UNIVERSITY   **OF MYSORE**

Two Year (4 Semester)
Master of Education Programme
(CBCS-CSGP Scheme)

Regulations and Scheme of Studies
(Effective from 2015-16)

POST-GRADUATE STUDIES IN EDUCATION (M.Ed.)
(I to IV Semesters)

REGULATIONS AND SYLLABUS

Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education) classes VI-XII).

Aims of the Programme

2-year M.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in either elementary education or secondary education.

To develop in prospective teacher educators skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavour to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

Duration

The M.Ed. programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five of six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.
The minimum attendance of students shall be 80% for theory Courses and Practicum, and 90% for Field Attachment.

Eligibility

a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks of an equivalent grade in the following programmes:
   I. B.Ed.
   II. B.A, B.Ed., B.Sc., B.Ed.
   III. B.El.Ed.
   IV. D.El.Ed. with an undergraduate degree (with 50% marks in each).
b) Reservation and relaxation for SC/STOBE/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

Admission Procedure

As per the policy & directions of the NCTE

The Curriculum

The curriculum of the 2-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-Education Studies PC2-History and Political Economy PC3-Psychology of Learning and Development 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 skills. TC3-Introduction to Research Methods in Education and Statistics TC4- Advanced Research Methods 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)	CoreCourse Specialization (CCS)	CCS1-Elementary / Secondary Education – I CCS2-Elementary / Secondary Education – II	4 Credits 4 Credits
	Thematic Specialization (TS) Any one cluster from the following. ✓ Educational Management, Administration and Leadership ✓ Curriculum, Pedagogy and Assessment ✓ Educational Technology and ICT ✓ Inclusive Education ✓ Programme Planning, Implementation, Monitoring and Evaluation ✓ Guidance and Counseling	TS1-Thematic Specialization –I TS2-Thematic Specialization –II TS3-Thematic Specialization –III	4 Credits 4 Credits 4 Credits
Internship/Field Attachment	- In Teacher Education - In Thematic 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 or Perspectives	Students (in close mentorship of a faculty Member) learns to plan and conduct a research, and write a dissertation.	8 Credits
			80 Credits

8.1 EXISTING SYLLABUS AFTER RATIFICATION

8.1 SEMESTER WISE DISTRIBUTION OF COURSES

Semester-I	Cr	Semester-II	Cr	Semester-III	Cr	Semester-IV	Cr
18		**20**		**20**		**22**	
PC1-Introduction to Education Studies	4	TC3- Research Methods in Education	4	TC4- Advanced Research Method in Education	4	TC5-Academic writing	2
TEC1-Teacher Education I	4	TS1-Thematic Specialization –I	4	CCS2-Elementary / Secondary Education – II	4	PC5-Sociology of Education	4
PC3-Psychology of learning and development	4	PC2-history political and economic foundations of education	4	PC4-Philosophy of Education	4	TEC2-Teacher Education II	4
CCS1-Elementary / Secondary Education-I	4	TS2-Thematic Specialization-II	4	TS3-Thematic Specialization - III	4	PC6-Curriculum Studies	4
TC1-Self-Development* TC2-Communication *	1 1	TE – Internship*	4	TS – Internship*	4	Dissertation#	8
Credits	**18**		**20**		**20**		**22**

* The course may be organised in workshop mode either during the semester or during Inter Semester Break or a period involving both ISB and the Semester.
# Dissertation work shall commence from semester II and shall be completed by the end of semester IV.

9.0 Assessment: Distribution of credits and marks
9.1 Assessment Scheme

Component	Units covered	Weightage	Period of Continuous assessment
Mid term assessment 1	1,2	25 %	End of 8th week
Mid term assessment 1	3,4	25 %	End of 16th week
Semester end	1,2,3,4	50 %	End of Semester

9.2 Contact Hours and Distribution of Marks

Description	Credits	Contact Hrs	Marks
Semester I			
PC1-Introduction to Education Studies	4	3L + 2T = 5	100
TEC1-Teacher Education I	4	3L + 2T = 5	100
PC3-psychology of learning and development	4	3L + 2T = 5	100
CCS1-Elementary / Secondary Education-I	4	3L + 2T = 5	100
TC1-Self-Development Workshop	1	1 Week Workshop	25
TC2-Communication Workshop	1	1 Week Workshop	25
OEC-1 Personality development and communication skills	4	3L + 2T = 5	100

Semester II			
TC3-introduction to educational research and statistics	4	3L + 2T = 5	100
TS1-Thematic Specialization –I	4	3L + 2T = 5	100
PC2- historical political and economic foundations of education	4	3L + 2T = 5	100
TS2-Thematic Specialization-II	4	3L + 2T = 5	100
TE - Internship	4	2 + 1 Weeks	100
OEC-2 Higher education	4	3L + 2T = 5	100
Semester III			
TC4- Advanced educational Research and statistics	4	3L + 2T = 5	100
CCS2-Elementary / Secondary Education – II	4	3L + 2T = 5	100
PC4-Philosophy of Education	4	3L + 2T = 5	100
TS3-Thematic Specialization –III	4	3L + 2T = 5	100
TS – Internship	4	2+1 Weeks	100
OEC-1 Personality development and communication skills	4	3L + 2T = 5	100
Semester IV			
TC5-Academic writing	2	2 Weeks Workshop	50
PC5-Sociology of Education	4	3L + 2T = 5	100
TEC2-Teacher Education II	4	3L + 2T = 5	100
PC6- Curriculum Studies	4	3L + 2T = 5	100
TC6-Dissertation	8	2T + 2T	200
OEC-2 Higher education	4	3L + 2T = 5	100

L : (Number of hours engaging a student in lectures in a semester) / 16
T : (Number of hours engaging a student in tutorials in a semester) / 32
P: (Number of hours engaging a student in practicals in a semester) / 32
L + T + P = V   The credit Value of a course

10.0   Self-Study Courses

10.1   A student may opt for a course offered in any other thematic specialisation as a self-study course. He/she has to undertake all assignments and other modes of assessment in the same semester in which the course is offered to other students.

10.2   While selecting the number of self-study courses in a semester, it may be so done as to ensure that the total credits for the semester shall not exceed 24 credits.

11.0   Scheme of Examination

11.1   There shall be a University Examination at the end of each semester.

11.2   Detailed Scheme of Examination along with course titles and breakup of marks course - wise is as given below.

SCHEME OF EXAMINATION

Sem	Course No.	Subject	Sessional		Semester End C_3	Total
			C_1	C_2		
I	MED-PC1	Introduction to Education Studies	15	15	70	100
	MED –PC3	Psychology of learning and development	15	15	70	100
	MED -TEC1	Teacher Education I	15	15	70	100

	MED –CLS-ELE1/ MED –CLS-SEC1	Elementary Education-I/ Secondary Education-I	15	15	70	100
	MED -TC1	Self-Development Workshop		25		25
	MED -TC2	Communication Workshop		25		25
		Total				**450**
II	MED – PC2	Historical political economy of education	15	15	70	100
	MED - TC3	introduction to educational research and statistics	15	15	70	100
	MED - TS-ECPA1	Educational Curriculum, pedagogy and assessment	15	15	70	100
	MED - TS-EPP1	Educational policy and planning	15	15	70	100
	MED - TS-EC-I-1	Education of challenged-I	15	15	70	100
	MED - TS-ET1	Educational technology	15	15	70	100
	MED - TS-ESD1	Education and Sustainable development	15	15	70	100
	MED - TS-PG1	Principles and techniques of Guidance	15	15	70	100
	MED - TS-EEA2	Educational Evaluation and Assessment	15	15	70	100
	MED EMAL-TS-2	Educational management administration and leadership	15	15	70	100
	MED - TS-EC-II-2	Education of the challenged-II		15	70	
	MED - TS-ICTE2	Information and communication technology in education	15	15	70	100
	MED - TS-PE2	Peace education	15	15	70	100
	MED - TS-CPPE2	Counselling principles and Process in education	15	15	70	100
	MED -TE-INT	Internship in Teacher Education				100
		Total				**500**
III	MED - PC4	Philosophy of Education	15	15	70	100
	MED - TC4	Advanced educational Research and statistics	15	15	70	100
	MED –CLS-ELE2/ MED –CLS-SEC2	Elementary Education-II/ Secondary Education-II	15	15	70	100
	MED - TS-AMT3	Advanced methods of teaching	15	15	70	100
	MED - TS-EOE3	Economics of education	15	15	70	100
	MED - TS-IE3	Inclusive Education	15	15	70	100
	MED - TS-TT3	Technology of teaching	15	15	70	100

	MED - TS-GEE3	Globalization and entrepreneurship in education	15	15	70	100
	MED - TS-EHRD 3	Education and Human Resource Development	15	15	70	100
	RIEMED -TS-INT	Internship in Thematic Specialisation				100
		Total				**500**
IV	MED - PC5	Sociology of Education	15	15	70	100
	MED - PC6	Curriculum Studies	15	15	70	100
	MED -TEC2	Teacher Education II	15	15	70	100
	MED -TC5	Academic writing		50		50
	MED -TC6	Dissertation	50	50	100	200
		Total				**550**
		GRAND TOTAL				**2000**

