Master of Education (R.I.E.)

Of

Barkatullah University

ORDINANCE AND COURSES OF STUDIES

For

Two Year M.Ed. (R.I.E.)

(w.e.f. Session 2015-16 Onwards)

National Council of Educational Research and Training

REGIONAL INSTITUTE OF EDUCATION

BHOPAL- 462013
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PC- Perspective Course,
CCS- Core Course Specialization,
TEC- Teacher Education Course
TC- Tool Course

**TS- Thematic Specialization**

- TS1. Educational Management, Administration and Leadership
- TS2. Curriculum, Pedagogy and Assessment
- TS3. Educational Technology
- TS4. Inclusive Education
- TS5. Guidance and Counselling
Ordinance Relating to the Examination for the Degree of Master of Education (M. Ed.)

The course leading to the Degree of Master of Education, Regional Institute of Education Bhopal shall consist of two academic years (four semesters) followed in an examination at the end of each semester. There will be a minimum of hundred working days in a semester excluding examinations and admission process of the Institute.

1. Duration
The course leading to the Degree of Master of Education shall consist of two academic years with four semesters and three inter semester breaks.

2. Eligibility
Candidates seeking admission into the M.Ed. course must have passed:
   a) B. Ed degree of 1 or 2 years duration, or
   b) 4 year integrated teacher education degree programme (B.El.Ed/BSc.Ed/ BA.Ed/B.Sc./ B. Ed/ BA. B.Ed), or
   c) D.El.Ed/ D.Ed with a Bachelor’s degree (B.A./B.Sc./B.Com. etc.)
      With 50% marks in the aggregate (in case of integrated degree course 50% aggregate marks in Education papers). However, relaxation up-to 5% marks shall be given to the SC/ST candidates or as specified from time to time by the University/Govt. of India.

Note: Candidates with D.El.Ed./D.Ed./B.El.Ed. will be eligible for core specialization in Elementary Education only.

3. Attendance
Each semester shall be taken as a Unit for purpose of calculating attendance. Candidate has to attend minimum of 75% of the total number of working hours (lectures, seminars and practical taken together) to appear in the semester examination.

However, shortage of attendance up to 15% or prescribed percentage may be condoned by the Vice-Chancellor on the recommendations of the Chairperson of the Department and / or Principal of the Institute /College as per rules of the concerned University. There shall be no condonation, if attendance is below 60% during any semester. A candidate who does not satisfy the requirement of attendance shall not be eligible to appear examination of the concerned semester.

A candidate, who fails to satisfy the requirement of attendance in a semester is permitted to re-join the same semester.

4. Medium of Instruction
The medium of instruction shall be English.

5. Scheme of Examinations:
A. Examination in Theory Papers:
Every student shall have to submit his/her application in a prescribed form through the Principal of the Institute to the University in such date preceding to the date of examination as may be fixed in the University along with the required fees and documents.
   a) A candidate shall have to appear all the papers of the Semester and have to secure the
prescribed eligibility marks (40%) for the promotion to the next Semester.

b) Duration of examination for theory paper of 70 marks shall be of 3 hours. There shall be at least one question from each Unit with internal choice. In case of theory papers, the **internal assessment** will be for 30 marks, assessed through test / assignments /seminar presentation, etc. in the respective papers in each semester and marks statement is to be submitted to the university.

c) At least one week prior to the last working day, internal assessment marks secured by the candidates shall be displayed on the notice board. If a candidate has any grievance, the same shall be brought to the notice of the Principal/HOD in writing within specified time by the candidate. In the event, the Departmental Council finds the grievance genuine then the Principal/HOD shall arrange for revaluation of test/assignment papers and effect the necessary correction(s). The decision of the Principal/HOD in this regard shall be final.

d) Department may decide to give test /assignment etc. to candidates who absent themselves for the internal examination(s), only if, the Department is convinced that the absence of the candidate is on valid grounds. However, the Department may allow the candidate to avail this provision within the duration of the semester.

e) The statement of internal assessment shall be sent to the Controller of Examination at least one week prior to the commencement of that particular semester examination.

f) If any candidate secures less than the prescribed minimum pass marks up to two theory papers shall be allowed to re-appear the same paper in next odd/even subsequent respective semester examination.

g) If any candidate fails in more than two papers of any semester, he/she will be declared as fail and has to repeat in the same semester.

h) A candidate may be allowed to complete the course within four years from the date of his/her admission.

### B. Dissertation:

1. Dissertation work shall commence from semester II and shall be completed by the end of semester IV.
2. The candidate shall have to carry out research work, under the supervision of a faculty as decided in the Department of Education of the institute.
3. The candidate shall have to submit three typed copies of the dissertation duly certified by the supervisor/Guide before commencement of their examination.

4. The dissertation shall be examined out of 100 marks by two examiners (internal and external) and shall conduct the viva voce jointly and submit the assigned marks to the principal/superintendent of the examination.

### 6. Classification of Successful Candidates

Minimum for a pass in each paper shall be 40% marks (obtained in external evaluation and internal assessment separately) and 50% in aggregate in each semester examination. To declare First Class, I Distinction, I Rank etc. the aggregate of the total marks secured by a candidate in all the semesters shall be considered. All the successful candidates will be placed in appropriate class/division/distinction, as per University regulations.

The scope of the study in different papers and practical training shall be prescribed by the University on the recommendations of the Board of Studies in Education.

### 7. Conduct of Examination
a) The written examinations in theory papers shall be held, ordinarily, at the end of each semester.
b) A period of one week for preparation may be allowed to the candidates before the examination.
c) The Head/Principal shall as soon as possible forward the copies of dissertation to the Internal and External examiners; Head/Principal, in consultation with external examiner, shall fix a date for the Viva-voce to be conducted in the institute.

8. A candidate seeking re-admission to a subsequent examination under the provision of scheme of examination (Para-5) shall have to:
submit his/her application in prescribed form through the Principal of the Institute indicating clearly the Part or full examination in which he/she has to reappear, together with fees required by ordinance and a copy of statement of marks obtained earlier attested by the principal, so as to reach the Registrar by such date preceding the examination as fixed by University.

9. Notwithstanding the provisions of paragraphs 6 above, the Vice-Chancellor may, if a candidate is failing or missing a division by not more than one mark, condone the deficiency of one mark, which however, not be added anywhere.

10. All other matters not specifically provided in this ordinance shall be governed by the relevant provisions of general ordinance of the affiliating University. The norms and regulations prescribed from time to time by the NCTE will also be applicable to the programme.
Semester wise distribution of papers and credits

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

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<td>PC1-Introduction to Education Studies</td>
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<td>PC2- Curriculum Studies</td>
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<td>TC4-Advanced Educational Research</td>
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<td>TEC2-Teacher Education II (Perspective Issues in Teacher Education)</td>
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<td>CCS2-Elementary / Secondary Education</td>
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<td>PC3- Psychology of Learning and Development</td>
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<td>TS-Thematic Specialization TS1.2(EP)/TS 2.2(LPSS)/TS 3.2(ICT)/TS 4.2(ADNIS)/TS 5.2(AAGC)</td>
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<td>TS-Thematic Specialization TS1.3(ELS)/TS 2.3(LA)/TS3.3(ICT IE)/TS4.3 (CCIIE)/TS 5.3(CD)</td>
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<td>TEC1- Teacher Education-I</td>
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<td>TS-Thematic Specialization TS1.1(EMAL)/TS 2.1(CPA)/TS 3.1(ET &amp; ICT)/TS 4.1(ID)/TS 5.1(GC)</td>
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<td>ITS-Internship in Thematic Specialization</td>
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**Abbreviations:**
- **PC**- perspective courses
- **TC**- Tool Courses
- **TEC**- Teacher Education Courses
**TS - Thematic Specialization (TS1.1 Educational Management, Administration and Leadership; TS 2.1 Curriculum theory Planning and Assessment; TS 3.1 Foundations of Educational Technology; TS 4.1 Understanding and development of Inclusive Education; TS 5.1 Guidance and Counselling in School)**

