

UNIVERSITY OF MYSORE



Estd. 1916

VISHWAVIDYANILAYA KARYA SOUDHA  
CRAWFORD HALL, POST BOX NO. 406  
MYSORE-570 005

ಸಂಖ್ಯೆ:ಎಸಿ6/84/2015-16

ದಿನಾಂಕ: 21/08/2015

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2015-16 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಎರಡು ವರ್ಷದ ಎಂ.ಇಡಿ. (RIEM-CBCS Scheme) ಪದವಿ ಕೋರ್ಸ್‌ಗೆ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಪಠ್ಯ ಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ: 1) ದಿನಾಂಕ: 24/06/2015 ಮತ್ತು 20/07/2015 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ/ಸ್ನಾತಕೋತ್ತರ) ವಿಶೇಷ ಸಭೆಯ ಶಿಫಾರಸ್ಸುಗಳು.  
2) ದಿನಾಂಕ 30/07/2015 ರಂದು ಜರುಗಿದ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ.

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ದಿನಾಂಕ: 24/06/2015 ಮತ್ತು ದಿನಾಂಕ: 20/07/2015 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿಯ (ಸ್ನಾತಕ/ಸ್ನಾತಕೋತ್ತರ) ವಿಶೇಷ ಸಭೆಯು 02 ವರ್ಷಗಳ(ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್) ಎಂ.ಇಡಿ.(RIEM-CBCS Scheme) ಕೋರ್ಸ್‌ಗೆ ಅನ್ವಯವಾಗುವಂತೆ NCTE ನಿಯಮಾವಳಿ-2014 ರ ಪ್ರಕಾರ ಒಂದೇ ಮಾದರಿಯ ರೆಗ್ಯೂಲೇಷನ್, ಗೈಡ್‌ಲೈನ್ಸ್, ಪರೀಕ್ಷಾ ವಿಧಾನ ಮತ್ತು ಪಠ್ಯ ಕ್ರಮವನ್ನು ರೂಪಿಸಿ 2015-16 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ಬರುವಂತೆ ಶಿಫಾರಸ್ಸು ಮಾಡಲಾಗಿರುವುದನ್ನು ದಿನಾಂಕ: 30.07.2015 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿ ಸಭೆಯು ಪ್ರಸ್ತುತ ಪ್ರಸ್ತಾವನೆಗೆ ಒಪ್ಪಿಗೆಯನ್ನು ಸೂಚಿಸಿರುತ್ತವೆ.

ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ, 2015-16 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ಬರುವಂತೆ 02 ವರ್ಷದ ಎಂ.ಇಡಿ.(RIEM-CBCS Scheme) ಕ್ರಾ್ಯಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ಬಗ್ಗೆ ಅಧಿಸೂಚನೆಯನ್ನು ಹೊರಡಿಸಲಾಗಿದೆ.

ಈ ಅಧಿಸೂಚನೆಯೊಂದಿಗೆ ರೆಗ್ಯೂಲೇಷನ್, ಗೈಡ್‌ಲೈನ್ಸ್, ಪರೀಕ್ಷಾ ವಿಧಾನ ಮತ್ತು ಪಠ್ಯ ಕ್ರಮಗಳನ್ನು ಸಹ ಲಗತ್ತಿಸಿದೆ.

**ಕುಲಸಚಿವರಿಂದ ಕರಡು ಅನುಮೋದಿಸಿದೆ.**

*(Handwritten signature)*  
ಉಪ ಕುಲಸಚಿವ(ಶೈಕ್ಷಣಿಕ)  
21/8  
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ಇವರಿಗೆ:

1. ಡೀನರು, ಶಿಕ್ಷಣ ನಿಕಾಯ, ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ) ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಅಧ್ಯಕ್ಷರು, ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ/ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಪ್ರಾಂಶುಪಾಲರು, ಪ್ರಾದೇಶಿಕ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ, (RIE) ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ಅಧ್ಯಕ್ಷರು, ದೈಹಿಕ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ ಮತ್ತು ಕ್ರೀಡಾ ವಿಜ್ಞಾನ, sports pavilion, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
6. ಎಲ್ಲಾ ಉಪ ಕುಲಸಚಿವರು /ಸಹಾಯಕ ಕುಲಸಚಿವರು (ಆಡಳಿತ/ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
7. ಅಧೀಕ್ಷಕರು, (ಶೈಕ್ಷಣಿಕ) ಆಡಳಿತ ಶಾಖೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
8. ಕುಲಪತಿಗಳು/ ಕುಲಸಚಿವರು/ ಕುಲಸಚಿವ (ಪರೀಕ್ಷಾಂಗ) ಇವರುಗಳ ಅಪ್ಪ ಸಹಾಯಕರು, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
9. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಎಸಿ-7, ಎಸಿ2(ಎಸ್), ಆಡಳಿತ ಶಾಖೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
10. ಕಡತಕ್ಕೆ.



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

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



**REGIONAL INSTITUTE OF EDUCATION**

## **Two Year (4 Semester) Master of Education Programme (RIEM-CBCS Scheme)**

### **1. Preamble:**

RIEs as centres of excellence in teacher education are expected to create a unique platform for organising teacher education courses with a national perspective by preparing teacher educators and teachers who teach in teacher education institutions and schools located in states, but also carry a multilingual national outlook developed in them through such teacher education programmes. The post-graduate programmes in education needs to take note of diversity of contexts in which the teacher training institutions, University Departments of Education and schools located in various states are functioning in terms of variety of subject content; pedagogy needs, perspectives of foundation component/theory and their link with practices and practical. As envisaged in the 2-Year M. Ed. curriculum framework and the regulations brought out by the NCTE in 2014, the M. Ed. programme is visualized primarily as a programme for preparing teacher educators with two kinds specializations. One which prepares the student for level specific specialization for either elementary or secondary and the other which prepares for a thematic specialization. Further, as envisioned in the curriculum framework, the 2-Year M. Ed is organised in four semesters within the framework of Choice Based Credit System as per the recommendations of the University Grants Commission and as implemented in the University of Mysore. The programme is structured as Hard-core, Soft-core and Self-study courses with choices provided under the soft-core. In its structure, the M. Ed. programme is consisting of three broad categories of courses as suggested in the NCTE curriculum framework namely, Perspective Courses, Tool Courses and Thematic Specialisation Courses. Further, every student is expected to conduct a guided research work and submit a dissertation and also undergo two internships – one in a teacher education institution and the other as prescribed under the theme based specialisations in professional sites such as school, district and sub-district level agencies such as office of the DEO/DDPI/BEO, state level agencies such as SCERT/SPO/Textbook Bureau/Examination Board etc.

### **2. Objectives of the M.Ed. Programme**

The students will be helped to:

- Develop a multi-disciplinary perspective of education.

- Acquire professional skills and competencies to function as a teacher educator at either elementary or secondary level of schooling.
- Acquire professional skills and competencies needed for a specialist in at least one thematic area of education
- Understand how concepts theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management etc; could be used/practiced suitably in the perspectives of teaching-learning in schools.
- Appreciate the challenge of theorizing education and identify relationship between theory and practices;
- Develop a rational conceptualization of educational research;
- Integrate information and communication technology in teaching-learning and training transaction;
- Equip the students with different innovative modes of training transaction.

### **3. The Clientele**

Basically the products of M.Ed. programme are employed as teacher educators in CTEs, IASEs, DIETs, B.Ed. colleges and University Education Departments. Further, a sizeable number of products of M.Ed. (general) Course have been employed by Boards/Councils of Secondary/Higher Secondary Education, Directorates of Education/Inspectorates, Schools affiliated to CBSE/Kendriya Vidyalaya Sangathan/ Navodaya Vidyalaya Samiti, SCERTs as Curriculum Experts, Evaluation Experts, Inspectors/Supervisors of Primary/Secondary Schools, Education Officers at block and district level, Head Masters/Principals, Statistical Officers/Planning Officers etc. who would require professional expertise/knowledge in curriculum formulation/evaluation/educational planning and management/ supervision and educational administration etc.. In view of the above, reformulated 2-Year M.Ed. Programme should basically cater to the needs of professional preparation of teacher educators at various stages of education and simultaneously for job specific preparation of trained professional manpower to run various departments of education/education institutions. Due to heterogeneous clientele, there is a wide range of professional and academic needs to which the course has to cater.

## **4. Regulations governing the Programme**

### **1.0 The Scheme:**

The 2-Year (4 Semester) programme offered by the Regional Institute of Education, Mysore is titled '**Master of Education**' leading to the degree **M. Ed.** The programme shall be offered as a post graduate programme of the University of Mysore with Choice Based Credit System under the RIEM Scheme.

### **2.0 Credit System**

For successful completion of the M.Ed. course a student is required to complete a minimum of 80 credits. The scheme of the course for the four semesters and the Inter-Semester Break of M.Ed.

Programme shall be as under

### 3.0 Duration

Two Academic Years with four semesters of 18 weeks each and three inter semester breaks.

### 4.0 Number of Seats

Admission will be made for one unit of fifty students. Reservation of Seats will be made to ST/ST/OBC/ PH as per Govt. of India provisions. The seat matrix will be worked out every year for making provisions to different States/UTs.

### 5.0 Eligibility for Admission

**5.1** Candidates seeking admission to M.Ed programme must have passed one year B.Ed/2 yrs. B.Ed./ 4 yrs. integrated B.A.Ed/B.Sc.Ed/ /M.Sc.Ed/B.A.B.Ed./B.Sc.B.Ed or any other degree recognised as equivalent thereto by the University with 50% marks in the aggregate (in case of integrated degree course, 50% aggregate marks in Education papers only). However, relaxation up to 5% marks shall be given in the case of SC/ST candidates.

**5.2** D.El.Ed/ D.Ed with a Bachelors degree (B.A./B.Sc./B.Com, etc).

**5.3** Additional weightage shall be given to candidates with post-graduate degree in Social Sciences / Sciences/Humanities.

### 6.0 Attendance

Every student has to attend a minimum of 80% of the classes conducted of each course. If a candidate has failed to put in a minimum of 80% attendance in a course, she/he is deemed to have dropped the course and is not allowed to write the semester end examination of that course. She/He has to attend the classes of that course in the subsequent years whenever it is offered.

### 7.0 Medium of Instruction

The medium of instruction and examination shall be English.

### 8.0 The Curriculum

The curriculum of the 2-year M. Ed. will comprise of the following components-

| Major components           | Areas Covered            | Description                           | Credit Allocation |
|----------------------------|--------------------------|---------------------------------------|-------------------|
| Common Core<br>(Theory and | Perspective Courses (PC) | PC1-Introduction to Education Studies | 4 Credits         |
|                            |                          | PC2-History and Political Economy     | 4 Credits         |

|   |   |   |   |
|---|---|---|---|
| Practicum included)                             |   | PC3-Psychology of Learning and Development<br>PC4-Philosophy of Education<br>PC5-Sociology of Education<br>PC6-Curriculum Studies                     | 4 Credits<br>4 Credits<br>4 Credits<br>4 Credits            |
|   | Tool Courses (TC)   | TC1-Self-Development<br>TC2-Communication<br>TC3-Research Methods in Education<br>TC4- Advanced Research Methods in Education<br>TC5-Academic writing | 1 Credit<br>1 Credit<br>4 Credits<br>4 Credits<br>2 Credits |
|   | Teacher Education Courses (TEC)   | TEC1-Teacher Education I<br>TEC2-Teacher Education II   | 4 Credits<br>4 Credits                                      |
| Specialisations (Theory and Practicum included) | Core Course Specialization (CCS)  | CCS1-Elementary / Secondary Education – I<br>CCS2-Elementary / Secondary Education – II   | 4 Credits<br>4 Credits                                      |
|   | Thematic Specialization (TS) Any one cluster from the following.<br>1. Educational Management, Administration and Leadership<br>2. Curriculum, Pedagogy and Assessment<br>3. Educational Technology and ICT<br>4. Inclusive Education<br>5. Programme Planning, Implementation, Monitoring and Evaluation<br>6. Guidance and Counseling | TS1-Thematic Specialization –I<br>TS2-Thematic Specialization –II<br>TS3-Thematic Specialization –III   | 4 Credits<br>4 Credits<br>4 Credits                         |
| Internship/Field Attachment                     | - In Teacher Education<br>- In Thematic Specialisation  | Field internship/attachment in:<br>1. A Teacher Education Institution, and<br>2. The area of specialisation   | 8 Credits (4 Credits each)                                  |
| Research leading to Dissertation                | Related to specialisation or Perspectives   | Students (in close mentorship of a faculty Member) learns to plan and conduct a research, and write a dissertation.                                   | 8 Credits   |
|   |   |   | <b>80 Credits</b>   |

### 8.1 Semester wise distribution of courses

| Semester-I                            | Cr | Semester-II                                | Cr | Semester-III                               | Cr | Semester-IV                | Cr |
|---------------------------------------|----|--|----|--|----|----------------------------|----|
| <b>18</b>                             |    | <b>20</b>                                  |    | <b>20</b>                                  |    | <b>22</b>                  |    |
| PC1-Introduction to Education Studies | 4  | TC3- Research Methods in Education         | 4  | TC4- Advanced Research Method in Education | 4  | TC5-Academic writing       | 2  |
| TEC1-Teacher Education I              | 4  | TS1-Thematic Specialization –I             | 4  | CCS2-Elementary / Secondary Education – II | 4  | PC5-Sociology of Education | 4  |
| PC2-History and Political Economy     | 4  | PC3-Psychology of Learning and Development | 4  | PC4-Philosophy of Education                | 4  | TEC2-Teacher Education II  | 4  |
| CCS1-Elementary /                     | 4  | TS2-Thematic                               | 4  | TS3-Thematic                               | 4  | PC6- Curriculum            | 4  |

|                       |           |                   |           |                     |           |               |           |
|-----------------------|-----------|-------------------|-----------|---------------------|-----------|---------------|-----------|
| Secondary Education-I |           | Specialization-II |           | Specialization -III |           | Studies       |           |
| TC1-Self-Development* | 1         | TE – Internship*  | 4         | TS – Internship*    | 4         | Dissertation# | 8         |
| TC2-Communication *   | 1         |                   |           |                     |           |               |           |
| <b>Credits</b>        | <b>18</b> |                   | <b>20</b> |                     | <b>20</b> |               | <b>22</b> |

\* The course may be organised in workshop mode either during the semester or during Inter Semester Break or a period involving both ISB and the Semester.

# Dissertation work shall commence from semester II and shall be completed by the end of semester IV.

## 9.0 Assessment: Distribution of credits and marks

### 9.1 Assessment Scheme

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

### 9.2 Contact Hours and Distribution of Marks

| Description                                | Credits | Contact Hrs      | Marks |
|--|---------|------------------|-------|
| <b>Semester I</b>                          |         |                  |       |
| PC1-Introduction to Education Studies      | 4       | 3L + 2T = 5      | 100   |
| TEC1-Teacher Education I                   | 4       | 3L + 2T = 5      | 100   |
| PC2-History and Political Economy          | 4       | 3L + 2T = 5      | 100   |
| CCS1-Elementary / Secondary Education-I    | 4       | 3L + 2T = 5      | 100   |
| TC1-Self-Development Workshop              | 1       | 1 Week Workshop  | 25    |
| TC2-Communication Workshop                 | 1       | 1 Week Workshop  | 25    |
| <b>Semester II</b>                         |         |                  |       |
| TC3- Research Methods in Education         | 4       | 3L + 2T = 5      | 100   |
| TS1-Thematic Specialization –I             | 4       | 3L + 2T = 5      | 100   |
| PC3-Psychology of Learning and Development | 4       | 3L + 2T = 5      | 100   |
| TS2-Thematic Specialization-II             | 4       | 3L + 2T = 5      | 100   |
| TE - Internship                            | 4       | 2 + 1 Weeks      | 100   |
| <b>Semester III</b>                        |         |                  |       |
| TC4- Advanced Research Method in Education | 4       | 3L + 2T = 5      | 100   |
| CCS2-Elementary / Secondary Education – II | 4       | 3L + 2T = 5      | 100   |
| PC4-Philosophy of Education                | 4       | 3L + 2T = 5      | 100   |
| TS3-Thematic Specialization –III           | 4       | 3L + 2T = 5      | 100   |
| TS – Internship                            | 4       | 2+1 Weeks        | 100   |
| <b>Semester IV</b>                         |         |                  |       |
| TC5-Academic writing                       | 2       | 2 Weeks Workshop | 50    |
| PC5-Sociology of Education                 | 4       | 3L + 2T = 5      | 100   |
| TEC2-Teacher Education II                  | 4       | 3L + 2T = 5      | 100   |
| PC6- Curriculum Studies                    | 4       | 3L + 2T = 5      | 100   |
| TC6-Dissertation                           | 8       | 2T + 2T          | 200   |