8.   The syllabus has to be ratified in the following way

Semester-I	Cr	Semester-II	Cr	Semester-III	Cr	Semester-IV	Cr
24		**18**		**22**		**16**	
PC1 Education Studies	4			TC4-Advanced Research Methods in Education	4	TC5-Academic writing	**2**
PC2-Psychology of learning and development	4	TS1-Thematic Specialization – I	4	CCS2-Elementary / Secondary Education – II	4	PC5-Sociology of Education	**4**
TC 1 – Introduction to Educational Research and Statistics	4						
TEC1-Teacher Education I	4	PC2-history political and economic foundations of education	4	PC4-Philosophy of Education	4	TEC2-Teacher Education II	4
CCS1-Elementary / Secondary Education-I	4	TS2-Thematic Specialization-II	4	TS3-Thematic Specialization -III	4	PC6-Curriculum Studies	4
TC1-Self-Development* TC2-Communication skills & Expository Writing*	1 1	TE – Internship*	4	TS – Internship*	4	Dissertation	8
Dissertation	2	Dissertation	2	Dissertation	2	Dissertation	
Credits	24		18		22		16

* The course may be organised in workshop mode either during the semester or during Inter Semester Break or a period involving both ISB and the Semester.
# Dissertation work shall commence from semester I and shall be completed by the end of semester IV.
Open Electives:
1. Personality Development and Communication Skills
2. Educational Assessment and Evaluation

9.0   Assessment: Distribution of credits and marks
9.1   Assessment Scheme

Component	Units covered	Weightage	Period of Continuous assessment
Mid term assessment - C 1	1,2	25 %	End of 8th week
Mid term assessment - C2	3,4	25 %	End of 16th week
Semester end	1,2,3,4	50 %	End of Semester

9.2   Contact Hours and Distribution of Marks

Description	Credits	Contact Hrs	Marks
Semester I			
PC1-Education Studies	4	2L + 2T = 6	100
TEC1-Teacher Education I	4	2L + 2T = 6	100
TC3 – Introduction to Educational Research and	4	2L + 2T = 6	100

Statistics				
PC3-Psychology of learning and development	4	2L + 2T = 6	100	
CCS1-Elementary / Secondary Education-I	4	2L + 2T = 6	100	
TC1-Self-Development Workshop	1	1 Week Workshop	25	
TC2- Communication skills & Expository Writing	1	1 Week Workshop	25	
OEC-1 Personality development and communication skills * OEC- 2 Educational Assessment & Evaluation *	4	2L + 2T = 6	100	
Dissertation	2	6 Hrs	50	
Semester II				
TS1-Thematic Specialization –I	4	2L + 2T = 6	100	
PC2- Historical political and economic foundations of education	4	2L + 2T = 6	100	
TS2-Thematic Specialization-II	4	2L + 2T = 6	100	
Teacher Education - Internship	4	2 + 1 Weeks	100	
OEC-3 Higher education * OEC-4 Peace Education *	4	2L + 2T = 6	100	
Dissertation	2	6 Hrs	50	
Semester III				
TC4- Advanced Educational Research and statistics	4	2L + 2T = 6	100	
CCS2-Elementary / Secondary Education – II	4	2L + 2T = 6	100	
PC4-Philosophy of Education	4	2L + 2T = 6	100	
TS3-Thematic Specialization –III	4	2L + 2T = 6	100	
TS - Thematic Specialization – Internship	4	2+1 Weeks	100	
Dissertation	2	6 Hrs	50	
Semester IV				
TC5-Academic writing	2	2 Weeks Workshop	50	
PC5-Sociology of Education	4	2L + 2T = 6	100	
TEC2-Teacher Education II	4	2L + 2T = 6	100	
PC6- Curriculum Studies	4	2L + 2T = 6	100	
TC6-Dissertation	2	6 Hrs	50	

Note: * Open Elective

Total No. of Credits for M.Ed. is shown by excluding shown in the above table OEC - 84

L : (Number of hours engaging a student in lectures in a semester) / 16

T : (Number of hours engaging a student in tutorials in a semester) / 32

P: (Number of hours engaging a student in practicals in a semester) / 32

L + T + P = V The credit Value of a course

10.0   Self-Study Courses

10.1   A student may opt for a course offered in any other thematic specialisation as a self-study course. He/she has to undertake all assignments and other modes of assessment in the same semester in which the course is offered to other students.

10.2   While selecting the number of self-study courses in a semester, it may be so done as to ensure that the total credits for the semester shall not exceed 24 credits.

11.0   Scheme of Examination

11.1   There shall be a University Examination at the end of each semester.

11.2   Detailed Scheme of Examination along with course titles and breakup of marks course - wise is as given below.

SCHEME OF EXAMINATION

Sem	Course No.	Subject	Sessional		Semester End C_3	Total
			C_1	C_2		
I	MED-PC1	Education Studies	15	15	70	100
	MED –PC3	Psychology of learning and development	15	15	70	100

	MED –TC3	Introduction to Educational Research and Statistics	15	15	70	100
	MED -TEC1	Teacher Education I	15	15	70	100
	MED –CLS-ELE1/ MED –CLS-SEC1	Elementary Education-I/ Secondary Education-I	15 15	15 15	70	100
	MED -TC1	Self-Development	10	15		25
	MED -TC2	Communication Skills and Expository Writing	10	15		25
	MED - TC6	Dissertation	15	15	70	100
		Total				**650**
II	MED – PC2	Historical political economy of education	15	15	70	100
	MED - TC3	Introduction to Educational Research and Statistics	15	15	70	100
	MED - TS-ECPA1	Educational Curriculum, pedagogy and assessment	15	15	70	100
	MED - TS-EPP1	Educational policy and planning	15	15	70	100
	MED - TS-EC-I-1	Education of challenged-I	15	15	70	100
	MED - TS-ET1	Educational technology	15	15	70	100
	MED - TS-ESD1	Education and Sustainable development	15	15	70	100
	MED - TS-PG1	Principles and techniques of Guidance	15	15	70	100
	MED - TS-EEA2	Educational Evaluation and Assessment	15	15	70	100
	MED EMAL-TS-2	Educational management administration and leadership	15	15	70	100
	MED - TS-EC-II-2	Education of the challenged-II	15	15	70	100
	MED - TS-ICTE2	Information and communication technology in Education	15	15	70	100
	MED - TS-PE2	Peace Education	15	15	70	100
	MED - TS-CPPE2	Counselling principles and Process in education	15	15	70	100
	MED -TE-INT	Internship in Teacher Education	15	15	70	100
	MED - TC6	Dissertation	15	15	70	100
		Total				**600**
III	MED - PC4	Philosophy of Education	15	15	70	100
	MED - TC4	Advanced Educational Research and Statistics	15	15	70	100
	MED –CLS-ELE2/ MED –CLS-SEC2	Elementary Education-II/ Secondary Education-II	15	15	70	100
	MED - TS-AMT3	Advanced methods of teaching	15	15	70	100
	MED - TS-EOE3	Economics of Education	15	15	70	100
	MED - TS-IE3	Inclusive Education	15	15	70	100
	MED - TS-TT3	Technology of teaching	15	15	70	100

	Code	Course				
	MED - TS-GEE3	Globalization and Entrepreneurship in education	15	15	70	100
	MED - TS-EHRD 3	Education and Human Resource Development	15	15	70	100
	RIEMED -TS-INT	Internship in Thematic Specialisation	15	15	70	100
	MED - TC6	Dissertation	15	15	70	100
		Total				**600**
IV	MED - PC5	Sociology of Education	15	15	70	100
	MED - PC6	Curriculum Studies	15	15	70	100
	MED -TEC2	Teacher Education II	15	15	70	100
	MED -TC5	Academic writing		50		50
	MED -TC6	Dissertation	15	15	70	100
		Total				**450**
		GRAND TOTAL				**2300**

Programme Structure

The curriculum of the two-year M.Ed. programme as suggested in the NCTE Regulation, 2014 is as follows :

Major Components	Areas Covered	Description
Common Core (Theory and Practicum included)	Perspective, Tool, and Teacher Education Courses	1. *Perspective Courses* in the areas of: Philosophy of Education, Sociology History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. 2. *Tool Courses* comprising of basic and advanced level education research, academic writing and communication skills; educational technology and ICT; self-development (with focus on gender and society, inclusive education and mental and physical well-being through modalities such as yoga) 3. *Teacher Education Courses* (which are also linked with the field internship/ immersion/attachment in a teacher education institution) shall also be included in the core.

