Decoding and Recording,
- 3.2 Problems of Equivalence, Loss and Gain,
- 3.3 Gender and Translation

### Unit: 4: Formal and Dynamic Equivalence

- 4.1 Formal and Dynamic Equivalence,
- 4.2 Translation Shift

Sem  
**VI**

## Film Studies

Elective

Marks : 70 + 30

### Objectives:

- To combine the popular interest in films with technical and socio-cultural dimensions of film appreciation.
- To understand the nuances of film studies
- To learn history of cinema and film making
- To understand the art of film making

### UNIT I History of Cinema in India

- 1.1 Major landmarks in India Cinema

### UNIT 2 Kinds of Films

- 2.1 Historical
- 2.2 Patriotic
- 2.3 Documenta
- 2.4 Thrillers

### UNIT 3 Art of Film Making

- 3.1 Some Important Techniques Acting/ Photography/Direction/Scriptwriting

### UNIT 4 Films and Entertainment

- 4.1 Films and Social Responsibility
- 4.2 Review of Films

**Sem  
VI****Children's Literature****Elective****Marks : 70 + 30****Objectives:**

- To introduce the students to the serious academic study of children's literature.
- To introduce the nuances of children's literature
- To read children's literature from different cultures
- To appreciate the importance of Children's literature as a field

**Unit-I Poetry**

- 1.1 R L Stevenson: My Shadow
- 1.2 Ted Hughes : Tiger
- 1.3 Roald Dahl : Little Red Riding Hood and the Wolf

**Unit II Short Stories**

- 2.1 Vishnu Sharma : Panchatantra
- 2.2 J.M.Barrie : Peter Pan

**Unit III Novels**

- 3.1 Rudyard Kipling : Jungle Book
- 3.2 E.B.White : Charlotte's Web

**Unit IV Fiction**

- 4.1 Dr.Seuss : The Cat in the Hat
- 4.2 Enid Blyton : Five Go off To Camp

## Evaluation Pattern

| Type of Paper                             | Internal                               |       |             | External                         |       |             | Grand Total |
|---|--|-------|-------------|----------------------------------|-------|-------------|-------------|
|   | Particulars                            | Marks | Total Marks | Particulars                      | Marks | Total Marks |             |
| Theory (all) & Practical papers of M.A.   | Assignment/ Seminar/ Project/ Workshop | 5     | 30          | Semester end Written Examination | 70    | 70          | 100         |
|   | Attendance                             | 5     |             |                                  |       |             |             |
|   | CCE                                    | 5     |             |                                  |       |             |             |
|   | From Prelim Exam                       | 15    |             |                                  |       |             |             |
| EPC T/P* (Tool Course) of 4 Credit        | Assignment/ Seminar/ Project/ Workshop | 5     | 30          | Semester end Written Examination | 35    | 70          | 100         |
|   | Attendance                             | 5     |             |                                  |       |             |             |
|   | CCE                                    | 5     |             | Practical                        | 35    |             |             |
|   | From Prelim Exam                       | 15    |             |                                  |       |             |             |
| EPC Practical** (Tool Course) of 2 Credit | Submission                             | 20    | 50          | -                                | -     | -           | -           |
|   | Presentation                           | 20    |             |                                  |       |             |             |
|   | Viva                                   | 10    |             |                                  |       |             |             |

**\*EPC Theory/Practical Papers\*:** Yoga Studies, Communication and Compisitory Writing, Academic Writing

**\*\*EPC Practical Papers:** Prepration and Presentation of TLM/E Content Development, Prepration of Theme Paper and Its Presentation, Prepration and Administration of Psychological Tests

**\*\*\*Preliminary Examination:** One Exam of 35/70 Marks to be taken on the pattern of Annual Exam. It is to be converted to 15 Marks. Converted from Preliminary Exam

**CCE ( Continuous Comprehensive Evaluation):** Two CCE of 25 Marks each to be taken .  
Average of two CCE to be converted to 5 Marks.  
CCE I- Unit 1 & 2 , CCE 2- Unit 3 & 4

