

TWO YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME

(Regulation and Course of Studies)

of

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
UTKAL UNIVERSITY, VANIVIHAR, BHUBANESWAR**

*AS PER NEW GUIDELINES OF NCTE- 2014 & CBCS OF UTKAL UNIVERSITY
(To be implemented from the Academic session 2015-16)*



**REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)**

BHUBANESWAR-751022

2015

CONTENTS

Description	Page
Regulation	1- 07
Semester I	08-28
PC1-Introduction to Education Studies (4 Credits)	8
PC2-Psychology of Learning and Development (4 Credits)	10
PC3-History and Political Economy of Education (4 Credits)	15
TEC-1- Teacher Education- I(4 credits)	17
TC 1- Self-Development (1 credit)	20
TC 2- Communication and Expository Writing (1 credit)	25
Semester II	28-48
PC4-Philosophy of Education (4 Credits)	28
TC3- Research Methods in Education (Preliminary) (4 Credits)	32
TEC-2- Teacher Education- II(4 credits)	35
CCS 1-Elementary (4 Credits)	37
Secondary Education – I (4 Credits)	41
TE-Internship- 4 credits	45
Dissertation (2 Credits)	46
Semester III	49-72
TC4- Advanced Research Methods in Education (4 Credits)	49
PC 5-Sociology of Education (4 Credits)	51
PC-6-Curriculum Studies-(4 credits)	53
CCS2-Elementary	58
Secondary Education – II (4 Credits)	64
TS – Internship (4 Credits)	66
Dissertation (2 Credits)	66
Semester IV	73-107
TS-Thematic Specialization –Paper I,II,II (12 credits)	73
TS-Thematic Specialization- Paper I,II ,II(12 credits)	81
TS-Thematic Specialization – Paper I,II,III(12 credits)	89
TS-Thematic Specialization – Paper I,II,III(12 credits)	98
TC-Academic writing (2 credits)	106
Dissertation (4 Credits)	107

Regulation Relating to the Master of Education (M.Ed.) Programme

1. Rationale

The 2-year M.Ed. programme is designed to provide opportunities for students to deepen their knowledge and understanding of Education as a discipline of study, leading to specialisation in either elementary education or secondary education. The main thrust is on visualising it as a professional programme to prepare teacher educators with expertise in specific areas. The programme has been intended to provide a longer integrated model which weaves balance between theory and field exposure. In the current developing scenario in education, new perspectives envisaged by NKC (2007), NCFTE (2009), RTE (2009) etc, there is a need to focus adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration. In the backdrop of exponentially accelerating knowledge society and for catering to the needs of diverse population globally, the programme is framed with a broadened and in-depth vision of teacher educator. In addition, to cater to heterogeneous clientele, wide ranges of professional and academic inputs are incorporated. To enrich the professionalism choice based credit system is also adopted.

The programme would develop a coherent perspective of socio-historical, politico-economic, philosophical, and psychological foundations of education – its policies, systems, institutions, practices and processes among the prospective teacher educators. It would equip them with the core competencies and knowledge related to teacher education, its philosophical underpinnings, organization and methodology. It would lead prospective teacher educators to specialize in one of the stage specific thematic areas such as – curriculum, pedagogy and assessment; planning management and administration, ICT and the like. The programme aims at developing in teacher educators skills related to independent study of literature, research, academic writing, professional communication and team work. Through this endeavor, the future practitioners develop a deep and critical awareness of professional ethics and an ability to engage in and reflect on practice. Thus, the content and process involved in the programme is conceptualized to facilitate the student to function as a balanced person in the society and function as a capable teacher educator. In addition to providing the critical comprehension of foundational knowledge with the collective reflections, exploratory readings and inquiry through research this course

would emphasise on field based experiences combined with deep and lingering reflective practice. In-depth understanding of the disciplinary knowledge coupled with crucial competencies with strong ethical principles; the characteristics of a teacher professional is generated through providing opportunities to think, express and reflect. The expertise thus evolved from broad-based of knowledge and understanding, skill and judgement guided by theoretical considerations, public function, integrity and independence of professional judgement would make the teacher educator to function as a true professional.

2. Objectives

The M. Ed. programme has been designed to

1. Prepare teacher educators equipped with knowledge and competencies to conduct as professionals and continuing professional development
2. Prepare teacher educators with specialization in stage specific core component
3. Develop teacher educators with deep and critical awareness of professional ethics and ability to critically engage in reflective practices
4. Develop a rational conceptualization of educational research with an ability to carry out quality research in education

3. The Clientele

The M.Ed. degree holders will have the opportunity to work as teacher educators in CTEs, IASEs, DIETs, B.Ed. colleges and University Education Departments. Further, they will be able to function in Boards/Councils of Secondary/Higher Secondary Education, Directorates of Education/Inspectorates, Schools affiliated to CBSE/Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti, SCERTs/ SIEs as curriculum experts, evaluation experts, population education experts, Inspectors/Sub-inspectors of Primary/Secondary schools, education officers, head teachers/principals, statistical officers/Planning Officers etc. who would require professional expertise/knowledge in the relevant areas. In addition, there is a need of teacher educators to prepare teachers at different levels such as institutions dealing with alternative schooling and distance education. The new M.Ed. Programme caters to the needs of professional preparation of teacher educators at specific stages of education and simultaneously for job specific preparation of professional manpower to run various departments of education/ institutions.

The course leading to the Degree of Master of Education, Regional Institute of Education , Bhubaneswar shall consist of two academic years (four semesters) followed in an examination at the end of each semester. There will be a minimum of hundred working days in a semester excluding examinations and admission process of the Institute / College.

4. Duration:

The course leading to the Degree of Master of Education shall consist of two academic years with four semesters.

5. Eligibility:

Candidates seeking admission to M.Ed. course must have passed:

- a) B. Ed degree of 1 or 2 years duration, or
- b) 4 year integrated teacher education degree programme (B.El.Ed/BSc.Ed/ BA.Ed/B.Sc. B.Ed/ BA. B.Ed), or
- c) D.El.Ed/ D.Ed with a Bachelors degree (BA/B. Sc. /B.Com)

With 50% marks in the aggregate (in case of integrated degree course 50% aggregate marks in Education papers.) However relaxation up-to 5% marks shall be given to the SC/ST candidates or as specified from time to time by the University/Govt. of India. It is essential that an entrance examination (which may include a written test and an interview) is conducted for selection of the students.

Note: Candidates with D.El.Ed./ D.Ed. /B.El.Ed. will be eligible for core specialization in Elementary Education.

6. Attendance

Each semester shall be taken as a unit for purpose of calculating attendance and a student shall be considered to have put in the required attendance for the Semester, if he /she has attended not less than 75% of the number of working periods (lectures, seminars and practical taken together) during each semester .

Shortage of attendance up to 15% or prescribed percentage may be condoned by the Vice-Chancellor on the recommendations of the Chairperson of the Department and / or Principal of the Institute /College as per rules of the Utkal University. There shall be no condonation if attendance is below 60% during any semester. A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned semester. A candidate, who fails to satisfy the requirement of attendance in a semester, shall re-join the same semester.

7. Medium of Instruction and examination

The medium of instruction and examination is English.

8. Choice Based Credit System (CBCS)

Choice Based Credit Courses would be offered across the departments and within the department on an experimental basis. As the programme intends to enrich the students with added professional inputs the choice based credit courses would offer relevant courses to enhance their professionalism. Each course would comprise of four classes per week for at least 12 weeks which

would lead to accumulation of four credits at the end of the semester. The students can select the course in the beginning of semester-II and can complete it before the end of semester-IV. Examinations will be conducted during every semester along with the semester end examination onwards.

9. Scheme of Examinations:

A. Examination in Theory Papers:

Every student seeking admission to the examination shall have to submit his/her application in a prescribed form through the principal of the institute to the university in such date preceding to the date of examination as may be fixed in the University along with the required fees and documents.

(a) A candidate shall have to appear all the papers of the Semester and have to secure the prescribed eligibility marks (40%) for promotion to the next Semester.

(b) Duration of examination for theory paper of 70 marks shall be for 3 hours. There shall be at least one question from each unit with internal choice. In case of theory papers, the **internal assessment** will be for 30 marks, assessed through test / assignments /seminar presentation etc. in the respective papers twice in each semester and consolidated marks statements is to be submitted to the university.

(c) At least one week prior to the last working day, internal assessment marks secured by the candidates shall be displayed on the notice board. If a candidate has any grievance, the same shall be brought to the notice of the Principal/HOD in writing within specified time by the candidate. In the event, the Departmental Council finds the grievance genuine, then the Principal/HOD shall arrange for revaluation of test/assignment papers and effect the necessary correction(s). The decision of the Principal/ HOD in this regard shall be final.

(d) Department may decide to give test /assignment etc. to candidates who absent themselves for the internal examinations, only if, the Department is convinced that the absence of the candidate is on valid grounds. However, the Department may allow the candidate to avail this provision within the duration of the semester.

(e) The statement of internal assessment shall be sent to the Controller of Examination at least one week prior to the commencement of that particular semester examination.

(f) If any candidates secures less than the prescribed pass marks up to two theory papers shall be allowed to re-appear the same paper in next odd/even subsequent respective semester examination.

(g) Candidates securing less than 55% marks in aggregate may be allowed to appear for improvement in theory papers upto two immediate chances.

(h) A candidate may be allowed to complete the course within four years from the date of his/her admission.

B. Dissertation:

1. Dissertation work shall commence from semester II and shall be completed by the end of semester IV.
2. The candidate shall have to carry out research study, under supervision of a faculty in the department as allotted by the Department of Education of the institute.
3. The candidate shall have to complete the dissertation on a research study characterized either by discovery of facts from the area of his/her specialization.
4. The candidate shall have to submit 3 typed copies of the dissertation duly certified by the supervisor/Guide before commencement of their examination.
5. Each dissertation shall have declaration by the candidate that the dissertation embodies result of his/her own work and a certificate from supervisor to the effect that the dissertation is candidates' own work.
6. The dissertation shall be examined out of 100 marks by two examiners (internal and external) and shall conduct the viva voce jointly and submit the assigned marks to the principal / superintendent of the examination for making average before onward transmission to the University.

10. Classification of Successful Candidates

Minimum for a pass in each paper shall be 40% marks (obtained in external evaluation and internal assessment separately put together) and 50% in aggregate of the four semester examination. To declare First Class first, Distinction and first Rank the aggregate of the total marks secured by a candidate in all the semesters shall be considered. All the successful candidates will be placed in appropriate class/division/distinction, as per following:

- 70 - 100 Distinction
- 60 - 69 First Class
- 50 - 59 Second Class

Addition/deletion/modification as advised by NCERT/NCTE shall be incorporated as and when required.

