MANIPUR UNIVERSITY
CANCHIPUR: IMPHAL

OFFICE ORDER NO/1380
Dated, the 15th March, 2016

No.MU/3-22/B.Ed-M.Ed/Aca/13: In anticipation of the approval of the Academic Council, the Vice-Chancellor is pleased to approve the Regulation and Syllabus for the two year M.Ed. Programme.

(Dr.R.K.Joteen Singh)
Deputy Registrar

Copy to:

1. P.A. to the Vice-Chancellor, MU
2. Registrar, MU
3. Dean, School of Social Sciences, MU
4. Controller of Examinations, MU
5. HOD/Co-ordinator, Teacher Education Department, MU
6. Principals concerned – DMCTE, Imphal
7. Office Order Book.

## Semester-I

### PC1: Introduction to Education Studies

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

**Unit-I: Education: Changing Meaning, and Nature**

- Concept of Education: Normative and Non-normative concept
- Education as an evolving concept in response to changing social needs and demands and normative commitments;
- Aims of education in the context of emerging aspirations and political ideology
- Dualities in educational practice: Their role in learning/education: Philosophical understanding
  - ✓ Hereditary and Environment (bio-genic and socio-genic)
  - ✓ Freedom and Discipline/ Authority
  - ✓ Teaching and learning
  - ✓ Teacher and learner
  - ✓ Given and evolving
  - ✓ Innate and acquired
  - ✓ Content and pedagogy
  - ✓ Theory and practice
  - ✓ Learning and assessment

**Unit-II: Education as Disciplinary Knowledge**

- Object of Study in Education: Distinct Nature and its multi-facetedness
- Disciplinary Nature of Education:
- Interdisciplinary and multi-disciplinary Nature of Education
- Education as Humane Discipline
- Relationship with other disciplines such as Philosophy, Sociology, Economics, political science, Psychology, Biology, Genetics, and Anthropology.

**Unit-III: Context of Education**

- **Education as an Act and Process:** Constituents/ Determinants
- **Normative Context:** Constitutional commitments and Aspirations of the people ( How the normative commitment and aspirations of the people shape the educational practices);
- **Socio-cultural Context:** How it shapes the classroom processes and relations (Classroom debates needs to focus on to understand how social and cultural capital students carry into classroom condition their participation and learning
- **Politico-economic Context:** How it creates conditions for (equal) opportunities for learning (Classroom debates and processes needs to be situated in the context of Liberalization, Privatization, Marketization and Globalization to develop critical understanding and proper perspective)
- **Psychological Context of Education:** How psychological attributes one possessed with facilitate in one's own learning. (Motivation, Aspiration, Attitudes towards learning and education)

**Unit-IV: Alternative Educational Theories**

(Reading Classic Texts/ part of the text that results in the development of perspective)

- Idealistic Theory of Education: Plato's The Republic , Selected Upanishad discourses, Realistic theory of Education: Aristotle's Politics, Bertrand Russel's On Education
- Naturalistic Theory of Education: Rousseau's Emile, Tagore and Gijubhai's Diwa Swapna
- Pragmatic Theory of Education: Dewey's My pedagogic Creed/ Democracy and Education

**Unit-V: Radical Educationists and Their Works: A Critical understanding**

- Paulo Freire: Pedagogy of the Oppressed
- Ivan Illich: De-Schooling Society
- J Krishna Murthy: Freedom From Known
- Aurobindo Ghosh: The Integral Yoga

**Suggested Reading**


- Deng, Z. (2003). School Subjects and Academic Disciplines. In A. Luke, A. Woods, & K. Weir (Eds) Curriculum, Syllabus design and equity: A Primer and model. Routledge.
- Goodson, I. F. & Marsh, C. J. (2005). Studying School Subjects: A Guide. Routledge.
- Hollis, Martin. (2000). The Philosophy of Social Science: An Introduction. Cambridge University Press.
- Hudson, D. (1987). Science Curriculum Change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.,) International Perspectives in curriculum history. Croom Helm
- Illich Ivan (2012). De-schooling Society. Morion Boyars, London
- Kumar Krishna. (2004). What is worth Teaching? (3rd edition). Orient Blackswan
- Montuschi, E. (2003). Objects of Social Science. London: Continuum Press
- Nagel, Ernest. (1979). The Structure of Science: Problems in the Logic of Scientific Explanation. Routledge, London.
- NCERT. (2005) National Curriculum Framework, NCERT. New Delhi
- NCERT. (2005) Position Paper on Curriculum, Syllabus, and Textbooks. NCERT. New Delhi
- Pathak Avjit (2009). Education and Moral Quest. Aakar Books, New Delhi.

  --- (). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers, New Delhi.


## PC 2: Psychology of Learning and Development

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

CONTENT

**Unit I: Learner Development and Implication for Learning**

- Human Development : Meaning and understanding various stages of development of the Learner – childhood stage to late adolescence stage
- Factors influencing development of the Learner: Role of Heredity and Environment (Family; Community-Neighbourhood, Peer group and School; Media; and Culture
- Critical review of theoretical perspectives on different dimensions of development of Learner in relation to existing school practices: Cognitive (Piaget); Language (Chomsky, Labov); Emotional (Harry Harlow & John Bowlby); Psycho- Social (Erickson); Moral ( Kohlberg); and Spiritual
- Holistic development of the learner – Role of education

**Unit II- Understanding the Process of Learning**

- Learning – Meaning and Types of Learning
- Cognition in Learning: Cognitive processess: sensation, perception, attention, memory, development of concepts, logical reasoning, critical thinking, and problem solving.
- Various theoretical perspectives on human learning: Behavourist, (Skinner), Humanist (Roger), Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky).
- Critical appraisal of views of Ausubel, Piaget, Bruner and Vygotsky. with reference to multiple school contexts of India.

**Unit III: Learner Engagement in the Process of Knowledge Construction**

- Forms of learner's engagement: modeling, observation, demonstration, exploration, discovering, analysing, contextualsation, collaboration, multiple interpretations, critical reflection (based on action, observation, selected reading, discussion etc.).
- Restructuring classrooms to facilitate/maximise learning: Individualized/ self-learning; Group learning: cooperative learning, collaborative learning; learning strategies- theoretical explanation for their relative use
- Use of local knowledge and children's out of the school experiences in learning.
- Role of motivation in learning: Meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner); Strategies for motivating learner - Intrinsic and extrinsic motivation.

**Unit IV: Understanding differences in individual learners to facilitate learning**

- Conceptual framework of understanding dimensions of differences in individual learners (with reference to individual attributes and socio cultural contexts)
- Differences in learners based on predominant 'learning styles'
- Understanding differences based on cognitive abilities in children: such as giftedness, creativity, learning disability, low intellectual functioning (slow learner), and under achievement.
- Understanding Learners with deviant behaiours: Attention deficit disorder with or without hyperactivity, Autism, Conduct disorder etc.,
- Methods/techniques of identifying individual differences: questionnaire, observation, interview, self reporting techniques, anecdotal records, case study, Cumulative Record Card (CRC), psychological tests.#
  #Note: AS **Lab work: Relate to Psychological Practical**
- Strategies to deal with diversity among learners

**Unit V- Creating Learning Environment and Management of Learning**

- Identifying learning needs through continuous and functional assessment during teaching learning process, self-assessment and feedback, teacher observation and their reflective discussion in a group
- Creating learning environment: physical, psychological (social and emotional), and academic to make inclusive classroom
- Duration and scheduling of instructional time as per the needs of learners
- Space for involvement of parents and community in child's learning: identification of barriers, strategies for strengthening partnership between school parents and community.
- Use of ICT, educational technologies and learning resources for effective management of learning in different subject areas.
- Strategies for developing critical perspectives on socio-cultural realities

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- Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
- Aleinkov, A.G. (1999). Human Creativity. Encyclopedia of Creativity, Vol.ILndon: Academic Press.
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- Gisanti, M.L. and Howard, E. Gruber (1999) (eds.). Creativity in the Moral Domain. Encyclopedia of Creativity, Vol. I London: Academic Press.
- Grammage, P. (1990) Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
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- Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). Cornerstone Developing Soft Skills, Fourth Edition, Pearson Education
- Slater, M.A., & Quinn, P.C. (Eds.) (2012). Developmental Psychology-Revisiting the Classic Studies, Sage Publications Pvt. Limited, New Delhi
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- Srivastava, G.N.P. (2002) ShikshaManovighyanNavinVichardharaein. Concept Pub.Com.New Delhi.
- Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
- Venkatesan, S. (2004). Children with Developmental Disabilities-A Training Guide for Parents, Teachers and Caregivers, Sage Publications Pvt. Limited, New Delhi

- Whitebread, David (2012). Developmental Psychology & Early Childhood Education, Sage Publications Pvt. Limited, New Delhi

**PC 3: History, Political Economy of Education**

***Credits: Four***
***Contact Hours: Four Hours per Week***
***Examination: Three Hours***

***Maximum Marks: 100***
***Internal: 30***
***External: 70***

**Unit-I: History of Schooling**

- Schooling across civilizations with special reference to India
- Origin of Schooling : Socio-historical context of origin;
- Need, nature, functions and purpose of schooling in its origin;
- Schooling For All: Genesis, Need and purposes: A critical understanding
- Functions of schools: Cognitive, economic, socio-cultural, normative and ideological: A historical Analysis/Inquiry/ Understanding
- Changing nature of school in its functions and purposes

**Unit-II: Understanding Political Economy**

- Political Economy: Meaning and Purpose
- Political Economy as method of understanding education and its nature
- Relationship between Political Economy and education
- Political Economy: The ideological Foundation of Education
- Education: The instrument of Political Economy

**Unit-III: Political Economy of Indian Education: A historical journey**

- Political Economy of:
  - ✓ Ancient Indian Education-Vedic and Buddhist
  - ✓ Medieval Indian Education
  - ✓ British Education
    - McCauley Minutes
    - Woods Dispatch
    - Hunter Commission
    - Basic Education-1937
  - ✓ Post –independent Indian education
    - Education Commissions- 1948, 1952 and 1964-66;
    - Education Policies-1968 and 1986;
    - National Knowledge Commission (NKC)

**Unit-IV: Knowledge Economy and Education: Knowledge as property**

- Property: Origin, Meaning and Definitions
- Knowledge as property: Distinct characteristics
- Politics of Knowledge: Intellectual Property Rights (IPR) Concept, Origin and Development
- Knowledge as Capital
- Liberalization, Privatization, and Globalization: Changing nature of knowledge
- Role of International Agencies in transforming knowledge into property: GATT/s, WTO
- Learning: The Treasure Within (Delor's Report)
- Implications of IPR to Education Particularly Higher Education

- Education as Merit Good and Non-merit Good: A Critical understanding

**Unit-V: IPR and Indigenous Knowledge systems: Curricular Implications**

- Indigenous Knowledge systems: Meaning and the nature of the knowledge;
- Patent rights: Implications to Indigenous Knowledge systems
- IPR and Cultural rights of Indigenous people
- IPR and Right to Education
- Ethical/moral issues in IPR

**Transactional Modalities:**

- Initiation of the dialogue by the Most Knowledgeable Other (MKO);
- Library readings;
- Observational studies and activities;
- Presentations by students on selected themes- individually and collectively.
- Documenting the dialogues.

**Suggested Readings**


- Althusser, L (1971). Ideology and Ideological State Apparatus. New Left Books, London
- Anuradha De & Jean Dreze (1999). PROBE. Oxford University Press, New Delhi.
- Apple W Micheal & Beane A James (2006). Democratic Schools: Lessons from chalk face. Ekalavya, Bhopal
- Bowels S & Gintis H(1976). The Schooling in Capitalist America. Routledge and Kegan Paul, London.
- Geeta Gandhi Kingdon & Mohd. Muzammil (2008). A Political Economy of Education in India: The case of Uttar Pradesh. Oxford Policy Institute
- Geeta Kingdon (Lead Investigator) (2014). A rigorous review of the political economy of education systems in developing countries. Institute of Education, London.
- Harry Broudy S (1988). The Uses of Schooling. Routledge, New York.
- Illich Ivan (2012). De-schooling Society. Morion Boyars, London
- Kumar Krishna (1991). Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi.
- Kumar Krishna (1996), 'Agriculture, Modernization and Education: The contours of a point of Departure'. Economic and political weekly,31 (35-37) 2367-373
- Naik J. P. (1997). The Education Commission and After. A. P. H Publishing Corporation.
- O' Neil Williams (1981). Educational Ideologies: Contemporary Expressions of Educational Philosophy. Good year publishing house, California.
- Chandra Rajashree (2010). Knowledge as Property: Issues in the Moral grounding of Intellectual Property Rights. Oxford University Press, New Delhi
- Naik J. P. ( ) Education Commission and After
- Reimer E (1971) School is Dead: Alternatives in Education. Anchos Books, Double Day & Co., New York.
- Richmand W. K. (1975). Education and Schooling. Methuen, London
- Young M. F. D. (1971). Knowledge and Control: New Directions for the Sociology of Education. Mc Millan, London

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## TEC1: Teacher Education I

***Credits: Four***
***Contact Hours: Four Hours per Week***
***Examination: Three Hours***

***Maximum Marks: 100***
***Internal: 30***
***External: 70***

**Course content**

**Unit I: Teachers and Teaching Profession**

- Teachers in India: The changing profile; changing roles and responsibilities of teachers and its demands on teacher education
- Teacher identity, social status: a critical understanding
- Concept and nature of teaching
- Teaching as a profession: characteristics of a profession; professional ethics for teachers; teacher autonomy and accountability

**Unit II: Teacher Education – Historical Perspectives**

- Teacher education: meaning nature and scope
- History of teacher education in India: trends, developments and forces that shaped teacher education.
- Reports of National Commissions on education with reference to teacher education(National Knowledge Commission)
- Reports of International Commissions on education with reference to teacher education(Learning the treasure within)

**Unit III: Preparation of School Teachers**

- Teacher education institutions: RIEs, Colleges of Education, University departments of Education, Elementary Teacher education institutions, ECCE Teacher education institutions: institutions established under Centrally Sponsored Scheme of Teacher Education namely, IASEs, CTEs, DIETs, BRCs and CRCs.
- Models and outcomes of pre-service teacher education :
  **Face to Face Mode:** elementary level - 1 year model; 2 years model; 4 year integrated model secondary level -; one year model; two year model;
  **Distance Mode:** one year model; 2 years model.
- Teacher education curriculum: overview of curriculum frameworks for teacher education (1978, 1988, 1998, 2006 and NCFTE 2009) and vision of NCERT & NCTE towards teacher education.
- Preparation of teacher for senior secondary level, vocational stream and for inclusive settings.