Thematic Specialization (TS1.2 Educational Planning; TS2.2 Learning and Pedagogy of School Subjects; TS3.2 ICT in Education; TS4.2 Addressing the diverse need in Inclusive setting; TS5.2 Assessment and Appraisal in Guidance and Counselling)

Thematic Specialization (TS1.3 Educational Management, Leadership and Supervision; TS2.3 Assessment in Education; TS3.3 ICT Integration in Education; TS4.3 Concern, Challenges and Issues in Inclusive Education; TS5.3 Career Development)

**Allocation of Credits to different semesters:**

- Semester I- 22 Credits
- Semester II- 22 Credits
- Semester III- 18 Credits
- Semester IV- 18 Credits

**Total - 80 Credits**
SEMESTER I
PC1: Introduction to Education Studies

Credit: 4  
Maximum Marks: 100  
Contact Hours: 3 Hours per Week + Two hour block Tutorial  
External: 70  
Internal: 30

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

- Understand the nature and purpose of education
- Understand dynamic nature of knowledge and knowing
- Appreciate relationship between various facets of knowledge
- Understand and appreciate the critical role played by culture in knowing
- Reflects on the educational ideas and systems of various thinkers
- Provide theoretical background to appreciate the disciplinary nature of education
- Develop the attitude of and abilities to contextualize the education process
- Provide opportunities to build one’s perspective of education

Unit I: Education: Changing Meaning, and Nature

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

Unit II: Education as Disciplinary Knowledge

- Nature and multi-facetedness of education
- Disciplinary Nature of Education:
- Interdisciplinary and multi-disciplinary Nature of Education
- Education as Humane Discipline
- Relationship with other disciplines such as Philosophy, Sociology, Economics, political science, Psychology, Biology, Genetics, and Anthropology.

Unit III: Context of Education

- Education as an Act and Process: Constituents/ Determinants
- Normative Context: Constitutional commitments and Aspirations of the people (How the normative commitment and aspirations of the people shape the educational practices);
• **Socio-cultural Context:** How it shapes the classroom processes and relations (Classroom debates need to focus on to understand how social and cultural capital students carry into classroom condition their participation and learning

• **Politico-economic Context:** How it creates conditions for (equal) opportunities for learning (Classroom debates and processes needs to be situated in the context of Liberalization, Privatization, Marketization and Globalization to develop critical understanding and proper perspective)

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

**Unit IV: Alternative Educational Theories**

• Idealistic Theory of Education: Plato’s The Republic, Selected Upanishad discourses,
• Realistic theory of Education: Aristotle’s Politics, Bertrand Russel’s On Education

• Naturalistic Theory of Education: Rousseau’s Emile, Tagore and Gijubhai’s Diva Swapna

• Pragmatic Theory of Education: Dewey’s My pedagogic Creed/Democracy and Education

**Unit V: Radical Educationists and Their Works: A Critical understanding**

• Paulo Freire: Pedagogy of the Oppressed
• Ivan Illich: De-Schooling Society
• J. Krishna Murthy: Freedom From Known
• Sri Aurobindo Ghosh: The Integral Yoga

**Modes of Transaction:**

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

**Sessional Work:**

- Undertake a survey of select parents and community members and collect and map out their views on aims of education.
- Visit different kinds of schools and find out the socio-economic and cultural context(s) of schools. Make an analysis of how these different contexts of school provide differential opportunities and how those opportunities condition their achievement?

**Suggested Reading:**

• NCERT. (2005) National Curriculum Framework, NCERT. New Delhi

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PC2: Curriculum Studies

Credits: 4
Contact Hours: 4 Per Week

Maximum marks: 100
External: 70
Internal: 30

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

- Explain the meaning, nature and determinants of curriculum
- Compare the various types of curriculum
- Gain insight into the bases of curriculum development.
- Explain various approaches and models of curriculum development
- Identify the guiding principles of selection and organization of learning experiences.
- Describe the process of curriculum evaluation

Unit I: Concept, Bases and determinants of curriculum

- Meaning and nature of curriculum
- Perspectives on Curriculum; Traditionalists; Conceptual- Empiricists; Reconceptualists, and Constructivists.
- Bases of Curriculum Epistemological, Psychological, Sociological, Economical and Cultural.
- Consideration for Curriculum Development: National policy; Learner’s needs and characteristics; & Educational Objectives, methods, Assessment and Evaluation.
- Curriculum framework-need and importance; ramification of curriculum framework into curriculum, syllabus, Units and textbooks: Analysis of Different curriculum frameworks.

Unit II: Curriculum Planning & Development

- Curriculum planning : Curriculum Planning and Development as a continuous and cyclic process
- Approaches of curriculum development: Administrative approach, Grass root approach, Systems approach.
- Development of textual and learning material; planning, process of development, involvement of various stakeholders etc.

Unit III: Implementation of Curriculum in School

- School as site for curriculum implementation: Creating context for curriculum transaction; Availability of infrastructure; curricular resources (textbook, teacher’s handbook, library, laboratory, school playground, neighborhood etc.)
- Teacher’s Role in Curriculum construction, Curriculum Transaction (cooperative leaning approach and collaborative learning approach) and researching in curriculum.
- Use of ICT in curriculum transaction.
- Role of external agencies in providing curriculum and pedagogical supports to teachers within schools-local, regional, national.
Unit 4: Selection and Organization of learning experiences
- Principles and criteria for creating learning experiences: Cognitive, Critical perspectives, applicability, Utility, objectivity and scope for inclusiveness.
- Designing integrated and interdisciplinary learning experiences.
- Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India’s heritage of crafts
- Infusion of environment related knowledge and concerns in all subjects and levels.
- Learning to draw upon resources other than text books including local history and geography.

Unit V: Curriculum Evaluation
- Models of curriculum evaluation: Tyler model, Stakes model, Screven model, Kirkpatrick model.
- Utilizing evaluation result for curriculum improvement.
- Situation analysis using survey and interview
- Issues in Curriculum evaluation

Modes of Transaction
- Lecture-cum-discussion
- Individual and group assignment through self-study in the library and presentation in a seminar
- Demonstration
- Interpretation, analysis and reflection on observation in a group
- Library study
- Project work/Assignment
- Workshop
- Group discussion
- Small Survey

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

Suggested Readings:
• Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.

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PC3: Psychology of Learning and Development

Credits: 4
Contact hours per week: 4
Max marks: 100
External: 70
Internal: 30

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

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

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

Unit II: Understanding the Process of Learning
- Learning – Meaning and Types of
- Various theoretical perspectives on human learning: Behaviourist, (Skinner), Humanist (Roger), Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky).
- Critical appraisal of the views of Ausubel, Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.