11. CONDUCT OF EXAMINATION

- (a) (i) The written examinations in theory papers shall be held ordinarily at the end of each semester .
(ii) A period of one week for preparation would be allowed to the candidates before the examination.
 - (b) The Head/Principal shall as soon as possible forward the copies of dissertation to the Internal and External examiners; and in consultation with the Principal and external examiner shall fix a date for the Viva-voce to be conducted in the institute. The assessment of dissertation and viva-voce ordinarily shall be within 10 days from the last day of written examination.
12. A candidate seeking re-admission to a subsequent examination shall submit his/her application in prescribed form to the Principal of the RIE indicating clearly the part or full examination in which he/she has to reappear, together with fees required by regulation and a copy of statement of marks obtained earlier and has to complete the course within two consecutive chances.

13. All other matters not specifically provided in this ordinance/regulation shall be governed by the relevant provisions of general ordinance of the Utkal University. The norms and regulations prescribed from time to time by the NCTE will also apply to the programme.

The curriculum of the two-year M. Ed. will comprise of the following components-

Major components	Areas Covered	Description	Credit Allocation
Common Core (Theory and Practicum included)	Perspective Courses (PC)	PC1-Introduction to Education Studies PC2-Psychology of Learning and Development PC 3-History and Political Economy PC4-Philosophy of Education PC5-Sociology of Education PC6-Curriculum Studies	4 Credits 4 Credits 4 Credits 4 Credits 4 Credits 4 Credits
	Tool Courses (TC)	TC1-Self-Development TC2-Communication and Expository Writing TC3-Research Methods in Education (Preliminary) TC4- Advanced Research Method in Education TC5-Academic writing	1 Credit 1 Credit 4 Credits 4 Credits 2 Credits
	Teacher Education Courses (TEC)	TEC1-Teacher Education I TEC2-Teacher Education II	4 Credits 4 Credits
Specialisations (Theory and Practicum included)	Core Course Specialization (CCS)	CCS1-Elementary / Secondary Education – I CCS2-Elementary / Secondary Education – II	4 Credits 4 Credits
	Thematic Specialization (TS)-Any one from the Following Themes 1. Educational Management, Administration and Leadership 2. Curriculum, Pedagogy and Assessment 3. Educational Technology and ICT 4. Inclusive Education 5. Programme Evaluation	TS-Thematic Specialization –Paper I TS-Thematic Specialization – Paper II TS-Thematic Specialization – Paper III	4 Credits 4 Credits 4 Credits
Internship/Field Attachment	Teacher Education Institution + Related to Specialisation	Field internship/attachment in: 1. A Teacher Education Institution, and 2. The area of specialisation	8 Credits (4 Credits each)
Research leading to Dissertation	Related to specialisation / Foundations	Students (in close mentorship of a faculty Member) learn to plan and conduct a research, and write a thesis.	8 Credits
			80 Credits

**Two year M.Ed.
Semester wise paper and distribution of marks**

Semester-I	Cr	Ext	Int	Semester-II	Cr	Ext	Int	Semester-III	Cr	Ext	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 I *	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 II	4	70	30
PC 3-History and Political Economy	4	70	30	TEC 2-Teacher Education II	4	70	30	PC6- Curriculum Studies	4	70	30	TS-Thematic Specialization – Paper III	4	70	30
												CBCS **	4	70	30
TEC1-Teacher Education I	4	70	30	CCS 1- Elementary / Secondary Education – I	4	70	30	CCS 2-Elementary / Secondary Education – II	4	70	30	TC-5 Academic writing	2		50
TC1-Self-Development	1		25	TE - Internship in Teacher Education institution	4		100	TS – Internship in Theme specialisation	4		100	Dissertation	4	50	50
TC2-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											

Choice Based Credit Courses will be offered in the thematic specialisations areas as intra departmental credit accumulation. Each course will be of four credit weight-age with four contact hours per week. External and internal marks will be allotted on par with other papers of 4 credits. Courses from M.Sc. Ed. will also be offered for inter/intra departmental credit transfer within the institution.

**Students have to choose any one of the theme specialization as specified as page-6*

*** Paper-I of the thematic specialization will be taken as free elective for CBCS*

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

Objectives:

The course study is intended to make the students to acquire ability to:

- Understand the nature and purpose of education and develops perspective about education system and process;
- Appreciate dualities involved in education;
- Understand dynamic nature of knowledge and knowing;
- Appreciate relationship between various facets of knowledge;
- Understand and appreciate the critical role played by culture in knowing;
- Analyze social context of knowledge;
- Reflects on the educational ideas and systems of various thinkers and develop the ability to theorize educational practices;
- Provide conceptual understanding to interpret changing meaning and purpose and nature of education;
- Problematize the process of education;
- Provide theoretical background to appreciate the disciplinary nature of education;
- Develop the attitude of and abilities to contextualize the education process;
- Provide opportunities to build one's perspective of education.

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 possess 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

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 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

Objectives: On completion of this course, the students will be able to

- Describe multiple dimensions of learner's development and its implications on learning;
- Reflect on the process of learning from the point of view of different theoretical perspectives and the need to adopt appropriate approach;
- Understand the learner in terms of diversities and its implications on learning;
- Learn the factors affecting learner's environment and assessment;
- Discuss the strategies for effective management of learning;
- Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes; and
- Conceptualize the needs of the learners and the process of learning

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 processes: sensation, perception, attention, memory, development of concepts, logical reasoning, critical thinking, and problem solving.
- Various theoretical perspectives on human learning: Behaviourist, (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, contextualisation, 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 behaviours: 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

Transaction Mode

- Lecture cum discussion
- Individual and group assignment through self-study in the library and presentation in a seminar
- Observation of learning situation in schools and out of the schools,
- preparing reflective diaries / journal
- interpretation, analysis and reflection on observation in a group
- interaction and discussion with classroom teachers and peer group
- observation followed by reflective discussion in a group
- Library study
- project work

Suggested Sessional work

- Conducting case study on one student who has difficulties in learning at Elementary stage.
- Reading Gardener's theory of Multiple intelligences: Implications for understanding differences in individual learners
- Engaging learner in the process of knowledge construction and observe how they use their out of the school experience and local knowledge during construction of knowledge. Prepare report and discuss in group presentation.
- Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
- Identification of learning difficulties of the student in any subject area through administration of diagnostic test and development of remedial instruction.
- Identification of strategies for motivating the learner in study of a subject and practicing in school
- Analysis of a case of adolescent learner with maladjusted /deviant behaviour.
- Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at elementary or secondary stage.
- Analysis of learning situations and presentation before a group followed by discussion.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Assessment of Portfolio and Reflective Journal
- Suggest structures of classroom environment in which all students can learn.
- Design/suggest activities for developing critical consciousness about various social and political issues.
- Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
- Develop strategies on critical perspectives on socio-cultural realities

Essential Readings

- Anita Woolflk (2004). Educational Psychology, Pearson Education, New Delhi.
- Bruner, J.S. (1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
- Bruner, R.F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin. 19
- Dandapani, S. (2001) Advanced educational psychology, (2nd edition), New Delhi, Anmol publications pvt Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
- NCERT (2005) National curriculum framework, New Delhi.
- Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
- Santrock, John. W. (2006). Educational Psychology, Tata McGraw Hill Publishing Company Limited, New Delhi.
- Vygotsky, L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.

References

- Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi

- 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.II London: Academic Press.
- Ambron, S.R. (1981) Child development, Holt, Rinehart and Winston, New York.
- Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum • Barry and Johnson (1964) Classroom Group Behaviour, New York: Macmillan.
- Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.
- Anderson, J.R. (1983). The Architecture of Cognition. Cambridge, MA. Harvard University Press
- Bichard, M.H. (19992). Scaffolding and Self-scaffolding: Central Aspects of Development. In L.T. Winegar, J. Valsiner (edn.) Children's Development withing Social Contexts: Research and Methodology. Erlbaum.
- Bickard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp. 161-178. J.Benamins.
- Bickhard, M.H. (1978). The Nature of Developmental Stages, Human Development 21, pp. 217-233.
- Bickhard, M.H., Campbell, R.L. (1996) Topologies of Learning and Development. New Ideas in Psychology. 14(2), 111-156.
- Bodner, G.M. (1986). Constructivism: A Theory of Knowledge. Journal of Chemical Education.
- Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- Chaube, S.P. (2007). Development Psychology, Neelkamal Publications Pvt. Limited, Hyderabad.
- Daniels, Harry (Ed.) (2007). Cambridge Companion to Vygotsky – Edition by Daniels and others, New Delhi Cambridge Univ. Press
- Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
- Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
- Eason, M.E. (1972). Psychological foundation of Education, N.Y. Holt, Rinehart and Winston, Inc.
- 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.
- Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
- Hergenhahn, B.R. & Mathew H. Olson (2007). Theories of Learning: An Introduction. (7th edition). Prentice Hall of India.
- Labov, W. (1969). The logic of non-standard English. Reprinted in 1972: Language in Education: A source Book, London and Boston: Routledge and Kegan Paul/Open University Press.
- Laura, E. Berk (2005). Child Development, Sixth Edition, Pearson Prentice Hall, New Delhi
- Lieber, C.M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.

- Mangal, S.K. (2012). Advanced Educational Psychology, 2nd Edition PH1 Learning Pvt. Limited, New Delhi
- Newell, A. & Simon, H.A. (1972). Human problem solving. Englewood Cliffs, NJ: Prentice Hall.
- Papalia, Diane E.; Olds, S.W. & Feldmen, R.D. (2004). Human Development, Ninth Edition, Tata McGraw Hill Publication Company Limited, New Delhi
- Passer, M.W. & Smith, R.E. Psychology: The Science of Mind and Behaviour, Third Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
- Pintrich, P.R.; and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merrill. 20 I
- 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
- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). Thinking and learning skills: Relating Instruction to Basic Research. (Vol. I). Hillsdale, NJ: Erlbaum.
- 'kekZ] jes'kdqekj ,oa tks'kh] euh"kk ¼ ½ vf/kxedrkZ dk fodkl ,oa fuxe vf/kxe izfØ;k
- 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
- Smith, Peter K.; Cowie, Helen, & Blades, Mark (1998). Understanding Children's Development, III Edition, Blackwell Publication Ltd. 10 UK.
- 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

Objectives

The course intends to:

- Provide opportunity to probe into history of schooling;
- Develop perspective on the origin and nature of schooling;
- Develop understanding about the changing functions of schooling historically;
- Abilities to view education from political economy perspective;
- Appreciate the relationship between education and political economy;
- Provide opportunity to develop critical understanding about the politico-economic basis of emerging education;
- Analyze criticality the issue of Intellectual Property Rights and the role of International and other organizations;
- Provide opportunity to develop consciousness and sensitivities among learners towards preservation of indigenous knowledge systems.

