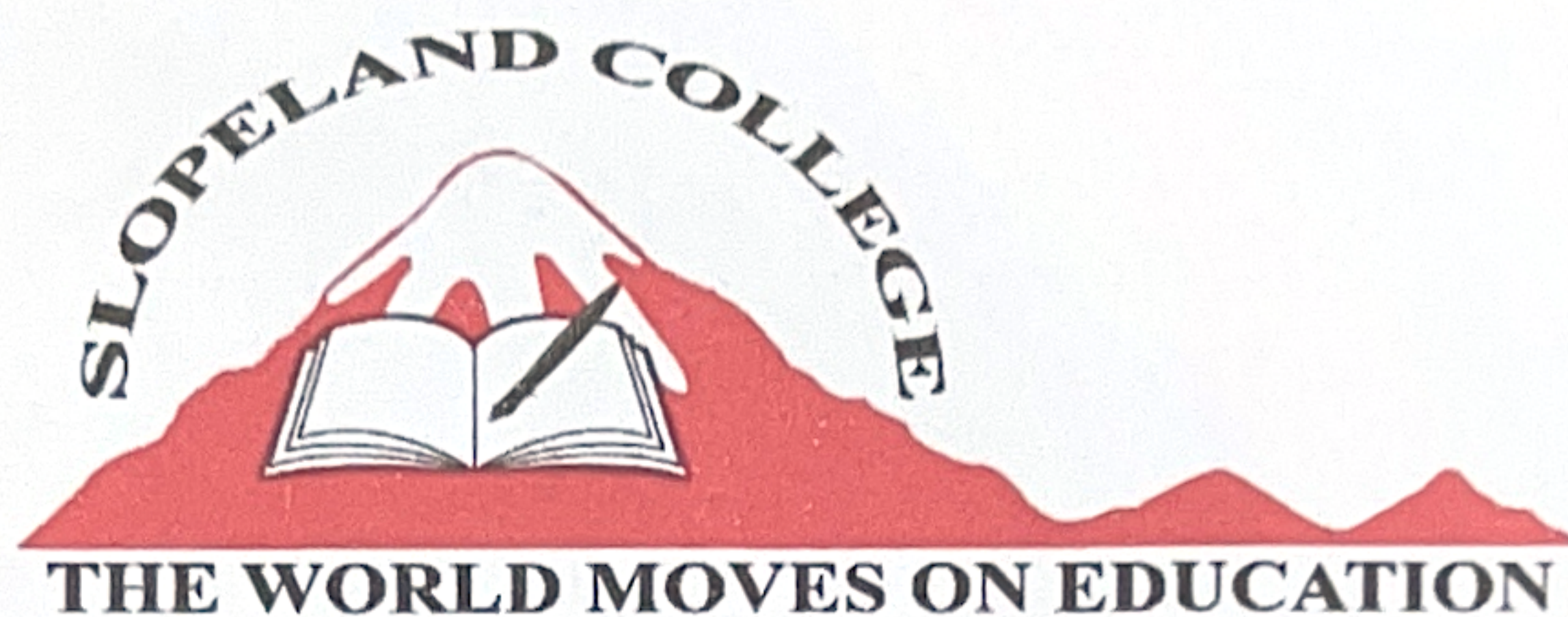# SLOPELAND COLLEGE OF TEACHERS EDUCATION

Salt Village, Khongjom
Thoubal District, Manipur

APPROVED SYLLABUS FOR THE TWO YEARS MASTER OF EDUCATION (M.Ed.) SEMESTER PROGRAM

MANIPUR UNIVERSITY
CANCHIPUR : IMPHAL

MANIPUR UNIVERSITY

M Ed Syllabus

SLOPELAND COLLEGE OF TEACHERS EDUCATION
SALT VILLAGE, KHONGJOM

Two year MASTER of Education (M.Ed.) programme (Regulation and Course of Studies) As per New Guidelines of NCTE -2014
To be implemented from the Academic Session 2015-2016

CONTEXT:

As per NCTE's Norms and Standards for Master of Education (M.Ed) Programme ,2014 the existing One year M.Ed. Programme, run in teacher education institutions in the country, has been replaced by the Two Year M.Ed. Programme. The newly introduced two-year Master of Education (M.Ed.) Course is a professional programme in the field of Teacher Education which aims at preparing teacher educators and other professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. Degree with specialization in select areas focusing on both elementary and secondary education.

The programme is designed to provide opportunities for the prospective teacher- educators to (i) extend and deepen their knowledge and understanding of education and teacher education (ii) develop their research capacities (iii) specialize in select areas (iv) develop their critical awareness 'of professional ethics etc. The course thus includes both critical comprehension of theory and collective reflections, exploratory readings and enquiry through research, both theoretical and empirical. It also gives distinct additional emphasis on hands-on and field based experiences, deep and protracted reflective practices, skills and competencies, particularly those related to practice of the profession and inculcation of professional ethics:

The present endeavour to develop the two-year course for Master of Education (M.Ed.) Programme leading to M.Ed. Degree of Manipur University is based on the following considerations:

* Stipulations of the National Council for Teacher Education to evolve a standard pattern of Syllabus for Teacher Education for the whole country.
* Emerging scenario of School education in. terms of quantity and quality development warrants corresponding reforms in teacher education.
* Recent initiative-undertaken by the NCTE in 2014 in respect of Teacher Education Curriculum reform.

Apart from these three major considerations, there is a compelling reason for evolving a uniform course in the preparation of teacher-educator's programme (pre- service) for developing desired competencies among all the prospective teacher educators.

While developing the detailed design of this syllabus, the recommendations as advanced in the following documents have been taken into consideration:

* National Curriculum Framework - 2005
* National Curriculum Framework for Teacher Education 2009
* NCTE's Norms and Standards for Master of Education(M.Ed.) Programme 2014
* NCTE's Curriculum Framework : Two Year M.Ed Programme,2Ot5
* The Right of children to Free and compulsory Education Act 2009
* Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A Scheme for universalization of access to and improvement of quality at the secondary stage, 2008
* Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009(2011)
* UGC guidelines for designing curricular for Choice Based Credit System of Higher Education
* NCERT-Two year Master bf Education(M.Ed.) Programme(Regulation and Course of Studies, 2015-16)

The following principles have guided the development of this course:

* Reducing the gap between theory and practice,-
* Eliminating mismatch between post-graduate teacher education curriculum and teacher education institution realities,
* Updating of curricular areas of teacher education in terms of enrichment of content knowledge and pedagogical competence of prospective teacher educators,
* Using Variety of approaches and methods for transaction of the course contents,
* Incorporating multimodal strategies for effective, continuous and comprehensive assessment of the performance of the prospective teacher educators.

