



UNIVERSITY

OF MYSRE

**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.

Programme Outcomes.

After the completion of the programme the students will be able,

- To provide opportunities for students to extend as well as deepen their knowledge and understanding of education, specialize in selected areas.
- To 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.
- To develop in the future practitioner a deep and critical awareness of professional ethics.
- To develop the ability to critical thinking and reflective practices in teaching-learning.

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/ST/OBC/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 Two year M.Ed will comprise of the following components,

| 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.

* 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:

3. Personality Development and Communication Skills
4. 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 8 th week |
| Mid term assessment - C2 | 3,4 | 25 % | End of 16 th 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 Statistics | 4 | 2L + 2T = 6 | 100 |
| 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 * | 4 | 2L + 2T = 6 | 100 |
| OEC- 2 Educational Assessment & Evaluation * | | | |
| 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 * | 4 | 2L + 2T = 6 | 100 |
| OEC-4 Peace Education * | | | |
| 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 done so 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 | | | |
| II | MED – PC2 | History Political Economic Foundations of Education | 15 | 15 | 70 | 100 |
| | MED - TS-ECPA1 | Curriculum Pedagogy & Assessment | 15 | 15 | 70 | 100 |
| | MED - TS-EPF1 | Educational Planning and Finance (Secondary) | 15 | 15 | 70 | 100 |
| | MED - TS-EC-I-1 | Education of the Challenged-I | 15 | 15 | 70 | 100 |

| | | | | | | |
|------------|---------------------------------|---|----|----|----|------------|
| | MED - TS-ET1 | Education Technology at Secondary/Senior Secondary Level | 15 | 15 | 70 | 100 |
| | MED - TS-PTG1 | Principles and Techniques of Guidance | 15 | 15 | 70 | 100 |
| | MED - TS-ESD1 | Education & Sustainable Development | 15 | 15 | 70 | 100 |
| | MED - TS-EAE - 2 | Education Assessment and Evaluation | 15 | 15 | 70 | 100 |
| | MED - TS-EAML- 2 | Educational Administration, management & Leadership of Secondary/Senior Secondary Level | 15 | 15 | 70 | 100 |
| | MED - TS- EC-II-2 | Education of the Challenged-II | 15 | 15 | 70 | 100 |
| | MED - TS- ICTE 2 | Information, Communication and Technology in Education | 15 | 15 | 70 | 100 |
| | MED - TS- CPP 2 | Counselling-Principles and Processes | 15 | 15 | 70 | 100 |
| | MED - TS- PE 2 | Peace Education | 15 | 15 | 70 | 100 |
| | MED -TE-INT | Internship in Teacher Education | 15 | 15 | 70 | 100 |
| | MED - TC6 | Dissertation | 15 | 15 | 70 | 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-EHRD 3 | Education and Human Resource Development | 15 | 15 | 70 | 100 |
| | MED - TS- GEE 3 | Globalisation & Entrepreneurship in Education | 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 | | | | 2200 |

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 | <ol style="list-style-type: none"> Perspective Courses in the areas of: Philosophy of Education, Sociology History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. 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) 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. | <p>The Specialization branches in one of the school stages: Elementary Level (upto VIII), or, Secondary and Senior Secondary Level (VI to XII), each with:</p> <ol style="list-style-type: none"> Core courses, within elementary/secondary specialization, focusing on mapping the area Specialization/elective clusters in thematic areas pertinent to that stage, such as: <ul style="list-style-type: none"> - 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: <ol style="list-style-type: none"> A Teacher Education Institution (TEI), and 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 (except ECP) will be of 4 credits, the evaluation of which will be decided by the teacher educator. Each 4 credit course will have 0 marks.
- Credit: 4 means {Lecture per week: 2 (one hour each) = 2 credits
- Tutorial per week: 2 (two hours each=4 hours) = 2 credit
- Field work/practicum per week:
- 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
- $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$
- where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th 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.
- $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$

| 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 (S _i) | | | | 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.

SYLLABUS

SEMESTER – I PC 1 : EDUCATION STUDIES

Outcomes :

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 foundation 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, Psychological evidences, Sociological foundations, Management Science, Political 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, Balaganadhar 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.

Pedagogy : 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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- Desai, Sonalde, Amaresh Dubey, B.L. Joshi, Mitali Sen, Abusaleh Shariff and Reeve Vanneman. 2010. *India Human Development in India: Challenges for a Society in Transition*. New Delhi: Oxford University Press.
- *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.
- Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", *International Journal of Constitutional Law*, 2 (1): 148–158, Oxford University Press.

PC-3: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Outcomes : after the completion of the course the 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 –Chomsky'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, Cattell, 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-Psychophysiological, 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, Kohler's 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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COURSE – 4 : INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

Outcomes : 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 problems
- Identification of ten Educational Research problems from current educational programmes and enumerate the research questions and objectives
- List 10 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 quote 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 05 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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- Sterling Publishers Pvt. Ltd.
- Travers, R.M.W. (1969) An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd.
- Van, Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction, New York: McGraw Hill Co.

TEC-1 TEACHER EDUCATION - I

PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

Outcomes : 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 of the 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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16. Report of the University Education Commission (1947-48)
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CCS1 : SECONDARY EDUCATION-I

Outcomes : After completion of the course, the student-teachers will be able 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 activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions

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).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
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TC-1 SELF-DEVELOPMENT

Outcomes : 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

Outcomes : 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
SEMESTER – I
INTER-SEMESTER BREAK (ISB)

Activity – 1 : Dissertation

- Students will explore the areas of educational research.
 - Identification and Statement of the Problem
 - Writing Research Objective
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OEC-1 Personality Development and Communication Skills

Outcomes : 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 (Microteaching)
- Visit to RIMSE for personality development sessions
- Practice and feedback on communication skills

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2. Bigner I. J (1983). *Human Development*. New York: Macmillan Publishing Co.
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8. Kumar, K. L. (2000). *Introduction to educational Technology*. New Delhi: New Age International Publishers.
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.
12. Sharma, K. A. (2001). *Foundations of Educational Technology-Theory, Practice and Research*. New Delhi: R. Lal Publishing House.

EDOE 1 : Educational Assessment and Evaluation

Outcomes : 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 acquainted 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 different 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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SEMESTER – II

TS-1 CURRICULUM, PEDAGOGY AND ASSESSMENT (ELEMENTARY)

Outcomes : After completion of the course, the student-teachers will be able to :

- Understand various schemes & programmes of Govt. for elementary education.
- To make effective practices with various curriculum transaction strategies.
- To practice research trends in elementary education
- To actively engage with students after getting perception on various forms of learners engagement & pedagogies.
- To select and use appropriate assessment to meet the needs of the students.
- To practice continuous assessment of students for all round development.

Unit – 1 : Issues & Concerns in Elementary Education

- SSA : Concept and Function
- Major quality dimensions of elementary education and Quality monitoring tool of NCERT.
- Quality issues at upper primary stage:- teacher qualification, competency, subject specific deployment in schools, academic support through BRCs/CRCs, training needs of teachers, classroom based support and supervision issues.
- Alternative Strategies for achieving UEE -
 - Schemes and programmes to achieve UEE – OBB, APPEP, DPEP, SSA, Janashala, NPEGEL, Mid Day Meals, Free Text Books, School Readiness Programmes, Residential Schools.
 - Open schools Schools and National Institute of Open Schooling.
 - Non-formal Education System
 - Role of NGOs.