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.

Sessional

Essential Readings: Reports of commissions, policies

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
- Young M. F. D. & Whitty. G (ed.),(1977). Society, State and Schooling. The Falmer Press.

TEC1: Teacher Education I

Credits: Four

Contact Hours: Four Hours per Week

Examination: Three Hours

Maximum Marks: 100

Internal: 30

External: 70

Objectives

On completion of the course, students will be able to:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession
- Examine the nature and objectives of teacher education
- Discuss the growth and the development of teacher education in the country.
- Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum.
- Reflect on various issues and concerns related to teacher education
- Use various methods and techniques for transaction of curriculum.
- Develop understanding for organizing and supervising school experience programme (SEP)
- Use various strategies for the professional development of teachers;
- Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality teacher education
- Prepare teachers as reflective practitioners

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.

Sessional work

Each student is required to do any TWO of the following and submit the report of the sessional work before the commencement of examination.

Assignment/term paper on selected themes from the course

- Relevance of teacher education curriculum
- Writing review of at least one book related to teacher education
- Critical study of teacher education Curriculum frameworks-1978,1988,1998,2006
- Preparation of Training Plan for INSET giving the rationale, target group, costing of resources and phases of training
- Book Review (at least one Book on Teacher Education)
- Analysis of the written supervisory remarks by Peers and supervisors
- Construction of tools for identification of training needs
- Preparation of self-learning material for D.Ed./B.Ed. students on any identified topic
- Appraisal of norms/standards of teacher education developed by NCTE
- Appraisal of regulatory and accrediting bodies for teacher education

REFERENCES

- Arora,G.L.(2005) Teachers and their Teaching : Need for New Perspectives. Ravi Book,Delhi
- Cohen Louis, Minion Lawrence & Morrison, Keith(2004) . A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York
- Herne Steve, Jesserl John & Griffith, Jenny(2000) . Study to Teach: A guide to Studying teacher education. Rout ledge Falmer. London and New York
- Mohammad Miyan(2004) Professionalization of teacher education, Mittal Publications, New Delhi
- NCTE(1998) Policy Perspective in teacher education-critique and documentation, NCTE,New Delhi
- NCTE(1998) . Competency based and commitment oriented teacher education-for quality education ; Pre-service education, NCTE,New Delhi
- NCTE(2006) . Curriculum frame work for teacher education-for quality education NCTE,New Delhi
- Rahman, Hifzue(2005). Key issues in teacher education; Teachers for secondary schools, Sanjay Prakashan,Delhi
- Raina,V.K. (1998) Teacher educators: A Perspective. Vikas Publishing House. New Delhi
- Rao, Digumarti Bhaskara(1998). Teacher education in India. Discovery publishing House. New Delhi
- Siqqiqui, M.A.(1993) . In-service Education teachers.NCERT, New Delhi
- Srivastava,G.N.P.(2000) Management of Teacher education: A Handbook
- Srivastava,G.N.P.(2004) Perspectives in Teacher education: Concept Publishing House. New Delhi
- Srivastava,G.N.P.(1999) Management, Supervision and Monitoring under IASEs & CTEs, Regional Institute of Education, Bhopal

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 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.

Objectives:

- To enable the students understand that “development of self” is a resource to exercise their professionalism.
- To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- To help them develop sensitivity towards social-cultural diversities crucial in making teaching–learning environment conducive/congenial to the learner.
- To demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being

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 Johari'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

- 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 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.
- Field Visit:** Visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups. Before 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, 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.

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.

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.

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

Contact hours per week: 2(block period)

Credits -01

Internal Assessment

Rationale: This course is intended to enhance the ability of learners to listen, converse, speak, present, explain and exposit ideas in groups and before an audience. The course aims to create effective professionals by integrating various communication skills and through an exposure to various skills.

Objectives:

- To develop listening and viewing skills
- To improve the speaking skills
- To promote the reading skills
- To gain insight and reflect on the concept and process of communication.
- To familiarize with expository writing

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 relevant languages.
- 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.

Suggested Tasks

- Write an expository essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.
- Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts by examining complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events, well-chosen details, and well-structured event sequences
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

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

Objectives:

The course intends to:

- Facilitate to develop insights into nature and purpose of philosophy of education;
- Develop critical understanding about the relationship between philosophy and education;
- Develop abilities to identify processes, and sources of knowing in different contexts and different subject knowledge;
- Develop the ability to appreciate the critical role of culture in knowing;
- Develop insight into theories of knowledge;
- Develop critical understanding of normative nature of education
- Equip with theoretical tools to analyze emerging concerns in education

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
 - Political ideologies and aims of education
 - Economic imperatives and aims of education
 - Cultural moorings and aims of education
 - Individual aim and social aim: Relationship (balancing)
 - 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

Transactional Modalities: Expositions, Lectures, Reflective talks, dialogue, discussion

- 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.

Sessional

- Every student is required to analyze aims of education in successive curriculum frameworks –starting from McCauley Minutes -1835, 1975, 1988, 2000 and 2005- to reflect on the change and continuity in the articulation of aims of school education and the ideological reasons for change and continuity.
- Students, in group, required to study the moral frameworks provided by different religions and Constitution of India and debate about their relative relevance to contemporary society;
- A debate may be organized on the value framework of Indian schooling.

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.* Penguin 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.* Calcutta University Press, Calcutta.
- 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

Objectives

On completion of this course, the students will be able to:

- Understand the concept, characteristics and types of educational research and perspectives of research.
- Understand and appreciate the utility of literature search.
- Develop skill of identifying and formulate suitable research problem.
- Understand different kinds and methods of educational research.
- Compute the different measures of descriptive statistics.
- Identify issues related to sampling techniques, data organisation.

Unit I- Research in Education: Conceptual Issues

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

Transaction Mode:

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises

Sessional Activities:

The students will undertake the following activities:

- Development of a Research Proposal on an identified research problem.
- Critical analysis of standardized research tools based on its preparation and validation.
- Identification of variables of a research study and classification of them based on types and level of measurement.
- Planning a study based on a research design by keeping the objectives and research questions /hypotheses of a research study.
- Preparation of trend report based on the review of research studies in a particular area.
- Critical analysis of a research report/thesis.

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.: The Falmer Press.
- Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
- Scott, David & Usher, Robin (1996). Understanding Educational Research. Routledge. 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

Sessional Work may include:

- Study of Reports of various committees and commissions with reference to professional development of teachers.
- Select any one current practice in teacher education and trace the background of its formulation as a policy e.g. Internship in teaching.
- A critical appraisal of researches in areas of teacher education
- Critical Review of at least one Training material/package developed by the national/ state/ district level training institute

Suggested Readings

- Canon, L. & Monin, L. (1978). *A Guide to Teaching Fanciness*. London: Mtehrner & co. Ltd.
- Coomb, A.W. et al. (1974). *The Profession Education of Teachers: A Humanistic Approach to Teacher Training*, Boston: Allyaon & Becon Inc.
- Flanders, N.A. (1970). *Analysing Purching Behaviors*. Massachusetts: Addison Wesley Publishing Co Reading.
- Gage, N.L. (1963). *Handbook of Research on Teaching*. Chicago: Rand McNally College Publishing Co.
- Joyee, 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.

Objectives

The course intends to:

- Develop philosophical, sociological and psychological perspective on Elementary Education
- Develop understanding about status of Elementary Education in India
- Critically examine policies related to Elementary Education and discuss its implication in the politico-economic context of emerging education
- Understand organizational structure and functions of institutions in administration and management of Elementary Education at various levels
- Understand programmes and implementation strategies to achieve Universalisation of Elementary education
- Critically analyse importance of curriculum development, pedagogy and assessment at Elementary Education
- Analyse various elementary education curricula and review with a focus on its objectives
- Appreciate the vitality of inclusiveness in education at elementary stage

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 Enhancement)
- 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)

Sessional activities*

- Prepare a status report on elementary education in a district with reference to access, enrolment, participation and learning achievement
- Observe and report on the implementation of any one of programme to improve quality in elementary education
- Read and discuss on the philosophy and practices of elementary education as advocated by different educationists
- Prepare a short write-up on “initiatives to bridge gender gap in elementary education” and discuss
- Conduct a survey on the opinion of elementary school teachers on the policy of ‘inclusive education’
- Children with disabilities in a inclusive classroom – discuss the pros and cons
- Visit one or two elementary schools in the neighborhood to observe midday meal scheme / inclusive environment and prepare a report on its implementation and offer suggestions
- Read a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program of US /Read any research report or article on mid-day meal scheme
- Compare the National and International curriculum of elementary education and discuss
- Analyse the curriculum of any two States (It could be grade wise or subject wise) and discuss
- Compare the allocation of GDP in education that is elementary, , tertiary and technical etc. and other developmental / service sectors like health, defence and railway
- Collect information from developed, developing and underdeveloped countries on the budget allocation to education (budget auditing)
- Collection, evidence based practices, Case study on the sustainability of the any one of the programme
- Analysis of Annual Work Plan and Budget (AWP & B) of SSA any one State
- View films / videos on issues related to elementary education (Savithri Bai Phule, Lilkee, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Sathyarathi, Malala and many other who speak for education)

** Sessional activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions*

Transactional Modalities:

- Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
- School visits and sharing of experiences
- Seminar presentation by students on selected themes individually and collectively leading to discussion;
- Library readings on selected theme followed by group discussion;
- Study of documents and references, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concepts studies in theory
- Projects and assignments focusing on observation and interaction with children on specific theme

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

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 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.