Course Objectives.
The two-year M.Ed. programme is designed to attain the following broad objectives. After the completion of the course the prospective teacher educators shall:

* Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspect of subject matter meaningful
* Understand how' children learn and develop how they differ in their approaches to learning and create (learning opportunities that are adapted to/diverse learners and learning contexts.
* Plan learning experiences that are based on learner's existing proficiency, interacts, experiences including misconceptions and errors and understand how students come to view; develop and make sense of subject matter contained in the learning experiences
* Use knowledge of effective verbal, non-verbal and media communication, and supportive interaction in the classroom
* Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
* Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

MODES OF TRANSACTION:

With a view to move teacher-educator is required away from theoretical discourse and lectures, the prospective Teacher-educator is required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the prospective teacher-educators will be of the following kinds:

* *Lecture-cum-Discussion session*:. The faculties in the TEIs provide the prospective teacher-educators a platform to review their experiences, help them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
* *Focused Reading and Reflection*: The prospective teacher educators would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.
* *Observation-Documentation- Analysis* : Simulated and real school/community experiences would be arranged for the prospective teacher-educators to observe, document in the form of record/journal/diary and analyze those with an intention to revisit their own understandings or develop new insights.
* *Seminar Presentations*: The. prospective teacher-educators will undertake thematic/topical study, prepare write-up and make seminar presentations followed by open-house discussion with a view to enhance their knowledge base and repertoire of presentation skills.
* *Attachment to Teacher Education Institution*; Learning experiences would be provided through several teacher education institution-based practicums for development of certain professional qualities and competencies. This would include opportunities for planning and implementation of learning experiences and strategies.
* *Workshop:* A series of learning experiences in a given performance area would be provided to prospective teacher-educators in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing their specified and required competencies.
* *Panel Discussion*: A series of panel discussions shall be planned on different themes/issues relating to school education and teacher education and be organized in the TEIs concerned in which the prospective teacher-educators shall participate and each of them shall prepare a brief report on the conclusion of individual panel discussions.
* *Group Work:* On different dimensions of an issue/theme relating to school education/teacher education, groups be formed among the prospective teacher- educators who would work in the theme and the performance of each individual group shall be reported.
* *Library Work:* On a specific theme/issue/problem relating to school/teacher education, the prospective teacher-educators would be asked to consult the library ,collect information and prepare their write-ups for seminar presentation and discussion.
* *Projects :* Course related projects having contemporary concern shall be assigned to each individual prospective teacher-educator to be completed within a specified period of time with a report.
* *Collaborative Presentation*: The prospective teacher-educators in groups along with their allotted mentor shall work on a theme for collaborative presentation in a seminar.
* *Sessional Work*: Course related sessional work to be planned in each course, and each prospective teacher-educator is required to complete the some within the specified period of time as decided by the institution under the guidance of the faculty concerned.
* *Working Days:* At least 200 working days in each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of 36 hours in o week (5 or 6 days), during which the faculty and the prospective teacher-educators shall be available in the institution for interaction, dialogue, and consultation and mentoring.
* *Attendance:* The minimum attendance of each teacher educator shall be 8O%for theory courses and practicum, and 90%for field attachment.
* *Assessment Criteria:* The performance of the prospective teacher-educators in the courses under the component of common core (Perspective Courses- PC 1-5, Tool Courses - TC 1-5, Teacher Education Courses-TEC 1-2),'Specialization Courses (Core Specialization Courses - CCS I-2, Theme Specialization- Courses I-lll)and Research leading to dissertation shall be assessed both internally and externally spreading over four semesters as detailed. But their performance in internship/Field Attachment (in TE and TS) program shall be assessed internally.

Two Year M.Ed.
Semester Wise Paper and Distribution of Marks

Semester – I	Credit	External	internal
PC 1-Introduction to Education Studies	4	70	30
PC2- Psychology of Learning and Development	4	70	30
PC 3 - History and Political Economy of Education	4	70	30
TEC 1 - Teacher Education I	4	70	30
TC1-Self-Development	1		25
TC2- Communication and Expository Writing			25
Credit/Marks	18	280	170
	Total Marks	450	

Semester - II	Credit	External	Internal
PC 4 - Philosophy of Education	4	70	30
TC 3 - Research Methods in Education(Preliminary)	4	70	30
TEC - 2 Teacher Education ll	4	70	30
CCS 1- Elementary /secondary Education -l	4	70	30
TE - Internship in Teacher Education institution	4		100
Dissertation	2		50
Credit /Marks	22	280	270

		Total Marks	550	

Semester - III	Credit	External	internal
TC4- Advanced Research Methods in Education	4	70	30
PC 5 - Sociology of Education	4	70	30
PC 6 - Curriculum Studies	4	70	30
CCS 2 - Elementary /Secondary Education - ll	4	70	30
TS - Internship in Thematic Specialization	4		100
Dissertation	2		50
Credit/Marks	22	280	270
	Total Marks	550	

Semester - IV	Credit	External	internal
TS-Thematic Specialization- Paper-I	4	70	30
TS-Thematic Specialization- Paper-II	4	70	30
TS-Thematic Specialization- Paper-III	4	70	30
TS- Academic Writing	2		50
Dissertation	4	100	
Credit/Marks	18	310	140
	Total Marks	450	

Total Credit- 80   Total Marks   2000

Common Core Courses:
* The performance of each prospective teacher-educator in the theory courses shall be assessed internally and externally - out of 30 marks and 70 marks respectively in the course carrying 100 marks and out of 15 marks and 35 marks respectively in the course carrying 50 marks.
* Sessional Work (two in each core course) of each prospective teacher-educator shall be assessed internally out of 30 marks (15 for each) by the faculty member concerned both on the process and final product (report) and shall be awarded marks accordingly. The detailed criteria of assessment of the sessional work shall be spelt out by a Committee of faculty members chosen by the head of the institution. Relevant and appropriate sessional work on each core course may be designed at the institutional level.