Specialization Branches (Theory and Practicum included)	Courses in **any one** of the school levels/areas (such as elementary, or secondary and Senior secondary) and further thematic specializations.	The Specialization branches in one of the school stages: **Elementary Level** (upto VIII), or, **Secondary** and **Senior Secondary Level** (VI to XII), each with:
		1. Core courses, within elementary/secondary specialization, focusing on mapping the area
		2. Specialization/elective clusters in thematic areas pertinent to that stage, such as:
		  - Curriculum ;
		  - Pedagogy and Assessment;
		  - Policy, Economics and Planning;
		  - Educational Management and Administration; Education for Differently Abled;
		  - Education Technology, etc.

Internship/ Field Attachment	Teacher Education Institution (TEI)	Field internship/attachment in: 1. A Teacher Education Institution (TEI), and 2. The Area of Specialization (Elementary Level or Secondary /Senior Secondary Level)
	Related to specialization (Ele or Sec)	
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.

The above structure as been adopted by the NCTE taking into consideration the prevailing regulations. The modified course structure for the two-year M.Ed. Programme is as follows :

Special Instructions
- There shall be a university examination at the end of each semester as per details of the scheme of examination.
- Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
- The minimum pass marks in each year or semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. The candidate will have to pass each theory paper and practicum separately.
- A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
- A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
- In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
- A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for M.Ed. degree.
- Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for The M.Ed. degree.
- Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

Evaluation

Rules & Regulations
- The. Degree will be awarded to a student who completes a total of 80 Credits in a minimum of two years taking four courses per Semester.
- Each paper (expect ECP) will be of 3 credits, the evaluation of which will be decided by the teacher educator. Each 3 credit course will have 50 marks.
- Credit: 6 means {Lecturer per week: 3 (one hour each) = 3 credits
- Tutorial per week: 2 (one hour each) = 1 credit
- Field work/practicum per week: 4 (one hour each) = 2 credits
- To pass the degree course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course and 50% in practicum.

- Students who have failed semester-end exam may reappear for the semester-end examination only twice in the subsequent period. The student will be finally declared as failed if she\he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,

- A student cannot register for the third semester, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters,

- While marks will be awarded for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall. have grade points average and total percentage of marks (up to two decimal points).

- Definitions of Key Words:

- Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).

- Course: Usually referred to as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise of lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

- Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

- Credit Point: It is the product of grade point and number of credits for a course.

- Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

- Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal points.

- Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

- Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

- Programme: An educational programme leading to an award of a Degree, diploma or certificate.

- Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

- Semester: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

- The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will give total grades and grade point average.

- Letter Grade	- Grade Point
- O (Outstanding)	- 100
- A+(Excellent)	- 90-99
- A(Very Good)	- 80-89

- B+(Good)	- 70-79
- B(Above Average)	- 60-69
- C(Average)	- 50-59
- P (Pass)	- 40-49
- F(Fail)	- Below 40
- Ab (Absent)	- 0

Note-

- A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.

- For non credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

- The formula for conversion of Grade Point Average (GPA) into the Final Grade:

- Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

- SGPA (Si) = $\sum(C_i \times G_i) / \sum C_i$

- where C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

- The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

- SGPA (Si) = $\sum(C_i \times G_i) / \sum C_i$

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade
1	4	A	8	4 X 8 = 32
2	4	B+	7	4 X 7 = 28
3	4	B	6	4 X 6 = 24
4	4	O	10	4 X 10 = 40
Total	16			124
SGPA (Si)				7.75

- The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student passes courses equivalent to minimum 50% of the total credits.

- 'B' Grade is equivalent to atleast 60% of the marks as per circular No.UGC-D.O.No.F. 1 -11201 4(Secy) dated January 20, 2014.

- There will be only final compilation and moderation at GPA (Final) level done at the Department, while declaring the result the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification. The existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.

- For grade improvement a student must reappear for semester-end examination for a minimum 50% of the total credits. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A

student can opt for the grade improvement programme only after the declaration of final semester examination.

The Committee for Viva – voce will consist of –
1. Chairperson of the Department / Any staff member delegated by the Chairperson.
2. Guide
3. One staff member from Other University.

If the Chairperson / Head of the Department happens to be the Guide for a candidate another staff member of the respective Department shall be co-opted as a third examiner.

SEMESTER – I
PC 1 : EDUCATION STUDIES

Objectives : After completion of the course, student-teachers will be able to:-
- Introduce the nature of education studies and map the fields.
- Introduce certain selected seminal educational texts representing the foundational perspectives.
- Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- Introduce, understand and to enable critical analysis to form current and future professionals.

Unit : 1 Foundations of Education
- Concept of Education Studies as a discipline
- Semantics of Education : Including Broad and Narrow meaning of Education
- Interdisciplinary nature of Education w.r.t Philosophical principles, Political Psychological evidences, Sociological foundations, Management Science, Politicial sciences and Economics.
- Conceptual analysis : Equality of Educational opportunity, Open learning (distance, online) learning society and Secularism

Unit : 2 Perspectives on Education system in India
- Educational and sociological Perspectives of Indian social reformers on the national system of Education
- Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Aurbindo, Radhakrishnan, Dr. B.R Ambedkar, Zakir Hussain, Durgbhai Deshmuk, Dayanand Saraswathi, Balagangadhar Tilak, Dhondo Keshav karve, Shri Mali, Lakshmana Swami Mudaliar.

Unit : 3 Educational System and Structure
- Historical perspective on the educational system in India and its development a. Education in pre-independence India b. Evolution of Indian system of Education in post-independence.
- Conceptual frame work on the Structure, Aims and Functions
  – Elementary School system
  – Secondary School system
  – Higher Education system
- Alternative (Educational) System of Education
  – Non Formal System of Education
  – Open Learning
  – Distance Education
  – Adult and Continuing Education
  – Vocational Education
  – Inclusive Education

Unit : 4 Contemporary Concerns of Policies and Practices
- Nature and Focus of Education after Independence
- Different commissions – NPE (1986), POA (1992)
- Report of the committee of review of NPE (Rama Murthy)
- SSA, RMSA, RUSA
- Constitutional provisions and directive principles related to Education and their Implementation
- Right to Education – Right to information act
- Delors commission, National Knowledge commission, NCF for school and Teacher Education
- Issues and Challenges in Indian Education.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum

- Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
- Seminar on Field of Educational studies

Reference

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- India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, ISBN 978-81-230-1557-6.
- Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson Gale:ISBN 0-684-31351-0.
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PC-3: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Objectives:
Student will be able to
- understand the different aspects related to Development, Personality, Adjustment, learning and Individual Differences.
- analyze the theories of development, personality and learning and apply them in teaching learning situations.
- acquire knowledge about ways of assessing personality, learning, intelligence, Creativity, aptitude, interest and attitude.
- gain insight into educational implications related to development and learning

Unit -1 Human Growth and Development
- **Growth and development** –concept, principles, stages of development, developmental task-concept, developmental tasks of childhood and adolescence, educational measures.
- **Factors Influencing Development**- Neurological, Biological, Genetic and Environmental-educational implications.
- **Dimensions of Development** – physical, cognitive-Piaget's, Bruner's and Vygotsky's theories, Language –Chomosky's theory, Emotional, Aesthetic, Social – Eric Erikson's psycho-social developmental theory, Moral-Piaget and Kohlberg's theories-educational Implications.

Unit - 2 Personality and Adjustment.
- **Personality** – concept, different approaches to the study of personality, theories of personality – Freud, Adler, Jung, Karen Horney, Erich Fromm, Guilford, Cattle, Eysenck, Allport, Maslow, Rogers- their contribution to education, techniques of personality assessment.
- **Mental Health and Hygiene** :Concept, principles of mental hygiene, causes for mental ill health, educational measures for maintaining mental health of teachers and students, group dynamics – concept, classroom as a group, leadership styles- educational implications.
- **Adjustment and Personality Disorders :**Adjustment-concepts, areas, models and measurement of adjustment, adjustment mechanisms- meaning and types, problems of adjustment-stress, anxiety, conflicts and frustration- educational implications, Personality disorders-Psycho-physiological, psycho-neurotic, psychotic-meaning, nature, symptoms, causes, remedies and educational implications.

Unit -3 Psychology of Learning:
- **Learning-** Concept, nature, domains of learning- Cognitive, Affective and Psychomotor, factors influencing learning. Major Schools of Learning- Structuralism, Functionalism, Behaviourism, Gestalt,Psychoanalytical, Humanistic School and their implications to education
- **Theories of Learning**- Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Kohlers' Learning By Insight, Guthrie's Ontiguity Theory, Tolman Sign Learning, Gagne's Hierarchy of Learning, Ausubel's Meaningful Reception Learning, Bruner's Discovery Learning, Bandura's Observational Learning, Psychological Perspectives of Constructivism – concept and principles of learning, educational implications.
- **Issues Related to Learning** –Memory, Retention, Information Processing Model, Forgetting-concept, techniques for improving memory, causes for forgetting, transfer of learning – concept, types. Motivation – concept, types, theories of motivation, Maslow, Mechllend's achievement Motivation, educational implications.