Objectives

The course intends to:

- Develop philosophical, sociological and psychological perspectives on secondary education
- Analyse status of secondary education in India
- Critically examine policies related to secondary education and discuss its implication in the politico-economic context of emerging education
- Understand organizational structure and functions of institutions in administration and management of secondary education at various levels
- Understand programmes and implementation strategies to achieve Universalisation of Secondary education
- Appreciate the vitality of inclusiveness in education at secondary stage
- Analyse various secondary education curricula in India and review with a focus on its criticality

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 Education, 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; with special emphasise on inclusive education:

- 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

Sessional activities

- Prepare a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement
- Visits of different types of secondary schools and preparation of school profiles
- Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- Observe and report on the implementation of any one of the programmes to improve secondary education
- Collection, evidence based practices, Case study on the sustainability of the any one of the programmes of improving Secondary Education
- Analyse RMSA in the backdrop of CABE committee on USE
- Analyse secondary education curriculum of different Boards (NCERT, State, ICSE)
- Group work and presentation on innovative assessment technique
- Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve
- Survey of educational needs of students who are disadvantaged / students with disabilities
- View films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education)

* The sessional activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions

Transactional Modalities:

- Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
- School visits and sharing of experiences
- Seminar presentation by students on selected themes individually and collectively leading to discussion;
- Library readings on selected theme followed by group discussion;
- Study of documents and references, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concepts studies in theory
- Projects and assignments focusing on observation and interaction with children on specific theme

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:

- Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- 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)
- National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

INTERNSHIP IN TEACHER EDUCATION INSTITUTION

Credits: 4
Duration: 3 - 4 Weeks

Max. marks: 100
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.

Course Objectives

The course is designed to enable the prospective teacher educators to

- be acquainted with the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.
- acquire competencies and skills required for effective transaction of the curriculum and organization of component activities such as internship and working with the community
- design in-service teacher professional development program/activities based on the needs of teachers
- develop professional attitudes, values and interests needed to function as a teacher educator

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 Lead Questions/Guided Questions <ul style="list-style-type: none"> • What is/are objects of research in education? • How diverse they are? 	Debate and dialogue	2 Hours	Identification and listing of objects of education --Preparation of list of 'objects' and their nature; Either preparation of Table or listing them in sentences (in 500 words)	5
2	Identifying Research Areas Lead Questions/Guided Questions <ul style="list-style-type: none"> • What areas of research interests you have? And 	Self dialogue; Exploring one's personal		i. Listing the area of research of one's own interest and mentioning the reasons.	5

	<p>why?</p> <ul style="list-style-type: none"> ○ Infrastructure related ○ Process related ○ Pedagogy related ○ Policy related ○ Socio-cultural aspects of schooling related and etc.. 	<p>interests, academic strengths and background to relate with research area;</p> <p>Seminar presentation</p>	<p>1 Week</p>	<p>(Write up)</p>	
3	<p>Review of research literature</p> <p>Lead Questions/Guided Questions</p> <ul style="list-style-type: none"> • How the review needs to be done? • What is to be observed in RRL? <ul style="list-style-type: none"> ○ Statement of the Problem. ○ Variables of the study ○ Objectives ○ Research question/hypotheses ○ Methods ○ Findings and their interpretation • How the research is conducted in the research literature that you are reviewing? • What are the components that need to be seen in RRL? • Where do you use the RRL in your research? • Should the Theme based review is better? • Should the Chronology of research be the better way? 	<p>Library work; Table work;</p>	<p>2 Weeks (Every day two hours, preferably afternoons)</p>	<p>i. identifying one study for each of the 'object' of study listed above;</p> <p>(as many and as diverse as possible) Review report writing and presentation</p>	10
4	<p>Evolving and Stating Research Problem</p> <p>Lead Questions/Guided Questions</p> <ul style="list-style-type: none"> • How do you state your research problem? 	<p>Classroom dialogue and seminar presentation</p>	<p>1 Week</p>	<p>i. Statement of the Problem ii. Spelling out effect/relation/interaction between the variables</p>	5
5	<p>Conceptualization of the Problem</p> <p>Lead Questions/Guided</p>	<p>Seminar presentation</p>	<p>2 Weeks</p>	<p>i. Write up on conceptual</p>	5

	Questions			development (1000 words)	
6	Framing of Objectives of the Study Lead Questions/Guided Questions	Classroom presentation , discussion, refinement	1 Week	i. Finalization of the Objectives (Write up)	5
7	Formulation of Research questions/hypotheses	Classroom presentation , discussion, refinement	1 Week	i. Finalization of the Research Questions/Hypotheses (Write up)	5
8	Methods of the Research Study	Classroom seminars, debates	1 Week	i. Identifying appropriate method of study for one's research ii. Identifying appropriate tools and techniques for one's research. (Write up)	5
9	Sampling procedure	Classroom presentation	1 Week	i. Identifying Sample, sampling technique along with rationale (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

Objectives

On completion of this course, the students will be able to:

- Test hypotheses by using different statistical techniques;
- Analyse quantitative data of educational research based on types of measurement;
- Analyse qualitative data in educational research;
- Triangulate quantitative and qualitative data;
- Use different software for data analysis;
- Analyse the role of quantitative, qualitative and triangular approaches in educational researches;
- Identify issues of data collection and their treatment;
- Develop a research report, research abstract the research paper.
- Appreciate role of research methodology in the present context.

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 Analysis by 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.

Transaction Mode:

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises.

Sessional Activities:

The students will undertake the following activities:

- Preparation, try out and finalization of a tool.
- Preparing a research design for a study by considering the objectives and research tools.
- Critical analysis of two research papers (One for qualitative research and one for quantitative research).
- A critical assessment of statistical techniques used in a research report/thesis.
- Preparation of graphic designs of data obtained in a research study.
- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.
- Analysis of data using any one computer based statistical package.

References

- Edwards (1973). Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Garret, H.E. (1967). Statistics in Psychology and Education, Bombay Vakils.
- 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).
- Levin, J. (1977). Elementary Statistics in Social Research. New York: Harper and Row Publishers.

- Lichtman, Marilyn (2006). *Qualitative Research in Education-A User Guide*.SAGE Publication.
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
- Quinn, MC Nemar (1969).*Psychological Statistics*, New York: Wiley & Sons.

PC5: Sociology of Education

Credits: Four

Contact Hours: Four Hours per Week

Examination: Three Hours

Maximum Marks: 100

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.

OBJECTIVES

On completion of this course the student will be able to:

- understand the nature and scope of Sociology of Education; analyze, interpret and synthesize various concepts and sociological principles related to educational phenomena
- to understand educational institution as an agency of socialization
- apply the knowledge of sociology in the analysis of present day educational system
- to analyze the relationship of education with culture, social stratification and social mobility
- reflect the educational issues that relate to education system and practice (iii) changes occurring in the framework of education and their factors and (iv) the need to have a critical understanding on education and society.
- analyze education from different sociological perspectives and theoretical frameworks.
- review the seminal works in the Sociology of Education

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:
 - Gintis 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

Mode of Transaction:

- Teacher acts as a facilitator and delivers lectures on the concepts
- The course work will be carried out in the form of seminar. The prescribed readings are given in the references and students are expected to read the reference books before coming to the classroom. Students have to form groups consisting of 4-5 members and discuss their critical understanding pertaining to the readings given for the particular topic in each unit.

- Group presentations facilitated by the teachers will be one of the core components of the transaction

Sessional Work:

Students are expected to take two or more tasks to fulfil the sessional work

- Review the volumes “Field Studies in Sociology of Education” published by NCERT (1978)
- Book review pertaining to Sociology of Education. Apart from highlighting the ideas that book articulates and the way arguments with evidences are provided, students will have to critically review the strengths and weakness of the book. Also, the relevance of the book in understanding day to day phenomena that are happening in the school and teacher education system at large have to brought at the end of the book review.
- A term Paper based on the topics in the syllabus. It has to be very argumentative and analytical in nature.
- Thematic Presentations

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).
- Banks. Olive. 1971. Sociology of Education, (2nd Ed.) London : Batsford.
- Benei, Veronique. 2009. Schooling India. Hindus, Muslims and the Forging of Citizens. New Delhi, Orient Blackswan.
- Bernstein, Basil. 1996. Pedagogy. Symbolic Control and Identity. London: Taylor and Francis. (Chapter 1).
- Beteille, A. 1985. Equality of Opportunity and the Equal Distribution of Benefits. Pune: Orient Longman (Gokhale Institute of Politics and Economics).
- Blackledge, D and Hunt, B. 1985. Sociological Interpretations of Education. London, Crom Helm.
- Bourdieu, P. and Passeron. J.C. 1978. Reproduction in Education, Society and Culture. London: Sage. (Book 1).
- Chanana, Karuna: Interrogating Women’s Education, Jaipur and New Delhi, Rawat Publications, 2001.
- Coleman, J. S. 1968. “The Concept of Equality of Educational Opportunity”. Harvard Educational Review, 38(1): 7-22.
- Dewey, J. (1916). Democracy and Education. An Introduction to the Philosophy of Education. New York: Free Press.
- Durkheim, E. 1956. Education and Society. New York: Teachers College Press.
- Durkheim, E. 1961. Moral Education. New York: The Free Press.
- Friere, P. 1970. Pedagogy of the Oppressed. New York: Continuum.
- Gandhi, M.K. 1977. Basic Education, in The Collected Works. Ahmedabad: Navajivan.
- 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.
- Wazir, Rekha (2000) The Gender Gap in Basic Education. New Delhi, Sage Publications.
- Sadovnik, A.R. (2010) Sociology of Education: A Critical Reader. Routledge; 2 edition.

PC6: CURRICULUM STUDIES

Credits: Four

Contact Hours: Four Hours per Week

Examination: Three Hours

Maximum Marks: 100

Internal: 30

External: 70

OBJECTIVES:

On completion of this course the students will be able to:

- Understand the meaning, nature and determinants of curriculum
- Explain and compare various types of curriculum
- To gain insight into the epistemological, sociological and the psychological bases of curriculum development.
- Comprehend various approaches and models of curriculum development
- Conceptualize the meaning and various methods/media for curriculum Transaction.
- Describe various guiding principles for selection and organization of learning experiences.
- Define process of curriculum evaluation
- Describe issues in curriculum evaluation

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, contextuality 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

Sessional Activities:

- Detailed study of National curriculum framework of school Education, India (1975 onwards) followed by seminar presentation.
- Preparation and presentation of papers on Comparative study and analysis of curricular frameworks of other countries- US, UK and Australia (Eg; Nuffield, BSCS, PSCS, NSES. with respect to their priorities, concerns and goals towards school education)
- Preparation and presentation of paper on Curriculum framework of different states of country.

References:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
- Butchvarov, P.(1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.
- G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and the curriculum. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
- NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- NCTE (2009) National Curriculum Framework for Teacher Education.

- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
- Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
- Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
- Whecker D.K. (1967) Curriculum Process, University of London Press.