Specialization Courses:
A) The performance of each prospective teacher-educator in the specialization courses, opted by him/her shall be assessed both internally and externally out of 30 marks and 70 marks respectively in the course carrying 100 marks.
Specialization:

1.	Early Childhood Education	2	Elementary Education .
3	Secondary Education .	4.	Inclusive Education
5.	Curriculum Studies	6.	Measurement and Evaluation
7.	Environmental Education	8.	Critical Pedagogy
9.	Contemporary Education	10.	Value Education
11.	Educational Administration	12.	Guidance and Counseling
13.	Educational Technology		

Thematic specialization

a.	Educational Management, Administration and leadership		
b.	Curriculum, Pedagogy and assessment	c.	Educational Technology and ICT

* Internship and Field Attachment: The performance of each prospective teacher-educator in internship/Field Attachment activities(in TEIs during second and third semester) shall be assessed internally by the faculty members(Mentors) under whose close mentorship he/she is required to perform such activities/by a group faculties including the mentor, as would be decided by the institution. The details of assessment procedure and marks earmarked have been spell-out under each course at appropriate places.

Research Leading to Dissertation:
* The performance of each prospective teacher-educator in research-based activities leading to dissertation shall be assessed internally in semester - ll out of 50 marks and Semester- lll out of 50 marks. The dissertation in Semester lV shall be assessed externally out of 100 marks.
* The internal assessment as well as external assessment of research-based activities leading to pre-submission presentation of the dissertation and final assessment after submission shall be made in the manner as worked out under 'Dissertation Related Activities"
* The dissertation is a compulsory 8 credit component of the programme. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory(ies), analysis and writing the findings in an academic fashion, and presenting the work. The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. The word limit for the dissertation should ideally be between 15,000 or 20,000 words.

Dissertation Related Activities
The prospective teacher-educators shall undertake research activities leading to dissertation on the following aspects.

Sl.No.	Activities	Assessment Marks
1.	Problem identification and finalization of the title	10

2.	Review of Research Literature	20
3	Preparation of the Research Proposal	60
	Formulation of objectives	05
	Formulation of Hypothesis	05
	Selection of Study Design	05
4	Description of Sample(rational & selection technique)	05
	Operational Definition of the terms used	15
	Description of the tools (selected/developed)	05
	Procedure of Data collection and scoring	10
	Plan of Analysis	10
5	Presentation of the proposal for finalization (clarity, coherence, style and format)	10
	Total	100

NB: The faculties of the Teacher Education Institution along with Supervisors / Mentors concerned shall assess the performance of the teacher educators in the aforesaid aspects out of the suggested marks on each and award the consensus marks out of the 100 to each prospective e teacher educators in this regard. However, any alternative appropriate procedure of such assessment may also be devised at the institution level and adopted for this purpose.

Eligibility:
a) Candidates seeking admission to the M.Ed. Programme shall have obtained at least 50% marks or an equivalent grade in the following programmes:
    i) B.Ed.   ii) B.A. B.Ed, B.Sc..B.Ed.   iii) B.El.Ed. iv) D.El.Ed. With an undergraduate degree(with 50% marks in each)
b) Reservation and relaxation for sc/sT/OBC/PWD and other applicable categories shall be as per rules of the central Government/state Government whichever is applicable

Admission Procedure:
Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the state government/Central government/University'

Fees:
The institution shall charge such fees as prescribed by the affiliating body/state Govt concerned in accordance with provisions of NCTE (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) regulations ,2002 as amended from time to time and shall not charge donations, capitation fee etc. from the students.

Managing Committee:
Every institution conducting M.Ed. programme shall have a Managing Committee comprising of members from the Sponsoring Society/Managing Society/Trust, two Educationists, Primary/Elementary education experts, one faculty member, Heads of two institutions identified for field attachment by rotation.

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EXAMINATION AND CERTIFICATION
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1 The University shall conduct the semester-end examination for two-year M.Ed. Course in every semester. The conduct of semester examination and the time of examination shall be decided by the Examination Committee of the University.
2 The examination shall be conducted by means of Written Test(for Theory Papers) and test of practical(for Practical Papers) and shall be in accordance with such instructions as may be decided and issued by the University.
3 The examinations shall be open to the candidates who have been duly selected as per Department/Government approved admission guidelines and admitted in different Teacher Education institutions.
4 The candidates who have prosecuted their Courses of study by attending both theory and practical classes thereby securing not less than 80% attendance in each theory paper and have successfully completed the required number of practical assignments (sessional work, field attachment, Research-based activities (90%) duly assessed internally and fulfilling all other required conditions in order to be declared eligible for the semester-end examination by the Head of the concerned Teacher Training institution.
5 Admitted candidates shall be permitted to complete the M.Ed. course requirements of two-year programme within a maximum of three years from the date of the admission to the course. The summer should be used for field attachment/practicum/other activities.
6 The medium of instruction and examination in all the- courses shall be in English.
7 **Minimum percentage of pass mark in each theory paper shall be 50 and in each practical paper 60 of the total marks of that paper, both in internal and external assessment**
8 Each candidate has to secure minimum pass mark in each course (Theory and Practical) in sessional work and semester-end examination separately. If a candidate fails to secure the minimum pass mark in sessional work he/she will not be eligible to fill-up the form to sit in the semester-end final examination.
9 At the final qualifying examination, award of Division shall be considered out of 2000 marks. In award of class, marks obtained by a candidate, both in theory and practical papers, in all the four semesters(internal and external assessment) shall be taken into consideration class shall be awarded as per the following:
    First class : 1200 marks and above (60% and above)
    Second class: 1000 to 1199 marks (50% and above but below 60%)   Less than 50   : Failed
10. All other conditions for conduct of examination and declaration of result shall be determined by the University as per regulations and statute.
11. There shall be an 'Examination Committee' specifically for the programme consisting of 5/6 members, representative two Heads of the Teacher Education Institutions, the senior faculty members. The Chairman of the Committee shall be the Chairman of the Examination Standing Committee (Post Graduate)of the University. Members will be selected/appointed by the Vice- Chancellor. The Committee shall be vested with the power of changing marks awarded internally and externally by the examiners.

