# CURRICULUM STRUCTURE FOR TWO-YEAR M.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

## Prepared by the Curriculum Committee Constituted by the

## Higher Education Department Government of West Bengal

**BikashBhavan, Salt Lake, Kolkata – 700091**

## REGULATIONS FOR 2 YEAR M.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

In exercise of the powers conferred by the Government of West Bengal (Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April, 2015), the Curriculum Committee hereby makes the following Regulations:

These regulations shall be called the Regulations (for the M.Ed. Programme), with effect from 2015.They shall apply to every candidate applying for admission, registration, conduct and conferment of the M.Ed. degree within the jurisdiction of this State i.e. West Bengal.

Admissions, registrations, and conferment of M.Ed. Degree shall be guided by these regulations.

 **Course Structure:**

The duration of this program is two academic years consisting of four semesters. The academic year shall commence from July 1st of every year. Each semester is roughly of 6 months duration including regular classes, assignments, practice teaching, and examinations. The program structure is as follows:

### M.ED ACADEMIC CALENDAR

| Semester | Duration (Tentative) | | Activities |
|---|---|---|---|
| **I** | **1st July  to 31st December (1st Year)** | | |
| | ❖ | 1st July  to 30[th]November | Theory Class, Practicum,Communication and Expository Writing Yoga Education |
| | ❖ | 1st December to 15th December | **Examination:** Theory, Communication and Expository Writing Yoga Education |
| | ❖ | 16th December to 31st December | **Evaluation and Publication of Result (Semester Break for the Students)** |
| **II** | **1st January  to 30th June (1st Year)** | | |
| | ❖ | 1st January to 31st May | Theory Class, Practicum and Internship in Teacher Education Institutions |
| | ❖ | 1[st]June to 15th June | **Examination:** Theory, Evaluation of Internship |
| | ❖ | 16th June to 30th June | **Evaluation and Publication of Result (Semester Break for the Students)** |
| **III** | **1st July  to 31st December (2nd Year)** | | |
| | ❖ | 1st July  to 1st December | Theory Class, Internship, Dissertation Related Work and Academic Writing |
| | ❖ | 16th December to 31st December | **Examination Evaluation and Publication of Result (Semester Break for the Students)** |
| **IV** | **1st January  to 30th June (2nd Year)** | | |
| | ❖ | 1st January to 31[st]May | Theory Class and Research Related Specialization dissertation submission |
| | ❖ | 1[st]June to 15th June | **Examination:** Theory and Viva voce on Dissertation |
| | ❖ | 16th June to 30th June | **Evaluation and Publication of Result** |

## CURRICULUM STRUCTURE FOR 2 YEAR M.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

| COURSE & CODE | COURSE NAME | MARKS | | Marks(Credit) | Class Teaching Hour |
|---|---|---|---|---|---|
| | | Theory | Practicum | | |
| **SEMESTER-I** | | | | | |
| 2.1.1 | **Educational Studies** | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.1.2 | **Historical ,Political and Economic Perspectives of Education** | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.1.3 | **Psychology of Learning and Development** | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.1.4 | Pre- service and In- service Teacher Education | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.1.5 | Communication and Expository Writing | | 50 | 25+25 (1+1) | 32 |
| 2.1.6 | Self Development through Yoga Education | | 50 | 25+25 (1+1) | 32 |
| | TOTAL | 280 | 220 | 500(13+7) | 512 |
| | **Full Marks: 500 (Credit : 20)** | | | | |
| **SEMESTER-II** | | | | | |
| 2.2.1 | Philosophical Perspective of Education | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.2.2 | Sociological Perspectives of Education | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.2.3 | **Introduction to Research Methodology** | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.2.4 | **Inclusive Education and gender Issues in Education**) | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.2.5 | **Curriculum Studies** | 35 | 15 | 35+15 (2) | 48 |
| 2.2.6 | Internship in Teacher Education Institutions | | 50 | 50(0+2) | 0+32 |
| | TOTAL | 315 | 185 | 500(13+7) | 400 |
| | **Full Marks: 500 (Credit : 20)** | | | | |
| **SEMESTER-III** | | | | | |
| 2.3.1 | **Specialization Courses in Elementary Or Secondary Education** | **140** | **60** | **140+60) (5+3))** | **80+96** |
| | a) Institutions, Systems and Structures | 35 | 15 | 35+25 (2) | 16+32 |
| | b) Stage Specific Status Issues and Concerns | 35 | 15 | 35+25 (2) | 16+32 |
| | c) Policy and Practice Relating to Curriculum, Pedagogy and Assessment | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.3.2 | Advance Research Methods(Including Statistical Techniques) | 35 | 15 | 35+15 (2) | 16+32 |
| 2.3.3 | Internship | | 100 | 100 (0+4) | 128 |
| 2.3.4 | ICT in Education | 35 | 15 | 25+25 (2) | 16+32 |
| 2.3.5 | Dissertation Related Work | | 50 | 50 (0+2) | 0+32 |
| 2.3.6 | Academic Writing | | 50 | 50 (0+2) | 0+32 |
| | | | | | |
| | TOTAL | **210** | 290 | 500(7+13) | 416 |
| | **Full Marks: 500 (Credit : 20)** | | | | |
| **SEMESTER-IV** | | | | | |
| 2.4.1 | Perspectives and Issues and Research in Teacher Education | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.4.2 OR 2.4.3 OR 2.4.4 | **Specialization (Any One)** | 210 | 90 | 210+90 (9+3) | 144+96 |
| 2.4.2 E OR 2.4.2 S | Educational Policy, Economics of Education and Educational Planning in the context of Elementary Education OR Secondary Education | 70 70 70 | 30 30 30 | 210+90 (9+3) | 144+96 |
| | Educational Planning , Educational Administration and | 70 | 30 | 210+90 | 144+96 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.4.3 E OR 2.4.3. S | Management, Leadership in the Context of  Elementary Education OR Secondary Educatio | 70 70 | 30 30 | (9+3) | | |
| 2.4.4 E OR 2.4.4 S | Educational Technology and ICT in Elementary / Secondary Education | 70 70 70 | 30 30 30 | 210+90 (9+3) | 144+96 | |
| 2.4.5 | Dissertation | | 100 | 100 (0+4) | 128 | |
| | TOTAL | 280 | 220 | 500(12+8) | 448 | |
| | | | | **Full Marks: 500  (Credit : 20)** | | |
| | **Total Marks: 2000 (Credit : 80)** | | | | | |

Note:

b) *Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education, Yoga Education.

c) Course codes are abbreviated in the following manner:

  1st Digit –Course
  2nd Digit – Semester
  3rd Digit/ Digits – Course No.

Example: 1.4.11 – 1(B.Ed).4 (4th Semester). 11(Course No. XI).

➢ Semester means effective teaching work of 16 weeks excluding admission and semester end examination period.
➢ One credit of teaching activities means one hour effective teaching of theory course in each week for 16 weeks: Total 16 hours teaching per credit.
➢ One credit for Practicum / Field work / Internship means two hour effective work in each week for 16 weeks. Total 32 hours of practicum per credit.

## Course Structure

## SEMESTER -WISE DETAILS CURRICULUM AND ASSESSMENT PATTERN

## Semester I (July to December)

### Semester-Wise Courses and Credits (M.Ed.)

### SEMESTER- I (20 Credits) July to December

| Course | Paper Title | Core/ Spl Core /Sec Core;EleSpcl/ Sec Spcl | Credit (s)/ Hours | Class Teaching | Practicum/ Hands on Experiences/Stude nts Activity/Seminar/ Workshop etc | Internship | Project | Internal Assessment (Minimum Weightage in %) | External Exam if any ( Maximum Weightage in %) |
|---|---|---|---|---|---|---|---|---|---|
| 2.1.1 | **Educational Studies** | **Core** | **4** | **3(48Hrs)** | **1(32 Hrs)** | **0** | **0** | **30** | **70** |
| 2.1.2 | **Historical ,Political and Economic Perspectives of Education** | **Core** | **4** | **3(48Hrs)** | **1(32 Hrs)** | **0** | **0** | **30** | **70** |
| 2.1.3 | **Psychology of Learning and Development** | **Core** | **4** | **3(48Hrs)** | **1(32 Hrs)** | **0** | **0** | **30** | **70** |
| 2.1.4 | **Pre-service and In-service Teacher Education** | **Core** | **4** | **3(48Hrs)** | **1(32 Hrs)** | **0** | **0** | **30** | **70** |
| 2.1.5 | **Communication and Expository Writing** | **Tool Subject** | **2** | **0** | **1(32 Hrs)** | **0** | **0** | **50** | **0** |
| 2.1.6 | **Self Development Through Yoga** | **Tool Subject** | **2** | **0** | **1(32 Hrs)** | **0** | **0** | **50** | **0** |
| | **Total** | | **20** | | | | | **220** | **280** |
| | | | | | | | | **500** | |

### Semester II (January  toJune) (20 Credits)

| Course | Paper Title | Core; Elec Core/Sec Core; EleSpcl/Sec Spcl | Credit (s)/ Hours | Class Teaching | Practicum/ Hands on/Students Activity/Seminar/ Workshop/etc | Internship | Research Project | Internal Assessment (Minimum Weightage in %) | External Exam if any ( Maximum Weightage in %) |
|---|---|---|---|---|---|---|---|---|---|
| 2.2.1 | **Philosophical Perspective of Education (4 credits)** | Core | 4 | 3(48Hrs) | 1(32 Hrs) | 0 | 0 | 30 | 70 |
| 2.2.2 | **Sociological Perspectives of Education (4 credits)** | Core | 4 | 3(48Hrs) | 1(32 Hrs) | 0 | 0 | 30 | 70 |
| 2.2.3 | Introduction to Research Methodology | Core | 4 | 3(48Hrs) | 1(32 Hrs) | 0 | 0 | 30 | 70 |
| 2.2.4 | Inclusive Education and gender Issues in Education | Core | 4 | 3(48Hrs) | 0 | | | 30 | 70 |
| 2.2.5 | Curriculum Studies | Core | 2 | 3(48Hrs) | 0 | 0 | 0 | 15 | 35 |
| 2.2.6 | Internship in Teacher Education Institutions | Teacher Education | 2 | 0 | | 2(64 Hrs.) | 0 | 50 | 0 |
| Total | | | 20 | | | | | 220 | 280 |
| | | | | | | | | 500 | |

## SEMESTER- III: July to December (20 Credits)

| Course | Paper Title | Core; Elec Core/Sec Core; Ele | Credit (s)/ Hours | Class Teaching | Practicum/ Hands on/Students Activity/Seminar/ | Internship | Research Project/ Proposal | Internal Assessment (Marks) | External Exam if any ( Marks) |
|---|---|---|---|---|---|---|---|---|---|
| 2.3.1 | Specialization Courses in Elementary Or Secondary Education | Core within Specialization | 2+2+4= 8 | 6 (96 Hrs) | 2(64 Hrs) | 0 | 0 | 15+15+30= 60 | (35+35+70= 140 |
| | (a) Institutions, Systems and Structures (2 Credits) | | 2 | (16hrs) | | | | 15 | 35 |
| | (b) Stage Specific Status Issues and Concerns (2 Credits | | 2 | 16 | | | | 15 | 35 |
| | (c) Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 Credits) | | 4 | 3 (48 Hrs) | 1 (32 Hrs) | 0 | | 30 | 75 |
| 2.3.2 | Advance Research Methods(Including Statistical Techniques) | Tool Subject | 2 | 1 (16 Hrs) | 1 (32 Hrs) | 0 | | 15 | 35 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2.3.3 | Internship | Specialization | 4 | | | 4 (128 Hrs) | | 100 | 0 |
| 2.3.4 | Educational Technology and ICT in Education | Core | 2 | 1(16 Hrs) | | | | 15 | 35 |
| 2.3.5 | Dissertation Related Work | Research | 2 | | | | 2 (64 Hrs) | 25 | 25 |
| 2.3.6 | Academic Writing | Tool Subject | 2 | | 2 (64Hrs) | | | 50 | 0 |
| Total | | | 20 | | | | | 290 | 210 |
| | | | | | | | | 500 | |

## Semester IV January to June ( 20 credits)

| Course | Paper Title | Core; Elec Core/Sec Core;EleSpcl/ | Credit (s)/ Hours | Class Teaching | Practicum/ Hands on/Students Activity/Seminar | Research Project | Internal Assessment (Marks | External Exam if any ( Marks |
|---|---|---|---|---|---|---|---|---|
| 2.4.1. | Perspectives and Issues and Research in Teacher Education | Core | 4 | 3 (48 Hrs) | 1 (32 Hrs) | | 30 | 70 |
| 2.4.2 OR 2.4.3 | **Specialization (Any One)** | Specialization | 12 credits | 9 (144 Hrs) | 3(96 Hrs) | | 90 | 210 |
| 2.4.2 2.4.2.E OR 2.4.2.S | Educational Policy, Economics of Education and Educational Planning in Education in the context of Elementary Education OR Secondary Education | | 4+4+4=12 | | | | 30+30+30 | 70+70+70= 210 |
| 2.4.3 2.4.3.E OR 2.4.3.S 2.4.4E OR 2.4.4 S | Educational Planning , Educational Administration and Management, Leadership in the Context of Elementary Education OR Secondary Education Educational Technology and ICT in Education in Elementary Education OR in Secondary Education | | 4+4+4=12 | | | | 25+25+25 =75 | 75+75+75=225 |
| 2.4.4 | Dissertation | Research(Relating to Specialization) | 4 | | | 4 (128 Hrs) | 50 | 50 |
| Total | | | 20 | | | | 150 | 350 |
| | | | | | | | 500 | |
| Overall Total | | | 80 | | | | 950+1050 = 2000 | |

**Note:**

**Course codes are abbreviated in the following manner:**
    **1st Digit –Course**
    **2nd Digit – Semester**
    **3rd Digit/ Digits – Course No.**
**Example: 2.4.1. – 2(M.Ed).4 (4th Semester). 1 (Course No.I)**

## Curriculum Transaction

1. The two years M.Ed. programme transaction will comprise, lectures, discussions, practicum, student presentations, group work, school based assignments, sessional tasks and seminars. ICT will be integrated with all activities.

2. As interns the students are expected to work as teaching assistants apart from other related tasks.

## Examination and Evaluation

1. Master of Education (M.Ed.) Programme would follow Semester system with continuous and comprehensive assessment as an integral part.

2. The duration of Semesters shall normally be as follows: **Semester I: July to December, Semester II: January to June**, **Semester III:  July to December and Semester IV: January to June**

3. Each semester shall end with a terminal examination i.e. Semester Examination. (a) In each theory course/paper, 30% of the total marks (30 marks out of 100) will be earmarked for continuous assessment.

4. A Course on Dissertation Course No.2.3.4 in (Semester – III) and Course No.2.4.3 in Semester IV is offered. The students shall have to complete and submit their dissertation within stipulated time.

5. Maximum eight students can be guided by a qualified & eligible faculty.

6. The supervisor (internal examiner), the Head and One External Expert will evaluate 50 marks through presentation of the synopsis by the candidate on calculating average marks given by Internal Examiner, Head & External Expert. This has to be completed before commencement of end semester examination of Semester III.

7. A set of two (02) examiners, the supervisor (internal examiner) and the external examiner, recommended by the competent authority will evaluate the dissertation for 100 ( 70 on thesis and 30 on viva) marks on calculating average marks given by both internal & external examiner .

8. Panel of paper setters, moderators, examiners(both internal and external as applicable)  and review examiners of theory papers shall be recommended  by the Board of Studies

9. (a)  All faculty members teaching in M.Ed. course and Head/Principal as its chairman shall appoint the supervisors immediately after starting of  third semester to the students to carry out their dissertation work. The list of students and their supervisors along with the titles of dissertations should be sent to the competent authority  within three (3) months of beginning of 3rd Semester

    (b) For evaluating the Dissertation not more than ten students per external Examiner

    (c) Medium of dissertation shall be in English or Bengali with special permission from the competent authority.

10. Spot evaluation procedures are to be followed for examining the theory course in respective semester.

11. A Board of Moderators will be constituted by the competent authority to moderate the question papers for theory examination for each semester.