**Unit IV: Curriculum Organization, Transaction and Evaluation**

- Organization of Teacher Education Curriculum
- Transactional approaches for the foundation courses – expository, participatory, collaborative, peer coaching and inquiry. Scope and possibility of organization and

evaluation, Lecture-cum-Discussion, Group Discussion, seminar, *Use of* Multimedia/ICT and E-resources

- Transactional approaches for the skill and competency development courses – need for awareness – modeling - analysis – practice – feedback cycle. Scope and possibility of organization and evaluation – practicum records and portfolio assessment, *(Ways and Means for Transaction: Project Methods, workshops, team teaching, case study,)*
- Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)

**Unit V: Continuing Professional Development of Teachers**

- Concept and importance of Professional Development
- Approaches of Professional Development: in-service education; self-study; participation in seminars; workshops, panel discussion, Symposium; organization of study groups and study circles.
- INSET and Extension education: concept and methodology, training need assessment strategies; formulation of programme proposal, development of content for training modules, organization of training; preparation of Self-Learning Material (SLM), monitoring, evaluation and impact assessment.
- Role of professional organizations in teacher education.

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## TC1: Self-Development

*Teaching hours: 2 block periods in workshop mode* *Credit: 1*

*Marks: 25 (Internal Assessment)*

**Rationale:**

The aim of this tool course is to help students in developing understanding about themselves and developing their selves as a professional, through conscious on-going reflection. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable students to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for the students to develop sensitivity toward issues like gender biases, children with special needs (intellectual and physical), disadvantaged groups to make class inclusive. At the same time, they will develop problem-solving skills to deal with these issues.

During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation also enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and meditation, and will learn to use in different contexts.

The following methodologies for the transaction of the course could be used in interactive sessions:

- Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.
- Reflective discussions on a movie/documentary on relevant issues
- Discussion on how to imbibe teacher qualities and nurture his/her self as a teacher
- Organization of activities for self-expression (exhibiting strengths and abilities)
- Providing feedback on their reflective journals/diaries
- Practicing yoga and meditation for physical and mental well- being

**Note: The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required.**

**COURSE THEMES:**

*Theme 1: Understanding the Self*

*Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting Situations*

*Theme 3: Developing 'Self' in harmony with nature*

*Theme 4: Developing 'Self 'as a professional (Teacher Educator)*

*Theme 5: Self and Social Responsibilities*

*Theme 6: Self and Mental and Physical Well –being*

**MODE: WORKSHOP, GROUP DISCUSSION, FIELD VISITS**

**Theme 1: Understanding the Self**

**Objective**

Objectives of the activities is to help students to develop cognitive skills such as

- Developing self-awareness about one's abilities and opportunities to develop self independent thinking, critical thinking and creative thinking, decision making, problem solving and goal setting
- Developing objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies

*Activities*

i. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats
ii. Use of Zuari's Window to know one's perception about self and others
iii. "Who am I" Self concept
iv. Inspirational Readings

***Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting situations***

**Objective**

Objective of this activity is to make student recognize the affective resources of self understanding to be understood both as assets such as feelings of love, joy, appreciation, affection, happiness, and threats or limiting factors such as emotions like fear, anger, jealousy etc. in their professionalism.

*Activity*

Following exercises may be organised in the workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management

- *Identification of anyone of the above situations* ***(stressful/emotional-sad as well happy/conflicting)*** by the students
- *Reflect on it*
- *Share with the group on how it was managed/resolved*

This activity will help students learn about various ways of managing/ resolving critical situations in life. The focus may be the school context.

*Theme 3:* **Developing 'Self' in harmony with nature**

***Objective***

The objective is to acquaint students on

- Maintaining harmony in existence and co-existence between nature and self;
- Dependence of Self on the Nature for the very life;
- Inter-dependence of people for comfortable living;
- Responsibility of self towards conservation, protection and nurturing plant and animal life.
- Understanding human roots in the divinity to awaken oneself to Truth, Beauty and Goodness both inside and outside.

*Activities*

i. Observation of nature during nature walk,
ii. Reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness
iii. Sharing personal experiences

*Theme 4*: **Developing 'Self 'as professional (Teacher Educator)**

Self - Critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages etc.) or while dealing with other curricular components or classroom situations.

**Objective**

The objective of this activity is to develop awareness among students in following aspects of their professional endeavors

- Adequacy of subject matter knowledge, professional skills, and effective communication to the students.
- One's attitudes towards students, teaching, teaching material, interest in teaching subject and one's aptitude in developing interest in learning among students and in tapping their abilities to realize the values identified in the subject matter.
- Suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.
- Involvement in teamwork with colleagues, head of the institution, parents of learners and management for holistic development of the learners.

***Activity: Self-reflection and documentation***

The students will be asked to

i. interact with an eminent educationist in the neighborhood
ii. read a book of an eminent educationist
iii. observe the effective teacher in the classroom
iv. interview an effective teacher

On the basis of the above the students will-

- Identify the characteristics, values, attitudes of the teacher and reflect upon self with respect to the same.
- Priorities the characteristics, values, attitudes of an effective teacher and will try to develop through practice in real life situation to become a professional.
- Reflect upon self and document the experiences.

**Theme 5: Self and Social Responsibilities**

This will help in the development of social responsibilities among the learners to enrich human resources and self-esteem; realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.

**Objective**

While conducting the group discussion the students will be able to develop

- Responsibility of self towards other human beings in the family, society, and people across the globe
- Critical awareness of the biases based on gender, caste, class, language, religion, nation, region etc.
- Critical understanding of the basic realities of the man- made divisions due to political, historical and social forces over the time-scale.
- Understanding of the basic realities of cultural differences across the time-scale and across the globe

*Activities*

i. ***Group discussion:*** The focus of the discussion will be on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication



Theme 5: ...
Theme 6: Self and Mem...
...ORKSHOP, GROUP DIS...
...ing the Self

skills while dealing with different groups of learners belonging to different social contexts/situation.

The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.

ii. *Field Visit:* Visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups. Befor field visit students need to be oriented (½ day) on what they are supposed to do in the field.

During the visits, the students will discuss pertinent issues with these groups and prepare report to discuss and share with other students. This will help students to experience their transformations in different contexts

Discussion/presentation in the groups may be kept in the beginning of Semester II.

***Theme 6: Self and Mental and Physical Well –being***

***Objective***

- Maintaining physical, mental and spiritual health to perform the roles efficiently
- Achieving self-realization

*Activity*

***Regular practice of yoga and meditation during the semesters***

- Locally available yoga expert can provide yoga and meditation practices.
- Students should discuss how yoga practice helped in physical, mental and spiritual health.

**Evaluation of Self-development:**

During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with following documents. Students are required to submit Portfolio in the prescribed format with all evidences.

Note: The **PORTFOLIO** will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

1. Documentation of the Critical thinking practices; Creative thinking practices; Decision making practices; and Problem solving practices
2. Documentation of their reflection on feelings and attitude change on the observations during visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups of children. Team work done by them out of empathy.
3. Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.
4. Documentation of the realities felt during 'nature walks' and 'nature' observations.
5. Documentation of the difficulties faced in maintaining 'let come' and 'let go' attitude and the ability to experience the spells of silence and its outcomes.
6. Identification and documentation of one's assets and limitations as well as one's opportunities and difficulties in the participated context.
7. Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.
8. Documentation of the effective communication skills with enriched understanding in relation to students, their parents, colleagues, authorities and outsiders.
9. Documentation of participation where in habitual thoughts, attitudes and actions were dealt to be free of them to give place for right thinking and righteous living.

10. Documentation of critical understanding of the biographies of the great thinkers and educationists.
11. Documentation of the rich contributions of the great people.

**Reference Books:**


1. Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
2. Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.
3. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
4. Krishnamurti, J. (1998). On Self- knowledge. Chennai, Krishnamurti Foundation India.
5. Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
6. 9. Palmer, J. A. (ed) (2001). Fifty modern thinkers of education, Routledge Publishers, UK
7. Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). Applied Social Psychology-Understanding and Addressing Social and Practical Problems, Second Edition, Sage Publications Pvt. Limited, New Delhi
8. Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). Cornerstone-Developing Soft Skills, Fourth Edition, Pearson Education
9. Swami Vivekananda (1988). Selections from the complete works of Swami Vivekananda. Mayavathi, Advaita Ashrama.
10. UNICEF (2006). Life Skills Modules-Adolescence Education Program. UNICEF House, New Delhi.
11. Venkateshamurthy, C. G. & Govinda Rao, A.V. (2005). Life Skills Education Training Package. R.I.E., Mysore.


## TC2: Communication and Expository Writing

*Total Marks- 25* *Credits -01*

*Contact hours per week: 2(block period)* *Internal Assessment*

**Transaction Mode:** This course will be transacted /facilitated through participatory approaches such as- workshop, seminar by students, and group work. Different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation-cum-discussion mode.

**Listening / Viewing Skills**

Workshop can be organized to provide exposure to listening and viewing skills. These can be conducted in the language Lab.

**Suggested Activities:**

**Students can listen to -**

- Sounds of English/ Hindi/Marathi/Guajarati/Urdu
- Patterns of stress and intonation
- Self-recording while practicing pronunciation
- Speeches of famous personalities
- Keynote addresses in seminars

**Students can View-**

- Phonetic symbols
- Videos on sound production and articulation
- Poetry recitation videos
- Videos on conversation
- Videos on group discussions and can observe body language.
- Making listening notes
- Completing worksheets on listening tasks
- Developing criteria for analysis of listening skills
- Consulting pronunciation dictionaries
- Presentations
- Students can observe Anchors in programmes
- Observing Webinars
- Observing unstructured conversation

**Speaking Skills**

These skills can be practiced in seminar rooms/language lab.

**Suggested activities:**

**Students can practice-**

- Sounds of English
- Stress and intonation patterns
- Recitation of poems

Students can-

- Participate in conversations ( Situations to be provided)
- Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level
- Analyze of speech styles
- Analyze of presentations
- Make presentations
- Involved in mock Interview
- Anchoring programmes in the institute

**Reading Skills**

Students can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.

**Suggested activities:**

**Students can read**

- Editorials in newspapers on a regular basis
- Articles in newspapers and magazines
- Research papers in journals
- Book reviews, film reviews and art reviews in newspapers and magazines
- E-books, online journals
- Subject related reference books

**Students can be involved in-**

- Note making tasks on reading and summarizing what is read.
- Discourse analysis (to be integrated with reading, speaking and writing skills

**PURPOSE AND PROCESS OF COMMUNICATION**

To understand the purpose and process of communication students can be involved in-

- Individual and group assignment on a chosen topic of communication and presenting using any ICT tool
- Brainstorming on pertinent issues in education and analyze the elements/process of communication in the discussion.
- Critical Reflection on communication strategies in any literary work of local/national /international significance and presentation in the seminar.
- Panel discussion on different themes; peer assessment on their communication skills

**EXPOSITORY WRITING**

The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: Informational, Opinion, Narration and Argument.