**SEMESTER WISE DISTRIBUTION OF MARKS RESEARCH AND PG DISSERTATION ( Education)**

| <b>Preparation and Presentation of Research Proposal</b> |        |      |  |          |          |       |
|--|--------|------|--|----------|----------|-------|
| SEM  | Credit | Hrs. | Activity                                       | Marks    |          |       |
|  |        |      |  | Internal | External | Total |
| III  | 2      | 60   | Research Review at least 10                    | 20       | -        | 20    |
|  |        |      | Preparation of Research Proposal               | 40       | -        | 40    |
|  |        |      | Presentation of Research Proposal and approval | 40       | -        | 40    |
|  |        |      |  | 100      | -        | 100   |
| <b>Dissertation (Tool Development)</b>                   |        |      |  |          |          |       |
| SEM  | Credit | Hrs. | Activity                                       | Marks    |          |       |
| IV   | 2      | 60   |  | Internal | External | Total |
|  |        |      | Development and validation of tool             | 20       | -        | 20    |
|  |        |      | Submission of Chapter 1, 2 and 3               | 20       | -        | 10    |
|  |        |      | Presentation of work done                      | 10       | -        | 20    |
|  |        |      |  | 50       | -        | 50    |
| <b>Dissertation</b>                                      |        |      |  |          |          |       |
| SEM  | Credit | Hrs. | Activity                                       | Marks    |          |       |
| VI   | 4      | 120  |  | Internal | External | Total |
|  |        |      | Data Collection                                | 20       | -        | 20    |
|  |        |      | Data Analysis and Results                      | 20       | -        | 20    |
|  |        |      | Submission of Chapter 4, 5 and/6               | 20       | -        | 20    |
|  |        |      | Submission of Research Report                  | -        | 40       | 40    |
|  |        |      | Presentation of work done                      | -        | 100      | 100   |
|  |        |      |  | 60       | 140      | 200   |

**SEMESTER WISE DISTRIBUTION OF MARKS RESEARCH AND PG DISSERTATION (English)**

| Sr No. | Subject Name                                | Semester | Hours | Credit | Internal | External | Total |
|--------|---|----------|-------|--------|----------|----------|-------|
| 1      | Foundation Course on Research in English-I  | 1        | 30    | 2      | 50       |          | 50    |
| 2      | Foundation Course on Research in English-II | 2        | 30    | 2      | 50       |          | 50    |
| 3      | Dissertation in English – I                 | 3        | 30    | 1      | 25       |          | 25    |
| 4      | Dissertation in English – II                | 4        | 30    | 1      | 25       |          | 25    |
| 5      | Dissertation Submission                     | 4        | -     | -      | 60       | 140      | 200   |
|        | Total                                       |          |       |        | 210      | 140      | 350   |

## Evaluation Pattern

| Internship M.Ed. I  |        |      |   |          |          |       |
|---------------------|--------|------|---|----------|----------|-------|
| SEM                 | Credit | Hrs. | Activity  | Marks    |          |       |
|                     |        |      |   | Internal | External | Total |
| II                  | 2      | 60   | Implementation of a Psychological Test/Status Survey/Social Research  | 20       | -        | 20    |
|                     |        |      | Guidance, checking and supervision of Microteaching Lessons of B.Ed. Students   | 20       | -        | 20    |
|                     |        |      | Visit to an agency of curriculum development/ text book bureau/ DIET/ GCERT/ Teacher Education Institution  | 20       | -        | 20    |
|                     |        |      | Visit to Secondary Teacher Training Institute, GCERT /INFLIBNET/GIET / an institute of special education/NGO and contribute as a teacher/ volunteer | 20       | -        | 20    |
|                     |        |      | Presentation of submissions   | 20       | -        | 20    |
|                     |        |      |   | 100      | -        | 100   |
| Internship M.Ed. II |        |      |   |          |          |       |
| SEM                 | Credit | Hrs. | Activity  | Marks    |          |       |
|                     |        |      |   | Internal | External | Total |
| IV                  | 2      | 60   | Lessons in Teacher Education Institution  | 20       | 00       | 20    |
|                     |        |      | Observation of Lessons  | 10       | 00       | 10    |
|                     |        |      | Planning of curricular/ co-curricular activity/ Time Table/unit planning  | 10       | 00       | 10    |
|                     |        |      | Interview of Head/ Institutional Analysis   | 20       | 00       | 20    |
|                     |        |      | Reflective Diary  | 20       | 00       | 20    |
|                     |        |      | Presentation of submissions   | 20       | 00       | 20    |
|                     |        |      |   |          |          |       |



## Format of Question Paper

### General Instructions:

1. All questions are compulsory, options are internal.
2. Digits marked at the end of questions shows total marks of that questions.
3. Answer briefly and to the point.