## Examinations

a. The Semester examination will be conducted in the combination of Semester I/III along with Semester II/IV (Supplementary) in December and Semester II/IV along with Semester I/III (Supplementary) in June of the year.

b. **A candidate shall have to clear his/her M.Ed. course of studies within the Six (6) consecutive chances (i.e. within three year) from his/her date of admission.**

c. A candidate shall have to secure 40% marks separately in all courses in each Semester to be declared as successful in M.Ed. Examination.

d. A Candidate shall have to secure the requisite pass marks (50%) in that theory paper / practicum/ viva (in each course) separately.

e. A candidate who fails to secure 50%in one or two courses in a semester shall be declared as supplementary candidate in that semester.

f. A candidate who fails to secure 50% marks in more than two courses in a semester shall be declared as failed in that semester.

g. A candidate shall continue his/her course of study for higher semester examination without qualifying or without enrolment or without appearing at lower semester examination.

h. A candidate who is back in a particular semester shall have to appear at the whole semester. In case the candidate passes in practicum and viva-voce in any Semester examination then his /her practicum/ viva-voce marks may be carried forward.

i. A candidate who has duly filled in his examination form and paid the fees, but is absent in any course(s) of any of the semester examinations will be deemed to have failed in that/those course(s).

j. If any candidate does not enroll himself for appearing at any Semester examination he shall be deemed to have lost one chance.

k. A back candidate shall have to clear his back course(s) within two more consecutive chances such that his total number of appearance in all the semester never be more than six (as stated in 1b).

l. In any stage it is found that the candidate cannot complete all the semester with in stipulated six chances, immediately the candidate will be declared as Disqualified (DSQ) candidate and the candidate have to leave or discontinue the course.

m. After appearing at any Semester examination, a candidate may opt for cancellation of his enrolment at the said examination for which he has to write to the Controller of Examinations through the Head of the Institution to which he is attached within 15 (fifteen) days of completion of theory examination as well as before the publication of the result.

n. *One mark deficiency rule:* If a candidate fails in any course (Theory/ practicum/ viva voice) by 1 mark only then he shall be awarded that deficient mark to pass the examination and that shall not be shown in the mark-sheet but shall be shown in the Tabulation Rolls by adding (+) 1 mark to the Course/ Practicum / Viva-voce score.

o. A candidate failing to obtain 50% or 55% or 60% marks in the aggregate of all the Semesters by one mark only shall be given the benefit of one additional mark in the result of the final semester and the same shall be reflected both in the Tabulation Roll as well as in the mark sheet.

p. **Letter Grades and Grade Points**

| Performance | % | Letter Grade | Grade Points |
|---|---|---|---|
| Excellent | 90-100 | A | 5 |
| Very Good | 80-89.99 | B | 4 |
| Good | 70-79.99 | C | 3 |
| Average | 60-69.99 | D | 2 |
| Fair | 50-59.99 | E | 1 |
| Failed | Below 50 | F | 0 |

# Course Details

## Semester I

| Course 2.1.1 | Education Studies ( 4 credits) | Internal Assessment 30 marks | External Assessment 70 marks |
|---|---|---|---|
| **Objectives:** | After completion of the course the students will be able to-<br><br>• Understand the nature of education as a discipline/an area of study.<br><br>• Examine issues related to education as interdisciplinary knowledge.<br><br>• Understand the socio-cultural context of education.<br><br>• Reflect on the multiple contexts in which the school and teacher education institutions are working.<br><br>• Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised.<br><br>• Discuss the emerging dimensions of school and teacher education. | | |
| **Unit I:** | **Theoretical Perspectives of Education**<br><br>• Education as a system developed by the society based on: social, cultural, political, economic, and technological factors.<br><br>• Critical analysis of concepts, principles, theories, assumptions and contexts related to education.<br><br>• Sustainable education, curriculum, syllabus, text books, assessment, teaching-learning process etc. and its application to pedagogy and practices. | | |
| **Unit II:** | **Education as a Discipline**<br><br>• Critical analysis of education as a discipline/area of study<br><br>• The aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society. | | |
| **Unit III:** | **Education as Interdisciplinary Knowledge**<br><br>• Interdisciplinary nature of education; relationships with the disciplines / subjects such as philosophy, psychology, sociology, anthropology and languages.<br><br>• Science and Technology in Education and challenges ahead.<br><br>• Axiological issues in education: role of peace and other values, aesthetics in education. | | |

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| | • Dynamic relationship of education with the political process. |
| | • Interrelation between education and development. |
| **Unit IV:** | **Socio-cultural Context of Education** |
| | • Social purposes of education. |
| | • Understanding Indian society-with reference to its multilingual and multicultural nature and other diversity, appropriate approaches for teaching young children in this context |
| | • Process of socialization and acculturation of the child: -Critical role of school, parents, peer group and the community. |
| | • Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social equality. |
| | • Education of deprived group children |
| **Unit V:** | **Support Systems of Education** |
| | • Principles and guidelines in organizing the support systems. |
| | • Teacher education and contemporary issues as reflected in NCF (2005). |
| | • Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy. |
| **Unit VI** | **Role of Media** |
| | • Complementarities in participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community. |
| | • Re-conceptualism of learning resources –textbooks, supplementary books, workbooks, multimedia and ICT, School library etc. |
| **Unit VII** | Knowledge about Education system in India |
| | • Education system in Ancient and Medieval India |
| | • Educational policies during British period |
| | • Determinants of Educational Policies in India |
| | • Major educational policies of the Government of India |
| | • Possibilities, Challenges and Opportunities for future. |
| **Practicum** | • Assignments based on self-study on identified themes such as- |
| | • Policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State |
| | • Vision of school education in India |
| | • Process of socialization of the child |
| | • Critical analysis of the ways in which schooling**,** teaching-learning and curriculum contribute to social equality |
| | • Visit to a school, observation of activities and preparation of a reflective diary and interaction in a group. |
| **Suggested Readings** | ▪ Bruner, J S (1996) The culture of education Cambridge, MA :Harward University press. |

- Broudy, H.S (1977) Types of knowledge and purpose of education In R.C. Anderson, R.J Spiro and W.E Montanaque (eds) schooling and acquisition of knowledge  (P.P. Hilldale, N J : Erlbaum)
- Dearden, R. F (1984). Theory and practice in education. Routledge K. Kegan & Paul
- Dewey, J (1916/1977) Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.
- Peters, R.S (ed), (1975). The philosophy of education. Oxford University press, London
- Peters R.S (1967). The concept of education. Routledge: United Kingdom.
- Pandey, R.S. Preface to Indian philosophy of Education. S.K Publishers & Distribution, Aligrah.
- Curtis, S.J (1968) Introduction to the philosophy of education. London University, Tutorial Press.
- Kneller, G.F (1971) Introduction to the philosophy of Education. New York, John Willey & Sons.

| Course - 2.1.2 | Historical,Political and Economic Perspectives of Education ( 4 credits) | Internal Assessment 30 marks | External Assessment 70 marks |
|---|---|---|---|
| **Objectives:** | After completion of the course the students will be able to <ul><li>Develop an understanding about the historical evolution of education in our country (ancient, medieval and emergence of modern system of education.</li><li>Develop a grasp of political perspectives of Indian system of education</li><li>Learn about group diversity and its implication to education</li><li>Understand the economics of education in Indian context</li><li>Grasp the implication of Human Resource and Human Development Index</li></ul> | | |
| **Unit I:** | **Historical Perspectives of Education**: <ul><li>Education and national development: Indian perspective;</li><li>Contemporary Indian education system, structure, policies, practices and major challenges;</li><li>Constitutional and legal basis underlying educational policies and practices;</li><li>The evolution of national system of modern education in India;</li><li>Educational philosophy and ideals of Indian thinkers and social reformers;</li></ul> | | |
| **Unit II:** | **Political Perspective of Education** <ul><li>Relationship between education and democracy, Education and political development; Role of the State and civil society in education; Role of teachers' union/organisations in education development.</li><li>Group diversity and politics of inclusion in education; Equity and inclusion in education; Education and national integration; Education for citizenship building.</li><li>Rights-based approach to education: Education as a human right; Rights, claims and entitlements; Claim holders and duty bearers; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative</li></ul> | | |

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| | action for promoting equal rights in education. |
| **Unit III** | **Economic Perspective of Education**<br><br>• Education- Public good, basic need, human right;<br>• Education and economic development;Education as investment;<br>• Education and economic growth, poverty, inequality;<br>• Education and human development, Human Development Index (HDI), human capability approach to education;<br>• Impact of market failures on edcation development, neo-liberal perspectives and education development |
| **Practicum** | Practicum activities will include<br><br>• Term paper.<br><br>• Library Studies.<br><br>• Group presentation |
| **Suggested Readings :** | • Banerjee J.P.( 1982) History of Education Central Libraray Kolkata<br>• Aggarwal, J.C. Landmarks in the History of Modern Education, Vikas Publishing House Pvt Ltd. Delhi<br>• Shukla, S.C. & Kumar, K: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985.<br>• Natarajan S. 9 1993) Introduction to Economics of Education. Sterling Publishers Pvt Ltd.<br>• Purkait, B.R. Milestones in Modern Indian Education. New Central Book Agenci, Kolkata<br>• Bhatt, B.D. & Sharma, S. R: Sociology of Education, Kanishka Publishers House, 1993.<br>• N. Jayavam : Sociology of Education in India, Raaat Publication, Jaipur, 1950.<br>• Sharma, S. N : Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995.<br>• Sharma, K. L. : Social stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997<br>• Talesra, H: Sociological foundations of Education: Kanishka Publishers, New Delhi, 2002.<br>• Sharma, Y. K: Philosophical & Sociological foundations of Education, Kanishka Publishers, New Delhi, 2004.<br>• Chakraborty Sonali (2014). Sikshar Samajtattwik Vitti. Sova Publication. Kolkata.<br>• **Manual for Commissions for Protection of Child Rights - How to implement The Commissions for Protection of Child Rights Act, 2005**<br><br>Swagata Raha, Dr. Archana Mehendale, Arlene Manoharan Editor: Arlene Manoharan Year of Publication: 2012 ISBN No: 978-81-925521-6-3 |

| Course-<br>2.1.3 | **Psychology of Learning and Development**<br>( 4 credits) | **Internal Assessment**<br>**30 marks** | **External**<br>**Assessment**<br>**70 marks** |
|---|---|---|---|
| **Objectives:** | After completion of the course the students will be able -<br>• To understand the process of development of a child.<br>• To understand the theories of Learning and their Utility in the Teaching | | |

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| | Learning Process. |
| | • To understand the Changing Concept of Intelligence and its application. |
| | • To enable the learner to understand implication of Psychological theories for education. |
| | • To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.. |
| **Unit I:** | **Learning and Human Development** |
| | • Introduction to the developmental constructs and principles derived from psychological theories and the socio-political contexts that influence growth and development of young children, adolescents and youth. |
| | • Changing perspective of psychological theories of human development; |
| | • Neuroscience perspective of learning and development; |
| | • Holistic approach to promoting learning and development: Importance of linking all aspects of development (physical, intellectual, social and emotional development) in the education process to promote growth and development and to facilitate the acquisition of appropriate development stage-specific cognitive and non-cognitive skill. |
| | • Self concept and identity in adolescence. |
| **Unit II:** | **Different aspects of development** |
| | • Intelligence: Nature and Evaluation of the Concept. |
| | • Theories of Intelligence: (i) Psychometric theories with special reference to the Guilford's SOI Model. (ii) The Information Processing Approach with special reference to Sternberg's Triarchic Theory. (iii) Howard Gardner's Multiple Intelligence Theory, |
| | • Implications of theories of Intelligence in Education |
| | • Measurement of Intelligence: Individual and Group, Verbal, Non-Verbal and Performance Tests for measuring intelligence. |
| | • Creativity |
| | • Stages of psychosocial development- Erikson |
| | • Moral development- Kohlberg's Stages of Moral Development, Gilligan's ethics of caring. |
| | • Stages of language development. |
| **Unit III:** | **Emotion, Motivation and Attention** |
| | • Instincts and Emotions, Emotional Intelligence: Concept, Meaning with special reference to Daniel Golemen, Relationship between Intelligence and Emotional Intelligence, Implications of EI in day to day life. |
| | • Motivation- Extrinsic and Intrinsic Motivation, Theories of Motivation- Maslow, Weiner and McClelland. Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. |
| | • Attention and Interest , their class room application |

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| **Unit IV:** | **Influence of Culture and Diversity on Learning** <br><br> • Significance of contextualising education; of linking child's existing knowledge and skills with learning process in school; importance of situating learning in the context of learner's socio-cultural context/evironment. <br> • Implications of culture and diversity for learning and development; lImportance of linking schooling processes with the socio-cultural environment of the learner <br> • Implications of culture and diversity for designing learning experiences |
| **Unit V:** | **Comparative Analysis/Perspective of Theories of Learning** <br><br> • Changing perspectives in theories about human learning (Behaviourism, Cognitivism, Constructivism); <br> • Implications of different learning theories for curriculum planning and development, including designing of pedagogical practices (teaching-learning and learnng assessment processes. |
| **Unit VI** | **Transfer of Learning and Memory** <br><br> • Transfer of Learning – Concept, Importance, Nature & Types. Contemporary views of general transfer & specific transfer. Theories. Methods of enhancing transfer. <br><br> • Mechanism of memory, types of memory, economy and training in memory <br><br> • Causes of forgetting |
| **Practicum** | Practicum (any one) <br><br> 1. Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications. <br><br> 2. Development of a profile of students of a class by using appropriate Assessment procedures. <br><br> 3. Analyze the type of strategies adopted by a classroom teacher in organizing learning. |
| **Suggested Readings :** | Ausubel D.P. and Robison F.G.: School learning: An introduction to Educational Psychology, New York Holt, Rinehart & Winston Inc 1969. <br><br> Bandura, A. (1977). Social Learning Theory. New York: General Learning Press. <br><br> Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia. <br><br> Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited, New Delhi <br><br> Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill B. <br><br> Biehler R.F. and Jack Snowman: psychology Applied to Teaching Houghton Miffin Company, Boston, 1986. <br><br> Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata <br><br> C.L. Kundu: Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989. <br><br> Cloninger, S. C. (2008). Theories of Personality: Understanding Persons (5th ed.). Englewood Cliffs, NJ: Prentice Hall. <br><br> Daniel Goleman: Emotional Intelligence, Bantam books 1995. |

Douglas J. Hacker,JohnDunlosky, Arthur C. Graesser .(editors) (1998) *Metacognition in Educational Theory and Practice,* Lawrence Erlbaum Associates. Mahwah, New Jersey. Edition, 1988.

Gage and Berlinger: Educational Psychology, Boston Houghton Miffins Company 1984.

Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinoins. The DorseyJayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay.Jersey, 1989.

Mangal S.K Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd;  1993

| Course - 2.1.4 | Pre service and In service Teacher Education ( Credit 4) | Internal Assessment 30 marks | External Assessment 70 marks |
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| **Objectives:** | After going through this course the student teachers shall be in a position <ul><li>To critically analyse the needs and relevance of pre-service and in-service teacher education programmes in the context of quality enhancement of school system vis-a vis development of professionalism among school teachers.</li><li>To understand the logistics involved in organisation of teacher education curriculum and its implementation.</li><li>To comprehend the dynamics of various schemes and programmes meant for professional development of in-service teachers and its impact.</li></ul> | | |
| **Unit I:** | **Structure, Curriculum and modes of Pre-service Teacher Education** <ul><li>Roles and functions of School Teachers.</li><li>Pre-service teacher education: Needs, objectives and scope</li><li>Vision of Teacher Education Curriculum as envisaged in UNESCO, NCERT and NCTE documents.</li><li>Curriculum areas of initial teacher preparation: Foundation Courses, curriculum and pedagogy, Practicum, school internship.</li><li>Modes of pre service teacher education- Face to Face mode and Open Distance Mode Learning. Needs and significance.</li></ul> | | |
| **Unit II:** | **: Organisation of Different Components of Teacher Education Curriculum** <ul><li>The student teachers as adult learners' and their characteristics. The concept of andragogy and its principles.</li><li>Organisation, transaction and evaluation of different components of teacher education curriculum; model practices.</li><li>Transactional approaches for the foundation courses in teacher education programmes individualized, Group based, Teacher Centred and blended Approach.</li></ul> | | |

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| | • Transactional approaches for the skill and competency development courses: Micro teaching, Simulated teaching, Models of Teaching, Teaching in real classroom situation, Peer presentation and Feedback, Tutor observation etc.<br><br>• Concept and scope of school based practicum and internship-objectives, organisation and duration. Activities and experiences in pre-internship, internship and post internship; model practices. |
| **Unit III:** | **In-service Teacher Education Concept, Structure and models**<br><br>• Need for continuous professional development of teachers; Areas of professional development. Purpose of In-service teacher education programmes; orientation, refresher, workshop, seminar and conference- their meaning and objectives.<br><br>• Agencies of In-service teacher education: Local Level, District Level, State Level and National Level.<br><br>• Modes and Models of in-service teacher education: Face to face mode; Open Distance Learning mode and Blended approach.<br><br>• Induction, one shot, cascade, mentoring and action research based approach for professional development of teachers.<br><br>• Role of Teacher Educators in different modes of In-service teacher education. |
| **Unit IV:** | **Planning, Organisation and Evaluation of In-service Teacher Education**<br><br>• Planning In-service Teacher education programme: context, purpose, duration and budget.<br><br>• Designing In-service teacher education programme: assessment of training needs, formulation of training curriculum, preparation of course materials, evaluation of curricular inputs.<br><br>• Organisation of In-service teacher education programme: common problems faced by teacher education institutions.<br><br>• Effectiveness of in-service education programmes: impact on development of professional competencies among practicing teachers and impact on curricular practices at school level. |
| **Practicum** | Any One of the following<br><br>• Interview of in-service teachers on training needs and the impact of pre-service training programme.<br><br>• Comparison of curriculum of pre-service teacher education university wise/ state wise NCTE norms and guidelines.<br><br>• Workshop on writing objectives of teacher education courses and identifying relevant teacher education institution wise in the context |

| | of content areas. | | |
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| **Suggested Readings :** | • Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson<br><br>• Singh L.C. (Ed 1990), teacher education in India, New Delhi, NCERT<br><br>• Smith B.D. (1980) A Design for a School Pedagogy, U S Govt. Washington, D.C.<br><br>• Furlong John (2013), education an anatomy of the Discpline, Routledge, London.<br><br>• Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, new Delhi, concept.<br><br>• Sahoo P.K. et al  (eds) (2014) Quality education in India Vol I & Vol II New Delhi, concept<br><br>• Passi B.K. (eds) (1976), Becomming better Teacher, Ahmedabad, Sahityamudranalaya<br><br>• Allen D & Ryan K (1969), microteaching reading Mass, Addison-wesley.NCERT, New Delhi (2006), 6thy survey of Research in Education<br><br>• Flanders N.A. (1970) Analyzing Teaching Behaviour, reading, Addispn-welsey, mass<br><br>• Gardener H. (1983), frame of Mind; the theory of multiple intelligences, Basic Books, New York<br><br>• NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi<br><br>• NCTE (2014) Norms and Guidelines of Teacher Education Programme<br><br>• NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi. | | |

| **Course - 2.1.5** | **Communication and Expository Writing (Credit 2)  Tool subject** | **Internal Assessment**<br>**50** | **External Assessment**<br>**0** |
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| **Objectives:** | After completion of the course the students will be able understand<br><br>• Meaning of effective and understandable writing<br><br>• Meaning and essence of Nature, Purpose, Perspective, sensitivity to Catch and Hold attention, connectivity and relation and use of clarity, brevity,<br><br>• Organize simple academic representation to express and appreciate the sense of effective writing. | | |
| • Course content- Exemplary illustrations or narrations or comprehensive pieces for reading and exercises<br><br>• Group discussion  on important issues related to education | | | |

| Course - 2.1.6 | Self Development Through Yoga Education) (Credit 2) Tool Subject | Internal Assessment 50 | External Assessment 0 |
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| **Objectives** | After going through this modulethe students will be able to: <br> • Illustrate the yogic concept of personality in terms of Pancako a and Trigu a theories. <br> • Explain the meaning and dimensions of an integrated personality. <br> • Explain how the practice of yoga can help you develop an integrated personality. <br> • Discuss the concept of stress in terms of its causes, symptoms and consequence. <br> • Relate the role or contribution of yoga practices in coping with stress. <br> Elucidate the concept if self-development and the role of human values | | |
| **Unit I** | **Introduction to Yoga and Personality Development** <br> • Introduction <br> • Learning objectives <br> • Yogic concepts of personality <br> • Dimensions of integrated personality <br> • Yoga for integrated personality development | | |
| **Unit II** | **Yoga and Stress Management** <br> • Introduction <br> • Learning objectives <br> • Concept of stress <br> • Stress – a yogic perspective <br> • Yoga as a way of life to cope with stress <br> • Yogic practices for stress management <br> • Cyclic meditation for stress management <br> • Summary <br> • Unit-end questions/exercises | | |
| **Unit III** | **Yoga and Self Development** <br> • Concept and nature of self-development <br> • The concept of values and value education <br> • Spirituality and its role in human self-development—*yamas* and *niyamas* <br> • Helping children develop values <br> • Yoga and human excellence <br> • Summary <br> • Unit-end questions/exercises | | |
| **Practicum** | Any two of the following :- <br> • Preparation of Teaching Aids on Yoga | | |