Unit-4 Individual Differences:
- **Intelligence** – concept and theories of intelligence –Unitary Theory, Multifactor Theory, Spearman's Two Factor Theory, Group factor theory, Guilford's SI Model, Theories Of Sternberg and Gardner, Tests of Intelligence, Multiple intelligence and Emotional intelligence – concept, components and tests, educational implications. Creativity- meaning, factors, characteristics of creative children and fostering creative talents, educational implications

- **Intellectual Abilities**-Thinking, Reasoning, Problem Solving-concepts, trends in testing, educational measures for developing them.
- **Aptitude** – meaning, nature, types, assessment-aptitude tests, educational implications Interest – meaning, nature, assessment- interest inventories, educational implications. Attitude – meaning, dimensions, changing attitudes, assessment-attitude scales, and educational implications.

Mode of Transaction : Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum
- Administration of psychological tests such as personality assessment tests, adjustment inventories, creativity tests, intelligence tests, emotional intelligence tests, aptitude tests, attitude scales, interest inventories-analyzing and interpreting the results.
- Collect the moral judgments taken from a sample of students in different situations and determine the stage of moral development according to Piaget's theory and prepare the report.
- Illustration of Erickson's Psychological Stages of Development by practically observing the behaviour of children and matching the behaviour with each stage and prepares the report.
- Identify symptoms of maladjustment through observing behaviours of children and prepare the observation report.

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- Bernard H.W.: Mental Health in the Cl;assroom,Mc Graw Hill Book Co. New York, 1970
- Bhatia, H.R, A text Book of Educational psychological, Delhi, university
- Bhatnagar, A.B Psychological Foundation Of Teaching & Learning Published Meerut Loyal Depot.
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- Coleman J.C. Abnormal Psychology an Modern Life, D.B. Tarapoorevala Sone and Company, Bombay, 1970.
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- Dandekar, W.N "Psychological Foundation of Education" Madras, Macmillan
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- Hall C.S and Lindzey G: Theories of Personality,(3rd Edition) Wiley Eastern Ltd, New Delhi, 1985
- Mangal S.K. ,Advanced Educational Psychology, Prentice Hall of India, Pvt.Ltd.New Delhi, 2009
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- Praveena K. B. & Srinivasa K. S. (2012). Encyclopaedia of Advanced Educational Psychology Vol.1 & Vol.2. Anmol Publications. New Delhi.
- Susanta Kumar Parida " Psychological Foundation of Education"
- Thorpe L.P.and Scmullor A.M. : Personality- An Inter- disciplinary Approach, D Van Nostrand Co.New York 1962.
- Yelon S.L and Weinstein –A teacher's World- Psychology in the Classroom, L.W.Mc Graw Hill Book New York, 1977.

Objectives: By the end of the course the students are able to,
- Explains the different Sources of Knowledge, types, paradigms of Research.
- Elucidates meaning, purpose & characteristics of Educational Research.
- Illustrates different types of research.
- Discusses different paradigms of research.
- Organizes the related literatures
- Formulates the research problems
- Explains variables, hypotheses and sampling.
- Prepares a research proposal
- Illustrates different types of measurement scales
- Calculates, measures of central tendency.
- Computes measures of variability.
- Explains the Characteristics and applications of Normal probability curve.
- Explains different application of computes in research.

Unit I – Basics of Educational research
- Different Source of Generating Knowledge.
  Concept of Scientific Inquiry and Theory development, Scientific method –Concept, Definition Assumption and Steps.
- Research in Education – Meaning, Purpose, Characteristics and Scope of Educational Research. areas of Educational Research
- Types of Educational Research – Classification based on purpose Fundamental or Basic, Applied and Action Research. Classification based on Method – Historical, Descriptive, Experiment.
- Paradigms of Research: Qualitative, Quantitative & Mixed research

Unit – 2- Review of Related Literature & Formulation of Research Problem.
- Purpose of Review at Different Stages of Research
- Identifying the Related Literature - Sources & Types, On line & Off line References. Organizing the related literature – recording of various references, notes taking.
- Formulation of a Research Problem – Sources, characteristics of a good research problem, Evaluation of Research Problem, Criteria for selecting the Research Problem. Defining & Stating the Research Problem, objectives & Research question in quantitative & qualitative research.

Unit – 3 - Variables, Hypotheses, Sampling and Preparation of a Research Proposal
- Steps of Educational research, Research Blueprint – Concept and Component.
- Variables – Meaning and Characteristics, Types and Interrelationship among different Types of Variables.
- Hypotheses – Meaning and Importance, Characteristics, Types and forms of hypothesis.
- Sampling - Concept of Population & Sample – Sampling unit, sample size, sampling frame, concept of representative & based sample. Types of sampling – Probability sampling & Non probability sampling. Probability sampling – Random sampling, stratified sampling, stratified random sampling, systematic sampling, cluster & multistage sampling. Non probability sampling - Judgment or purposive sampling, quota sampling, Incidental sampling (Convenient).
- Format of a research proposal

Unit – 4 - Educational Statistics and Computer Applications
- Nature of Data
- Meaning and Nature, Measurement Scales, Classification and tabulation of data, Graphical representation of data.
- Descriptive Statistics
- Measures of Central Tendency and Variability
- Relative position- quartiles, deciles, percentiles and percentile ranks

- Normal probability curve –Its properties and applications, skewness and kurtosis- their computation and uses.
- Standard scores, T scores and Stanine- computation and uses.
- Criteria for selecting statistical softwares- in research.
- Criteria for selecting software- SPSS, EXCEL and SYSTAT for data analysis in educational research work. Packages on statistics (meaning and applications)

Practicum
- Application of Scientific Method to solve classroom related problem
- Identification of ten Educational Research problems from current educational programmes and enumerate the research questions and objectives
- List ten Educational Problems related to Educational Management/ Educational Administration/ Educational Technology
- Collect 30 Educational Research studies and classify them based on method used.(Historical/Descriptive/Experimental)
- Collect 10 Qualitative, Quantitative and Mixed Research studies from survey reports classify and justify the method used.
- Make a Critical Analyses of review of related literature with respect to organization and note taking from dissertations/projects.
- Identify the criteria used for the selection of the problem and evaluate the selection from the given 10 Research Reports.
- Identify and classify the different types of variables from the given 10 research studies.
- Identify any 10 Research Problems and formulate the related Hypothesis
- Given 10 research studies, identify and justify the sampling method used by the researchers.
- Critically evaluate the given two research proposals.
- Collect 5 graphical representations (5 for each type) from Newspaper/ Journal/ magazines etc.
- Collect the Academic Achievement scores of any 2 sections of any/ class and calculate the Measures of central tendency and Interpret the results.
- Collect Mathematics achievement scores of any one class and plot the frequency polygon and interpret the nature of distribution.
- Collect 10 research studies from websites and identify the tool used and scale of measurement.
- Collect KSEB and PU Board data and use MS-EXCEL to classify and organize the data.
- Identify 10 research problems from any area of research from different websites and quota the source.
- From the given 10 studies suggest the statistical software (SPSS/ SYSTAT and EXCEL) and justify.

Practicum

- Selection of a problem and developing a research synopsis.
- Identify five qualitative research problem and prepare at least five research questions for each with clear research title.
- Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also ,you might use more than one in order to cover your topic.
- Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them.(use three perspectives i.e. Strategies, data collection/analysis, and approaches.)
- A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.
- Plan & preparation of Qualitative Research proposal.
- Review of research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

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- 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.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
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- Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall
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TEC-1 TEACHER EDUCATION - I
PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

Objectives : After completion of the course, the student-teachers will be able to:-
- To gain insight on concept, objectives and status of pre-service and in-service teacher education.
- To acquaint student-teachers with historical background of teacher education in India.
- To acquaint student-teachers with organization of pre-service teacher education programmes with respect to curriculum, infrastructure and resources needed.
- To examine the current pre-service and in-service teacher education programmes in terms of various policy documents.
- To critically examine the role of various regulating agencies of teacher education
- To understand the value and process of in-service education

Unit – 1: Teacher Education-Concept, Need and Objectives
- Concepts of Teacher Education
- Need and Importance of Teacher Education
- Objectives of Teacher Education at various levels
- Teacher Education in Ancient India
- Teacher Education in Pre- and Post-Independent India
- Comparative Study of Teacher Education in Various Countries   (self-study)

Unit – 2 : Various Organizational Patterns of Teacher Education in India
- B.Ed. (One Year, Two Years, Distance Mode)
- B.Ed. Basic Education
- B.Ed. Special Education
- B.Ed. Integrated (Four Years)
- B.Ed. in Elementary Education
- Diploma in Elementary Education
- M.Ed. (Full time , Part Time & Distance Mode)

Unit – 3 : Broad Organization Patterns of Teacher Education
- Admission Process
- Planning and scheduling of course
- Curriculum Components
    – Foundation Course
    – Pedagogy Course
    – Engagement with field
    – Enhancing professional competence