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

Unit IV: Understanding differences in individual learners to facilitate learning
• Conceptual framework of understanding dimensions of differences in individual learners (with reference to individual attributes and socio cultural contexts)
• Differences in learners based on predominant ‘learning styles’
• Understanding differences based on cognitive abilities in children: such as giftedness, creativity, learning disability, low intellectual functioning (slow learner), and under achievement.
• Understanding Learners with difficulties and deviant behaviours: Attention deficit disorder with or without hyperactivity, Autism, Conduct disorder etc.,
• Methods/techniques of identifying individual differences: questionnaire, observation, interview, self-reporting techniques, anecdotal records, case study, Cumulative Record Card (CRC), psychological tests and experiments. (As Lab work: Related to Psychological Practical)
• Strategies to deal with diversity among learners

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

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

Sessional work
• Conducting case study on one student who has difficulties in learning at Elementary stage.
• Reading Gardener’s theory of Multiple intelligences: Implications for understanding differences in individual learners
• Engaging learner in the process of knowledge construction and observe how they use their out of the school experience and local knowledge during construction of knowledge. Prepare report and discuss in group presentation.
• Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
• Identification of learning difficulties of the student in any subject area through administration of diagnostic test and development of remedial instruction.
• Identification of strategies for motivating the learner in study of a subject and practicing in school
• Analysis of a case of adolescent learner with maladjusted/deviant behaviour.
• Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at elementary or secondary stage.
• Analysis of learning situations and presentation before a group followed by discussion.
• Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
• Preparation of Portfolio and Reflective Journal.
• Suggest structures of classroom environment in which all students can learn.
• Design/suggest activities for developing critical consciousness about various social and political issues.
• Prepare a plan of activities for students of various levels of schooling, which can be shared with the parents.
• Develop strategies on critical perspectives on socio-cultural realities

Suggested Readings:
• मर्मा, रेंगेशकुमार एवं जोशी, मनीषा अधिगमकर्ता का विकास एवं निगम अधिगम प्रक्रिया

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TEC1: Teacher Education- I

Credits: 4
Contact Hours: Four Hours per Week

Maximum Marks: 100
External: 70
Internal: 30

Objectives
On completion of the course, students will be able to:
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession
- Examine the nature and objectives of teacher education
- Discuss the growth and the development of teacher education in the country
- Assess the relevance of the present teacher education Curriculum
- Reflect on various issues and concerns related to teacher education

Unit I: Teachers and Teaching Profession
- Teachers in India: The changing profile; changing roles and responsibilities of teachers and its demands on teacher education
- Teacher identity, social status: a critical understanding
- Concept and nature of teaching
- Teaching as a profession: characteristics of a profession; professional ethics for teachers; teacher autonomy and accountability

Unit II: Teacher Education – Historical Perspectives
- Teacher education: meaning nature and scope
- History of teacher education in India: trends, developments and forces that shaped teacher education.
- Reports of National Commissions on education with reference to teacher education(National Knowledge Commission)
- Reports of International Commissions on education with reference to teacher education(Learning the treasure within)

Unit III: Preparation of School Teachers
- Teacher education institutions: RIEs, Colleges of Education, University departments of Education, Elementary Teacher education institutions, ECCE Teacher education institutions: institutions established under Centrally Sponsored Scheme of Teacher Education namely, IASEs, CTEs, DIETs, BRCs and CRCs.
- Models and outcomes of pre-service teacher education:
  Face to Face Mode: elementary level - 1 year model; 2 years model; 4 year integrated model secondary level - ; one year model; two year model;
  Distance Mode: One-year model; 2 years model.
- Preparation of teacher for senior secondary level, vocational stream and for inclusive settings.
Unit IV: Curriculum Organization, Transaction and Evaluation

- Organization of Teacher Education Curriculum
- Transactional approaches for the foundation courses – expository, participatory, collaborative, peer coaching and inquiry. Scope and possibility of organization and evaluation, Lecture-cum-Discussion, Group Discussion, seminar, Use of Multimedia/ICT and E-resources
- Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)

Unit V: Continuing Professional Development of Teachers

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

Modes of Transaction:

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

Sessional work

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

Assignment/term paper on selected themes from the course

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

Suggested Readings:

- NCTE (1998). Competency based and commitment oriented teacher education-for quality education; Pre-service education, NCTE, New Delhi
- Rahman, Hifzue (2005). Key issues in teacher education; Teachers for secondary schools, Sanjay Prakashan, Delhi
- Siqqiqui, M.A.(1993). In-service Education teachers. NCERT, New Delhi
- Srivastava, G.N.P.(1999) Management, Supervision and Monitoring under IASEs & CTEs, Regional Institute of Education, Bhopal

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TC1 : Introduction to Educational Research

Credits: 4
Maximum Marks: 100
Contact hours: Four hours per week
External: 70
Internal: 30

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

- Appreciate the concept, characteristics, process, perspectives and types of educational research
- Identify and formulate research problem
- Explain different classifications of educational research
- Use descriptive statistics for data analysis
- Select appropriate sampling techniques
- Describe different tools and techniques of collecting data
- Prepare a draft proposal for a research problem

Unit I: Research in Education: Conceptual Framework
- Educational research: Concept, nature and scope
- Paradigms of educational research: Positivist, Interpretative
- Research as an output and process
- Classification of research based on purpose (basic, applied and action), design (experimental and survey) and nature of data (quantitative and qualitative)

Unit II: Planning for Research
- Identification, selection and formulation of a research problem
- Sources of research problem-Theory, Research gap and experiences
- Variables of research- Constructs, concepts, Meaning, Nature and types
- Delimitation (scope) of research problem
- Formulation of objectives/Research Questions
- Meaning and types of Hypotheses
- Preparation of Research proposal

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

Unit IV: Tools and Techniques of Data Collection
- Interview, Questionnaire, Checklist, Psychological Tests, Achievement Tests and Diagnostic Tests, Focus Group Discussion, Observation, Field Notes, Transcriptions, Recording (Audio-Video), Anecdotal Records, Portfolios, Dialogue, Discourse and Documents.
• Characteristics of a Good Research Tool: Reliability: Meaning, types, and procedure of establishing reliability; Validity: Meaning and approaches.
• Item Analysis: Difficulty Value of test item: Discriminative Index and Facility value; finalization of items (standardization of various tools), Item Response Theory (IRT).

Unit V: Data Analysis and Interpretation
• Understanding the data in terms of scales of measurement
• Processing data in tabular and graphical representation (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive and Box plot)
• Statistics and Parameters: Descriptive, Inferential, Parametric and non-parametric
• Normal Probability curve: Characteristics and Application

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

Sessional Activities:
The students will undertake the following activities:
• Development of a Research Proposal on an identified research problem.
• Identification of variables of a research study and classification of them based on types and level of measurement.
• Planning a study based on a research design by keeping the objectives and research questions/hypotheses of a research study.
• Identify an appropriate tool for a given problem
• Select an appropriate sample of a given research problem based on Stratified Random Sampling method

Suggested Readings:

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TC2: Self-Development

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

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

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

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

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

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

Objectives

- To enable the students understand that the “development of self” is a resource to exercise their professionalism.
- To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- To help them develop sensitivity towards social-cultural diversities crucial in making teaching–learning environment conducive/congenial to the learner.
- To demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom.
- To help them in achieving mental and physical well-being
Course Themes
Theme 1: Understanding the Self
Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting Situations
Theme 3: Developing ‘Self’ in harmony with nature
Theme 4: Developing ‘Self ‘as a professional (Teacher Educator)
Theme 5: Self and Social Responsibilities
Theme 6: Self and Mental and Physical Well –being