Specialisation Core Course Elementary Education -II

Credits: Four

Contact Hours: Four Hours per Week

Examination: Three Hours

Maximum Marks: 100

Internal: 30

External: 70

Objectives

The course intends to:

- Analyse organisational structure of Elementary Education and role of various organisations, institutions and agencies in Elementary Education
- Provide opportunity to develop critical understanding about transitions in elementary education
- Understand the functioning of various support services at Elementary Level
- Develop critical understanding about issues and challenges in elementary education
- Understand the significance of EMIS and Research in bringing positive changes in elementary education

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

Sessional Activities*

- Visit an NGO and report on the innovative practices to bring quality into elementary education / collect success stories on movement by civil society groups working for elementary education
- Arrange for a meeting with any civil society group supporting elementary education of children
- Develop a transitional plan for a child from an early childhood education centre / home to elementary school
- Assess the school readiness of a child / group of children and prepare a report
- Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government
- Debate on 'social category specific programmes – is it leading to universalisation of elementary education'

- Collect one research article in any of the areas mentioned in the unit and discuss its implications for elementary education
- Identify children out of school in a locality and analyse the reasons for not enrolling in school
- View films / videos on issues related to elementary education (Lilkee, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Sathyarthy, Malala and many other who speak for education)
- Collect data regarding enrolment of CWSN in a district from EMIS and develop a research proposal to analyse their difficulties/participation/success
- Analyse and compare U- DISE data of any two states available at the NEUPA website
- Analyse and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#)

* The sessional activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions

Transactional Modalities:

- Lecture-cum-discussion, Group discussion, Panel discussion, Seminar, Group Work, Library work, Activities, Projects, Collaborative Presentations
- School visits and sharing of experiences
- Seminar presentation by students on selected themes individually and collectively leading to discussion;
- Library readings on selected theme followed by group discussion;
- Study of documents and references, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concepts studies in theory
- Projects and assignments focusing on observation and interaction with children on specific theme

Suggested Readings

- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK

Reference:

- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.
- Govt. of India (1953) Report of Education Commission, New Delhi.
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi

- Kumar K (2004), What is Worth Teaching? Orient Longman
- National Policy of Education,(1992) Modification and their POAs, MHRD, Dept. of Education
- Duggan R C and Pole C J (1996) Reshaping education in the 1990s:Perspectives on Primary schooling Falmer Press UK
- Government of India, MHRD, Department of School Education and Literacy (2001, 2007, 2011). Sarva Shiksha Abhiyan: frame work for implementation
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- MHRD (2001): Convention on the Right of the child. New Delhi. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- Jain, V. K. and Agrawal, M. (2011). Resources in Primary Schools: A Challenge for India. *Indian Educational Review*, 48 (1), 84-95.
- Jain, V. K. and Sharma, S. K. (2007). Universalisation of Elementary Education: Challenges before the country. *University News*, 45 (11).
- Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
- Kurrien, J (1983). *Elementary Education in India*. New Delhi: Vikas.
- MHRD (2000). *Sarva Shiksha Abhiyan: A program for Universal Elementary Education A framework for implementation*. New Delhi: Author.
- MHRD (2001). *Sarva Shiksha Abhiyan—A Programme for UEE*. New Delhi
- MHRD (2009): *The Right of Children to Free and Compulsory Education Act 2009*. New Delhi.
- NCERT (2011). Programme Evaluation Report Multi Lingual Education Orissa. New Delhi.
- NCERT(1996): *Education and National Development: Report of the Education Commission*
- Holmes, B (1985) (ed). International handbook of education systems. John Wiley & sons.
- Entwistle, N (1990) (ed). Handbook on educational ideas and practice. Routledge. NY.
- Nanda, S. K., "Indian Education and Its Problems Today", Kalyani Publishers, Ludhiana, (2003).
- Rao, V. K., "Principles of Curriculum", A. P. H. Publishing Corporation, New Delhi, (2005)
- Sharma, R. N., "Education in Emerging Indian Society", Surjeet Publications, (2002)
- Bhatnagar, S; Saxena, A & Kumar, S (2005) "Development of Educational System in India", R. Lall Book Depot, Meerut

Specialisation Core Course

Secondary Education -II

Credits: Four

Contact Hours: Four Hours per Week

Examination: Three Hours

Maximum Marks: 100

Internal: 30

External: 70

Objectives

The course intends to:

- Analyse the role of various organisations, institutions and agencies in Secondary Education
- Develop perspective on transition from elementary education to secondary education
- Understand the functioning of various student support services at Secondary Level
- Provide opportunity to develop critical understanding about significance of vocational education
- Develop critical understanding about issues and challenges in secondary education
- Understand the significance of Research in bringing positive changes in secondary education

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 (advantages & disadvantages) - need for multidisciplinary team in the intervention programme.
- 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

Sessional Activities

- Visit and report on any of the innovative NGOs / collect success stories on movement by civil society groups working for secondary education
- Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government for improving secondary education

- Debate on “introducing sex education at secondary level”
- Collect data regarding enrolment of CWSN in a district from MIS and develop a research proposal to analyse their difficulties
- Collect one research article in any of the areas mentioned in the unit and discuss its implications for secondary education
- Identify children drop out from secondary schools of a cluster and analyse the factors/causes.
- Collect information about the existing scenario of adolescent education and share the information in a panel discussion on the issues identified and arrive at consensus for possible solutions to the problems of adolescence
- View films / videos on issues related to secondary education and prepare a review report
- Collect data regarding enrolment of CWSN in a district from EMIS and develop a research proposal to analyse their difficulties/participation/success
- Analyse and compare U- DISE data of any two states available at the NEUPA website
- Analyse and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#)

* The sessional activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions

Transactional Modalities:

- Lecture-cum-discussion, Group discussion, Panel discussion, Seminar, Group Work, Library work, Activities, Projects, Collaborative Presentations
- School visits and sharing of experiences
- Seminar presentation by students on selected themes individually and collectively leading to discussion;
- Library readings on selected theme followed by group discussion;
- Study of documents and references, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concepts studies in theory
- Projects and assignments focusing on observation and interaction with children on specific theme

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

Reference

- 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 (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- NCERT(1996): *Education and National Development: Report of the Education Commission*
- Holmes, B (1985) (ed). International handbook of education systems. John Wiley & sons.
- Entwistle, N (1990) (ed). Handbook on educational ideas and practice. Routledge. NY.
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi
- Mukherji, S A (1972). Secondary education in India, Orient Longman
- Govinda, R (2011). Who goes to school? Exploring exclusion in Indian Education
- Sujatha, K & Ravi G (2011) Management of secondary education in India: quality, programme and administration. Shipra Publication, New Delhi
- Sujatha, K & Ravi G (2011) Development of secondary education in India. Shipra Publication, New Delhi
- Tilak, J B G (2008). Financing and secondary education in India. Shipra Publications, New Delhi
- Sood, N (2003). Management of school education in India, APH Publishing corporation, New Delhi

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.

Course Objectives

The course is designed to enable the prospective teacher educators to

- be acquainted with the curriculum development process at elementary/secondary stage in a state
- involve in observing and analyzing various activities and processes of an institution/agency working on textbook preparation conducting examination at the state level.
- acquire competencies and skills required for effective transaction of curriculum and organization of component activities with respect to an innovative practice in pedagogy and assessment
- develop professional skills required for analyzing an assessment tool/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.

Course Objectives

The course is designed to enable the prospective teacher educators to-

- Review and analyse e-learning content and courses through experiential learning
- Observe and analyse the e-content development process in an institutional set up
- Plan, design and develop e-content at school or teacher education level using design principles and FOSS tools
- Provide e-learning using different approaches to school students or teacher trainees and assess its impact and report

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 platform or MOOC 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-

Activity No	Area	Marks
1	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 duration. On completion of the course review and evaluate the course content, design and delivery	10
	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)

Objectives

The course is designed to enable the would be teacher educators to

- develop sensitivity and positive attitudes, values and interests needed to function as an inclusive teacher educator
- acquire competencies and skills required for effective implementation of Inclusive education
- be acquainted with the content and organization of curriculum, infrastructure and resources needed, and the issues and problems related to inclusive education
- involve in various activities and processes of inclusive education and inclusive institution, in order to gain an insight in to the multiple roles of a teacher educator.
- design professional development program/activities based on the needs of teachers

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 chapterization	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

Examination: Three Hours

Maximum Marks: 100

Internal: 30

External: 70

RATIONALE

The course intends to familiarize the prospective teacher-educators with the concept, purpose, principles and approaches of Educational administration and management studies in elementary and secondary education. It would guide them to explore the structure and practices of school administration and management at elementary and secondary level. It proposes to make them aware and sensitize with the contemporary issues and the current trends of research in administration and management in elementary and secondary education. The study of the paper would help them to understand the role and functions of different bodies/structures for administration and management of elementary and secondary education at national, state, district, cluster and block levels. Approaches and process of administration and management of elementary and secondary education will be studied in terms of its strategies and components. Different functions of school management at elementary and secondary level will be analysed to develop critical understanding of these functions and their impact on smooth execution of the system. The unit of contemporary issues in administration and management in elementary and secondary education would equip the prospective teacher-educators with necessary knowledge and skills to deal with these challenges in a systematic and innovative way.

Objectives:

After completing the paper, teacher-educators will be able:

- To develop understanding about developmental process of educational administration and management.
- To understand the basic concepts and process of educational administration and management.
- To develop an understanding about the role of different agencies in educational administration and management.
- To become conversant with the different sub-structures operating within the educational system and their interrelationships.
- To develop understanding of trends in educational administration in India
- Critically examine the present administrative/managerial practice and the issues related.
- To acquaint the learner with the challenges and opportunities emerging in the management.
- To develop competencies to use concept of management in areas of educational system

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 between 1950 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

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including lecture cum discussion, brain-storming, group discussion, case studies, group and individual field based project and assignments followed by seminar presentation, workshop on field based topics of study, panel discussion, survey, ICT lab work, role play, field visits and narration etc.

Sessional work: Educational Administration and Management

The teacher-educators may undertake any one of the following activities:

- A study of the functioning and contribution towards school development /SMC/PTA/MTA (Any one).
- Preparing a report on review of research articles related to the contemporary issues in administration and management in education
- Explore the community resources a school is utilizing for various purposes .
- On the basis of your experience an interaction in the School/teacher training institution .
- Critically analyze the plan and implementation in any government school I under SSA / RMSA/SDP.