**Semester Break Tasks-**

- Visit to a school/college/UG course and deliver a presentation in a class on any of the topics of relevance and sharing of the communication techniques used in the presentation in a seminar.
- Identification of any one teacher with good communication skills; Case study of communication strategies adopted

**Mode of Assessment:** Assignments can be given during semester break and they can be submitted for assessment.

**Suggested Readings:**


- Anderson, Kenneth and Joan Maclean. Study Speaking. Cambridge University Press, 2010.
- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.
- Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills. Macmillan Delhi, 2009.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 200

## Semester II

### PC4: Philosophy of Education

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

**Unit-I: Understanding Philosophy of Education**

- Philosophy: Meaning, Nature, and Purpose
- Method(s) of Philosophy
- Object of study in Philosophy and philosophy of education
- Branches of Philosophy –Ontology (Meta-physics), Epistemology and Axiology
- **Philosophical Inquiry into:**
    - Human Nature: Natural-Social,
    - Consciousness: Freewill-Determinism
    - Freedom and necessity
    - Structure and agency
    - Philosophy of Education: Meaning, Nature and Purpose
    - Education: Changing Meaning, Nature and Purpose
- Reflecting and Classifying the meaning and definitions of education in terms of /from the perspective of---
    - ✓ Education as process
    - ✓ Education as purpose
    - ✓ Education as system
    - ✓ Education as profession
- Functions of Education
- Relationship between Philosophy and Education

**Unit-II: Understanding knowing and Knowledge: Epistemological Enquiry- Part I**

- Knowing Process: sensation, perception, reason and conception
- Doing, thinking and feeling in knowing
- Knowing: Sources &Ways of knowing: Indian and western
- Experience: Meaning and Nature— role of experience in meaning making, knowledge construction —Dimension of experience—individual and social; experience of physical world, emotional world, and world of ideas,

- Reason: Meaning and Nature—Role of reason in meaning making and knowledge construction
- Relationship between experience and reason in meaning making
- Knowing: Relative roles of knower –the subject-and the to be known- the object-
- Difference in knowing the real world and the conceptual world
- Role of Intuition in knowing
- Role of culture in knowing: Particularly language and symbols

**Unit-III: Understanding knowing and Knowledge: Epistemological Enquiry- Part II**

- Knowledge: Meaning and nature
- Constituents of Knowledge: Facts, Principles, Laws, Concepts and Theories
- Different facets of knowledge: Concrete –Abstract; Particular- Universal;
- Role of generalization in knowledge
- Origin of Knowledge: contending theories: Empiricism and Rationalism
- Types of Knowledge: A priori, A posteriori, Explicit, Tacit, Propositional and procedural
- Nature of school knowledge
- Functions of knowledge
- Knowledge as belief and knowledge claim as truth/ as truth claim:
- Validation of Knowledge-different theories

**Unit-IV: Understanding Values: Axiological Enquiry -I**

- Values: Meaning and their role in individual and social life
- Values and associated terms—ethics, morals, principles, rules, principles, laws, customs and tradition
- Values: Sources and their nature
- Kinds of Values: Personal, Economic, Social, Political and Spiritual
- Theories of values: Subjective and Objective theories
- Instrumental values and ultimate values
- Value conflict, Value crisis—crisis in values
- Role of education in value transformation

**Unit-V: Understanding the Purposes of Education: Axiological Inquiry -II**

- Dualities in Fixing Aims of Education—
  - ✓ Education for Individual-Education for social
  - ✓ Education for Virtue-Education for utility
  - ✓ Education for Labour activity-Education for Leisure activity
- Aims of Education: Historical inquiry
  - o Political ideologies and aims of education
  - o Economic imperatives and aims of education
  - o Cultural moorings and aims of education
  - o Individual aim and social aim: Relationship (balancing)
  - o Cultural aim and economic aim: Contradictory or complimentary
- Determinants of Purpose of Education: Individual, Community, Religion, State and Market to identify the changing normative foundations and nature of education as when there is a change in the determinant of the purpose of education.

- Normative Foundations of Education: Constitutional Values and Education—A dialogue
- Constitutional values-Equality, Freedom and Social Justice: Philosophical Understanding
- Role of education in realizing the Constitutional Values: Possibilities and limitations
- Globalization and its impact on the Purposes of education

**Suggested Reading**


- Agrawal, A (1995). 'Dismantling the Divide Between Indigenous and Scientific Knowledge', Development and Change, 26:413-39
- Alfred North Whitehead (1967), Aims of Education and Other Essays, The Macmillan Company, New York.
- Ant Weiler, C. (1998). 'Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development. Anthropos, 93:46-94.
- Bernstein (1971), 'On Classification and Framing of Educational Knowledge", in Class, Codes and Control, Volume: 3: Towards a Theory of Educational transmission, Second edition (1977) edited by M.F.D. Young.
- Butchvarov, P. (1970), The Concept of Knowledge: Evanston, Illinois: North Western University Press.
- Berger, P. and T. Luckmann (1966). The Social Construction of Reality. A Treatise in Sociology of Knowledge. Penguine Books, London.
- Brown, D. M. (1958). The White Umbrella: Indian Political Thought from Manu to Gandhi. University of California Press, Berkeley.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcultta University Press, Calcultta.
- Dewey, John ( ) Experience and Education.
- Diane Tellman (2000), Living Values: An Educational Program, Sterling Publishing Private Limited, USA.
- Haris Kevin (1979). Education and Knowledge: The Structured Mis-interpretation of Reality. Routledge & Kegan Paul Ltd,. London.
- Keddie, N.(1971) : Classroom Knowledge, in. M.F.D Young.
- Krishna Murthy, J. (1947) On Education, Orient Longman, New Delhi.
- Kumar Krishna (1991) Political Agenda of Education Sage Publication, India Pvt. Ltd., New Delhi.
- Kumar Krishna (1996). Learning From Conflict, Orient Longman, New Delhi.
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Margaret (1999). The Open Classroom: A Journey Through Education, Orient Longman, New Delhi.
- Mother (1960). Education and Aims of Human Life. Aurobindo Ashram Press, Pondicherry.

- NCERT, (2005). National Curriculum Framework-2005. National Council of Educational Research and Training, New Delhi.
- NCERT, (2014). Basics in Education. National Council of Educational Research and Training, New Delhi.
- Padma M. Sarangapani, (2003), Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publications, New Delhi.
- Peters, R.S. (1967), The Concept of Education, Routledge, United Kingdom.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Philips, D.C. (Ed) (2000). On Behalf of The National Society for the Study of education (NSSE). Constructivism in Education. Opinions and Second Opinion on Controversial Issues. Part – I, The University of Chicago Press, Chicago.
- Russell Bertrand (1977). Education and the Social Order. Unwin Paper Back, London.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Winch, C (1986) Philosophy of Human Learning, Routledge, London.
- Stella Van Petten Henderson (1960), Introduction to Philosophy, The University of Chicago press, Chicago.
- John S Brubacher, (1969) Modern Philosophies of Education. Tata McGraw Hill Pub., Co.,Pvt., Ltd, New Delhi.


## TC3: Research Methods in Education (Preliminary)

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

### Unit I- Research in Education: Conceptual Issues

- Concept, nature, scope and types of research in education: Fundamental, Applied and Action Research and their characteristics.

- Rese[illegible]em: Basis viz., conceptual basis, research base {based on review of research studies} and empirical basis based on empirical evidences, and sources for research problem and characteristics of research problem.
- Variables: Constructs and concepts, meaning, nature and types.

**Unit II- Methods of Research**

- **Quantitative Research**
  - Research Designs: True experimental (Single group pre-test, post-test design; Two-group Experimental-Control group design; Solomon four-group design, Rotational group design; Factorial design), Quasi-experimental Designs
  - Internal and External validity of the research designs
- **Qualitative Research**
  - Qualitative Research: Meaning, Nature, Characteristics, Scope and Relevance
  - Types of Qualitative Research: Naturalistic Enquiry, Hermeneutics, Phenomenology Symbolic Interactionism, Grounded Theory, Ethnography, Case Study
  - Qualitative Research Design

**Unit III- Sampling Design**

- Concept of population and sample.
- Concept of sampling unit, representativeness of a sample, sampling frame.
- Sampling methods: meaning, nature, conditions and applicability of Probability Sampling (Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling) and Non-Probability Sampling (Cluster Sampling, incidental Sampling, Purposive Sampling and judgmental sampling, snowball sampling, etc.)
- Sampling error non-sampling error.

**Unit IV- Data Analysis and Interpretation**

- Nature of data procured: Qualitative and Quantitative.
- Qualitative data analysis and Quantitative data analysis.
- Understanding data in terms of scales of measurement, data size, classification and categorization of data, relating data to research questions/ hypotheses.
- Scope for qualitative and quantitative analysis.
- Preparing the data for analysis using computer software.
- **Basic Descriptive Statistical Treatment for data analysis**
  - Processing data in tabular and graphical representation (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive and Box plot).
  - Basic concepts: Measures of Central tendencies and Dispersion.
  - Relative Positions – Percentiles and Percentile Ranks.
  - Correlation, Product Moment Correlation; Rank Correlation, Biserial Correlation, Point Biserial Correlation, Tetrachoric, Phi Correlation and coefficient of contingency.
  - Concept of Multiple and Partial Correlation and Linear Regression (Bivariate only)

- Use of software for analysis of data.

**Unit V- Research Proposal**

- Conceptual framework, need and importance.
- Research questions, objectives, proposition and hypotheses.
- Sources of data and method.
- Tools and techniques.
- Sampling designs.
- Data analysis plan.

**References**


- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
- Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
- Good, Carter, V. Methodology of Educational Research.New York: Appleton Century Crafts.
- Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- Kerlinger, F.N. (1973). Foundations of Behavioural Research.New York: Holt, Rinehart and Winston.
- Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
- Mertens ,D.M.(1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
- Pamela Maykut& Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.:TheFalmer Press.
- Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.

- Scott, David & Usher, Robin (1996). Understanding Educational Research. Rout ledge. London and New York.
- Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi:Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
- Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.
- Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.
- Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.
- Van,Dalen,B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.
- Wiersma, W. (2000).Research Methods in Education.(7th edition).Allyn & Bacon.
- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication


## TEC2: Teacher Education II

### Perspectives, Research and Issues in Teacher Education

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

### UNIT 1

### Perspectives of Teacher Education

- Teacher Development: concept, factors influencing teacher development – personal and contextual.
- Teacher Expertise – Berliner's stages of development of a teacher.
- Approaches to teacher development – self-directed development, co-operative or collegial development, change- oriented and staff development.
- Different organizations and agencies involved in teacher education- their roles, functions and networking.
- Preparation of teachers for various disciplines i.e. art, craft, music, and physical education - existing programmes and practices.

**UNIT II Structure and Management of Teacher Education**

- Structure of teacher education system in India - its merits and limitations.
- Review of Recommendations of various committees , regulatory bodies related to teacher education; Kothari Commission, Justice Verma Committee, NPE 1986 ,POA 1992, NCFTE 2009, NCTE Regulation 2014.
- Universalization of secondary education and its implication for teacher education at secondary level.
- Planning financing and control of teacher education at elementary/ secondary levels

**UNIT III Quality Assurance in Teacher Education**

- Meaning of quality assurance and its indicators in teacher education
  - Competency based performance and commitment oriented teacher education
  - Teacher appraisal and accountability
- Role of different agencies in quality assurance of teacher development
  DIETs, SCERT, CTE, IASE, NCERT, NUEPA, UGC,
  Assessment of Quality of teacher education programme/ institutes NCTE, NAAC.
- TQM

**UNIT IV Research in Teacher Education**

- Methodological issues of research in teacher education- direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation
- Assessment of teaching proficiency : criterion tools and techniques (observation, interviews and self- appraisal testing)
- Trends of research in teacher education – review of recent research studies in teacher education with reference to design, findings and policy implications.
- Areas of research in teacher education: teaching, teacher characteristics, teacher performance, teacher educators and teacher education institutions.
- Research on pedagogical approaches in teacher education including classroom processes.
- Programme evaluation of in the area of teacher education.

**UNIT V Problems and Issues in Teacher Education**

- Challenges in professional development of teachers w.r.t. school education
- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation.
- Issues related to enhancing teacher competence, commitment and teacher performance.
- Maintaining and implementing standards in teacher education – admission policies, staffing pattern, qualification and mode of recruitment and service conditions of teacher educators.
- Isolation of teacher education institutions
- Teacher empowerment and motivation: issues and concerns
- Code of conduct and professional ethics for teachers: debate/discussion
- Unplanned growth of teacher education institutions

**Suggested Readings**

anon, L. &Monin,L.(1978).A Guide to Teaching Fanciness. London: Mtehner &co.Ltd.

nb, A.W.et al.(1974).:The Profession Education of Teachers: A Humanistic Approach to Teacher Training, Boston: Allyaon & Becon Inc.
nders, N.A.(1970). Analysing Purching Behaviors. Massachusetts: Addison Wesley Publishing Co Reading.
ge,N.L.(1963). Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Co.
oyce, B. & Showers, B.(1983).Power in Staff Development Through Research on Training. Alexandria Virginls: ASCD.

## Specialisation Core Course

### Elementary Education -1

***Credits: Four***
***Contact Hours: Four Hours per Week***
***Examination: Three Hours***

***Maximum Marks: 100***
***Internal: 30***
***External: 70***

**Rationale**

The course intends to develop among the prospective teacher-educators a thorough understanding of elementary education as a specific stage of education with the perspective to lead into an area of specialisation. This course has a focus on orienting the students to the organisational structure, administration, policy and practice at the elementary stage of education. Along with the knowledge into the basic structure and function of elementary education, the course would guide them to critically analyse school practices, the programmes being implemented; make them aware of the leadership role of the central government, decentralisation of authority and financing, budget consumption and actions taken for the expansion and improvement of elementary education in the country. In addition it would sensitise the students about major concerns, challenges and research in the area of elementary education. The intention is to blend the academic theory and sessional activities with the field experience of the students.