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



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

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

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

## 10.0 Self-Study Courses

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

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

## 11.0 Scheme of Examination

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

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

### SCHEME OF EXAMINATION

| Sem | Course No.                            | Subject  | Sessional      |                | Semester<br>End C <sub>3</sub> | Total      |
|-----|---------------------------------------|--|----------------|----------------|--------------------------------|------------|
|     |                                       |  | C <sub>1</sub> | C <sub>2</sub> |                                |            |
| I   | RIEMED-PC1                            | Introduction to Education Studies                    | 25             | 25             | 50                             | 100        |
|     | RIEMED -PC2                           | History and Political Economy                        | 25             | 25             | 50                             | 100        |
|     | RIEMED -TEC1                          | Teacher Education I                                  | 25             | 25             | 50                             | 100        |
|     | RIEMED –CLS-ELE1/<br>RIEMED –CLS-SEC1 | Elementary Education-I/<br>Secondary Education-I     | 25             | 25             | 50                             | 100        |
|     | RIEMED -TC1                           | Self-Development Workshop                            |                | 25             |                                | 25         |
|     | RIEMED -TC2                           | Communication Workshop                               |                | 25             |                                | 25         |
|     |                                       | <b>Total</b>   |                |                |                                | <b>450</b> |
| II  | RIEMED - PC3                          | Psychology of Learning and Development               | 25             | 25             | 50                             | 100        |
|     | RIEMED - TC3                          | Research Methods in Education                        | 25             | 25             | 50                             | 100        |
|     | RIEMED - TS-EMAL1                     | Educational Administration and Management            | 25             | 25             | 50                             | 100        |
|     | RIEMED - TS-CPA1                      | Foundations, Theories and Models of Curriculum       | 25             | 25             | 50                             | 100        |
|     | RIEMED - TS-ETICT1                    | Foundations of Educational Technology                | 25             | 25             | 50                             | 100        |
|     | RIEMED - TS-IE1                       | Understanding and Development of Inclusive Education | 25             | 25             | 50                             | 100        |
|     | RIEMED - TS-PPIME1                    | Planning Educational Programmes                      | 25             | 25             | 50                             | 100        |
|     | RIEMED - TS-GC1                       | Guidance in School and Career Guidance               | 25             | 25             | 50                             | 100        |
|     | RIEMED - TS-EMAL2                     | Educational Planning                                 | 25             | 25             | 50                             | 100        |
|     | RIEMED - TS-CPA2                      | Curriculum Transaction, Pedagogy and Assessment      | 25             | 25             | 50                             | 100        |
|     | RIEMED - TS-ETICT2                    | E-Content: Design and Development                    |                |                |                                |            |



|            |                                       |   |    |    |     |             |
|------------|---------------------------------------|---|----|----|-----|-------------|
|            | RIEMED - TS-IE2                       | Addressing the diverse needs in Inclusive setting       | 25 | 25 | 50  | 100         |
|            | RIEMED - TS-PPIME2                    | Programme Implementation and Monitoring                 | 25 | 25 | 50  | 100         |
|            | RIEMED - TS-GC2                       | Counselling Process and Strategies                      | 25 | 25 | 50  | 100         |
|            | RIEMED -TE-INT                        | Internship in Teacher Education                         |    |    |     | 100         |
|            |                                       | <b>Total</b>  |    |    |     | <b>500</b>  |
| <b>III</b> | RIEMED - PC4                          | Philosophy of Education                                 | 25 | 25 | 50  | 100         |
|            | RIEMED - TC4                          | Advanced Research Methodology in Education              | 25 | 25 | 50  | 100         |
|            | RIEMED –CLS-ELE2/<br>RIEMED –CLS-SEC2 | Elementary Education-II/<br>Secondary Education-II      | 25 | 25 | 50  | 100         |
|            | RIEMED - TS-EMAL3                     | Educational Leadership and Supervision                  | 25 | 25 | 50  | 100         |
|            | RIEMED - TS-CPA3                      | Curriculum Evaluation, Policies And Research            | 25 | 25 | 50  | 100         |
|            | RIEMED - TS-ETICT3                    | E-learning  | 25 | 25 | 50  | 100         |
|            | RIEMED - TS-IE3                       | Concerns, Challenges, and Issues in Inclusive Education | 25 | 25 | 50  | 100         |
|            | RIEMED - TS-PPIME3                    | Programme Evaluation                                    | 25 | 25 | 50  | 100         |
|            | RIEMED - TS-GC3                       | Assessment and Appraisal In Guidance and Counselling    | 25 | 25 | 50  | 100         |
|            | RIEMED -TS-INT                        | Internship in Thematic Specialisation                   |    |    |     | 100         |
|            |                                       | <b>Total</b>  |    |    |     | <b>500</b>  |
| <b>IV</b>  | RIEMED - PC5                          | Sociology of Education                                  | 25 | 25 | 50  | 100         |
|            | RIEMED - PC6                          | Curriculum Studies                                      | 25 | 25 | 50  | 100         |
|            | RIEMED -TEC2                          | Teacher Education II                                    | 25 | 25 | 50  | 100         |
|            | RIEMED -TC5                           | TC5-Academic writing                                    |    | 50 |     | 50          |
|            | RIEMED -TC6                           | Dissertation  | 50 | 50 | 100 | 200         |
|            |                                       | <b>Total</b>  |    |    |     | <b>550</b>  |
|            |                                       | <b>GRAND TOTAL</b>                                      |    |    |     | <b>2000</b> |

11.3 Duration of semester end examination for all theory courses will be of 2 hours.

Each theory paper comprises of 5 questions of 10 marks each. There shall be one question on each of the four units with internal choice and the fifth question shall include items from all four units with internal choice.

## 12.0 Question paper setting, valuation etc.,

12.1 Question paper setting for C<sub>3</sub> and Valuation.

- (i) There shall be a Postgraduate Board of Examiners approved by the University of Mysore (UOM) for preparing, scrutinising and approving the question papers and scheme of valuation for the use at the next examination/s.
- (ii) Question paper for the written tests in C<sub>1</sub>, C<sub>2</sub> and C<sub>3</sub> shall be prepared by the faculty teaching the course. UOM shall supply the question papers for C<sub>3</sub> theory examinations.
- (iii) All C<sub>3</sub> theory papers shall be valued by external examiners approved by the UOM

12.2 Coding of Answer Scripts:

Before valuation, the answer scripts shall be coded using false numbers by the University.

### 12.3 Classification of Successful Candidates

A semester is divided into three discrete components namely  $C_1$ ,  $C_2$  and  $C_3$ . The evaluation of the first component  $C_1$  will be done during the first half of the semester while the first 50% of the syllabus is being covered. This will have a weightage of 25%. This will be consolidated during the 8<sup>th</sup> week of the semester. The evaluation of the second component  $C_2$  will be done during the second half of the semester while the next 50% of the syllabus is being covered. This will have a weightage of 25%. This will be consolidated during the 16<sup>th</sup> week of the semester. In general  $C_1$  and  $C_2$  should be evaluated through Test/seminar/dissertation/presentation/assignment as suitable for a course.

Between the 18<sup>th</sup> and 20<sup>th</sup> week of the semester, the semester end examination will be conducted by the University and this forms the third component of evaluation  $C_3$  with weightage of 50%.

If a candidate has not scored at least 30% in  $C_1$  and  $C_2$  put together, he/she is not allowed to appear for  $C_3$  and shall be deemed to have dropped the course.

It should be noted that evaluated papers/assignments of  $C_1$  and  $C_2$  of assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained by the concerned teacher for this purpose.

The final marks of a course  $M$  of  $C_3$  will be computed as per the following table :

|    | <i>Distribution</i> | <i>Formula</i>                    |
|----|---------------------|-----------------------------------|
| 1. | $L : T : P$         | $M = ((L+T)*X + (P*Y)) / (L+T+P)$ |
| 2. | $L : T : P = 0$     | $M = X$                           |
| 3. | $L : T = 0 : P$     | $M = (L*X + P*Y) / (L+P)$         |
| 4. | $L = 0 : T : P$     | $M = Y$                           |
| 5. | $L : T = 0 : P = 0$ | $M = X$                           |
| 6. | $L = 0 : T = 0 : P$ | $M = Y$                           |
| 7. | $L = 0 : T : P = 0$ | $M = Z$                           |

where

$X$  is the marks scored out of 50 in  $C_3$  in Theory

$Y$  is the marks scored out of 50 in  $C_3$  in Practical

$Z$  is the marks scored out of 50 in  $C_3$  in Tutorial

The total marks in a course is  $P = C_1 + C_2 + M$  (after rounding to nearest integer). The grade ( $G$ ) and grade point ( $G.P$ ) will be calculated as follows where  $V$  is the credit value of the course.

| $P$      | $G$ | $GP = V \times G$ |
|----------|-----|-------------------|
| 90 – 100 | 10  | $V \times 10$     |
| 80 – 89  | 9   | $V \times 9$      |

|         |   |              |
|---------|---|--------------|
| 70 – 79 | 8 | $V \times 8$ |
| 60 – 69 | 7 | $V \times 7$ |
| 50 – 59 | 6 | $V \times 6$ |
| 40 – 49 | 5 | $V \times 5$ |
| 30 – 39 | 4 | $V \times 4$ |
| 0 -29   | 0 | $V \times 0$ |

If a candidate scores in  $C_1 + C_2 \geq 30\%$ ,

$$M \geq 30\%$$

and  $G \geq 5$  in a course, then he is considered to be successful in that course.

After successful completion of the required number of credits, then the overall cumulative grade point average (CGPA) of a candidate is calculated using the formula  $CGPA = \Sigma GP / \text{Total number of credits}$  and the class is declared as follows :

| CGPA                  | FGP             |                   |
|-----------------------|-----------------|-------------------|
|                       | Numerical Index | Qualitative Index |
| $4 \leq CGPA < 5$     | 5               | Second Class      |
| $5 \leq CGPA < 6$     | 6               |                   |
| $6 \leq CGPA < 7$     | 7               | First Class       |
| $7 \leq CGPA < 8$     | 8               |                   |
| $8 \leq CGPA < 9$     | 9               | Distinction       |
| $9 \leq CGPA \leq 10$ | 10              |                   |

Overall percentage =  $10 * CGPA$  or is said to be 50% in case  $CGPA < 5$ .

However, if  $C_1 + C_2 \geq 30\%$ ,  $M \geq 30\%$  and with grade  $G = 4$ , then a candidate has three options namely conditional success or make up of a course or dropping a course.

12.4 **Conditional Success:** A candidate is said to be successful conditionally in a course if his score in  $C_1 + C_2 \geq 30\%$ ,  $M \geq 30\%$  and grade  $G = 4$ . But this benefit will be available up to a maximum 16 credits for the entire programme of M.Ed. of 2 years. The candidate has to exercise this option within 10 days from the date of notification of results.

12.5 **Make-Up of a Course:** Under the following circumstances, a candidate can have option to choose MAKE-UP OPTION for  $C_3$ :

1. scores  $\geq 30\%$  in  $C_1 + C_2$  and  $M < 30\%$

2. scores  $\geq 30\%$  in  $C_1 + C_2$ ;  $M \geq 30\%$  but with grade  $G = 4$

The candidate has to exercise this option within 10 days from the date of notification of results. Once he has chosen the option he has to write the examination which will be conducted within 25 days from the date of notification of results. And there can be two or more examinations on the same day and they may be held on Saturdays and Sundays also.

If the candidate is unsuccessful in make-up also, then he/she is deemed to have withdrawn / dropped the course.

#### 12.6 **Dropping a Course:**

Under the following circumstances a candidate is said to have DROPPED a course,

If the candidate:

1. fails to put in 80% attendance in the course,
2. decides to discontinue/ withdraw to study the course,
3. scores less than 30% in  $C_1 + C_2$  together,
4. scores in
  - i)  $C_1 + C_2$  is  $\geq 30\%$  and  $M < 30\%$  or
  - ii)  $C_1 + C_2$  is  $\geq 30\%$ ,  $M \geq 30\%$  and Grade  $G = 4$  and exercises option to drop the course within 10 days from the date of notification of final results,
5. is unsuccessful in the MAKE-UP examination.

A candidate who has dropped a course has to re-register for the course when the course is offered again by the Department.

12.7 Each student can go with a normal pace of 20 credits per semester. However, he/she has provision to go with a slow pace of 12 credits per semester and an accelerated pace of 24 credits per semester.

12.8 The tuition fee and the examination fee of a semester will be in accordance with the number of credits registered by each student in that semester.

12.9 The student may avail a maximum of two blank semesters in one stretch. However, he has to pay a nominal fee for maintaining a semester blank to the institution.

#### 13.0 **Provision for Appeal**

A candidate, if dissatisfied with the grades that he/she has got with a feeling that he/she is unnecessarily penalized can approach the grievance cell with the written submission together with all facts, factual and all the assignments, test papers etc. which were evaluated. He/She can do so before the semester-end examination (based on 2 continuous assessment components already completed) or after the semester-end examination. The grievance cell is empowered to review the grades if the case is genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend taking disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the Grievance Cell is final.

The Grievance Cell shall be constituted by the University

The appropriate fee as fixed by the University shall be collected from the candidate who goes for an appeal to the Grievance Cell.

**14.0 Miscellaneous:**

- 14.1 These revised regulations will apply to the candidates admitted for the academic year 2015-16 and onwards for the courses mentioned in Regulation No.1.0 above.
- 14.2 Other regulations not specifically mentioned above are as per the Regulations of the University as applicable from time to time.
- 13.3 Any other issue not envisaged above, shall be resolved by the Vice-Chancellor in consultation with the appropriate Bodies of the University, which shall be final and binding.

## SEMESTER-I

### RIEMED-PC1: INTRODUCTION TO EDUCATION STUDIES

Credits: Four  
Contact Hours: 3L +2T  
Examination: Two Hours

Maximum Marks: 100  
Internal: 50  
External: 50

**Objectives:**

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

- Understand the nature and purpose of education and perspectives about education system and process;
- Appreciate dualities involved in education;

- Reflects on the educational ideas and systems of various thinkers and develop the ability to theorize educational practices;
- Analyze the process of education;
- Appreciate the disciplinary and the interdisciplinary nature of education;
- Develop the attitude of and abilities to contextualize the education process;
- Build one's perspective of education through reflection.

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

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

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

- Object of Study in Education: Distinct Nature and its multi-facetedness
- Disciplinary Nature of Education:
- Interdisciplinary and multi-disciplinary Nature of Education
- Education as Humane Discipline

#### **Unit-III: Context of Education**

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

- **Psychological Context of Education:** How psychological attributes one possessed with facilitate in one's own learning. (Motivation, Aspiration, Attitudes towards learning and education)

#### **Unit-IV: Alternative Educational Theories and views of Radical educationists**

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

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

Radical Educationists and Their Works: A Critical understanding

- Paulo Freire: Pedagogy of the Oppressed
- Ivan Illich: De-Schooling Society
- J KrishnaMurthy: On Education
- Aurobindo Ghosh: The Integral Yoga ( Integral education)

#### **Transactional Modalities:**

- Library readings; expositions; Lectures
- Discussion on video films and audio cassettes on education by J. Krishnamurthi and other thinkers
- Discussion on video films on Rishi valley, Shantiniketan to understand the reflection of philosophical and educational ideals of thinkers on these systems

#### **Sessional Activities:**

- Analysis of dualities in educational practices and presentations individually/collectively
- Analysis of different perspectives on the concept and purpose of education ( John Dewy, Rousseau, Sri Aurobindo, J.Krishnamurthi, Paulo Frieri, B Russel, Gandhi and Tagore) and presentations

#### **Suggested Readings**

- Archambault.D.R (1972) Philosophical analysis and education, International Library of the Philosophy of Education, London, pub by Routledge &Kegan Paul
- Deng, Z. (2003). School Subjects and Academic Disciplines. In A. Luke, A. Woods, & K. Weir (Eds) Curriculum, Syllabus design and equity: A Primer and model. Routledge.
- Dewey, John Experience and Education
- Frieri, Paulo Pedagogy of the Oppressed
- Goodson, I. F. & Marsh, C. J. (2005). Studying School Subjects: A Guide. Routledge.
- Hirst, Paul & R S Peters Knowledge and curriculum
- Hollis, Martin. (2000). The Philosophy of Social Science: An Introduction. Cambridge University Press.
- Hudson, D. (1987). Science Curriculum Change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.,) International Perspectives in curriculum history. Croom Helm



- Illich Ivan (2012). De-schooling Society. Morion Boyars, London
- Kumar Krishna. (2004). What is worth Teaching? (3<sup>rd</sup> edition). Orient Blackswan
- NCERT. (2005) National Curriculum Framework, NCERT. New Delhi
- NCERT. (2005) Position Paper on Curriculum, Syllabus, and Textbooks. NCERT. New Delhi
- Pathak Avjit (2009). Education and Moral Quest. Aakar Books, New Delhi.  
Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers, New Delhi.
- Peters, R.S. (1967), The Concept of Education, Routledge, United Kingdom.