References

- Bhatnagar, R.P. and Agrawal, V(2006) Educational Administration Supervision, Planning and Financing. R.Lall Book Depot, Meerut.
- Kimbrough, S.Ralph, Michall & Nunnery. *Educational Administration* New York: Mc Millan company
- Maleya, K.C. *Shiksha Prashaasan and Paryaveshana*. Bhopal : Madhya Pradesh Granth Academy. James M. Liphem : Leadership and administrative in Behavioral Science and administration edited by Daniel E. Griffiths, Chicago, Uni. of Chicago Press, 1964.
- Newman and Summer. *The process of Management : Concept, Behaviour and Practice*. New Delhi :
- Prentice Hall of India Pvt. Ltd.
- Priorities for research Campbell R. F. and Gogg R. T. Administrative Behavioral in Education, Harper Brothers, New York, 1957.
- Robin Stepher P. *Organizational Behaviour*. Prentice Hall Pub. Pvt. Ltd.
- Simon, Herbart A. *Administrative Behaviour*. New York : McMillan Company.

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

TS2: Educational Planning

Credits: Four

Contact Hours: Four Hours per Week

Examination: Three Hours

Maximum Marks: 100

Internal: 30

External: 70

RATIONALE

The course intends to familiarize the prospective teacher-educators with the concept, purpose, principles and approaches of Planning in elementary and secondary education. It would guide them to explore the structure and practices of school planning at elementary and secondary level. It proposes to make them aware and sensitize with the contemporary issues and the current trends of research in Planning in elementary and secondary education. The study of the paper would help them to conceptualize the role and functions of different bodies/structures for Planning of elementary and secondary education at national, state, district, cluster and block levels. Approaches and process of Planning of elementary and secondary education will be studied in terms of its strategies and components and mapping exercises. Different functions of school planning at elementary and secondary level will be analyzed to develop critical understanding of functions and their impact on smooth execution of the system. The unit of contemporary issues in Planning elementary and secondary education would equip the prospective teacher-educators with necessary knowledge and skills to deal with these challenges in a systematic and innovative way.

Objectives

After completing the paper teacher-educators will be able:

- To acquaint the teacher-educators with the concepts, nature, principles, procedures and approaches of Educational Planning.
- To keep them precisely informed about the educational planning in India.
- To develop the skills in planning and using a variety of administrative strategies.
- To understand kinds and organization of planning
- To understand critical process of macro-planning and micro-planning and management techniques.
- To explain the role and contribution of different agencies in educational planning.
- To plan for an organization using different principles and models

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

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including lecture cum discussion, brain-storming, group discussion, case studies, group and individual field based project and assignments followed by seminar presentation, workshop on field based topics of study, panel discussion, survey, ICT lab work, role play, field visits and narration etc.

Sessional work: Educational Planning

The teacher-educators may undertake any one of the following activities:

- Prepare an organogram of structure and functions of the institutions in administration and management of elementary and secondary education at state, district, cluster and block levels for two state.
- Prepare a plan for procurement, utilization and maintenance of resources in education.
- Prepare formats for performance appraisal of elementary and secondary schoolteachers and administering them in simulated condition.

- Prepare an organ graph for management of a elementary/secondary school/project/programme/scheme through scientific approaches like SWOT/ PERT/ CPM/ PPBS/ system approach.
- Design the Blue Print of annual calendar and timetable for school.
- Prepare the plan of action to organize co-curricular activities.
- Prepare the Budget Plan for an Institute

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
- Mukerji, S.N.. *Administration of Educational Planning and Finance*. Baroda : Acharya Book Depot.
- Naik, J.P. (1965). Educational Planning in India, India: Allied Publishers.
- 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

RATIONALE

The course intends to familiarize the prospective teacher-educators with the concept, purpose, principles and approaches of Educational leadership and Supervision in elementary and secondary education. It would guide them to explore the structure and practices of school leadership and Supervision at elementary and secondary level. It proposes to make them aware and sensitize with the contemporary issues and the current trends of research in leadership and Supervision in elementary and secondary education. The study of the paper would help them to conceptualize the relationship among leadership and supervision and the role and functions of different bodies/structures for on and management of elementary and secondary education at national, state, district, cluster and block levels. Approaches and process of Leadership and Supervision of elementary and secondary education will be studied in terms of its strategies and components. Different functions of leadership and Supervision at elementary and secondary level will be analyzed to develop critical understanding of these functions and their impact on smooth execution of the system. Educational leadership and Supervision in elementary and secondary education will be examined in terms of its importance in quality management and the determinants ensuring effective leadership. The unit of contemporary issues in leadership in elementary and secondary education would equip the prospective teacher-educators with necessary knowledge and skills to deal with these challenges in a systematic and innovative way.

Objectives:

After completing the paper, teacher-educators will be able:

- To provide the teacher-educators with the critical knowledge of leader's skill, task and the role.
- To acquaint teacher-educators with the role of the principal in maintaining human relationship.
- To acquaint the teacher-educators to understand the role of the leader in the professional growth of the personal.
- To develop in teacher-educators the knowledge, the skill of evaluation and appraisal of educational institutional.
- To acquaint the teacher-educators with the concept of supervision and its functions.
- To appreciate the role of the leader in the functioning of an institution.

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) Laissez 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

TRANSACTIONAL MODE

- The course would be transacted through participatory approaches including lecture cum discussion, brain-storming, group discussion, case studies, group and individual field based project and assignments followed by seminar presentation, workshop on field based topics of study, panel discussion, survey, ICT lab work, role play, field visits and narration etc.

Sessional work: Educational Leadership

The teacher-educators may undertake any one of the following activities:

- Preparing a report on review of research articles related to the contemporary issues in leadership in education
- Study of leadership quality of educational administrator / Head of the institution .
- Write essay on organisational compliance, group dynamics, conflict management, motivation of the staff and participatory decision making for effective educational leadership at school level
- Supervision of in service and pre service teacher training program in DIET/RIE/SCERT/CTE/IASE

References

- Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Mifflin 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.
- Campbell R. F. and Gogg R. T. *Administrative Behavioral in Education*, Harper Brothers, New York, 1957.
- Gregory Moorhead & Ricky W. Griffin. *n*. Mumbai : Jaico Pub. House.
- Griffiths, Daniel E : *Human relations in school administration* appleton century croft, New York, 1956.
- James M. Liphem : *Leadership and administrative in Behavioral Science and administration* edited by Daniel E. Griffiths, Chicago, Uni. of Chicago Press, 1964.
- James M. Huges, *Human Relations in Educational Organization*, Harper and Brothers, New York, 1957.
- Morphel, E. L. R. L. Jones and others : *Educational Leadership* Prentice Hall, 1959.
- Ronald C. Doll *Leadership to improve schools* Charles A JOnes Publishing Co., Washington, 1970.
- Robert G. Oweus : *Organizational Behavior*, Prentice Hall. Inc. Englewood Clifs, 1970.
- S. N. Mukerji : *Administration of Education, Planning and Finance*, Baroda, Acharya Book Dept, 1970.
- V. Anderson and DaniesDavies : *Patterns of Educational Leadership*, Prentice Hall, 1956.
- Waber, Clarence A. *Fundamentals of Educational Leadership*. New York : Exposition Press.

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

OBJECTIVES:

On completion of this course, the students will be able to:

- Understand the meaning, nature and types of curriculum;
- State the characteristics of various approaches to curriculum;
- Conceptualize the meaning, nature and types of curriculum theory;
- Describe various bases of curriculum;
- State the principles behind different models of curriculum planning;
- Identify the factors affecting curriculum planning;
- Describe the role of different state and national level agencies in curriculum planning and development;
- Describe the development process and thrusts of different National Curriculum Frameworks for school education

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

Sessional Activities:

- Each student will prepare a term paper on comparative study of school curriculum of any two/three States/countries.
- Each student will make a detailed study of the major features of National Curriculum Frameworks of school Education in India (1988 onwards) and present the outcomes in seminars.
- Students in group of 4 to 5 will prepare outline of a curriculum with reference to its major elements.

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.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
- Butchvarov, P.(1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.
- G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and the curriculum. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
- NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.

- NCTE (2009) National Curriculum Framework for Teacher Education.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
- Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
- Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
- Whecker D.K. (1967) Curriculum Process, University of London Press.

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

Objectives

On completion of this course, the students will be able to:

- Understand the meaning, nature and interrelationships among learning, knowledge and pedagogy;
- Describe the meaning, characteristics and use of various pedagogical approaches;
- Use the popular models of teaching in designing and transacting lessons ;
- Prepare lesson plans on their subjects using ICON design and 5E models.
- Prepare lesson plans on their subjects integrating pedagogy, technology and contents
- Prepare unit plans on their subjects.

Unit I: Understanding Learning, Knowledge and Pedagogy

- Meaning and nature of learning
- Learning as construction of knowledge
- Concept and general principles of pedagogy
- Pedagogy vs. Andragogy

Unit II: Pedagogical Strategies/Approaches

- Criteria of selecting a pedagogical strategies/approaches
- Discussion on the following strategies/approaches of organizing learning situation with reference to meaning, evolution, 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

Sessional work:

- The Pupil teachers will be asked to transact two lesson plans already prepared in appropriate classes.
- Each student will demonstrate a lesson following cooperative learning approach.
- Organize a learning situation following any one of the following strategies/approaches:
 - ✓ Constructivist Pedagogy
 - ✓ Critical Pedagogy
 - ✓ Cooperative learning
 - ✓ Collaborative learning
 - ✓ Blended Pedagogy
 - ✓ Peer teaching
 - ✓ Team teaching

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

Objectives:

On completion of this course, the students will be able to:

- Differentiate the meaning of test, examination, measurement, assessment and evaluation;
- State the importance of assessment in student learning;
- Differentiate between formative and summative assessment;
- Use Interpretation Construction (ICON) Design model and 5-E model in teaching learning process;
- Differentiate between the ideas behind assessment of learning, assessment for learning, and assessment as learning;
- Select and use appropriate tools and techniques in assessment of student learning;
- State the pros and cons of different processes/system of assessment followed in schools, i.e. Annual system, Semester system, Grading, Credit system; and school-based assessment;
- Use locally available materials/ resources in contextualizing teaching learning process.
- Use various alternative assessment techniques such as Portfolio, Rubrics, Reflective diary, self-evaluation, peer evaluation; and
- Assess learning of children with Special Needs (CWSN) using alternative techniques.

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.

Sessional work

- Students in group will be asked to prepare rubrics for assessment of science projects, Essay, reports, dramas, paintings etc. Teacher will act as a facilitator.
- Each student will be assigned to prepare two lesson plans – one following Interpretation Construction (ICON) design model and other following 5E model, in their own discipline.
- Each student will be asked to prepare e-portfolio of their own activities/performances.
- Each students will be asked to grade 5 assignments of one of his classmates in a 5 point scale and then to calculate the grade point average.