**Unit-I: Elementary Education: Perspective and Development**

- Perspectives – Sociological , psychological and philosophical
- Philosophy and practice of elementary education as advocated by eminent philosophers/ educationists / practitioners
- The historical journey of elementary education from privilege to right
- Elementary education as a constitutional commitment
- Normative base of elementary education
- Idea of Common School System

**Unit-II: Planning, Policies and Administration**

- Constitutional provision; recommendations of Education Commission, National Policies of Education
- Five year National development plans– shift in focus on elementary education, budget consumption of elementary education
- Decentralization of authority and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA
- The leading role of Central Government for guiding policy, transferring national initiatives and resources to states. Regulation of private school; matching supply-demand aspect of elementary education.
- Right to Free and Compulsory Education Act 2009

**Unit-III: Programmes and Implementation Strategies at Elementary Education**

- Centrally sponsored schemes – assumptions, implementation strategies and impact (IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV)
- State projects –assumptions, implementation strategies and impact (BEP, APEP, UP BEP, Lok Jumbhish, ABL, Nali Kali, Mahila Samakhya, Shiksha Karmi, AIEP, Learning Enhancemen)
- Centrally sponsored schemes and state projects – change it brought in elementary education
- Sarva Shiksha Abhiyan (SSA) –objectives, focus areas, implementation strategies and impact on quality enhancement
- Mid Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement
- Role of authority and civil society in programme implementation

**Unit-IV: Curriculum, Pedagogy and Assessment in Elementary Education**

- Principles of Curriculum development at Elementary Level
- National Curriculum Frameworks, Common Core Curriculum
- Relevance. integration, flexibility, contextuality and plurality determinants of curriculum at elementary level
- Pedagogy relevant at the elementary level
- CCE at elementary stage
- School based assessment: Preparation of scheme and guidelines

**Unit-V: Inclusive Education at the Elementary level**

- Concept need and importance of inclusive education
- Perspectives on Inclusive education: human rights, diversity, social justice, equity and equality
- Shift from segregated education and integrated education to inclusive education
- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- Challenges of bringing all children in the same school (with special reference to children with disabilities, children from weaker social, cultural and economic backgrounds)

**Suggested Reading**


- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi
- Prakash, V (1997) (ed) Teacher empowerment and school effectiveness at primary stage. NCERT, New Delhi
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi


## Specialisation Core Course

## Secondary Education -1

***Credits: Four***
***Contact Hours: Four Hours per Week*** ***Maximum Marks: 100***
***Examination: Three Hours*** ***Internal: 30***
***External: 70***

**Rationale**

The course intends to develop among the prospective teacher-educators a thorough understanding of secondary (includes senior secondary also) education as a specific stage of education with the perspective to lead into an area of specialisation. This course has a focus on orienting the students to the organisational structure, administration, policy and practice at the secondary stage of education. Along with the knowledge into the basic structure and function of secondary education, the course would guide them to critically analyse school

practices, the programmes being implemented, make them aware of the leadership role of the central government, decentralisation of authority and financing, budget consumption and actions taken for the expansion and improvement of secondary education in the country. In addition it would sensitise the students about major concerns, challenges and research in the area of secondary education. The intention is to blend the academic theory and sessional activities with the field experience of the student.

**Unit-I: Perspectives and Development of Secondary Education**

- Nature, scope, function and structure of Secondary Education
- Philosophical, Sociological and Psychological Perspectives of Secondary Education
- Secondary Education in India – genesis and growth
- Rationale of Universalization of Secondary Education in response to the accelerating growth of Human Resource Capital; preparation for knowledge society, Skill development to meet emerging needs, Making of productive and socially responsible citizen, Channelizing vital energy of adolescence

**Unit-II: Planning, Policies and Administration in Secondary Education**

- Educational Policies after independence; Secondary Education Commission, Indian Education Commission, National Policies of Edueation, National Knowledge Commission with focused discussion on major recommendation with special reference to Secondary Education, CABE Committee on Universalization of Secondary Education – recommendations
- Secondary Education in 5 year Plans
- Policy perspectives in decentralization of administration and management of secondary education- Local Bodies, SDMC, PTA
- Administration responsibility of different levels of central and state government; types of schools, matching supply-demand aspect of secondary education, regulation of private school; Assessment and Accreditation of Secondary schools

**Unit-III: Programmes and implementation strategies of Secondary Education**

- Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education
- RMSA for achieving Universalization of Secondary Education – programmes and strategies, its impact on quality enhancement
- National Vocational Education Qualification Framework (NVEQF)
- Role of authority and civil society groups in programme implementation
- Centrally sponsored schemes and state projects and programmes and its impact on secondary education

**Unit V: Approach to meet diverse needs of children at Secondary Schools**

- Concept, need and importance of inclusive education at the secondary level
- Perspectives on Inclusive education: human rights, diversity, social justice, equality and equity

- Special provisions / schemes supporting inclusiveness at secondary stage
- Shift from segregated education and integrated education to inclusive education
- Challenges of bringing all children with diverse needs together at the secondary stage

**Unit-IV: Curriculum, Pedagogy and Evaluation in Secondary Education**

- Principles of curriculum development at Secondary Level
- National Curriculum Frameworks of Secondary Education, Common Core Curriculum and work centred pedagogy.
- Relevance, integration, flexibility, contextuality and plurality determinants of curriculum at secondary level
- Innovative pedagogical approaches at secondary level
- CCE and school based evaluation at Secondary stage; Formative and summative evaluation; norm referenced and criterion reference evaluation
- Alternative assessment at secondary education

**Suggested Reading**

- Report of the Education Commission (1964-66).
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK

**Reference:**


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- Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- Chopra, R.K. (1993) Status of Teachers in India
- NCERT, New Delhi Govt. of India (1953) Report of Secondary Education Commission, New Delhi Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi Govt. of India - (1986/1992)
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• Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

## INTERNSHIP IN TEACHER EDUCATION INSTITUTION

**Credits: 4** **Max. marks: 100**
**Duration: 3 - 4 Weeks** **Internal: 100**

### RATIONALE

The would be teacher educator needs space and time in the curriculum to realistically understand the roles and functions expected of them by observing and analyzing the activities performed by the teacher educators in an institutional context. They also need opportunities to put into action the theoretical understandings about teacher preparation gained through various courses in the curriculum. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice of teacher education on the one hand and of school experiences with that of teacher education on the other.

### Organization

The internship will be organized in two phases of two weeks in a pre-service teacher education institution and one week in an in-service teacher education setting. Necessary orientation to the students of this programme and mentor teacher educators from the respective institutions of teacher education will be provided before organizing the internship.

### Activities

**Task Set 1: Pre-service Teacher Education (2 weeks)**

- Under the guidance of a mentor teacher educator, undertake planning and implementation of learning experiences on a unit from the prescribed course in the pre-service teacher education curriculum.
- Plan assessment criteria/tools and evaluate the performance of student teachers on the unit transacted.
- Based on the acquaintance with various activities, infrastructure and resources of the teacher education institution, prepare an institutional profile with reflections on the experiences gained

**Task Set 2: In-service Teacher Education (one week)**

- Undertake assessment of training need through an interview with practicing teachers
- Observe and analyze an in-service teacher education programme
- Review the TLM developed / the report of an in-service teacher education

### Evaluation and Scheme of Assessment

Evaluation of performance during internship in teacher education will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows.

| Area | Marks |
|---|---|
| **1. Pre-service Teacher Education** | |
| ▪ Planning learning experiences on a unit | 10 |
| ▪ implementation of learning experiences on a group of student teachers | 25 |
| ▪ evaluation of learning outcomes | 10 |
| ▪ Report on institutional profile and reflections | 15 |
| | **60 marks** |

2. **In-service Teacher Education**
   - Need Assessment 10
   - Analysis of an in-service teacher education programme 20
   - Review of TLM/Programme Report 10

   **40 marks**

   **Total 100**

- Observation of pedagogic practices of a teacher educator in pre-service teacher education context
- Professional journey of a teacher educator – a case study

**Dissertation**

| Sl. No | Research Dissertational Activity | Mode of Engagement | Time required | End Product | Marks |
|---|---|---|---|---|---|
| 1 | Understanding the Objects of research in Education<br><br>**Lead Questions/Guided Questions**<br>• What is/are objects of research in education?<br>• How diverse they are? | Debate and dialogue | 2 Hours | Identification and listing of objects of education<br>--Preparation of list of 'objects' and their nature;<br><br>Either preparation of Table or listing them in sentences (in 500 words) | 5 |
| 2 | Identifying Research Areas<br>**Lead Questions/Guided Questions**<br>• What areas of research interests you have? And why?<br>o Infrastructure related<br>o Process related<br>o Pedagogy related<br>o Policy related<br>o Socio-cultural aspects of schooling related and etc.. | Self dialogue; Exploring one's personal interests, academic strengths and background to relate with research area;<br><br>Seminar presentation | 1 Week | i. Listing the area of research of one's own interest and mentioning the reasons.<br><br>**(Write up)** | 5 |
| 3 | Review of research literature<br>**Lead Questions/Guided Questions** | Library work; Table | 2 Weeks (Every | i. identifying one study for each of the 'object' of study | 10 |

| | | | | | |
|---|---|---|---|---|---|
| | • How the review needs to be done?<br>• What is to be observed in RRL?<br>o Statement of the Problem.<br>o Variables of the study<br>o Objectives<br>o Research question/hypotheses<br>o Methods<br>o Findings and their interpretation<br>• How the research is conducted in the research literature that you are reviewing?<br>• What are the components that need to be seen in RRL?<br>• Where do you use the RRL in your research?<br>• Should the Theme based review is better?<br>• Should the Chronology of research be the better way? | work; | day two hours, preferably afternoons) | listed above;<br><br>(as many and as diverse as possible) Review report writing and presentation | |
| 4 | Evolving and Stating Research Problem<br>**Lead Questions/Guided Questions**<br>• How do you state your research problem? | Classroom dialogue and seminar presentation | 1 Week | i. Statement of the Problem<br>ii. Spelling out effect/relation/interaction between the variables | 5 |
| 5 | Conceptualization of the Problem<br>**Lead Questions/Guided Questions** | Seminar presentation | 2 Weeks | i. Write up on conceptual development (1000 words) | 5 |
| 6 | Framing of Objectives of the Study<br>**Lead Questions/Guided Questions** | Classroom presentation, discussion, refinement | 1 Week | i. Finalization of the Objectives<br><br>**(Write up)** | 5 |
| 7 | Formulation of Research questions/hypotheses | Classroom presentation, discussion, | 1 Week | i. Finalization of the Research Questions/Hypotheses<br>**(Write up)** | 5 |

| | | | | | |
|---|---|---|---|---|---|
| | | refinement | | | |
| 8 | Methods of the Research Study | Classroom seminars, debates | 1 Week | i. Identifying appropriate method of study for one's research<br><br>ii. Identifying appropriate tools and techniques for one's research.<br>**(Write up)** | 5 |
| 9 | Sampling procedure | Classroom presentation | 1 Week | i. Identifying Sample, sampling technique along with rationale<br>**(Write up)** | 5 |

## Semester III

### TC4: Advanced Research Methodology in Education

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

**Unit- I Methods of Collecting Data**

- **Tools and Techniques:** Interview, Questionnaire, Checklist, Psychological Tests, Achievement Tests and Diagnostic Tests, Focussed Group Discussion, Observation, Field notes, transcriptions, Recording (Audio and Video), Anecdotal records, portfolios, Dialogue, discourse, documents. Process of standardisation of tools
- **Standardisation of Tools:**
    - **Reliability:** Meaning, types, and procedure of establishing reliability for various tools listed above.
    - **Validity:** Meaning, types, and procedure of establishing validity for various tools (listed above).
    - **Items Analysis:** Difficulty value of test item; Discriminative Index and Facility Value; finalisation of items (standardisation of various tools)

**Unit- II Inferential statistics-Parametric**

- Normal Probability Distribution-Concept, Characteristics and Applications; Standard Scores; Derived scores Concept, use and interpretations of Parametric and Statistics; Concept of sampling Distribution of Statistics; Standard Error as an index of sampling error; Concept of Estimation-Point and Interval; Parametric testing of Hypothesis: Concepts of One-tailed and Two-tailed Test; Type 1 and Type 2 Error; Testing the Significance of the Difference between Means, Variances, Correlations and Proportions. Analysis of Variance and Co-variance: Concept, Principle, Assumptions and Uses.

**Unit-III: Inferential Statistics - Non-Parametric**

Non-parametric statistics in education; Use of non-parametric tests and its rationale for distribution free data; Chi-Square Test; Median Test; Sign Test, Mann Whitney U-test and Wilcoxon test, Kruskal-Wallis test and Friedman's test.

- Quantitative Data Analysisby using Computer software {SPSS/R etc.,}

**Unit-IV: Analysis of Qualitative Data**

- Methods of Qualitative Analysis:Coding and Categorising, data reduction, triangulation, constant comparison, induction and deduction, discourse analysis, narrative analysis, content analysis, logical analysis, critical; analysis, credibility and dependability and its preparation.
- Qualitative Data Analysis by using Computer software {AltaVista, N etc.,}

**Unit-V: Report Writing**

- Report writing: Chapterisation and presentation.(Language style headings & sub-headings ) Quotations, Tables and figures, Footnotes, Bibliography, Pagination Typing and Font, Format of Report Writing; APA reference style.
- Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity, plagiarism.