Unit – 2 : Teachers and Curriculum Transaction Strategies

- Teachers and Pedagogical Attributes
- Capability Building, Reform Needs and Improvement of the System; Building Accountability
- Analysis of Elementary Education Curriculum
- Role of ICT
- Research Trends in Elementary Education

Unit – 3 : Pedagogy

- Child centered pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
- Pedagogical analysis of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning.
- Innovative Educational Programmes in India
 - EKALAVYA (Madhya Pradesh);
 - Mirambika Elementary Teacher Education programme (Gujarath)

- The Anveshana experience;
- Lok Jambush Rajasthan.

Unit – 4 : Assessment Process

- Pupil Assessment Techniques
- National Expert Group on Assessment in Elementary Education (NEGAE)
- Concept of Evaluation & CCE
- Continuous and comprehensive evaluation
- Types of evaluation
- Summative – formative
- Diagnostic
- Programme evaluation
- Achievement test – Essay type, Short type and Objective type
- Student records
- Cumulative records
- Progress reports, grading system, class school, School Grading.

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

Practicum

- Make a critical review on schemes and programmes to achieve UEE in your state.
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
- Visit DIET of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- Conduct an orientation program on building accountability
- Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy
- Find out the best learning engagement method of elementary level student, after experience with them.
- Prepare a report after analysing the innovative educational programmes in India

TS-1: CURRICULUM, PEDAGOGY AND ASSESSMENT (SECONDARY AND SENIOR SECONDARY LEVEL)

Outcomes :

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

- Understand the problem and challenges related to secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after Independence.
- Reflect on various issues related with secondary education
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.

Unit – 1 : Quality in Secondary Education

- Concepts, indicators of quality, setting standards for performance
- Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers

(different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE, etc.

Unit – 2 : Issues & Concerns in Secondary Education

- Challenges related to universalization of Secondary Education.
- Problems and Strategies of Alternative Schooling at Secondary school Stage.
- Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities.
- Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems.
- Problems of classroom discipline, under achievement, lack of motivation, slow learners, delinquency and maladjustment.
- Issues of quality in secondary and senior secondary education.
- Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.

Unit – 3 : Secondary Education Curriculum

- Concept, components and determinants of curriculum.
- Principles of curriculum construction.
- Criteria for selection and organisation of content and learning activities. Secondary School curriculum: features, principles, relevance.
- Critical appraisal of present Secondary School curriculum in the state.

Unit – 4 : Assessment and Evaluation in Secondary Education

- Meaning nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.
- New trends in evaluation – grading , internal assessment ,semester system, CCE
- Critical appraisal of the present evaluation system at secondary school level.

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

Practicum

- List out the training programmes organized by NUEPA/NCERT in previous sessions and find out number of teacher educators benefitted from it mentioning various current issues of training.
- List out the nation parameters of quality education in India and examine the quality of secondary education in your state.
- Critical review on education management system of secondary school education
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
- Visit secondary teachers training in your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- Evaluation of assessment process in any school and write about its merit and demerits.

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TS-1 POLICY, ECONOMICS AND PLANNING (ELEMENTARY)

Outcomes : After completion of the course, the student-teachers will be able to:-

- Gain insight into the vision and mission of Elementary Education in the country.
- Develop understanding for enhancing learner’s achievement.
- Reflect on various concerns of Elementary education
- Gain insight into factors promoting success and participation in quality in Elementary education.
- Develop understanding about quality dimensions of Elementary education

Unit – 1 : Vision and mission

- Vision and Mission of Elementary Education
- School Systems across the States
- 12th Five-Year Plans –Objectives, key issues and focus.
- Constitutional Provisions, Right to Education and its implications
- Quality Assurance in Elementary Education
- Innovative Approaches: Activity Based learning Experiment
- Responsibility between the Union Government and the States.

Unit – 2 : Concerns in Elementary Education

- School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School
- Systemic Reform- Strengthening Community Participation; Role of PTC/ MTC/SMC
- Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
- Inspection, Supervision and Monitoring

Unit – 3 : Policies and Programs of Elementary Education

- District primary education programme-goals and strategies.
- Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

Unit – 4 : Economic and Planning of Elementary Education

- Meaning, nature and scope
- Economic development and financing of education
- Financing of education in India: Center- State relationship, mobilization of resources
- Write a report on Criteria of resource mobilization and resource utilization
- Cost – benefit analysis in Education

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

Practicum

- Conduct a play in school to generate awareness among students & teachers on Child Right.
- Case study of a school or some innovative practice under SSA
- Preparation of research design on a theme, discipline and RTE act. 2009
- Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to Elementary education.
- Write a report on Criteria of resource mobilization and resource utilization
- Each student is required to prepare and present in a seminar a status report on economic development & financing of education.

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EDSC 2.4: Educational Planning and Finance (Secondary)

Outcomes : After completion of the course, student-teachers will be able to,

- Explain the importance of planning, Types of planning, Approaches of planning
- Discuss the structure and function of secondary school

- Analyze the recommendations of various policies on secondary education.
- To develop an understanding on the principles and techniques of educational planning.
- Explain the concept of educational finance.
- **Identify the suitable approach of planning**

Unit-1 : Educational planning

- Concept, Need, Importance of planning, Types of plans.
- Approaches to planning – Social demand, Man power, Rate of retention, Cost-benefit approach, Timbergan model.
- Database demographic, economic, financial, institutional utilization of statistics - teacher, student, classroom, institution, infrastructural development.
- Concept, Scope and Nature of Institution Planning,
- Need and importance of Institution Planning, Types of Institution Planning, Process of Institution Planning in India.

Unit-2: Introduction to Secondary & Senior Secondary Education

- Meaning, Aims, Objective of secondary & Senior Secondary education.
- Purpose, function and Indigenous system of Secondary education.
- Secondary Education in India – Historical Perspective, Pre and Post-independence.
- Constitutional Provisions and central- State relationship in India.
- Recommendations of various committees and commissions - Secondary Education Commission, Kothari commission, NPE-1986, Ramamurti Review Committee, Janardhan Reddy Committee, Programme of Action-1992, Yashpal Committee, RMSA and NCF-2005.

Unit-3: Educational finance

- Nature and Types of Finance, Principles of public finance and its application to educational finance.
- Concept, Need and importance of budget, process of budget making.
- Accounting and quality auditing – Concept, Need, Procedure.
- Resources for education – Classification, Identification, Mobilization, Utilization etc.
- Resource allotment at various level and functional outlay.

Unit-4: Principles and Techniques of Educational Planning

- Formulation of aims and objectives, Methods and techniques of planning.
- Approaches to Educational Planning,
 - Social demand approach
 - Man-power approach
 - Cost benefit approach
- Concepts
 - Optimal analysis
 - Input and output
 - Marginal analysis
 - Programming
- Target and control figures, Tools for Planning, New approach to planning. Planning, Adoption, Execution.