## **RIEMEDTEC1: TEACHER EDUCATION I**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

### **Objectives**

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

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

### **Course content**

#### **Unit I: Teacher Education – An Introduction**

- Teachers in India: The changing profile; changing roles and responsibilities of teachers and its demands on teacher education
- Teacher identity, social status: a critical understanding
- Teacher education: meaning nature and scope
- Reports of National Commissions on education with reference to teacher education(National Knowledge Commission)
- Reports of International Commissions on education with reference to teacher education(Learning the treasure within)

## Unit II: Preparation of School Teachers

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

## Unit III: Curriculum Organization, Transaction and Evaluation

- Organization of Teacher Education Curriculum
- Transactional approaches for the foundation courses – expository, participatory, collaborative, peer coaching and inquiry. Scope and possibility of organization and evaluation, Lecture-cum-Discussion, Group Discussion, seminar, *Use of Multimedia/ICT* and E-resources
- Transactional approaches for the skill and competency development courses – need for awareness – modeling - analysis – practice – feedback cycle. Scope and possibility of organization and evaluation – practicum records and portfolio assessment, (*Ways and Means for Transaction: Project Methods, workshops, team teaching, case study,*)
- Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)

## Unit IV: Continuing Professional Development of Teachers

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

## Sessional work

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

Assignment/term paper on selected themes from the following

- Study the history of teacher education in India: trends, developments and forces that shaped teacher education.
- Relevance of teacher education curriculum

- Writing review of at least one book related to teacher education
- Critical study of teacher education Curriculum frameworks-1978,1988,1998,2006
- Preparation of Training Plan for INSET giving the rationale, target group, costing of resources and phases of training
- Construction of tools for identification of training needs
- Preparation of self-learning material for D.Ed./B.Ed. students on any identified topic
- Study of the Cadre and Recruitment Rules of a State
- Appraisal of norms/standards of teacher education developed by NCTE
- Appraisal of regulatory and accrediting bodies for teacher education

#### REFERENCES

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

Credits: 4  
Examination Duration: 2 Hours  
Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100  
Internal: 50  
External: 50

## **Objectives**

The course intends to:

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

### **Unit-I: History of Schooling**

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

### **Unit-II: Political Economy Perspective of Education**

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

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

- Political Economy of:
  - Ancient Indian Education-Vedic and Buddhist
  - Medieval Indian Education
  - British Education
    - McCauley Minutes

- Woods Dispatch
- Hunter Commission
- Basic Education-1937
- Post –independent Indian education
  - Education Commissions- 1948, 1952 and 1964-66;
  - Education Policies-1968 and 1986;
  - National Knowledge Commission (NKC)

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

- Indigenous Knowledge systems: Meaning and the nature of the knowledge;
- Knowledge as property: Origin, Meaning and Definitions Distinct characteristics
- Liberalization, Privatization, and Globalization: Changing nature of knowledge
- Role of International Agencies in transforming knowledge into property: GATT/s, WTO
- Education as Merit Good and Non-merit Good: A Critical understanding
- Learning: The Treasure Within (Dealor’s Report)
- Politics of Knowledge: Intellectual Property Rights (IPR) Concept, Origin and Development
- Implications of IPR to Education Particularly Higher Education
- Patent rights: Implications to Indigenous Knowledge systems
- IPR and Right to Education

#### **Transactional Modalities:**

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

#### **Sessional**

**Essential Readings:** Reports of commissions, policies

#### **Suggested Readings**

- Althusser, L (1971). Ideology and Ideological State Apparatus. New Left Books, London
- Anuradha De & Jean Dreze (1999). PROBE. Oxford University Press, New Delhi.
- Apple W Micheal & Beane A James (2006). Democratic Schools: Lessons from chalk face. Ekalavya, Bhopal
- Bowels S & Gintis H(1976). The Schooling in Capitalist America. Routledge and Kegan Paul, London.
- Geeta Gandhi Kingdon & Mohd. Muzammil (2008). A Political Economy of Education in India: The case of Uttar Pradesh. Oxford Policy Institute
- Geeta Kingdon (Lead Investigator) (2014). A rigorous review of the political economy of education systems in developing countries. Institute of Education, London.
- Harry Broudy S (1988). The Uses of Schooling. Routledge, New York.

- Illich Ivan (2012). De-schooling Society. Morion Boyars, London
- Kumar Krishna (1991). Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi.
- Kumar Krishna (1996), 'Agriculture, Modernization and Education: The contours of a point of Departure'. Economic and political weekly,31 (35-37) 2367-373
- Naik J. P. (1997). The Education Commission and After. A. P. H Publishing Corporation.
- O' Neil Williams (1981). Educational Ideologies: Contemporary Expressions of Educational Philosophy. Good year publishing house, California.
- Chandra Rajashree (2010). Knowledge as Property: Issues in the Moral grounding of Intellectual Property Rights. Oxford University Press, New Delhi
- Naik J. P. ( ) Education Commission and After
- Reimer E (1971) School is Dead: Alternatives in Education. Anchos Books, Double Day & Co., New York.
- Richmand W. K. (1975). Education and Schooling. Methuen, London
- Young M. F. D. (1971). Knowledge and Control: New Directions for the Sociology of Education. Mc Millan, London
- Young M. F. D. & Whitty. G (ed.,)(1977). Society, State and Schooling. The Falmer Press.

### **RIEMED –CLS-ELE1: ELEMENTARY EDUCATION -1**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### **Rationale**

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

#### **Objectives**

The course intends to:

- Develop philosophical, sociological and psychological perspective on Elementary Education

- Develop understanding about status of Elementary education in India
- Appreciate the organizational structure and functions of institutions in administration and management of elementary education at various levels
- Develop perspectives of decentralization of administration and management of elementary education
- Critically analyse importance of curriculum development, pedagogy and assessment at Elementary Education
- Analyse various elementary education curricula and review with a focus on its objectives
- Develop perspective of inclusive education

#### **Unit-I: Planning, Policies and Administration**

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

#### **Unit-II: Programmes and Implementation Strategies at Elementary Education**

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

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

- Principles of Curriculum development at Elementary Level
- National Curriculum Frameworks of Secondary Education, Common Core Curriculum
- Relevance. integration, flexibility, contextuality and plurality determinants of curriculum at elementary level



- Pedagogy relevant at the elementary level
- CCE at elementary stage
- School based assessment: Preparation of scheme and guidelines

#### **Unit-IV: Inclusive Education at the Elementary level**

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

#### **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 elementary education in a district with reference to access, enrolment, participation and learning achievement
- Observe and report on the implementation of any one of programme to improve quality in elementary education
- Read and discuss on the philosophy and practices of elementary education as advocated by different educationists
- Prepare a short write-up on “initiatives to bridge gender gap in elementary education” and discuss
- Conduct a survey on the opinion of elementary school teachers on the policy of ‘inclusive education’
- Visit one or two elementary schools in the neighbourhood to observe midday meal scheme / inclusive environment and prepare a report on its implementation and offer suggestions

- Read a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program of US /Read any research report or article on mid-day meal scheme
- Compare the National and International curriculum of elementary education and discuss
- Analyze the curriculum of any two States (It could be grade wise or subject wise) and discuss
- Compare the allocation of GDP in education that is elementary, secondary, tertiary and technical etc. and other developmental / service sectors like health, defence and railway
- Collect information from developed, developing and underdeveloped countries on the budget allocation to education (budget auditing)
- Collection, evidence based practices, Case study on the sustainability of the any one of the programme
- Analysis of Annual Work Plan and Budget (AWP & B) of SSA any one State
- View films / videos on issues related to elementary education (Savithri Bai Phule, Lilkee, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Sathyarathi, Malala and many other who speak for education)

\*\*\* Sessional activities are only suggestive.

#### **Suggested Reading**

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

### **RIEMED –CLS-SEC1: SECONDARY EDUCATION-I**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

## **Rationale**

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

## **Objectives**

The course intends to:

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

## **Unit-I: Planning, Policies and Administration**

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

## **Unit-II: Programmes and implementation strategies of Secondary Education**

- Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education
- RMSA for achieving Universalisation of Secondary Education – programmes and strategies, its impact on quality enhancement

- National Vocational Education Qualification Framework (NVEQF)
- Role of authority and civil society groups in programme implementation
- Centrally sponsored schemes and state projects and programmes – the changes it brought in secondary education

### **Unit-III: Curriculum Pedagogy and Evaluation in Secondary Education**

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

### **Unit IV: Inclusive Education at the secondary education**

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

### **Transactional Modalities:**

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

### **Sessional activities**

- Prepare a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement
- Observe and report on the implementation of any one of the programmes to improve secondary education

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

\* The sessional 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.
- Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK

### **Reference:**

- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.

- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Sudesh Mudhopadhyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- Chopra, R.K. (1993) Status of Teachers in India
- NCERT, New Delhi Govt. of India (1953) Report of Secondary Education Commission, New Delhi Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi Govt. of India - (1986/1992)
- National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

### **RIEMED -TC1: SELF-DEVELOPMENT WORKSHOP**

Credit: 1

Marks: 25 (Internal Assessment)

Duration: One Week Workshop

#### **Rationale:**

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

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

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

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

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

**Objectives:**

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

**COURSE THEMES:**

Theme 1: Understanding the Self

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

Theme 3: Developing ‘Self’ in harmony with nature

Theme 4: Developing ‘Self’ as a professional (Teacher Educator)

Theme 5: Self and Social Responsibilities

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

**Activities under Theme 1: Understanding the Self**

**Objective**

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

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

**Activities**

- i. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats
- ii. Analyse one’s perception about self and others

iii. “Who am I” Self concept

iv. Inspirational Readings

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



## **Objective**

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

## **Activity**

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

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

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

## **Activities under Theme 3: Developing 'Self' in harmony with nature**

### **Objective**

The objective is to acquaint students on

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

### **Activities**

- i. Observation of nature during Nature Walk,
- ii. Sharing personal experiences

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

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

### **Objective**

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

- Adequacy of subject matter knowledge, professional skills, and effective communication to the students.
- One's attitudes towards students, teaching, teaching material, interest in teaching subject and one's aptitude in developing interest in learning among students and in tapping their abilities to realize the values identified in the subject matter.

- Suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.
- Involvement in teamwork with colleagues, head of the institution, parents of learners and management for holistic development of the learners.

#### **Activity: Analysis and Self-reflection**

The students will be asked to

- SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats as a teacher educator
- Analyse one's perception about self and others as teacher educators in a group context

On the basis of the above the students will-

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

#### **Activities under Theme 5: Self and Social Responsibilities**

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

#### **Objective**

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

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

#### **Activities**

- Group discussion:** The focus of the discussion will be on an issue or event on the theme which is current and relevant.  
The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.
- Gender Sensitization Training:** Students would engage in standard gender sensitization activities from any gender sensitization training programme.
- Field Visit:** Visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups. Before field visit students need to be oriented (½ day) on what they are supposed to do in the field.

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

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

### **Evaluation of Self-development:**

During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with response sheets/reflective notes/narratives/observations/ charts/posters/analysis sheets and other related documents. Students are required to submit Portfolio in the prescribed format with all evidences.

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

### **Reference Books:**

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

## **RIEMED -TC2: COMMUNICATION WORKSHOP**

Credit: 1

Marks: 25 (Internal Assessment)

Duration: One Week Workshop

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

**Objectives:**

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

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

**Listening / Viewing Skills**

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

**Suggested Activities:****Students can listen to -**

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

**Students can View-**

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

**Speaking Skills**

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

**Suggested activities:****Students can practice-**

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

Students can-

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

### **Reading Skills**

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

### **Suggested activities:**

#### **Students can read**

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

#### **Students can be involved in-**

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

### **PURPOSE AND PROCESS OF COMMUNICATION**

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

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

### **EXPOSITORY WRITING**

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

### **Suggested Tasks-**

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

**Mode of Assessment:** During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with response sheets/reflective notes/narratives/observations/charts/posters/analysis sheets and other related documents. Students are required to submit Portfolio in the prescribed format with all evidences.

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

**Suggested Readings:**

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

## SEMESTER II

### RIEMED - PC3: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

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

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

## **CONTENT**

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

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

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

- Learning – Meaning and Types of Learning
- Cognition in Learning: Cognitive processes: sensation, perception, attention, memory, development of concepts, logical reasoning, critical thinking, and problem solving.
- Various theoretical perspectives on human learning: Behaviourist, (Skinner), Humanist (Roger), Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky).
- Critical appraisal of views of Ausubel, Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.
- Role of motivation in learning: Meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner); Strategies for motivating learner - Intrinsic and extrinsic motivation. (Note the changes)

### **Unit III: Understanding differences in individual learners to facilitate learning**

- Conceptual framework of understanding dimensions of differences in individual learners (with reference to individual attributes and socio cultural contexts)
- Differences in learners based on predominant 'learning styles'



- Understanding differences based on cognitive abilities in children: such as giftedness, creativity, learning disability, low intellectual functioning (slow learner), and under achievement.
- Understanding and Management of Learners with Emotional and Behavioural Disorders: Attention deficit disorder with or without hyperactivity, Autism, Conduct disorder, Depression, Anxiety Disorders

#### **Unit IV- Creating Conducive Learning Environment and Classroom Management**

- Identifying learning needs through continuous and functional assessment during teaching learning process, self-assessment and feedback, teacher observation and their reflective discussion in a group
- Creating Conducive learning environment: physical, psychological (social and emotional), and academic to make inclusive classroom
- Strategies to deal with diversity among learners.
- Adjustment Problems and Stress among Students-Nature, Causative Factors and Strategies to manage them
- Role of Guidance and Counseling Services and School Mental health Programmes

#### **Transaction Mode**

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

#### **Suggested Sessional work**

- Conducting case study on one student who has difficulties in learning at Elementary stage.
- Reading Gardener's theory of Multiple intelligences: Implications for understanding differences in individual learners
- Engaging learner in the process of knowledge construction and observe how they use their out of the school experience and local knowledge during construction of knowledge. Prepare report and discuss in group presentation.
- Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
- Identification of learning difficulties of the student in any subject area through administration of diagnostic test and development of remedial instruction.
- Identification of strategies for motivating the learner in study of a subject and practicing in school
- Analysis of a case of adolescent learner with maladjusted /deviant behaviour.
- Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at elementary or secondary stage.
- Analysis of learning situations and presentation before a group followed by discussion.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Assessment of Portfolio and Reflective Journal

- Suggest structures of classroom environment in which all students can learn.
- Design/suggest activities for developing critical consciousness about various social and political issues.
- Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
- Develop strategies on critical perspectives on socio-cultural realities

### Essential Readings

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

### References

- Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi
- Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
- Aleinkov, A.G. (1999). Human Creativity. Encyclopedia of Creativity, Vol.I London: Academic Press.
- Ambron, S.R. (1981) Child development, Holt, Rincehart and Winston, New York.
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## RIEMED - TC3: RESEARCH METHODS IN EDUCATION

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

### Course Objectives

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

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

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

- Concept, nature, scope and types of research in education: Fundamental, Applied and Action Research and their characteristics.
- Research problem: Basis viz., conceptual basis, research base (based on review of research studies) and empirical basis (based on empirical evidences), and sources for research problem; characteristics of research problem.
- Variables: Constructs and concepts, meaning, nature and types.
- Components of a research proposal
  - Conceptual framework, need and importance.
  - Objectives, research questions, and hypotheses.
  - Sources of data and method.
  - Tools and techniques.
  - Sampling design.
  - Data analysis plan.

### Unit II- Methods of Research

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

### Unit III- Sampling Design and Methods of Collecting Data

- Concept of population and sample.
- Concept of sampling unit, representativeness of a sample, sampling frame. Deciding the size of sample in quantitative research. Sampling error, non-sampling error.
- Sampling methods: meaning, nature, conditions and applicability of Probability Sampling (Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling) and Non-Probability Sampling (Cluster Sampling, incidental Sampling, Purposive Sampling and judgmental sampling, snowball sampling, etc).
- **Tools and Techniques:** Interview, Questionnaire, Checklist, Psychological Tests, Achievement Tests and Diagnostic Tests, Focused Group Discussion, Observation, Field notes, transcriptions, Recording (Audio and Video), Anecdotal records, portfolios, Dialogue, discourse, documents. Process of standardisation of tools
- **Standardisation of Tools:**
  - **Reliability:** Meaning, types, and procedure of establishing reliability for various tools listed above.
  - **Validity:** Meaning, types, and procedure of establishing validity for various tools (listed above).
  - **Items Analysis:** Difficulty value of test item; Discriminative Index and Facility Value; finalisation of items (standardisation of various tools)

### Unit IV- Data Analysis and Interpretation

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

### Transaction Mode:

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

### ***Sessional Activities:***

The students will undertake the following activities:

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

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**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP**  
**RIEMED - TS-EMAL1: EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

Credits: 4

Max.marks: 100

Examination Duration: 2 Hours

Internal: 50

Contact hours per week: Lectures: 3+Tutorials: 2

External: 50

**RATIONALE**

The course intends to familiarize the prospective teacher-educators with the concept, purpose, principles and approaches of Educational administration and management studies in elementary and secondary education. It would guide them to explore the structure and practices of school administration and management at elementary and secondary level. It proposes to make them aware and sensitize with the contemporary issues and the current trends of research in administration and management in elementary and secondary education. The study of the paper would help them to understand the role and functions of different bodies/structures for administration and management of elementary and secondary education at national, state, district, cluster and block levels. Approaches and process of administration and management of elementary and secondary education will be studied in terms of its strategies and components. Different functions of school management at elementary and

secondary level will be analyzed to develop critical understanding of these functions and their impact on smooth execution of the system. The unit of contemporary issues in administration and management in elementary and secondary education would equip the prospective teacher-educators with necessary knowledge and skills to deal with these challenges in a systematic and innovative way.