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| | • Practical Asanas and Pranayam |
| | • Visit to Yoga Ashramas and Centres |
| | •Unit-end questions/exercises |
| **Suggested Readings** | 1. Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributiors. |
| | 2. Bhattacharya, R. S. (1985). An Introduction to the Yogasutra.Delhi: BharatiyaVidyaPraksana. |
| | 3. Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Freeperson press. |
| | 4. Datta, A. K. (1981). Bhaktiyoga. Bombay: BharatiyaVidyaBhawan. |
| | 5. Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International. |
| | 6. Desai M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd. |
| | 7. Dynamics of Yoga (1989). Monghur :BiharSchool of Yoga. |
| | 8. Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints. |
| | 9. Kapur C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh. |
| | 10. Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd. |
| | 11. The Science of Yoga (1988). Monghur: BiharSchool of Yoga. |
| | 12. Yoga Asanas in theory and practice (1975). Monghur: BiharSchool of Yoga. |
| | 13. Yoga for health and peace (2001). Mumbai: Yoga |

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| **Semester –I    Internal Assessment 220  and External Assessment 280      Total – 500** |

## Semester II (20 credits)

| Course - 2.2.1 | Philosophical Perspectives of Education (credit4) | Internal Assessment 30 marks | External Assessment 70 marks |
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| **Objectives:** | After completion of the course the students will be able to <br> • Develop an understanding about the contribution of Philosophy to education as a discipline; <br> • Develop capacity to grasp the Indian Philosophy of Education <br> • Acquaint themselves with the educational contributions of some great thinkers(both Western & Indian) on education <br> • Understand, interpret and evaluate the concepts related to social philosophy of education; <br> • To develop knowledge about Education & Society. <br> • To enable learners to correlate Education & Sociology; <br> • To understand sociological theories and its practices in our educational system. | | |

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| **Unit I:** | **Educational Philosophy and Educational Sociology**<br>• Meaning, Nature and Scope of Educational Philosophy<br>• Meaning, Nature and Scope of Educational Sociology<br>• Relationship of Education and Philosophy;<br>• Relationship of Education and Sociology |
| **Unit II:** | **Schools of Philosophy**:<br>• Nyaya, Sankhya, Yoga, C rvaka, Vaiseshika, Vedanta, with special reference to their educational implications;<br>• Idealism, Realism, Naturalism, Pragmatism with special reference to aims,curriculum and methods of teaching.<br>• Existentialism, Essentialism, Humanism, Progressivism, Realism with special reference to their educational implications for aims, contents and methods of teaching.<br>• Analysis – logical analysis; logical positivism and positive relativism. |
| **Unit III:** | **Educational Philosophy**<br>Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, M.K. Gandhi; J. Krishnamurthy, J.J. Rousseau and J. Dewey, Bertrand Russell and A.N. Whitehead,Paulo Freire |
| **Unit IV:** | **Philosophy of Applied Education: Indian Spiritual Traditions**<br>• Educational Implications of Buddhist and Yoga Philosophies<br>• Educational Philosophy as reflected in Tirikural of Tiruvalluvar<br>• Educational Implications of Sufi and Bhakti Philosophical thoughts |
| **Practicum** | The students will write two term papers on<br>Philosophical bases of education |
| **Suggested Readings :** | • Foundation of Education : O.P. Dhiman<br>• An Introduction to Indian Philosophy S.C. Chatterjee and D.M. Dutta<br>• Four Philosophies and their practice in Education : D.J. Butler<br>• Philosophy of Education : Rupert Lodge<br>• Philosophical Bases of Education : R.R. Rusk<br>• Studies in Philosophies of Education: V, Verma.<br>• Outlines of Indian Philosophy: J. Sinha.<br>• Philosophical Foundations of Education: K.K. Shrivastava.<br>• Educational Thoughts and Practice: V.R. Taneja.<br>• Great Educators: R.R. Rusk<br>• Chube, S. P: Philosophical & Sociological foundation of Education, Vinod<br>• Pustak Mandir, Agra, 1981.<br>• Sharma, S. N : Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995.<br>• Sharma, Y. K: Philosophical & Sociological foundations of Education<br>• Bandopadhyaya Archana. Shiksha Darshan. B.B. Kundu Publication Kolkata |

| Course - 2.2.2 | Sociological Perspectives of Education ( Credit 4) | Internal Assessment 30 marks | External Assessment 70 marks |
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| **Objectives** | Objectives of the course are- <br><br> It is expected that on completion of the paper, the students will be able to <br><br> • Comprehend Sociological Foundations of Education <br> • Familiarize with the sociological inquiry and its relevance in the process of education <br> • Interpret social structure, culture and social inequality in Indian society <br> • Recognize the role of Education in a changing social context <br> • Provide an understanding of certain current problems and issues of Education in the social context. <br> • Recognize the contribution of Sociology towards the Discipline, Education <br> • Recognize the relevance of Educational Sociology as forming ground of the discipline, 'Education' <br> • Analyze the sociological and cultural dimensions of Education and the related issues in pretext of present era. | | |
| **Unit I** | **Sociological Perspectives of Education** <br> • Concept of sociology and educational sociology <br> • Relationship between sociology and education <br> • Educational sociology: nature, scope, function, and its importance <br> • Social Organization: Concept and factors of influence <br> • Dynamic characteristics of social organizations and their Educational Implications. | | |
| **Unit II** | **Functions of Education for Social Change** <br><br> • Social change: Meaning, nature and impact on Modernization, Development and Technology. <br> • Relationship between Education and social change <br> • Factors (agencies) promoting social change: Family, religion, school and media <br> • Social stratification: Meaning, nature, types and factors <br> • Social change and impact of Modernization , Technology and DevelopmentPrinciples of teaching and learning in a multicultural society. <br><br> • Education for peaceful co-existence | | |
| **Unit III** | **Role of Education for Socialization** <br><br> • Concept and nature of socialization <br> • Role of education in the process of socialization <br> • Agents of socialization: family, school, religion, community, politics, culture, and economy <br> • Education as a social system, as a social process and a process of social progress <br><br> • Socialization and Caste, Class, Language, Religion, population and regionalism | | |
| **Unit IV** | **Current trends and impact of Education: Democracy, LPG, Social mobility and allied issues** <br><br> • Education and Democracy: Concept of secularism and its Educational implications <br> • Globalization and privatization: Concept, Overview of their impact on education and society <br> • Politicization of education: political control, interference in the institutional administration <br> • Education as a potential equalizing social force: Equality of educational | | |

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| | opportunities<br>• Meaning, factors and types in social mobility: Role of education in social mobility<br>• Education for socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women, Transgender and Rural population |
| **Practicum** | • Workshop sessions.<br>• Seminar presentations<br>Assignments based on self-study on identified themes as assigned by course teacher |
| **Suggested References** | • Anand, C. L. et. al. (1983). The Teacher and Education in Emerging Indian society, NCERT, New Delhi.<br>• Bhattacharya and Srinivasan. (1962). Society and Education. Calcutta: Academic Publishers.<br>• Blackledge, David and Hunt, Barry. (1985). Sociological Interpretations of Education. London: Croom Helm.<br>• Bowen, J and Hobson, P.R. (1974). Theories of Education. London: John Wiley and sons.<br>• Brookoner, W.B. and Gottlieb, D. (1964). A Sociology of Education. New York: American Book Company.<br>• Brown, S. I. (1947). Educational Sociology. New Delhi: Prentice Hall.<br>• Bruner, J.S.(1964).The Process of Education. Delhi: Atmaram and Sons. |

| Course -<br>2.2.3 | Introduction to Research Methodology<br>4 (Credit ) | Internal Assessment<br>30 marks | External Assessment<br>70 marks |
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| **Objectives** | Objectives  of the course are<br>• To develop the concept of research methodology and its importance in education<br>• To learn about different types of research and research design.<br>• To understand the  various aspects of  research process<br>• To know about sampling and tools of data collection.<br>• To understand descriptive and inferential statistics and learn their application | | |
| **Unit I** | **Educational Research :**<br>(a) Sources of Acquiring Knowledge: Learned authority,tradition, experience, scientific method.<br>(b) Meaning, steps and scope of educational research.<br>(c) Meaning, steps and assumptions of scientific method. Aimsand characteristics of research as a scientific activity.<br>(d) Ethical Considerations in Educational Research.<br>(e) Paradigms of educational research: Quantitative and<br>Qualitative.<br>(f) Types of research Fundamental, Applied and Action. Types of research | | |
| **Unit II** | **Research Design**<br>(a) Meaning, definition, purposes and components of researchdesign.<br>(b) Difference between the terms research method and researchmethodology.<br>(c) Research Proposal: Its Meaning and Need. | | |

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| | i) Identification of a research topic : Sources and Need |
| | ii) Review of related literature |
| | iii) Rationale and need of the study |
| | iv) Definition of the terms: Real, nominal and Operational. |
| | v) Variables. |
| | vi) Research questions, aims, objectives and hypotheses, |
| | vii) Assumptions, if any. |
| | viii) Methodology, sample and tools. |
| | ix) Scope, limitations and delimitations. |
| | x) Significance of the study. |
| | xi) Techniques of data analysis and unit of data analysis. |
| | xii) Bibliography. |
| | xiii) Time Frame. |
| | xiv) Budget, if any. |
| | xv) Chapterisation. |
| **Unit III** | **Variables and Hypotheses** |
| | **(a) Variables :** |
| | i) Meaning of Variables |
| | ii) Types of Variables (Independent, Dependent, |
| | Extraneous, Intervening and Moderator) |
| | **(b) Hypotheses :** |
| | i) Concept of Hypothesis |
| | ii) Sources of Hypothesis |
| | iii) Types of Hypothesis (Research, Directional, Nondirectional, |
| | Null, Statistical and Question-form) |
| | iv) Formulating Hypothesis |
| | v) Characteristics of a good hypothesis |
| | vi) Hypothesis Testing and Theory |
| | vii) Errors in Testing of Hypothesis |
| **Unit IV** | **Sampling :** |
| | (a) Concepts of Universe and Sample |
| | (b) Need for Sampling |
| | (c) Characteristics of a good Sample |
| | (d) Techniques of Sampling |
| | i) Probability Sampling |
| | ii) Non-Probability Sampling |
| **Unit V** | **Tools and Techniques of Research** |
| | (a) Classical Test Theory and Item Response Theory of Test |
| | Construction. |
| | (b) Steps of preparing a research tool. |
| | i) Validity (Meaning, types, indices and factors affecting |

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| | validity) |
| | ii) Reliability (Meaning, types, indices and factors affecting reliability) |
| | iii) Item Analysis (Discrimination Index, Difficulty index) |
| | iv) Index of Measurement Efficiency |
| | v) Standardisation of a tool. |
| | (c) Tools of Research |
| | i) Rating Scale, |
| | ii) Attitude Scale, |
| | iii) Opinionnaire |
| | iv) Questionnaire |
| | v) Aptitude Test |
| | vi) Check List |
| | vii) Inventory |
| | viii) Semantic Differential Scale |
| | (d) Techniques of Research |
| | i) Observation |
| | ii) Interview |
| | (Tools to be used for collecting data using thesetechniques to be discussed in detail.) |
| **Practicum** | The students will be required to present a term paper on any one topic in the content |
| | They will also be assessed on the basis of statistical analysis of the given data, and statistical practice exercises |
| **Suggested References** | • Best. J. W. & Kahn. J. V. (2008).Research in Education (10th edition). Delhi: Pearson Education.<br><br>• Burns, R. B. (2000) Introduction to Research Methods. New Delhi : Sage Publication.<br><br>• Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.<br><br>• Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication.<br><br>• Koul, L. (2008). Methodology of Educational Research. New Delhi: Viksha publishing House Pvt. Ltd.<br><br>• Lichtman, M. (2010).Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.<br><br>• Lunenburg, F. C. (2008). Writing a Successful Thesis. California: Corwin Press.<br><br>• Machi, L. A. (2009).The Literature Review. California: Corwin Press.<br><br>• McNiff, Jean. (2009). Doing and Writing Action Research. Lon Angles: Sage.<br><br>• Mertens, D. M.( 1997).Research Methods in Education and Psychology. |

New Delhi: Sage Publication.

- N.C.E.R.T. (1997).Fifth Survey of Educational Research: 1988-92. (Vol. I).New Delhi: NCERT.

- N.C.E.R.T. (2006).Sixth Survey of Educational Research: 1993-2000. (Vol. I).New Delhi: NCERT.

- N.C.E.R.T. (2007).Sixth Survey of Educational Research: 1993-2000.(Vol. II).New Delhi: NCERT.

- Sax, Gilbert. (1979). Foundations of Educational Research. New Jersey : Prentice – Hall .

- Schmuck, R. A. (2006). Practical Action Research. California: Corwin Press.

- Seigal, Sydne, Y. (1978).Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.

- Singh, Arun Kumar. (1986). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.

- Singh, S.P. (2002). Research Methods in Social Sciences. Kanishka: New Delhi.

- Thomas, R. Murray. (2008). Thesis and Dissertation. California: Corwin Press.

- Tuckman. B. W. (1979).Conducting Educational Research (2dn edition). New York: Harcourt Brace Javanovich Inc.

- Van Dalen, D. B. & Meyer, W.J. (1979).Understanding Educational Research. New York: Mc-Grow-Hill Book Company.

- Walford, Geoffrey. (2005).Doing Qualitative Research. London: Continuum.