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, Brain Storming

Sessional Work :

1. Prepare a budget for a teacher training institution (D.Ed, B.Ed, Composite College)
2. Visit a n institution and prepare a report regarding receipt and utilization of grants
3. Prepare a draft plan for improving the present status of a teacher training institution
4. May take up any other relevant activity regarding planning and financing for educational development

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TS-1 Education of the Challenged - I

Outcomes: After studying this Course the students will be able to,

- Explain the basic concepts in Special Education
- Trace the history of Special Education
- Differentiate the concepts relating to Disability, Impairment and Handicap
- Trace the changes in the terminology to designate challenged children
- Describe the natures classification of Mentally challenged
- Develop skills of identifying and assessing Mentally challenged
- Explain Curriculum and strategies of Mentally challenged children
- Explain the nature, types, causes of Learning Disabilities
- Describe the strategies of assessing Learning Disabilities
- Explain the nature, causes and types of Learning Disabled children
- Explain the methods and techniques of teaching and managing Learning Disabled children

Unit- 1 Introduction of Special Education

- Basic Concepts-Exceptionality, Special Education changing terminology.
Concepts of Disability-Disability, Impairment, Handicap, Challenged Children;
Classification of Disabled Children

- Approaches to Special Education-Segregation –effects of negative labelling, merits and demerits of Segregation; Integration, Concept of Inclusive Education; merits and limitations of Integrated approaches, Concepts of Normalization, Main streaming
- Historical development of Special Education in India and Abroad(European Countries and USA)
- Programmers of IED in India, Disability Act 1995
- Education Commissions recommended action about Special Education

Unit-2 Education of Mentally Challenged

- Concept of Mental Retardation- Definition, Nature, Classification- Changing Criteria of Classification. Tools and techniques assessment of Mental Retardation- clinical types of Retardation
- Etiological factors, prevention of Retardation- Impairments associated with retardation; - Effects of Retardation on development
- Education of Educable Mentally Retarded (EMR)- meaning, characteristics, Teaching principles and procedures
- Training of Trainable Mental Retarded (TMR)- Meaning, characteristics, principles and procedures of training programs
- Managing Severely Retarded- principles and procedures- Legal provisions and facilities for Mentally Challenged- Educational provisions for the Mentally Challenged in Karnataka
- Problems of managing Mentally Challenged in home setting

Unit-3 Management of Brain Injured Children

- Cerebral palsy; Meaning and types; characteristics of different types; needs and problems; causes- Structure and functions of Central Nervous System-Educational provisions for CP Children in India- Social stigma on epilepsy
- Managing Cerebral Palsied Children- Principles; Educational programmes; training strategies, prosthetic devices; treatment procedures
- Epilepsy- Meaning; Social implication; Nature, types and characteristics.

Unit-4 Education of Children with Learning Disabilities

- Meaning, and characteristics of Learning Disabilities- Localization of Cerebral(brain) functions-A historical perspective on Learning Disabilities
- Causes of Learning Disabilities- Description of types of Learning Disabilities
- Identification and assessment of Learning Disabilities in reading, writing, spelling, arithmetic, orientation. (perceptual)

- Remedial programs alternative evaluation approach; Individual Education plan (IEP) and Group Education Plan(GEP)- Role of parents and teacher in remedial programs- Education programs for L.D children in India with special reference to Karnataka

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. Visit to school of mentally challenged, observe and report
2. Observe and study a cerebral palsied child and analyse the behavioural problem level
3. Analyse learning difficulties by administering some tests to a small group of suspected L.D children
4. Attempt a small survey in a school with the consultation of teacher, to identify L.D children
5. Visit a family with retarded child interview parents and analyse their problems in managing the MR child
6. Collect the opinion about epilepsy from randomly selected people and analyses the data
7. Consult a specialist in Ayurveda to find out whether there is any treatment to CP and epilepsy in Ayurveda
8. Talk to a retarded child and try to assess the range of his/her abilities

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TS-1 EDUCATIONAL TECHNOLOGY AT ELEMENTARY LEVEL

Outcomes : After completion of the course, the student-teachers will be able to:-

- To understand about Policy and Programs for developing ICT in Education
- To enable the trainees to understand the Role of ICT in education
- To enable the trainees to prepare and use of ICT and Self instructional material in Education.
- To enable the trainees to prepare instructional aids in classroom instruction
- To enable the trainees to prepare and use of work book, worksheet and author work
- Understand the scope of ICT and its applications in teaching learning.
- Understand the means of ICT integration in teaching learning.
- Understand the computer components and software and hardware approach in education.

Unit – 1 : Effectiveness through ICT

- Educational Policies related to ICT in Education
- Approach to ICTs
- Infrastructure
- ICT-Enhanced Content
- Committed and Trained Personnel
- Financial Resources
- Integration

Unit – 2 : Instructional Technology

- Usage of communication,
- Principles in Instructional Technology,
- Development of Computer Aided learning material
- MS Word, MS Power Point, MS Excel

Unit-3 Web Based Learning

- www, Domain, Hosting, Browser, Search Engine
- Internet: Internet application in class rooms teaching
- E-learning/Online Learning

Unit – 4 : Improving Policy Planning and Management

- Management of Institutions and Systems
- School: Admissions, student flow, personnel, staff development, facilities.
- System: School mapping, personnel payroll, MIS, communication, information,
- Management of Policy Making
- Storage and analysis of data, Piloting and Evaluation

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

Practicum

- Workshop on Information & communication basics.
- Preparation and presentation of slides for teaching a topic at the school level.
- Critical analysis of Teaching aids and their applications in instruction and learning
Critical analysis of a computer based media packages with reference to its use in learning process.
- Critical analysis of Courseware and their applications in learning
- Critical analysis of a computer based courseware with reference to its use in learning process.
- Critical analysis of the different research reports based on data analysis and interpretation.

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TS-1 EDUCATION TECHNOLOGY AT SECONDARY/SENIOR SECONDARY LEVEL

Outcomes:

After the completion of the course the student will be able to

- understand about the meaning, nature, scope and significance of Educational Technology and its important components.
- understand the use of Information and Communication Technologies in Education.

- distinguish between different forms of educational technology.
- acquaint with emerging trends in Educational Technology along with its resource centers.
- understand the need and importance of learning in digital world.
- know the recent innovations and future perspectives of Educational Technology

Course content

Unit – 1 Introduction to Educational Technology

- Concept and Objectives of Educational Technology
- Meaning, Nature, Scope and significance of Educational Technology
- Components of Educational Technology: Software, hardware.
- Forms of Educational Technology : Teaching Technology, Instructional Technology and Behaviour Technology
- Resource Centers of Educational Technology – CIET, EMMRC, IGNOU, SIET, CES, UGC

Unit – 2 Information and Communication Technologies in Education

- Meaning, concept and scope of Information and Communication Technologies in Education
- Concept and models of communication
- Classroom Communication
- Types of communication - verbal and non-verbal
- Barriers to Communication

Unit – 3 Learning in a Digital World

- Fundamentals of Computer
- Operating System Software and application software
- Computer Assisted Instruction / Computer Assisted Learning
- Programmed Instruction / Programmed Learning
- Internet applications in education – Search engines, U-Learning, e-resources, e-publishing, e-interaction.

Unit - 4 Trends in Educational Technology

- Technology for Flipped Learning and Integration of online, hybrid, and collaborative learning
- Assistive technologies in the classroom
- Massive Open Online Course (MOOC)
- Future Trends – Holography
- Evaluation using Technology
- Research Trends in Educational Technology

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

Practicum

- Conducting a digital project on any topic of your choice
- Preparation of programmed instructional material for the teacher trainees.
- Visit to local educational technology resource centers.
- Preparing documentation on Assistive Technologies
- Creating e-interaction groups
- Preparation of trend report on researches educational technology.
- Workshop on Information & communication basics.
- Preparation and presentation of slides for teaching any topic at the school level.
- Critical analysis of the different instructional packages developed by different agencies/institutions.

- Critical analysis of database software including open source.
- Critical analysis of Teaching aids and their applications in instruction and learning
Critical analysis of a computer based media packages with reference to its use in learning process.
- Interventions of educational technology in the current practices of teacher training programmes in India. Preparation of Learning Object Repository (LOR).
- Critical analysis of Courseware and their applications in learning
- Critical analysis of a computer based courseware with reference to its use in learning process.

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PC 2 : HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF EDUCATION

Outcomes: After completion of the course, student-teachers will be able -

- To acquaint the students with the political economy of education.
- To develop among the students an understanding of the financial aspects of education.
- To understand the Pre-independence and post-independence development of education in India.
- To understand the factors from historical perspective that contributed to present education system.
- To explain the important features of various reports, commissions and policies of education during pre and post independence development of Education - in India.