**Objectives:**

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

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

**COURSE CONTENT**

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

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

**Unit II: Developmental Process of Educational Administration**

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

**Unit III: Educational Management concept and process**

- Management – concept and Need of Management, Characteristics of good Management.
- Management at different levels-Elementary, Secondary and Higher Education,



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

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

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

#### **TRANSACTIONAL MODE**

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

#### **Sessional work:**

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

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

#### **References**

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## **RIEMED - TS-CPA1: FOUNDATIONS, THEORIES AND MODELS OF CURRICULUM**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

### **OBJECTIVES:**

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

- Analyze the different perspectives of curriculum
- Understand the foundations of curriculum development.
- .Compare and analyse the National curriculum frameworks over the years with respect to their foundational considerations, concerns, priorities and goals.
- Understand the various models and the theories of curriculum development and analyse their relevance to Indian context of school education
- Analyze the curriculum frameworks of various other countries with that of National curriculum frameworks of India.

### **Unit I: Perspectives on curriculum**

- Perspectives on curriculum
  - Traditionalists
  - Conceptual-Empiricists
  - Reconceptualists
  - Social constructivists
- Concept of integrated curriculum, interdisciplinary, Standard based, and Issue based curriculum and their significance
- Humanistic curriculum: characteristics, psychological basis, purpose, role of teacher.
- Social Deconstructionist curriculum: characteristics, purpose, Role of a teacher

### **Unit II: Foundations of curriculum**

Historical, philosophical ( some philosophical systems, structure of knowledge and Discipline; forms of knowledge and Disciplines) , national concerns and goals, globalization, localization and privatization, political ideology and technological influences, economic necessities; Socio-cultural context of students - multi- cultural, multi-lingual aspects; Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity ; : Behaviouristic, cognitivist and social learning (and their relevance to curriculum development).

### **Unit III: Curriculum theories and models of curriculum development**

- Study of important Curriculum theories and their significance to curriculum planning
- **Curriculum models:**The AIM model, Taba 's Inverted model, Tyler's Ends-Means model, Oliva model, Saylor-Alexander Model, Macdonald's model. Zais Eclectic model, Cornett's personal practical theories model; Nicholls and Nicholls-1972 model; Willes and Bondi-1989 model; Need assessment model; Futuristic model; Vocational/Training model

### **Unit IV: Curriculum Concerns-global and Nation wide**

- Analysis of National curriculum framework documents with respect to various aspects of foundations, concerns, and the changes made with important considerations.

- Comparative study and analysis of curricular frameworks of other countries- US, UK , Finland, Australia etc ( with respect to their priorities, concerns and goals towards school education)

### Sessional activities

- Study the Focus groups 'Position papers to understand the background discussion that led to the present National curriculum framework 2005.and presentation of papers theme wise.
- Preparation and presentation of papers on comparative study of National curriculum framework of other countries at different levels (US, UK, Australia, Finland and others if possible) .
- 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.

### References

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## EDUCATIONAL TECHNOLOGY AND ICT

### Note:

1. The trainees could be asked to take up various online ICT programmes already available through CIET, UNESCO and other agencies related to the courses content in various units. This will give more time for the teacher educators to provide hands on experiences and discussions
2. All the three courses could be made available to the learners as e-learning course through LMS like Moodle. This would also give ample opportunity for the trainees to experience e-learning and e-content design
3. The expectation is that the emphasis will be given to FOSS tools for e-content creation and e-learning. This is expected to ensure access and sustainability. Some of the FOSS tools are

mentioned in the syllabus. However new tools are developed more frequently than ever and therefore the educators are expected to explore these tools and integrate that in to the course content.

4. The course content is expected to be covered through practical hands on activities, background reading, and group discussion and the lectures need to be limited to the minimum.

## **RIEMED - TS-ETICT1: FOUNDATIONS OF EDUCATIONAL TECHNOLOGY**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

### **Objectives**

1. Differentiate various terminologies associated with educational technology
2. Appreciate the emergence and evolution of various educational media
3. Explain various approaches to educational technology
4. Describe the integration of technology for pedagogy, assessment, administration and CPD
5. Analyse and apply principles and practices associated with technology enhanced learning
6. Critically evaluate ICT related policies and plans
7. Assess various problems and issues related to information and communication technologies and its integration in education

### **Unit I: Historical and Conceptual Basis**

- Meaning and nature of
  - Educational technology
  - Instructional technology
  - Information and communication technology
- Emergence of educational technology as a discipline
- Definitions, scope, functions/objectives of educational technology
- Approaches to educational technology:
  - Physical science (media approach)
  - Communication (audio visual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology
  - Cybernetics (system approach) - origin of system concept, characteristics and stages of instructional system, general and instructional system theory
  - Behavioral science (behaviorist approach) – taxonomic and performance approach to objectives, mastery learning, programmed instruction and teaching machines, individualized approach to instruction – keller plan & IPI, Computer assisted instruction
  - Behavioral science (cognitivist approach) - information processing model, information theory, contributions of piaget, ausubel, bruner, cognitive learning strategies, simulation, artificial intelligence, computer based instruction)

- Instructional design approach – task analysis, instructional design theories – Gagne, Bruner, constructivist approach, discovery, inquiry

## **Unit II Evolution of Educational Media**

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

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

- Characteristics of digital learners
- Need and importance of digital Literacy
- Relationship between technology, culture and learning
- Technology and pedagogy
  - Techno pedagogical content knowledge (TPCK)
  - Approaches and strategies to integrating ICT in teaching and learning
  - ICT and Universal design for Learning (UDL)-multiple means of providing learning experience, multi means of representing learning, multiple means of engaging learners
- Technology and assessment
  - Electronic assessment portfolio – concept, types, e-portfolio tools -Mahara
  - Technology assisted continuous assessment: role of LMS
  - Online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
  - Learning analytics and feedback
- Technology for administration and CPD
  - ICT for personal management: email, task, events, diary, networking
  - ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community
  - ICT for professional development: tools and opportunities

- Action research and design based research in technology integration and its implications for professional development

#### **Unit IV: Technology Integration: Policies, Promises, Problems and Trends**

- Promising Trends
  - increased online access and connectivity
  - mobile access- ubiquitous computing
  - Free and Open Source Software (FOSS)
  - Convergence of Hardware and software
  - Technological sophistication and affordability
  - Digital assistive technology
- Problems
  - Equity issues and the digital divide
  - Social, ethical, and security issues
  - Limitations of technology integration: A critical look at the impact of technology integration
  - Technology dependence and learner autonomy
- Current and Future Trends
  - Emerging role for augmented and virtual reality in education
  - Learning analytics and education
  - Personalised learning spaces
  - Digital badging and games
  - BYOD and digital citizenship
  - 3D printing and its educational application
- ICT Plans/schemes, policies, curriculum and standards

#### **Sessional Work**

1. Perform content analysis and task analysis of any topic at school level
2. Write instructional objectives for any topic based on performance approaches to objectives
3. Comparative analysis of the contributions of Piaget, Bruner, Gagne, and Ausubel to learning and instruction
4. Write an essay on emergence and evolution of radio/display boards/projected aids/video and TV/storage media
5. Develop a lesson based using UDL approach
6. Create an assessment portfolio using offline/online tool
7. Develop an online test for any topic using Rogo online tool
8. Create account in online teacher collaboration site and take part in the activities and submit a report
9. Develop a technology integration plan for administrative task and personal management
10. Review of national ICT curriculum
11. Essay on social, ethical, and security issues related to ICT

#### **References**

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## **Inclusive Education**

### **RIEMED - TS-IE1: UNDERSTANDING AND DEVELOPMENT OF INCLUSIVE EDUCATION**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### **Objectives:**

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

- understand the concept and meaning of Inclusive Education,
- understand different perspectives of inclusive education,
- know about the key legislations and policies for inclusive education,
- aware of the range and focus of literature in the field,
- develop critical understanding of the recommendations of various commissions, policies, schemes and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encounter and prepare conducive teaching learning environment in inclusive schools,
- understand the global and national commitments towards the education of learners with diverse needs,
- utilizing existing support services for promoting inclusive practice,
- seek parental, community and NGO support for utilizing available resources for education in inclusive settings.

#### **Unit I: Introduction to Inclusive Education**

- Concept of Inclusive Education
- Need and Importance Inclusive Education
- Scope of Inclusive Education



- Segregation to Inclusion, Education for All Movement
- Different Perspectives of Inclusive Education : Historical ,Philosophical ,Psychological ,Sociological and Political Economic perspectives of inclusive education
- Diversity and Inclusion
- Whole school scenario with reference to diversity
- Diversity in the Classroom - socio-cultural differences, gender, language, ability
- Learning styles in a classroom
- Social and academic inclusion of learners with diverse needs in classrooms.

### **Unit II Initiatives taken in the direction of Inclusive education**

- At the International level  
The Universal Declaration of Human Rights (1948), The UN Convention on the Rights of the Child (CRC), International Year / decade of the Disabled Persons (IYDP, 1981), The World Declaration on Education for All and its Framework for Action to meet Basic- Learning Needs, (1990), Salamanca Statement and Framework for action on Special Needs Education (UNESCO)1994)
- National level  
The Indian Education Commission (1964-66). Integrated Education for Disabled Children (IEDC, 1974), National Policy on Education 1986 (POA, 1992). Rehabilitation Council of India Act, 1992, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999, Sarva Shiksha Abhiyan, RMSA, National Curriculum Framework, 2005, IEDSS-2009, RTE-2009, Right to Persons with Disability Bill 2012 /2014).

### **Unit III: Creating and Sustaining Inclusive Practices**

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

### **Unit IV: Supportive Services for Inclusion**

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

### **Transactional Mode:**

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

### **Sessional Work:**

The students will undertake any one of the following activities:

- Preparation of status report on school education of learners with diverse needs.
- Evaluation of text books from the perspective of learners with diverse needs.

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

**References:**

**Programme Planning, Implementation, Monitoring and Evaluation**  
**RIEMED - TS-PPIME1: PLANNING EDUCATIONAL PROGRAMMES**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: 3L + 2T

Max.marks: 100

Internal: 50

External: 50

**Objectives:**

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

- Revisit and gain insight in to the concept of educational programme and educational planning
- Understand the process of planning a programme.
- Develop a comparative understanding of different models of planning
- Critically examine the factors influencing educational planning.
- Understand and appreciate the importance of planning in an educational programme.

**Course Content**

**Unit 1: Educational Programme Planning: Meaning and Types**

- Educational programme: meaning
- Different types of programmes
  - Direct service interventions, Community mobilization efforts, Research initiatives, Surveillance systems, Advocacy work, Social marketing campaigns, Infrastructure building projects, Training programs, Administrative systems
- Nature and scope of planning an educational programme
- Factors affecting planning of an educational programme
  - Consideration of cost
  - Consideration of technological factors
  - Availability of associated support materials
  - Simplicity of implementation
  - Innovation system congruence

**Unit 2: Steps in planning an educational programme I:**

- Establishing a programme planning team
- Need Analysis: Formal and Informal Approaches
  - What is a Needs Assessment?
  - Why is Needs Assessment Important to Project Design and Implementation?
  - Planning a Needs Assessment.
- Stake holder Analysis and Identifying the target group
- Resource and Capability Analysis

### **Unit 3: Steps in planning an educational programme II:**

- Develop a logic model
  - Outcome analysis and statement of objectives
  - Input-output analysis
  - Designing the activities
- Financial Analysis and Budgeting
- Establish program format and delivery system

### **Unit 4: Program Planning Models – their merits and demerits**

- top-down and bottom-up approach to planning
- **Programme** theory and logic model approach to planning
- Building responsibility – leadership in implementation
- Issues and concerns in planning an educational programme
- Need for a research base in conceptualising a programme
- Developing a strategic plan - Developing Vision and Mission Statements, Creating Objectives, Section 4. Developing Successful Strategies, Developing an Action Plan, Obtaining Feedback from Constituents, Identifying Action Steps

### **Sessional Work**

- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the planning process involved in a programme pertaining to elementary/secondary level.
- Select any one current practice in elementary/secondary teacher education and trace the background of its formulation.
- Develop the programme logic for a selected programme at elementary/secondary level

### **References**

- Baskas Richard S. Compare and Contrast Program Planning Models. Walden University. 2011
- Elaine Andrews, Elva Farrell, Joe Heimlich, Richard Ponzio and Kelly J. Warren. *Educating Young People about Water: A Guide to Program Planning and Evaluation*. ERIC Clearinghouse for Science, Mathematics, and Environmental Education. The Ohio State University. September, 1995
- Major Chaval Chompucot. Major Factors Affecting Educational Policy Implementation Effectiveness For The Three Southernmost Provinces Of Thailand As Perceived By School Directors. Ph. D. National Institute of Development Administration, 2011
- Lorilee R. Sandmann, Richard C. Kiely, and Robin S. Grenier Program Planning: The Neglected Dimension of Service-Learning. *Michigan Journal of Community Service Learning*. Spring 2009

- Unesco. Economic and social aspects of educational planning. Netherlands. 1964
- IIEP (UNESCO). Educational Planning: Approaches, Challenges - International Frameworks. Module-1. Distance Education Programme on Education Sector Planning
- Belinda Gimbert and Rebecca Parker. Using Logic Modeling for Programme Planning and Evaluation. 2013
- A.O. Alabi and T. Okemakinde. Effective Planning as a Factor of Educational Reform and Innovation in Nigeria. Current Research Journal of Social Sciences 2(6): 316-321, 2010
- Elizabeth A. Day-Miller and Janice O. Easton. Designing Education Projects - a Comprehensive approach to Needs Assessment, Project Planning and Implementation and Evaluation (Second Edition). U.S. Department of Commerce. BridgeWater Education Consulting, LLC. Bridgewater, VA 22812. APRIL 2009
- Program Planning & Evaluation: Covering All Bases at <https://www.youtube.com/watch?v=R3QbABUZoEc>
- Developing a Project Plan at <https://www.youtube.com/watch?v=UFeMVz6dam8>

### **RIEMED - TS-GC1: GUIDANCE IN SCHOOL AND CAREER GUIDANCE**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### **Objectives**

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

- Appreciate the need for guidance and understand its meaning, nature and scope
- Understand the essential services involved in the guidance programme
- understand the concept and theories of career development and their utility in understanding Career Behavior of students,
- Understand the resources required and their optimum use in managing a school guidance programme
- acquire knowledge and skills of collecting, compiling and disseminating career information,
- Become aware of the constitution, role and function of the school guidance committee
- Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, and career guidance.
- knowledge the sources of career information and variety of forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use.

#### **Unit I: Guidance in the Context of a School**

- Guidance: need, scope and types; techniques of group guidance
- Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation
- Planning and organization of Guidance programmes in schools – Activities and Resources
- School guidance committee: constitution, roles and functions

#### **Unit II: Understanding Career Development**

- Concept of Work: physical, psychological and sociological; work as a way of life; Work and human motives
- Career development needs of students at different stages of education, Career development process
- Factors affecting career development
- Theories of career development ( basic concepts, applicability and limitations of each theory)
  - Trait Factor Theory
  - Roe's theory of personality development and career choice
  - Holland's career theory of personality types and work environment
  - Super's life span/life space approach to career development

### **Unit III: Understanding and Dissemination of Career Information**

- Importance of career information; dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc.
- Primary and secondary sources of information; Filing of career information
- Dissemination of career information: Group techniques-objectives, advantages and limitations.
- Group activities: career talks, career conference/exhibition, displays, field trips, film shows etc.
- Integration of career information into teaching of subject matter.

### **Unit IV: Career Patterns, Career Adjustment and Career Maturity**

- Concept of career pattern, career awareness, career exploration and career preparation.
- Career pattern of men and women and implications for counseling.
- Economic development and career opportunities.
- Concept of career adjustment and career maturity
- Factors affecting career maturity; assessment of career maturity

### **Sessional Work:**

#### **I. Individual Work**

Each student will undertake the following activities:

- Conduct a survey of the problems that are most prevalent in three schools, which need immediate attention of a guidance counselor and prepare a brief report.
- Prepare class talk and career talk on assigned topics.

#### **II. Group Work**

Students in group will undertake the following activities and present in discussion sessions:

- Develop a school guidance plan with calendar of activities and resources.
- Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
- Develop occupational information file suitable for class X and XII students.

### **References**

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan
- Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan

- Mathewson, R. H. (1962). *Guidance Policy and Practice*, 3<sup>rd</sup> Ed. New York: Harper and row.
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- Gupta, N. (1991). *Career maturity of Indian school students*. New Delhi: Anupam Publications.
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- Joneja, G. K. (1997). *Occupational Information in Guidance*. New Delhi: NCERT.
- Mohan, S. (1998). *Career development in India: Theory, research and development*, New Delhi: Vikas Publishing House.
- Mohan, Swadesh (Ed.) (1998). *Building personal and career consciousness in girls*. New Delhi: Vikas publishing house.
- Osipow, S. H. & Fitzgerald, L. F. (1996). *Theories of Career Development. (4<sup>th</sup> ed.)*. Boston: Ally and Bacon.
- Saraswat, R. K. & Gaur, J. S. (1994). *Manual for Guidance Counsellors*. New Delhi: NCERT.
- Schmitt-Rodermund, E. & silbereisen, R. K. (1998). Career maturity determinants: individual development, social context perspective. *The Career Development Quarterly*, 47, 16 – 31.
- Sharf, R. S. (2005). *Applying career development theory to counseling*. Wads worth publishing co.
- Swanson, J.L. & Fouad, N. A. (1999). *Career theory and practiced; Learning through case studies*. Sage Publications.