Unit – 4 : In-service Education of Teachers
- Meaning of in-service teacher education
- Significance of in-service teacher education
- Objectives of in-service teacher education
- Various programmes of in-service teacher education like SOPT, PMOST
- Thrusts in in-service teacher education
- Designing of in-service teacher education some basic guidelines
- Various agencies of in-service teacher education

- Limitations of in-service teacher education

Mode of Transaction : Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum
- Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation
- Study best practices of teacher education institutions
- Comparative Study of teacher education system in India and different countries
- Studying organization of different components in teacher education institutions (practice teaching, co-curricular activities, evaluation patterns, etc.)
- Studying the structure, modes and patterns of in-service programme
- Critical study of in-service programme in terms of their needs, relevance, planning, evaluation and duration
- Surveying the views ofthe practicing teachers regarding need and importance of teacher education. Based on the needs design an in-service teacher programme
- Preparation of a Proposal for Organizing an In-service teacher education programme
- Studying the difference between practices and demand in preparation of teacher

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CCS1 : SECONDARY EDUCATION-I

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 perspective on Secondary Education
- Develop critical understanding about current status of Secondary education in India
- Understand policy perspectives in decentralization of administration and management of secondary and senior secondary education
- Understand organizational structure and functions of institutions in administration and management of Secondary education at various levels
- Analyze various secondary education curricula exist in India and review with a focus on its criticality
- Develop perspective of inclusive education

Unit-I: Planning, Policies and Administration
- Educational Policies   after independence; Secondary Education Commission, Indian Education Commission, National Policies of Education, National Knowledge Commission (Focused discussion on major recommendation with special reference to Secondary Education)
- Secondary Education in 5 year Plans
- Policy perspectives in decentralization of administration and management of secondary and senior secondary education- Local Bodies, SDMC, PTA
- Administration responsibility of different levels of central and state government; types of schools, Regulation of private school; matching supply-demand aspect of secondary education.
- CABE Committee on Universalization of Secondary Education – recommendations

Unit-II: 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 Universalisation 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 – the changes it brought in secondary education

Unit-III: Curriculum Pedagogy and Evaluation in Secondary Education
- Principles of curriculum development at Secondary Level
- National Curriculum Frameworks of Secondary Education, Common Core Curriculum incorporating work centred pedagogy.
- Relevance, integration, flexibility, contextuality and plurality determinants of curriculum at secondary level
- Pedagogical content knowledge for different subjects
- CCE and school based evaluation at Secondary stage; Formative and summative evaluation; norm referenced and criterion reference evaluation
- Alternative assessment at secondary education

Unit IV: Inclusive Education at the secondary education
- Concept, need and importance of inclusive education at the secondary level
- Perspectives on Inclusive education: human rights, diversity, social justice, equity and equality
- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- Shift from segregated education and integrated education to inclusive education
- Challenges of bringing all children into secondary school

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

Sessional activities
- Prepare a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement
- 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
- Preparing a report on the existing status of the teachers, method of recruitment and salary structure
- Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve
- 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.
- Survey of educational needs of disadvantages/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 activates 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

Suggested Reading
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- 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).
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TC-1 SELF-DEVELOPMENT

Objectives : After completion of the course, the student-teachers will be able to:-
- To understand what you are and what you want to be?
- To make self exploration and self evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

Activity – 1
- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, & Harmony: with body, in family, in society, in nature, in existence
- Realization, understanding, desiring, thinking, selecting such as, *Shanti, Santosh, Anand.*
- Human Values: *Swatantrata, Swarajya, Moksha*

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

TC-2 COMMUNICATION SKILLS AND EXPOSITORY WRITING

Objectives : After completion of the course, the student-teachers will be able to:-
- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

Activity – 1
- Analysing verbal and non-verbal components of various personalities
- Practicing Extempore Speech, Debate, Role Play, Pick and Act
- Dramatization – Executing a play
- Identifying and analysing effectiveness of non-verbal components in cartoon films
- Practicing electronic communication
  (The above mentioned activities are only a few guidelines. Teachers can develop any appropriate activities as per the requirement of the students)

Activity - 2
- Writing an essay on any topic
- Writing a story with a clear message
- Writing a report on any current events
- Writing a poem
- Writing description about a given picture
- Creative Writing
- Reflective writing
  (The above mentioned activities are only a few guidelines. Teachers can develop any appropriate activities as per the requirement of the students)

Mode of Transaction: workshop sessions, assignments, presentations by students Activities and Firsthand experience

Practicum
- Workshop on Development of Expository Writing skills for seven days.
- Workshop on Communication skills for ten days.

References
- http//gujarat-education gov.in/education-citizen act-rules. htm
- www.ugc.ac.in
- www.education.nic.in
- www.scribid.com
- HNGU Handbook-I & II

TC-6 DISSERTATION

Activity – 1 : Dissertation
- Students will explore the areas of educational research.
- Identification and Statement of the Problem
- Writing Research Objectives

OEC-1 Personality Development and Communication Skills

Objectives:

At the end of the course the students will be able to:

1. develop an awareness of the concept and dimensions of personality.
2. understand the relationship between education and personality development.
3. understand the factors of mental health and the role of education in its development.
4. analyze the components of effective classroom communication.
5. develop insight into the skills of effective classroom communication.

Course Content

Unit 1: Personality Development and Education

- Education: Analysis of the concept of Education, Process and Product, Aims of Education
- Role of different agencies in Personality Development: Home, School, Society and Media.
- Personality: Concept, Nature, Dimensions – Physical, Intellectual, emotional, linguistic, moral and spiritual; Meaning and Development of Self Concept, Self Confidence, Self Esteem, Self Actualization and Leadership.

Unit 2: Mental Health and Adjustment

- Adjustment: Concept; Mechanisms of Adjustment: Direct, Indirect: Defense Mechanisms – Rationalization, Displacement, Reaction formation, Projection, Sublimation.
- Mental Health: Concept, importance, Factors affecting Mental Health: Anxiety, Frustration and Conflict: Role of education in promoting mental health.
- An analysis of the characteristics of Mentally Healthy Person

Unit 3: Communication and Education

- Communication: Concept, Nature and significance
- Types of Communication: Inter and Intra Personal Communication; Small group, Large group and Mass Communication; Modes of Communication: Verbal and Non Verbal Communication.
- Concept of Effective Communication; Barriers of Communication – Physical, Social, Semantic, Psychological, Personal and Instructional

Unit 4: Communication in Classroom

- Teaching as a communication process: Analysis of classroom communication in terms of its components – Teacher, Student, Curriculum and Methods of Teaching.
- Concept and criteria of effectiveness of classroom communication: presage, process and product.
- Role of devices (teaching learning material) and technology (computer and internet) in effective classroom communication

- Communication and Teaching Technology: Principles and methods of Teaching.   Training in Teaching - Micro Teaching: Meaning, importance and Micro Teaching Cycle
- Instructional Skills – Micro Teaching – Skill of Introducing, Skill of Questioning, Explaining, Skill of Illustrating with Examples, Skill of Stimulus Variation and

Transaction mode:

Lecture cum demonstration, Lecture cum discussion, Seminars, Panel discussion, Group discussions etc.

Sessional Work:

- Practice and feedback on specific skills of teaching (Microteachin g)
- Visit to RIMSE for personality development sessions
- Practice and feedback on communication skills

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9. Mangal, S.K(1994). *Technology of Teaching*. Ludhiana: Tandon.
10. Sampath. K (2000) et. Al. *Introduction to Educational technology*. Bangalore: Sterling Publishers Pvt. Ltd.
11. Sandhi Krishnan(1980). *Problems of Communication in Developing Countries*. New Delhi: Vision Book Pvt. Ltd.
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EDOE 1 : Educational Assessment and Evaluation

Objectives

After the completion of the course, the students will be able to

- ➢ develop an insight into different tools and techniques of evaluation.
- ➢ comprehend various models of evaluation.
- ➢ get acquinted with the construction and standardization of various types of evaluation tools and their administration, analysis, interpretation, and feedback
- ➢ apply the appropriate assessment and evaluation technique in actual classroom teaching and learning forum

Unit -1 Evaluation:

Concept, types and methods of evaluation. Conceptual analysis and discriminative features of the following concepts –measurement, testing, assessment, appraisal and evaluation. Types of evaluation- based on purpose; placement evaluation, formative evaluation Diagnostic evaluation and summative evaluation, based on content of evaluation maximum performance and typical performance based on nature of data,

Qualitative and quantitative evaluation- based on method of interpreting results of tests -. Norm referenced and criteria referenced measurement. Models of evaluation.

Unit-2 Standardization of Tools:

Issues – meaning of teacher made and standardized test, relative merits and of the use, general procedure for Standardization of tools measuring different types of variables yielding qualitative data, steps of Standardization of an achievement test, Validity –Types and methods of measuring the Validity.