Unit – 1: Foundation of Education

- Foundation of education: Meaning, need, nature, concept, type and role in shaping education.
- Historical Perspective of Education
- Political Perspective of Education
- Economical Perspective of Education

Unit – 2: Historical Foundation of Education

- Origin and development of modern education in India.
- Education in India during – Vedic, Buddhist and medieval , Islamic Periods
- Education in Brahmanic Period, Education in Buddhist Period, Education in the Medieval Period, Education in Islamic Period : Concept, Ideas, Agencies of Education, Organisation of Education, Teacher-Pupil relationship and their duties, curriculum, methods of Teaching, Women Education, relevance to the present day education.

Unit – 3 : Political Foundation of Education

- Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- Multiple School Contexts- rural/urban; minority/denominational/ government
- Educations and Democracy, Constitutional Provisions for Education, Nationalism and Education.
- Study and Review the impact on Indian Education of the following Pre independent policies : Macaulay’s minutes ; Wood’s dispatch ; Hunter’s Commission ; Sargent’s Report ; Sadler Commission 1917-19
- Study and Review the impact on Indian Education of the following post-independent policies : University Education Commission ; Constitutional Provision

of Education ; National Policy on Education, (1986) ; Programme of Action (1992) ; NCF (2005) ; NCFTE (2009)

- RTE Act 2009
- Secondary Education Commission
- Kothari Commission (1964-66)

Unit – 4 : Economic Foundation of Education

- Formation of Human Capitals
- Knowledge Industries and knowledge occupations
- Contribution of education to development
- Education and labour market: Investment in education, skill based education
- Youth unemployment and education
- Economics of brain drain
- Educational Financing: Elementary, Secondary and senior secondary school level

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

Practicum

- Seminar on Perspective of education
- Review of related literature to justify the role of Political/Economic/Historical foundation of education in shaping of education.

References

- Teneja, V.R.(2005): Foundation of Education, Chandigarh 17, Abhishek Publishers.
- Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
- Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
- Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
- Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
- Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
- NCF 2005, NCERT, New Delhi.
- Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi

TS-2 Educational Assessment and Evaluation

Outcomes: 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 acquainted 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 different 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

References

- Gronlund, N.E. : Measurement and Evaluation in Teaching, 3rd Ed, Mcmillan Co., N.Y. 1976.

- Martuza, U.R. : Applying Norm-referenced and criterion-referenced Measurement in Education, Allyn and Bacon, Inc., Boston, 1977.
- Nicko, A.J. : Educational Test and Measurement – An Introduction, Hart – Court Brace Jovanevich, Inc., New York, 1983.
- Noll. V.H. Scanell, D.P. and Craig, R.C. : Introduction to Educational Measurement 4th Ed. Houghton, Mifflin Co., Boston, 1979.
- Payne. D.A. : The Assessment of Learning cognitive effect, D.C. Heath and Co., 1974.
- Tuckman : Measuring Educational Outcomes – Fundamental of Testing, Hart – Court Brace Jovanevich, Inc., New York, 1975.
- Popham, W.J. : Educational Evaluation, Englewood Cliffs, Prentice Hall, New Jersey, 1981.
- Nunnally S. L. : Introduction to Psychological Measurement, Mcgraw Hill Co., N.Y, 1970.
- Bruckner and Bond : Diagnosis and Treatment of Learning Difficulties; Appleten Century Crafts, Inc., New York 1955.
- Ebel R.L. : Measuring Educational Achievement. Prentice Hall of India Private Ltd., New Delhi 1966.
- Martusa, U.R. : Applying Norm – Referenced and Criterion –Referenced Measurement in Education. Allyn and Bacon, Inc., Boston 1977.
- Nitke, A.J. : Educational Test and Measurement – An Introduction, Nar-court Brace Jovanorich., Inc. New York – 1983.

TS-2 ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF ELEMENTARY EDUCATION

Outcomes : After completion of the course, the student-teachers will be able :-

- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.

Unit – 1 : Educational Administration at National Level

- Meaning concept, nature and types of structure of educational administration at national level.

- Role and responsibilities: Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, Department of Education.
- Major activities and organization of Department of Education of MHRD.
- NCERT - organization, structure objectives Role and function.
- NUEPA – NCTE, Kendriya Vidyalaya Sangathan,

Unit – 2 : Educational Administration at State Level

- State level administration: - Need importance and limitations
- Recommendations of committees on role of state and local bodies.
- Local bodies:- District boards and Municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

Unit – 3 : Management of Elementary Education

- Meaning, concept, need and nature of management & management of education.
- Present policies and operational strategies of central & state Govt. for Elementary Education.
- Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
- District-Planning and management of Education.
- Machinery of Local management DISE (District Information system for Education)

Unit – 4 : School Leadership

- Curriculum framework, outline key areas for leadership development in elementary schools:- (capacity building to transform function at managers to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- School & Community: - Inter-linkage, Role and responsibilities.
- School as a learning organization
- Developing a vision for school: - vision for school transformation, assessing context and constraints.

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

Practicum

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of Kendriya Vidyalaya and state Government school.
- Interview some school administrative staff and local authorities to find out the status of local administration in elementary school.
- What special obstacles did they encounter, and how were they overcome?

- Write a report on the best theory of leadership in the light of RTE act 2009,

References

- Sindhu, I.S.(2008), “ Educational Administration and management International Publishing House, Meerut
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi Luthens, Fred.
- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.

TS-2 ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF SECONDARY /SENIOR SECONDARY LEVEL

Outcomes: After completion of the course, the student-teachers will be able to:-

- To handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practice/and suggest appropriate types of educational administration according to situations.
- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.

Unit – 1: Educational Administration at National Level – Secondary / Senior Secondary Level

- Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, department of education.
- Major activities and organization of department of education of MHRD.
- NCERT - organization, structure objectives Role and function.
- NUEPA – NCTE, Kendriya Vidyalaya Sangathan,
- Suggestions regarding administrative reforms at the central level.

Unit – 2 : Role of State Governments in Secondary / Senior Secondary Level

- State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
- Local bodies:- District boards and municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

Unit – 3 :Performance and Resource Management in Educational Institutions

- Monitoring of school performance.
- Performance appraisal of the teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.
- Financial and administrative management of educational institutions.
- Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- Quality assurance in material and human resources.

Unit – 4 : School Leadership at Secondary / Senior Secondary Level

- Curriculum framework outline key areas for leadership development in elementary schools:- (capacity building to transform function at managerial level to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- School & Community: - Inter linkage, Role and responsibilities.
- School as a learning organization
- Developing a vision for school: - vision for school transformation, assessing context and constraints.

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

Practicum

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt school.
- Interview some school administrative, staff and local authorities to find out the status of local administration in elementary school.
- What special obstacles did they encounter, and how were they overcome?
- Examine the effectiveness of any one programme run by central Govt.for senior secondary students. Present the report in classroom seminar.
- Analyse the quality of financial and administrative management in any rural and urban school.

References

- Krojsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.
- Rao, V.K.R.V. Education and Human Resources Developments, Delhi, Allied Publishers, 1966.
- Naik, J. P. Educational Planning in India, India : Allied Publishers, 1965.
- Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi: Asian Institute of Educational Planning and administration, 1969.
- Schultz, T. W. Education and Economic Growth, University of Chicago, 1960.