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- Ferguson, G. (1981).A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
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- Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.
- Guilford, J.P. and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
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## PC5: Sociology of Education

*Credits: Four*
*Contact Hours: Four Hours per Week* *Maximum Marks: 100*
*Examination: Three Hours* *Internal: 30*
*External: 70*

**Rationale**

Schools are the primary institution for instructing, training and socializing the next generation. The course on Sociology of Education critically examines the place and role of schools and schooling in the wider society. It is intended to familiarise students with the theoretical perspectives, dynamics of education practice in the context of society and school. Education as an institution is greatly influenced and determined by socio-economic and political realities. While informing the student about these realities, the course will also familiarise the student about the social institutions and individual experiences which affect the education and its outcomes. The course relates to the education systems of modern industrial societies, changes happening within educational practices, major debates in educational research and policy and the alternative forms of schooling and their influences.

**COURSE CONTENT**

**Unit I: Understanding Sociology of Education**

- Sociology of Education:
  - Nature, scope, Need and Relevance
- Social Structure:
  - Meaning and Definition of Social Structure
  - Role and Function of Education in Social Structure
- Sociological Concepts and their relationship with Education:
  - Social Stratification:
    - Concept, Theories and Types of Social Stratification
    - Education and Social Stratification
  - Social Mobility:
    - Concept, Theories and Forms of Social Mobility
    - Factors affecting Social Mobility
    - Education and Social Mobility
- Social Institution: Concept
  - School as a Social Institution : Analytical understanding

**Unit II: Social Context of School**

- Schooling as a socio-cultural process
  - School as a Social Organization
  - Sociological Function of School
- Socialization: Stages, Types and Theories
- Schooling and Socialization of Learners : Analyzing the Continuum and the Processes
- School Culture and Home culture: Issues of Conflicts and Compatibilities
- Peer Groups and Media: Socialization of Learners

**Unit III: Sociological Perspectives in Education**

- Functionalism:
  - Emile Durkheim: " On Education and Society"
  - Talcott Parsons: "School as a Social System"
- Conflict Theory:
  - Gentis and Bowls- Education a Social Reproduction,
  - (Michiel Apple on Education and Inequality)
- Symbolic Interactionism : Blumer- " Social interaction at school"/ Rosenthal & Jacobson

**Unit IV: Sociology of Schooling in India**

- Indian Social Structure: Caste, Class, Gender, Tribes and its bearing on Schooling
- Exclusion, Inclusion and Equity in India – Sociological Analysis
- Indian Society: Issues and Concerns
  - Multiculturalism and Multilingualism- Sociological Reflections
  - Social Change &Social Control: Role of School
- Sociology of Teaching:
  - Teacher Personality: Conceptual Understanding
  - Teacher Authority vs Learner Autonomy: Reflections

**Unit V: Sociological Thought in Education**

- Sociology of Knowledge: Karl Manheim
- Class Codes and Social Control: Basil Bernstein
- Cultural capital: Perrie Bourdieu
- Social Character of Learning: Krishna Kumar

**Suggested Readings**


- A.H. Halsey et. al. (eds.). 2002. Education. Culture, Economy, Society. Oxford: Oxford University Press. (Selected chapters).
- Apple, M. W. 1982. Cultural and Economic Reproduction in Education: Essays on class, ideology and the state. London: RKP. (Chapters 1, 9).
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- Durkheim, E. 1956. Education and Society. New York: Teachers College Press.
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- Gore, M.S. et.all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.
- Ramachandran, V. 2004. Gender and Social Equity in Primary Education, Sage Publication.
- Thapan, M. 2006 (1991). Life at School. An Ethnographic Study. New Delhi: OUP.
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## PC6: CURRICULUM STUDIES

***Credits: Four***
***Contact Hours: Four Hours per Week***
***Examination: Three Hours***

***Maximum Marks: 100***
***Internal: 30***
***External: 70***

**Unit I. Concept, Bases and determinants of curriculum**

- Meaning and nature of curriculum
- Perspectives on Curriculum; Traditionalists; Conceptual- Empiricists; Reconceptualists, and Constructivists.
- Facets of curriculum: Core curriculum, Hidden curriculum, Spiral curriculum, Activity based curriculum, Interdisciplinary curriculum, Integrated curriculum; Standard Based Curriculum and Issue Based Curriculum.
- Epistemological, Psychological, Sociological, Economical and Cultural basis of curriculum.
- Determinants of curriculum: Relevance, flexibility, quality, contexuality and plurality.
- Curriculum considerations: Educational objectives, Learners characteristic, Teachers expectations and concerns, Multilingual, Environmental concerns, gender, Inclusiveness, social sensitivity, value concern.
- Curriculum framework-need and importance; ramification of curriculum framework into curriculum, syllabus, units and textbooks.
- Curriculum frameworks for school education and Teacher education.

**Unit II: Curriculum development:**

- Curriculum planning:
  - Issues of Curriculum Planning development
  - Curriculum development as a continuous and cyclic process
- Approaches of curriculum development: Administrative approach, Grass root approach, Demonstration approach, Systems approach.
- Models of Curriculum Development :
  - Tylers-1949 model
  - Hilda Taba 1962 model
  - Nicholls and Nicholls-1972 model
  - Willes and Bondi-1989 model
  - Need assessment model
  - Futuristic model
  - Vocational/Training model
- Development of textual and learning material; planning, process of development, involvement of various stake holders etc.

**Unit III: Implementation of Curriculum in School.**

- School as site for curriculum implementation: Philosophy of school; Administration in creating context for curriculum development; Available infrastructure; Curriculum sites; curricular resources (text book, teacher's hand book, library, laboratory, school playground, neighborhood etc.)

- Teacher's Role in Curriculum construction, Curriculum Transaction (cooperative leaning approach and collaborative learning approach) and researching in curriculum.
- Teacher as a critical pedagogue.
- ICT in curriculum transaction.
- Role of external agencies in providing curriculum and pedagogical supports to teachers within schools-local, regional, national.

**Unit IV: Selection and Organization of learning experiences**

- Principles and criteria for developing learning experiences- Cognitive, Validity, Critical perspectives, applicability, Utility, objectivity, scope for inclusiveness, breadth of coverage and depth of understanding.
- Points to be considered in selecting learning experiences
- Designing integrated and interdisciplinary learning experiences.
- Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts
- Infusion of environment related knowledge and concerns in all subjects and levels.
- Learning to draw upon resources other than text books including local history and geography.

**Unit V : Curriculum Evaluation**

- Tools and Techniques of Curriculum Evaluation:
  - Observation; classroom interaction (with teacher and in peer group, group work) Oral : pretesting, diagnostic questions
  - Interview: consulting users of curriculum, An opinonnaire
  - Maintaining daily dairy by the children as well as teachers. Project work
  - Peer evaluation
  - Maintaining portfolio of the work and their presentation
- Formative Evaluation
  - Concept of formative evaluation, scope and importance. Validity and Significance of course content, Consistency with social reality
  - Collection of appropriate evidences during designing of Curriculum
  - Revision based on evidences during designing and trying out
- Summative Evaluation
  - Concept of summative evaluation, scope and importance
  - Summative evaluation based on Test
  - Students reaction to instructional process (who have completed the course and are in job) teachers views concerning effectiveness of instruction
  - parents reaction about courses
- Situation analysis using survey and interview
- Issues in Curriculum evaluation

of paper on Curriculum framework of different states of country.

**References:**


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# Specialisation Core Course
# Elementary Education -II

***Credits: Four***
***Contact Hours: Four Hours per Week***
***Examination: Three Hours***

***Maximum Marks: 100***
***Internal: 30***
***External: 70***

**Unit-I: Organisations, Institutions and Agencies of Elementary Education**

- Organisations and Institutions in administration and management of elementary education -

a) national level –Ministry of Human Resource Development (CABE, NEUPA, NCERT & RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs

b) state level - State department of education, Directorates and Secretariats, SCERTs / SIEs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT),

c) at the district and sub district levels - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association),

- International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE
- NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

**Unit-II: Transition at Elementary School**

- Linking Elementary Education with Early Childhood Education and Secondary Education
- Transition from preschool to elementary school
- Assessment and intervention for school readiness
- Transition from elementary school to secondary school: Moving towards USE
- Development of individualised transition plan and implementation

**Unit-III: Support System at Elementary stage of education**

- ICDS and its convergence with Elementary education
- School guidance services and counselling, school health service, scouts and guides
- Early identification and intervention for children at risk – need for multidisciplinary team
- Teacher associations / federations and organisations at National and State levels
- Family and community- importance of their role in elementary education

- Elementary school teacher who can influence children's lifelong learning and make a difference in the lives of students

**Unit-IV: Concerns, Issues and Challenges in Elementary Education**

- Achieving UEE - Universal access, retention and success
- Quality concerns in elementary education – classroom processes, learning achievement, teacher and teacher preparation
- Language formula and its implementation - medium of instruction, multilingual approach at primary level
- Matching local conditions with reference to cultural practice and language - utilising family and community resources
- Implementation of Right of Children to Free and Compulsory Education Act 2009
- Co-ordination among and between different ministries for ensuring effective inclusive elementary education

**Unit-V: Research in Elementary Education**

- Role and functions of Educational Management Information System (EMIS) Utilisation of EMIS data for planning, research and feedback for improvement
- Data base and its significance in quality monitoring - U-DISE
- Current trend of research in elementary education – gaps and priority areas
  - innovativeness in classroom practices
  - teacher competency in the backdrop of latest developments
  - issues related to elementary education
  - implementation of programs, schemes at the elementary level
  - administration, management and leadership

**Reference:**


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## Specialisation Core Course

## Secondary Education -II

***Credits: Four***
***Contact Hours: Four Hours per Week*** ***Maximum Marks: 100***
***Examination: Three Hours*** ***Internal: 30***
***External: 70***

**Unit-I: Organisations, Institutions and Agencies in Secondary Education**

- International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE
- Organisations and Institutions in administration and management

at national level –Ministry of Human Resource Development (CABE, CBSE, ICSE, NEUPA, NCERT, NIOS); Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs

-at state level - State departments of education, Directorates and Secretariats, State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT)

- at the district and sub district levels - District Education Office, Block Education Office, Department of Public Instruction , SMC (School Management Committee), PTA (Parent Teacher Association)

- NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

**Unit-II: Transition into higher education and vocational education**

- Relevance and quality of present Secondary Education for upward mobility
- Interdisciplinary knowledge to disciplinary knowledge
- Different streams of vocational education at senior secondary stage; Mapping of vocational training institutes; institutes of National importance for vocational education.
- Vocationalised education versus vocational education- VET programme
- Necessity of integrating secondary education programme with vocational education institutes and higher educational institutes
- Assessment for Higher education-assessing the ability, skill, knowledge, competence for selection of suitable career

**Unit-III: Support Services at Secondary Level**

- School Guidance and counselling, career guidance, health service, Scouts and Guides, alternative system
- Early identification of adolescent with risk for substance abuse, HIV/AIDS, media obsession - need for multidisciplinary team in the intervention
- Function of Students' clubs as support mechanism to students' abilities
- Teacher associations/federations and organisations at National and State levels
- Secondary school teacher as a guidance and counselling personnel

**Unit-IV: Concerns, Issues and Challenges in Secondary Education**

- Problems and challenges related to universalisation of Secondary Education-access, enrolment, retention, achievement, equality and equity
- Quality concerns in secondary education – infrastructure, classroom processes, teacher profile and teacher preparation
- Problems of education for girls, disadvantaged and children with special needs
- Classroom problems - discipline, under achievement, lack of motivation, delinquency and maladjustment
- Technology at secondary education- Technological Pedagogical Content Knowledge (TPACK)
- Monitoring and Sustainability of programmes at secondary level-Process and involvement of Stakeholders

**Unit-V: Research and New trends in Secondary Education**

- Role and functions of Educational Management Information System (EMIS), Utilisation of EMIS data for planning, research and feedback for improvement
- Database and its significance in quality monitoring- U-DISE,
- Comparative analysis of researches in different countries with special reference to secondary education programmes
- Current researches in secondary education – gaps and priority areas
  - innovative classroom practices
  - teacher competency in the backdrop of latest advancements
  - Implementation of programs, schemes at the elementary level
  - Administration, management and leadership
  - Existing practices and reform in assessment

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## Internship in Thematic Specialization

*Duration-3-4 weeks*
*Credits- 4*
*Marks-100 (Internal)*

### Educational administration and management

**Internship activities at elementary/secondary level (any two)**

1) Field visit to RMSA office at block/district/state level to collect and review the records of annual work plan and budget
2) Preparation of a an interview schedule for the school heads and in-service elementary and secondary school teachers with regards to management of their continuous professional development
3) A study of organizational climate of the institutions in administration and management of elementary and secondary education
4) Case study of the school Head Master elementary/secondary from administrative point of view.
5) Study the functioning and contribution of SCERT/SIEMAT.
6) Study the resources available in the school and find out the relationship with community also.
7) To study the structural and functional setup of management in school for elementary/secondary education state government.
8) A case study of functioning of rural/urban governance bodies for administration and management of elementary and secondary education in nearby locality
9) Preparing anorganigraph for management of a elementary /secondary school/project/programme/scheme through scientific approaches like SWOT/ PERT/ CPM/ PPBS/ system approach
10) Performing and recording the practical related to use of ICT tools and techniques like EMIS, LMS, web 2.0, videoconferencing, webinar etc. for school management
11) Preparation of a plan for procurement, utilization and maintenance of resources in elementary and secondary education.