## **EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP**

### **RIEMED - TS-EMAL2: EDUCATIONAL PLANNING**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### **RATIONALE**

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

## Objectives

After completing the paper teacher-educators will be able:

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

## Course Outline

### Unit I: Educational Planning

- Concept and Nature of Educational Planning
- The Need and Importance of Educational Planning
- The Goals of Educational Planning
- Approaches to Educational Planning;
  - Social Demand Approach,
  - Manpower Approach,
  - Rate of Return Approach
- Kinds and problems of Planning
  - Strategic Planning, Short term planning, Management Planning, Area planning, Institutional Planning, Micro and Macro Planning, Grass root level Planning, Rolling Plan
  - Problems of Planning;
    - Internal and External

### Unit II: Administration and Organization of Planning.

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

### Unit III: Educational Planning and Financing in India

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

### Unit-IV Principals and Models of Planning

- Principals of modern educational planning.

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

### **TRANSACTIONAL MODE**

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

### **Sessional work:**

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

- Prepare an organogram of structure and functions of the institutions in administration and management of elementary and secondary education at state, district, cluster and block levels for two state.
- Prepare a plan for procurement, utilization and maintenance of resources in education.
- Prepare formats for performance appraisal of elementary and secondary schoolteachers and administering them in simulated condition.
- Prepare an organ graph for management of a elementary/secondary school/project/programme/scheme through scientific approaches like SWOT/ PERT/ CPM/ PPBS/ system approach.
- Design the Blue Print of annual calendar and timetable for school.
- Prepare the plan of action to organize co-curricular activities.
- Prepare the Budget Plan for an Institute

### **References**

- Bhatnagar, R.P. and Agrawal, V(2006) Educational Administration Supervision, Planning and Financing. R.Lall Book Depot, Meerut.
- Fletcher, B.A. (1963). Planning of Education., Leeds, Institute of Education.
- Hanson, A.H. (1966). The Process of Planning: A Study of India's five-year Plans (1950-1964) London: Oxford University Press
- Mukerji, S.N.. *Administration of Educational Planning and Finance*. Baroda : Acharya Book Depot.
- Naik, J.P. (1965). Educational Planning in India, India: Allied Publishers.
- Tilak, J.B.G. (1992). Educational Planning at Grassroot. Ashish Publications. New Delhi.
- Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NEUPA.



## CURRICULUM, PEDAGOGY AND ASSESSMENT

### RIEMED - TS-CPA2: LEARNING AND PEDAGOGY OF SCHOOL SUBJECTS

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### Objectives

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

- Understand the need for curriculum development.
- Analyze the issues of different kinds involved in curriculum development
- Understand different approaches to curriculum transaction
- Understand the relationship between curriculum, pedagogy and assessment
- Develop pedagogical plans using constructivists approaches and principles
- Develop contextualized and alternative assessment tools and techniques and use them in the school context.
- Analyze the issues and concerns involved in curriculum transaction, pedagogy and assessment

#### Unit. I : Curriculum Development & transaction: Approaches, Materials, Media and Communication

- Approaches to curriculum development: Behaviouristic and Constructivistic orientations to curriculum development; administrative approach; Grass root approach; ; systems approach
- Review of principles involved in curriculum development
- Problems in content and learning experiences selection
- Personalizing the curriculum
- Meaning of curriculum transaction
- Minimum requirement for transaction of curriculum (Duration, intake, eligibility, content, qualification of teaching staff, non teaching staff, infrastructure facilities, institutional facilities, climate)
- Planning and converting curriculum into Instruction ( Long range); developing teaching-learning units; daily lesson planning

#### Unit II: Approaches for curriculum transaction, Pedagogy, and Assessment

- Constructivist approach to curriculum transaction: situated learning, cognitive apprenticeship, social mediation, negotiation and scaffolding-different types;
- Use of constructivists learning designs; creating various learning situations and contexts, inquiry based; investigatory and social inquiry approaches; discovery, discussions, explorative field based activities, experiential learning, learning episodes, concept learning, inductive and deductive, concept mapping; reflective learning; self learning strategies ;group learning; learning through projects and activities; use of standards and unit questions
- Cooperative and Collaborative learning- meaning and its role in curriculum transaction

- Transaction of critical issues – social sensitivity, environmental concerns, gender concerns, attitudes, values , creating scope of critical thinking ( strategies used )
- Curriculum transaction in multicultural and multilingual classrooms and multigrade classrooms
- Support system and facilities for curriculum implementation:  
Role of school administration and organisation in implementation process; Role of a teacher in operationalizing the curriculum; Transacting the curriculum into syllabus and teaching learning units; Teacher as a researcher and curriculum practitioner; Infrastructure and learning resources.
- Role of external agencies (National, Regional and state/local) in curriculum implementation; planning of in-service programs to empower teachers for implementing curriculum.
- Materials/ media and communication for curriculum transaction and their integration
  - Learner centered textbooks and transacting curriculum beyond textbooks
  - Curricular materials: Textbooks, presentation of content, language, illustrations, episodes, stories and practical exercise etc.; Teacher’s guide: its role in transaction
  - Guidelines to prepare Textbooks and Teacher’s Handbook and Source books.
  - ICT in transaction of curriculum, various modes of ICT (PLM, CAL, CAI); its importance and role
  - Concept of communication in transaction; its importance; Various communication means and media; Importance of communication transaction of learning experience; Necessary requirement for proper communication

#### **Unit III. : Learning Assessment:**

- Meaning of assessment in Behaviouristic and constructivist context; Assessment for learning , of learning and as learning ; concept of authentic assessment; Alternative assessment modes
- Trends in learning assessment
- Relationship between curriculum, pedagogy and assessment:
- role of assessment in realizing the curricular objectives; use of assessment results as feedback - in improving learners performance, teaching performance, redesigning the instructional inputs, resources and learning environment; as a feedback to curriculum improvement/revision

#### **Unit IV: Issues in Curriculum Development, Pedagogy and Assessment**

- Centralized vs.decentralized curriculum
- Common curriculum- issues involved.
- Curriculum for disadvantaged groups ( tribal children, disabled etc.) concerns and issues.
- Problem related to curriculum load
- Issues involved in addressing the multicultural context of children through curriculum
- Need for active role of stakeholders in the process of curriculum development
- Pedagogical issues in multicultural classrooms; in addressing different levels of learning abilities and bilingual and multilingual classrooms
- Problems related to lack of infrastructure, resources, and pedagogical competencies of teachers
- Issues and concerns related to learning assessment ( CCE; school based assessment; Board Examination; quality of question papers; improper assessment practices etc)

#### **Sessional activities**

- Comparative study of different curriculum models and seminar presentation.
- Preparation of lesson plan based on constructivists learning designs in different school subjects – Science, Social Science, Language, and Mathematics

- Develop a chapter for a Textbook in any subject area following the guidelines of textbook development.
- Prepare any one of the alternative assessment tools to assess learners performance in any of school subjects or in any one of co-curricular areas.

#### References:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Audio/ Video/ CDs of NCERT on NCF-2005 and on the curriculum of different subjects; critical pedagogy; constructivism by Prof. Yeshpal and 'Beyond classrooms'
- Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, IL: Peacock Publishers
- Bruner. J.S. (1966) Towards a theory of Instruction. Cambridge. Harvard University Press.
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Credits: 4  
Examination Duration: 2 Hours  
Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100  
Internal: 50  
External: 50

### **Objectives**

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

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

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

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

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

### **Unit III: E-content Tools**

- Open source versus proprietary tools

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

#### **Unit IV: E-resources**

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

#### **Sessional Work**

1. Review the contributions of behavioural, social, cognitive, and constructivist learning theories for instructional design
2. Review of any three instruction design models
3. Develop story board for any topic of your choice
4. Create and edit an e-book using sigil software
5. Create a timeline on any topic using timetoast/timeline tool
6. Create an online and offline concept map on any topic
7. Creation of an RLO on any topic
8. Review of OER materials related to school/teacher education

#### **References**

1. Information Resources Management Association. (2011).Instructional Design: Concepts, Methodologies, Tools and Applications: 3
2. Mohit K (2003). Design and implementation of Web-enabled Teaching Tools : IRM Press,UK.
3. Patricia Smith, Tillman J. Ragan. (1999).Instructional Design. John Wley and Sons
4. Robert Maribe Branch. (2009).Instructional Design: The ADDIE Approach. Springer
5. Sanne Dijkstra (Editor), Franz Schott (Editor), Norbert Seel (Editor), Robert D. Tennyson (Editor), Norbert M. Seel (Editor) (1997). Instructional Design: International Perspectives: Volume I: Theory, Research, and Models:volume Ii: Solving Instructional Design Problems: 1. Lawrence Abingdon:New Jersey
6. Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO
7. Viva Lachs (2000). Making Multimedia in the Classroom-A Teacher’s Guide. Routledge Farmer :London.

**INCLUSIVE EDUCATION**  
**RIEMED - TS-IE2: ADDRESSING THE DIVERSE NEEDS IN INCLUSIVE SETTING**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

**Objectives:**

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

- examine issues of identity and diversity in society in general and education in particular
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop an understanding of the needs and magnitude of the challenges faced by learners with diverse needs,
- develop an understanding of the educational needs of children from the socially disadvantaged background,
- develop an understanding about the characteristics and nurturance of creativity, and giftedness
- develop an understanding about universal design for learning approach and technology

**Unit I: Educational needs of children from the Socially Disadvantaged Background**

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

**Unit II: Educational needs of children with sensory and Physical impairments**

- Hearing impairment – Nature and needs, types, identification, implications on development, educational provisions
- Visual impairment – Nature and needs, types, identification, implications on development, educational provisions
- Deaf-blindness - Nature and needs, types, identification, implications on development, educational provisions
- Physical Impairments- Nature and needs, types, identification, implications on development, educational provisions
- Multiple disability- Concept , types , Characteristics, identification and assessment, impact on development, educational provisions

**Unit III: Educational needs of children with intellectual and Developmental Disabilities**

- Intellectual Disability - Concept , Difference between intellectual disability and mental illness; Levels of ID, Characteristics, identification and assessment, impact on development, educational provisions
- Learning disability- Concept , types , Characteristics, identification and assessment, impact on development, educational provisions

- Cerebral palsy – Meaning , types, , Characteristics, identification and assessment, impact on development, educational provisions
- Autism Spectrum Disorders- Concept , types, , Characteristics, identification and assessment, impact on development, educational provisions
- Giftedness and Creativity – Concept and characteristics, Types of giftedness and talent , Cognitive and Personality Factors , Identification, Educational provisions and Techniques of Fostering Creativity, implications for inclusion

#### **Unit IV: Teaching in Inclusive Setting**

- Teaching in today’s inclusive classrooms: A Universal Design for Learning Approach
- Collaboration and cooperation – tools for teaching all learners
- UDL – Concept, Principles, Design, Strategies and implications
- Curricular Adaptations in both academic and non-academic areas for meeting the needs of diverse learners
- Role of Technology Assisted Learning in Inclusive Classrooms

#### **Transactional Mode:**

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

#### **Sessional Work:**

The students will undertake any one of the following activities:

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

#### **References:**

### **PROGRAMME PLANNING, IMPLEMENTATION AND EVALUATION RIEMED - TS-PPIME2: PROGRAMME IMPLEMENTATION AND MONITORING**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 30

External: 70

#### **Objectives:**

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

- Gain insight in to the process of implementation of educational programme.
- Understand the factors affecting implementation of a programme.

- Understand the need and importance of monitoring an educational programme.
- Develop a monitoring protocol for a selected programme at elementary/secondary level.
- Analyse the factors affecting sustainability of a programme.
- Articulate the issues and challenges in implementing a programme

## **Course Content**

### **Unit I: Concept and Models of implementation of an educational programme:**

- Concept and importance of systematic implementation of programme
- Advantages of systematically implementing a programme
- Models for implementation of an educational programme:
  - cascade model, curricular model, service delivery model – their meaning, scope, merits and demerits
- Programme Implementation and Monitoring
- Resource management
- Implementation structure, personnel and defining their roles and responsibilities
- Developing implementation guidelines

### **Programme Delivery and Monitoring**

- Program delivery
- Monitoring the implementation: logical framework – its meaning, components and steps in development
- Monitoring the implementation: Personnel and activities
- Monitoring the implementation: Tools and Techniques
- Monitoring the implementation: Data capture, consolidation and transmission

### **Unit II: Stages of Implementation of Programme I**

1. Exploration
  - Identify needs to determine the type of program that will be most appropriate.
  - Assess organizational capacity including financial resources, organizational commitment to determine ability to implement a program with fidelity.
  - Search and select a program that matches needs, available resources of the organization, and available programs.
  - Understand program fidelity and program adaptation.
2. Installation
  - Establish space in the organization for the program, including both physical space and process space.
  - Develop easily accessible data systems to collect and measure the effects of the program and the process.
  - Install and debug any needed equipment (e.g., software).
  - Interview current staff to ensure a match with needed qualifications.
  - Recruit, select, and hire additional staff as needed.
  - Train staff to use the program and any new systems or equipment needed to implement the program.

### **Unit III: Stages of Implementation of Programme II**

3. Initial Implementation
  - Managing the Change Process



- Accepting Coaching
  - 4. Full Implementation
    - Maintain and improve service, linkages, support, and infrastructure.
    - Maintain integrated, fully functioning core program components.
    - Monitor and evaluate fidelity to ensure the program is being skilfully delivered, using fidelity measures and indicators developed specifically for this purpose.
  - 5. Program Sustainability
    - Ensure continued funding and the supporting infrastructure.
    - Ensure fidelity to core program components.
    - Develop and implement plans for quality improvement, including regular review of process and outcome measures and using results to improve the program.
    - Evaluate data systems that support decision-making regarding the implementation.
    - Develop new community partnerships while maintaining existing relationships.
    - Share positive results with staff, community and others to maintain buy-in and support.
- Potential challenges at every stage of implementation

#### **Unit IV: Issues and concerns in implementation of a programme**

- Issues and concerns in implementing and monitoring a programme – Centralisation vs. Decentralisation, adhocism and abrupt discontinuation of programmes, replication and up-scaling of programmes
- Theories and Models That Explain Implementation Effectiveness - top-down and bottom-up models
- Researches findings on effective implantation of an educational programme

#### **Sessional Work**

- Study relevant documents/Annual Reports/Programme Evaluation Reports of DIET/CTE/SCERT/RIE/NCERT/ NUEPA to
  - i. Develop the programme logic for a selected programme at elementary/secondary level
  - ii. Describe the implementation process in terms of the activities involved.
- Select any one current practice in elementary/secondary teacher education and identify the factors that might influence the effectiveness of its implementation.

### **GUIDANCE AND COUNSELING RIEMED - TS-GC2- COUNSELING PROCESS AND STRATEGIES**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### **Objectives**

On completion of this course the students will be able to

- Understand the meaning, nature and scope of counseling,
- Appreciate the need for and goals of counseling,
- Analyze the relationship between guidance and counseling,

- Understand the concept and process of counseling in group situation,
- Recognize the different areas of counseling,
- Understand the various stages involved in the process of counseling,
- Appreciate the importance of counseling relationship,
- Become acquainted with the skills and qualities of an effective counselor.
- Become acquainted with the various approaches and techniques of counselling

#### **Unit I: Understanding Counseling**

- Meaning and nature of counseling
- Misconceptions about counseling
- Scope of counseling
- Goals of counseling: resolution of problems, modification of behaviour, promotion of mental health
- Relationship between guidance and counseling: place of counseling in the total guidance programme

#### **Unit II: Counseling Process and Counseling Relationship**

- Issues, concerns and problems of childhood and adolescence stage
- Identification of cases for counseling
- Stages of the counseling process
- Nature and importance of counseling relationship
- Professional ethics

#### **Unit III: Counseling: Skills, Approaches and Techniques**

- Basic counseling and communication skills
- Application of skills for building a positive classroom climate to enhance learning
- Skills and qualities of an effective counselor
- Acquaintance with major counseling approaches: person-centred and gestalt
- Counseling techniques: cognitive, behavioral and systemic

#### **Unit IV: Types and Areas of Counseling**

- Group counseling: nature, process and skills
- Areas of counseling: family counseling, parental counseling, adolescent counseling
- Counseling of girls, counseling of children belonging to special groups
- Peer counseling: concept and relevance to the Indian situation.

**Sessional Work:** The students may undertake any one of the following activities:

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling and preparing a plan for peer counseling in the school
- Interacting with the counselor with regard to the process of counseling, nature of problems of the students/clients and writing a report on this.

#### **References**

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- Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.

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- Egan, Gerard (1994). The Skilled Helper. 5thEd. California: Brookes Cole Publishing Co.
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- Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs-Participants Manual. Manchester: Manchester University Press, UK.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
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- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.