PC1: Introduction to Education Studies

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

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

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

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

Unit-IV: Alternative Educational Theories
(Reading Classic Texts/ part of the text that results in the development of perspective)
- Idealistic Theory of Education: Plato's The Republic , Selected Upanishad discourses, Realistic theory of Education: Aristotle's Politics, Bertrand Russel's On Education
- Naturalistic Theory of Education: Rousseau's Emile, Tagore and Gijubhai's Diwa Swapna
- Pragmatic Theory of Education: Dewey's My pedagogic Creed/ Democracy and Education

Unit-V: Radical Educationists and Their Works: A Critical understanding
- Paulo Freire: Pedagogy of the Oppressed
- Ivan Illich: De-Schooling Society
- J Krishna Murthy: Freedom From Known
- Aurobindo Ghosh: The Integral Yoga

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

Suggested Reading

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

PC 2: Psychology of Learning and Development

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

Unit I: Learner Development and Implication for Learning

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

Unit II- Understanding the Process of Learning

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

Unit III: Learner Engagement in the Process of Knowledge Construction

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

Unit IV: Understanding differences in individual learners to facilitate learning

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

#Note: AS Lab work: Relate to Psychological Practical
- Strategies to deal with diversity among learners

Unit V- Creating Learning Environment and Management of Learning

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

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

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- Papalia, Diane E.; Olds, S.W. &Feldmen, R.D. (2004). Human Development, Ninth Edition, Tata McGraw Hill Publication Company Limited, New Delhi
- Passer, M.W. & Smith, R.E. Psychology: The Science of Mind and Behaviour, Third Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
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- Smith, Peter K.; Cowie, Helen,& Blades, Mark (1998). Understanding Children's Development, III Edition, Blackwell Publication Ltd. 10 UK.
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- Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
- Venkatesan, S. (2004). Children with Developmental Disabilities-A Training Guide for Parents, Teachers and Caregivers, Sage Publications Pvt. Limited, New Delhi
- Whitebread, David (2012). Developmental Psychology & Early Childhood Education, Sage Publications Pvt. Limited, New Delhi

PC 3: History, Political Economy of Education

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

Objectives

The course intends to:

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

Unit-I: History of Schooling

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

Unit-II: Understanding Political Economy

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

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

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

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

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

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

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

Transactional Modalities:

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

Sessional

Essential Readings: Reports of commissions, policies

Suggested Readings
- Althusser, L (1971). Ideology and Ideological State Apparatus. New Left Books, London
- Anuradha De & Jean Dreze (1999). PROBE. Oxford University Press, New Delhi.
- Apple W Micheal & Beane A James (2006). Democratic Schools: Lessons from chalk face. Ekalavya, Bhopal
- Bowels S & Gintis H(1976). The Schooling in Capitalist America. Routledge and Kegan Paul, London.
- Geeta Gandhi Kingdon & Mohd. Muzammil (2008). A Political Economy of Education in India: The case of Uttar Pradesh. Oxford Policy Institute
- Geeta Kingdon (Lead Investigator) (2014). A rigorous review of the political economy of education systems in developing countries. Institute of Education, London.
- Harry Broudy S (1988). The Uses of Schooling. Routledge, New York.
- Illich Ivan (2012). De-schooling Society. Morion Boyars, London
- Kumar Krishna (1991). Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi.
- Kumar Krishna (1996), 'Agriculture, Modernization and Education: The contours of a point of Departure'. Economic and political weekly,31 (35-37) 2367-373
- Naik J. P. (1997). The Education Commission and After. A. P. H Publishing Corporation.
- O' Neil Williams (1981). Educational Ideologies: Contemporary Expressions of Educational Philosophy. Good year publishing house, California.
- Chandra Rajashree (2010). Knowledge as Property: Issues in the Moral grounding of Intellectual Property Rights. Oxford University Press, New Delhi
- Naik J. P. (   ) Education Commission and After
- Reimer E (1971) School is Dead: Alternatives in Education. Anchos Books, Double Day & Co., New York.
- Richmand W. K. (1975). Education and Schooling. Methuen, London
- Young M. F. D. (1971). Knowledge and Control: New Directions for the Sociology of Education. Mc Millan, London
- Young M. F. D. & Whitty. G (ed.,)(1977). Society, State and Schooling. The Falmer Press.

TEC1: Teacher Education I
Credits: Four
Contact Hours: Four Hours per Week Maximum Marks: 100
Examination: Three Hours   Internal: 30 External: 70
Objectives
On completion of the course, students will be able to:
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession
- Examine the nature and objectives of teacher education
- Discuss the growth and the development of teacher education in the country.
- Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum.
- Reflect on various issues and concerns related to teacher education
- Use various methods and techniques for transaction of curriculum.
- Develop understanding for organizing and supervising school experience programme (SEP)
- Use various strategies for the professional development of teachers;
- Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality teacher education
- Prepare teachers as reflective practitioners

Course content
Unit I: Teachers and Teaching Profession
- Teachers in India: The changing profile; changing roles and responsibilities of teachers and its demands on teacher education
- Teacher identity, social status: a critical understanding
- Concept and nature of teaching
- Teaching as a profession: characteristics of   a profession; professional ethics for teachers; teacher autonomy and accountability
Unit II: Teacher Education – Historical Perspectives
- Teacher education: meaning nature and scope
- History of teacher education in India: trends, developments and forces that shaped teacher education.
- Reports of National Commissions on education with reference to teacher education(National Knowledge Commission)
- Reports of International Commissions on education with reference to teacher education(Learning the treasure within)
Unit III: Preparation of School Teachers
- Teacher education institutions: RIEs, Colleges of Education, University departments of Education, Elementary Teacher education institutions, ECCE Teacher education institutions: institutions established under Centrally Sponsored Scheme of Teacher Education namely, IASEs, CTEs, DIETs, BRCs and CRCs.
- Models and outcomes of pre-service teacher education :
Face to Face Mode: elementary level - 1 year model; 2 years model; 4 year integrated model secondary level -; one year model; two year model;
 Distance Mode: one year model; 2 years model.

- Teacher education curriculum: overview of curriculum frameworks for teacher education (1978, 1988, 1998, 2006 and NCFTE 2009) and vision of NCERT & NCTE towards teacher education.
- Preparation of teacher for senior secondary level, vocational stream and for inclusive settings.

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

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

Sessional work

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

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

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

TC1: Self-Development

Teaching hours: 2 block periods in workshop mode   Credit: 1   Marks: 25 (Internal Assessment)

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

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

The following methodologies for the transaction of the course could be used in interactive sessions:
o   Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.
o   Reflective discussions on a movie/documentary on relevant issues
o   Discussion on how to imbibe teacher qualities and nurture his/her self as a teacher
o   Organization of activities for self-expression (exhibiting strengths and abilities)
o   Providing feedback on their reflective journals/diaries
o   Practicing yoga and meditation for physical and mental well- being
Note: The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required.