MODE: WORKSHOP, GROUP DISCUSSION, FIELD VISITS

Theme 1: Understanding the Self
Objective

Objectives of this activity is to help students to develop cognitive skills such as
- Developing self-awareness about one’s abilities and opportunities to develop skills like independent thinking, critical thinking and creative thinking, decision making, problem solving and goal setting
- Developing objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies

Activities
i. SWOT analysis – to identify Strengths, Weaknesses, Opportunity and Threats
ii. Use of Zuari’s Window –to know one’s own and others’ perception about self
iii. “Who am I” –to know about the self concept
iv. Inspirational Readings – to inculcate values

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

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

Activity
Following exercises may be organised in the workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management
- Identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students
- Reflect on it
- Share with the group on how it was managed/resolved

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

Theme 3: Developing ‘Self’ in harmony with nature
Objective

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

**Activities**

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

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

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

**Objective**

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

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

**Activity: Self-reflection and documentation**

The students will be asked to identify

I. identify an eminent educationist in the neighborhood and interact with him/her
II. read a book of an eminent educationist
III. observe the effective teacher in the classroom
IV. interview an effective teacher

On the basis of the above the students will-

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

**Theme 5: Self and Social Responsibilities**

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

**Objective**
While conducting the activity the students will be able to develop

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

**Activities**

i. **Group discussion:** The focus of the discussion will be on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills while dealing with different groups of learners belonging to different social contexts/situation.

**Note:** The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.

ii. **Field Visit:** Visits to the slums/migrant groups/institution or NGOs working with disadvantaged groups. Before field visit students need to be oriented (½ day) on what they are supposed to do in the field. During the visits, the students will discuss pertinent issues with these groups and prepare report to discuss and share with other students. This will help students to experience their transformations in different contexts.

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

**Theme 6: Self and Mental and Physical Well-being**

**Objectives**

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

**Activity**

*Regular practice of yoga and meditation during the semesters*

- Locally available yoga expert can provide yoga and meditation practices.

Students should reflect on how yoga practice helped in maintaining physical, mental and spiritual health.

**Evaluation of Self-development:**

During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with following documents:

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

Note: Students are required to submit Portfolio in the prescribed format with all evidences. The portfolio will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

Suggested Readings:


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TC3: Communication Skills and Expository Writing

Total Marks- 25
Contact hours: 2 hours per week

Credits-01
Internal Assessment

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

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

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

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

Suggested Activities:

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

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

Students should-
- Making listening notes
- Complete worksheets on listening tasks
- Develop criteria for analysis of listening skills
- Consult pronunciation dictionaries

Students can observe -
- Anchors in programmes
- Observe Webinars
- Observe unstructured conversation

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

**Suggested activities:**
**Students can practice:**
- Sounds of English
- Stress and intonation patterns
- Recitation of poems

**Students can:**
- Participate in conversations (Situations to be provided)
- Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level
- Analyze speech styles
- Analyze presentations
- Make presentations
- Involve in Mock Interviews
- Anchor programmes in the Institute

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

**Suggested activities:**
**Students can read**
- Editorials in newspapers on a regular basis
- Articles in newspapers and magazines
- Research papers in journals
- Book reviews, film reviews and art reviews in newspapers and magazines
- E-books, online journals
- Subject related reference books

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

**Purpose and process of communication**
To understand the purpose and process of communication students can be involved in:
- Individual and group assignment on a chosen topic of communication and present it using any ICT tool
- Brainstorm on pertinent issues in education and analyze the elements/process of communication in the discussion.
- Critical Reflection on communication strategies in any literary work of local/national /international significance and presentation in the seminar.
- Panel discussion on different themes; peer assessment on their communication skills
**Expository Writing**
The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: Informational, Opinion, Narration and Argument.

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

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

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

**Suggested Readings:**
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 200

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

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

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

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

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

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

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

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

Group presentations facilitated by the teachers will be one of the core components of the transaction.

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

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

Suggested Readings:

• Gore, M.S. et.all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.

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Objectives
On completion of this course, the students will be able to:
- Identify a topic of qualitative research
- Select an appropriate design with respect to identified research problem
- Analyse qualitative data in an educational research
- Develop and standardize a research tool
- Test hypothesizes by using different inferential statistical techniques
- Develop a research report, research abstract of the research paper

Unit I: Methods and Design of Research
- Descriptive Methods: Survey, Correlation Studies, Historical, Cross-sectional and Longitudinal
- Experimental Design: True experimental (Single group pre-test, post-test design; Two group experimental-Control group design; Solomon four-group design, Rotational group design; Factorial design), Quasi experimental designs
- Internal and External validity of the research design

Unit II: Qualitative Research
- Meaning, Nature, Characteristics, Scope and Relevance
- Types of Qualitative Research: Naturalistic Enquiry, Hermeneutics, Phenomenology, Grounded Theory, Ethnography, and Case Study
- Recording of Qualitative Data
- Analysis of Qualitative data using Qualitative Techniques
- Qualitative data analysis using Computer Software(Ultavista, N etc)

Unit III: Scales of Measurement and Inferential Statistics
- Scales of measurement: Nominal, ordinal, interval, and ratio
- Transformation of scores: Standard Scores, Derived Scores
- Concepts of sampling Distribution of Statistics
- Standard Error as an index of sampling error
- Correlation, Product Moment Correlation; Rank Correlation; Concept of Multiple and Partial Correlation and Linear Regression ( Bivariate Only)
- Testing of Hypothesis: Concept of One-tailed and two-tailed tests; Type one and type two errors; Testing the significance of the Difference between Means, Variances, Correlations and Proportions.
- Analysis of Variance and Co-variance: Concept, Assumptions, Principles and Uses

Unit IV: Non-parametric Statistics
• Use of non-parametric tests and its rationale for distribution free data; Chi-square Test; Median test, sign test, Mann Whitney U-test and Wilcoxon test, Kruskal-Wallis test and Friedman’s test
• Quantitative data analysis using computer software (MS-Excel, SPSS etc.)

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

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

Sessional Activities:
The students will undertake the following activities:
• Preparing a research design for a study by considering the objectives and research tools.
• Preparation, try out and standardization of a tool.
• Critical analysis of research papers for qualitative research
• A critical assessment of statistical techniques used in a research report/thesis.
• Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.
• Analysis of data using any one computer based statistical package.

Suggested Readings:

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

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

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

Unit I: Elementary Education: Perspective and Development

- Perspectives – Sociological, psychological and philosophical perspective of Elementary Education.
- Philosophy and practice of elementary education as advocated by eminent philosophers/educationists/practioners: M. K. Gandhi, Shri Aurobindo and Swami Vivekananda.
- The historical journey of elementary education in India.
- Elementary education as a constitutional commitment.
- Idea of Common School System.

Unit II: Planning, Policies and Administration

- Five year National development plans– shift in focus on elementary education, budget consumption of elementary education.
- Decentralization of authority and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA.
- Right to free and Compulsory Education Act 2009: Salient provisions.
Unit III: Programmes and Implementation Strategies at Elementary Education

- Centrally sponsored schemes – Assumptions, implementation strategies and impacts: IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV.
- State projects – Assumptions, implementation strategies and impacts - BEP, APEP, UP BEP, Lok Jumbhish, ABL, Nali Kali, Mahila Samakhya, Shiksha Karmi, AIEP.
- Sarva Shiksha Abhiyan (SSA) – Objectives, focus areas, implementation strategies and impact on quality enhancement.
- Mid Day Meal scheme (MDM) – Objectives, implementation and impact on quality enhancement.
- Role of authority and civil society in programme implementation

Unit IV: Curriculum, Pedagogy and Assessment in Elementary Education

- Principles of Curriculum development at Elementary Level.
- National Curriculum Frameworks for school Education: Salient features.
- Relevance, integration, flexibility, contextuality and plurality determinants of curriculum at elementary level
- Pedagogy relevant at the elementary level
- CCE at elementary stage: concept and principles.
- Alternative assessment.