### **RIEMED -TE-INT: INTERNSHIP IN TEACHER EDUCATION**

Credits: 4  
Duration: 3 Weeks

Max. marks: 100  
Internal: 100

#### **RATIONALE**

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

#### **Course Objectives**

The course is designed to enable the prospective teacher educators to

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

#### **Organization**

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

## Activities

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

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

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

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

## Evaluation and Scheme of Assessment

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

|   | Area   | Marks            |
|---|--|------------------|
| 1 | <b>Pre-service Teacher Education</b>   |                  |
|   | • Observing the transactional approach followed by a teacher educator                  | 10               |
|   | • Planning learning experiences on a unit  | 10               |
|   | • implementation and evaluation of learning experiences on a group of student teachers | 25               |
|   | • Report on institutional profile and reflections                                      | 15               |
|   |  | <b>60 marks</b>  |
| 2 | <b>In-service Teacher Education</b>  |                  |
|   | • Need Assessment/Case study of the professional journey of a teacher educator         | 10               |
|   | • Analysis of an in-service teacher education programme                                | 20               |
|   | • Review of TLM/Programme Report   | 10               |
|   |  | <b>40 marks</b>  |
|   | <b>Total</b>   | <b>100 marks</b> |

## SEMESTER III

### RIEMED - TC4: ADVANCED RESEARCH METHODOLOGY IN EDUCATION

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### Objectives

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

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

#### Unit- I Inferential statistics-Parametric

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

#### Unit-II: Inferential Statistics - Non-Parametric

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

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

#### Unit-III: Analysis of Qualitative Data

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

#### Unit-IV: Report Writing

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

**Transaction Mode:**

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

***Sessional Activities:***

The students will undertake the following activities:

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

**References**

- Edwards (1973). Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
- Ferguson, G. (1981).A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Garret, H.E. (1967). Statistics in Psychology and Education, BombayVakils.
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- Levin, J. (1977).Elementary Statistics in Social Research. New York: Harper and Row Publishers.
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication.
- Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.
- Quinn, MC Nemar (1969).Psychological Statistics, New York: Wiley & Sons.

**RIEMED –CLS-ELE2: ELEMENTARY EDUCATION -2**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

## **Objectives**

The course intends to:

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

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

- Organizations and Institutions in administration and management of elementary education -
  - a) national level –Ministry of Human Resource Development (CABE, NEUPA, NCERT & RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs
  - b) state level - State department of education, Directorates and Secretariats, SCERTs / SIEs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT),
  - c) at the district and sub district levels - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association),
- International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE
- NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

## **Unit II: Support System at Elementary stage of education**

- ICDS and its convergence with Elementary education - Transition from preschool to elementary school
- Assessment and intervention for school readiness
- School guidance services and counselling, school health service, scouts and guides
- Early identification and intervention for children at risk – support of multi disciplinary team
- Teacher associations / federations unions and organisations 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 - utilising family and community resources
- Implementation of Right of Children to Free and Compulsory Education Act 2009
- Co-ordination among and between different ministries for ensuring effective inclusive elementary education

#### **Unit-V: Educational Management Information System (EMIS) and Research in Elementary Education**

- Role and functions of EMIS, U-DISE, monitoring for quality enhancement
- Utilisation 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 analyse the reasons for not enrolling in school
- View films / videos on issues related to elementary education (Lilkee, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash 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 analyse 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#](http://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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- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
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- Entwistle, N (1990) (ed). *Handbook on educational ideas and practice*. Routledge. NY.
- Nanda, S. K., "Indian Education and Its Problems Today", Kalyani Publishers, Ludhiana, (2003).
- Rao, V. K., "Principles of Curriculum", A. P. H. Publishing Corporation, New Delhi, (2005)
- Sharma, R. N., "Education in Emerging Indian Society", Surjeet Publications, (2002)
- Bhatnagar, S; Saxena, A & Kumar, S (2005) "Development of Educational System in India", R. Lall Book Depot, Meerut

## **RIEMED –CLS-SEC2: SECONDARY EDUCATION -2**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

### **Objectives**

The course intends to:

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

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

- Organisations 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 Organisations - 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 counselling, 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 organisations 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
- Utilisation of EMIS data for planning, research and feedback for improvement

- Comparative analysis of researches in different countries with special reference to secondary education programmes
- Current trend of research in elementary education in India and abroad – gaps and priority areas
  - administration, management and leadership
  - issues related to elementary education (covered in unit IV)
  - implementation of programs, schemes at the elementary level
  - classroom practices
  - Teacher competency

### **Sessional Activities**

- Visit and report on any of the innovative NGOs / collect success stories on movement by civil society groups working for secondary education
- Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government for improving secondary education
- Collect data regarding enrolment of CWSN in a district from MIS and develop a research proposal to analyse their difficulties
- Collect one research article in any of the areas mentioned in the unit and discuss its implications for secondary education
- Identify children drop out from secondary schools of cluster and analyse 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 analyse their difficulties/participation/success
- Analyse and compare U- DISE data of any two states available at the NEUPA website
- Analyse and compare quality monitoring data for any two states available on QMT portal ([www.ciet.nic.in/QMTs/index.php#](http://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 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).
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi

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- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
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- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi
- Mukherji, S A (1972). Secondary education in India, Orient Longman
- Govinda, R (2011). Who goes to school? Exploring exclusion in Indian Education
- Sujatha, K & Ravi G (2011) Management of secondary education in India: quality, programme and administration. Shipra Publication, New Delhi
- Sujatha, K & Ravi G (2011) Development of secondary education in India. Shipra Publication, New Delhi
- Tilak, J B G (2008). Financing and secondary education in India. Shipra Publications, New Delhi
- Sood, N (2003). Management of school education in India, APH Publishing corporation, New Delhi

## RIEMED - PC4: PHILOSOPHY OF EDUCATION

Credits: Four  
Contact Hours: 3L + 2T  
Examination: Two Hours

Maximum Marks: 100  
Internal: 50  
External: 50

### Objectives:

The course intends to:

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

### Unit-I: Understanding Philosophy of Education

- Philosophy: Meaning, Nature, and Purpose; Branches of Philosophy –Ontology (Meta-physics), Epistemology and Axiology
- Contemporary meaning of philosophy from the perspective of analytical school of philosophy
- Functions of philosophy: speculative, normative/prescriptive and analytical
- Method(s) of Philosophy
- **Philosophical Inquiry into:** Human Nature: Natural-Social; Consciousness: Freewill-Determinism; Freedom and necessity ; Structure and agency
- Philosophy of Education: Meaning, Nature and Purpose
- Education: Changing Meaning, Nature and Purpose - from conservativists to Liberalists
- Conceptual analysis in education: freedom; authority; curriculum; discipline ; teaching; learning; training and instruction
- Reflecting and Classifying the meaning and definitions of education in terms of /from the perspective of---
  - ✓ Education as process
  - ✓ Education as purpose
  - ✓ Education as system
  - ✓ Education as profession

### Unit-II: Understanding knowing and Knowledge: Epistemological Enquiry- I

- Knowing Process: sensation, perception, reason and conception
- Doing, thinking and feeling in knowing
- Knowing: Sources & Ways of knowing: western and Indian ( Pramanas- their origin from different philosophical systems; different pramanas) and their implications to school knowledge

- Knowing: Relative roles of knower –the subject-and the to be known- the object-
- Difference in knowing the real world and the conceptual world
- Role of Intuition in knowing
- Experience: Meaning and Nature— role of experience in meaning making, knowledge construction —Dimension of experience—individual and social; experience of physical world, emotional world, and world of ideas,
- Reason: Meaning and Nature—Role of reason in meaning making and knowledge construction
- Relationship between experience and reason in meaning making
- Role of culture in knowing: Particularly language and symbols

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

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

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

- Values: Meaning and their role in individual and social life
- Values and associated terms—ethics, morals, principles, rules, principles, laws, customs and tradition
- Values: Sources and their nature
- Kinds of Values: Personal, Economic, Social, Political and Spiritual
- Theories of values: Subjective and Objective theories
- Instrumental, intrinsic values and relative and ultimate values
- Indian concept of values: Purusharthas and Panchakoshas and their relevance to value education
- Value conflict, Value crisis—crisis in values
- Role of education in value transformation
- Dualities in Fixing Aims of Education—
  - ✓ Education for Individual-Education for social
  - ✓ Education for Virtue-Education for utility
  - ✓ Education for Labour activity-Education for Leisure activity
- Aims of Education: Historical inquiry
  - Political ideologies and aims of education
  - Economic imperatives and aims of education

- Cultural moorings and aims of education
- Individual aim and social aim: Relationship (balancing)
- Cultural aim and economic aim: Contradictory or complimentary
- Normative Foundations of Education: Constitutional Values and Education—A dialogue
- Constitutional values-Equality, Freedom and Social Justice, secularism: Philosophical Understanding ; Rationality as a value
- Role of education in realizing the Constitutional Values: Possibilities and limitations
- Globalization and its impact on the Purposes of education

#### **Transactional Modalities:**

- Expositions, Lectures, Reflective talks, dialogue, discussion
- Library readings;
- Documenting the dialogues.

#### **Sessional Activities:**

- Analysis of aims of education in successive curriculum frameworks –starting from McCauley Minutes -1835, 1975, 1988, 2000 and 2005- to reflect on the change and continuity in the articulation of aims of school education and the ideological reasons for change and continuity.
- Readings on Aims of Education by Alfred North Whitehead and discussion
- Readings on values in Upanishads, Gandhi, Aurobindo, Swami Vivekananda, Tagore, J. Krishnamurthi on values and their relevance to constitutional values and value education in schools followed by presentations.

#### **Suggested Reading**

- Alfred North Whitehead (1967), Aims of Education and Other Essays, The Macmillan Company, New York.
- Ant Weiler, C. (1998). 'Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development. *Anthropos*, 93:46-94.
- Bernstein (1971), 'On Classification and Framing of Educational Knowledge", in *Class, Codes and Control*, Volume: 3: Towards a Theory of Educational transmission, Second edition (1977) edited by M.F.D. Young.
- Butchvarov, P. (1970), *The Concept of Knowledge*: Evanston, Illinois: North Western University Press.
- Berger, P. and T. Luckmann (1966). *The Social Construction of Reality. A Treatise in Sociology of Knowledge*. Penguin Books, London.
- Brown, D. M. (1958). *The White Umbrella: Indian Political Thought from Manu to Gandhi*. University of California Press, Berkeley.
- Chomsky, N (1986). *Knowledge of Language*, Prager, New York.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta University Press, Calcutta.



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- Diane Tellman (2000), Living Values: An Educational Program, Sterling Publishing Private Limited, USA.
- Haris Kevin (1979). Education and Knowledge: The Structured Mis-interpretation of Reality. Routledge & Kegan Paul Ltd,. London.
- Hiriyanna, M Indian concept of values, Univ Of Mysore, Vani vilas Press
- Hiriyanna ,M (1932) Outlines of Indian Philosophy, Univ Of Mysore, Vani vilas Press
- Radha Krishnan,S Indian Philosophy.
- Aurobindo Upanishads
- Keddie, N.(1971) : Classroom Knowledge, in. M.F.D Young.
- Krishna Murthy, J. (1947) On Education, Orient Longman, New Delhi.
- Kumar Krishna (1991) Political Agenda of Education Sage Publication, India Pvt. Ltd., New Delhi.
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- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Margaret (1999). The Open Classroom: A Journey Through Education, Orient Longman, New Delhi.
- Mother (1960). Education and Aims of Human Life. Aurobindo Ashram Press, Pondicherry.
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- NCERT, (2014). Basics in Education. National Council of Educational Research and Training, New Delhi.
- Padma M. Sarangapani, (2003), Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publications, New Delhi.
- PETERS, R.S. (1967). *The concept of education*. Great Britain: Rutledge &Kegan Paul Ltd.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Philips, D.C. (Ed) (2000). On Behalf of The National Society for the Study of education (NSSE). Constructivism in Education. Opinions and Second Opinion on Controversial Issues. Part – I, The University of Chicago Press, Chicago.
- Russell Bertrand (1977). Education and the Social Order. Unwin Paper Back, London.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Winch, C (1986) Philosophy of Human Learning, Routledge, London.
- Stella Van Petten Henderson (1960), Introduction to Philosophy, The University of Chicago press, Chicago.
- John S Brubacher, (1969) Modern Philosophies of Education. Tata McGraw Hill Pub., Co.,Pvt., Ltd, New Delhi.
- AUROBINDO. S. (1990) *On education*. Aurobindo Ashram, Pondicherry.
- Dewey, J (1916) Democracy and education, New York: The Macmillan Company.
- KABIR, HUMAYUN (1961). Indian philosophy of education, Bombay: Asia publishing house.
- KRIPLANI, K. ( 1980). Rabindranath Tagore: A biography, Shantiniketan: ViswaBharathi.

- KRISHNAMURTHI, J (1994). Education and the significance of life. Krishnamurthi Foundation, India.
- Learning: The treasure within (1996). UNESCO.

**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP  
RIEMED - TS-EMAL3: EDUCATIONAL LEADERSHIP AND SUPERVISION**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

**RATIONALE**

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

**OBJECTIVES:**

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

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

**Unit I: Educational Leadership**

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

### **Unit II: Educational Supervision**

- Concept of Leader as a: policy formulator, planner, an organiser, decision maker, co-ordinator, maintainer of human relationship with teacher-educators, an innovator , guardian, and community mobilizer
- Obstacle to Educational leadership: Resources and priorities, Political pressures, Social pressures, Personal antagonism.
- Consequences of Conflict and Conflict Management
- Meaning, Nature and importance of Educational supervision
- Supervision as Service Activity, Supervision as a Process, Supervision as Functions, Supervision as Educational Leadership
- Functions of Supervision
- Planning of Supervisory Programme
- Organizing Supervisory Programme
- Factors Influencing Supervision

### **Unit III: Appraisal of educational institutions.**

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

### **Unit IV: Implementing the Supervisory Programme and Quality Management**

- Types of supervisory programmes
- Techniques and methods of supervision:

Observation or classroom visitation, Demonstration, Group Study or Workshop, Conferences, Feedback and Follow-up, Monitoring, Records and Group Process

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

#### **TRANSACTIONAL MODE**

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

#### **Sessional work:**

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

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

#### **References**

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- Bhatnagar and Verma. *Educational Supervision*. Meerut : International Pub. House.
- Bhatnagar, R.P. and Agrawal, V(2006) *Educational Administration Supervision, Planning and Financing*. R.Lall Book Depot, Meerut.
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- Griffiths, Daniel E : *Human relations in school administration* appleton century croft, New York, 1956.
- James M. Liphem : *Leadership and administrative in Behavioral Science and administration* edited by Daniel E. Griffiths, Chicago, Uni. of Chicago Press, 1964.
- James M. Huges, *Human Relations in Educational Organization*, Harper and Brothers, New York, 1957.
- Morphel, E. L. R. L. Jones and others : *Educational Leadership* Prentice Hall, 1959.
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- S. N. Mukerji : *Administration of Education, Planning and Finance*, Baroda, Acharya Book Dept, 1970.
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**CURRICULUM, PEDAGOGY AND ASSESSMENT**  
**RIEMED - TS-CPA3: CURRICULUM EVALUATION, POLICIES AND RESEARCH**

Credits: 4  
Examination Duration: 2 Hours  
Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100  
Internal: 50  
External: 50

**OBJECTIVES:**

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

- Understand the need for curriculum evaluation and the strategies involved in curriculum evaluation
- Analyze various models of curriculum evaluation and their relevance to Indian Education context
- Analyze the textbooks and other curricular materials using appropriate criteria
- Examine the role of stakeholders at state, regional and national level in implementing and evaluating the curriculum.
- Analyze the issues and problems related to evaluating the curriculum in a systematic manner.
- Develop research perspectives in the field of curriculum studies

**Unit I: Concept and Models of curriculum evaluation**

- Curriculum evaluation: concept and meaning ; Need for curriculum evaluation
- Curriculum evaluation models: Ralph Tyler's evaluation model ;CIPP model (Stufflebeam) ; Robert Stake's countenance model ; Micheal Scriven's model Programme evaluation : meaning and importance

**Unit II: Facets of curriculum evaluation**

- Determination of general educational aims and specification of major objectives
- Evaluation at planning stage
- Try out and revision of educational materials and methods
- The field- trial stage of curriculum evaluation
- Evaluation at the stage of large scale implementation
- Need for quality control in implemented curriculum
- Role of evaluator in quality control (Process of quality control, identifying the effective and deterioration, systematic stock taking of implemented curriculum (Summative tests, course exams, additional data), identify causes of deterioration
- Applying corrective measure and investigating their effectiveness
- Role specification of Stakeholders involved in curriculum planning, implementation and evaluation

**Unit III: Curriculum evaluation: Instrumentation and strategies**

- Expert judgment of evaluation data
- Observation/ techniques
- Use of tests and scales in evaluation

- Teachers, parents and community as data sources
- Collecting and analysing evaluation data
- Criteria involved in textbook evaluation and other curricular materials
- Issues in curriculum evaluation :Lack of balance between theory and practice in curriculum evaluation ;Lack of systematic follow up activity after curriculum implementation

#### **Unit IV: Curriculum research and Policies**

- Need for research studies in the area of curriculum studies
- Research studies and projects on school curriculum in India and other developed and third world countries.
- Curriculum policies: need and importance
- Study of curriculum policies and their implementation at State and National level: Role of curriculum planners and policy makers

#### **Sessional activities**

The students will be involved following activities

- Identification various criteria to evaluate textbook/ programme/ course
- Evaluation of the textbooks of NCERT/ States in the Region and other curricular materials using appropriate criteria followed by presentation
- Study various projects and researches conducted for evaluating the school curriculum at the state and national level.