**For 70 Marks: (Time 3 Hours)**

|   |          |
|---|----------|
| Question 1 Answer following questions as directed: (From Unit 1)    |          |
| (A): Answer any two out of three In 400 words                       | 08 Marks |
| (B): Answer any two out of three In 250 words                       | 06 Marks |
| Question 2 Answer following questions as directed: (From Unit 2)    |          |
| (A): Answer any two out of three In 400 words                       | 08 Marks |
| (B): Answer any two out of three In 250 words                       | 06 Marks |
| Question 3 Answer following questions as directed: (From Unit 3)    |          |
| (A): Answer any two out of three In 400 words                       | 08 Marks |
| (B): Answer any two out of three In 250 words                       | 06 Marks |
| Question 4 Answer following questions as directed: (From Unit 4)    |          |
| (A): Answer any two out of three In 400 words                       | 08 Marks |
| (B): Answer any two out of three In 250 words                       | 06 Marks |
| Question 5: Answer any 7 out of 10 questions: (From All four Units) | 14 Marks |

**For 35 Marks:(Time 2 Hours)**

|  |          |
|--|----------|
| Question 1 Answer following questions as directed: (From Unit 1 & 2) |          |
| (A): Answer any two out of three In 400 words                        | 08 Marks |
| (B): Answer any two out of three In 250 words                        | 06 Marks |
| Question 2 Answer following questions as directed: (From Unit 3 & 4) |          |
| (A): Answer any two out of three In 400 words                        | 08 Marks |
| (B): Answer any two out of three In 250 words                        | 06 Marks |
| Question 3: Answer any 7 out of 10 questions (From All four Units)   | 07 Marks |

# References

## Poetry I- From Chaucer to 17th Century

### Recommended Texts:

- 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London
- Standard editions of texts

### Reference Books:

- T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
- H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
- Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon - Avon Studies Vol. II, Edward Arnold, London.
- William R. Keast, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.

## Drama I -Elizabethan and Jacobean Drama

### Recommended Texts:

Standard editions of texts

### Reference Books:

- Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
- Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
- Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen & Co., London.
- John Russell Brown and Bernard Harris, eds., Elizabethan Theatre, Stratford - upon - Avon Studies Vol9., Edward Arnold, London.
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- Michael Hathaway, 1982, Elizabethan Popular Theatre : Plays in Performance, Routledge, London.
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## Fiction I – The Beginning and Developments upto 18th Century

### Recommended Texts:

Standard editions of texts

### Reference Books:

- Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
- F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London.
- Ian Watt, 1974, Rise of the English Novel, Chatto&Windus, London.
- Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18th Century, The Camelot Press Ltd. Southampton.
- Ian Milligan, 1983, The Novel in English: An Introduction, Macmillan, Hong Kong.

## Indian Writing in English and in Translation

### Recommended Texts:

Standard editions of texts

### Reference Books:

- K.R. Srinivasalyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
- Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
- William Walsh, 1990, Indian Literature in English, Longman, London.
- Subhash Chandra Sarker, 1991, Indian Literature, and Culture, B.R. Publishing Corporation, Delhi.
- M.K. Naik&Shyamala A Narayan, 2001, Indian English Literature 1980-2000: A Critical Survey ,D.K. Fine Art Press (P) Ltd., New Delhi.
- Tabish Khair, 2001, Babu Fictions: Alienation in Contemporary Indian English Novels., OUP.
- Rajul Bharagava Ed., 2002, Indian Writing in English: The Last Decade, Rawat Publications, New Delhi.
- K. Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian literature, Pencraft International, New Delhi.

- P.K. Rajan ed., 2004, Indian Literary Criticism in English: Critics, Texts, Issues, Rawat Publications, New Delhi.
- Bruce King, 2001, Modern Indian Poetry in English, OUP, New Delhi.
- AmitChandri, 2001, The Picador Book of Modern Indian Literature, Macmillan, London.
- A.K. Mehrotra, 2003, An Illustrated History of Indian Literature in English. Permanent Black, New Delhi.

### **Literary Theory and Criticism: I**

- Freudian Psychoanalytic Criticism and Lacanian Psychoanalytic Criticism
- Pramod K.Nayar, Contemporary Literary and Cultural Theory
- Harry Blamires. A History of Literary Criticism
- Peter Barry, Beginning Theory
- The Critical Tradition: An Anthology of English Criticism II Volume
- Modern Criticism and Theory Ed.by David Lodge

### **Foundation Course on Research in English - I**

#### **Reference Books:**

- Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. 4th ed. New York: Norton, 1993. Print
- Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New Age International Ltd.