- Wiersma, W. &Jurs, S.G.(2009).Research Methods in education.(9th edition). Delhi: Pearson Education.

| Course - 2.2.4 | Inclusive Education and Gender Issues in Education | Internal Assessment 30 Marks | External Assessment 70 marks |
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| **Objectives** | <ul><li>To acquire the concept, Need, Importance and Objectives of inclusive education.</li><li>To explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities.</li><li>To analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive ractice.</li><li>To acquire basic knowledge on Teaching Learning Strategies, Vocational</li></ul> | | |

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| | Training, Curriculum Adjustment for Disabled<br>• develop understanding and familiarity with key concepts like gender, gender bias, gender stereotyping, empowerment, gender parity equity and equality patriarchy and feminism<br>• learn landmarks in connection with gender and education from the perspective of historical development and contemporary period.<br>• Understand the gender issues in school, curriculum and textual materials<br>• Understand how gender, power and sexuality relate to education in terms of access, curriculum and pedagogy. |
| **Unit I** | **Inclusive Society: Overview**<br>• What is meant by an inclusive society?<br>• Elements necessary for creating an inclusive society<br>• Exclusion and Inclusion in Education: Conceptual overview<br>• Understanding social inclusion: role of education |
| **Unit II** | **Educational Reforms for Inclusive Society**.<br>• Building an Inclusive school: desired changes in System, Structure, Practice and<br>• Culture,<br>• Education for a multicultural society,<br>• Principles of teaching and learning in a multicultural society.<br>• Education for peaceful co-existence |
| **Unit III** | **Assessment and Teaching Learning Strategies for the Disabled**<br>• Need and process of early identification and assessment Special, Integrated and Inclusive Education<br>• Curriculum adjustment and adaptation, Classroom Management, Peer tutoring, assistive devices, Barrier free Environment and Teaching Strategies<br>• Vocational Training, Employment and Rehabilitation, Individualized Education Programme and Computer Assisted Instruction.<br>Use of Information and Communication Technologies, Audio-Visual Aids, Multi-Sensory Approach, Individualized Education Programme, Computer assistive Instruction |
| **Unit IV** | Concept & Historical Perspectives of Gender Issues<br>• Gender, sex, sexuality, patriarchy, masculinity and feminism<br>• Gender bias, gender stereotyping, and empowerment<br>• Equity and equality in relation with caste, class, religion, ethnicity regions.<br>• Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's education<br>• Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plan |
| **Unit V** | Gender Identities and Socialisation Practices in:<br>• Family |

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| | • Schools<br>• Other formal and informal organisation.<br>Schooling of Girls:<br> • Inequalities and resistances (issues of access, retention and exclusion<br> • Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions |
| **Unit VI** | Curriculum and gender issues<br> • Curriculum and the gender question<br> • Construction of gender in curriculum framework since Independence: An analysis<br> • Gender and the hidden curriculum<br> • Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)<br> • Teacher as an agent of change<br> • Development of life skill and sexuality |
| **Practicum** | Visit any one Institution for Children with visual impairment, Hearing Impairment, Mental Retardation or Orthopedically Handicapped and make a Report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services |
| **Suggested Reading** | • Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.<br><br> • Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs NCERT Publication.<br><br> • Sharma P.L. (2003) Planning Inclusive Education in Small Schools, RIE Mysore<br><br> • CowelsMilly (1969): Perspectives in the education of Disadvantaged children.<br><br> • Beg, M.A. (2014).*Inclusive Growth*, New Delhi: A.K. Publishers<br><br> • Ministry of Law and Justice (2009) Right to Education. Govt of India |
| **Practicum** | • Debates and discussions on violation of rights of girls and women<br>• Analysis of video clipping on portrayal of women |
| **Suggested Reading** | • Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience,<br> • Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing<br> • Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House<br> • Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications Ministry of Education (1959). Report of National Committtee of Women's Education. New Delhi: MERuhela, S. (1988).<br> • Understanding the Indian Women Today; Delhi: Indian Publishers Distributors<br> • Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block) Vikash publishing House Delhi |

| Course -<br>2.2.5 | Curriculum<br>Studies | Internal assessment<br>15 marks | External Assessment<br>35 marks |
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| | ( Credit 2) | | |
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| **Objectives** | On completion of this course the Prospective Teacher Educators will be able to-<br>• Understand the concept, nature and forms (types) of curriculum<br>• Understand the foundations, basics of foundation and determinants of curriculum<br>• Understand and apply various principles of curriculum development<br>• Know the various stakeholders their role and manner of participation in curriculum development<br>• Identity criteria and instruments of curriculum evaluation<br>• Differentiate between formative and summative evaluation<br>• Undertake the evaluation of various curriculum instruments- text-books, work books and teachers guides and laboratory manuals.<br>• Describe issues in curriculum planning and evaluation<br>• Explain the role of headmaster, teachers and school in successful implementation / transaction of curriculum | | |
| **Unit I** | **Meaning and Concept of Curriculum**<br>• Nature, Meaning, Concept, Forms (Types) of curriculum<br>• Evolution and Functions of Curriculum as Product, Process and Programme<br>• Curriculum: Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences( PLEs)<br>• Structures of Curriculum: Frameworks, Courses of Studies, Syllabus<br>• Approaches to translate Curriculum: Behavioral, Systems, Intellectual, Humanistic, Re-conceptualist.<br>• Indian Perspective with regard to Curriculum Policy and Schemes. | | |
| **Unit II** | **Foundations of Curriculum and Curriculum Planning:**<br>• Philosophical, Sociological, Psychological, Linguistic and Historical foundations of Curriculum.<br>• Curriculum Politics in India at national, state, region, religion, language, caste and class level<br>• Levels of Curriculum Planning: National, State, System Wide, Institutional, Teacher-Team and Individual Teacher level<br>• Principles of Curriculum Planning Improvement of Curriculum PlanningA Review of NCF 2000 and 2005 | | |

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| **Unit III** | **Curriculum Construction & Evaluation**<br>• Concept and principles of curriculum development<br>• Processes of curriculum construction: Situational Analysis, Selection of curriculum objectives, Selection of content and learning activities, Organization of content and learning activities, Selection of instructional procedures/methods, Evaluation<br>• Concept, Nature, Scope, Purpose and Approaches of Curriculum Evaluation |
| **Practicum** | **Any two from the following**<br>• Critical analysis of existing elementary/secondary/ higher secondary school curriculum<br>• Development of guidelines for writing of school text-book, work-book, teachers' hand-book, and laboratory manual<br>• Evaluation of school text-books, work-books, teachers' hand-book, and manuals<br>• Status of science/mathematics/social studies/languages education in NCF-2000, and NCF-2005. |
| **Suggested Reading** | • Agarwal, J. C. I. (1990) Curriculum Reform in India. Delhi: Doaba.<br>• Brent, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Unwin.<br>• Das, R. C. (1987). Curriculum and Evaluation. New Delhi: NCERT.<br>• Dell, Ronald C. (1986). Curriculum Improvement: Decision Making &Process. (6th ed.). London: Allyn& Bacon Inc.<br>• Diamond, Robert M. (1989). Designing & Improving Courses & Curricula in Higher Education: A Systematic Approach. California: Jossey Bass Inc. Publishers. .<br>• Erickson, H. L. (2000). Concept based Curriculum and Instruction. CA: Corwin Press, Sage Publications, Thousand Oaks.<br>• Flinders D. J. (1977).The Curriculum studies. New Delhi: Atlantic Publisher.<br>• Kridel, Craig. (2010). Encyclopedia of Curriculum Studies. New Delhi: Sage.<br>• MamidiMallaReddey&Ravishankar (eds.) 1984). Curriculum Development & Educational Technology. New Delhi: Sterling Publishers.<br>• McNeill, John D. & Wiles, John. (1990).The Essentials of Teaching: Decisions Plans and Methods. New York: Macmillan<br>• NCERT. (1984). Curriculum & Evaluation. New Delhi: NCERT.<br>• NCERT. (1988). National Curriculum for Elementary & Secondary Education: A Frame Work. New Delhi: NCERT.<br>• NCERT. (2005). National Curriculum Framework 2005. New Delhi: NCERT.<br>• Romiszowaski. A. J. (1988). The Selection Guide and Use of Instructional |

|  | Media. London: Kogan Page. |
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|  | • Saylor J. Galen; William, Alexander; & Arthur J. Lewis. (1980). Curriculum Planning for Better Teaching & Learning. (4th ed.). New York: Holt Ranehart& Winston.<br><br>• Trum J. Lyod. (1967). Secondary School Curriculum Improvement. New York: Prentice-Hall.<br><br>• Tyler, Ralp W. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc.<br><br>• Tyler, Ralp W. (1974). Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press.<br><br>UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO<br><br>• Chakrabarty, P.K. (2011)Pathkram Niti o Nirman. Classic Books Publishers, Kolkata |

| Course - 2.2.6 | Internship in Teacher Education Institution ( Credit 2) | Internal Assessment 50 | External Assessment |
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| **Objectives** | After going through this course the student teachers shall be in a position to:<br>• Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes.<br>• To analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.<br>• To develop competencies in organising various kinds of teacher education curriculum specific activities.<br>• To develop an understanding of the needs and relevance of in-service teacher education practices. | | |
| **Internship Activities:** | These will be divided into three sections<br>**Part A: Observation of activities-**<br>• Class room teaching<br>• Micro teaching practice<br>• Preparation unit plans<br>• Preparation of lesson plans<br>• Model lesson<br>• Assembly<br>• Co curricular activities<br>• Seminar presentation | | |

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| | • Student council |
| | • Community work |
| | • Organisation of In-service education programme |
| | **Part B: Assisting B.Ed. students-** |
| | • Assisting B.Ed. students in lesson plan preparation |
| | • Assisting B.Ed. students in daily development of teaching learning strategies (Unit Plans) |
| | • Assisting B.Ed. students in giving seminar paper presentation |
| | • Assisting B.Ed. students in TLM preparation |
| | • Assisting B.Ed. students in SUPW activities |
| | • Assisting B.Ed. students in organising exhibition |
| | • Assisting B.Ed. students in organising community work |
| | **Part C:** |
| | Interviews of pupil teachers, in service teacher trainees, teacher educators, school management heads, administrative authorities etc. |
| **Evaluation of Internship** | The internship would be evaluated by performance rating on following basis; <br> • Under the supervision of M.Ed. teacher in charge and mentors student teachers will maintain a Diary for all observations. <br> • Cumulative Assessment by mentor teacher <br> • Outcome of the activities <br> • Records submitted on reflections during internship <br> • Submission of reports. <br> • Study of teacher education institution on instructional and evaluation practices |
| **Modes of Transaction** | The internship in-charge(s) shall divide the groups on the basis of their specialisation/ areas of interest. <br> The teacher educators shall facilitate the internship programmes in consultation with the Heads of the teacher education institutions. <br> They will monitor the in-service activities on day-to-day basis and maintain diaries |

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| **Semester –II    Internal Assessment 220  and External Assessment 280     Total - 500** |

## Semester III (20 credits)

| Course - 2.3.1 | Specialization Courses in Elementary Or Secondary Education | Internal Assessment | External assessment |
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| | | 60 marks | 140 marks |
| | Group A-Institutions, System and Structure (2 Credits) | 15 | 35 |

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| | **Group B- Stage Specific Status Issues and Concerns (2 Credit)** | 15 | 35 |
| | **Group C- Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 Credits)** **Total 8 credits** | 30 | 70 |
| **Course - 2.3.1.E- A** | **Specialization Courses in Elementary** **Group A-Institutions, System and structure (2 Credits)** | **Internal assessment** 25 | **External assessment** 35 |
| **Objectives** | The objectives of the course are to help students- <ul><li>Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education</li><li>Understand the functioning of various support services at Elementary Level</li><li>Develop critical understanding about issues and challenges in elementary education</li><li>Understand the significance of EMIS and Research in bringing positive changes in elementary education</li><li>Provide opportunity to develop critical understanding about significance of transitions in elementary education</li></ul> | | |
| **Unit I** | **Introduction to Elementary Education and Recommendation of Committees and Commissions** **a) Introduction to Elementary Education** <ul><li>Concept, need and importance and objectives **elementary education**</li><li>Status of elementary education in India</li><li>Growth and development of elementary education in historical perspectives</li><li>Daker Summit and Millennium Development Goals</li></ul> **b) Recommendation of Committees and Commissions** <ul><li>Radha Krishna Commission 1948</li><li>Modhuliar Commission 1953-54</li><li>Khotari commission 1964-66</li><li>National Policy on Education 1986</li><li>Programme of Action 1992</li><li>NCF 2000 and NCF 2005</li></ul> | | |
| **Unit II** | **Organisations, Institutions and Agencies of Elementary Education** <ul><li>Organizations and Institutions in administration and management of elementary education -</li></ul> | | |

|  | 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<br><br>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),<br><br>c) District and sub district levels - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association),<br><br>• International Agencies – UNICEF, UNESCO, WHO, IBE<br><br>• NGOs, Civil Society and Advocacy groups –focus areas, importance and functions |
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| **Course - 2.3.1.E.B** | **Group B Group B- Stage Specific Status Issues and Concerns (2 Credit)** |
| **Unit III** | **Status of Elementary Education**<br><br>• Status of Elementary Education- National Scenario in terms of enrolment, retention, dropout, Out of school children<br><br>• Status of Infrastructural facilities- classrooms, library, Separate toilets for boys and girls, Kitchen sheds<br><br>• Status of qualified and professionally trained teachers<br><br>• Achieving UEE - Universal access, retention and success<br><br>• Quality concerns in elementary education – classroom processes, learning achievement, teacher and teacher preparation<br><br>• Language formula and its implementation - medium of instruction, multilingual approach at primary level<br><br>• Matching local conditions with reference to cultural practice and language - utilising family and community resources<br><br>• Implementation of Right of Children to Free and Compulsory Education Act 2009<br><br>• Co-ordination among and between different ministries for ensuring effective inclusive elementary education |
| **Unit-IV** | **Issues and Concerns**<br><br>• Enrolment, Retention, Dropout, Gross Enrolment Ratio, Net Enrolment Ratio<br><br>• Access- Physical, Social, and Gender<br><br>• Quality of Access -Physical, Social, and Gender<br><br>• Equity and Equality<br><br>• Student Teacher Ratio<br><br>• Community Participation |

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| | • Inclusive Education<br>• Inclusive Education- Enrolment of CWSN, Resource Teachers, Provisions for CWSN<br>• Child Rights<br>• Child Rights Conventions,(CRC 1959, 1989) Basic Rights of the Child ( 10 Basic rights), Child Rights Legislation in India (National Policy on Children 1974, Ratification of CRC 1992, Juvenile Justice act 1986, and its amendments in 2000, 2006, 2015, Child Labour Prohibition and Regulation act 1986, Protection of Children from Sexual Offence 2012) | | |
| Course - 2.3.1. E. C | Group-C<br>Policy and Practice Relating to Curriculum, Pedagogy and Assessment ( 4 credits) | Internal Assessment<br>30marks | External Assessment<br>70 marks |
| Unit - I | **Unit-I: Planning, Policies and Administration of Elementary Education**<br>• Constitutional provision; recommendations of Education Commission, National Policies of Education<br>• Five year National Development Plans– shift in focus on elementary education, budget consumption of elementary education<br>• Decentralization of authority and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA<br>• 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.<br>• Right to Free and Compulsory Education Act 2009<br>• Role of authority and civil society in programme implementation | | |
| Unit II | **Curriculum, Pedagogy and Assessment in Elementary Education**<br>• Principles of Curriculum development at Elementary Level<br>• National Curriculum Frameworks of Secondary Education, Common Core Curriculum<br>• Relevance. integration, flexibility, contextuality and plurality determinants of curriculum at elementary level<br>• Pedagogy relevant at the elementary level<br>• CCE at elementary stage<br>• School based assessment: preparation of scheme and guidelines | | |
| Unit III: | Curriculum Evaluation:<br>• Importance of evaluation of curriculum;<br>• Models of curriculum evaluation;<br>• Interpretation of evaluation results and method. | | |
| Unit IV | Instructional System & Pedagogical Concerns<br>• Theoretical Paradigm of Instructional Objectives.<br>• Teacher Controlled Instruction; Learner Controlled Instruction; Group Controlled.<br>• Instruction; Instructional Planning- Issues in Instructional Planning, Steps in | | |

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| | Instructional Planning. |
| | • Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; System Approach. |
| **Practicum** | **Any two from the following** <br><br> • Preparation of status report on elementary education in a district with reference to access, enrolment, participation and learning achievement <br><br> • Observation Report on the implementation of any one of programme in two elementary schools to improve quality. <br><br> • Preparation and presentation of a seminar paper on philosophy and practices of elementary education as advocated by different educationists <br><br> • Preparation of a short write-up on "initiatives to bridge gender gap in elementary education" and discuss <br><br> • Survey on the opinion of elementary school teachers on the policy of 'inclusive education' <br><br> • Visit report on one or two elementary schools in the neighborhood to observe midday meal scheme and recommendations <br><br> • inclusive environment and prepare a report on its implementation and offer suggestions <br><br> • Writing 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 <br><br> • Comparison of the National and International curriculum of elementary education and discuss <br><br> • Analysis of the grade wise or subject wise curriculum of any two States |
| **Suggested Reading** | • Aggarwal, J.C. (2004), Development of Education System in India. New Delhi: Shipra. <br><br> • Aggarwal, J.C. (2005), Recent developments and trends in education. New Delhi :Shipra Publication. <br><br> • Child rights Convention – UNICEF – 2000 <br><br> • Education for All (1993): The Indian Scene,New Delhi, Department of Education, Ministry of Human Resource Development, Government of India. <br><br> • Foure E. and others: Learning to be UNESCO, Delhi, Sterling Publishers, 1973. <br><br> • Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi <br><br> • Duggan R C and Pole C J (1996) Reshaping education in the 1990s: Perspectives on Primary schooling Falmer Press UK. <br><br> • Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi. <br><br> • Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education. <br><br> • Govt. of India (2005). National Plan of Action for Children, 2005: |

Department of Women and Child Development, New Delhi.

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- Gupta, V.K and Gupta, Ankur (2005): Development of Education System in India. Vinod Publication, Ludhiana.

- Jayapalan, N. (2002): Problems of Indian Education. H.B. Bhargava Publications, Delhi.

- Jha, P.K., Das, S., Mohanty, S.S., Jha, N. K. ().Public Provisioning for Elementary Education in India.

- Jones, V. (). Inside Out: Elementary: Teacher's Book

- Khan, R.S &Ahammed. I. (1997). Elementary Education & the Teacher, Delhi: IASC, JamiaMilliaIslamiya

- Kochhar S.K. (1981) Pivotal issues in Indian education

- Kumar, I. & Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala

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- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.

- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi

- Mehrotra, S. ().The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs

- Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling PublishersPvt. Ltd.

- Mohanty, J. (2002). Primary and Elementary Education. New Delhi: Deep & deep publications, Pvt. Ltd.

- Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.

- National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education

- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi

- National Policy of Education 1986/1992.

- National Curriculum Framework on school education, 2005

- Naik, J.P. (1965) Elementary Education in India (The Unfinished Business) Bombay: Asia Publishing House.

- Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.

- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.