Reliability- Types and Methods of measuring, factors influencing Validity and Reliability of the test.

Unit-3 Qualitative tools of Evaluation - Development and Standardization:

Taxonomy of Educational Objectives and Types of item for diffierent measuring tools for qualitative assessment measures- observational techniques, inventories, hand book record, autobiography, observation, case study, Sociometry, Grading and Standardization of these Tools.

Unit-4 School testing:

School testing, trends and Issues accountability and reform, testing in classroom interaction, main streaming, natural assessment of educational progress, current measurement, trends and issues.

Transaction mode

The course material will be transacted utilizing the different modes like

group discussion, seminar, PowerPoint presentation, project work,

activities and paper presentations.

Sessional Work

1. Construct a few test items for NRT and CRT, and subject them to item analysis
2. Establish appropriate type of validity and reliability for certain tests
3. Prepare any one qualitative tool and analyze the data obtained on it
4. Conduct sociometry and analyze the data obtained
5. Critically analyze the present evaluation procedure at different levels of schooling and teacher education programs

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2. Martuza, U.R. : Applying Norm-referenced and criterion-referenced Measurement in Education, Allyn and Baconn, Inc., Boston, 1977.
3. Nicko, A.J. : Educational Test and Measurement – An Introduction, Hart – Court Brace Jovanevich, Inc., New York, 1983.
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TC-4 - ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

Objectives: The student is able to:

- Explain the different tools and Techniques of Research.
- Examine the suitability of Tools Techniques of Research in different content.
- Elucidates the procedure of construction and validation of Tools /Techniques of Research.
- Enumerates the uses and limitations of different Tools & Techniques of Research.
- Explains the components of Research Report.
- Elucidates the difference between parameter & non parametric tests.
- Tests the significance different between two means.
- Computes chi square and interpret the results.
- Gives the meaning of ANOVA
- Elucidates the meaning of Regression Analysis.

Unit – 1: Quantitative and Qualitative Methods of Research

- Experimental – Need and significance, Nature, Validity – Internal and external, controlling variables, Designs – single group, parallel groups and rotation groups. Quasi – Experimental Designs: Non-equivalent Comparison Group Design, and Time –Series Design, Ex Post Facto Research.
- Phenomenological, Ethnography, Case Study, Grounded theory, Historical – Need and significance of Historical Research, primary data and secondary data, Sources and collection of data – Internal Criticism and External criticism and Interpretation of data.

Unit 2 Tools and Techniques of Data Collection

- Characteristics of a good tool – Concept and Types of Validity and reliability, Usability, Methods of establishing and Validity and Reliability of a tool.
- Test – Concept and Uses of Norm-Reference Test and Criterion Reference Test, Construction and Validation of achievement test.
- Tools – Rating scale. Attitude scale, Opinionnaire, Questionnaire, Aptitude test, checklist, inventory – meaning, characteristics, construction, validity and reliability.

Unit – 3 Parametric and Non Parametric Testing

- Measures of Relationship – Rank Difference. Product Moment (Direct and Scatter Diagram Methods) Biserial, Point Biserial, Tetrachoric and Phi – Computation and uses in measurement and research, concepts of Partial and Multiple Correlations and their uses in education research.
- Concept of Parametric Test & Non Parametric test, Concept of Parameter and Statistic, Sampling distribution, Sampling Error And Standard Error of Mean (large and small sample), Levels of significance, Confidence limits and Intervals, Degrees of Freedom,
- Parametric Tests: Testing of Hypothesis – Null hypothesis, Alternative Hypothesis, one tailed test and two tailed test, Type I & Type II Errors, Steps in Testing the Hypothesis, Testing significance of Means: ANOVA – Concept and uses; Regression Analysis: concept and uses.
- Non parametric tests – Chi square test: Concept, Computation and uses of chi square as a test of Independence and Contingency co-efficient.

Unit 4. Report Writing and Presentation of Results

- Need for Effective Documentation: Importance of Report Writing Characteristics of good Report Writing, Types of Research Reports: Brief reports, detailed reports, Technical reports.
- Report Writing
- Report Format: Preliminary section, Main report, Interpretations of results and suggested recommendations, Limitations of the study, References (APA Style)
- Reporting of Research findings and implications

Practicum

- Critically analyze X standard question paper in terms of norm referenced and criterion referenced test, weight age given to objectives and content.
- Preparation/ construction and validation of any one of the tools/ techniques.
- Collect two studies for each method of research and comment on the method followed.
- Critically examine the given research report with respect to structure, components, style of writing and bibliography.
- Collect 2 cases each for different types of measures of relationship and comment on its suitability.
- Collect any 10 examples, 5 from parametric studies and 5 from non-parametric studies from offline sources.
- Collect from offline resources any 10 studies in which 't' test for independent sample.(for small and large samples)
- Collect from offline resources any 10 studies in which 't' test for correlated samples. (for small and large samples)
- Preparation, administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.
- Identify five quantitative research problems and prepare at least five research questions for each with clear research title.
- Conduct a training program on the use of digital library especially for Secondary sources and reference material, such as dictionaries and encyclopedias.
- A critical analysis of the scope, merits and limitations of various approaches of Quantitative research.
- Identify an experimental educational research problem and prepare their research designing with justification.

Mode of Transaction : Lecture-cum-discussion, workshop sessions, assignments, presentations by students

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CCS-ELE2: ELEMENTARY EDUCATION -2

Objectives

The course intends to**:**

- Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies 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
- Provide opportunity to develop critical understanding about significance of transitions in elementary education

Unit I: Organisations, Institutions and Agencies of Elementary Education

- Organizations 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: Support System at Elementary stage of education

- ICDS and its convergence with Elementary education - Transition from preschool to elementary school
- Assessment and intervention for school readiness
- School guidance services and counseling, school health service, scouts and guides
- Early identification and intervention for children at risk – support of multi disciplinary team
- Teacher associations / federations unions and organizations at National and State levels
- Family and community- importance of their role in elementary education
- Transition from elementary school to secondary school: Moving towards USE

Unit-III: 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 - utilizing 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: Educational Management Information System (EMIS) and Research in Elementary Education
- Role and functions of EMIS, U-DISE, monitoring for quality enhancement
- Utilization of EMIS data for planning, research and feedback for improvement
- Current trend of research in elementary education in India and abroad – gaps and priority areas
    - administration, management and leadership
    - issues related to elementary education (covered in unit III)
    - implementation of programs, schemes at the elementary level
    - classroom practices
    - teacher competency

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 analyze 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 Sathyarthi, 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 analyze their difficulties/participation/success
- Analyze and compare U- DISE data of any two states available at the NEUPA website
- Analyze and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#)

* The sessional activates are only suggestive.

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.
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CCS-SEC2: SECONDARY EDUCATION -2

Objectives

The course intends to**:**

- Analyze the role of various organizations, 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 and advocacy in bringing positive changes in secondary education

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

- Organizations and Institutions in administration and management of secondary education

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

    -at the 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)

- International Agencies – Important UN Organizations - UNICEF, UNESCO, WHO, IBE –their work in school and teacher education
- NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

Unit-II: Support Services at Secondary Level

- Relevance and quality of present Secondary Education for upward mobility
- Different streams of vocational education at senior secondary stage; Mapping of vocational training institutes; institutes of National importance for vocational education.
- School Guidance and counseling, career guidance, health service, Scouts and Guides, alternative system
- Early identification and intervention for adolescent with risk (substance abuse, HIV/AIDS)
- Function of Students' clubs as support mechanism to students' abilities
- Teacher associations/federations and organizations at National and State levels as support agencies
- Family and community- importance of their role in secondary education
- Secondary school teacher as a School Counselor

Unit-III: Issues and Challenges in Secondary Education

- Problems and challenges related to universalisation of Secondary Education

- Quality concerns in secondary education – classroom processes, learning achievement, teacher and teacher preparation
- Problems / challenges/ strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities
- Problems of education for girls, disadvantaged and children with special needs
- Classroom problems discipline, under achievement, lack of motivation, delinquency and maladjustment
- Administration and management System of secondary education

Unit-IV: Educational Management Information System (EMIS) and Research in Secondary Education
- Role and functions of EMIS, U-DISE, monitoring for quality enhancement
- Utilization of EMIS data for planning, research and feedback for improvement
- Comparative analysis of researches in different countries with special reference to secondary education programmes
- Current trend of research in elementary education in India and abroad – gaps and priority areas
  - administration, management and leadership
  - issues related to elementary education (covered in unit IV)
  - implementation of programs, schemes at the elementary level
  - classroom practices
  - Teacher competency

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
- Collect data regarding enrolment of CWSN in a district from MIS and develop a research proposal to analyze 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 cluster and analyze the factors
- Collect information about the existing scenario of adolescent education and 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 analyze their difficulties/participation/success
- Analyze and compare U- DISE data of any two states available at the NEUPA website
- Analyze and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#)

* The sessional activates are only suggestive.