## American Literature

### Recommended Texts:

- Egbert S. Oliver ed., *An Anthology: American Literature, 1890-1965*, Eurasia Publishing House (Pvt) Ltd., New Delhi.
- Mohan Ramanan ed., 1996, *Four centuries of American Literature*, Macmillan India Ltd., Chennai.
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### Reference Books :

- John Russell Brown and Bernard Harris, ed., 1970, *American Theatre*, Edward Arnold.
- Daniel Hoffman ed., 1979, *Harvard Guide to Contemporary American Writing*, Oxford University Press, New Delhi.
- Owen Thomas, 1986, *Walden and Civil Disobedience: Norton Critical Edition ed.*, Prentice– Hall & Indian Delhi.
- Website, e-learning resources [www.gonzago.edu/faculty/cample/enl311/litfram.html](http://www.gonzago.edu/faculty/cample/enl311/litfram.html)

## Poetry II Eighteenth to Nineteenth Century

### Recommended Texts:

- 1973, *The Oxford Anthology of English Literature Vol. II.* , OUP, London.
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### Reference Books:

- Douglas Grant, 1965, *New Oxford English Series*, OUP, Delhi.
- Shiv K. Kumar, 1968, *British Romantic Poets: Recent Revaluations*, University of London Press Ltd., London.
- A. E. Dyson, ed., 1971 *Keats ODES*, Case Book series, Macmillan Publication Ltd., London.
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- Graham Hough, 1978, *The Romantic Poets*, Hutchinson & Co., London.
- David Daiches, 1981, *A Critical History and English Literature Vols. II& III*. Secker &Warburg, London.

## Drama II - Restoration to Twentieth Century

### Recommended Texts: Standard editions of texts

### Reference Books:

- Raymond Williams, 1968, *Drama From Ibsen to Brecht*, Chatto&Windus, Toronto.
- Harold Love, ed., 1972, *Restoration Literature; Critical Approaches*, Methuen & Co . Ltd, London.
- A.C.Ward, 1975, *Longman Companion to Twentieth Century Literature*, Second Edn., Longman, London.
- Kennedy, Andrew, 1976, *Six Dramatists In Search of A Language*, Cambridge University Press, London.
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## Fiction – II Nineteenth to Twentieth Century

### Reference Books:

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- Malcom Bradbury and David Palmer. Eds., 1979, *Contemporary English Novel*, Edward Arnold Press, London.
- Ian Watt, 1991, *The Victorian Novel: Modern Essays in Criticism*, OUP, London.
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## Literary Theory and Criticism –II

### Source Texts

- S. Ramaswami& V.S. Sethuraman. *The English Critical Tradition: An Anthology of English Literary Criticism. Vol 2* Chennai: Trinity Press
- *Modern Literary Theory: a Reader* Eds. Philip Rice & Patricia Waugh. London: Bloomsbury
- RohanSavarimuthu. *Literary Theory and Criticism since 1930*. Chennai: New Century Book House.
- *The Norton Anthology of Theory and Criticism. 2nd Edition*. Eds. Cincent B. Leitch et al. New York: W.W. Norton & Company.

**Recommended Reading**

- Elaine Showalter. The New Feminist Criticism
- Jonathan Culler. Literary Theory: A Very Short Introduction
- Peter Barry. Beginning Theory: An Introduction to Literary and Cultural Theory
- Terry Eagleton. Literary Theory: An Introduction

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**Reference Books:**

- Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. 4th ed. New York: Norton, 1993. Print
- Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New Age International Ltd.

**Shakespeare Studies****Shakespeare Criticism**

Modern approaches - mythical, archetypal, feminist, post-colonial, New historicist;

A.C. Bradley (extract) Chapter V & VI and the New Introduction by John Russell Brown in *Shakespearean Tragedy* by A.C. Bradley, London, Macmillan, Third Edition, 1992

Stephen Greenblatt *Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V*, in *Shakespearean Negotiations*. New York: Oxford University Press, 1988 Also in *Political Shakespeare: New Essays in Cultural Materialism*. Eds. Jonathan Dollimore and Alan Sinfield Manchester University Press, 1994

**Recommended Texts:**

- Stephen Greenblatt, ed., 1997, *The Norton Shakespeare*, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.
- Standard editions of texts.