- National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
- National Policy of on Education, 1986 (With modifications of Action 1992)New Delhi:MhRD, 1992
- National Policy of on Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992
- NCERT: National curriculum Frame work (2005).
- NCTE (2009) NCF for Teacher Education: New Delhi

**Universalisation of School Education –The road ahead**
Dr.Niranjanaradhya V. P.Year of Publication: 2004

| Course -<br>2.3.1.S. C | Specialization Courses in Secondary and Higher Secondary Education | Internal Assessment<br>60 | External assessment<br>140 |
|---|---|---|---|
| | Group A-Institutions, System and structure (2 Credits) | 15 | 35 |
| | Group B- Stage Specific Status Issues and Concerns (2 Credit) | 15 | 35 |
| | Group C- Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 Credits) | 30 | 70 |
| | Total 8 credits | | |
| 2.3.1.S: | Specialization Courses in Secondary and Higher Secondary Education<br>Group A-Institutions, System and structure (2Credits)<br>Group B- Stage Specific Status Issues and Concerns (2Credits) | Internal Assessment<br>30 | External Assessment<br>70 |
| Objectives | After completion of the course the prospective teacher educators will be able to:<br><br>• understand the status of secondary and higher secondary education in India<br>• know different commissions and policies on secondary and higher secondary education in India<br>• analyze the issues of secondary and higher secondary education in different aspects<br>• interpret the outcome of different programmes in different levels.<br>• examine condition of teacher education programmes in secondary and higher secondary level. | | |

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| | • investigate the emerging needs of teacher education programme at secondary and higher secondary level.<br>• develop critical understanding about current status of Secondary education in India<br>• understand policy perspectives in decentralization of administration and management of secondary and senior secondary education<br>• understand organizational structure and functions of institutions in administration and management of Secondary education at various levels<br>• analyze various secondary education curricula exist in India and review with a focus on its criticality<br>• develop perspective of inclusive education<br>• analyse the role of various organisations, institutions and agencies in Secondary Education<br>• develop perspective on transition from elementary education to secondary education |
| **Unit I** | **Introduction to secondary and higher secondary education.**<br>• Concept, Need, Aims and Objectives of Secondary and Higher Secondary Education<br>• Growth and Development of Secondary and Higher Secondary Education<br>• Status of Secondary and Higher Secondary Education in India<br>• Universalisation of Secondary Education<br>• Norms for Secondary and Higher Secondary Schools<br>• Structure, Approaches and Strategies for Secondary and Higher Secondary Education<br>• Secondary Education in 5 year Plans<br>• Policy perspectives in decentralization of administration and management of secondary and senior secondary education- Local Bodies, SDMC, PTA<br>• Administration responsibility of different levels of central and state government; types of schools, Regulation of private school; matching supply-demand aspect of secondary education.<br>• CABE Committee on Universalization of Secondary Education – recommendations. |
| **Unit II** | **Organisations, Institutions and Agencies in Secondary Education**<br>• National level Organisations and Institutions in administration and management of secondary education<br> - Ministry of Human Resource Development (CABE, CBSE, ICSE, NEUPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS);<br> - Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs<br>• State level Organisations and Institutions in administration and management of secondary education<br> - State departments of education, Directorates and Secretariats, State |

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| | Boards of School Education, |
| |    - SCERT / SIE, State Institute of Educational Technology (SIET), |
| |    - State Institute of Educational Management and Training (SIEMAT) , |
| | • District and sub district levels Organisations and Institutions in administration and management of secondary education |
| |    - District Education Office, |
| |    - Block Education Office, |
| |    - Department of Public Instruction , |
| |    - SMC (School Management Committee), PTA (Parent Teacher Association) |
| | • International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE |
| | • NGOs, Civil Society and Advocacy groups –focus areas, importance and functions |
| **2.3.1.S:B** | **Group B** |
| **Unit III** | **Status of Secondary Education**<br><br>• Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout, and out of school children<br>• Status of Infrastructural facilities- classrooms, library, Separate toilets for boys and girls, Kitchen sheds<br>• Status of elementary school teachers in terms oq qualification and professional training teachers.<br>• Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty, Quality Improvement in Schools.<br>• Issues relating to drop out of students at Secondary and Higher Secondary Level<br>• Equity, Equality and Social Justice in Secondary and Higher Secondary Education<br>• Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education<br>• Objectives, levels and structures of Teacher Education Programme at Secondary and Higher Secondary Level<br>• Issues and Concerns of Pre-Service and In-Service Teacher Education at Secondary and Higher Secondary Education<br>Role of NCTE and RCI in Secondary and Higher Secondary Teacher Education Programme |
| **Unit IV** | **Programmes and implementation strategies of Secondary Education**<br><br>• Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of |

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| | Secondary education<br>• RMSA for achieving Universalization of Secondary Education – programmes and strategies, its impact on quality enhancement<br>• National Vocational Education Qualification Framework (NVEQF)<br>• Role of authority and civil society groups in programme implementation<br>• Centrally sponsored schemes and state projects and programmes – the changes it brought in secondary education | | |
| **2.3.1.S:C** | **Group C**<br>**Policy and Practice Relating to Curriculum, Pedagogy and Assessment**<br>**( 4 credits)** | **Internal Assessment**<br>**30 marks** | **External Assessment**<br>**70 marks** |
| **Unit I** | **Curriculum, Pedagogy and Evaluation in Secondary Education**<br>• Undifferentiated and Differentiated Curriculum<br>• Essential Features and Components of Curriculum: Language Curriculum, Science Curriculum, Mathematics Curriculum, Social Science Curriculum and Commerce Curriculum<br>• Relevance of Sex Education in Education at Secondary Level<br>• Principles of Curriculum Construction at Secondary Level<br>• Approaches and Strategies of Secondary Education: Access, Quality and Equity<br>• Provisions of Secondary and Higher secondary education in NCF 2000 and 2005<br>• Rashtriya MadhyamikShikshaAbhiyan (RMSA)/ Universalization of Secondary Education<br>• Gender parity in Secondary Education<br>• Inclusive Curriculum at Secondary Stage<br>• National Curriculum Frameworks of Secondary Education, Common Core Curriculum incorporating work centred pedagogy.<br>• Relevance, integration, flexibility, conceptuality and plurality determinants of curriculum at secondary level. | | |

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| **Unit II** | **Pedagogical Practices at Secondary and Higher Secondary Level** <br> • Validity and Significance of course content, Consistency with social reality, Situational Analysis of the Curriculum contexts at secondary and higher secondary level <br> • Pedagogy relevant at the secondary education level <br> • Methods of Teaching: Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar, Field Work. <br> • Transaction of issues i.e. gender issue, value and peace education. <br> • Pedagogical content knowledge for different subjects <br> • Collaborative Learning-meaning and its role in curriculum transaction <br> • Cooperative learning-meaning & its role in Curriculum transaction <br> • Approaches of Teaching :Multidisciplinary and Interdisciplinary Approaches <br> • Subject, Learner and Activity cum Experience Centered Curriculum Design <br> • SMART schools in KendriyaVidyalayas and NavodayaVidyalayas acting as Technology Demonstrators, ECTLT( Electronic Comprehensive Teaching Learning Tool) <br> • Information and Communication Technology in Schools (ICT @ Schools) <br> • Significance of INSPIRE in promotion of Science and Technology <br> • National Talent Search Examination( NTSE) <br> • Use of various methods & media in transaction |
| **Unit III:** | Curriculum Evaluation: <br> • Importance of evaluation of curriculum; <br> • Models of curriculum evaluation; <br> • Interpretation of evaluation results and method. |
| **Unit IV:** | Instructional System & Pedagogical Concerns <br> • Theoretical Paradigm of Instructional Objectives. <br> • Teacher Controlled Instruction; Learner Controlled Instruction; Group Controlled. <br> • Instruction; Instructional Planning- Issues in Instructional Planning, Steps in Instructional Planning. <br> • Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; System Approach. |
| **Practicum** | **Any two from the following** <br> • Analyse the All India Education Survey Report through the indicators and interpret the results <br> • Visit a secondary/higher secondary school and investigate the quality of the school based on the recommended norms <br> • Survey on enrolment, drop out and retention rate of the secondary/higher secondary school at the local area. <br> • Analysis of the social aspects of girl's education at secondary/higher secondary through survey or interviews. <br> • Preparation of a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement |

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| | • Writing of a critical report on the implementation of any one of the programmes to improve secondary education<br><br>• Collection, evidence based practices, Case study on the sustainability of the any one of the programmes of improving Secondary Education<br><br>• Analysis of RMSA in the backdrop of CABE committee on USE<br><br>• Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE)<br><br>• Group work and presentation on innovative assessment technique<br><br>• Preparation of a report on the existing status of the teachers, method of recruitment and salary structure<br><br>• Survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve<br><br>• Preparation of school profiles of different types of secondary schools.<br><br>• Conducting an interview with teachers/students/parents of different schools and preparation of a report on problems of secondary education.<br><br>• Survey of educational needs of disadvantaged/students with disabilities<br><br>• View films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education)<br><br>• Conducting of a survey to assess the status of Implementation of ICT at School Scheme in Secondary schools.<br><br>• The sessional activates are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions |
| **Suggested Reading** | • Aggarwal, J.C. (1988) : Teachers Role, Status, Service Conditions and Education in India, (Doaba House)<br><br>• Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.<br><br>• Aggarwal, J.C. (2005) Recent developments and trends in education. New Delhi :Shipra Publication.<br><br>• Child Rights Convention – UNICEF – 2000<br><br>• Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT<br><br>• Committee on the Impact of the Changing Economy on the Education System, National Research Council. ().The Knowledge Economy and Postsecondary Education.<br><br>• Coombs P.H. (1985): World Crisis in Education: The View Form Eighties, Oxford University Press, New York.<br><br>• Education for All (1993): The Indian Scene,New Delhi, Department of Education, Ministry of Human Resource Development, Government of India<br><br>• Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.Govt. Of India (1953) Report of Secondary Education Commission, New Delhi. |

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- Khanna, P.K. (2005) Education in the New Millennium. Jaipur : ABD
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- Kochhar S.K. (1981) Pivotal issues in Indian education
- Kumar, I. and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.
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- Mukerji, S.N., . Secondary School in India
- Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.
- Nagpure, V., (1982), Teacher Education at Secondary Level Bombay: Himalaya Publishing House,
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|  | Publishers, New Delhi. |
|  | • National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers. |
|  | • National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers. |
|  | • National Policy of Education, 1986 (With modifications of Action 1992)New Delhi:MhRD, 1992 |
|  | • National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992 |
|  | • NCTE (2009) NCF for Teacher Education: New Delhi |
|  | • National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education |
|  | • National Policy of Education 1986/1992. |
|  | • National Curriculum Framework on school education, 2000 and 2005 |
|  | • NCERT (1997) Code of Professional Ethics for Teachers. |
|  | • NCERT, New Delhi  Govt. of India (1953) Report of Secondary Education Commission, New Delhi  Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi  Govt. of India - (1986/1992) . |
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|  | • Rao, V.V. (2004) Education in India : DPH. |
|  | • Report of Indian secondary education commission 1952-53 |
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|  | • K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi |

**Right of Children to Free & Compulsory Education Act-Miles to Go…A Case Study of a Gram Panchayat**
Author: Dr. Niranjanaradhya VP & Abhinav Jha
• Year of Publication: 2013

| Course - 2.3.2 | Advanced Research Methods (Including Statistical Techniques)  ( 2 credits) | Internal Assessment 15 marks | External Assessment 35 marks |
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| Objectives: | After completion of the course the students will be able to- **1.** To develop understanding and skills in using various quantitative and qualitative techniques of data analysis. | | |

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| | 2. To develop understanding and skills to analyze & interpret data. |
| | 3. To develop competencies in Research reporting& Research Synthesizing. |
| **Unit-I** | **Quantitative Data Analysis-part l**<br><br> - Scales of Measurement<br><br> - Descriptive Statistics: Data Tabulation, Frequency Distribution, Graphical Representation, Measures of Central Tendency and Variability, Percentile, Percentile Rank & Ogive , Standard Score, Probability, Normal Probability Curve and its Properties, Deviation from normality and underlying causes, Meaning, Computation and Interpretation of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, Coefficients of Determination and Alienation. |
| **Unit II** | **Quantitative Data Analysis-part II**<br><br> • Inferential Statistics: Logic of inferential process, Cause and Effect relation, Single Cause, Multiplicity of Causes , Testing hypothesis- Null or Directional, Qualitative & Statistical Difference and Relationship Testing, Meaning of Statistical Significance, Levels of Significance, Two types of Error, Power of a Test, One and Two Tailed Tests, Degrees of Freedom, Testing significance of Difference between Means and other Statistics, t-test, ANOVA, ANCOVA, Chi- Square Test, Inference and Generalization, Emerging Laws,  Principles and Theories<br><br> • Utilizing Software Packages for quantitative analysis (Use of SPSS, MS Stats, MS Excel) |
| **Unit IIl** | **Qualitative Data Analysis**<br><br> - Techniques of qualitative data analysis-Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences<br><br> - Utilizing Packages for qualitative analysis ( Use of Anthropack) |
| **Unit IV** | **Writing of Research Report & Synthesizing Research**<br><br>- Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/     Referencing, Appendix,  Variation in the scheme of Reporting<br><br>-   Synthesizing Research -Quantitative, Qualitative, Trend Analysis, Narrative Approach, Vote Counting     Method, Combined Significance Method, Effect Magnitude Method. |
| **Practicum** | The students will be required to present a term paper on any one topic in the content.<br><br>They will also be assessed on the basis of statistical analysis of the given data and statistical practice |
| **Suggested Reading** | • Best. J. W. & Kahn. J. V. (2008).Research in Education (10th edition). Delhi: Pearson Education.<br><br> • Burns, R. B. (2000) Introduction to Research Methods. New Delhi : Sage Publication. |

- Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.
- Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication.
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- Machi, L. A. (2009).The Literature Review. California: Corwin Press.
- McNiff, Jean. (2009). Doing and Writing Action Research. Lon Angles: Sage.
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- Tuckman. B. W. (1979).Conducting Educational Research (2dn edition). New York: Harcourt Brace Javanovich Inc.
- Van Dalen, D. B. & Meyer, W.J. (1979).Understanding Educational Research. New York: Mc-Grow-Hill Book Company.
- Walford, Geoffrey. (2005).Doing Qualitative Research. London: Continuum.

Wiersma, W. &Jurs, S.G.(2009).Research Methods in education.(9th edition). Delhi: Pearson Education.

| Course - 2.3.3 | Internship ( 4 credits) | Internal Assessment 50 | External Assessment 50 |
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| **Objectives** | After going through this course the student teachers shall be in a position to:<br>• Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes.<br>• To analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.<br>• To develop competencies in organising various kinds of teacher education curriculum specific activities.<br>• To develop an understanding of the needs and relevance of in-service teacher education practices. | | |
| **Internship Activities:** | These will be divided into three sections<br>**Part A: Observation of activities-**<br>• Class room teaching<br>• Micro teaching practice<br>• Preparation unit plans<br>• Preparation of lesson plans<br>• Model lesson<br>• Assembly<br>• Co curricular activities<br>• Seminar presentation<br>• Student council<br>• Community work<br>• Organisation of In-service education programme<br>**Part B: Assisting B.Ed. students-**<br>• Assisting B.Ed. students in lesson plan preparation<br>• Assisting B.Ed. students in daily development of teaching learning strategies (Unit Plans)<br>• Assisting B.Ed. students in giving seminar paper presentation<br>• Assisting B.Ed. students in TLM preparation<br>• Assisting B.Ed. students in SUPW activities<br>• Assisting B.Ed. students in organising exhibition<br>• Assisting B.Ed. students in organising community work<br>**Part C:**<br>Interviews of pupil teachers, in service teacher trainees, teacher educators, school management heads, administrative authorities etc. | | |
| **Evaluation of Internship** | The internship would be evaluated by performance rating on following basis-<br>• Under the supervision of M.Ed. teacher in charge and mentors student teachers will maintain a Diary for all observations.<br>• Cumulative Assessment by mentor teacher | | |