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

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
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PC-4 PHILOSOPHY OF EDUCATION

Objectives : After completion of the course, the student-teachers will be able to:-
* understand the concept, scope and application of Philosophy of Education.
* discriminate different philosophical branches
* appreciates the role of education in the development of an individual and society in their cultural perspective.
* understand the relationships of schools and society.
* cultivate the habits of independent thinking of changing concept and understanding in educational discipline

Unit-1 Philosophical Perspectives in Education
* Concept, Characteristics, Scope, Aims & Functions of Education and Philosophy
* Concept & Significance of Philosophy of education
* Relationship between philosophy and education
* Philosophical Systems – Epistemology, Axiology and Meta-physics – meaning, nature & educational implications

Unit-2 Schools of Philosophy and their implications for Education
* Indian Schools of Philosophy – Vedic, Buddhism, Jainism, Islamic
* Some major schools of Philosophy : Idealism, Naturalism, Realism, and Pragmatism, - their contribution to present day education.
* Educational Thoughts of Indian Philosophers – Swami Vivekananda, Mahathma Gandhi, Dr. B. R. Ambedkar, Rabindranath Tagore, Jiddu Krishnamurthy.
* Educational Thoughts of Western Philosophers – Paulo Friere, Ivan Illich, Frobel, John Dewey, Rousseu,

Unit-3 Philosophical Vision of Learning
* Concept and aims of modern education with special reference to Delor' s commission (UNESCO, 1997)
* Child centric and Life centric education.
* Functions and scope of education -Individual and social perspective
* Education as propagation of values.

Unit-4: Emerging Trends in Philosophy
* Human Nature & Ethics in the Context of Increasing Crime and Deteriorating Values
* Social Philosophy: Personal Growth & Philosophy
* Post-modernism & objectivism
* Research Trends in Philosophy of Education

Mode of Transaction : Lecture-cum-discussion, workshop sessions, assignments, presentations by students
Practicum

* Readings of original texts of Swami Vivekananda / Rabindranath Tagore/M.K. Gandhi/ Dr.B.R.Ambedkar / John Dewey/Paulo Friere / J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
* Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialization of the child, critical analysis of the ways in which schooling, teaching-learning and

curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.

- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.
- Visit a school to study the philosophical background of the school; and prepare a report based on it.
- Debate on Epistemology to acquire form the people valid knowledge/ Axiology.
- Conduct a play on educational contribution of Swami Ramsaran Ji Maharaj.
- Analyze a school activities in the light of Ideas of any thinkers.
- Prepare a report after Reviewing common factors to inculcate among Indian philosophy.
- Identify the common factors between Indian & western philosophies.

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TS-3
ADVANCED METHODS OF TEACHING

Unit – 1: Organization of Teaching

Teacher functions, operations and activities in teaching; classroom management, facilities and feedbacks; Teaching tactics, selecting appropriate teaching tactics: Signal learning structure and teaching tactics, Chain learning structure and teaching tactics, Multi discrimination learning structure and teaching tactics, Concept learning structure and teaching tactics.

Unit – 2: Strategies of Teaching and Interaction Teaching

Meaning of teaching strategy; types of teaching strategies; autocratic-lecture, demonstration, tutorial, programmed instruction. Democratic – discussion, discovery, heurism, project strategy, brainstorming, role playing, independent study, sensitivity training, recapitulation, drill work, review, assignment, inductive, deductive strategy; Modular approach.

Concept and dimensions of interactions; interaction analysis, Flanders category systems, assumptions of FICS, 10 x 10 Matrix and its interpretation, uses of interaction analysis to a teacher.

Unit – 5: Teaching Effectiveness and Teacher Assessment

Concept, principles and criteria: Presage, process and product variables; Sources for deriving teacher competencies, Measurement of problems of teacher competencies; General Strategies for assessment – performance and competency based assessment, Performance appraisal.

Use and interpretation of observation techniques, rating scales, Attitude scales, Inventories, Performance tests and achievement tests in teacher assessment.

Unit – 4: Research Perspectives.

Acquaintance with important research finding with special reference to methods, efficacy of different models of teaching, research in teacher effectiveness, Trends, priorities and gaps.

TS-3 ECONOMICS OF EDUCATION

Objectives:

1. To develop awareness among students about the importance of economics to the field of education.
2. To develop understanding about education both as consumption and investment.
3. To develop understanding about the benefits and the costs of education and its role in human and economic development.
4. To develop various abilities to understand the internal efficiency of the system of education.
5. To enable them to understand the contemporary developments in economics of education.
6. To enable them to understand the relationship between educational management, planning and finance.
7. To enable them to understand the impact of new economic reforms initiated in India and their implications to the field of education

UNIT - I Introduction to Economics of Education

Unit-1

Economics of Education - - concept and scope of Economics of Education. Relationship between Economics and Education

Education as Human Capital - Critiques of the concept of Human Capital.
Nature of Micro and Macro Economics - Schools of Economics and their relationship with Education.
Brief Historical development of Economic thought and its relevance to Education.
Concept of Political Economy of education.

UNIT - II Costs and Benefits of Education

2.1 Taxonomy of Economic Costs and Benefits.
2.2 Determinants of Educational Costs.
2.3 Problems in the Measurement of Costs and Benefits in Education.
2.4 Cost-Benefit Analysis in Education.
2.5 Concept of Rate of Returns and Returns to Education.

UNIT - III   Economic Development and Efficiency in Education

3.1 Concept and Sources of Economic Growth
3.2 Contribution of Education in Economic Growth
3.3 Contemporary Perspectives on Human Development
3.4 Input-Output Relationships and Internal and External Efficiency in Education
3.5 Basic concepts and measurements in National Income Accounting.

UNIT - IV   Economic Reforms and Education

4.1 Relationship between Poverty, Schooling and Education

4.2 Understanding Market and Marketization of education Relationship between Market and Education

4.3 Privatization of State Education - Public - Private partnership in education

4.4 Globalization and Education - Role of International Institutions: IMF, WB & WTO

4.5 Economic Liberalization Policies in India and their impact on Education.

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12. Education – Man power – Economic growth – Horbison and Mayer
13. Economics of Education, John Sheeham
14. Investment in Education, V.K.R.V. Rao

TS-3 INCLUSIVE EDUCATION (DIFFERENTLY ABLED) AT ELEMENTARY LEVEL

Objectives : After completion of the course, the student-teachers will be able to:-
- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.

Unit- 1: Introduction to Inclusive Education (IE)
- Conceptual Clarification and Definition
- Prevalence, Myths & Facts
- Types of inclusion
- Historical perspective of Inclusive education in India & world
- Advantages of inclusive education for education for all children in the context of right to education

Unit -2 : Factors Related to Inclusion
- Access – In terms of proximity gender and socially backward children, minorities, physically challenged, Programme to equate deprived children.
- Barrier Free Environment (BFE): from Biwako Millennium Frame Work and BFE manual by CCD, New Delhi.
- Enrolment – Reasons for nonenrolment, probable strategies from educational social point of view, gross enrolment and net enrolment. Role of Community / Parents / Teachers in achieving 100% achievement.
- Achievement – Reasons for under achievement, strategies for enhancing achievement levels.

Unit -3: Education for All
- Constitutional Provisions, important Articles and their educational implications for General and disabled population.
- Right to Education (RTE)
- Educational Placements for Children With Special Needs (CWSN)
- Universalization of Elementary Education
- Acts on Child Rights

Unit – 4: Planning for Inclusive Education
- Meaning, concept and need of planning of Inclusive Education
- Models of IE, Components of IE ;
- Planning – Onsite assessment of resources, Team Collaboration, Time table preparation, and Planning an IEP & Curriculum adaptation & NCF 2005 recommendation.

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TS-3 **INCLUSIVE EDUCATION (DIFFERENTLY ABLED) OF SECONDARY/SENIOR SECONDARY LEVEL**

Objectives : After completion of the course, the student-teachers will be able to:-
- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Preparation of teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.

Unit – 1 : Introduction, Issues & Perspectives of Inclusive Education
- Definition, concept and importance of inclusive education.
- Historical perspectives of inclusive education for children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children in the context of Right to Education.
- N.C.F and adaptation of teaching learning material

Unit – 2 : Policy Perspective
- Recommendations of Indian Education Commission (1964-66).
- Scheme of Integrated Education for Disabled Children
- National Policy on Education (NPE, 1986-92).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- Promoting Inclusion Preventing Exclusion
- The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

UNIT – 3 : Diversity in the Classroom
- Diversity- Meaning and definition.
- Disability – Legal definition, discrimination.
- Giftedness.
- Concept, Nature, and Characteristics of Multiple Disabilities.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.

- Techniques and methods used for adaptation of content , laboratory skills and play material

Unit – 4 : Teacher Preparation and Inclusive Education
- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Mode of Transaction : Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum
- Make a critical appreciation of Right to Education Act in the context of inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Study & review any two national policies in the light of inclusive education.
- Critical analysis of N. C. F 2005 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.