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- Michael Schmidt, ed., 1980, *Eleven British Poets: An anthology*, Methuen & Co. Ltd., Cambridge.
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- 1976, *Poetry of the First World War*, J.M. Gregson Studies in English Literature Series Edward Arnold, London.
- John Unterecker, 1977, *A Reader's Guide to William Butler Yeats*, Thames and Hudson Southampton.
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**English Language and Linguistics****Recommended Texts:**

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- Crystal, David. A Dictionary of Linguistics and Phonetics. Blackwell Publishing, 2008
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- Prabhu, N.S. Second Language Pedagogy. Oxford U P, 1987
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- Thomas M. Haladyna. Developing and Validating Multiple-Choice Test Items, Lawrence Erlbaum Associates 1999. Yule, George. The Study of Language . Cambridge University Press, 2011.

#### Writings by and on Women

##### Recommended Texts:

- Sandra M. Gilbert and Susan Gubar, ed., 1985, The Norton Anthology of Literature by Women, New York.
- Rajani P. , V. Rajagopalan, and Nirmal Selvamony, Who says my hand a needle better fits: An Anthology of American Women Writing, Dept. of English, Madras Christian College, Tambaram.
- Standard editions of texts.

##### Reference Books :

- Lisa Tuttle, 1986, Encyclopedia of Feminism, Facts on File Publications, New York.
- Catherine Belsey & Jane Moore, eds., 1977, The Feminist Reader, II ed., Macmillan, London.
- Kathy J. Wilson, 2004, Encyclopedia of Feminist Literature, Greenwood Press, Westport.

#### Dissertation in English-I

##### Reference Books:

3. Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. 4th ed. New York: Norton, 1993. Print
4. Kothari, C.R. Research Methodology: Methods and Techniques. New Delhi: New Age International Ltd.



**Literature and Ecology****Reference:**

- The Eco Criticism Reader: Landmarks in Literary Ecology by Harold Fromm and Cheryl Glotfelty
- The Environmental Imagination: Thoreau Nature Writing and the Formation of American Culture by Lawrence Buell
- Bloomsbury by N. Krishnaswamy

**Postcolonial Literatures****Recommended Reading**

- Ahmad, Aijaz, In theory : Classes, Nations, Literatures (Delhi: Oxford University Press,1994)
- Ashcraft, Bill, et al, The Empire Writes Back (London:Routledge,1989)
- The Post-Colonial Studies Reader. (London:Routledge,2003)
- Abraham, Taisha. Introducing Postcolonial Theories. (Delhi : Macmillan India Ltd, 2007).
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- The Wretched of the Earth. ( London : penguin 1990)
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- JanMohamed Abdul. Manichean Aesthetics : The Politics of Literature in Colonial Africa. (Amherst : University of Massachusetts Press, 1983)
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- Miller, D. M. et al, Dominance and Resistance. (London : Unwin Hyman, 1989)
- Moore, Gilbert Bart. Post-Colonial Theory : Contexts, Practices, Politics. (London : Verso, 1997)
- McLeod, John. Beginning Postcolonialism (Manchester : Manchester University Press, 2007)
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- Mongia, Padmini, (ed.), Contemporary Post-Colonial Theory : A Reader. (New Delhi : Oxford University Press, 2000)
- Nandy, Ashish. The Intimate Enemy : Loss and Recovery of Self under Colonialism. (New Delhi : Oxford University Press, 1983)
- Ngugi Wa Thiong'O, Decolonizing the Mind : The Politics of Language in African Literature. (London: James Currey 1986)
- Said, Edward. Culture and Imperialism. (London :Chatto and Windus, 1993)
- Orientalism (London : Penguin, 1991)
- Spivak, Gayatri. In other worlds : Essays in Cultural Politics (London : Routledge, 1987)

**Literature and Philosophy****Recommended Reading:**

- Confessions. Augustine 1961
- Blackwell Companion to Philosophy
- A History of Western Philosophy. Bertrand Russell
- A History of Philosophy. F. Copleston
- Thus Spoke Zarathustra. Nietzsche
- Sufism. Sadia Delhvi
- The Postcard: From Socrates to Freud and Beyond. Derrida.
- The Metamorphosis. F. Kafka
- Etics. Aristotle 1976
- Politics. Aristotle. 1981
- A Modern Introduction of Indian Aesthetic Theory: S. S. Barlingay