TS-2 Education of the Challenged - II

Outcomes: After studying this Course the students will be able to,

- Describe the nature and characteristics of sensory challenged children
- Identify the causes of sensory defects the education methods and techniques of teaching sensory challenged
- Explain the characteristics of physical defects
- Describe the prosthetic aids for physically challenged
- Describe symptom, causes and treatment of special Health problems
- Explain the nature of multiple Exceptionality
- Describe types speech defects
- Bring out the role of speech training
- Explain the nature and types of Emotional problems
- Bring out the role of Behaviour therapy and counseling in helping the Emotionally Disturbed
- Explain the nature and types of Deliquesce problem
- Describe the characteristics of Autism

Course Content

Unit – 1 Education of visually Challenged

- a. Definition of different categories of Visually Challenged criteria of classification, general characteristics of blind and practically sighted, Etiological factors - Historical development of education of visually challenged in India and abroad (England, France, and U.S.A).

Educational provisions for visually challenged in Karnataka.

Role of NCERT and National institute for visually impaired, Dehradun, voluntary Agencies.

Facilities provided visually challenged at National and State level.

Role of media in the education of visually challenged.

Guidance and counseling services for the visually challenged.

Role of parents and teachers in helping visually challenged, parental education.

Description of tests for assessment of visual impairment – Snellen chart (visual activity), Perimeter (visual field), Ishihara colour blindness test (colour blindness), computer assessment

Prevalence and guidance of visual impairment in India with special reference to Karnataka.

- b. Psychological impact of visually impairment on development.
- c. Developmental characteristics with reference to physical, social, emotional, cognitive and language development.
- d. Education of the blind curriculum instructional materials brail reading and writing, plus curriculum, special training- mobility and Orientation
- e. Education of the partially sighted, special materials and equipments classroom arrangement, Fostering creativity in visually challenged.
- f. Various visual phenomena – visual activity, depth perception, refractive errors, visual defects – Tunnel vision, Colour blindness, Central sarcoma.
- g. Common visual diseases – Cataract, Glaucoma, Trachoma, Cornered ulcer, retinal problems, Optic dystrophy.

Unit-2 Hearing Challenged

- a. Definition of different categories of Visually Challenged nature, classification and characteristics, etiological factors, prevalence and Incidence.
- b. Psychological impact of hearing loss on development- Psychological and social implications of hearing loss.
- c. Developmental characteristic of hearing impaired with reference to social, emotional, cognitive and language development.
- d. Identification and assessment of hearing loss – Audiometric methods.
- e. Education of the deaf – method of teaching speech, manual methods –Finger spelling, sign language;
- f. Speech therapy – principles; training in phonetics, sound production.

Definition and criteria of classification – Deaf, partial hearing and adventurously deaf; levels of hearing loss in db; Etiological factors.

- g. Structure and functions of ear.
- h. Educational methods –; methods of teaching language – oral and aural methods; Speech therapy; Educational placement and inclusive education; Role of parents and teachers.
- i. Instructional facilities and services Resource room; Hearing Aids; use of computer programmes; guidance and counselling; medical treatment – cochlear implant; devices to improve speech. Fostering giftedness.

Unit – 3 Education of physically challenged

- a. Meaning and categories of physically challenged.
- b. Meaning and nature of Orthopaedic defects; causes of orthopaedic -defects; a description of main orthopaedic defect with reference to nature, causes and treatment.
- c. Impact of orthopaedic problems on development,
- d. Special Health Problems Nature problems; impact of health problems on development; description of common special health problems with reference to symptoms, causes, treatment.
- e. Educational provisions for physically challenged; Inclusive Education, special facilities and services received – Prosthetic devises, medical help; guidance and counselling, architectural modifications, Role of medical personnel and teachers.
- f. Multiple Exceptionality – meaning, categories; complication of needs and problems management of such children.

Unit – 4 Education of children with Emotional and Behavioural Deviations

- a. Speech defects – speech mechanism; Nature and types of speech defects – Articulator, voice problems, delayed speech, stuttering; causative factors; speech correction programs; Role of AIISH; Role of parents, teachers on speech therapy.
- b. Emotionally disturbed – meaning and types of emotional problems; description of common emotional problems with reference to symptoms, causes and treatment; Psychotherapy and Behaviour Therapy; Role of Teachers and counsellors.
- c. Juvenile Delinquency – meaning and nature; sociological implications; common delinquent problems – symptoms and prevalence and remedial measures; legal implications.
- d. Autistic children – meaning and nature of Autism; Behavioural characteristics, causes diagnosis of autism; Education and treatment of Autistic children. Role of National & Stat level agencies in the education of challenged

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, Brain Storming

Sessional Work :

1. Visiting a special school for visually challenged and reporting.
2. Visiting a special school for Hearing challenged and reporting.
3. Visit to AIISH and observe speech training sessions.
4. A small survey of articulator errors among school children.
5. Observe challenged children in Inclusive setup and report.
6. Case study of emotionally disturbed children.
7. Visit to a Remand Home to study delinquency problems.
8. Visit a children hospital and collect data about common special health problems.

9. Select a school and identify children with physical defects, collect data about onset, nature of the defect and analyse the data.
10. Observe some Multiple Exceptional children and analyse their needs and problems.

References :

- Samuel A Kirk – Educating Exceptional Children, Oxford and IBH Publishing, 1962, Calcutta, Bombay, New York, 1971.
- Zloyd M Dunn – Exceptional Children in the schools, Holt, Richard and Winston, Inc. New York, 1973.
- James B. Jan.et.al – Visual impairment in children and adolescents, Crune and Stratan, Inc., New York, 1977.
- Smith & Neisworth : The Exceptional child – A functional approach, Mc Graw Hill Book Company, New York, 1975.
- Mani M.N.G : Techniques of Teaching Blind children, Sterling Publishers, New Delhi, 1992.
- Punani B and Rawal N : Handbook – Visual impairment, Asish Publishing House, New Delhi, 1993.
- angira N K and Mani M.N.G. Integrated Education for the visually Handicapped – Management perspective, academic press, Gurgaon, 1990.
- Panda K.C. : Education of Exceptional children, Vikas Publishing House, New Delhi, 1997.
- Phyllis P Philips : Speech and Hearing Problems in the classroom, Cliffs Notes Inc, USA 1975.
- Bench R J : Communication Skills in Hearing Impaired children, Whurr Publishers, London, 1982.
- Herbert,Grosman.(1966). Teaching the Emotionally Disturbed. Holt Rinehart and Winston.Inc., New York.
- Lokanatha Reddy. (2007). Encyclopaedia of Special Education.New Delhi Discovery Publishing House.

TS-2 Information, Communication and Technology in Education

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

- Develop general awareness regarding Information and Communication Technologies (ICT) and its applications in teaching – learning.
- Analyze the emerging trends in information communication technologies.
- Understand the application of communication skills in their professional field.
- Distinguish between information, communication and instruction so that they can develop and design a sound instructional system.

- Understand the meaning, nature, scope and significance of educational technology.
- Understand computer components and develop using computer for their professional growth.
- Familiarize with the instructional applications of internet and online resources.
- Recognize the importance of programmed instruction.

Course Content

Unit-1 Communication and Instruction

Meaning, concept and scope of Information and Communication Technologies in Education; Concept and definitions of communication; Process of Communication; Types of communication - verbal and non verbal; Components of communication – Kinesics, Proxemics, Haptics, Oculistics, Chronemics, Olfactics, Vocalics, Sound Symbols, Silence, Posture, Adornment and Locomotion; Barriers to communication; Classroom communication – mass media approach.

Unit-2 Educational Technology

Meaning & concept of Educational Technology; Differences between information, Instructional and educational technologies; Scope of educational technology; Objectives of educational technology; Components of educational technology - hardware and software, audio materials, visual materials and audio-visual materials; Videoconferencing; Futuristic trends – podcasting/vodcasting, holography.

Unit-3 Computer Fundamentals

History and Generations of a computer; Block diagram of computer – Organization and working of computer – input & output device – Central Processing Unit – primary & secondary memories, Operating System Software and application software; Internet applications in education – search engines, e-resources, e-mail, e-learning, e-publishing, discussion groups; Computer viruses/worms – spyware /adware/ malware.