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| | • Outcome of the activities<br>• Records submitted on reflections during internship<br>• Submission of reports.<br>• Study of teacher education institution on instructional and evaluation practices |
| **Modes of Transaction** | The internship in-charge(s) shall divide the groups on the basis of their specialisation/ areas of interest.<br><br>The teacher educators shall facilitate the internship programmes in consultation with the Heads of the teacher education institutions.<br><br>They will monitor the in-service activities on day-to-day basis and maintain diaries |

| Course 2.3.4 | ICT in Education ( 2 Credit) | Internal Assessment<br>15 marks | External Assessment<br>35 marks |
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| **Objectives** | The objectives of the course –<br>• To understand the Concept, need and importance of ICT.<br>• To prepare the students to become ICT skilled teachers.<br>• To get acquainted with ICT supported teaching learning strategies.<br>• To prepare the students to select to appropriate ICT facilities.<br>• To get acquainted with the new trends in ICT.<br>• To comprehend the meaning of system and instructional systems.<br>• To realize the importance of instructional systems. | | |
| **UnitI** | **Digital Technology & Socio-Economic Context**   (2 Hours)<br><br> • Concept of ICT<br> • Technological Determinism & Developmental Challenges<br> • Technology Integrated Education: Management Information System Series<br> • Media Crowd & Media Culture<br> • High Tech & High Touch | | |
| **Unit II** | **Information Age Skills**<br><br>• **Info-Savvy  Skills**: Asking, Accessing, Analyzing, Applying & Assessing<br>• **Techno-Pedagogic Skills:** Media-Message Compatibility, Media Designing, Integration of message, media and modes, Proximity of Message Forms, Media Language Proficiency, Media Choice, Media Credibility & Message Authenticity<br>• **Digital Skills:** Functional Literacy skills, Scientific Literacy skills, Technological Literacy skills, Functional Literacy, Information Literacy skills, Cultural Literacy skills, Global Awareness skills | | |

| Unit III | **: ICT Integrated Education** |
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| | <ul><li>On line Admissions</li><li>Digital Lesson Designing</li><li>Evaluation Rubrics</li><li>E-Portfolios of Learners</li><li>Time-Space-Personnel Management</li><li>Learning Resources Management</li><li>Web Based Instruction</li><li>Office Automation</li><li>Online Research</li><li>E-guidance & counselling</li><li>E-modules</li><li>E-learning Resources</li></ul> |
| Unit IV | **ICT supported teaching learning strategies**<ul><li>E-Learning and Web base learning–concept, features and educational application</li><li>Co-operative and Collaborative Learning –concept, features and educational application</li><li>Project based Learning -–concept, features and educational application</li><li>Communication Tools - Mobile, e-mail, chat  Online Conferencing, Blog, Wiki, Internet forum, News Groups</li></ul> |
| Unit V | New trends in ICT<br><br><ul><li>.Virtual Classroom - concept, elements, advantages and limitations</li><li>Smart class room – concept, elements, advantages and limitations</li><li>Edusat - concept, elements, advantages and limitations</li><li>Online Learning Resources: e- Library, Websites, Apps, and Web 2.Technology</li></ul>Social networking as an effective communication tool |
| Practicum | **Practicum: As follows**<br><br>1. Designing, Developing & Disseminating  e-news letter, e-Journal  & e-book<br>2. Designing, Development & Implementing The following Computer Based Systems:<ul><li>Online Testing</li><li>Learning Resources Management</li><li>Time-Space-Personnel Management</li><li>Laboratory Management</li><li>Guidance & Counselling</li></ul>3. Programming  CALM, CAI & WBI<br>4. Development of e-content/e-module<br>. |

| Suggested Reading | <ul><li>Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge</li><li>Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi</li><li>Evant, M: The International Encyclopaedia of Educational Technology.</li><li>Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE</li><li>Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012)Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD:Denver</li><li>Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK</li><li>Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU</li><li>W.J. Pelgrum and N. Law (2003). ICT in Education around the world-Trends, Problems and Prospects. UNESCO: Paris</li><li>MHRD. (2012). National policy on information and communication technology (ICT) in school education. MHRD, Government of India.</li><li>National Mission in Education through ICT www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf</li><li>Panda B.N.( 2013). Open Educational Resources, RIE, NCERT, Bhubaneswar, Odisha, India</li><li>Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.</li><li>Schank, R.C. (2001) Virtual Learning New York: McGraw Hill.</li><li>Senapaty H.K. (2010), Package on ICT Mediated Constructivist Learning for Professional Development of Teacher Educators, RIE, NCERT, Bhubaneswar, Odisha, India</li><li></li></ul> |
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| Course - 2.3.5 | Dissertation Related Work ( 2 credits) | Internal Assessment 50 | External Assessment |
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| Objectives | After completing this component of dissertation the prospective teachers will be able to-<ul><li>understand the purpose and importance the review of related studies in any kind of research.</li><li>analyse the existing research and be able to establish the need of their study in the background of studies reviewed.</li><li>learn how to organize the review chapter/section</li><li>learn basic criteria for selection of tool(s) from the available standardized tools.</li><li>learn guidelines, principles and procedures for the development of</li></ul> | | |

| | various tools. |
| | • understand the various intricacies of data collection. |
| | • learn to tabulate data according to the objectives of the study |
| 2.4.1 | **Framework/Structure of Report on Review and Data Collection**<br><br>The prospective teacher educators are expected to undertake the following activities and write a report covering the following aspect-<br>• A brief write up on need and importance of review of related studies<br>• Writing and classifying the research abstracts under different variables of study.<br>• Analysis of studies reviewed<br>• Relevance of the study in hand in relation to the studies reviewed<br>• Justification and description of various tools and techniques adopted/ developed for collection of data.<br>• Methods and procedures adopted for collection of primary and secondary data.<br>• Tabulation of data and titles of tables. |
| **Practicum** | • Collection of related studies and writing of their abstracts.<br>• Analysis of related studies and establishing the need of one's study in the background studies already conducted.<br>• Organisation of a group discussion on the need and importance of literature review.<br>• Arranging debates on different styles/approaches on the organisation of review chapter/section<br>• Listing of various sources of review of related studies.<br>• Organisation of seminar on tools and techniques of data collection in quantitative and qualitative research.<br>• Development/construction of tools for collection of data.<br>• Defining strategies for collection of primary and secondary data.<br>• Collection of data and tabulation as per objectives of the study. |

| **Semester –III    Internal Assessment 290  and External Assessment 210     Total - 500** |
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# SEMESTER IV (20 credits)

| Course - 2.4.1 | Perspectives, Issues and Research in Teacher Education | Internal Assessment | External Assessment |
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| | ( 4 credits) | 30 | 70 |
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| **Objectives** | After going through this course the student teachers will be in a position to:<br><br>• Develop a holistic perspective of teacher education in the country<br><br>• Analyse the implications of education policies on reforms in teacher education and its norms and guidelines.<br><br>• Identify the problems of teacher education programmes and teacher effectiveness.<br><br>• Understand the significance of research for knowledge generation in the area of teaching and teacher development with methodical perspectives. | | |
| **Unit I** | **Teacher Education as Professional Education**<br><br>• Teacher development- concept, factors influencing teacher development- personal and contextual. Professionalism in Teacher Education<br><br>• Teacher education in India: historical perspective<br><br>• Approaches to teacher development- Traditional, Academic, Personalistic, Competency, Social Reconstructionist, synthetic view.<br><br>• NCTE: Structure and Functions.<br><br>• Scope of Teacher Education Programmes as enlisted in NCTE Regulations, Stage specific and area specific teacher education programme. | | |
| **Unit II** | **Structure and Management of Teacher Education**<br><br>• Universalisation of elementary education and universalisation of secondary education and its implications for teacher education at school stage. Viz. Pre-primary, elementary, Secondary, Higher Education, Physical education, Music Education, Visual arts Education, Special Education ect.<br><br>• Preparing teachers for different context of School Education. State Level planning, Demand and Supply of Qualified Teachers at different stages.<br><br>• NCTE Norms and Standards for Teacher Education Programmes at elementary level, secondary level and masters' degree level.<br><br>• Management of Teachers at State level; Qualification of Teachers, Teacher recruitment Policies, Professional development of Teachers and vertical mobility of teachers. | | |
| **Unit III** | **Problems and Issues in Teacher Education**<br><br>• Problem of pre-service teacher education: Bureaucratisation; inadequate planning; privatization and commercialization, economics of teacher education.<br><br>• Challenges of professional development of teachers such as its relevance to school education. Improperly qualified teacher educators, assurance of quality of teacher education programmes.<br><br>• Teacher educators' Leadership competencies in planning, implementation and evaluation of pre-service and in-service teacher education programmes.<br><br>• Issues related to enhancing teacher educators competency.<br><br>• Networking of teacher education; Teacher Education Institutions; | | |

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| | Universities; Government agencies; Regulatory bodies and community for preparing teachers for different levels of school education. |
| **Unit IV** | **Research and Development in Teacher Education**<br><br>• Education of Teacher Educators; Preparatory Programme and Professional development of Teacher Educators at different stages.<br>• Paradigms for research and Teaching: Gage, Doyle and Shulman.<br>• Research and effectiveness of teacher education programme.<br>• NAAC-NCTE criteria for assessment of Teacher Education Institutions.<br>• Methodological issues of research in teacher education- Theoretical research versus Applied research, Participatory action research and teaching effectiveness.<br>• Trends of research in Teacher education. |
| **Practicum** | • Study of the annual report of the SIEMAT/SCERT/RIE/NCERT/NUEPA, universities teacher education institutions, ASCs etc.<br>• Describe any current practice in teacher education with its background.<br>• A review of researchers in any one areas of research in teacher education and write the policy implications.<br>• Review of research article in teacher education and implications for practitioner teachers etc. |
| **Suggested reading** | • Bruce R Juice et al (2014), *Models of Teaching* (9$^{th}$ edition), London; Pearson<br>• Singh L.C. (Ed 1990), *Teacher education in India*, New Delhi, NCERT<br>• Smith B.D. (1980) *A Design for a School Pedagogy*, U S Govt. Washington, D.C.<br>• Furlong John (2013), *Education an anatomy of the Discpline*, Routledge, London.<br>• Sahoo P.K. et al (eds) (2010), *Professionalism in Teacher Education*, new Delhi, concept.<br>• Sahoo P.K. et al (eds) (2014) *Quality education in India* Vol I & Vol II New Delhi, concept<br>• Passi B.K. (eds) (1976), *Becoming better Teacher*, Ahmedabad, Sahityamudranalaya<br>• Allen D & Ryan K (1969), *microteaching reading Mass*, Addison-wesley.<br>• NCERT, New Delhi (2006), *6$^{th}$ survey of Research in Education*<br>• Flanders N.A. (1970) Analyzing Teaching Behaviour, reading, Addispn-welsey, mass<br>• Gardener H. (1983), Frame of Mind*; the theory of multiple intelligences*, Basic Books, New York<br>• NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi<br>• NCTE (2014) Norms and Guidelines of Teacher Education Programme<br>• NCTE (1979) Organization of Core Teaching Programme Package, NCERT, |

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| | New Delhi<br>• NCTE Publications on Teacher Education Like:<br>  - Teacher Education in India: A Critique. (English and Hindi)<br>  - Yadav, M.S., & Lakshmi T.K.S. ........ | | |

| Course -<br>2.4.2 | Title: Education Policy, Economics of Education and Educational Planning ( 12 credits)( In the context of Elementary Education or Secondary Education) | Internal Assessment ( Marks)<br>30+30+30= 90 | External Assessment 70+70+70= 210 |
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| 1.      E | Educational Policy in the context of Elementary Education ( 4 Credits) | Internal Assessment<br>30 | External Assessment<br>70 |
| **Objectives** | The objectives of the course are to enable students<br><br>• Understand the concept of Educational Policy<br>• Develop concept into dynamics of policy<br>• Learn about  determinants of educational policy in Elementary Education<br>• Know about schemes and programmes in five year plans<br>• Develop insight into various problems of Elementary Education | | |
| **Unit I** | Educational Policy in India<br><br>• Issues related to framework of educational policy- democratic princ development and social context<br>• Constitutional provisions and interventions on educational policy formulat respect of Elementary Education<br>• The role of National Development Council and Central Advisory Boa Education  in framing policy in Elementary Education<br>• Centre State relationship and its implication in policy formulation | | |
| **Unit II** | Dynamics of Policy making in Elementary Education<br><br>• Issues related to right to education, Inclusive education, equity in educ accreditation, language policy, teacher education.<br>• Gender issues in education and empowerment, interventions by the governm address gender disparity | | |
| **Unit III** | Elementary Education and Five Year Plans<br><br>• Educational policies regarding  Elementary Education in Five year Plans special reference to current Five year Plan | | |
| **Unit IV** | Historical aspects of policy reform in education in India in respect of Elementary Education<br><br>• Education Commissions and Committees that influenced education policy in India;<br>• National Policy on Education 1968 & 1986/92;<br>• Right to Eductaion Act ( 2009) | | |
| **Unit V** | • Current policy-related challenges:<br><br>• Expansion of educational facilities to reach the hither-to-unreached; en | | |

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|  | equity and inclusion;; <br><br> • enhancing employability of the products of the education system; <br><br> • promoting life-long learning opportunities; <br><br> • improving governance and management of  elementary education; <br><br> • Problem of Retention and  Drop Out in Elementary Education <br><br> • Enhancing Quality of Elementary Education <br><br> • Teacher quantity and quality in Elementary Education <br><br> • Technology aided instruction in elementary education <br><br> • Mid day meal programme <br><br> • Monitoring and supervision of elementary education <br><br> . |
| **Practicum** | Any  one from the following <br> • Preparation of status report on elementary education in a district with reference to access, enrolment, participation and learning achievement <br> • Observation Report on the implementation of any one of the programmes in two elementary schools to improve quality. <br> • Preparation and presentation of a seminar paper on philosophy and practices of elementary education Preparation of a short write-up on "initiatives to bridge gender gap in elementary education" and discuss <br> • Survey on the opinion of elementary school teachers on the policy of 'inclusive education' <br> • Visit report on one or two elementary schools in the neighborhood to observe midday meal scheme and recommendations to improve it <br> • Inclusive environment and prepare a report on its implementation and offer suggestions <br> • Writing 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 |
| **Suggested Reading** | . Aggarwal, J.C. (2005), *Recent Developments and Trends in Education.* New Delhi : Shipra Publication. <br> Child rights Convention – UNICEF – 2000 <br> Coombs P.H. (1985)*World Crisis in Education: The View Form Eighties.* Oxford University Press, New York. <br> Education for All (1993) *The Indian Scene*,New Delhi, Department of Education, Ministry of Human Resource Development, Government of India. <br> Development in Practice – Primary Education in India.  The World Bank Washington DC (1997).  Allied Publishers Ltd.  New Delhi <br> Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi. <br> Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education. <br> Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi. <br> Government of India, MHRD, Department of School Education and Literacy (2001, 2007, 2011).  Sarva Shiksha Abhiyan: frame work for implementation |

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Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.

Mehrotra, S. ().The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs

Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling  Publishers Pvt. Ltd.

Mohanty, J. (2002). Primary and Elementary Education. New Delhi: Deep & deep publications, Pvt. Ltd.

Mukherjee, S.N.  (1964)  Education in India, Today and Tomorrow. Baroda:Acharya  Book Depot.

National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education

| Course - 2.   E | Economics of Education  ( In the Context Elementary Education) ( 4 credits) | Internal Assessment 30 marks | External Assessment 70 marks |
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| **Objectives** | After completion of the course student will be able to <ul><li>To make the resource development.</li><li>To understand the extent various types and levels students understand the concepts of economics of education, economic development human capital, and human of education contribute to economic development.</li><li>To know and understand how to forecast human power, estimate cost-benefits of education, and analysis of cost-effectiveness in Elementary Education</li><li>To comprehend the processes of generating and utilizing sources and resources of finances for education</li></ul> | | |
| **Unit I** | **Education and Economics** <ul><li>Concept and Scope of Economics of Education; Concepts of Education as Consumption</li><li>Education as Investment; Recent Trends in Economics of Education</li><li>Economic Growth and Economic Development</li></ul> Education as a Prerequisite to Economic Development | | |
| **Unit II** | **Education and Human Capital** <ul><li>Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education;</li><li>Process of Human Capital Formation; Human Capital Theory;</li><li>Quality of Life And Economic Growth;</li></ul> | | |

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| | Investment Criteria on Education; Rate of Return; |
| **Unit III** | **Education and Manpower Planning with reference to** Elementary Education<br><br>• Concepts of Human Development Index (HDI)<br>• Millennium Development Goals (MDG)<br>• Need and Techniques (Employer's opinion, Manpower output ratio, and International comparison method) of Manpower Approach to Forecast Requirements of Human Resource<br><br>Types and Levels of Education in Developed and Developing Countries |
| **Unit IV** | **Cost-Benefits Analysis of Education in Elementary Education**<br><br>• Taxonomy of Cost of Education: Social & Private,<br>• Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social And Private); Indirect Benefits (Spill-Over and Externalities);<br>• Correlation, Residual, Rate of Return Approaches to Measure Cost-Benefits of Education;<br>• Criteria for Financing Education; Input-Process-Output Model of Educational Production System in the Context of Cost Effectiveness of Analysis in Education. |
| **Practicum** | **The students will write two seminar papers on any above mentioned topics** |
| **Suggested Reading** | • Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication.<br>• Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press.<br>• Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd.<br>.<br>• Harbison & Myers .(1968). Education, Manpower and Economics growth. New Delhi: Oxford & IBH.<br>• Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley.<br>• Nagpal, C. S.& Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications.<br>• Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT<br>• Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.<br>• Pscharo Pulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher.<br>• Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press.<br>• Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publication.<br>• Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications.<br>• Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.<br>Vaizey John. (1962). Economics of Education. London: Faber & Faber |

| Course 2.4.2.3. E | **Educational Planning in the context of Elementary Education ( 4 Credits)** | **Internal Assessment 30 marks** | **External Assessment 70 marks** |
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| **Objectives** | After complition of the course student will be able to | | |

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|  | • Define Educational Planning |
|  | • Types of Educational Planning |
|  | • Approaches of Educational Planning |
|  | Methodology of Educational Planning |
| **Unit I** | **Educational Planning:** Concepts and theoretical foundations of educational planning; types of Educational Planning; |
| **Unit II** | **Approaches of Educational Planning with special reference planning in the field of Elementary education** <br> • Approaches; sector-wide approaches to educational planning; <br> • Changing landscapes of educational planning; <br> • social context of educational planning; <br> • Essential conditions for effective educational planning; |
| **Unit III** | **Strategic planning in Education in Elemntary Education** <br> • Concept and methodology of strategic planning in education; <br> • Education-sector analysis/diagnosis; <br> • Identification of education development issues and priorities; <br> • Setting plan targets and estimation of financial and human resource requirements; <br> • Budgeting technique; Results-based planning and management framework. |
| **Unit IV** | **Educational Planning in India with special reference to Elemnetary Education** <br> • Decentralization of educational planning in India, <br> • Legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India; <br> • Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning; <br> • Formulating district education development plans and institutional development plans; appraisal of education development plans. |
| **Practicum** | **The students will write two seminar papers on above topics** |
| **Suggested Reading** | 1. Safaya, R.N., Shaida, B.D School Administration and Organization. . DhanpatRai Publishing Company, New Delhi <br> 2. Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi <br> 3. Josephine Y School Resource Planning and Management. Shipra Publication, Delhi <br> 4. Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi. <br> 5. Bhatnagar, R.P. Educational Administration <br> 6. Aggrawal, V. International Publishing House. Meerut. <br> 7. Sindhu, I.S Educational Administration & Management. Pearson New |