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TS-3
Technology of Teaching

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Objectives

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

- Analyse the aspects of technology.
- Analyse role of technology of teaching in education.
- Apply the knowledge of technology of teaching in education.
- Explain the concept of teaching and technology of teaching.
- Differentiates between the terms technology of teaching, educational technology and instructional technology.
- Analyse the relationship between teaching, instruction and learning.
- Analyse teaching based on different theories of teaching.
- Prepare lesson plans according to different models of teaching in his/her teaching subject.
- Demonstrates the skills, strategies and techniques of teaching.
- Differentiates group and individualized strategies of teaching.
- Prepare programmed learning materials.

Course Content

Unit-1 Teaching and Technology of Teaching

Teaching- concept, nature, criteria, definitions of teaching – Descriptive definition of teaching, teaching as success, teaching as an internal activity, teaching as a normative behaviour, and scientific definition of teaching.

Theories of teaching- meaning, nature, need, and types- Formal, Normative and Descriptive theories of teaching.

Technology of teaching- concept, nature and scope, difference between educational technology, teaching technology, instructional technology, behavioural technology.

Sources of knowledge for technology teaching – social, psychological and technological sources.

Unit-2 Strategies and Tactics of Teaching

Strategies and tactics- Meaning, nature and difference between strategies and tactics. Teaching Strategies – content based and learning based strategies. Approaches to learning – Large group, small group and self learning approaches.

Large group approaches – Lecture, team teaching, symposium, narration – Meaning, Types, steps, organization, merits and demerits.

Small group approaches – Group discussion, panel discussion, Role playing, Brain storming – Meaning, context of use, organization and instructional potential.

Self-learning – Personalized system of instruction, project work, computer assisted instruction, Multimedia package – Meaning, stages, merits and demerits.

Unit-3 Models of teaching

Meaning, objectives, nature, salient features. & elements (fours, syntax, support system, social system, principles of reaction, instructional and nurturant effects)

Information Processing Family- concept Attainment, Inductive Thinking- Inquiry Training, Advance organizer Models of Teaching.

Personal Family- Non-Directive Teaching, Synectics, Awareness Training models of teaching.

Social Family-Group Investigation, Jurisprudential, Social Simulation, Social Enquiry models of teaching.

Behavioral Family-Contingency Management, Desensitization, Assertive Training Models of teaching.

Unit-4 Issues and Emerging Trends in Technology of Teaching

Technology for Distance Education, skill based teaching, competency based teaching, Evolving Instructional strategy, Principles of Instructional design; Endrogogy, Factors influencing Teaching learning process – Personality of teacher, Mastery of subject, Commitment, Changing role of Teacher – Reflective practitioner, Facilitator.

Transaction mode

The course material will be transacted utilizing the different modes like, group discussion, seminar, PowerPoint presentation, project work, activities.

Sessional Work :

The student has to perform the following practicals.

1. undertake teaching sessions using different strategies and techniques of teaching.
2. Organise microteaching sessions.
3. Prepare lessons plans for 8th, 9th, 10th, curriculum according to different models of teaching.

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TS-3 GLOBALIZATION AND ENERPRENUERSHIP IN EDUCATION

Objectives: Upon completion of the paper the students will be able to:

1. Gain knowledge and understand about the meaning and importance of globalization, liberalization and privatization
2. Understand the Importance of Education on Globalization
3. List the salient features of Globalization affecting Teacher Education
4. Understand the concept of entrepreneurship and opportunities for Education

5. Establish and efficiently manage non-governmental organizations in the field of Education
6. Understand the schemes and programmes for promotion of the culture of Entrepreneurship in India
7. Undertake entrepreneurship projects in the field of Education

Unit-1: Globalization and Education

1.1 Globalization- concept, meaning and history of Globalization

1.2 Historical perspectives in Globalization

1.3 Globalization and the changing society

1.4 Globalization and education- the commercialization of knowledge and higher Education, Globalization and the Governance of Education, Globalization and the Incorporation of Education

1.5 Influence of modern technologies on Globalization of Education Web based technology, on-line learning, Digital library

Unit- 2: Globalization and Teacher Education

2.1 Role of Education in Globalization

2.2 Recent salient features of Globalization effecting Teacher Education-competency based teaching, Effectiveness based teaching, Performance based teaching and Innovations based Teaching.

2.3 Quality Teacher Education in the context of Globalization- Total Quality Management-Communication ability, Self Evaluation, Continuous Assessment and systems approach

2.4 Professional Ethics and Globalization- Teacher commitment and Values

2.5 Continuous comprehensive evaluation for quality improvement in Teacher Education

Unit- 3: Entrepreneurship in Education

3.1 Entrepreneurship- concept, types, problems

3.2 Role of school in teaching entrepreneurship

3.3 Integration of entrepreneurship in school subjects.

    3.3.1 Entrepreneurship and Language subjects.

    3.3.2 Entrepreneurship and Science

    3.3.3 Entrepreneurship and Social Science

    3.3.4 Entrepreneurship and Mathematics

    3.3.5 Entrepreneurship and Art Education

3.4 Benefits of Entrepreneurship Education

Unit- 4: NGO's and VO's in Education

4.1 Concept of voluntary and Non-Government organization

4.2 Legal foundations of NGO's and VO's in India

4.3 Objects and functions of NGO's and VO's

4.4 Establishment and Managements of NGO's and VO's in Education

4.5 SWOT analysis of India Entrepreneurship

4.6 Entrepreneurship in the era of Globalization.

Practical/Activities:

1   Report on functioning of any foreign University centre in your locality

2   Study the Problems of foreign students enrolled in Post-Graduate Departments of Indian Universities
3   Evaluation of faculty exchange programmes between Indian and foreign Universities
4   Survey and report on N G O's activities in the field of Education
5   Study of administrative set up of N G O's
6   Visit an Educational institution and collect all the details about the procedure to Be followed and the preparations to be made to start an educations
7   Select a few private tutorials in your area and study the commercial availability by considering the cost and income. Also find out whether the return is adequate for the investment made

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Objectives :

After the completion of this course, the student will be able to:

- Recognize and describe the role and function of the HRD.
- List and discuss various needs assessment tools.
- Examine the use of performance appraisal systems for promotions, training strategies, and career planning.
- Differentiate and explain the various uses of training, education, and career development in the workplace environment.
- Describe the performance appraisal interview as a tool for coaching and employee development.
- Discriminate between actual training needs versus problems requiring non-training solutions.
- Explain career development and its value to individual and organizational development.
- Examine various models for training and development.
- Discuss social issues related to HRD.
- Identify the factors impe
- Examine the role and function of an assessment center

Course Content

Unit-1 Human Resource Development and its Approaches:
        Concept of Education and H R D, Importance of Education in H R D. Needs for HRD, Manpower Requirements and HRD, Human development and HRD, Role of HRD in planning;
Approaches to HRD; Human capital Approach, Social Psychological Approach; Educational leadership for HRD: Rationale and Assumptions Conserving HRD, Human resources and Economic and National Development, Barriers to HRD.

Unit-2 Human Abilities and HRD:
        Concept and identification; Creativity, Attitude, Communication, Interpersonal relationship, Team Building, Leadership, Motivation; Nurturing Human Abilities; Role of Education.

Unit-3 Human Resource System ;
        Human Resource System: Concept, Task Analysis Matching person to job: Recruitment and placement, Role definition, Developing the person in the role: Performance appraisal, Performance Review and Counseling, Career Planning and Development; Organizational Development, Reward Management and HRD.

Unit-4 Issues in HRD
        Quality of Work Life, Job enrichment, Role effectiveness, Organizational effectiveness, Organizational Culture Organizational Climate; Manpower planning, HRD Evaluation; Impact of Globalization and Liberalization on HRD, Management of HRD in Service sector Education.

Transaction Mode:
        Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, CAI, Document analysis

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COURSE – 11 : INTERNSHIP IN SPECIALIZATION
(Elementary or Secondary / Senior Secondary Level)

Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or co-curricular activities/material or any innovation.
A journal should be maintained by the student in which he/she records one's experiences, observations, and reflections during internship.
Working with community based on any project of social welfare. (submission of activity report)
Preparing a suggested comprehensive plan of action for some aspects of school improvement
The student-teacher will also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment
Analysis of text book from peace perspective
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.
Make lesson plans at least 10- different methods in which 5 must involve students. Student could develop their own method (fusion based) with the help on teacher educator and deliver in school
Delivery of Four lessons in a school teaching subject (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices. It must be seconded by the subject teacher.)
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not.
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children's everyday experiences.
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.
Conduct a programme in school with/in association of local artisans/workmen in school activities.
On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.
On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be undertaken in education and allied areas.

COURSE – 15 : DISSERTATION

- **Activities**
  - Plan a research design
  - Selection of Tool, Collecting and Quantifying of data
  - Tabulation of data