Unit-4 Programmed Instruction

Origin, meaning, principles and application of programmed instruction; Types of programmed instructions – Linear and Branching – advantages and limitations; Concept of Teaching machine; Computer Assisted Instruction (CAI) – types of Computer Assisted Instruction – Drill and Practice, Tutorials, Simulations and Games.

Transaction mode:

Lecture cum demonstration and hands on experiences on the use of computers.
Analysis of different application software packages with reference to its use in education.

Sessional Work:

The student may undertake any one of the following activities:

- Gathering & retrieving online resources through internet.

- Preparation and use of MS Office packages such as power point presentations, word documents, excel, publication – newsletters, webpage, brochures, invitations etc.

Reference Books:

1. Aggarwal, J. C. (2000). Essentials of Educational Technology - Teaching and Learning. New Delhi: Vikas Publishing House.
2. Bansal, S. K. (2002). Fundamentals of Information Technology. New Delhi: AHP Publishing Corporation.
3. Chandran, S. S. (1995). Innovations in Teaching Learning Process. Noida, UP: Vikas Publishing House.
4. Crouton, T. E. (1962). Programmed Learning and Computer Based Instruction. New York.
5. Fry, Edwards, B. (1963). Teaching Machines and Programmed Instruction. New York: Mc Graw Hill Book Company Inc.
6. Honcock A. (1977). Planning for Educational Mass Media. New York: Longman group Ltd.
7. Hussein, Khatech, M (1973). Development of Information System for Education. New Jersey: Practice Hall Inc.
8. Kumar T. Keval (1981). Mass Communication in India. New Delhi: Jaico Publishing House.
9. Kumar, K. L. (1996). Educational Technology. New Delhi: New Age International Pvt. Ltd.
10. Mac Bride Scan Communication and Society (1982). Many Voices - one world. New Delhi: Oxford and IBM Publishing Co. Ltd.
11. Mangal, S. K. (1998). Foundations of Educational Technology. Ludhiana: Prakash Bothers.
12. Mukhopadhyay Marmar (1991). Educational Technology. New Delhi: All India Association for Educational Technology.
13. NCTE Educational Technology (1973). Progress and Promise. New Delhi: NCTE.
14. Percival, Fred and Ellington Henry (1984). A Handbook of Educational Technology. London: Koyan Page.
15. Prem kumar and Ajit, K. Ghosh (1991). Management Information and Communication System. New Delhi: Manas Publications.
16. Sampath Kumar and Paneerselvam, K. (1981). Introduction to Educational Technology. New Delhi: Sterling Publishers.
17. Sharma, K. A. (2001). Foundations of Educational Technology - Theory, Practice and Research. New Delhi: R. Lal Publishing House.
18. Sharma, R. A. (2002). Technology of Teaching. Meerut: Royal Book House.

TS-2 Counselling –Principles and Processes

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

- Identify the differentiate between counseling, and psychotherapy.
- Explain the process and techniques of counseling
- Describe the steps followed in the process of counseling
- Identify the areas of counseling
- Relate the counseling and education.
- Plan and organize counseling programmes in educational institutions.

Course Content :

Unit -1 Counselling

Concept, Need, Scope, Principles, Purposes, Approaches to counselling – Directive, Non-directive, eclectic – Meaning, purpose, steps, merits and demerits; Indian Approaches to counselling – Prabhu samhita, Mitra samhita, Kanta samhita – Meaning, purpose, steps, merits and demerits.

Existentialistic Approach – Meaning, Nature, purpose, merits and demerits; Areas of counselling – family, parental, adolescent, Girls/women, children with special needs.

Difference between Guidance, counselling and Psychotherapy.

Unit -2 Theories and procedures of counselling

Behaviouristic, Psycho-analytic, Gestalt, and Humanistic Theories of counselling. Counselling process – stages, Preparation and precautions to be taken, content process – Meaning, procedures.

Unit -3 Techniques of counselling

Meaning, basis and procedures of – Behaviour modification techniques – systematic desensitization, relaxation, and reinforcement techniques – free association, dream analysis. Projective techniques; cognitive techniques – rational techniques and emotional techniques; Gestalt therapy – procedures and precautions. Transactional Analysis, Encounfee therapy.

Unit -4 Professional Ethics and qualities of a counsellor

Professional and ethical issues –ethical and legal standards counselling as a profession. Qualities of a counsellor – Academic competencies, counselling skills,

psychological and social qualities, duties and responsibilities of a counsellor; Preparation and selection of counsellors.

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, Brain Storming

Sessional Work :

The student has to undertake any of the following practical during the course.

1. Arrange for small discussion with the final year students to discuss problems faced in choosing a career.
2. Acting as a guide and counselor in simulated situations.

References:

1. Sharma,A (1975), Sociometry- A handbook for teachers and counselors: New Delhi, NCERT.
2. Chauha, S.S. (1982), Principles and techniques of guidance, New Delhi: Vikas publishing
3. Gibson,R.L.and Mitchell, M.H.(1981), Introduction to guidance, New York: MacMillan.
4. Kochhar,S.K.(1984), Guidance and counselling in colleges and universities, New Delhi: Sterling Publishers.
5. Mohan,Swadesh.(ed) (1985), Readings for career teachers, New Delhi: NCERT.
6. Rao,S.N.(1981), Counselling psychology, New Delhi: Tata McGraw hill.
7. Traxler ,A.E.(1957), techniques of guidance, New York: Harper and brothers.
8. Warter.J.(1954), Techniques of counselling, New York: McGraw hill.
9. Tolbert,E.I.(1959), Introduction to counselling, New York: McGraw hill
10. Kochhar,S.K.(1978), Educational and Vocational guidance in secondary school, New Delhi: sterling.
11. Gupta,S.K.(1985), Guidance and Counselling in Indian education, New Delhi: Mittal publications.
12. Indu Deve (1991)The basic essentials of counselling, New Delhi: Sterling publishers.

TE-TEACHER EDUCATION INTERNSHIP

Outcomes: After completion of the course, the student-teachers will be able to:-

- Provide experience of both pre-service teacher and in-service teacher's education by attachment to these institutes.
- Obtain orientation with respect to teacher education and activities in these institutions.
- Internship will be organized with attachment to both pre service teacher education and in service teacher education setting.
- Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

| |
|---|
| Assessment is based on the following activities – |
| Critical analysis of curriculum of B.Ed/M.Ed from various aspects like pedagogy, specialization offered etc in the light of NCFTE 2009 |
| Mode of transaction and gives suggestive plan for improvement |
| Observation of day-to-day school activities and report of an in-depth study of two activities. |
| Participation and organization of co-curricular activities <ul style="list-style-type: none"> ▪ Cultural ▪ Literacy ▪ Games & sports ▪ Shramdan |
| Teaching work (Five period in any one compulsory paper of B.Ed) |
| Observation & Supervision of 5+5 lessons in each teaching subject |
| Participation in any two in-service teachers training programme for preparation in depth report on it. |
| Analyze nature & type of in-service teachers training programme organized by the institution. |
| Prepare an evaluation proforma for in-service teachers training programme, apply it on at least 40 teachers and prepare a report on it. |
| Prepare a module for in-service teachers training programme and find its effectiveness. |
| Review new trends in research of teacher education and prepare a report. |
| Establishing new norms or quality parameters of a teacher education institution from national /international level – study any one institution and prepare a report. |
| Organization and participation in community work <ul style="list-style-type: none"> • Organization of community work in educational and social awareness camp by B.Ed. students. • Participation in national program - Pulse Polio, Literacy campaign, Assistance Medical Camps and Yoga camp. |
| Training in management of different sections of the school <ul style="list-style-type: none"> ▪ Library management ▪ Administration and scoring of any five psychological tests. ▪ Science club. ▪ Office Records and maintenance of attendance register, teacher's diary & stock Register. ▪ Maintenance of technology department. |
| Training for evaluation process –Construction of question paper ; Pre-Preparation for Examination ; Evaluation of answer books and preparation of result |