Unit V: Inclusive Education at the Elementary Level

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

Modes of Transaction:

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

Sessional activities

- Prepare a status report on elementary education in a district with reference to access, enrolment, participation and learning achievement
- Observe and report on the implementation of any one of programme to improve quality in elementary education
• Read and discuss on the philosophy and practices of elementary education as advocated by different educationists
• Prepare a short write-up on “initiatives to bridge gender gap in elementary education” and discuss
• Conduct a survey on the opinion of elementary school teachers on the policy of ‘inclusive education’
• Visit one or two elementary schools in the neighbourhood to observe midday meal scheme / inclusive environment and prepare a report on its implementation and offer suggestions
• Read a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program of US / Read any research report or article on mid-day meal scheme
• Compare the National and International curriculum of elementary education and discuss
• Analyze the curriculum of any two States (It could be grade wise or subject wise) and discuss
• Compare the allocation of GDP in education that is elementary, secondary, tertiary and technical etc. and other developmental / service sectors like health, defence and railway
• Collect information from developed, developing and underdeveloped countries on the budget allocation to education (budget auditing)
• Collection, evidence based practices, Case study on the sustainability of the any one of the programme
• Analysis of Annual Work Plan and Budget (AWP & B) of SSA any one State
• View films / videos on issues related to elementary education (Savithri Bai Phule, Lilkee, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Sathyarthi, Malala and many other who speak for education)

*** Sessional activities are only suggestive. The Institutes may design suitable activities based on the Units of the course. This may also be given as group work and discussions could be held during tutorial sessions.

Suggested Reading:
• National Curriculum Framework on school education, 2005
• Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
• Prakash, V (1997) (ed) Teacher empowerment and school effectiveness at primary stage. NCERT, New Delhi
• NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi

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CCS1: Secondary Education -1

Credit: 4
Maximum Marks: 100
Contact hours – 3 hours of teaching + 2 hours of tutorial per week
External: 70
Internal: 30

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

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

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

Unit I: Perspectives and Development of Secondary Education

- Nature, Scope, function and objectives of Secondary Education.
- Philosophical, Sociological and Psychological Perspectives of Secondary Education.
- Growth of Secondary Education in India.
- Universalization of Secondary Education in response to the accelerating growth of Human Resource Capital and Skill development to meet emerging needs.

Unit II: Planning, Policies and Administration

- Major Recommendations of secondary Education.
- Secondary Education in 5 year Plans.
- Decentralization of administration and management of secondary and senior secondary education- Constitution and role of SDMC.
- Administration responsibility of different levels of central and state government; types of schools, Regulation of private school; matching supply-demand aspect of secondary education.
• Recommendations of CABE Committee on Universalization of Secondary Education.

Unit III: Programmes and implementation strategies of Secondary Education
• Programmes and Implementation strategies of Government of India since independence to improve access, enrolment, retention and quality of Secondary education.
• RMSA for achieving Universalisation of Secondary Education – Programmes and strategies.
• National Vocational Education Qualification Framework (NVEQF).
• Role of civil society groups in programme implementation.

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

Unit V: Inclusive Education at the secondary education
• Concept, need and importance of inclusive education at the secondary level.
• Perspectives on Inclusive education: human rights, diversity, social justice, equity and equality.
• Recommendations of Kothari commission and Secondary Education Commission on restructuring policies and practices to respond to diversity in educational situations.
• Challenges of bringing all children into secondary school.

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

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

* The sessional activities are only suggestive. The Institutes may design suitable activities based on the Units of the course. This may also be given as group work and discussions could be held during tutorial sessions

**Suggested Reading:**

- Chopra, R.K. (1993) Status of Teachers in India
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
- National Curriculum Frameworks for Teacher education, 2009
- National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
• Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
• Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi

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

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

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

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

- Meaning, nature and scope of educational administration.
- Theories of educational administration.
- Process of educational administration: Purposing, Planning, Organizing, Operating (direction, coordination and control) and Evaluating.
- Differentiating (a) Educational Organization; (b) Educational administration (c) Educational management.
- Nature and Characteristics of Educational organization
• Stages to Educational administration – Centralized Vs Decentralized

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

Unit III: Perspective and Structure of Educational Management
• Management at different levels-Elementary, Secondary and Higher Education,
• Constitution and Role of Different institutional management,
  (a) School Management Committee(SMC), (b) School Management Development Committee (SMDC), (c) Parents/Guardians/teachers
• Emerging substructures: implications for management: Open School System, Open University system, Navodaya Vidyalayals, KVS, KGBV and others.
• Role of special agencies in Indian education: MHRD, UGC, CABE, NCERT, NUEPA, ICSSR, NCTE, Local Bodies and Private Agencies etc.

Unit IV: Dynamics of Educational Management.
• Evolution of the Educational Management
• Management as process, Management as bureaucracy ,Delegation of authority, Control,
• Human relations to Management, Communication, Direction, Coordination and Unity of command.

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

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

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

Suggested Readings:

- Newman and Summer. *The process of Management : Concept, Behaviour and Practice*. New Delhi :
- Prentice Hall of India Pvt. Ltd.
CURRICULUM, PEDAGOGY AND ASSESSMENT

TS2.1: Curriculum Theory, Planning and Development

Credits: 4
Contact Hours: Four Hours per Week

Maximum Marks: 100
External: 70
Internal: 30

Objectives
On completion of this course, the students will be able to:
- Understand the meaning, nature and types of curriculum
- State the characteristics of various approaches to curriculum
- Conceptualize the meaning, nature and types of curriculum theory
- Describe various bases of curriculum
- State the principles behind different models of curriculum planning
- Identify the factors affecting curriculum planning
- Describe the role of different state and national level agencies in curriculum planning and development
- Describe the development process and thrusts of different National Curriculum Frameworks for school education

Unit I: Concept and Theories of Curriculum
- Meaning and nature of curriculum
- The planned curriculum and the received curriculum.
- The formal curriculum and the informal curriculum.
- Hidden Curriculum
- Approaches of curriculum: Traditionalists, Conceptual-Empiricists, Re-conceptualists, Constructivists
- Meaning, nature and types of curriculum theory
- Bases of curriculum: philosophical, psychological and sociological

Unit II: Curriculum as Content, Process and Product
- Curriculum as content and education as transmission
- Curriculum as process and education as development
- Curriculum as product and education as instrumental
- Knowledge and selection of curriculum content
- The politics of selection of curriculum content

Unit III: Curriculum Planning
- Models of Curriculum Planning: Prescriptive Model, Tyler’s model, Hilda Taba model
- Approaches and process of curriculum planning
- Factors affecting curriculum planning; politicization of the school curriculum
- Planning and organization of a balanced curriculum

Unit IV: Curriculum Development
- Role of National and State level agencies in Curriculum development.
- School based curriculum development
Evolution of National Curriculum Frameworks for school education in India - Historical perspective

Elements of Curriculum: aims and learning outcomes; content; teaching and learning methods; assessment mechanisms; learning resources

Guiding principles in structuring the curriculum and selecting the curriculum components

Unit V: Curriculum Evaluation

- Meaning, purpose and uses of curriculum evaluation
- Models of curriculum evaluation: Ralph Tyler’s Model, CIPP Model, Robert Stake’s Model, Screven’s Model
- Guidelines/criteria for evaluation of school curriculum
- The politicization of curriculum evaluation

Transaction Mode:

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

Sessional Activities:

- Each student will prepare a term paper on comparative study of school curriculum of any two/three States/countries.
- Each student will make a detailed study of the major features of National Curriculum Frameworks of school Education in India (1988 onwards) and present the outcomes in seminars.
- Students in group of 4 to 5 will prepare outline of a curriculum with reference to its major elements.