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

COURSE THEMES:
Theme 1: Understanding the Self
Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting Situations Theme 3: Developing 'Self' in harmony with nature
Theme 4: Developing 'Self 'as a professional (Teacher Educator) Theme 5: Self and Social Responsibilities
Theme 6: Self and Mental and Physical Well –being
MODE: WORKSHOP, GROUP DISCUSSION, FIELD VISITS
Theme 1: Understanding the Self Objective
Objectives of the activities is to help students to develop cognitive skills such as
•   Developing self-awareness about one's abilities and opportunities to develop self independent thinking, critical thinking and creative thinking, decision making, problem solving and goal setting
•   Developing objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies
Activities
i.   SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats
ii. Use of Johari's Window to know one's perception about self and others
iii. "Who am I" Self concept
iv. Inspirational Readings

Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting situations
Objective
Objective of this activity is to make student recognize the affective resources of self understanding to be understood both as assets such as feelings of love, joy, appreciation, affection, happiness, and threats or limiting factors such as emotions like fear, anger, jealousy etc. in their professionalism.
Activity
Following exercises may be organised in the workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management
•   Identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students
•   Reflect on it
•   Share with the group on how it was managed/resolved

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

Theme 3: Developing 'Self' in harmony with nature

Objective

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

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

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

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

Objective

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

Activity: Self-reflection and documentation

The students will be asked to
i. interact with an eminent educationist in the neighborhood
ii. read a book of an eminent educationist
iii. observe the effective teacher in the classroom
iv. interview an effective teacher

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

Theme 5: Self and Social Responsibilities

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

Objective

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

Activities
i. Group discussion: The focus of the discussion will be on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills while dealing with different groups of learners belonging to different social contexts/situation.
The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.
ii. Field Visit: Visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups. Befor field visit students need to be oriented (½ day) on what they are supposed to do in the field.
During the visits, the students will discuss pertinent issues with these groups and prepare report to discuss and share with other students. This will help students to experience their transformations in different contexts
Discussion/presentation in the groups may be kept in the beginning of Semester II.

Theme 6: Self, Mental and Physical Well –being Objective

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

Activity

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

Evaluation of Self-development:

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

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

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

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

TC2: Communication and Expository Writing

Total Marks- 25   Credits -01   Contact hours per week: 2(block period)   Internal Assessment

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

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

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

Listening / Viewing Skills

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

Suggested Activities:

Students can listen to -
- Sounds of relevant languages.
- Patterns of stress and intonation
- Self-recording while practicing pronunciation
- Speeches of famous personalities
- Keynote addresses in seminars

Students can View-
- Phonetic symbols
- Videos on sound production and articulation
- Poetry recitation videos
- Videos on conversation
- Videos on group discussions and can observe body language.

- Making listening notes
- Completing worksheets on listening tasks
- Developing criteria for analysis of listening skills
- Consulting pronunciation dictionaries
- Presentations
- Students can observe Anchors in programmes
- Observing Webinars
- Observing unstructured conversation

Speaking Skills

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

Suggested activities:

Students can practice-

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

Reading Skills

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

Suggested activities:

Students can read

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

Students can be involved in-

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

PURPOSE AND PROCESS OF COMMUNICATION

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

- Individual and group assignment on a chosen topic of communication and presenting using any ICT tool
- Brainstorming on pertinent issues in education and analyze the elements/process of communication in the discussion.
- Critical Reflection on communication strategies in any literary work of local/national

/international significance and presentation in the seminar.

- Panel discussion on different themes; peer assessment on their communication skills

EXPOSITORY WRITING

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

Suggested Tasks

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

Semester Break Tasks-

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

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

Suggested Readings:

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

PC4: Philosophy of Education

Credits: Four

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

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

Unit-II: Understanding knowing and Knowledge: Epistemological Enquiry- Part I
- Knowing Process: sensation, perception, reason and conception
- Doing, thinking and feeling in knowing
- Knowing: Sources &Ways of knowing: Indian and western
- Experience: Meaning and Nature— role of experience in meaning making, knowledge construction —Dimension of experience—individual and social; experience of physical world, emotional world, and world of ideas,
- Reason: Meaning and Nature—Role of reason in meaning making and knowledge construction
- Relationship between experience and reason in meaning making
- Knowing: Relative roles of knower –the subject-and the to be known- the object-
- Difference in knowing the real world and the conceptual world
- Role of Intuition in knowing
- Role of culture in knowing: Particularly language and symbols

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

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

Unit-V: Understanding the Purposes of Education: Axiological Inquiry -II
- Dualities in Fixing Aims of Education—
  - Education for Individual-Education for social
  - Education for Virtue-Education for utility
  - Education for Labour activity-Education for Leisure activity
- Aims of Education: Historical inquiry
  o Political ideologies and aims of education
  o Economic imperatives and aims of education
  o Cultural moorings and aims of education

- o   Individual aim and social aim: Relationship (balancing)
- o   Cultural aim and economic aim: Contradictory or complimentary
- •   Determinants of Purpose of Education: Individual, Community, Religion, State and Market to identify the changing normative foundations and nature of education as when there is a change in the determinant of the purpose of education.
- •   Normative Foundations of Education: Constitutional Values and Education—A dialogue
- •   Constitutional values-Equality, Freedom and   Social Justice: Philosophical Understanding
- •   Role of education in realizing the Constitutional Values: Possibilities and limitations
- •   Globalization and its impact on the Purposes of education

Transactional Modalities: Expositions, Lectures, Reflective talks, dialogue, discussion
- •   Initiation of the dialogue by the Most Knowledgeable Other (MKO);
- •   Library readings;
- •   Observational studies and activities;
- •   Presentations by students on selected themes- individually and collectively.
- •   Documenting the dialogues.