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| 2.4.2. 1. S | **Educational Policy in the context of Secondary Education ( 4 Credits)** | **Internal Assessment 30 marks** | **External Assessment 70 marks** |
| **Objectives** | The objectives of the course are to enable students<br><br>• Understand the concept of Educational Policy<br>• Develop concept into dynamics of policy<br>• Learn about  determinants of educational policy in **Secondary** Eeducatio<br>• Know about schemes and programmes in five year plans<br>• Develop insight into various problems of **Secondary** Education | | |
| **Unit I** | Educational Policy in India<br><br>• Issues related to framework of educational policy- democratic prino<br>  development and social context<br><br>• Constitutional provisions and interventions on educational policy formulat<br>  respect of **Secondary** education<br><br>• The role of National Development Council and Central Advisory Boa<br>  Education  in framing policy in **Secondary** education<br><br>• Centre State relationship and its implication in policy formulation | | |
| **Unit II** | Dynamics of Policy making in **Secondary** Education<br><br>• Issues related to right to education, Inclusive education, equity in eduo<br>  accreditation, language policy, teacher education.<br>• Gender issues in education and empowerment, interventions by the gover<br>  to address gender disparity | | |
| **Unit III** | Secondary Education and Five Year Plans<br><br>• Educational policies regarding  **Secondary** Education in Five year Plans<br>  special reference to current Five year Plan | | |
| **Unit IV** | Historical aspects of policy reform in education in India in respect of **Secondary** Educatio<br><br>• Education Commissions and Committees that influenced education policy in India;<br>• National Policy on Education 1968 & 1986/92;<br>• RMSA | | |
| **Unit V** | • Current policy-related challenges:<br><br>• Expansion of educational facilities to reach the hither-to-unreached; en<br>  equity and inclusion;;<br><br>• enhancing employability of the products of the education system;<br><br>• promoting life-long learning opportunities;<br><br>• improving governance and management of  **Secondary** Education;<br><br>• Problem of  Vocationalization, Retention and  Drop Out in<br>  **Secondary** Education<br><br>• Enhancing Quality of **Secondary** Education<br><br>• Teacher quantity and quality in **Secondary** Education<br><br>• Technology aided instruction in **Secondary** Education | | |

| | • Monitoring and supervision of **Secondary** Education. |
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| **Practicum** | **Writing two term papers on above mention issues** |
| **Suggested Reading** | • Roy, Kumkum. (2015). Decoding "New education policy". Economic and Political Weekly, L(19) (Web exclusives).<br>• Sadgopal, A. (2006). Dilution, distortion and diversion: A post-Jotien reflection on education policy. In The crises of elementary education in India (Ed. Ravi Kumar), pp 92-136. New Delhi: Sage.<br>• Kumar, K. and Sarangapani, P. (2004). History of the quality debate. *Contemporary Education Dialogue*, 2(1), pp. 30-52.<br>• Sarangapani, P. M. (2009). Quality, feasibility and desirability of low cost Private schooling, EPW, 44(3), 67-69.<br>• Singh, Ajay Kumar. (2009). In lieu of political rights: How fundamental is the fundamental right to education? In A. Kumar and A. P. Singh (Eds.), Elementary education in India: Isues and challenges (pp. 256-271). New Delhi: Uppal Publications.<br>• National and state level policy documents.<br><br>. |
| **Course - 2.4.2.2. S** | **Economics of Education (In the Context Secondary Education) (4 credits)** | **Internal Assessment 30 marks** | **External Assessment 70 marks** |
| **Objectives** | After completion of the course student will be able to<br>• To make the resource development.<br>• To understand the extent various types and levels students understand the concepts of economics of education, economic development human capital, and human of education contribute to economic development.<br>• To know and understand how to forecast human power, estimate cost-benefits of education, and analysis of cost-effectiveness in Secondary Education<br>• To comprehend the processes of generating and utilizing sources and resources of finances for education | | |
| **Unit I** | **Education and Economics**<br>• Concept and Scope of Economics of Education; Concepts of Education as Consumption<br>• Education as Investment; Recent Trends in Economics of Education<br>• Economic Growth and Economic Development<br>  Education as a Prerequisite to Economic Development | | |
| **Unit II** | **Education and Human Capital**<br>• Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education;<br>• Process of Human Capital Formation; Human Capital Theory;<br>• Quality of Life And Economic Growth;<br>  Investment Criteria on Education; Rate of Return; | | |
| **Unit III** | **Education and Manpower Planning with reference to Secondary** Education<br>• Concepts of Human Development Index (HDI)<br>• Millennium Development Goals (MDG) | | |

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| | • Need and Techniques (Employer's opinion, Manpower output ratio, and International comparison method) of Manpower Approach to Forecast Requirements of Human Resource<br>• Types and Levels of Education in Developed and Developing Countries |
| **Unit IV** | **Cost-Benefits Analysis of Education in Secondary Education**<br>• Taxonomy of Cost of Education: Social & Private,<br>• Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social And Private); Indirect Benefits (Spill-Over and Externalities);<br>• Correlation, Residual, Rate of Return Approaches to Measure Cost-Benefits of Education;<br>• Criteria for Financing Education; Input-Process-Output Model of Educational Production System in the Context of Cost Effectiveness of Analysis in Education. |
| **Practicum** | **The students will write two seminar papers on any above mentioned topics** |
| **Suggested Reading** | • Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication.<br>• Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press.<br>• Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd.<br>• Garg, V. P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.<br>• Harbison & Myers .(1968). Education, Manpower and Economics growth. New Delhi: Oxford & IBH.<br>• Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley.<br>• Nagpal, C. S.& Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications.<br>• Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT<br>• Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.<br>• Pscharo Pulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher.<br>• Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press.<br>• Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publication.<br>• Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications.<br>• Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.<br>• Vaizey John. (1962). Economics of Education. London: Faber & Faber |

| Course | Educational Planning | Internal | External |
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| 2.4.2. 3. S | the context of | Assessment | Assessment |
| | **Secondary Education ( 4 Credits)** | **30 marks** | **30 marks** |
| **Objectives** | After completion of the course student will be able to<br>• Define Educational Planning<br>• Know about Types of Educational Planning<br>• Understand the Approaches of Educational Planning | | |

| | • Learn about Methodology of Educational Planning |
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| **Unit I** | **Educational Planning:**<br><br>• Concepts and theoretical foundations of educational planning; types of Educational Planning; |
| **Unit II** | **Approaches of Educational Planning with special reference planning in the field of Secondary Education**<br><br>• Approaches; sector-wide approaches to educational planning;<br><br>• Changing landscapes of educational planning;<br><br>• Social context of educational planning;<br><br>• Essential conditions for effective educational planning; Changing approached to educational planning. |
| **Unit III** | **Strategic planning in Education in Secondary Education**<br><br>• Concept and methodology of strategic planning in education;<br><br>• Education-sector analysis/diagnosis; identification of education development issues and priorities;<br><br>• Setting plan targets and estimation of financial and human resource requirements;<br><br>• Budgeting technique; Results-based planning and management framework. |
| **Unit IV** | **Educational Planning in India with special reference to Secondary Education**<br><br>• Decentralization of educational planning in India,<br><br>• Legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India;<br><br>• Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning;<br><br>• Formulating district education development plans and institutional development plans; appraisal of education development plans. |
| **Practicum** | **The students will write two seminar papers on above topics** |
| **Suggested Reading** | 1. Safaya, R.N., Shaida, B.D School Administration and Organization. . DhanpatRai Publishing Company, New Delhi<br><br>2. Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi<br><br>3. Josephine Y School Resource Planning and Management. Shipra Publication, Delhi<br><br>4. Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi.<br><br>5. Bhatnagar, R.P. Educational Administration<br><br>6. Aggrawal, V. Educational Administration International Publishing House. Meerut.<br><br>**7.** Sindhu, I.S Educational Administration & Management. Pearson New Delhi |

| Course - 2.4.3 | **Title:** Educational Planning , Educational Management and Educational Administration, Leadership in the Context of Elementary Education OR Secondary Education | **Internal Assessment** 30+30+30+90 | **External Assessment** 70+70+70 = 210 |
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| **2.4.3. 1.E** | **Educational Planning in the context of Elementary Education ( 4 Credits)** | **Internal Assessment** **30 marks** | **External Assessment** **70 marks** |
| **Objectives** | After complition of the course student will be able to <br> • Define Educational Planning <br> • Types of Educational Planning <br> • Approaches of Educational Planning <br> • Methodology of Educational Planning | | |
| **Unit I** | **Educational Planning:** <br> • Concepts and theoretical foundations of educational planning; types of Educational Planning; | | |
| **Unit II** | **Approaches of Educational Planning with special reference planning in the field of elementary education** <br> • approaches; sector-wide approaches to educational planning; Changing landscapes of educational planning; social context of educational planning; Essential conditions for effective educational planning; Changing approached to educational planning. | | |
| **Unit III** | **Strategic planning in Education in Elemntary Education** <br> • Concept and methodology of strategic planning in education; Education-sector analysis/diagnosis; identification of education development issues and priorities; setting plan targets and estimation of financial and human resource requirements; Budgeting technique; Results-based planning and management framework. | | |
| **Unit IV** | **Educational Planning in India with special reference to Elemnetary Education** <br> • Decentralization of educational planning in India, legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India; Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning; Formulating district education development plans and institutional development plans; appraisal of education development plans. | | |
| **Practicum** | **The students will write two seminar papers on above topics** | | |
| **Suggested Reading** | • Safaya, R.N., Shaida, B.D School Administration and Organization. . DhanpatRai Publishing Company, New Delhi <br> • Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi <br> • Josephine Y School Resource Planning and Management. Shipra Publication, Delhi <br> • Mohanty. J., Educational Administration, Supervision and School management. | | |

| | Deep and Deep Publications (P) Ltd.,New Delhi.<br>• Bhatnagar, R.P. Educational Administration<br>• Aggrawal, V. International Publishing House. Meerut.<br>• Sindhu, I.S Educational Administration & Management.  Pearson New Delhi | | |
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| **Course -**<br>**2.4.3.2 E** | **Educational Management and School Leadership ( In the Context Elementary Education) ( 4 credits)** | **Internal Assessment**<br>**25** | **External Assessment**<br>**75** |
| **Objectives** | The objectives of the course are the following<br>• The student teachers will be able to understand the concepts of educational management.<br>• They will be able to develop concepts of human resources, financial resources with special reference to Elementary  Education<br>• They will gain insight into the Educational Management and its different aspects<br>• They will acquire knowledge about different issues related to  management of Elementary  Education | | |
| **Unit I** | **Educational Management**<br>• Concept of Educational Management  and its importance<br>• Theories related to Educational Management ( Classical, Behaviouristic, Humanistic and Systems Approach)<br>• Aspects of Educational Management - planning, organizing, supervising, motivating and controlling, decision making.<br>    • Leadership in Management - Schools as learning organizations;<br>    • Importance of School head and teachers as leaders in transforming schools into learning organizations;<br>    • Transformative leadership<br>    • Servant leadership | | |
| **Unit II** | **Educational Management  system in India**<br>• Educational directives and other provisions in the  Constitution of India with reference to secondary education<br>• The role of central , State and Local Bodies in Educational Management Agencies involved in the Management of Elementary  Education<br>• Role of State government and local bodies in Management of Elementary Education | | |
| **Unit III** | Management of Resources in Education<br>• Concept of human resource and human capital and its development with reference to   educational personnel<br>• Teacher as resource-performance appraisal and professional development<br>• Management of Finance-allocation and sources of educational finance, budgeting its concept, PPBS, school budget. Grant –in – aid and mobilization of local resources | | |

| Unit IV | Modern techniques of management |
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|  | - TQM |
|  | - SWOT |
|  | - PPBS |
| **Practicum** | **The students will write two seminar papers on any above mentioned topics** |
| **Suggested Reading** | Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII (2), April, pp. 197-214. |
|  | Bray Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2$^{nd}$ed), Paris: UNESCO, IIEP. |
|  | Fullan, Michael (2005). Fundamental Change: International Handbook of Educational Change, Springer, the Netherlands. |
|  | Gronn, Peter (2003), New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman. |
|  | Hoffman, Allan M. And Summers Randal W (eds.) (2000). Managing Colleges and Universitities: Issues for Leadership, Westport: Bergin and Avery. |
|  | Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). Management, Processes in Elementary Education: A Study of Existing Practices in Selected States'in India. New Delhi: The European Commission. |
|  | Koontz, H. And O'Donneil, C. (1968), Principles of Management, an Analysis of Management Functions. USA : McGraw Hill Book Company |
|  | Kowalski, Theodore, J (2001). Case Studies on Educational Administration (3$^{rd}$ed.) New Yourk, Longman. |
|  | Latchem, C. And Hanna, D (2001). Leadership for 21$^{st}$ Century Learning: Global Perspectives from Educational Innovations, London: Kogan Page. |
|  | Mathur S.S (1990). Educational Administration and Management, The Indian Publications, India |
|  | National Institute of Educational Planning and Administration. Survey Reports of Educational Administration in different States and UTs 1991-2001, New Delhi. |
|  | Owings, William A and Kaplan, Leslie S (2003). Best Practices, Best Thinking, and Emerging Issues in School Leadership. California: Sage. |
|  | Pareek, Udai. Institution Building: the Framework for Decision-making in Ravi Mathai, Udai Pareek and T.V. Rao (eds.). Institution Building in Education and Research: From Stagnation to Self-Renewal, All India Management Association, New Delhi. |
|  | Ramachandran Padma and R. Vasantha (2005). Education in India. New Delhi, National Book Trust. |
|  | Shukla P.D. (1983). Administration of Education in India, New Delhi: Vikas Publishing House. |
|  | Tilak, J.B.G. (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi. |

| Course 2.4.3.3. E | Educational Administration ( 4credits) in the context of Elementary Education ( 4 Credits) | Internal Assessment 30 marks | External Assessment 70 marks |
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| **Objectives** | After complition of the course student will be able to<br>• Define EducationalAdministration<br>• Know Types of Educational Administartion<br>• Learn about Educational Administartion in India<br>• Understand problems related to educational administration | | |
| **Unit I** | Educational Administration<br>• Concept of educational administration  and its importance<br>• Theories related to educational administration ( Classical, Behaviouristic, Humanistic and System approach)<br>• Aspects of educational administration - planning, organizing, supervising, motivating and controlling, decision making.<br>• Leadership in administration | | |
| **Unit II** | Educational Administrative system in India<br>• Educational directives and other provisions in the  Constitution of India with reference to Elementary  Education<br>• The role of central , State and Local Bodies in educational administration<br>• Agencies involved in the administration of Elementary  Education<br>• Role of State government and local bodies in administration of Elementary Education | | |
| **Unit III** | • Recent Schemes and Activities of the Govt. of India in the field of Elementary Education<br>• NIOS<br>• SSA and EFA<br>• SEMIS ( Secondary Education management Information System)<br>• Private Public Partnership in secondary education | | |
| **Unit VI** | Some administrative problems in elementary education<br>• Access, equity and  universalization of elementary education<br>• Rationale for Public Investment in elementary education<br>• Quality and Efficiency of elementary education<br>• Teacher accountability and absenteeism<br>• Local politics<br>• Problem of monitoring and supervision | | |
| **Practicum** | **The students will write two seminar papers on above topics** | | |
| **Suggested Reading** | • Safaya, R.N., Shaida, B.D School Administration  and  Organization. . DhanpatRai Publishing Company, New Delhi<br>• Verma, R.,   Educational Administration. Anmol Publications Pvt.Ltd. New Delhi<br>• Josephine Y School Resource Planning and Management. Shipra Publication, | | |

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| | • Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi. |
| | • Bhatnagar, R.P. Educational Administration |
| | • Aggrawal, V. International Publishing House. Meerut. |
| | • Sindhu, I.S Educational Administration & Management. Pearson New Delhi |

| OR | | | |
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| **2.4.3. 1.S** | **Educational Planning in the context of Secondary Education ( 4 Credits)** | **Internal Assessment** **30 marks** | **External Assessment** **70 marks** |
| **Objectives** | After completion of the course student will be able to<br>• Define Educational Planning<br>• Types of Educational Planning<br>• Approaches of Educational Planning<br>• Methodology of Educational Planning | | |
| **Unit I** | **Educational Planning:**<br>• Concepts and theoretical foundations of educational planning; types of Educational Planning; | | |
| **Unit II** | **Approaches of Educational Planning with special reference planning in the field of Secondary Education**<br>• Approaches; sector-wide approaches to educational planning;<br>• Changing landscapes of educational planning;<br>• Social context of educational planning;<br>• Essential conditions for effective educational planning; Changing approached to educational planning. | | |
| **Unit III** | **Strategic planning in Education in Secondary Education**<br>• Concept and methodology of strategic planning in education; Education-sector analysis/diagnosis; identification of education development issues and priorities; setting plan targets and estimation of financial and human resource requirements; Budgeting technique; Results-based planning and management framework. | | |
| **Unit IV** | **Educational Planning in India with special reference to Secondary Education**<br>• Decentralization of educational planning in India, legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India;<br>• Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning;<br>• Formulating district education development plans and institutional development plans; appraisal of education development plans. | | |
| **Practicum** | **The students will write two seminar papers on above topics** | | |
| **Suggested Reading** | • Safaya, R.N., Shaida, B.D School Administration and Organization. . | | |

DhanpatRai Publishing Company, New Delhi

- Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi

- Josephine Y School Resource Planning and Management. Shipra Publication, Delhi

- Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi.