Suggested Readings:


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Introduction
The trainees could be asked to take up various online ICT programmes already available through CIET, UNESCO and other agencies related to the course content in various Units. This will give more time for the teacher educators to provide hands on experiences and discussions. The present course could be made available to the learners as e-learning course through LMS like Moodle. This would also give many opportunities for the trainees to experience e-learning and e-content design. The expectation is that the emphasis will be given to FOSS tools for e-content creation and e-learning. This is expected to ensure access and sustainability. Some of the FOSS tools are mentioned in the syllabus. However new tools are developed more frequently than ever and therefore the educators are expected to explore these tools and integrate that in to the course content. The course content is expected to be covered through practical hands on activities, background reading, and group discussion and the lectures need to be limited to the minimum.

Objectives
On completion of this course, the students will be able to:
- Understand the nature and scope of educational technology and various forms of technology
- Understand the systems approach to Education and communication theories and modes of communication
- Know the instructional design and modes of development of self-learning material
- Develop the ability for critical appraisal of the audio-visual media
- Develop basic skills in the production of different types of instructional material
- Know the recent innovations and future perspectives of Education Technology
- Understand the role of multimedia in education and its production process
- Appreciate the role of internet as a learning resource

Course Content
Unit I: Educational Technology: Meaning, Nature and Scope
- Historical Perspective of Educational Technology
- Meaning and Scope of Educational Technology
- The nature of Educational Technology: Evolution of the concept of Educational Technology, The existing position and latest concept
- Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology, Instructional Design Technology
- Educational Technology as Systems Approach
- Major Institutions of Educational Technology in India and their role: CIET, AVRC, EMRC, MCRC, IGNOU, SIET, Consortium for Educational Communication (CEC)-UGC

Unit II: Instructional Strategies
- Models of Teaching
  - Meaning, definitions and characteristics
o Types (Families) of Teaching Models: Information Processing Model, Social Interaction Model, Personal Development Model, Behaviour Modification Model

- Designing Instructional System
  o Formulation of Instructional Objectives
  o Task Analysis
  o Overview of Models of Instructional Design: ADDIE Model, ASSURE model
  o Designing of Instructional Strategies: Concept Mapping, Lecture, Team Teaching, Cooperative Learning, Discussion, Panel Discussion, Seminars, Tutorials

- Programmed Instruction
  o Concept and Types: Linear or Extrinsic Programming, Branching or Intrinsic Programming
  o Development of Programmed Instructional Material: Linear and Branching Model, Teaching Machines, Computer Assisted Instruction

Unit III: Understanding Multimedia
- Multimedia: Need and Importance
- Multimedia instructional design: planning, process, content structure and sequence, media specification
- Multimedia and learning theory, multimedia in teaching and learning, and multimedia distribution system
- E-content: Design and development, Learning objects and their characteristics, Standards and specifications, Advantages of learning objects
- Using and contributing in Online Resources
  o [http://nroer.gov.in/](http://nroer.gov.in/)
  o [http://slideshare.net/](http://slideshare.net/)
  o [https://www.scribd.com/](https://www.scribd.com/)
  o [https://www.youtube.com/](https://www.youtube.com/)

Unit IV: Internet as a Learning Resource
- Internet Terminology: WWW, Browsers, Search Engines, etc.
- Internet: Needed Hardware and Software, Types of networking
- Browsing the internet, Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Email, Newsgroups and mailing lists, discussion forums, Social Networking Sites
- Some exemplar websites: Lesson plans for classrooms, Help from experts, Contents in curricular subjects, Educational projects, Simulation of experiments, Milestones on any topic, Online courses/banking, miscellaneous
- Computer Security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Unit V: Technology Integration: Policies, Promises, Challenges and Trends
- Policies
  o International Scenario: UNESCO transforming Education: The power of ICT Policies, ICT policies and Practices: Case Studies from European and Asian Countries
  o Global ICT Policies and Strategies and Indian Perspective
• Promising Trends
  o Increased online access and connectivity
  o Mobile access- ubiquitous computing
  o Free and Open Source Software (FOSS)
  o Convergence of Hardware and software
  o Technological sophistication and affordability
  o Digital assistive technology

• Challenges
  o Equity issues and the digital divide
  o Social, ethical, and security issues
  o Limitations of technology integration: A critical look at the impact of technology integration
  o Technology dependence and learner autonomy
  o Capacity Building of Teachers and other Stakeholders
  o Availability of Digital Resources
  o Development and Sharing of Digital Resources
  o Policy Coherence in the Application of ICT for Education
  o Financing and Sustainability

• Current and Future Trends
  o Emerging role for augmented and virtual reality in education
  o Learning analytics and education
  o Personalised learning spaces
  o Digital badging and games
  o BYOD and digital citizenship
  o 3D printing and its educational application

Sessional Work
The transaction of this work requires two third of the time on practicum and the third with presentation. Preferable the class should be in e-lab so that instant use of required facilities can be facilitated. A few major activities are listed below. This is not exhaustive one. The course instructor is expected to add, delete, modify as per the requirements.

• Seminar presentation on approaches to educational technology.
• Seminar presentation on Evolution of Educational Media.
• Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
• Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at www.teem.org.uk/
• Developing a multimedia e-content for an educational topic using any authoring tool.
• Critical study of ICT related policies

Suggested Reading:
• Evant, M: The International Encyclopaedia of Educational Technology.
• Mangal S K, Mangal Uma (2009), Essentials of Educational Technology, PHI Learning Pvt. Ltd.
INCLUSIVE EDUCATION

TS4.1 : Understanding and Development of Inclusive Education

Credits: 4  
Maximum Marks: 100  
Contact Hours per week: 4 hours  
External: 70  
Internal: 30

Objectives

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

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

Unit I: Introduction to Inclusive Education

- Concept of Inclusive Education
- Need and Importance of Inclusive Education
- Scope of Inclusive Education
- Segregation to Inclusion, Education for All movement

Unit II: Different Perspectives of Inclusive Education

- Historical and Political Economic perspective of Inclusive Education
- Philosophical perspective of Inclusive Education
- Psychological perspective of Inclusive Education
- Sociological perspective of Inclusive Education

Unit III Initiatives taken in the direction of Inclusive education

- At International level

- At National level

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

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

Modes of Transaction:
Lecture cum Discussion, group work, ICT- power-point presentation, use of internet etc. and field visit to get first-hand experience on inclusive practices, Library readings and Project works

Sessional Work:
The students will undertake any one of the following activities:
- Preparation of status report on school education of learners with diverse needs.
- Evaluation of text books from the perspective of learners with diverse needs.
- Field visit to school/ institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Critical review of policy, practice, and panel discussion by a group of students.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
- Visit to special/ integrated / inclusive classrooms and prepare a comprehensive report
- Visit to a NGO working in the education of LwDNs and prepare a comprehensive report on their contributions and activities.