References

- Altman, H., and W. Cashin. 1992. *Writing a syllabus* (IDEA Paper no. 27). Manhattan, KS: Center for Faculty Evaluation and Development, Kansas State University.
- Angelo, T.A., and K.P. Cross. 1993. *Classroom assessment techniques: A handbook for college teachers*. 2nd ed. San Francisco: Jossey-Bass.
- Baecker, D. 1998. Uncovering the rhetoric of the syllabus. *College Teaching* 46 (2): 58-62.

- Black, P., and D. Wiliam. 1998. Inside the black box: Raising standards through classroom assessment. *PhiDelta Kappan* 80 (2): 139-148.
- Black, P., C. Harrison, C. Lee, B. Marshall, and D. Wiliam. 2004. Working inside the black box:
 - Assessment for learning in the classroom. *Phi Delta Kappan* 86 (1): 8-21.
 - Cullen, R., and M. Harris. 2009. Assessing learner centredness through course syllabi. *Assessment and Evaluation in Higher Education* 34 (1): 115-125.
 - Garavalia, L., J. Hummel, L. Wiley, and W. Huitt. 1999. Constructing the course syllabus: Faculty and student perceptions of important syllabus components. *Journal on Excellence in College Teaching* 10 (1): 5-21.
 - 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.
 - Lowther, M., J.S. Stark, and G.G. Martens. 1989. *Preparing course syllabi for improved communication*. Ann Arbor: University of Michigan, National Center for Research to Improve Post-Secondary Teaching and Learning.
 - Nilson, L.B. 2007. *Teaching at its best: A research-based guide for college instructors*. San Francisco: Jossey-Bass.
 - 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

Objectives

- Differentiate various terminologies associated with educational technology
- Appreciate the emergence and evolution of various educational media
- Explain various approaches to educational technology
- Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD)
- Analyse and apply principles and practices associated with technology enhanced learning
- Critically evaluate ICT related policies and plans
- Assess various problems and issues related to information and communication technologies and its integration in education

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.

Sessional Work

The transaction of this work requires two third of the time on practicum and one third with presentation. Preferable the class should be in e-lab so that the instant use of required facilities can be facilitated. A few major activities are listed below. The course instructor is expected to add, delete, modify as per the requirements.

- Seminar presentation on approaches to educational technology.
- Seminar presentation on Evolution of Educational Media.
- Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at www.teem.org.uk/
- Comparative study of ICT syllabus of school education and teacher education of various organizations.
- A study of EDUSAT and teleconferencing.
- Downloading, installing and using free and open source educational software.
- A study of status of technology integration in teacher education institutions.
- Critical review of UNESCO ICT Competency Standards for Teachers - 2008
- Survey of innovative practices in ICT integration in education.
- Critical evaluation of ICT integration efforts in the country.
- Critical study of ICT integration research studies. May use the reports available at www.publications.becta.org.uk
- Developing an electronic assessment portfolio.
- Developing an electronic teaching portfolio.

References

- Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge
- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Evant, M: The International Encyclopaedia of Educational Technology.
- 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

Objectives

- Examines the relationships between learning theories and digital technologies
- Explain the principles of instructional design and identify the salient features of different instructional design models
- Explain the process involved in designing and developing e-content for digital learning
- Systematically design and critically evaluate a digital learning resources on a topic of their choice
- Use different online and offline tools for creating e-content
- Explore and evaluate various digital resources for enhancing learning
- Learn to analyze learning situations and identify associated technology-related design challenges.
- Develop skills in the design of educational media, and the integration of design thinking with scholarship in education.

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

Sessional Work

The transaction of this work requires two third of the time on practicum and one third with presentation. Preferable the class should be in e-lab so that the instant use of required facilities can be facilitated. A few major activities are listed below. The course instructor is expected to add, delete, modify as per the requirements.

- Seminar presentation on implications of Learning theories for Instructional design.
- Developing a multimedia e-content on an educational topic based on different models of instructional design.
- Developing an audio on an educational topic using software.
- Developing video on an educational topic using software.
- Developing an animated video on an educational topic using software.
- Developing a multimedia e-content on an educational topic using any authoring tool.
- Seminar presentation on usability of OERs.
- Project on evaluating any e-resource using standard criteria.

References

- Information Resources Management Association. (2011).Instructional Design: Concepts, Methodologies, Tools and Applications: 3
- 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
- Sanne Dijkstra (Editor), Franz Schott (Editor), Norbert Seel (Editor), Robert D. Tennyson (Editor), Norbert M. Seel (Editor) (1997). Instructional Design: International Perspectives: Volume I: Theory, Research, and Models: volume II: Solving Instructional Design Problems: 1. Lawrence Abingdon: New Jersey
- 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. Routledge 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

Objectives

- Describe the concept, nature, and components of e-learning
- Explore and use various e-learning tools and technologies
- Use e-learning standards while designing and delivering e-learning
- Explain the elements technology leadership in providing technology supported learning environment
- Analyse a comprehensive range of approaches to e-Learning in detail;
- Evaluate critically the practices associated with e-Learning;
- Relate e-Learning systematically to a range of broader issues in both pedagogy and formal education.
- Collaborate, communicate and have dialogue in digital learning environment
- Evaluate the quality of e-Learning programme

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

Sessional Work

The transaction of this work requires two third of the time on practicum and one third with presentation. Preferable the class should be in e-lab so that the instant use of required facilities can be facilitated. A few major activities are listed below. The course instructor is expected to add, delete, modify as per the requirements.

- Seminar presentation on importance of e-Learning.
- Creating an account in Wikipedia/wiki educator/wikispaces and adding/editing content.
- Creating an account in teacher tube/slideshare and sharing your video/powerpoint. View and comment on others contributions.
- Developing an educational blog in www.blogger.com, www.wordpress.com
- Developing an ICT integrated unit plan.
- Taking part in an integrated online project based or problem based learning activity.
- A critical study of some e-learning courses and enrolling and completing some free e-learning courses.
- Developing e-rubrics with the help of rubistar.
- Developing and implementing an e-learning course.

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.

Thematic Specialisation -4 : Inclusive Education

TS paper- 1: Understanding Inclusive Education

Credits: Four

Contact Hours: Four Hours per Week

Examination: Three Hours

Maximum Marks: 100

Internal: 30

External: 70

Objectives:

On completion of this course the students will be able to:

- understand the concept and meaning of Inclusive Education,
- understand different perspectives of inclusive education,
- know about the key legislations and policies for inclusive education,
- develop critical understanding of the recommendations of various commissions, policies, schemes and committees on inclusive education,
- understand the nature of difficulties encountered and prepare conducive teaching learning environment in inclusive schools,
- providing support services for promoting inclusive practice

Unit I: Introduction to Inclusive Education

- Concept of diversity in Inclusive Education
- Diversity in classroom with reference to socio-cultural differences, linguistics variations, differences in psychological and physical dimensions.
- Need and Importance of Inclusive Education
- Scope of Inclusive Education
- Segregation to Inclusion, Education for All Movement
- Social is academic inclusion of learners in school.

Unit II: Different Perspectives of Inclusive Education

- Historical perspective of inclusive education
- Philosophical perspective of inclusive education
- Psychological perspective of inclusive education
- Sociological perspective of inclusive education
- Political Economic perspective of inclusive education
- Contribution of educational thinkers for conceptualisation of Inclusive Education

Unit III Initiatives taken in the direction of Inclusive education

- At the International level
The Universal Declaration of Human Rights (1948), The UN Convention on the Rights of the Child (CRC), International Year / decade of the Disabled Persons (IYDP, 1981), The World Declaration on Education for All and its Framework for Action to meet Basic- Learning Needs, (1990), Salamanca Statement and Framework for action on Special Needs Education (UNESCO)1994)
- National level

The Indian Education Commission (1964-66). Integrated Education for Disabled Children (IEDC, 1974), National Policy on Education 1986 (POA, 1992). Rehabilitation Council of India Act, 1992, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999, Sarva Shiksha Abhiyan (SSA), RMSA, IEDSS-2009, RTE-2009.

Unit IV: Creating and Sustaining Inclusive Practices

- Index of Inclusion- culture, policy, and practice
- Factors for Successful Inclusion
- Preparation for Inclusive Education
- Building learning friendly classrooms
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs

Unit V: Support Services for Inclusion

- Concept, importance and types of supportive services (medical, rehabilitative and educational)
- Early identification and available referral services for support.
- Role of teacher educators in utilizing support services for inclusion (academic supports, resource Room support, support of special schools and special teachers, family and community participation, guidance and counselling, NGO collaboration)
- Nurturing special abilities and talents.

Transactional Mode:

Lecture cum Discussion, group work, ICT- power-point presentation, use of internet etc, and field visit to get first hand exercise on inclusive practices.

Sessional Work:

The students will undertake any one of the following activities:

- Preparation of status report on school education of learners with diverse needs.
- Evaluation of text books from the perspective of learners with diverse needs.
- Field visit to school/ institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Critical review of policy, practice, and panel discussion by a group of students.
- Critical analysis of NCF 2005 / NCFTE-2009 for planning quality teacher preparation programme.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
- Visit to special/ integrated / inclusive classrooms and prepare a comprehensive report
- Visit to a NGO working in the education of LwDNs and prepare a comprehensive report on their contributions and activities.

TS paper-2: Addressing the diverse needs in Inclusive setting

Credits: Four

Contact Hours: Four Hours per Week

Examination: Three Hours

Maximum Marks: 100

Internal: 30

External: 70

Objectives:

On completion of this course the students will be able to:

- develop an understanding of the educational needs of children from the socially disadvantaged background,
- develop an understanding of the needs and magnitude of the challenges faced by learners with disabilities.