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

Suggested Reading
- •   Agrawal, A (1995). 'Dismantling the Divide Between Indigenous and Scientific Knowledge', Development and Change, 26:413-39
- •   Alfred North Whitehead (1967), Aims of Education and Other Essays, The Macmillan Company, New York.
- •   Ant Weiler, C. (1998). 'Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development. Anthropos, 93:46-94.
- •   Bernstein (1971), 'On Classification and Framing of Educational Knowledge", in Class, Codes and Control, Volume: 3: Towards a Theory of Educational transmission, Second edition (1977) edited by M.F.D. Young.
- •   Butchvarov, P. (1970), The Concept of Knowledge: Evanston, Illinois: North Western University Press.
- •   Berger, P. and T. Luckmann (1966). The Social Construction of Reality. A Treatise in Sociology of Knowledge. Penguine Books, London.
- •   Brown, D. M. (1958). The White Umbrella: Indian Political Thought from Manu to Gandhi. University of California Press, Berkeley.
- •   Chomsky, N (1986). Knowledge of Language, Prager, New York.
- •   Datta, D.M. (1972). Six ways of Knowing. Calcultta University Press, Calcultta.
- •   Dewey, John ( ) Experience and Education.
- •   Diane Tellman (2000), Living Values: An Educational Program, Sterling Publishing Private Limited, USA.
- •   Haris Kevin (1979). Education and Knowledge: The Structured Mis-interpretation of Reality. Routledge & Kegan Paul Ltd,. London.
- •   Keddie, N.(1971) : Classroom Knowledge, in. M.F.D Young.
- •   Krishna Murthy, J. (1947) On Education, Orient Longman, New Delhi.
- •   Kumar Krishna (1991) Political Agenda of Education Sage Publication, India Pvt. Ltd., New Delhi.
- •   Kumar Krishna (1996). Learning From Conflict, Orient Longman, New Delhi.
- •   Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- •   Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- •   Margaret (1999). The Open Classroom: A Journey Through Education, Orient Longman, New Delhi.
- •   Mother (1960). Education and Aims of Human Life. Aurobindo Ashram Press, Pondicherry.
- •   NCERT, (2005). National Curriculum Framework-2005. National Council of Educational Research and Training, New Delhi.
- •   NCERT, (2014). Basics in Education. National Council of Educational Research and Training, New Delhi.
- •   Padma M. Sarangapani, (2003), Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publications, New Delhi.
- •   Peters, R.S. (1967), The Concept of Education, Routledge, United Kingdom.
- •   Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- •   Philips, D.C. (Ed) (2000). On Behalf of The National Society for the Study of education (NSSE). Constructivism in Education. Opinions and Second Opinion on Controversial Issues. Part – I, The University of Chicago Press, Chicago.
- •   Russell Bertrand (1977). Education and the Social Order. Unwin Paper Back, London.
- •   Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- •   Winch, C (1986) Philosophy of Human Learning, Routledge, London.
- •   Stella Van Petten Henderson (1960), Introduction to Philosophy, The University of Chicago press, Chicago.
- •   John S Brubacher, (1969) Modern Philosophies of Education.   Tata McGraw Hill Pub., Co.,Pvt., Ltd, New Delhi.

TC3: Research Methods in Education (Preliminary)

Credits: Four

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

Unit I- Research in Education: Conceptual Issues
- Concept, nature, scope and types of research in education: Fundamental, Applied and Action Research and their characteristics.
- Research problem: Basis viz., conceptual basis, research base {based on review of research studies} and empirical basis based on empirical evidences, and sources for research problem and characteristics of research problem.
- Variables: Constructs and concepts, meaning, nature and types.

Unit II- Methods of Research
- Quantitative Research
o 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
o Internal and External validity of the research designs
- Qualitative Research
o Qualitative Research: Meaning, Nature, Characteristics, Scope and Relevance
o Types of Qualitative Research: Naturalistic Enquiry, Hermeneutics, Phenomenology Symbolic Interactionism, Grounded Theory, Ethnography, Case Study
o Qualitative Research Design

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

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

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

Transaction Mode:

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

Sessional Activities:

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

References
- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.

- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
- Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
- Good, Carter, V. Methodology of Educational Research.New York: Appleton Century Crafts.
- Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- Kerlinger, F.N. (1973). Foundations of Behavioural Research.New York: Holt, Rinehart and Winston.
- Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
- Mertens ,D.M.(1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
- Pamela Maykut& Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.:TheFalmer Press.
- Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
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- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
- Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.
- Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.
- Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.
- Van,Dalen,B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.
- Wiersma, W. (2000).Research Methods in Education.(7th edition).Allyn & Bacon.
- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication

TEC2: Teacher Education II
Perspectives, Research and Issues in Teacher Education
Credits: Four Contact Hours: Four Hours per Week   Maximum Marks: 100   Examination: Three Hours Internal: 30 External: 70

UNIT 1
Perspectives of Teacher Education
- Teacher Development: concept, factors influencing teacher development – personal and contextual.
- Teacher Expertise – Berliner's stages of development of a teacher.
- Approaches to teacher development – self-directed development, co-operative or collegial development, change- oriented and staff development.
- Different organizations and agencies involved in teacher education- their roles, functions and networking.
- Preparation of teachers for various disciplines i.e. art, craft, music, and physical education - existing programmes and practices.

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

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

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

UNIT V Problems and Issues in Teacher Education
- Challenges in professional development of teachers w.r.t. school education
- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation.
- Issues related to enhancing teacher competence, commitment and teacher performance.
- Maintaining and implementing standards in teacher education – admission policies, staffing pattern, qualification and mode of recruitment and service conditions of teacher educators.
- Isolation of teacher education institutions

- Teacher empowerment and motivation: issues and concerns
- Code of conduct and professional ethics for teachers: debate/discussion
- Unplanned growth of teacher education institutions

Sessional Work may include:

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

Suggested Readings

Canon, L. &Monin,L.(1978).A Guide to Teaching Fanciness. London: Mtehner &co.Ltd. Coomb, A.W.et al.(1974).:The Profession Education of Teachers: A Humanistic Approach to

Teacher Training, Boston: Allyaon & Becon Inc.

Flanders, N.A.(1970). Analysing Purching Behaviors. Massachusetts: Addison Wesley Publishing Co Reading.

Gage,N.L.(1963). Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Co.

Joyee, B. & Showers, B.(1983).Power in Staff Development Through Research on Training.

Alexandria Virginls: ASCD.

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Specialisation Core Course
Elementary Education -1

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

Rationale

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

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

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

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

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

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

- Shift from segregated education and integrated education to inclusive education
- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- Challenges of bringing all children in the same school (with special reference to children with disabilities, children from weaker social, cultural and economic backgrounds)

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

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

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

INTERNSHIP IN TEACHER EDUCATION INSTITUTION

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

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

Course Objectives
The course is designed to enable the prospective teacher educators to
- be acquainted with the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.