Suggested Readings:
• Deiner, L, Penny, (2010), Inclusive Early Childhood Education 5th Ed. Wadsworth Cengage learning, Belmont, CA USA
• IEDSS 2009 MHRD, New Delhi
• Index of Inclusion (2014) NCERT, New Delhi.
• Lowenfeld, B (1973) (Ed) The Visually Handicapped Child in School New York: Jhon Day
• National Policy of Education 1986 (revised 1992)
• Rehabilitation Council of India Act 2005 Annual Report.
• Right to Education Act 2009.
• RMSA (2009) for detail www.rmsa.nic.in
• SSA (2002) for detail www.ssa.nic.in
• Thomas, G. and Vaughan, M. (2004) Inclusive Education: Readings and Reflections,
• Maidenhead: Open University Press.
• UNICEF(2003) Examples of Inclusive Education
GUIDANCE AND COUNSELLING

TS5.1: Guidance and Counselling in School

Credits: 4
Contact hours per week: 4
Max marks: 100
External: 70
Internal: 30

Objectives

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

- Describe the meaning, nature and scope of guidance and counselling
- Appreciate the need for guidance and counselling in school
- Develop acquaintance with different techniques of group guidance
- Recognize the role of guidance in attaining the goals of education
- Understand the essential services involved in the guidance programme and Carry out different guidance and counselling activities
- Understand the resources required and their optimum use in managing a school guidance programme
- Develop awareness of the constitution of the school guidance committee, its roles and functions
- Understand the meaning, nature, goals, areas and scope of counselling,
- Understand the concept and process of counselling in group situation,
- Understand the importance of counselling relationship and stages of counselling process,
- Become acquainted with the skills of an effective counselor and various approaches and techniques of counselling

Unit I: Guidance, Education and Curriculum

- Guidance: need, scope and types; techniques of group guidance
- Relation of guidance with education; integration of guidance and curriculum: need and importance;
- Role of teachers and other personnel in guidance programme
- Types of guidance services
- School Guidance: a collaborative effort of school and community; School guidance committee: constitution, roles and functions
- Planning and organisation of guidance programme in school; Setting up of ‘Guidance cell in school’

Unit II: Understanding Counselling and Counselling Process

- Meaning, nature, types, and scope of counselling, place of counselling in the total guidance programme
• Goals of counselling: resolution of problems, modification of behaviour, promotion of mental health
• Issues, concerns and problems of childhood and adolescence stage; identification of cases for counselling
• Nature and importance of counselling relationship
• Stages of counselling process

Unit III: Counselling: Approaches, Skills, and Techniques
• Major counselling approaches and Counselling techniques
• Basic counselling skills - Application of skills for building a positive classroom climate to enhance learning
• Various counselling interventions: behavioural, cognitive and transactional
• Peer counselling: concept and relevance to the school situation
• Family counselling
• Role of teacher as a counsellor and the professional ethics

Unit IV: Diversity in Individuals and Role of Guidance & Counselling
• Understanding diversity among individuals: Intellectually gifted and creative students, and intellectually challenged students
• Physically-challenged students - role of guidance and counselling
• Socio-cultural diversity: socially disadvantaged students
• Guidance for students with learning disability – meaning and types of learning disabilities; guidance for students with learning disabilities
• Crisis counselling: Counselling for prevention of child abuse, substance abuse, suicide, HIV/AIDS awareness

Unit V: Guidance for Promoting Psychological Well-being of Students
• Guidance for human development and adjustment
• Adaptive and non-adaptive behaviours: nature and causes
• School discipline and guidance: violence, bullying, truancy, dropout, students with behavioural problems, delinquent behaviour etc.
• Stress: nature, causes and consequences; types of coping skills and developing coping skills
• Promoting psychological well-being and peace through school based guidance programmes
• Alternative therapies: Yoga, Meditation, Reiki, Pranic Healing, Expressive therapies

Modes of Transaction
• Lecture-cum-discussion
• Individual and group assignment through self-study in the library and presentation in a seminar
• Demonstration
• Interpretation, analysis and reflection on observation in a group
• Library study
• Project work/Assignment
• Workshop
• Group discussion
• Case study
• Small Survey

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

• Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counsellor and prepare a brief report.
• Identify a topic for class talk and prepare a detailed outline of the class talk.
• Prepare a list of resources required for setting up a guidance-oriented curriculum.
• Identify personal-social cases for group counselling and prepare counselling plan.
• Explore the possibilities for peer counselling; identify students as peer counsellors and preparing them for peer counselling in the school.
• Interact with the counsellor with regard to the process of counselling, nature of problems of the students/clients and write a report.

**Suggested Readings:**

• NCERT (2008) Module - 1: Introduction to Guidance
• NCERT (2008) Module - 8: Guidance in Action
• NCERT (2008) Module- 2: Counselling Process and Strategies
• NCERT (2008) Module - 9: Special Concerns in Counselling
• NCERT (2008) Module - 10: Developing Mental Health and Coping Skills

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INTERNSHIP IN TEACHER EDUCATION

Credits: 4
Duration: 3-4 Weeks

Max. Marks: 100
Internal: 100

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

Objectives
On completion of this course the students will be able to:
- Plan and implement learning experiences on a unit
- Assess students’ performance
- Prepare profile of an Institution
- Acquaint and observe different activities of a school teacher
- Perform different activities as a school teacher

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

Activities
Task Set 1: Pre-service Teacher Education (2 weeks)
- Under the guidance of a mentor teacher educator, undertake planning and implementation of learning experiences on a Unit from the prescribed course in the pre-service teacher education curriculum.
- Plan assessment criteria/tools and evaluate the performance of student teachers on the Unit transacted.
- Based on the acquaintance with various activities, infrastructure and resources of the teacher education institution, prepare an institutional profile with reflections on the experiences gained.

Task Set 2: In-service Teacher Education (one week)
- Undertake assessment of training need through an interview with practicing teachers
- Observe and analyze an in-service teacher education programme
- Review the TLM developed / the report of an in-service teacher education

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

### Area

<table>
<thead>
<tr>
<th>Area</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Pre-service Teacher Education</strong></td>
<td></td>
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<tr>
<td>Planning learning experiences on a Unit</td>
<td>10</td>
</tr>
<tr>
<td>implementation of learning experiences on a group of student teachers</td>
<td>25</td>
</tr>
<tr>
<td>evaluation of learning outcomes</td>
<td>10</td>
</tr>
<tr>
<td>Report on institutional profile and reflections</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>60 marks</strong></td>
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</tbody>
</table>

| **2. In-service Teacher Education** |       |
| Need Assessment                    | 10    |
| Analysis of an in-service teacher education programme | 20    |
| Review of TLM/Programme Report     | 10    |
| **Total**                         | **40 marks** |