- Archaeology of Knowledge: Foucault
- The Proper Study of Mankind: An Anthology of Essays: Issiah Berlin
- How to Read Literature: Terry Eagleton
- Samuel Beckett and the Encounter of Philosophy and Literature: Chattopadhyay
- Essays on Literature and Philosophy: Edward Caird
- The Works of Voltaire: Essays on Literature and Philosophy: Voltaire
- Intellectual Autobiography: Ideas on Literature, Philosophy and Religion: Victor Hugo
- The Story of Philosophy: Will Durant

#### Academic Discourse and Academic Writing

##### References:

- Biber, D. (2006), University Language: A Corpus-Based Study of Spoken and Written Registers, Amsterdam: Benjamins.
- Hyland, K. (2004), Disciplinary Discourse. Ann arbor, MI: University of Michigan Press.
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- Delamont, S. (1997) Supervising the Phd: A Guide to Success. Buckingham: Open University Press.
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- Punch, K. (2006) Developing Effective Research Proposals, Second Edition. London: Sage.
- Richards, L. (2005) Handling Qualitative Data: A Practical Guide. London: Sage.
- Ridley,D. (2008) The Literature Review: A Step-by-step Guide for Students. London: Sage.
- Silverman, D. (2004) Doing Qualitative Research: A Practical Handbook, Second Edition. London: Sage.
- Silverman, D. (2006) Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction, Third Edition. London: Sage.
- Thody, A. (2006) Writing and Presenting Research. London:Sage.
- Walliman, N. (2005) Your Research Project: A Step-by-step Guide for the First-Time Researcher, Second Edition. London: Sage.

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##### Reference Books:

- Altick, Richard D. and John J. Fenstermaker. The Art of Literary Research. 4th ed. New York: Norton, 1993. Print
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**Australian Literature****Reference Books:**

- Goodwin, Ken. A History of Australian Literature. Macmillan History of Literature Series. Hampshire: Macmillan, 1986.
- Hodge, Bob and Vijay Mishra. Dark Side of the Dream: Australian literature and the postcolonial mind. Sydney: Allen and Unwin, 1991.
- Kiernan, Brian. Studies in Australian Literary History. Sydney Studies: Sydney Shoestring Press, 1997.

**Canadian Literature****Reference Books:**

- Conrad, Margaret, Alvin Finkel and Cornelius Jaenen. History of the Canadian Peoples. Toronto: Copp dirk Pitman Ltd.: A Longman Company, 1993.
- Morton, Desmond. A Short History of Canada. Edmonton: Hurtig Publishers, 1990.
- Mandel, Eli and Davis Taras (Eds.). A Passion for Identity: An Introduction to Canadian Studies. Canada: Sca borough, Ont. Nelson, 1988.

**Semantics****References:**

- Cowie, A. P., Semantics, Oxford University Press, 2009.
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- Leech, Geoffrey, Semantics: The Study of Meaning (2nd edn.), Penguin 1981.
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**English Language Teaching****References:**

- Ray Mackay, A Basic Introduction to English Language Teaching.
- Roger Hawkey, A Modular Approach to English Language Skills.
- G.Ramabadracharyulu et al. ,Methods of Teaching English Language.

**African Literature****Reference Books:**

- Dathorne, O. R. The Black Mind: A History of African Literature. Minnesota: University of Minnesota Press, 1974.
- Killam, Douglas. Literature of Africa. London: Greenwood Press, 2004.

**Introduction to Translation Studies****Prescribed texts:**

- Translation Studies (1980) Susan Bassnett : Routledge Publishers
- The Translator's Invisibility: A History of Translation - Lawrence Venuti The Translation Studies Reader Lawrence Venuti
- Mouse or Rat? Translation as Negotiation – Umberto Eco
- In These words (A Course book on Translation) – Mona Baker, Routledge
- A Linguistic theory of Translation: An Essay in Applied Linguistics - John C Catford: OUP Translation R A Brower, Cambridge (On Linguistic aspects of translation - Roman Jakobson Pages 232-239 only)
- Towards a Science of Translating – Eugene Nida (E J Brill)
- The theory and practice of Translation - Eugene Nida and C R Taber (E J Brill)
- Translation/History/Culture: A Sourcebook - Andre Lefevre, Routledge Publishers (1992)

**Film Studies****Recommended Texts:**

- Ed. Bill Nichols, 1993, Movies and Methods Vol.I, Edition Seagull Books, Calcutta.
- Ed. Bill Nichols, 1993, Movies and Methods Vol. II, Edition Seagull Books, Calcutta.
- Susan Hayward, 2004, Key Concepts in Cinema Studies, Routledge, London.