Peace Education

Credits: 3

Max.Marks 100

Contact hours per week: Lectures 2+ Tutorial 2

Internal: 50

Examination Duration: 2 Hours

External: 50

Outcomes: The Student will be able to

- Analyze the concept of Peace education
- Critically examine the importance of Peace education
- Make conceptual analysis of Peace education concepts
- Appreciate the contribution of Indian philosophy of education

- Examine the relationship between Peace and education
- Examine the social processes and the significance of Peace education

Course Content

Unit-1 Nature and Concept of Peace and Education

Concept of Peace-Political, Social, Spiritual dimensions, Need in the Present global and national Contexts- Indian and Western views on Peace

Initiations related to Peace education National and International level

Prevention of violence and conflict

Role of Education- in Peace Education

Role of Religion- Religious harmony; role of Peace Education in a multi-cultural, multi-religions count, live India

Unit-2 Aims and Objectives of Peace Education

Great Educationist's view on Peace and Peace Education

M.K. Gandhi, Rabindranata Tagore, Vivekananda Martin Luther King- Buddha and Mahaveera

Awareness of need of the Society and the individual

Conflict management- Cultural awareness- Role of the society; Gandhi on War of Conflict resolution

Unit-3 Approaches and Strategies of Peace Education

Elements of Effective Peace Education

-Sources of Knowledge and practices

Human Right Education-Value Education-Gender Sensitivity and practices

Role of Life Skills Education- Mental health in peace education

Environment Education for peace

Art, Cultural and Performance arts, Role play in Peace Education

Strategies in Peace Education, Preparation of teachers for Peace education

Unit-4 Research and Evaluation in Peace Education

Programmes of Peace Education Initiative at various levels of Education- Formal-informal-School Education, Higher Education

Role of National and International Institutions, Need for Research in peace Education-

Formative and Summative evaluation in Peace Education

Transaction Mode

Theory Classes: Teaching by the respective teacher in the class

Seminars : Presentation of papers prepared by students

Practical's : conducting of experiments in Psychology of education & the analysis & interpretation of the data by the students

Sessional work :

1. To study the different concepts like social cognition, intrapersonal behavior using socio metric techniques
2. To study the findings research articles on the concepts of the syllabus & relating it to the present Indian class room situations
3. Relating the concepts / theories discussed in the syllabus to real life /day to day life situation for a better society.

References :

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SEMESTER – II

INTER-SEMESTER BREAK (ISB) – II

Activity – 1 :Dissertation

- State the background of the problem
- Review of the Related Literature

SEMESTER-III

TC-4 - ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

Outcomes: 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

Outcomes: After the completion of the course the students will be able 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 Sathyarathi, 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 activities 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.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
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- Sharma, R. N., "Education in Emerging Indian Society", Surjeet Publications, (2002)

CCS-SEC2: SECONDARY EDUCATION -2

Outcomes: After the completion of the course the students will be able 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 secondary education (covered in unit IV)
 - implementation of programs, schemes at the secondary 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 activities 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 studied 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

Outcomes : 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

Outcomes

After completion of the course, student-teachers will be able to,

- Demonstrate tactics and strategies of teaching.
- Prepare lesson plan based on different strategies of teaching.
- Analyse the importance of teaching.
- Apply teacher assessment techniques in teacher assessment.
- Analyse the importance of assessment of teachers

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 – 3: 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.

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

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1. Aggarwal, J. C. (2000). Essentials of Educational Technology - Teaching and Learning. New Delhi: Vikas Publishing House.

2. Bansal, S. K. (2002). Fundamentals of Information Technology. New Delhi: AHP Publishing Corporation.
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8. Vedanayagam,E.G (1988), Teaching technology for college teachers, New Delhi: Sterling Publishers.
9. Upasani,N.K.(1982), Effective college teaching, 2nd edition, Pune: Kalpana Mudranalaya.
10. Lowman, Joseph (1984), Mastering the techniques of teaching, San Francisco: Jossey –Bass inc.

TS-3 ECONOMICS OF EDUCATION

Outcomes:

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

UNIT - 1 : Introduction to Economics of Education

- 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 – 2: Costs and Benefits of Education

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

UNIT – 3: Economic Development and Efficiency in Education

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

UNIT – 4: Economic Reforms and Education

- Relationship between Poverty, Schooling and Education.
- Understanding Market and Marketization of education Relationship between Market and Education.
- Privatization of State Education - Public - Private partnership in education.
- Globalization and Education - Role of International Institutions: IMF, WB & WTO.
- Economic Liberalization-Policies in India and their impact on Education.

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13. Economics of Education, John Sheeham
14. Investment in Education, V.K.R.V. Rao

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

Outcomes : After completion of the course, the student-teachers will be able to:-

- Understand the 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.

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.
- Make a critical analysis of NCF-2005 for planning quality teacher preparation programme

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

Outcomes :

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

- Understand the 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.

References

- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house* 23 Daryaganj, New Delhi 110002.
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TS-3

Technology of Teaching

Outcomes :

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 intentional 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 ENERPENUERSHIP IN EDUCATION

Outcomes : Upon completion of the course 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

References:

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TS-3 Education and Human Resource Development

Outcomes : 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 impeding
- 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

References:

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Semester – III

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

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|--|
| 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. Students could develop their own method (fusion based) with the help of 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.

SEMESTER – III

COURSE – 15 : DISSERTATION

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

TC-5 INTER-SEMESTER BREAK (ISB)

ACADEMIC WRITING

Outcomes: After completion of the course, the student-teachers will be able to:-

- Sensitize to their communicative behavior.
- Enable to reject and improve their communicative behavior performance
- Build capacities for self criticism and facilitate growth.
- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Write or draft professional letters and mail etc.

Activity – 1

Preparation of Report on

- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

Activity – 2

- Writing Skills: Essential components of writing skills, writing standard ,business letter, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation.

Activity – 3

- Prepare a Programme on SMS case writing and documentation.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on e-mail drafting.

Activity – 4

- Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective thinking critical thinking, negotiation skill.

Activity – 5

- Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.

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

Practicum

- Workshop on academic writing skill.
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

References:

1. <http://gujarat-education.gov.in/education-citizen-act-rules.htm>
2. www.ugc.ac.in
3. www.ncte-india.org
4. www.ngu.ac.in
5. www.education.nic.in
6. www.scribid.com
7. HNGU Handbook-I
8. HNGU Handbook-II

PC-5 SOCIOLOGY OF EDUCATION

Outcomes: After completion of the course, the student-teachers will be able to:-

- To enable the student to explain and reflect on-
- Gender ideology.
- Relationship between education and social change with special reference to modernization and globalization.
- Relationship between concepts and processes of sociology and education.
- Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.

Unit –1: Sociological Foundations of Education

- Meaning and Concept, development and scope of Educational Sociology, Methods of Sociological Enquiry, Relationship between Education and Sociology.
- Characteristics of Indian Society – Multicultural, Multi religious, Multi-linguistic – its implications on Education and Methods of teaching.
- Changing structure and functions of family, religious group, and economy.

Unit –2 : Socio – Cultural Dimensions of Indian Education.

- Concept of socialization: family and adult-child relationships; parenting, child rearing practices
- Acculturation and Enculturation, Cultural lag, Cultural Conflict, Sanskritization and Westernization - their implications to Education.
- Identity Crisis – nature and causes, Generation Gap in the present Indian Society.
- Education as an agency of social control, Education for National Integration and International understanding.