- acquire competencies and skills required for effective transaction of the curriculum and organization of component activities such as internship and working with the community
- design in-service teacher professional development program/activities based on the needs of teachers
- develop professional attitudes, values and interests needed to function as a teacher educator

Organization

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

Activities

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

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

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

- Undertake assessment of training need through an interview with practicing teachers
- Observe and analyze an in-service teacher education programme

- Review the TLM developed / the report of an in-service teacher education

Evaluation and Scheme of Assessment

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

Area	Marks
1. Pre-service Teacher Education	
▢ Planning learning experiences on a unit	10
▢ implementation of learning experiences on a group of student teachers	25
▢ evaluation of learning outcomes	10
▢ Report on institutional profile and reflections	15
	60 marks
2. In-service Teacher Education	
▢ Need Assessment	10
▢ Analysis of an in-service teacher education programme	20
▢ Review of TLM/Programme Report	10
	40 marks
	Total 100

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

Dissertation

Sl. No	Research Dissertational Activity	Mode of Engagement	Time required	End Product	Marks
1	Understanding the Objects of research in Education **Lead Questions/Guided Questions** ● What is/are objects of research in education? ● How diverse they are?	Debate and dialogue	2 Hours	Identification and listing of objects of education --Preparation of list of 'objects' and their nature; Either preparation of Table or listing them in sentences (in 500 words)	5
2	Identifying Research Areas **Lead Questions/Guided Questions** ● What areas of research interests you have? And	Self dialogue; Exploring one's personal		i. Listing the area of research of one's own interest and mentioning the reasons.	5

	why? ○ Infrastructure related ○ Process related ○ Pedagogy related ○ Policy related ○ Socio-cultural aspects of schooling related and etc..	interests, academic strengths and background to relate with research area; Seminar presentation	1 Week	**(Write up)**	

3	Review of research literature **Lead Questions/Guided Questions**
	
	● How the review needs to be done?
	● What is to be observed in RRL?
	  ○ Statement of the Problem.
	  ○ Variables of the study
	  ○ Objectives
	  ○ Research question/hypotheses o Methods
	  ○ Findings and their interpretation
	
	  ● How the research is conducted in the research literature that you are reviewing?
	  ● What are the components that need to be seen in RRL?
	  ● Where do you use the RRL in your research?
	  ● Should the Theme based review is better?
	  ● Should the Chronology of research be the better way?
		Library work; Table work;	2 Weeks (Every day two hours, preferably ly afternoon ns)	i. identifying one study for each of the 'object' of study listed above;
				
				(as many and as diverse as possible) Review report writing and presentation
					10

4	Evolving and Stating Research Problem **Lead Questions/Guided Questions** ● How do you state your research problem?	Classroom dialogue and seminar presentation	1 Week	i. Statement of the Problem ii. Spelling out effect/relation/intera ction between the variables	5
5	Conceptualization of the Problem **Lead Questions/Guided** **Questions**	Seminar presentation	2 Weeks	i. Write up on conceptual development (1000 words)	5
6	Framing of Objectives of the Study **Lead Questions/Guided Questions**	Classroom presentation , discussion, refinement	1 Week	i. Finalization of the Objectives **(Write up)**	5
7	Formulation of Research questions/hypotheses	Classroom presentation , discussion, refinement	1 Week	i. Finalization of the Research Questions/Hypothes Es **(Write up)**	5
8	Methods of the Research Study	Classroom seminars, debates	1 Week	i. Identifying appropriate method of study for one's research ii. Identifying appropriate tools and techniques for one's research. **(Write up)**	5
9	Sampling procedure	Classroom presentation	1 Week	i. Identifying Sample, sampling technique along with rationale **(Write up)**	5

Semester III
TC4: Advanced Research Methodology in Education

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

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

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

Unit-III: Inferential Statistics - Non-Parametric
Non-parametric statistics in education; Use of non-parametric tests and its rationale for distribution free data; Chi-Square Test; Median Test; Sign Test, Mann Whitney U- test and Wilcoxon test, Kruskal-Wallis test and Friedman's test.
- Quantitative Data Analysisby using Computer software {SPSS/R etc.,}

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

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

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

Rationale

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

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:
o Social Stratification:
- Concept, Theories and Types of Social Stratification
- Education and Social Stratification
o Social Mobility:
- Concept, Theories and Forms of Social Mobility
- Factors affecting Social Mobility
- Education and Social Mobility
- Social Institution: Concept
- School as a Social Institution : Analytical understanding

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

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

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

Unit V: Sociological Thought in Education
- Sociology of Knowledge: Karl Manheim
- Class Codes and Social Control: Basil Bernstein
- Cultural capital: Perrie Bourdieu
- Social Character of Learning: Krishna Kumar

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

Sessional Work:

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

Suggested Readings
- A.H. Halsey et. al. (eds.). 2002. Education. Culture, Economy, Society. Oxford: Oxford University Press. (Selected chapters).
- Apple, M. W. 1982. Cultural and Economic Reproduction in Education: Essays on class, ideology and the state. London: RKP. (Chapters 1, 9).
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- Ramachandran, V. 2004. Gender and Social Equity in Primary Education, Sage Publication.
- Thapan, M. 2006 (1991). Life at School. An Ethnographic Study. New Delhi: OUP.
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PC6: CURRICULUM STUDIES

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

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

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

Unit III: Implementation of Curriculum in School.

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

Unit IV: Selection and Organization of learning experiences

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

Unit V : Curriculum Evaluation

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

Sessional Activities:

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

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

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

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

Unit-III: Support System at Elementary stage of education
- ICDS and its convergence with Elementary education
- School guidance services and counselling, school health service, scouts and guides
- Early identification and intervention for children at risk – need for multidisciplinary team
- Teacher associations / federations and organisations at National and State levels
- Family and community- importance of their role in elementary education
- Elementary school teacher who can influence children's lifelong learning and make a difference in the lives of students

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

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

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 Sathyarthi, Malala and many other who speak for education)
- Collect data regarding enrolment of CWSN in a district from EMIS and develop a research proposal to analyse their difficulties/participation/success
- Analyse and compare U- DISE data of any two states available at the NEUPA website
- Analyse and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#)
* The sessional activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions

Transactional Modalities:

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

Suggested Readings
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
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- 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

Internship in Thematic Specialization

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

Educational administration and management

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

13) Preparation of a an interview schedule for the school heads and in-service secondary and teachers with regards to management of their continuous professional development

14) Field visit to RMSA office at block/district/state level to collect and review the records of annual work plan and budget

Elementary stage

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

Curriculum, Pedagogy and Assessment

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

RATIONALE

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

Organization

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

Activities

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

⬜ Study of curriculum making process at elementary/secondary stage through document analysis and interview with the concerned.