**Reference Books:**

- Louis Giannetti, 1972, Understanding Movies, Prentice Hall, New Jersey.
- Ed. S. Vasudevan, 2000, Making Meaning in Indian Cinema, OUP, New Delhi.

**Children's Literature****Reference Books:**

- Dr.Seuss, The Cat in the Hat, Harper Collins, 2003.
- Ted Hughes, Collected Poems for Children, Faber and Faber, 2005. Enid Blyton, Five Go off To Camp, Hodder Headline,1995.
- Children's Literature in the Elementary School, Charlotte S. Huck& Doris Young Kuhn, Holt Rinehart and Winston, 1968

## Syllabus Developed, Reviewed & Approved by

### Academic Council

|                              |                                |
|------------------------------|--------------------------------|
| • Dr. Harshad A. Patel       | Vice-Chancellor, Chairman      |
| • Dr. Kalpesh H. Pathak      | Director, Centre of Education  |
| • Prof. Divya Sharma         | Professor, Centre of Education |
| • Prof. Prerana Shelat       | Professor, Centre of Education |
| • Prof. Jayna Joshi          | Professor, Centre of Education |
| • Dr. Viral B. Jadav         | Director, Centre of Training   |
| • Dr. Sudhir Tandel          | Director, Centre of Research   |
| • Dr. Mehul Dave             | Director Centre of Extension   |
| • Prof. Bhart Joshi          | Member of Research Council     |
| • Prof. Satishprakash Shukla | Member of Research Council     |
| • Prof. Amrut Bharvad        | Member of Research Council     |
| • Prof. Bharat Ramanuj       | Member of Research Council     |
| • Prof. Dipti Oza            | Member of Research Council     |
| • Prof. R. C. Patel          | Member of Research Council     |
| • Prof. H. B. Patel          | Member of Research Council     |
| • Dr. T. S. Joshi            | Member of Research Council     |
| • Prof. Himanshu C. Patel    | Registrar, Member Secretary    |
| • Ms. Anupam Kumari          | Junior Research Fellow         |

### Board of Studies

#### Board of Teacher Education and Learning Technology

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| • Ms. Megha Tadvi        | Assistant Professor, IITE, Gandhinagar                                       |
| • Prof. Satish S. Shukla | Professor, Dept. of Education Gujarat University, Ahmedabad                  |
| • Prof. Ashutosh Biswal  | Professor, Department of Education, The M.S. Uni. of Baroda, Vadodara        |
| • Dr. Mahesh Raval       | Principal, Maitri Vidyapith, Surendranagar                                   |
| • Dr. Neelu Ghosh        | Principal, D.D. Chowksi College of Secondary Education, Palanpur             |
| • Dr. Mahesh N. Dixit    | Associate Professor, IASE, Gujarat Vidyapith                                 |
| • Dr. Jignesh Patel      | Associate Professor, Centre of Education, Children's University, Gandhinagar |
| • Dr. Divyesh Patel      | Assistant Professor, Shri M. M. Vaidya B.Ed. College, Ahmedabad              |
| • Dr. Hitesh Patel       | Assistant Teacher, Jubilee Institute, Umreth                                 |

#### Board of Education studies and Lifelong Education

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| • Dr. Raviraj Rajpura      | Associate Professor, IITE, Gandhinagar                            |
| • Shri Bharat Dhokai       | Formal Member, General Council NCTE                               |
| • Prof. Mahendra Chotaliya | Prof. (Retd.) Department of Education, S.P. University, VV Nagar  |
| • Prof. Jayprakash Pandya  | Professor, Department of Education, Gujarat Vidyapith, Ahmedabad  |
| • Prof. Amrut Bharvad      | Professor, Department of Education, Gujarat University, Ahmedabad |
| • Dr. Devang Mehta         | Assistant Professor, Kadi Sarva Vishva Vidyalaya, Gandhinagar     |
| • Dr. Jayesh Patel         | Assistant Professor, STT college of Education, Visnagar           |

#### Co-ordinators:

- Prof. Divya M. Sharma, Professor, CoE, IITE
- Prof. Prerana H. Shelat, Professor, CoE, IITE