12) A study of organizational climate of the institutions in administration and management of elementary and secondary education
13) Preparation of a an interview schedule for the school heads and in-service secondary and teachers with regards to management of their continuous professional development
14) Field visit to RMSA office at block/district/state level to collect and review the records of annual work plan and budget

**Elementary stage**

1) Preparation a report on the role and function of Principal of the DIET.
2) Prepare report on the monitoring and supervision infrastructural facilities and academic work of DIET.
3) Study of the various schemes running by central and state government in DIET.
4) Study the functioning and contribution of school management committee participation and learning achievement

## Curriculum, Pedagogy and Assessment

*Duration-3-4 weeks*
*Credits- 4*
*Marks-100 (Internal)*

**RATIONALE**

The students specializing in curriculum, pedagogy and assessment needs to realistically understand the policies, practices and issues in curriculum development, pedagogic and assessment practices in an institutional context. They also need opportunities to see in action the theoretical understandings about innovations in curriculum development and implementation gained through various courses in this cluster. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice.

**Organization**

The internship will be organised by attaching the students to different institutions and agencies engaged with curriculum development and assessment activities. A student would undertake the activities listed below under the guidance and active supervision of a teacher educator/practitioner. Necessary orientation to students will be provided before organizing the internship.

**Activities**

**Attachment to the Curriculum Development Agency such as SCERT/SIE (1 week)**

- Study of curriculum making process at elementary/secondary stage through document analysis and interview with the concerned.
- Interview textbook writers in any one subject to understand the intricacies and challenges in textbook preparation at elementary/secondary stage
- Based on the acquaintance with various activities, infrastructure and resources of the curriculum making agency/institution, prepare an institutional profile with reflections on the experiences gained

**Attachment to Schools (2 weeks)**

Students would be attached to different types of schools such as government-private; state-central; minority-tribal-others; rural-urban; residential-non residential for a comparative analysis of the following aspects:

- Curriculum implementation process through interview with practicing teachers
- Innovativeness in pedagogic and assessment practices
- Involve in the process of implementation of a portion of the curriculum as practiced in an innovative scheme/program such as ABL/MLE/Kali-Nali

**Evaluation and Scheme of Assessment**

Evaluation of performance during internship in curriculum, pedagogy and assessment will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows.

| Activity No. | Area | Marks |
|---|---|---|
| | Attachment to the Curriculum Development Agency such as SCERT/SIE | |
| 1.1 | Study of curriculum making process at elementary/secondary stage through document analysis and interview with the concerned. | 15 |
| 1.2 | Interview textbook writers in any one subject to understand the intricacies and challenges in textbook preparation at elementary/secondary stage | 15 |
| 1.3 | Based on the acquaintance with various activities, infrastructure and resources of the curriculum making agency/institution, prepare an institutional profile with reflections on the experiences gained | 20 |
| | Attachment to Schools | |
| 2.1 | Study of Curriculum implementation process through interview with practicing teachers in four schools | 25 |
| | Case Study of an Innovative Programme | |
| 3.1 | Report on Innovativeness in pedagogic and assessment practices | 10 |
| 3.2 | Involve in the process of implementation of a part of the curriculum as practiced in an innovative scheme/program such as Activity Based Learning/Multi Lingual Education/Kali-Nali (Joyful Learning) | 15 |
| | Total | 100 |

## Educational Technology and ICT

*Duration-3-4 weeks*
*Credits- 4*
*Marks-100 (Internal)*

**RATIONALE**

The students specializing in educational technology and ICT needs to realistically understand the integration of technology and the related practices in an institutional context. They should understand the problems associated with technology integration and its effectiveness through spending time in developing, implementing and reviewing the implementation in an

institutional context. They also need opportunities to see in action the theoretical understandings about innovations in ET and implementation gained through various courses in this cluster. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice.

**Organization**

The internship will be organised by attaching the students to different schools/teacher education institutions and other agencies engaged with ET activities. A student would undertake the activities listed below under the guidance and active supervision of a teacher educator/practitioner. Necessary orientation to students will be provided before organizing the internship.

**Activities**

1. **Review and evaluate E-content and e-courses**
   a. Evaluate a standalone RLO, e-content using the specified criteria
   b. Enroll for a MOOC course of interest and of minimum three weeks duration. On completion of the course review and evaluate the course content, design and delivery
   c. Complete a free e-learning course. review and evaluate the course content, design and delivery
2. **Design and develop e-content for school subject/B. Ed. subject**
   a. Plan and develop e-content for any one approach like MOOC/E-learning/Flipped learning /Blended Learning
   b. This could be done with the assistance of experts in school/CIET/EMRC/e-Learning industry/TEI
   c. This will involve script writing, video production and editing, audio editing, story board, graphics creation and editing, putting together using authoring tools
   d. Get the program reviewed by content and technical experts in the field
3. **Field Implementation**
   a. Populate the LMS plat form or MOCC platform with the content created in the previous activity and Provide e-learning/MOOC/Flipped Learning/blended learning in a school/teacher training institute
   b. This will involve use of LMS/MOOC platform/Face to face interaction. Could be done in intranet, internet
   c. Review and evaluate the effectiveness and prepare a report

**Evaluation and Scheme of Assessment**

Evaluation of performance during internship in ET will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows-

| ctivity No | Area | Marks |
|---|---|---|
| | **Review and evaluate E-content and e-courses** | |
| | Evaluate a standalone RLO, e-content using the specified criteria | 5 |
| | Enroll for a MOOC course of interest and of minimum three weeks | 10 |

| | | |
|---|---|---|
| | duration. On completion of the course review and evaluate the course content, design and delivery | |
| | Complete a free e-learning course. review and evaluate the course content, design and delivery | 10 |
| | **Total** | **25** |
| 2 | **Design and develop e-content for school subject/B. Ed. subject** | |
| | Script and story board | 10 |
| | Audio, video, graphics | 15 |
| | Final content in authoring with interactivity using authoring tool | 10 |
| | **Total** | **35** |
| 3 | **Field Implementation** | |
| | Developing the course in LMS | 10 |
| | Providing LMS based e-learning | 15 |
| | Report preparation and presentation | 15 |
| | | **40** |
| | **Total** | **100** |

## Internship in Inclusive education

*Duration-3-4 weeks*
*Credits- 4*
*Marks-100 (Internal)*

Activities:

1. Visit to schools from any disadvantaged background (disability, tribal, minorities, urban slum etc). Observe few classes
   a. to understand the culture of the school and classroom
   b. identify specific needs of learners
   c. critically analyse and report on ways and means of including them in regular schools **(1 week, 1 credit) 25 Marks**
2. Visit an inclusive school where children from any disadvantaged background are enrolled.

a observe the school / classroom with reference to the index of inclusion (culture, policy and practice). Give a suggestive plan for effective inclusion of such students. **(1 week, 1 credit) 25 Marks**

3. Design and implement at least 3 lessons (1 in subject area, 1 in art and craft, 1 in physical education) based on universal design for learning (UDL) for any class at the elementary / secondary level. **(1 week, 1 credit) Mark 25**
4. Attachment with an NGO / research institute working for the education / habilitation of children from the disadvantaged background.

or

Develop and try out ICT enabled learning resources

or

Read and discuss on the life of individuals who have converted disadvantage into

opportunities and achieved in life

or

Role of SMC/PTA/MTA for effective implementation of inclusive education

**(1 week, 1 credit) Mark 25**

| | III SEMESTER DISSERTATION ACTIVITIES | | | | Marks |
|---|---|---|---|---|---|
| 1. | Preparation of Research Proposal/ Synopsis (1500-2000 words) Detailed proposal | | | | 25 |
| 2. | Presentation of Research Proposal /synopsis | Classroom seminar presentation | 2 weeks | Written Proposal and its Presentation | 5 |
| 3. | Planning the data collection Procedure | Seminar presentation | 1 Week | Write up | 5 |
| 4. | Tool selection/ development/adaptation/ Try-out | Seminar presentation | 1 Week | Mention the tools required and their preparation/adaptation process and the rationale | 5 |
| 5. | Chapterization (Tentative) Skeleton of the chapters | Seminar presentation | 1 Week | Write up on chapterization along with rationale for the proposed chapterizaiton | 5 |
| 6. | Data Analysis Procedure | Seminar presentation | 2 Weeks | Identifying and Mentioning the procedure in written mode along with rationale for the proposed data analysis procedure. | 5 |
| 7. | Total | | | | 50 |

## Semester IV

**Thematic Specialisation-1: EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP**

### TS paper- 1: Educational Administration and Management

*Credits: Four*
*Contact Hours: Four Hours per Week* *Maximum Marks: 100*
*Examination: Three Hours* *Internal: 30*
*External: 70*

**Unit I Meaning, scope and process of educational administration.**

- Meaning and scope of educational administration.
- Importance, functions and theories of educational administration.
- Process of educational administration(Purposing, Planning, Organizing, Operating(direction, coordination and control)and Evaluating)
- Conceptual difference: (a) Educational Organization (b) Educational administration (c) Educational management.
- Nature and Characteristics of Educational organization
- Stages of Educational administration – Centralization and Decentralization
- Meaning, concept and importance of Personnel Administration

**Unit II Developmental Process of Educational Administration**

- Development of Modern Concept of Educational Administration from 1900 to Present – day;
  The Period between 1900-1935, The Period between 1935-1950, The Period between1950 and onwards
- Specific trends in Educational Administration;
  (a) Decision making,
  (b) Organizational climate
  (c) Organizational change
  (d) Organizational Compliance,
  (e) Organizational Development,
  (f) Management by objectives(MBO)
  (g) PERT, (Programme, Evaluation and Review Technique)
- Educational Administration in India, U.K., U.S.A., and U.S.S.R.

**Unit III Educational Management concept and process**

- Management – concept and Need of Management, Characteristics of good Management.
- Management at different levels-Elementary, Secondary and Higher Education,
- Role of the following agencies in effective institutional management,
  (a)School Management Committee, (b) Teachers, (c) Parents/Guardians
- Emerging substructures: implications for management: Open School System, Open University system, Navodaya Vidyalayas, KVS, KGBV and others.
- Structural positions and expected roles of special agencies in Indian education: MHRD, UGC, CABE, NCERT, NUEPA, ICSSR, NCTE, Local Bodies and Private Agencies etc.

**Unit IV Developmental Process of Educational Management.**

- Development of modern concept of Educational Management.
- Management as process, Management as bureaucracy ,Delegation of authority, Control,
- Human relations to Management, Communication, Direction, Coordination and Unity of command.

**Unit V Application of Management concept in Academic areas of the educational systems-**

- Curriculum development /Evaluation
- Teaching Learning Processes
- Evaluation/Assessment (Management, Teacher, student, Parents/Guardians)- Self Appraisal.
- Professional Growth- In service Training
- Time Management.
- Group dynamics and motivation.
- Critical Issues and Challenges in Management

**References**


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## EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

### TS2: Educational Planning

***Credits: Four***
***Contact Hours: Four Hours per Week*** ***Maximum Marks: 100***
***Examination: Three Hours*** ***Internal: 30***
***External: 70***

**Course Outline**

**Unit I: Educational Planning**

- Concept and Nature of Educational Planning
- The Need and Importance of Educational Planning
- The Goals of Educational Planning
- Approaches to Educational Planning;
    - Social Demand Approach,
    - Manpower Approach,
    - Rate of Return Approach

**Unit II: Kinds and problems of Planning**

- Strategic Planning, Short term planning, Management Planning, Area planning, Institutional Planning, Micro and Macro Planning, Grass root level Planning, Rolling Plan
- Problems of Planning;
    - Internal and External

**Unit III: Administration and Organization of Planning.**

- Administrative Machinery: (a) National (b) State level (c) District level (d) Block level and (e) Institutional level.
- The Planning Process and Procedure.
- Factors influencing in determination of priorities in Planning.
- Need-based Data for Educational Planning.

- Research Contribution to policy making

**Unit IV: Educational Planning and Financing in India**

- Educational Planning in India;
  National Development Council, Planning Commission and State Planning Boards, Five Year Plans in India – Perspective Planning, Factors Influencing Educational Allocations
- Educational Resources of Funds;
  Public Funds, Local Bodies Funds, Private Funds
- Principles of Educational Finance
- Salient Features of Financing of Education in India

**Unit-V Principals and Models of Planning**

- Principals of modern educational planning.
- Characteristics of educational planning.
- Intra-Educational Extrapolation Model
- Demographic Projection Model
- School Mapping

**References**


- Bhatnagar, R.P. and Agrawal, V(2006) Educational Administration Supervision, Planning and Financing. R.Lall Book Depot, Meerut.
- Fletcher, B.A. (1963). Planning of Education., Leeds, Institute of Education.
- Hanson, A.H. (1966). The Process of Planning: A Study of India's five-year Plans (1950-1964) London: Oxford University Press
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- Tilak, J.B.G. (1992). Educational Planning at Grassroot. Ashish Publications. New Delhi.
- Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NEUPA.


## EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

### TS3: Educational Leadership and Supervision

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

**Unit - I Educational Leadership**

- Meaning and Nature of Leadership
- Theories of Leadership

- Leadership traits: responsible, self disciplined, innovative, imaginative, good at organization, correct in judgment, visionary etc.
- Measurement of Leadership.
- Educational administration leadership skills.
  (a) Decision making (b) Planning (c) Co-ordinating
  (d) Communicating (e) Evaluating (f) Feed Back.
- Behaviour pattern of Educational leadership :
  (a) Aloofness (b) Production emphasis (c) Thrust
  (d) Consideration (e) Human relationship.
- Styles of educational leadership.
  (a) Autocratic (b) Leissez faire (c) democratic

**Unit II Dimensions of Educational Leadership**

- Concept of Leadership as a: policy formulator, planner, an organiser, decision maker, co-ordinator, maintainer of human relationship with teacher-educators, an innovator , guardian, and community mobilizer
- Obstacle to Educational leadership: Resources and priorities, Political pressures, Social pressures, Personal antagonism.
- Consequences of Conflict and Conflict Management

**Unit III Educational Supervision**

- Meaning, Nature and importance of supervision
- Supervision as Service Activity, Supervision as a Process, Supervision as Functions, Supervision as Educational Leadership
- Functions of Supervision
- Planning of Supervisory Programme
- Organizing Supervisory Programme
- Factors Influencing Supervision

**Unit IV Appraisal of educational institutions.**

- Concept, nature, need and scope of appraisal.
- Objectives and principles of appraisal.
- Types of appraisal.
- Criteria for conducting school appraisal :
  a. Physical facilities
  b. Staffing and recruitment,
  c. Educational and other achievements
  d. Innovations,
  e. Curricular and other activities etc.

**Unit V Implementing the Supervisory Programme and Quality Management**

- Types of supervisory programmes
- Techniques and methods of supervision:
  Observation or classroom visitation, Demonstration, Group Study or Workshop, Conferences, Feedback and Follow-up, Monitoring, Records and Group Process
- Meaning and importance of Quality

- Quality in Education
- Accreditation Concept- Meaning , Parameters
- Role of NAAC

**References**


- Adolph and Turner Harold, E. *Supervision for change & Innovation.* Houghton Miffin Company
- Bhatnagar and Verma. *Educational Supervision.* Meerut : International Pub. House.
- Bhatnagar, R.P. and Agrawal, V(2006) Educational Administration Supervision, Planning and Financing. R.Lall Book Depot, Meerut.
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## Thematic Specialisation-2: CURRICULUM, PEDAGOGY AND ASSESSMENT

### TS paper- 1: Curriculum Theory, Planning and Development

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

**Unit I: Concept and Theories of Curriculum**

- Meaning and nature of curriculum
- The planned curriculum and the received curriculum.

- The formal curriculum and the informal curriculum.
- Hidden Curriculum
- Approaches of curriculum: Traditionalists, Conceptual-Empiricists, Re-conceptualists, Constructivists
- Meaning, nature and types of curriculum theory
- Bases of curriculum: philosophical, psychological and sociological

**Unit II: Curriculum as Content, Process and Product**

- Curriculum as content and education as transmission
- Curriculum as process and education as development
- Curriculum as product and education as instrumental
- Knowledge and selection of curriculum content
- The political selection of curriculum content

**Unit III: Curriculum Planning**

- Models of Curriculum Planning: Prescriptive Model, Tylerian model , Hilda Taba model
- Approaches and process of curriculum planning
- Factors affecting curriculum planning; politicization of the school curriculum
- Planning and organization of a balanced curriculum

**Unit IV: Curriculum Development**

- Role of National and State level agencies in Curriculum development.
- School based curriculum development
- Evolution of National Curriculum Frameworks for school education in India- Historical perspective
- Elements of Curriculum: aims and learning outcomes; content; teaching and learning methods; assessment mechanisms; learning resources
- Guiding principles in structuring the curriculum and selecting the curriculum components

**Unit V: Curriculum Evaluation**

- Meaning, purpose and uses of curriculum evaluation
- Models of curriculum evaluation: Ralph Tyler's Model, CIPP Model, Robert Stake's Model, Screven's Model
- Guidelines/criteria for evaluation of school curriculum
- The politicization of curriculum evaluation

**References:**


- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
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## CURRICULUM, PEDAGOGY AND ASSESSMENT

## TS2: Learning and Pedagogy of School Subjects

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

**Unit I: Understanding Learning, Knowledge and Pedagogy**

- Meaning and nature of learning

- Learning as construction of knowledge
- Concept and general [illegible] of Pedagogy
- Pedagogy vs Andragogy

**Unit II: Pedagogical Models/Approaches**

- Criteria of selecting a Pedagogical strategies/approaches
- Discussion on the following strategies/approaches of organizing learning situation with reference to meaning, rationale, application context, and steps/strategies involved:
  - ✓ Constructivist Pedagogy
  - ✓ Critical Pedagogy
  - ✓ Cooperative learning
  - ✓ Collaborative learning
  - ✓ Blended Pedagogy
  - ✓ Peer teaching
  - ✓ Team teaching

**UNIT III: Instructional Designs**

- Instructional design: meaning, process, and models
- Blooms taxonomy and Instructional objectives
- Mastery learning: concept, goals, assumptions, and principles
- Programmed instruction: concept, principles, design and types
- Models of teaching: goals, assumptions, syntax, and nurturant effects with reference to the following models of teaching:
  - ✓ Advance organizer model
  - ✓ Inductive thinking model
  - ✓ Concept attainment model

**UNIT IV: Instructional Planning in School subjects**

- Preparation of instructional plans following ICON design and 5E model on the school subjects either from group A or group B.

**Group A:**

i. Science
ii. Mathematics

**Group B:**

i. Social Sciences
ii. Languages

- Preparation of Unit plans on the school subjects either from group A or group B

**Unit V: Pedagogy, Technology and Content Integration:**

- Models of Pedagogy, Technology and Content Integration
- Preparation of instructional plans with integration of pedagogy, technology and content on the school subjects either from group A or group B.

**Group A:**

iii. Science
iv. Mathematics

**Group B:**

iii. Social Sciences
iv. Languages

## CURRICULUM, PEDAGOGY AND ASSESSMENT

## TS3: Assessment in Education

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

### Unit-1 Concept and Nature of Assessment

- Meaning, nature and importance of assessment in learning.
- Differentiating test, examination, measurement, assessment and evaluation
- Types of assessment: Formative and Summative
- Continuous and Comprehensive Assessment (CCA): meaning, objectives and nature
- Role of assessment for different stakeholders- students, teachers, parents

### Unit-2 Learning and Assessment

- Overview of Learning and Assessment- Definitions of learning and development
- Models of teaching-learning process: Interpretation Construction (ICON) Design model; 5-E model
- Assessment of learning, Assessment for learning, and Assessment as learning,
- Tools and Techniques of Assessment: Qualitative and quantitative
- Strategies for students to actively monitor and evaluate their own learning: Self-assessment, peer assessment
- Assessment of student learning: Annual system, semester system, grading, credit system; external and school-based assessment

### Unit-3 Learning Resources for Transaction of Contents

- Local knowledge and learning: Contextualizing learning with local specific resources
- Identification of learning resource from immediate environment: Formal and non-formal channels.
- Exploring alternative learning resources; handling hurdles in utilization of resources.

### Unit-4 Development of an Achievement Test

- Construction of an Achievement Test: Steps of standardization
- Characteristics of a good test
- Norm Referenced and Criterion Referenced Interpretation of test scores
- Diagnostic test: Construction and use
- Idea of large scale achievement survey

**Unit-5 Alternative Assessment**

- Performance-based assessment: Port-folio, rubrics, reflective diary, self-evaluation, peer evaluation.
- Assessment of learning of Children with Special Needs (CWSN): Alternative resources for physically challenged/Differently-abled learners; ensuring partnership in classroom and other activities, socio–economic considerations; resources for talented minorities.

**References**


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- Assessment for learning in the classroom. *Phi Delta Kappan* 86 (1): 8-21.
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- Gronlund, N.E. 2003. *Writing instructional objectives for teaching and assessment.* 7th ed. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall. Littlefield, V.M. 1999. My syllabus? It's fine. Why do you ask? Or the syllabus: A tool for improving teaching and learning. Paper presented at the Society for Teaching and Learning in Higher Education, Calgary, Canada.
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- O'Brien, J.G., B.J. Millis, and M.W. Cohen. 2008. *The course syllabus: A learning-centered approach.* 2nd ed. San Francisco: Jossey-Bass.

- Parkes, J., and M. Harris. 2002. The purposes of a syllabus. *College Teaching* 50 (2): 55-61.
- Singham, M. 2007. Death to the syllabus. *Liberal Education* 93 (4): 52-56.
- Slattery, J.M., and J.F. Carlson. 2005. Preparing an effective syllabus. *College Teaching* 53 (4): 159-164.
- Tro, N.J. 2008. *Chemistry: A molecular approach.* Upper Saddle River, NJ: Pearson/ Prentice Hall.
- Wirth, K.R., D. Perkins, and E.B. Nuhfer. 2005. Knowledge surveys: An ideal tool for assessing learning and for evaluating instructional practices and curricula. Geological Society of America annual meeting, Salt Lake City, Utah. *Abstracts with Programs* 37 (7): 119.
- Wirth, K., and S. Perkins, D. 2006. Knowledge surveys: An indispensable course design and assessment tool. *Presentation at Innovations in the Scholarship of Teaching.*


## Thematic Specialisation -3 : Educational Technology and ICT

*Note:*

1. *The trainees could be asked to take up various online ICT programmes already available through CIET, UNESCO and other agencies related to the courses content in various units. This will give more time for the teacher educators to provide hands on experiences and discussions*
2. *All the three courses could be made available to the learners as e-learning course through LMS like Moodle. This would also give ample opportunity for the trainees to experience e-learning and e-content design*
3. *The expectation is that the emphasis will be given to FOSS tools for e-content creation and e-learning. This is expected to ensure access and sustainability. Some of the FOSS tools are mentioned in the syllabus. However new tools are developed more frequently than ever and therefore the educators are expected to explore these tools and integrate that in to the course content.*
4. *The course content is expected to be covered through practical hands on activities, background reading, and group discussion and the lectures need to be limited to the minimum.*

### TS paper- 1: Foundations of Educational Technology

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

**Unit I: Historical and Conceptual Basis**

- Meaning and nature of
  - Educational technology
  - Instructional technology
  - Information and communication technology
- Emergence of educational technology as a discipline
- Definitions, scope, functions/objectives of educational technology
- Approaches to educational technology:
  - Physical science (media approach)
  - Communication (audio visual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology
  - Cybernetics (system approach) - origin of system concept, characteristics and stages of instructional system, general and instructional system theory
  - Behavioural science (behaviourist approach) – taxonomic and performance approach to objectives, mastery learning, programmed instruction and teaching machines, individualized approach to instruction – Keller plan & IPI, Computer assisted instruction
  - Behavioural science (cognitivist approach) - information processing model, information theory, contributions of Piaget, Ausubel, Bruner, cognitive learning strategies, simulation, artificial intelligence, computer based instruction
  - Instructional design approach – task analysis, instructional design theories – Gagne, Bruner, constructivist approach, discovery, inquiry

**Unit II: Evolution of Educational Media**

- Emergence and evolution of educational radio, Trends in educational radio – FM, community radio, internet radio and podcast
- Emergence and evolution of educational television –educational TV, instructional TV, CCTV, IPTV, LCD TV, LED TV, 3D and HDTV, UHD
- Emergence and evolution of Display boards – black board, flannel board, peg board, white board, interactive white board, bendable and foldable display
- Emergence and evolution of projected aids – hand made slide projector, photographic slide projector, film projector, epidiascope, OHP, multimedia projector, document projector, lead diode/pico projector
- Emergence and evolution of storage media-text book, magnetic tape, floppy disc, CDROM, DVD, Hard disk, Optical drives, cloud storage
- Emergence of new information technology- convergence of computing and telecommunications
- Emergence and evolution of transmission technology - Face to face, co-axial cable distribution, optical fibre, satellite, infrared, Bluetooth, internet, Wi-Fi, 3g, 4g
- Emergence and evolution of communication Face to face, letter, telegrams, telephones, mobiles phones, e-mail, Instant messaging, chat, online conference
- Emergence and evolution of audio-visual recording – tape recorder, digital recorder, camera evolution, video camera evolution etc.

- Emergence and evolution of computer- mainframe computer, desktop/personal computer, laptop, palm top computer, tablet, phablet, wearable computing

**Unit III: Integration of Technology in Education**

- Characteristics of digital learners
- Need and importance of digital Literacy
- Relationship between technology, culture and learning
- Technology and pedagogy
  - Techno pedagogical content knowledge (TPCK)
  - Approaches and strategies to integrating ICT in teaching and learning
  - ICT and Universal design for Learning (UDL)-multiple means of providing learning experience, multi means of representing learning, multiple means of engaging learners
- Technology and assessment
  - Electronic assessment portfolio – concept, types, e-portfolio tools –Mahara
  - Technology assisted continuous assessment: role of LMS
  - Online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
  - Learning analytics and feedback

**Unit IV: Technology for administration and CPD**

- ICT for personal management: email, task, events, diary, networking
- ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community
- ICT for professional development: tools and opportunities
- Action research and design based research in technology integration and its implications for professional development
- *Major Institutions of Educational Technology in India and their role in education*: CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC)-UGC

**Unit V: Technology Integration: Policies, Promises, Problems and Trends**

- Promising Trends
  - Increased online access and connectivity
  - Mobile access- ubiquitous computing
  - Free and Open Source Software (FOSS)
  - Convergence of Hardware and software
  - Technological sophistication and affordability
  - Digital assistive technology
- Problems
  - Equity issues and the digital divide
  - Social, ethical, and security issues
  - Limitations of technology integration: A critical look at the impact of technology integration
  - Technology dependence and learner autonomy
- Current and Future Trends
  - Emerging role for augmented and virtual reality in education
  - Learning analytics and education

- Personalised learning spaces
- Digital badging and games
- BYOD and digital citizenship
- 3D printing and its educational application

- ICT Plans/schemes, policies, curriculum and standards

**Note:**

1. The trainees could be asked to take up various online ICT programmes already available through CIET, UNESCO and other agencies related to the courses content in various units. This will give more time for the teacher educators to provide hands on experiences and discussions
2. All the three courses could be made available to the learners as e-learning course through LMS like Moodle. This would also give ample opportunity for the trainees to experience e-learning and e-content design
3. The expectation is that the emphasis will be given to FOSS tools for e-content creation and e-learning. This is expected to ensure access and sustainability. Some of the FOSS tools are mentioned in the syllabus. However new tools are developed more frequently than ever and therefore the educators are expected to explore these tools and integrate that in to the course content.
4. The course content is expected to be covered through practical hands on activities, background reading, and group discussion and the lectures need to be limited to the minimum.