Unit I: Children from the socially disadvantaged Background

- Socially disadvantaged section in India-the scheduled castes, scheduled tribes; economically disadvantaged group, educationally backward minorities, children from rural areas and urban slum, geographically isolated/ hilly terrains, social and emotional problems, children with special health problems, and children belonging to other marginal groups.
- Provisions in the Constitution for social group, equity and education of socially disadvantaged groups (Education commissions, policies, programmes)

Unit II: Children with sensory impairments

- Hearing impairment – Nature and needs, types, identification, implications on development, educational provisions
- Visual impairment – Nature and needs, types, identification, implications on development, educational provisions
- Deaf-blindness - Nature and needs, types, identification, implications on development, educational provisions

Unit III: Developmental disabilities

- Intellectual impairment - degree of impairment , identification, implications on development, educational provisions
- Learning disability concept- types, identification, implications on development and educational provisions
- Autism spectrum disorders- identification, implications on development and educational provisions
- Multiple disability- concept, identification, implications on development and educational provisions
- Difference between intellectual impairment and mental illness

Unit-IV: Locomotor disorders and CP

- Nature & needs, types, characteristics
- Measures for management in accessibility in terms of physical infrastructure and learning
- Implication for holistic growth and development

- Educational provisions
- Multidisciplinary intervention and referral

Unit V: Innovations in inclusive classroom

- Teaching in today's inclusive classrooms: A Universal Design for Learning Approach
UDL – principle, design and implications differentiated instruction
- Collaboration and cooperation – tools for teaching all learners
- Designing learning that works for all students
- Creating literacy rich environment for all learners
- Adaptations in instructional objectives, curricular activities for meeting diverse needs of learners

Transactional Mode:

Lecture cum Discussion, group work, ICT -power-point presentation, use of internet, and field visit to get first hand exercise on inclusive practices.

Sessional Work:

The students will undertake any one of the following activities:

- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification and intervention.
- Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi level teaching / use of Universal Design for Learning Approach in the DMS (two classes).
- Observation Learning styles in a classroom.
- Visit to a special school observation of students and study aids and equipment available.
- Any other as per the local availability.

TS3: Concerns, Challenges, and Issues in Inclusive Education

Credits: Four

Contact Hours: Four Hours per Week

Examination: Three Hours

Maximum Marks: 100

Internal: 30

External: 70

Objectives:

On completion of this course the students will be able to:

- understand concerns, challenges and issues in implementation of IE,
- appreciate the role of teachers in inclusive practices.
- use of resources for sustaining inclusive practises.
- develop an understanding on shift in focus of schools in the present context
- develop the ability to conduct and supervise research and action research activities,
- develop research skills and understanding of various methods and tools used in the research in IE in order to explore these issues further,

Unit I: Teacher Preparation for Inclusive Education

- Critical analysis of the curriculum of Institutions preparing teachers with reference to inclusive education – National and International
- Discussion on the best practices in teacher preparation – National and International
- Need identification of in service teachers in addressing the diversities in the classroom
- Professional growth of teacher educators (sharing of success stories)

Unit II: Resource mobilization and Coordination for Inclusive education

- Concept and importance of human and material resources.
- Different agencies at the National and State level to mobilize the resources
- Coordination among school, family and community and their specific roles and responsibilities.
- Managerial skills for mobilizing appropriate resources
- Assistive devices – collection & dissemination.

Unit III: Removal of Barriers for Effective Learning

- Physical barriers - physical accessibility to school and classroom to learners with physical disabilities, Environmental barriers: doors, passageways, stairs and ramps and recreational areas.
- Socio-psychological- Attitude of the society and individual towards learners with diverse needs, social discrimination, lack of awareness and traditional prejudices.
- Academic barriers- Curricular, pedagogical and assessment

Unit IV: Shifting focus in Schools to meet diverse learning

- Techniques and methods used for adaptation of content, laboratory skills and Organizing Inclusive Sports Activities, Yoga, Arts and craft, Theatre, Drama etc
- Challenges and Issues in the Implementation of Inclusive Education, Controversial issues in Inclusive Education, including particularly marginalised groups, specific learning difficulties and the future of special schools, Contexts in which these controversial issues in inclusive education arise,
- Need for flexible evaluation system, and Alternative assessment.

Unit V: Research and Educational Technology in Inclusive Education

- Diversity and debates about what this means for research and practice, Planning and conducting research activities, Selecting appropriate areas of Research, Research Methods and Research Tools (Case study, In depth Interviewing, Ethnography and Observation, Narratives, Documents and Diaries) needed, Steps involved in planning and supervising research activities, Recent trends in Research in Inclusive Education, Action research approaches.
- Role of technology and ICT in Inclusive Education, Accessible ICTs in support of inclusive education, Conducive conditions for the use of ICT in Education , ICT and Inclusive Curriculum, and benefits of accessible ICTs

Transactional Mode:

Lecture cum Discussion, group work, ICT - power-point presentation, use of internet, and field visit to get first hand exercise on inclusive practices.

Sessional Work:

The students will undertake any one of the following activities:

- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Reflective Journal writing
- Preparation of IEPs, and Case studies of Learners with Diverse Needs
- Administration of Psychological tests
- Identification of an area and undertake Action Research
- Handling of Aids and appliances/ assistive devices used in the education of learners with diverse needs
- Review of National/ International Journals in Inclusive Education
- Conduct a survey on the type of supportive service needed for inclusion of learner with diverse need of your choice and share the findings in the class.

References:

- Ainscow, M. and Booth, T (2002) *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving Schools, Developing Inclusion*, London: Routledge.
- Ainscow, M. (1999) *Understanding the Development of Inclusive Schools*, London: Falmer Press.
- Booth, T., Nes, K., Stromstab, M. (2003) *Developing Inclusive Teacher Education*, London: Routledge Falmer.
- Clough, P. and Corbet, J. (2002) *Theories of Inclusive Education – A Students' Guide*, Paul Chapman Publishing Ltd.
- Cohen, L Manion, L and Morrison, K (2000) *Research Methods in Education* London:
- Routledge Coleman, M and Briggs, A (2002) *Research Methods in Educational Leadership and Management*, London: Paul Chapman Publishing

- Collard, J and Reynolds, C (eds) (2005) *Leadership, Gender and Culture in Education*, Maidenhead: Open University Press
- Deiner, L. Penny, (2010), *Inclusive Early Childhood Education 5th Ed.* Wadsworth Cengage learning Belmont, CA USA
- Gunter, H (2006) “*Educational leadership and diversity*” *Educational Management, Administration and Leadership, Special Edition: Diversity.*
- Hegarty, S. and Mithu Alur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd
- Halsall, R. (Ed.) (1998) *Teacher Research and School Improvement.* Open University Press
- Hammersley, M. (1999) (ed) *Researching school experience. Ethnographic studies of teaching and learning*, London: Falmer Press.
- IEDSS 2009 MHRD, New Delhi
- *Index of Inclusion* (2014) NCERT, New Delhi.
- Jangira, N.K. and Ahuja, A. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi*
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai
- Julka, A (2006) *Inclusive children and youth with disabilities in Education- a guide for practitioners* NCERT, New Delhi
- Karantha, P. and Rozario, J. (2003) *Learning Disabilities in India*, New Delhi: Sage Publication India Pvt. Ltd.
- Loreman, Tim, Deppeler, J. and Harvey,D. (2005) *Inclusive Education- a Practical Guide to Supporting Diversity in the Class*, London: Routledge Falmer.
- Lowenfeld, B (1973) (Ed) *The Visually Handicapped Child in School* New York: Jhon Day
- Mittler, P. (2000) *Working Towards Inclusive Education: Social Contexts*, London: David Fulton.
- *National Policy of Education 1986 (revised 1992)*
- Nind, M., Rix, J., Sheehy, K. & Simmons, K. (2005) *Curriculum and Pedagogy in Inclusive Education. Values into Practice.* London: RoutledgeFalmer
- Nielsen, L.B. (1998) *The Exceptional Child in a regular Classroom- an Educator’ Guide.* Corwin Press Inc. A Sage Publication Company, California.
- Nind, M., Rix, J., Sheehy, K.,and Simmons, K. (2005) *Curriculum and Pedagogy in Inclusive Education Values and Practice.* London: Routledge Falmer.

- Orlich, D.C., Harder, R.J., Callahan, R.C. trevisan, M.S., and Brown, A.H. (2004) *Teaching Strategies- A Guide to Effective Instruction (Seventh edition)* New York: Houghton Mifflin Company.
- O'Hanlon, C. (2003) *Educational Inclusion as Action Research*. Glasgow: Open University Press
- Persons with Disabilities Act 1995
- Rao, Indumati et al (2011) *Moving away from Label, Bangalore CBR NETWORK (south asia)*
- Rehabilitation Council of India Act 1992
- Rehabilitation Council of India Act 2005 Annual Report
- Right to Education Act 2009
- RMSA (2009) for detail www.rmsa.nic.in
- SSA (2002) for detail www.ssa.nic.in
- Stubbs, S. (2002) *Inclusive Education Where There Are Few Resources*. Oslo, Norway: The Atlas Allince.
- Swarup S. (2007) *Inclusive Education, Sixth Survey of Educational Research*, New Delhi: NCERT
- Thomas, G. and Vaughan, M. (2004) *Inclusive Education: Readings and Reflections*, Maidenhead: Open University Press.
- Tilstone, C., Florian, L. and Rose, R. (Eds.) (1998) *Promoting Inclusive Practice*, London: Routledge
- UNICEF(2003) *Examples of Inclusive Education*
- World Bank (2003) *Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs*.
- York-Brar, J., Sommers, W.A. et al. (2001) *Reflecting Practice to Improve School*, Corwin Press Inc. A Sage Publication Company, California.
- Ysseldyke, J.E. and Algozzine, B. (1998) *Special Education A Practical approach for Teachers*, New Delhi: Kanishka Publishers Distributors.

References ICT

- [i] <http://www.unesco.org/en/efareport> page 12
- [ii] <http://www.connectaschool.org/>
- [iii] http://iite.unesco.org/policy_briefs/
- [iv] <http://www.unesco.org/en/efa/>
- ITU/G3ict e-Accessibility Policy Toolkit for Persons with Disabilities http://www.e-accessibilitytoolkit.org/toolkit/promoting_assistive_technologies/open-source
- ABLEDATA: *AbleData - Your source for assistive technology information* from <http://www.abledata.com/>
- European Agency for Development in Special Needs Education, 2001. *Information and Communication Technology (ICT) in special Needs education (SNE)*. Available at <http://www.european-agency.org/publications/ereports/>
- Technology and Social Change (TASCHA) group, University of Washington. *Technology for employability in Latin America: Research with at-risk youth & people with disabilities* page 86 http://cis.washington.edu/files/2009/11/tascha_ict-employability-latin-america_200910.pdf

(For all 3 papers)

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.

Objectives:

1. To facilitate learners to understand different types of writing and writing styles
2. To enable the learners to write reports
3. To engage learners with journalistic writing
4. To develop creative writing skills amongst learners
5. To enable learners to handle professional writing

Transaction Mode: Different theoretical aspects of writing skills will be taught through presentation cum discussion mode. Practical exposure will be given to trainees by reviewing different journals and books for gaining skills and competencies in writing research projects/reports and articles.

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.

Dissertation (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