- Bhatnagar, R.P. Educational Administration

- Aggrawal, V. International Publishing House. Meerut.

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- Cook, W.D. (1982). Planning Process in Developing Countries: Techniques and Achievements, New York, North Holland Pub.
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- Boyd W L & Kerchner CT (eds.) (1987). The Policies of excellence and Choice in Education; New York: The Falmer Press
- Hallack, J (1977). Planning the Location of Schools: An Instrument of Educational Policy, Paris, International Institute of Educational Planning.
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- Harbison, F. And Myers, C.H., Education, Manpower and Economic Growth, 1964.
- Hunter, Guy., Higher Education and Development in South East Asia, Paris.
- Lauwerys, Joseph A. (Ed.) The World Year Book of Education – Educational Planning, London: Evans Brothers Ltd., 1967.
- UNESCO, Manpower Aspects of Educational Planning, Paris: I.E.E.P., 1967.
- UNESCO, Fundamentals of Educational Planning
- No. 1, What is Educational Planning? (Philip H. Coombs)
- No. 2, The Relation of Educational Plans to Economic and Social Planning
- No. 3, Educational Planning and Human Resource Development (F. Harbison)
- No. 4, Demographic Aspects of Educational Planning (Ta Ngoc Chau)
- No. 5, The Analysis of Educational Costs and Expenditure (J. Hallack)
- No. 6, Cost – benefit Analysis in Educational Planning (Maureenb Woodhhali)

| Course - 2.4.3.2 S | Educational Management and School Leadership ( In the Context Secondary Education ) ( 4 credits) | Internal Assessment 30 marks | External Assessment 70 arks |
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| Objectives | The objectives of the course are the following <br><br> • The student teachers will be able to understand the concepts of educational management. | | |

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| | • They will be able to develop concepts of human resources, financial resources with special reference to **Secondary Education**<br><br>• They will gain insight into the Educational Management and its different aspects<br><br>• They will acquire knowledge about different issues related to management of **Secondary Education** |
| **Unit I** | **Educational Management**<br><br>• Concept of Educational Management and its importance<br><br>• Theories related to Educational Management ( Classical, Behaviouristic, Humanistic and Systems Approach)<br><br>• Aspects of Educational Management - planning, organizing, supervising, motivating and controlling, decision making.<br><br>　• Leadership in Management Leadership in Management - Schools as learning organizations;<br>　• Importance of School head and teachers as leaders in transforming schools into learning organizations;<br>　• Transformative leadership<br>　• Servant leadership |
| **Unit II** | **Educational Management system in India**<br><br>• Educational directives and other provisions in the Constitution of India with reference to **Secondary Education**<br><br>• The role of central , State and Local Bodies in Educational Management Agencies involved in the Management of secondary education<br><br>• Role of State government and local bodies in Management of **Secondary Education** |
| **Unit III** | Management of Resources in Education<br><br>• Concept of human resource and human capital and its development with reference to educational personnel<br><br>• Teacher as resource-performance appraisal and professional development<br><br>• Management of Finance-allocation and sources of educational finance, budgeting its concept, PPBS, school budget. Grant –in – aid and mobilization of local resources |
| **Unit IV** | Modern techniques of management<br><br>• TQM<br><br>• SWOT<br><br>• PPBS |
| **Practicum** | **The students will write two seminar papers on any above mentioned topics** |
| **Suggested Reading** | Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII (2), April, pp. 197-214.<br><br>Bray Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2$^{nd}$ed), Paris: UNESCO, IIEP.<br><br>Fullan, Michael (2005). Fundamental Change: International Handbook of |

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Gronn, Peter (2003), New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman.

Hoffman, Allan M. And Summers Randal W (eds.) (2000). Managing Colleges and Universitities: Issues for Leadership, Westport: Bergin and Avery.

Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). Management, Processes in Elementary Education: A Study of Existing Practices in Selected States'in India. New Delhi: The European Commission.

Koontz, H. And O'Donneil, C. (1968), Principles of Management, an Analysis of Management Functions. USA : McGraw Hill Book Company

Kowalski, Theodore, J (2001). Case Studies on Educational Administration (3$^{rd}$ed.) New Yourk, Longman.

Latchem, C. And Hanna, D (2001). Leadership for 21$^{st}$ Century Learning: Global Perspectives from Educational Innovations, London: Kogan Page.

Mathur S.S (1990). Educational Administration and Management, The Indian Publications, India

National Institute of Educational Planning and Administration. Survey Reports of Educational Administration in different States and UTs 1991-2001, New Delhi.

Owings, William A and Kaplan, Leslie S (2003). Best Practices, Best Thinking, and Emerging Issues in School Leadership. California: Sage.

Pareek, Udai. Institution Building: the Framework for Decision-making in Ravi Mathai, Udai Pareek and T.V. Rao (eds.). Institution Building in Education and Research: From Stagnation to Self-Renewal, All India Management Association, New Delhi.

Ramachandran Padma and R. Vasantha (2005). Education in India. New Delhi, National Book Trust.

Shukla P.D. (1983). Administration of Education in India, New Delhi: Vikas Publishing House.

Tilak, J.B.G. (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.

| Course 2.4.3.3. S | Educational Administration ( 4credits) in the context of Secondary  Education ( 4 Credits) | Internal Assessment 30 marks | External Assessment 70 marks |
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| Objectives | After completion of the course student will be able to <br> • Define EducationalAdministration <br> • Know Types of Educational Administartion <br> • Learn about Educational Administartion in India <br> • Understand problems related to educational administration | | |
| Unit I | Educational administration <br> • Concept of educational administration  and its importance <br> • Theories related to educational administration ( Classical, Behaviouristic, | | |

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| | Humanistic and System approach) |
| | • Aspects of educational administration - planning, organizing, supervising, motivating and controlling, decision making. |
| | • Leadership in administration |
| **Unit II** | Educational Administrative system in India |
| | • Educational directives and other provisions in the Constitution of India with reference to **Secondary Education** |
| | • The role of central , State and Local Bodies in educational administration |
| | • Agencies involved in the administration of **Secondary Education** |
| | • Role of State government and local bodies in administration of **Secondary Education** |
| **Unit III** | Recent Schemes and Activities of the Govt. of India in the field of **Secondary Education** |
| | • NIOS |
| | • RMSA |
| | • SEMIS ( Secondary Education management Information System) |
| | • Private Public Partnership in secondary education |
| **Unit VI** | Some administrative problems in **Secondary Education** |
| | • Access, equity and universalization of secondary education |
| | • Rationale for Public Investment in secondary education |
| | • Vocationalization of secondary education |
| | • Quality and Efficiency of secondary education |
| | • Teacher accountability and absenteeism |
| | • Local politics |
| | • Problem of monitoring and supervision |
| **Practicum** | **The students will write two seminar papers on above topics** |
| **Suggested Reading** | • Safaya, R.N., Shaida, B.D School Administration and Organization. . DhanpatRai Publishing Company, New Delhi |
| | • Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi |
| | • Josephine Y School Resource Planning and Management. Shipra Publication, Delhi |
| | • Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi. |
| | • Bhatnagar, R.P. Educational Administration |
| | • Aggrawal, V. International Publishing House. Meerut. |
| | • Sindhu, I.S Educational Administration & Management. Pearson New Delhi |
| **Course 2.4.4. E** | **Educational Technology and ICT in Elementary Education** | **Internal Assessment** <br> **30 marks** | **External Assessment** <br> **70 marks** |

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| **Objectives** | • Differentiate various terminologies associated with educational technology<br>• Appreciate the emergence and evolution of various educational media<br>• Explain various approaches to educational technology<br>• Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD) in Elementary Education<br>• Analyse and apply principles and practices associated with technology enhanced learning<br>• Assess various problems and issues related to information and communication technologies and its integration in education |
| **Unit I** | • Meaning and nature of<br>• Educational technology<br>• Instructional technology<br>• Information and communication technology<br>• Emergence of educational technology as a discipline<br>• Definitions, scope, functions/objectives of educational technology<br>• Approaches to educational technology:<br>• Physical science (media approach)<br>• Communication (audio visual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology<br>• Cybernetics (system approach) - origin of system concept, characteristics and stages of instructional system, general and instructional system theory |
| **Unit II** | Instructional Design: with reference to Elementary Education<br>• meaning and need<br>• Implications of learning theories for Instructional design<br>    o Behavioural Learning Theories<br>    o Social Learning Theories<br>    o Cognitive and constructivist Learning Theories<br>• Theory of multiple intelligences and its implications for instructional design<br>• Developing a personal learning theory<br>• Types of Learning and learning styles Instructional Design Models<br>    o ADDIE Model<br>    o System model<br>    o ASSURE Model<br>    o ARCS Model |
| **Unit III** | ICT in Elementary Education<br>• Characteristics of digital learners<br>• Need and importance of digital Literacy<br>• ICT (MS/Approach)<br>• Relationship between ICT, culture and learning<br>• Technology and pedagogy<br>    o Techno pedagogical content knowledge (TPCK)<br>    o Open Source Management and Software<br>    o Approaches and strategies to integrating ICT in teaching and learning |
| **Unit IV** | Current Trends in ICT in Elementary Education<br>• Promising Trends<br>    o Increased online access and connectivity<br>    o Mobile access- ubiquitous computing<br>    o Free and Open Source Software (FOSS)<br>    o Convergence of Hardware and software<br>    o Technological sophistication and affordability<br>    o Digital assistive technology<br>• Problems<br>• Equity issues and the digital divide<br>• Social, ethical, and security issues<br>• Limitations of technology integration: A critical look at the impact of technology integration<br>• Technology dependence and learner autonomy |
| **Practicum** | Any two<br>• Seminar presentation on approaches to educational technology. |

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| | • Seminar presentation on Evolution of Educational Media.<br>• Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at www.teem.org.uk/<br>• Comparative study of ICT syllabus of school education and teacher education of various organizations.<br>• A study of EDUSAT and teleconferencing |
| **Suggested Redaing** | Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge<br>Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi<br>Evant, M: The International Encyclopaedia of Educational Technology.<br>Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE<br>Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012)Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD:Denver<br><br>Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK<br><br>Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU<br><br>W.J. Pelgrum and N. Law (2003). ICT in Education around the world-Trends, Problems and Prospects.  UNESCO: Paris. |

| Course 2.4.4. S | Educational Technology and ICT in Secondary and Higher Secondary Education | Internal Assessment<br>30 marks | External Assessment<br>70 marks |
|---|---|---|---|
| **Objectives** | • Differentiate various terminologies associated with educational technology<br>• Appreciate the emergence and evolution of various educational media<br>• Explain various approaches to educational technology<br>• Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD) in Secondary and Higher Secondary Education.<br>• Analyse and apply principles and practices associated with technology enhanced learning<br>• Assess various problems and issues related to information and communication technologies and its integration in education | | |
| **Unit I** | • Meaning and nature of<br>• Educational technology<br>• Instructional technology<br>• Information and communication technology<br>• Emergence of educational technology as a discipline<br>• Definitions, scope, functions/objectives of educational technology<br>• Approaches to educational technology:<br>• Physical science (media approach)<br>• Communication (audio visual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology<br>• Cybernetics (system approach) - origin of system concept, characteristics and stages of instructional system, general and instructional system theory | | |
| **Unit II** | Instructional Design  with reference to Secondary Education<br>• meaning and need<br>• Implications of learning theories for Instructional design<br>    o Behavioural Learning Theories<br>    o Social Learning Theories<br>    o Cognitive and constructivist Learning Theories | | |

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| | • Theory of multiple intelligences and its implications for instructional design<br>• Developing a personal learning theory<br>• Types of Learning and learning styles Instructional Design Models<br>    ○ ADDIE Model<br>    ○ System model<br>    ○ ASSURE Model<br>    ○ ARCS Model |
| **Unit III** | ICT in  Secondary Education<br>• Characteristics of digital learners<br>• Need and importance of digital Literacy<br>• ICT (MS/Approach)<br>• Relationship between ICT, culture and learning<br>• Technology and pedagogy<br>    ○ Techno pedagogical content knowledge (TPCK)<br>    ○ Open Source Management and Software<br>    ○ Approaches and strategies to integrating ICT in teaching and learning |
| **Unit IV** | Current Trends in ICT in  Secondary Education<br>• Promising Trends<br>    • Increased online access and connectivity<br>    • Mobile access- ubiquitous computing<br>    • Free and Open Source Software (FOSS)<br>    • Convergence of Hardware and software<br>    • Technological sophistication and affordability<br>    • Digital assistive technology<br>• Problems<br>    • Equity issues and the digital divide<br>    • Social, ethical, and security issues<br>    • Limitations of technology integration: A critical look at the impact of technology integration<br>    • Technology dependence and learner autonomy |
| **Practicum** | Any two<br>• Seminar presentation on approaches to educational technology.<br>• Seminar presentation on Evolution of Educational Media.<br>• Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at www.teem.org.uk/<br>• Comparative study of ICT syllabus of school education and teacher education of various organizations.<br>• A study of EDUSAT and teleconferencing |
| **Suggested Redaing** | Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge<br>Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi<br>Evant, M: The International Encyclopaedia of Educational Technology.<br>Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE<br>Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012)Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD:Denver<br><br>Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK<br><br>Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU<br><br>W.J. Pelgrum and N. Law (2003). ICT in Education around the world-Trends, Problems and Prospects.  UNESCO: Paris. |

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**Course - 2.4.5   Dissertation ( Report Writing and Viva Voce)**
**(Marks 100 and Credits 4)**

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**Brief Overview**

The dissertation is a compulsory course of 8 credits and 200 marks; however, 2 credits 50 marks each have been earmarked for dissertation related work in Second and Third Semesters. Thus the course on dissertation in Fourth Semester will carry the remaining 4 credits and 100 marks. The purpose of dissertation is to provide basic understanding to prospective teacher-educators (with close mentorship/guidance of a faculty member) in how to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research.

**Expected Learning Outcomes**

After the completion of their dissertation the student-teachers will be able to:

- Establish linkages between education theory (transacted through taught courses) and research.
- Develop various skills of: articulating and formulating a research problem and research questions.
- articulate and formulate a research problem,
- formulate objectives, hypotheses and research questions
- Design and execute the research plan, which includes engaging with the relevant body of literature and theory (/ies).
- develop various tools and techniques for data collection
- Understand the primary and secondary sources of data.
- learn the techniques and strategies for the analysis and interpretation of data in quantitative and qualitative research
- Learn the intricacies of writing of research report including footnotes, references and bibliography etc.
- Take up independent research projects.

**Course Content**

The specialization area or perspectives or teacher education from which the topic for dissertation has been selected will broadly constitute the content area for the dissertation paper. Besides, the content will also include all topic covered under two courses on research methods and statistics covered in first and third semester.

**Selection of Topic for Dissertation**

The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. In case the student decides to undertake a topic from perspective or any other areas it must be ensured that the topic selected for dissertation has a direct bearing on the area of his/her specialization. Selection of topic for dissertation should be done in the beginning of Second Semester.

**Process of Conduct of Dissertation**

While the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor. 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), analyzing and writing the findings in an academic fashion, and presenting the work. However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise.

**Submission of Dissertation**

While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early as suggested below:

i) **Second Semester:**

Students are required **to** select topic for their dissertation and prepare & present a detailed research proposal in second semester which will carry 2 Credits, and 50 marks. Evaluation of the research proposal will be done internally by board examiners comprising of at least two faculty members from within the institution.

ii) **Third Semester**:

Review of Related literature and Development of Tools carrying 2 Credits, and 50 marks. This component should also be examined by a board of at least two to three

iii) **Fourth Semester:**

Conducting of Field Study/ Intervention Study/Literary Work, Data Analysis, Interpretation and Writing of research Report (4 Credits and 100 marks).

**Support to Students**

For successful completion of dissertation within the time frame the department/institution offering the M.Ed. programme should apart from mentoring and supervision should also organize the following:

a) Orientation programme to explain the expectations, processes, roles of the prospective teacher educators and research mentors,

b) Workshops on developing research proposals, doing fieldwork, taking field-notes, referencing and editing, etc.

c) Research seminars (where the M.Ed. student's present work-in-progress and other researchers are invited to present their work) should be organised.

d) Sessions guiding students to understand the interfaces between theory (transacted through taught courses) and the dissertation must also be planned. These could be in the form of special tutorials in relevant courses.

**Concept Note**

It is strongly recommended that a department/institution offering the M.Ed. programme, develops a concept note on the dissertation component that clearly specifies the expectations, assessment rules and procedures, and guidelines for students. This note should also include aspects like style sheet, and the word limit for the dissertation (ideally between 15,000 to 20,000 words). While a set of clearly laid guidelines should be put in place for this component, there should be an openness in terms of allowing and encouraging various research styles, areas, kinds of problems, and writing styles.

**Assessment of Rubrics**

The evaluation of the dissertation in fourth semester be done by an external examiner to be decided by the affiliating university from the panel of examiners approved by its academic bodies. The evaluation of the dissertation shall be based on the quality of research report carrying 50 marks, and comprehensive viva-voce examination carrying 50 marks.

**Suggested Readings**

- 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 BehaviouralResearch.New York: Holt, Rinehart and Winston.
- Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication
- 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 (6$^{th}$ Edition) NJ: Pearson Prentice Hall.
- Scott, David & Usher, Robin (1996). Understanding Educational Research. Rout ledge. London and New York.
- Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi:Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.

- Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.

- Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.

- Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.

- Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.

- Travers, Robert M.W. (1978). An Introduction to Educational Research (4$^{th}$ 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(7$^{th}$ edition).Allyn & Bacon.

- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication.

**Semester –IV   Internal Assessment 220  and External Assessment 280     Total – 500 Total – practicum 950 + theory 1050= 2000 marks  ( Four Semesters)**