**References**


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- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
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- Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE
- Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012)Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD:Denver
- Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK
- Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU
- W.J. Pelgrum and N. Law (2003). ICT in Education around the world-Trends, Problems and Prospects. UNESCO: Paris.


## TS2: E-Content: Design and Development

***Credits: Four***
***Contact Hours: Four Hours per Week***
***Examination: Three Hours***

***Maximum Marks: 100***
***Internal: 30***
***External: 70***

**Unit I: Learning Theories and Instructional/Learning Design**

- Instructional Design: Meaning and Need
- Implications of Learning theories for Instructional design
  - Behavioural Learning Theories
  - Social Learning Theories
  - Cognitive and constructivist Learning Theories
- Theory of multiple intelligences and its implications for instructional design
- Developing a personal learning theory
- Types of Learning and learning styles

**Unit II: Instructional/Learning Design: Models and Process**

- Instructional Design Models
  - ADDIE Model
  - System model
  - ASSURE Model
  - ARCS Model
- Instructional Design Process
  - Analysis- need, target, task, and topic/content
  - Design- define objectives, sequencing, instructional methods, delivery strategies, evaluation strategies
  - Develop- content, story board, courseware, authoring tools and interactivity, and interface
  - Implement – installation, deliver and distribution, managing learner activities
  - Evaluation – purpose, models of evaluation, evaluating reaction, learning, behaviour, result

**Unit III: Introduction to Audio and Video Production**

- Script Writing
- Hardware and software requirement
- Multimedia Systems and Software: *Audacity* – audio editor and recorder, *LMMS* – to produce music, *MuseScore* – music score writer, *Songbird* – music player, *VLC Media Player* – multimedia player
- Required Hardware: Voice Recorder, Camera, Camcorder, Scanner, Interactive White Board, Multimedia Projector
- Integration strategies for Video Production and Editing System
- Video (openshot/avidmux) tools for creating, editing and sharing
- Working with Windows Movie Maker

**Unit IV: Other E-content Tools**

- Open source versus proprietary tools
- Screen casting tools (camtasia) for creating screen casting presentations
- Graphic editing
  - Timeline (timeline) for creating time lines
  - Picture/photographs (GIMP/Mypaint)
  - Concept map ( freemind, VUE)
- Animation -2d animation (Pencil, Tupi)
- Collaborative authoring tools
- Authoring tools (eXe Learning, Xerte) – putting together e-content with interactivity
- E-book tools (sigil, calibre) for creating and editing e-books

**Unit V: E-resources**

- Reusable Learning Objects (RLO): meaning, characteristics and need, RLO repositories
- Open Educational Resources (OER): meaning, need and importance, sources of OER, adoption, adaption –openness, relevance, and accessibility
- Intellectual property right and creative common license, OER policy
- Open textbooks: meaning and features
- OER graphics, videos, audio/music, courses, etc. and its sources
- Evaluating e-resources- criteria

**References**


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- Mohit K (2003). Design and implementation of Web-enabled Teaching Tools: IRM Press, UK.
- Patricia Smith, Tillman J. Ragan. (1999).Instructional Design. John Wley and Sons
- Robert Maribe Branch. (2009).Instructional Design: The ADDIE Approach. Springer
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- Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO
- Viva Lachs (2000). Making Multimedia in the Classroom-A Teacher's Guide. Routlegde Farmer: London.


## TS Paper-3: E-learning

*Credits: Four*
*Contact Hours: Four Hours per Week*
*Examination: Three Hours*

*Maximum Marks: 100*
*Internal: 30*
*External: 70*

**Unit I: Foundations of Online Learning**

- Historical perspectives on e-learning
- Why e-learning?
- Characteristics of digital natives
- Twenty First Century Skills and e-Learning
- Approaches to e-learning
- Components of e-learning
- E-learning contexts

**Unit II: E-learning Tools and Standards**

- Synchronous and Asynchronous Tools
- Learner Management System: Meaning, Types, features, proprietary versus open source LMS
- Use of web 2.0 Tools/communication and collaboration tools in e-learning
- E-learning Standards

- Metadata: meaning, types and need
- SCORM: features, procedure and limitations
- IMS: features, procedure and limitations
- ARDIANE: features and procedure
- IEEE-LOM
- Dublin core
- AICC

- Subject specific tools for e-learning: science, Mathematics, language, and social studies

**Unit III: E-Learning Resources and Approaches**

- Emerging e-learning approaches
  - M-learning
    - Mobile applications
    - Advantages of M-learning
    - Ubiquitous technology and mobile learning
  - Blended Learning: concept, requirements, advantages and limitations
  - MOOC: concept, tools, advantages and limitations
  - Flipped Learning: concept, procedure, tools, advantages and limitations
- Designing courseware for e-learning, blended learning, MOOC, Flipped, M-learning
- Review of e-learning resources

**Unit IV: Managing e-Learning**

- Designing technology supported learning environment
- Managing ICT in learning – leadership for technology integration
  - Technology vision and mission
  - Innovation and creativity
  - Sustainable integration and systemic change
  - Creating enabling environment, climate and culture
  - Teacher supervision and facilitating professional development
  - Creating 21st century technology infrastructure
  - Managing Legal, social, and ethical issues
  - Overcoming roadblocks and providing digital leadership
  - Strategic partnership
  - Leveraging Social media for technology leadership
- E-learning competencies of a teacher
- Review of Research in ICT and e-Learning: what research says about ICT integration?

**Unit V: Evaluating e-Learning for Quality Assurance**

- E-learning Standards
  - Objectives and student learning outcomes
  - Instructional activities
  - Assessment
  - Interaction/Communication and feedback
  - Instructional materials
  - Layout/interface design
  - Multimedia usage
  - Course management
- Evaluation rubrics

**References**


- Andrew A Kling (2010). Web 2.0 (Technology 360). Lucent Books: New Delhi.

- Athanassios Jimoyiannis (Editor) (2011). Research on e-Learning and ICT in Education. Springer: USA
- Barbara B. Levin, Lynne Schrum. (2012). Leading Technology-Rich Schools (Technology & Education, Connections (Tec). Teachers College press: New York
- Bruce M. Whitehead, Devon Jensen, Floyd A. Boschee. (2013). Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders. **Corwin: New Delhi**
- Laxman Mohanty, Neeharika Vora (2008). ICT strategies for schools- a guide for school administrators. Sage publications: New Delhi.
- Lynne Schrum, Barbara B. Levin. (2010).Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement. Corwin: New Delhi
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
- Liz Arney (2015.) Go Blended!: A Handbook for Blending Technology in Schools
- Loveless Avril (2001). ICT-pedagogy and the curriculum-Subject to change. Routledge Falmer: London.
- Mishra, S. (Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU: New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html
- Nicole A. Buzzeto-More (Ed.) (2007). Advanced Principles of Effective e-Learning, Informing Science Press, California
- Noam Shemtov, Ian Walden. (2014)Free and Open Source Software: Policy, Law and Practice. Oxford University Press
- Roblyer M.D., Aaron H. Doering (2012). Integrating Educational Technology into Teaching (6th Edition)
- Shalin Hai-Jew. (2012). Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information. Information Science Reference: USA
- Rosemary Papa. (2010).Technology Leadership for School Improvement. Sage: New Delhi.
- Steven W. Anderson, Deborah Siegel. (2014).The Tech-Savvy Administrator: How do I use technology to be a better school leader? ASCD
- Theodore Lee (2008). Professional Development of ICT Integration for Teachers. VDM Verlag: Germany.


## TC5: Academic Writing

*Credits- 2*

*Total marks -50*
*Contact hours per week: 2*
*Internal Assessment*

**Rationale:** This course aims to create expertise in writing skills. Since academic writing does not cover professional aspects of writing (e.g. CV, noting and drafting, letters etc.) which teacher educators will require for different purposes, so the title of this course is Writing Skills. Academic writing is given full weightage in this course.

**Types of Writing and writing styles**

Presentations on different types of writing (narrative, descriptive, persuasive, academic, creative, reflective Journal) and writing styles should be made by the teacher. ICT tools can be utilized for this purpose.

**Reports ;** Sample Reports of Seminars, Project Reports , Research reports, Institutional reports, Field visit reports should be shown to students. This should be followed by a discussion.

Suggested Tasks--- writing reports.

**Journalistic Writing and Expository Writing**

Samples of_Book reviews, Film reviews, Editorials, Articles and Film scripts ( as per requirement) can be provided to learners. Discussion can be encouraged amongst learners to understand features of journalistic writing.

Suggested Tasks--- writing book reviews, film reviews, editorials, articles, film scripts

**Creative Writing**

Learners should be provided exposure to some literary works like poems, stories, travelogue, diary and children's literature. They can discuss on what makes literary works creative and also appreciate aesthetics in literary pieces.

Suggested Tasks- Writing poems, stories, travelogue, diary and writing for children

**Professional Writing**

Samples of the letters, memos, official minutes, CV, official files for noting and drafting should be shown to learners. Let them discuss and understand the format and content.

Suggested Tasks- writing letters, resume, note, official minutes and memos.

**Modes of Assessment:** Assessment can be continues and comprehensive, i.e., in each workshop ,and tasks suggested can be used for this purpose.

**Suggested Readings:**


- Mc Carter, Sam and Norman Whitby. Improve your IELTS Writing Skills, Macmillan. New Delhi, 2009.
- Gangal, J. K. Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi, 2011.
- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Murray, R. (2004) Writing for Academic Journals. Maidenhead: Open University Press.


**issertation(4 Credits)**

| | | | |
|---|---|---|---|
| 1. | Chapterisation (Tentative) Skeleton of the chapters | Write up on chapterisation along with rationale for the proposed chapterisaiton | |
| 2. | Data Analysis Procedure, Interpretation, Conclusion, Educational Implication, Recommendation and summary. | Identifying and Mentioning the procedure in written mode along with rationale for the proposed activities. | |
| 3. | Dissertation Report Preparation and viva-voce | Internal-50, External-50 | 100 |

## Two year M.Ed.

### Semester wise paper and distribution of marks

| Semester - 1 | Cr | Ext | Int | Semester - 11 | Cr | Ext | Int | Semester - 111 | Cr | Est | Int | Semester – IV | Cr | Ext | Int |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 18 | | | | 22 | | | | 22 | | | | 18 | | | |
| PC1 – Introduction to Education Studies | 4 | 70 | 30 | PC4 – Philosophy of Education | 4 | 70 | 30 | TC4 – Advanced Research Method in Education | 4 | 70 | 30 | TS – Thematic Specialization – Paper 1 * | 4 | 70 | 30 |
| PC2 – Psychology of Learning and Development | 4 | 70 | 30 | TC3 – Research Methods in Education (Preliminary) | 4 | 70 | 30 | PC5 – Sociology of Education | 4 | 70 | 30 | TS –Thematic Specialization – Paper 11 | 4 | 70 | 30 |
| PC 3 – History and Political Economy | 4 | 70 | 30 | TEC 2 – Teacher Education 11 | 4 | 70 | 30 | PC 6 – Curriculum Studies | 4 | 70 | 30 | Ts – Thematic Specialization – Paper 111 | 4 | 70 | 30 |
| | | | | | | | | | | | | CBCS ** | 4 | 70** | 30** |
| TEC1 – Teacher Education 1 | 4 | 70 | 30 | CCS 1 – Elementary/Secondary Education – 1 | 4 | 70 | 30 | CCS 2 - Elementary/ Secondary Education – 11 | 4 | 70 | 30 | TC – 5 Academic writing | 2 | | 50 |
| TC 1 – Self-Development | 1 | | 25 | TE – Internship in Teacher Education institution | 4 | | 100 | TS – Internship in Theme specialisation | 4 | | 100 | Dissertation | 4 | 100 | |
| TC 2 – Communication and Expository Writing | 1 | | 25 | Dissertation | 2 | | 50 | Dissertation | 2 | | 50 | | | | |
| **Credits/Marks** | **18** | **280** | **170** | | **22** | **280** | **270** | | **22** | **280** | **270** | | **18** | **310** | **140** |
| **Total Marks** | | **450** | | | | **550** | | | | **550** | | | | **450** | |

**Total Credit – 80** **Total Marks - 2000**

**Cr = Credit, Ext = External, Int = Internal**

27.2.16