Unit-3: Education and Social Change

- Meaning and Concept of Social change, Theories of Social change, Factors influencing Social Change, Social Mobility, Modernization, Democracy, Secularism, Globalization – their implications to education.
- Education as a fundamental Right,
- Quality Education for all.

- Gender issues / Gender equality,
- Education for the socially and culturally disadvantaged including Minority, SC, ST.
- Commercialization of Education - Their implications to Education.

Unit- 4: Education and society

- Present status of women's education in India.
- Concept and dimensions of plurality. Curriculum for multicultural education. Teacher's role in the strategies of multicultural education, Socialization in cultural diversity through education.
- Meaning and importance of peace education to address social issues; role.
- Sociology of class room, Role of Teacher in socialization of the child.

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

Practicum

- Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.
- Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedies.
- Prepare a plan for the mobilization of different types of resources for a school from the community.
- Collect and analyze information about cooperation between schools and other institutions
- Workshop sessions to analyze the identified education concept
- Seminar Privatization on identified issues and challenges.
- Study of various document, recent government policies, policies National curriculum frame work.
- Survey of the Community.
- Prepare a plan for the mobilization of different types of resources for a school from the community.
- Collect and analyze information about cooperation between schools and other institutions (such as businesses and colleges) in your community. To what extent has such cooperation helped the schools?

Reference

- Dewey John, Democracy and Education. New York
- Horne, H.H., Democracy and Education. Longnors Green. London.

TEC-2 TEACHER EDUCATION COURSE -II PERSPECTIVES AND RESEARCHES IN TEACHER EDUCATION

Outcomes: After completion of the course, the student-teachers will be able to:-

- To understand the perspectives and policies on teacher education
- To appreciate the researches on various practices in teacher education
- To understand the recent trends in teacher education
- To acquaint with various issues and innovations in teacher education
- To understand the management of teacher education

Unit – 1 : Perspective and Policies of Teacher Education

- Concept of Teacher Development
- Factors Influencing Teacher Development
- Teacher Education in Various Policies and Documents (NPE 1986, 1992, BOA, PPO 186, 1992, NCFTE 2009, NCTE November 2013 report)

Unit – 2 : Management of Teacher Education

- Administrative Structure in Teacher Education at State and National Level Structure
- Management Issues in Teacher Education
 - Planning and Designing
 - Executing the Instruction
 - Multi-organizational Influences (University, State Government, UGC, NCERT and NCTE)
 - Monitoring the Programme
 - Management of Demand and Supply of Teacher

Unit – 3 : Research in Teacher Education

- Reviews of Studies in Teacher Education
- Research Trends in Teacher Education
- Innovations in Teacher Education
- Researches in Teacher Education- Methodological Issues and Challenges

Unit – 4 : Problems and Issues in Teacher Education

- Admission Criteria
- Assessment of Teacher Effectiveness
- Competencies of Teacher
- Curriculum Concerns in Teacher Education
- Establishing Theory Practice Nexus

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

Practicum

- To study various annual reports of SCERT/RIE/NCERT/NUEPA to identify different programmes for professional development.
- Case study on innovative Institutions in teacher education
- Review of research studies/literature in the area of teacher education
- Development of tools for evaluation of practice teaching programme
- Visit to different teacher education institution with a view to review institutional research studies.
- Studying the opinions of the in-service teachers for strengthening teacher education
- Development and implementation programme for community awareness on certain cultural, social, environment and academic issues.
- To study the challenges faced by administrators at various levels.

References

1. Kauts, A. (2013). Quality Concerns in Teacher Education. Patiala: 21st Century Publications
2. Bose, K., and Srivastava, R.C. (1973). *Theory and Practice. Teacher Education in India*. Allahabad: Chug Publication.
3. Epstein, H.T. (1970). *A strategy for Education*. London : Oxford University Press.
4. Hillard, F.H. (1971). *Teaching the Teachers. Trends in Teacher Education*. London: George Allen and unwin Ltd.
5. Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi : Frank Brothers and Co.
6. Kothari, R. G. and Patel, J, B (2011). *In-service Teacher Education: Training programme for Primary Teachers*. Germany:VDM Verlag Publisher.
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8. Mukerji, S.N. (1968). *Education of Teachers in India (vol. 1 and 11)*. New Delhi: Sultan Chandand Co.
9. National Council For Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. New Delhi: Member Secretary, National Council for Teacher Education.
10. National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.

11. National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
12. National Curriculum Framework for Teacher Education (2006) NCTE
13. NCERT (1991) Secondary Teacher Education Curriculum : Guidelines and Syllabus. New Delhi, NCERT.
14. NCERT (1991a). *Elementary Teacher Education Curriculum – Guidelines and Syllabus*. New Delhi, NCERT.
15. NCERT. (1979). *Teacher Education curriculum – A Framework*. New Delhi.
16. NCTE (1988). *National Curriculum for Teacher Education – A Framework*. New Delhi :
17. NCTE. (1978). *Teacher Education Curriculum. A Framework*. New Delhi, NCERT.
18. Rao, D. (2002). *Teacher Education in India*. New Delhi: Discovery Publishing House.
19. Rao, D. (2003). *Teachers in a changing world*. New Delhi: Discovery Publishing House.
20. Rao, R.(2004). *Methods of Teacher Training*. New Delhi. Discovery Publishing House.

PC-6 CURRICULUM STUDIES

Outcomes: After completion of the course, the student-teachers will be able to:-

- Conceptualize the meaning and different perspectives of curriculum
- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches
- Compare and analyse the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

Unit – 1: Perspectives on Curriculum

- Meaning, Concept and importance of curriculum
- Four perspectives on curriculum
 - Traditionalists
 - Conceptual-Empiricists
 - Reconceptualisits
 - Social constructivists
- Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, Integrated curriculum and their relevance.

Unit – 2: Construction & Development of Curriculum

- Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.
- Different Models
- Administration
- Grass Root
- Demonstration
- System Analysis

National curriculum of USA, Japan, China countries at different levels .

Unit – 3: Bases of Curriculum Development

- *Epistemological bases:* Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; Logical grammar of school subjects.
- *Sociological bases:* societal needs and aspirations, culture and values, social changes, knowledge explosion, national concerns and goals, globalisation, localization and privatization, political ideology and technological influences, economic necessities; Socio-cultural context of students - multi- cultural, multilingual aspects.
- *Critical issues:* environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Unit – 4: Curriculum Administration & Evaluation

- Taylorism
- Administration as a process.

- Administration as a bureaucracy
- Human relation approach to Administration.
- Formative, Summative & Interpretation of Evaluation results.

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

Practicum

- Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels.
- Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks that were developed later.
- Detailed study of National curriculum framework of school Education, India (1988, 2000, 2005) followed by seminar presentation.
- Study a curriculum of any level of education and find out their bases of construction. Prepare a report to this effect.

References

- Bob Moon and Patricia Murphy (Ed) (1999). *Curriculum in Context*. Paul Chapman Publishing, London.
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- G.W. Ford and Lawrence Pungo,(1964). *The structure of Knowledge and the curriculum*. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). *The Practical: A language for curriculum*. School Review, November.
- Keddie, N.(1971) : *Classroom Knowledge*, in. M.F.D Young..
- Kelley, A.B. (1996). *The Curricular Theory and Practice*. Harper and Row, US.

SEMESTER – IV

COURSE – 15 : DISSERTATION

Activities

- Analysis and Interpretation of Data
 - Result, Conclusion and findings
 - Summary of the Research Study
 - Educational Implications
 - References
 - Write a research report
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