#### **References:**

- Arichlency (1977), Handbook of curriculum evaluation, UNESCO, International Institute for Educational planning, Paris
- Doll Ronald C. (1986), Curriculum Improvement: Decision making process, London, Allyon and Bacon Inc.
- NCERT (1984), Curriculum evaluation, NCERT, New Delhi
- NCERT (2006), Systematic reforms for Curriculum change, NCERT, New Delhi
- UNESCO (1981), Curriculum and Life Long Education, UNESCO, Paris
- Verduin J.R. (1967), Cooperative Curriculum Improvement, Prentice Hall

## **EDUCATIONAL TECHNOLOGY AND ICT RIEMED - TS-ETICT3: E-LEARNING**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### **Objectives**

1. Describe the concept, nature, and components of e-learning
2. Explore and use various e-learning tools and technologies
3. Use e-learning standards while designing and delivering e-learning
4. Explain the elements technology leadership in providing technology supported learning environment

5. Analyse a comprehensive range of approaches to e-Learning in detail;
6. Evaluate critically the practices associated with e-Learning;
7. Relate e-Learning systematically to a range of broader issues in both pedagogy and formal education.
8. Collaborate, communicate and have dialogue in digital learning environment

#### **Unit I: Foundations of Online Learning**

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

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

- Synchronous and Asynchronous Tools
- Learner Management System: Meaning, Types, features, proprietary versus open source LMS
- Use of web 2.0 Tools/communication and collaboration tools in e-learning
- E-learning Standards
  - Metadata: meaning, types and need
  - SCORM: features, procedure and limitations
  - IMS: features, procedure and limitations
  - ARDIANE: features and procedure
  - IEEE-LOM
  - Dublin core
  - AICC
- Subject specific tools for e-learning: science, Mathematics, language, and social studies

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

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

#### **Unit IV: Managing e-Learning**

- Designing technology supported learning environment
- Managing ICT in learning – leadership for technology integration
  - technology vision and mission
  - innovation and creativity
  - Sustainable integration and systemic change

- Creating enabling environment, climate and culture
- Teacher supervision and facilitating professional development
- Creating 21<sup>st</sup> century technology infrastructure
- Managing Legal, social, and ethical issues
- Overcoming roadblocks and providing digital leadership
- Strategic partnership
- Leveraging Social media for technology leadership
- E-learning competencies of a teacher
- Review of Research in ICT and e-learning: what research says about ICT integration?

### Sessional Work

1. Analysis of the characteristics of digital natives
2. Review of e-learning standards
3. Comparative study of various learner management systems
4. Creation of social bookmark on all web 2.0 tools
5. Use of any subject specific tools like geogebra for teaching a particular unit (plan and action)
6. Review any ten android applications for education
7. Developing/ reusing any content and providing flipped learning to school students
8. Review of all MOOC providers and their courses
9. Review of research literature on any aspects of educational technology
10. Developing a technology integration plan for a school

### References

1. Andrew A Kling(2010). Web 2.0 (Technology 360). Lucent Books :New Delhi.
2. Athanassios Jimoyiannis (Editor) (2011). Research on e-Learning and ICT in Education. Springer: USA
3. Barbara B. Levin, Lynne Schrum. (2012). Leading Technology-Rich Schools (Technology & Education, Connections (Tec). Teachers College press:New York
4. Bruce M. Whitehead, Devon Jensen, Floyd A. Boschee.(2013). Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders. **Corwin:New Delhi**
5. Laxman Mohanty, Neeharika Vora (2008). ICT strategies for schools- a guide for school administrators. Sage publications :New Delhi.
6. Lynne Schrum, Barbara B. Levin. (2010).Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement. Corwin:New Delhi
7. Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
8. Liz Arney (2015.)Go Blended!: A Handbook for Blending Technology in Schools
9. Loveless Avril(2001). ICT-pedagogy and the curriculum-Subject to change. Routledge Falmer: London.
10. Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi. Available at [http://webserver.ignou.ac.in/institute/STRIDE\\_Hb8\\_webCD/STRIDE\\_Hb8\\_index.html](http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html)
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12. Roblyer M.D., Aaron H. Doering (2012). Integrating Educational Technology into Teaching (6th Edition)
13. Shalin Hai-Jew. (2012). Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information. Information Science Reference:USA



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15. Rosemary Papa.(2010).Technology Leadership for School Improvement. Sage:New Delhi.
16. Steven W. Anderson, Deborah Siegel. (2014).The Tech-Savvy Administrator: How do I use technology to be a better school leader? ASCD
17. Theodore Lee (2008). Professional Development of ICT Integration for Teachers. VDM Verlag : Germany.

## **INCLUSIVE EDUCATION**

### **RIEMED - TS-IE3: CONCERNS, CHALLENGES, AND ISSUES IN INCLUSIVE EDUCATION**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### **Objectives:**

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

- understand concerns, challenges and issues in the implementation of IE,
- know about controversial issues in inclusive education, including particularly marginalised groups, specific learning difficulties and the future of special schools,
- use ICT in inclusive settings,
- develop the ability to conduct and supervise research and action research activities,
- develop research skills and understanding of various methods and tools used in the research in IE in order to explore these issues further,
- identify , analyse and utilize various techniques and methods required for the development of practical skills among LwDNs,
- use assistive devices and strategies for meeting diverse needs
- develop a positive attitude and sense of commitment towards actualizing the right to education of all learners
- develop an understanding of evaluation and alternative assessment

### **Unit I: Teacher Preparation for Inclusive Education**

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

### **Unit II: Removal of Barriers for Effective Learning**

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

### **Unit III: Changing roles of Education in Schools**

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

### **Unit IV: Research Methodology in Inclusive Education**

- Research Methods and Research Tools ( Case study, In depth Interviewing, Ethnography and Observation, Narratives, Documents and Diaries) needed,
- Steps involved in planning and supervising research activities,
- Recent trends in Research in Inclusive Education,
- Action research approaches.
- Review of Research in the area of Inclusive Education(sessional work)

### **Transactional Mode:**

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

### **Sessional Work:**

The students will undertake any one of the following activities:

- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Reflective Journal writing
- Preparation of IEPs, and Case studies of LwDNs

- Administration of Psychological tests
- Identification of an area and conduct Action Research
- Handling of Aids and appliances/ assistive devices used in the education of learners with diverse needs
- Review of National/ International Journals in Inclusive Education
- Conduct a survey on the type of supportive service needed for inclusion of learner of diverse need of your choice and share the findings in the class.
- Preparation of ICT based teaching learning materials

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[i] <http://www.unesco.org/en/efareport> page 12

[ii] <http://www.connectaschool.org/>

[iii] [http://iite.unesco.org/policy\\_briefs/](http://iite.unesco.org/policy_briefs/)

[iv] <http://www.unesco.org/en/efa/>

ITU/G3ict e-Accessibility Policy Toolkit for Persons with Disabilities

[http://www.e-accessibilitytoolkit.org/toolkit/promoting\\_assistive\\_technologies/open-source](http://www.e-accessibilitytoolkit.org/toolkit/promoting_assistive_technologies/open-source)

ABLEDATA: AbleData - Your source for assistive technology information from <http://www.abledata.com/>

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## **Programme Planning, Implementation, Monitoring and Evaluation**

### **RIEMED - TS-PPIME3: PROGRAMME EVALUATION**

Credits: 4  
Examination Duration: 2 Hours  
Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100  
Internal: 50  
External: 50

#### **Objectives:**

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

- Understand the need and importance of evaluating an educational programme.
- Gain insight in to the process of evaluation of an educational programme.
- Suggest appropriate type of evaluation based on the objectives and evaluation questions stated.
- Suggest the evaluation design based on the information provided about a programme in practice.
- Develop a proposal for evaluating a given educational programme.

#### **Course Content**

##### **Unit I: Meaning and Types of Programme Evaluation:**

- Programme evaluation – its meaning and importance in quality assurance
- Different types of programmes
  - Direct service interventions, Community mobilization efforts, Research initiatives, Surveillance systems, Advocacy work, Social marketing campaigns, Infrastructure building projects, Training programs, Administrative systems
- What is evaluated –types of programme evaluation:
  - Programme theory evaluation, Formative evaluation, Process/implementation evaluation, Outcome / effectiveness evaluation, and Impact evaluation.
- Difference between evaluation research and programme evaluation

##### **Unit II: Planning a Programme Evaluation**

- Planning a programme evaluation
- Examine the issue, audience, and programme objectives
  - Establish the evaluation team
  - Identify a purpose for the evaluation
  - Prepare evaluation time line and role allocation

### **Unit III: Methodology of Programme Evaluation I:**

- Bennett's program evaluation methodology to measure effectiveness:
  - Inputs: time expended, staff qualifications
  - Activities: educational methodology
  - People involvement: number and characteristics, continuity and intensity
  - Reactions: interest in activities, acceptance of leadership
  - Knowledge, attitude, skills, and aspirations change (KASA): direction and extent, duration
  - Practice change: individual innovation, structural change
  - End result: ultimate objectives, side effects

### **Unit IV: Methodology of Programme Evaluation II:**

- Stake holder analysis and deciding evaluation questions
- Evaluation framework -
- Evaluation designs – their relative merits and limitations
- Uses, Benefits, and Limitations of Various Data Collection Instruments
- Data analysis and display
- Reporting for different stakeholders and dissemination of findings
- Issues and concerns of programme evaluation:
  - Budgeting considerations for programme evaluation
  - Ethics in Evaluation and Evaluation Standards: Letter of informed consent and other practices in following evaluation standards
  - Qualities of a programme evaluator – negotiation, objectivity, communication

### **Transactional Mode:**

Lecture cum Discussion, group work, ICT - power-point presentation, use of internet, and field visit to get firsthand experience.

### **Sessional Work:**

The students will undertake any one of the following activities:

- Study relevant documents/Annual Reports/Programme Evaluation Reports of DIET/CTE/SCERT/RIE/NCERT/ NUEPA to
  - iii. Develop the programme logic for a selected programme at elementary/secondary level
  - iv. Describe the implementation process in terms of the activities involved.
- Select any one current practice in elementary/secondary teacher education and identify the factors that might influence the effectiveness of its implementation.

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### **RIEMED - TS-GC3: ASSESSMENT AND APPRAISAL IN GUIDANCE AND COUNSELING**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

#### **Objectives**

On completion of this course the students will be able to

- Develop an understanding of the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
- Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling
- Develop knowledge and understanding of the major psychological concepts such as Intelligence, Aptitude, Achievement, Personality, Interest and their assessment for providing guidance and counseling
- Develop skills for administering, scoring, interpreting and analyzing test results.

#### **Unit I: Understanding Assessment and Appraisal**

- Assessment and appraisal in Guidance and Counselling: nature, importance, assumptions and principles
- Issues in psychological testing; distinction between testing and non-testing technique
- Characteristics of a good psychological test; procedure of construction, administration, scoring and interpretation of psychological tests

#### **Unit II: Qualitative Techniques for Assessment**

- Need and importance of qualitative assessment

- Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, sociometry
- Procedure of development, administration, scoring and interpretation through qualitative assessment

**Unit III: Assessing Individual Differences: Intelligence and Aptitude**

- Concept of Intelligence: changing perspective
- Assessment of intelligence
- Concept of Aptitude; importance of assessment of aptitude

**Unit IV: Assessing Individual Differences: Achievement, Personality and Interest**

- Teacher-made and Standardized Achievement test, measurement of scholastic achievement and its significance in various educational and career decisions
- Concept of personality; methods of personality assessment
- Importance of assessing interest for educational and vocational guidance

**Sessional Work:** The students may undertake any one of the following activities:

- Review one each from the following category of tests : Aptitude, Personality and Interest.
- Administer a test of Intelligence on a group of high school students and prepare a report.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in detail the group climate.

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**INTERNSHIP IN THEMATIC SPECIALIZATIONS**  
**RIEMED –TS-EAM-INT: INTERNSHIP IN EAML**

Credits: 4  
Total Duration: 3 Weeks

Max marks: 100  
Internal: 100

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

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

**Elementary stage**

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

## **RIEMED –TS-CPA-INT: INTERNSHIP IN CPA**

Credits: 4  
Total Duration: 3 Weeks

Max marks: 100  
Internal: 100

### **RATIONALE**

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

### **Course Objectives**

The course is designed to enable the prospective teacher educators to

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

### **Organization**

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

### **Activities**

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

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

#### **Attachment to Schools (2 weeks)**

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

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

### Evaluation and Scheme of Assessment

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

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

### RIEMED –TS-ETICT-INT: INTERNSHIP IN ETICT

Credits: 4  
Total Duration: 3 Weeks

Max marks: 100  
Internal: 100

### RATIONALE

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

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

### **Course Objectives**

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

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

### **Organization**

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

### **Activities**

#### **1. Review and evaluate E-content and e-courses**

- a. Evaluate a standalone RLO, e-content using the specified criteria
- b. Enroll for a MOOC course of interest and of minimum three weeks duration. On completion of the course review and evaluate the course content, design and delivery
- c. Complete a free e-learning course. review and evaluate the course content, design and delivery

#### **2. Design and develop e-content for school subject/BEd subject**

- a. Plan and develop e-content for any one approach like MOOC/E-learning/Flipped learning /Blended Learning
- b. This could be done with the assistance of experts in school/CIET/EMRC/e-learning industry/TEI
- c. This will involve script writing, video production and editing, audio editing, story board, graphics creation and editing, putting together using authoring tools
- d. Get the program reviewed by content and technical experts in the field

#### **3. Field Implementation**

- a. Populate the LMS plat form or MOCC platform with the content created in the previous activity and Provide e-learning/MOOC/Flipped Learning/blended learning in a school/teacher training institute
- b. This will involve use of LMS/MOOC platform/Face to face interaction. Could be done in intranet, internet
- c. Review and evaluate the effectiveness and prepare a report

## Evaluation and Scheme of Assessment

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

| Activity No | Area  | Marks      |
|-------------|---|------------|
| <b>1</b>    | <b>Review and evaluate E-content and e-courses</b>  |            |
|             | Evaluate a standalone RLO, e-content using the specified criteria   | 5          |
|             | Enroll for a MOOC course of interest and of minimum three weeks duration. On completion of the course review and evaluate the course content, design and delivery | 10         |
|             | Complete a free e-learning course. review and evaluate the course content, design and delivery  | 10         |
|             | <b>Total</b>  | <b>25</b>  |
| <b>1I</b>   | <b>Design and develop e-content for school subject/BEd subject</b>  |            |
|             | Script and story board  | 10         |
|             | Audio, video, graphics  | 15         |
|             | Final content in authoring with interactivity using authoring tool  | 10         |
|             | <b>Total</b>  | <b>35</b>  |
| <b>II</b>   | <b>Field Implementation</b>   |            |
|             | Developing the course in LMS  | 10         |
|             | Providing LMS based e-learning  | 15         |
|             | Report preparation and presentation   | 15         |
|             |   | <b>40</b>  |
|             | <b>Total</b>  | <b>100</b> |

## RIEMED –TS-IE-INT: INTERNSHIP IN IE

Credits: 4

Total Duration: 3 Weeks

Max marks: 100

Internal: 100

### Objectives

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

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

**Activities:**

1. Visit to schools from any disadvantaged background (disability, tribal, minorities, urban slum etc). Observe few classes
  - a. to understand the culture of the school and classroom
  - b. identify specific needs of learners
  - c. critically analyse and report on ways and means of including them in regular schools

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

2. Visit an inclusive school where children from any disadvantaged background are enrolled. Observe the school / classroom with reference to the index of inclusion (culture, policy and practice). Give a suggestive plan for effective inclusion of such students.

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

3. Design and implement at least 3 lessons (1 in subject area, 1 in art and craft, 1 in physical education) based on universal design for learning (UDL) for any class at the elementary / secondary level.

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

**25**

4. Attachment with an NGO / research institute working for the education / habilitation of children from the disadvantaged background.

or

Develop and try out ICT enabled learning resources

or

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

or

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

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

**25**

### **RIEMED –TS- PPIME -INT: INTERNSHIP IN PPIME**

Credits: 4

Total Duration: 3 Weeks

Max marks: 100

Internal: 100

Every student is required to select one educational programme/intervention and carry out following activities by visiting appropriate sites

1. Describe the planning process at various levels through discussion with concerned functionary and document analysis
2. Study the implementation of the programme for a duration of two weeks  
(Prepare a power point presentation describing (i) the planning process and (ii) the implementation process to be presented at the institution after the internship)

3. Prepare an Evaluation Plan for evaluating the selected programme, Conduct Evaluation and Prepare a report

(Note: The internship would be places in the Semester 3 and ISB 3. Students need to be provided orientation to the internship and the activities to be performed before organising the internship)

#### **Scheme of Evaluation:**

- I. Presentation on analysis of programme planning process – 25 marks
- II. Presentation on analysis of programme implementation process – 25 marks
- III. Evaluation Report – 50 marks.
  - Programme Logic Model – 10 marks
  - Evaluation Framework – 10 marks
  - Evaluation Tools and Techniques – 10 marks
  - Data Analysis and Display – 10 marks
  - Results and Recommendations – 10 marks

### **RIEMED –TS-GC-INT: INTERNSHIP IN GC**

Credits: 4

Total Duration: 3 Weeks

Max marks: 100

Internal: 100

#### **RATIONALE**

The students specializing in Guidance and Counselling needs to realistically understand the nature and scope of implementation of guidance and counseling services in schools. They also need opportunities to plan and implement guidance and counseling activities in school. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice.