⬜ Interview textbook writers in any one subject to understand the intricacies and challenges in textbook preparation at elementary/secondary stage

⬜ Based on the acquaintance with various activities, infrastructure and resources of the curriculum making agency/institution, prepare an institutional profile with reflections on the experiences gained

Attachment to Schools (2 weeks)

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

⬜ Curriculum implementation process through interview with practicing teachers

⬜ Innovativeness in pedagogic and assessment practices

⬜ Involve in the process of implementation of a portion of the curriculum as practiced in an innovative scheme/program such as ABL/MLE/Kali-Nali

Evaluation and Scheme of Assessment

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

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

Educational Technology and ICT
Duration-3-4 weeks   Credits- 4 Marks-100 (Internal)

RATIONALE

The students specializing in educational technology and ICT needs to realistically understand the integration of technology and the related practices in an institutional context. They should understand the problems associated with technology integration and its effectiveness through spending time in developing, implementing and reviewing the implementation in an institutional context. They also need opportunities to see in action the theoretical understandings about innovations in ET and implementation gained through various courses in this cluster. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice.

Organization

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

Activities

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

Evaluation and Scheme of Assessment

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

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

Internship in Inclusive education

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

Activities:
1. Visit to schools from any disadvantaged background (disability, tribal, minorities, urban slum etc). Observe few classes
   a. to understand the culture of the school and classroom
   b. identify specific needs of learners
   c. critically analyse and report on ways and means of including them in regular schools (1 week, 1 credit) 25 Marks
2. Visit an inclusive school where children from any disadvantaged background are enrolled.
   a observe the school / classroom with reference to the index of inclusion (culture, policy and practice). Give a suggestive plan for effective inclusion of such students. (1 week, 1 credit) 25 Marks
3. Design and implement at least 3 lessons (1 in subject area, 1 in art and craft, 1 in physical education) based on universal design for learning (UDL) for any class at the elementary / secondary level. (1 week, 1 credit) Mark 25
4. Attachment with an NGO / research institute working for the education / habilitation of children from the disadvantaged background.
or
   Develop and try out ICT enabled learning resources or
Read and discuss on the life of individuals who have converted disadvantage into opportunities and achieved in life
   or
Role of SMC/PTA/MTA for effective implementation of inclusive education   (1 week, 1 credit) Mark 25

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

Thematic Specialisation-**1: EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP**
TS paper- 1: Educational Administration and Management
Credits: Four   Contact Hours: Four Hours per Week   Maximum Marks: 100   Examination: Three Hours Internal: 30 External: 70

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

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

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

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

Unit V Application of Management concept in Academic areas of the educational systems-
- Curriculum development /Evaluation
- Teaching Learning Processes
- Evaluation/Assessment (Management, Teacher, student, Parents/Guardians)- Self Appraisal.
- Professional Growth- In service Training
- Time Management.
- Group dynamics and motivation.
- Critical Issues and Challenges in Management

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

Sessional work: Educational Administration and Management
The teacher-educators may undertake any one of the following activities:
- A study of the functioningand 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 l under SSA
/ RMSA/SDP.

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

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
TS2: Educational Planning

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

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;
o Social Demand Approach,
o Manpower Approach,
o Rate of Return Approach

 Unit II: Kinds and problems of Planning
- Strategic Planning, Short term planning, Management Planning, Area planning, Institutional Planning, Micro and Macro Planning, Grass root level Planning, Rolling Plan
- Problems of Planning;
o Internal and External

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

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

Unit-V Principals and Models of Planning
- Principals of modern educational planning.
- Characteristics of educational planning.
- Intra-Educational Extrapolation Model
- Demographic Projection Model
- School Mapping

TRANSACTIONAL MODE

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

Sessional work: Educational Planning

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

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

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
TS3: Educational Leadership and Supervision

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

Unit - I Educational Leadership
- Meaning and Nature of Leadership
- Theories of Leadership
- Leadership traits: responsible, self disciplined, innovative, imaginative, good at organization, correct in judgment, visionary etc.

- Measurement of Leadership.
- Educational administration leadership skills.
(a) Decision making (b) Planning (c) Co-ordinating
(d) Communicating (e) Evaluating (f) Feed Back.
- Behaviour pattern of Educational leadership :
(a) Aloofness (b) Production emphasis (c) Thrust
(d) Consideration (e) Human relationship.
- Styles of educational leadership.
(a) Autocratic (b) Leissez faire (c) democratic

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

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

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

Unit V Implementing the Supervisory Programme and Quality Management
- Types of supervisory programmes
- Techniques and methods of supervision:
Observation or classroom visitation, Demonstration, Group Study or Workshop, Conferences, Feedback and Follow-up, Monitoring, Records and Group Process
- Meaning and importance of Quality
- Quality in Education
- Accreditation Concept- Meaning , Parameters
- Role of NAAC

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

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

References
- Adolph and Turner Harold, E. Supervision for change & Innovation. Houghton Miffin Company
- Bhatnagar and Verma. Educational Supervision. Meerut : International Pub. House.
- Bhatnagar, R.P. and Agrawal, V(2006) Educational Administration Supervision, Planning and Financing. R.Lall Book Depot, Meerut.
- Campbell R. F. and Gogg R. T. Administrative Behavioral in Education, Harper Brothers, New York, 1957.
- Gregory Moorhead & Ricky W. Griffin. n. Mumbai : Jaico Pub. House.
- Griffiths, Daniel E : Human relations in school administration appleton century croft, New York, 1956.
- James M. Liphem : Leadership and administrative in Behavioral Science and administration edited by Daniel E. Griffiths, Chicago, Uni. of Chicago Press, 1964.
- James M. Huges, Human Relations in Educational Organization, Harper and Brothers, New York, 1957.
- Morphel, E. L. R. L. Jones and others : Educational Leadership Prentice Hall, 1959.
- Ronald C. Doll Leadership to improve schools Charles A JOnes Publishing Co., Washington, 1970.
- Robert G. Oweus : Organizational Behavior, Prentice Hall. Inc. Englewood Clifs, 1970.
- S. N. Mukerji : Administration of Education, Planning and Finance, Baroda, Acharya Book Dept, 1970.
- V. Anderson and DaniesDavies : Patterns of Educational Leadership, Prentice Hall, 1956.
- Waber, Clarence A. Fundamentals of Educational Leadership. New York : Exposition Press.

TC5: Academic Writing

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

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

Types of Writing and writing styles

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

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

Suggested Tasks--- writing reports.

Journalistic Writing and Expository Writing

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

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

Creative Writing

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

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

Professional Writing

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

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

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

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

Dissertation (4 Credits)

1. Chapterisation (Tentative) Skeleton of the chapters   Write up on chapterisation along with rationale for the proposed chapterisaiton
2. Data Analysis Procedure, Interpretation, Conclusion, Educational Implication, Recommendation and
summary.   Identifying and Mentioning the procedure in written mode along with rationale for the proposed activities.

3. Dissertation Report
Preparation and viva-voce   Internal-50, External-50   100