#### **Course Objectives**

The course is designed to enable the prospective teacher educators to

- be acquainted with the guidance and counseling process at elementary/secondary stage in a state
- involve in organising various activities of guidance and counseling in school.
- acquire competencies and skills required for effective implementation of guidance and counseling
- develop professional skills required for a counselor

#### **Organization**

The internship will be organised by attaching the students to school. A student would undertake the activities listed below under the guidance and active supervision of a teacher educator/practitioner. Necessary orientation to students will be provided before organizing the internship.

## Activities

### Attachment to an elementary/secondary/senior secondary school for testing and counselling practicum (2 weeks)

- Identify the need and provide counseling to at least three students.
- Develop a report card of ability profile of a class based on qualitative and quantitative assessment using testing and non-testing techniques
- Develop a plan for implementation of guidance in a school

### Attachment to School for Career Guidance (One week)

Students would be attached to a school for undertaking following activities:

- Organize two class talks and two career talks
- Organize career conference

### Evaluation and Scheme of Assessment

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

| Activity. No   | Area  | Marks |
|--|---|-------|
| <b>Attachment for testing and counseling practicum</b> |   |       |
| 1.1  | Identify the need and provide counseling to at least three students.  | 15    |
| 1.2  | Develop a report card of ability profile of a class based on qualitative and quantitative assessment using testing and non-testing techniques | 15    |
| 1.3  | Develop a plan for implementation of guidance in a school   | 20    |
| <b>Attachment to School for Career Guidance</b>        |   |       |
| 2.1  | Organize career conference  | 15    |
| 3.1  | Organize two career talks and Career talks  | 20    |
| 3.2  | Submission of Report and Record   | 15    |
|  | Total   | 100   |

## SEMESTER IV

### RIEMED -TC5: ACADEMIC WRITING

Credit: 2

Marks: 50 (Internal Assessment)

Duration: Workshop mode spread over semester

**Rationale:** This course aims to create expertise in writing skills. Since academic writing does not cover professional aspects of writing (e.g. CV, noting and drafting, letters etc.) which teacher educators will



require for different purposes, so the title of this course is Writing Skills. Academic writing is given full weightage in this course.

**Objectives:**

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

**Transaction Mode:** Different theoretical aspects of writing skills will be taught through presentation cum discussion mode. Practical exposure/group work/individual assignment/etc. will be given to trainees on different kinds of academic writing.

**Types of Writing and writing styles**

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

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

Suggested Tasks--- writing reports.

**Journalistic Writing and Expository Writing**

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

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

**Creative Writing**

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

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

**Professional Writing**

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

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

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

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

#### **Suggested Readings:**

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

### **RIEMED - PC5: SOCIOLOGY OF EDUCATION**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

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

#### **OBJECTIVES**

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

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

#### **COURSE CONTENT**

## **Unit I: Understanding Sociology of Education**

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

## **Unit II: Social Context of School**

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

## **Unit III: Sociological Perspectives and Thoughts in Education**

- Functionalism:
  - Emile Durkheim: “ On Education and Society”
  - Talcott Parsons: “School as a Social System”
- Conflict Theory:
  - Gintis and Bowls- Education a Social Reproduction,
  - (Michiel Apple on Education and Inequality)
- Symbolic Interactionism : Blumer- “ Social interaction at school”/ Rosenthal & Jacobson
- Sociological Thought in Education
  - Sociology of Knowledge: Karl Manheim
  - Class Codes and Social Control: Basil Bernstein
  - Cultural capital: Perrie Bourdieu
  - Social Character of Learning: Krishna Kumar

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

- Indian Social Structure: Caste, Class, Gender, Tribes and its bearing on Schooling

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

**Mode of Transaction:**

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

**Sessional Work:**

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

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

**Suggested Readings**

1. A.H. Halsey et. al. (eds.). 2002. Education. Culture, Economy, Society. Oxford: Oxford University Press. (Selected chapters).
2. Apple, M. W. 1982. Cultural and Economic Reproduction in Education: Essays on class, ideology and the state. London: RKP. (Chapters 1, 9).
3. Banks. Olive. 1971. Sociology of Education, (2nd Ed.) London : Batsford.
4. Beni, Veronique. 2009. Schooling India. Hindus, Muslims and the Forging of Citizens. New Delhi, Orient Blackswan.
5. Bernstein, Basil. 1996. Pedagogy. Symbolic Control and Identity. London: Taylor and Francis. (Chapter 1).
6. Beteille, A. 1985. Equality of Opportunity and the Equal Distribution of Benefits. Pune: Orient Longman (Gokhale Institute of Politics and Economics).
7. Blackledge, D and Hunt, B. 1985. Sociological Interpretations of Education. London, Crom Helm.
8. Bourdieu, P. and Passeron. J.C. 1978. Reproduction in Education, Society and Culture. London: Sage. (Book 1).

9. Chanana, Karuna: Interrogating Women's Education, Jaipur and New Delhi, Rawat Publications, 2001.
10. Coleman, J. S. 1968. "The Concept of Equality of Educational Opportunity". Harvard Educational Review, 38(1): 7-22.
11. Dewey, J. (1916). Democracy and Education. An Introduction to the Philosophy of Education. New York: Free Press.
12. Durkheim, E. 1956. Education and Society. New York: Teachers College Press.
13. Durkheim, E. 1961. Moral Education. New York: The Free Press.
14. Friere, P. 1970. Pedagogy of the Oppressed. New York: Continuum.
15. Gandhi, M.K. 1977. Basic Education, in The Collected Works. Ahmedabad: Navajivan.
16. Gore, M.S. et.all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.
17. Ramachandran, V. 2004. Gender and Social Equity in Primary Education, Sage Publication.
18. Thapan, M. 2006 (1991). Life at School. An Ethnographic Study. New Delhi: OUP.
19. Wazir, Rekha (2000) The Gender Gap in Basic Education. New Delhi, Sage Publications.

**Compulsory Reading:**

Sadovnik, A.R. (2010) Sociology of Education: A Critical Reader. Routledge; 2 edition.

ISBN-10: 0415803705

Schools and Society: A Sociological Approach to Education

## **Teacher Education II**

### **RIEMED -TEC2: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

**OBJECTIVES**

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

- Conceptualize the meaning and different perspectives of teacher professional development
- Understand the policy perspectives on teacher education
- Understand the structure and management of teacher education
- Gain insight into the problems, issues and research trends in secondary teacher education

**COURSE CONTENT**

**UNIT 1: Perspectives of Teacher Education**

- Teacher Development: concept, factors influencing teacher development – personal and contextual.
- Teacher Expertise – Berliner's stages of development of a teacher.
- Approaches to teacher development – self directed development, co-operative or collegial development, change- oriented and staff development.

- Different organizations and agencies involved in teacher education- their roles, functions and networking.
- Preparation of teachers for various disciplines i.e. art, craft, music, and physical education - existing programmes and practices.

#### **UNIT II: Structure, Management and Quality Assurance in Teacher Education**

- Structure of teacher education system in India - its merits and limitations.
- Review of Recommendations of various committees , regulatory bodies related to teacher education; Kothari Commission, Justice Verma Committee, NPE 1986 ,POA 1992, NCFTE 2009, NCTE Regulation 2014.
- Universalization of secondary education and its implication for teacher education at secondary level.
- Planning financing and control of teacher education at elementary/ secondary levels
- Competency based performance and commitment oriented teacher education
- Meaning of quality assurance and its indicators in teacher education
- Teacher appraisal and accountability
- Role of different agencies in quality assurance of teacher development  
DIETs, SCERT, CTE, IASE, NCERT, NUEPA, UGC,
- Assessment of Quality of a teacher education programme/ institutes NCTE, NAAC.

#### **UNIT III: Research in Teacher Education**

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

#### **UNIT IV: Problems and Issues in Teacher Education**

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

**Sessional Work may include:**

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

### **Suggested Readings**

- Canon, L. & Monin, L. (1978). A Guide to Teaching Fanciness. London: Mtehner & co. Ltd.
- Coomb, A.W. et al. (1974). The Professional Education of Teachers: A Humanistic Approach to Teacher Training, Boston: Allyaon & Becon Inc.
- Flanders, N.A. (1970). Analysing Purching Behaviors. Massachusetts: Addison Wesley Publishing Co Reading.
- Gage, N.L. (1963). Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Co.
- Joyee, B. & Showers, B. (1983). Power in Staff Development Through Research on Training. Alexandria Virgin Is: ASCD.

## **RIEMED - PC6: CURRICULUM STUDIES**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

### **OBJECTIVES:**

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

- Understand the meaning, nature and determinants of curriculum
- Compare various types of curriculum
- Gain insight into the epistemological, sociological and the psychological bases of curriculum development.
- Conceptualize the meaning and various methods/media for curriculum Transaction.
- Understand the various guiding principles for selection and organization of learning experiences.
- Understand the process of curriculum evaluation
- Analyse the issues in curriculum evaluation

### **Unit 1. Concept, Bases and determinants of curriculum**

- Meaning and nature of curriculum
- Concept of Core curriculum, Hidden curriculum, Spiral curriculum, Activity based curriculum and their relevance.
- **Types of Curriculum:** Subject-centered ; Learner-centered; Community centered; Environment centered
- Epistemological, Psychological, Sociological, Economical and Cultural basis of curriculum.

- Determinants of curriculum: Relevance, flexibility, quality, contextuality and plurality.
- Curriculum considerations: Educational objectives, Learners characteristic, Teachers expectations and concerns, Multilingual, Environmental concerns, gender, Inclusiveness, social sensitivity, value concern.
- Curriculum framework-need and importance; ramification of curriculum framework into curriculum, syllabus, units and textbooks.
- Curriculum frameworks for school education and Teacher education.

### **Unit 2: Curriculum development**

- Meaning of Curriculum development:
- Curriculum development as a continuous and cyclic process
- Components of curriculum development
- Aims and objectives of curriculum and their bases; Selection and organization of content and learning experiences: Principles and criteria for selecting content and learning experiences- Cognitive, Validity, Critical perspectives, applicability, Utility, objectivity, scope for inclusiveness, breadth of coverage and depth of understanding
- Organizing principles: continuity, sequence, integration with illustrations.
- Points to be considered in selecting learning experiences.
- Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts
- Infusion of environment related knowledge and concerns in all subjects and levels.
- Learning resources other than text books including local history and geography.

### **Unit 3: Implementation of Curriculum in School.**

- School as site for curriculum implementation: Philosophy of school; Administration in creating context for curriculum development; Available infrastructure; Curriculum sites; curricular resources (text book, teacher's hand book, library, laboratory, school playground, neighborhood etc.)
- Teacher's Role in Curriculum construction, Curriculum Transaction and researching in curriculum.
- Teacher as a critical pedagogue.
- ICT in curriculum transaction.
- Role of external agencies in providing curriculum and pedagogical supports to teachers within schools-local, regional, national.

### **Unit 4 : Curriculum Evaluation**

- Meaning of curriculum evaluation;
- Tools and Techniques of Curriculum Evaluation:
  - Observation; classroom interaction (with teacher and in peer group, group work) Oral : pretesting, diagnostic questions
  - Interview: consulting users of curriculum, An opinonnaire
  - Maintaining daily dairy by the children as well as teachers. Project work
  - Maintaining portfolio of the work and their presentation
- Formative Evaluation
  - Concept of formative evaluation, scope and importance. Validity and Significance of course content, Consistency with social reality
  - Collection of appropriate evidences during designing of Curriculum
  - Revision based on evidences during designing and trying out
- Summative Evaluation



- Concept of summative evaluation, scope and importance
- Summative evaluation based on Test
- Students reaction to instructional process (who have completed the course and are in job) teachers views concerning effectiveness of instruction; parents reaction about courses; Situation analysis using survey and interview
- Issues in Curriculum evaluation

#### **Sessional Activities:**

- Detailed study of National curriculum framework of school Education, India (1988 onwards) followed by seminar presentation.
- Preparation and presentation of paper on State Curriculum framework of different states in the country.
- Readings of selected papers on curriculum studies followed by presentations

#### **References:**

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
- Butchvarov, P.(1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcutta University Press, Calcutta.
- G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and the curriculum. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
- NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- NCTE (2009) National Curriculum Framework for Teacher Education.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
- Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
- Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962).Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

- Whecker D.K. (1967) Curriculum Process, University of London Press.

### RIEMED -TC6: DISSERTATION

| Sl. No | Research Dissertational Activity  | Mode of Engagement  | Time required                                    | End Product   | Marks |
|--------|---|---|--|---|-------|
| 1      | Understanding the Objects of research in Education<br><b>Lead Questions/Guided Questions</b> <ul style="list-style-type: none"> <li>• What is/are objects of research in education?</li> <li>• How diverse they are?</li> </ul>   | Debate and dialogue   | 2 Hours  | Identification and listing of objects/issues/variables of education<br>--Preparation of list and their nature;<br>Either preparation of Table or listing them in sentences (in 500 words) | 5     |
| 2      | Identifying Research Areas<br><b>Lead Questions/Guided Questions</b> <ul style="list-style-type: none"> <li>• What areas of research interests you have? And why?               <ul style="list-style-type: none"> <li>○ Infrastructure related</li> <li>○ Process related</li> <li>○ Pedagogy related</li> <li>○ Policy related</li> <li>○ Socio-cultural aspects of schooling related and etc..</li> </ul> </li> </ul>  | Self dialogue;<br>Exploring one's personal interests, academic strengths and background to relate with research area;<br><br>Seminar presentation | 1 Week   | Listing the area of research of one's own interest and mentioning the reasons. Which of the above falls within the expressed area of interest<br><br><b>(Write up)</b>                    | 5     |
| 3      | Review of research literature<br><b>Lead Questions/Guided Questions</b> <ul style="list-style-type: none"> <li>• How the review needs to be done?</li> <li>• What is to be observed in RRL?               <ul style="list-style-type: none"> <li>○ Statement of the Problem.</li> <li>○ Variables of the study</li> <li>○ Objectives</li> <li>○ Research question/hypotheses</li> <li>○ Methods</li> <li>○ Findings and their interpretation</li> </ul> </li> <li>• How the research is conducted in the research literature that you are reviewing?</li> <li>• What are the components that need to be seen in RRL?</li> <li>• Where do you use the RRL in your research?</li> <li>• Should the Theme based review is better?</li> <li>• Should the Chronology of research be the better way?</li> </ul> | Library work;<br>Table work;  | 2 Weeks<br><br>Two blocks of Two hours, per week | Identifying one study for each of the 'object'/issues/variables of study listed above;<br><br>(as many and as diverse as possible)<br>Review report writing and presentation              | 10    |
| 4      | Evolving and Stating Research Problem<br><b>Lead Questions/Guided Questions</b> <ul style="list-style-type: none"> <li>• How do you state your research</li> </ul>  | Classroom dialogue and seminar presentation   | 1 Week   | Statement of the Problem<br>Spelling out effect/relation/interaction between the variables  | 5     |

|   |  |  |         |  |            |
|---|--|--|---------|--|------------|
|   | problem?   |  |         |  |            |
| 5   | Conceptualization of the Problem                             | Seminar presentation                           | 2 Weeks | Write up on conceptual/theoretical basis for the above stated problem (1000 words)   | 5          |
| 6   | Framing of Objectives of the Study                           | Classroom presentation, discussion, refinement | 1 Week  | Finalization of the Objectives<br><b>(Write up)</b>  | 5          |
| 7   | Formulation of Research questions/hypotheses                 | Classroom presentation, discussion, refinement | 1 Week  | Finalization of the Research Questions/Hypotheses<br><b>(Write up)</b>   | 5          |
| 8   | Methods of the Research Study                                | Classroom seminars, debates                    | 1 Week  | i. Identifying appropriate method of study for one's research<br>ii. Identifying appropriate tools and techniques for one's research.<br><b>(Write up)</b> | 5          |
| 9   | Sampling procedure   | Classroom presentation                         | 1 Week  | Identifying Sample, sampling technique along with rationale<br><b>(Write up)</b>   | 5          |
| (To be assessed by a committee of Guide and two other staff)                        |  |  |         | <b>Total</b>   | <b>50</b>  |
| <b>II SEMESTER ACTIVITIES</b>   |  |  |         |  |            |
| 10  | Preparation of Research Proposal/ Synopsis (1500-2000 words) |  |         | Detailed proposal  | 25         |
| 11  | Presentation of Research Proposal /synopsis                  | Classroom seminar presentation                 | 2 weeks | Written Proposal and its Presentation  | 5          |
| 12  | Planning the data collection Procedure                       | Seminar presentation                           | 1 Week  | Write up   | 5          |
| 13  | Tool development   | Seminar presentation                           | 1 Week  | Mention the tools required and their preparation/adaptation process and the rationale  | 5          |
| 14  | Chapterization (Tentative) Skeleton of the chapters          |  | 1 Week  | Write up on chapterization along with rationale for the proposed chapterization  | 5          |
| 15  | Data Analysis Procedure                                      |  | 1 Week  | Identifying and Mentioning the procedure in written mode along with rationale for the proposed data analysis procedure.                                    | 5          |
| (To be assessed through a presentation by a committee of Guide and two other staff) |  |  |         | <b>Total</b>   | <b>50</b>  |
| <b>Valuation of Dissertation by an external examiner</b>                            |  |  |         |  | <b>100</b> |