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

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Research Dissertational Activity</th>
<th>Mode of Engagement</th>
<th>Time Required</th>
<th>End Product</th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>II SEMESTER ACTIVITIES: PLANNING</strong></td>
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</tr>
<tr>
<td>1</td>
<td>Understanding the Objects of research in Education</td>
<td>Debate and dialogue</td>
<td>2 Hours</td>
<td>Identification and listing of objects of education --Preparation of list of ‘objects’ and their nature; Either preparation of Table or listing them in sentences (in 500 words)</td>
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<td></td>
<td><strong>Lead Questions/Guided Questions</strong></td>
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<tr>
<td></td>
<td>• What is/are objects of research in education?</td>
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<td></td>
<td>• How diverse they are?</td>
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<tr>
<td>2</td>
<td>Identifying Research Areas</td>
<td>Self-dialogue; Exploring one’s personal interests, academic strengths and background to relate with research area; Seminar presentation</td>
<td>1 Week</td>
<td>i. Listing the area of research of one’s own interest and mentioning the reasons. (Write up)</td>
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<td></td>
<td><strong>Lead Questions/Guided Questions</strong></td>
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<td></td>
<td>• What areas of research interests you have? Why?</td>
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<tr>
<td></td>
<td>o Infrastructure related</td>
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<td></td>
<td>o Process related</td>
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<td></td>
<td>o Pedagogy related</td>
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<td></td>
<td>o Policy related</td>
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<td></td>
<td>o Socio-cultural aspects of schooling related and etc.</td>
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<tr>
<td>3</td>
<td>Review of research literature</td>
<td>Library work; Table work;</td>
<td>2 Weeks (Every day two hours, preferably afternoons)</td>
<td>i. identifying one study for each of the ‘object’ of study listed above; (as many and as diverse as possible) Review report writing and presentation</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>Lead Questions/Guided Questions</strong></td>
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<tr>
<td></td>
<td>• How the review needs to be done?</td>
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<td></td>
<td>• What is to be observed in RRL?</td>
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<tr>
<td></td>
<td>o Statement of the Problem.</td>
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<tr>
<td></td>
<td>o Variables of the study</td>
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<tr>
<td></td>
<td>o Objectives</td>
<td></td>
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<tr>
<td></td>
<td>o Research question/hypotheses</td>
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<tr>
<td></td>
<td>Methods</td>
<td>Findings and their interpretation</td>
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<tr>
<td>4</td>
<td>Evolving and Stating Research Problem</td>
<td>Classroom dialogue and seminar presentation</td>
<td>1 Week</td>
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<tr>
<td></td>
<td>Lead Questions/Guided Questions</td>
<td>i. Statement of the Problem ii. Spelling out effect/relation/interaction between the variables</td>
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<tr>
<td>5</td>
<td>Conceptualization of the Problem</td>
<td>Seminar presentation</td>
<td>2 Weeks</td>
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<tr>
<td></td>
<td>Lead Questions / Guided Questions</td>
<td>i. Write up on conceptual development (1000 words)</td>
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<tr>
<td>6</td>
<td>Framing of Objectives of the Study</td>
<td>Classroom presentation, discussion, refinement</td>
<td>1 Week</td>
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<tr>
<td></td>
<td>Lead Questions / Guided Questions</td>
<td>i. Finalization of the Objectives (Write up)</td>
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<tr>
<td>7</td>
<td>Formulation of Research questions/hypotheses</td>
<td>Classroom presentation, discussion, refinement</td>
<td>1 Week</td>
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<tr>
<td></td>
<td>Lead Questions / Guided Questions</td>
<td>i. Finalization of the Research Questions/Hypotheses (Write up)</td>
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<tr>
<td>8</td>
<td>Methods of the Research Study</td>
<td>Classroom seminars, debates</td>
<td>1 Week</td>
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<tr>
<td></td>
<td>Lead Questions / Guided Question</td>
<td>i. Identifying appropriate method of study for one’s research ii. Identifying appropriate tools and techniques for one’s research.</td>
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</tr>
<tr>
<td>Sampling procedure</td>
<td>Classroom presentation</td>
<td>Lead Questions / Guided Questions</td>
<td>i. Identifying Sample, sampling technique along with rationale</td>
<td>(Write up)</td>
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<td>9</td>
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<td>1 Week</td>
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</tbody>
</table>
SEMESTER III

PC5: Philosophy of Education

Credits: 4  Max marks: 100
Contact hours per week: 4  
External: 70
Internal: 30

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

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

Unit I: Understanding Philosophy of Education

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

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

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

- Knowledge: Meaning and nature
- Constituents of Knowledge: Facts, Principles, Laws, Concepts and Theories
- Different facets of knowledge: Concrete –Abstract; Particular- Universal;
- Role of generalization in knowledge
- Origin of Knowledge: contending theories; Empiricism and Rationalism
- Types of Knowledge: A priori, A posteriori, Explicit, Tacit, Propositional and procedural
- Nature of school knowledge
- Functions of knowledge
- Validation of Knowledge- different theories

Unit IV: Understanding Values: Axiological Enquiry -I

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

Unit V: Understanding the Purposes of Education: Axiological Inquiry -II

- Dualities in Fixing Aims of Education—
  - Education for Individual-Education for social
  - Education for Virtue-Education for utility
  - Education for Labour activity-Education for Leisure activity
- Aims of Education: Historical inquiry
  - Political ideologies and aims of education
  - Economic imperatives and aims of education
  - Cultural moorings and aims of education
  - Individual aim and social aim: Relationship (balancing)
  - Cultural aim and economic aim: Contradictory or complimentary
- Determinants of Purpose of Education: Individual, Community, Religion, State and Market to identify the changing normative foundations and nature of education as when there is a change in the determinant of the purpose of education.
- Normative Foundations of Education: Constitutional Values and Education—A dialogue
- Globalization and its impact on the Purposes of education

Transactional Modalities: Expositions, Lectures, Reflective talks, dialogue, discussion

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

Sessional
• Every student is required to analyze aims of education in successive curriculum frameworks — starting from McCauley Minutes -1835, 1975, 1988, 2000 and 2005- to reflect on the change and continuity in the articulation of aims of school education and the ideological reasons for change and continuity.

• Students, in group, required to study the moral frameworks provided by different religions and Constitution of India and debate about their relative relevance to contemporary society;

• A debate may be organized on the value framework of Indian schooling.

Suggested Readings:


• Dewey, John ( ). Experience and Education.

• Diane Tellman (2000), Living Values: An Educational Program, Sterling Publishing Private Limited, USA.


• Keddie, N.(1971) : Classroom Knowledge, in. M.F.D Young.


- Peters, R.S. (1967), The Concept of Education, Routledge, United Kingdom.

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TEC2: Teacher Education II
Perspectives, Research and Issues in Teacher Education

Credits: 4
Max marks: 100
Contact hours per week: 4
External: 70
Internal: 30

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

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession
- Prepare teachers as reflective practitioners
- Develop understanding for organizing and supervising school experience programme (SEP)
- Use various strategies for the professional development of teachers
- Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality teacher education

Unit I: Perspectives of Teacher Education

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

Unit II: Structure and Management of Teacher Education

- Structure of teacher education system in India - its merits and limitations.
- Universalization of secondary education and its implication for teacher education at secondary level.
- Planning financing and control of teacher education at elementary/ secondary levels

Unit III: Quality Assurance in Teacher Education

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

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

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

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

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


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

Objectives
After completing the paper, teacher-educators will be able to:
- State various approaches to educational Planning
- List the factors influencing educational planning
- Formulate educational Plan
- Participate in Educational Planning Process
- Describe the role of various agencies involved in Educational Planning in India

Unit I: Educational Planning: Concept and Planning
- Concept and Nature of Educational Planning
- The Need and Importance of Educational Planning
- Approaches to Educational Planning;
  - Social Demand Approach,
  - Manpower Approach,
  - Rate of Return Approach

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

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

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

Unit V Principles and Models of Planning
• Principles of modern educational planning.
• Characteristics of educational planning.
• Intra-Educational Extrapolation Model
• Demographic Projection Model
• School Mapping: Purpose and process

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

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

Suggested Readings:
• Mukerji, S.N. Administration of Educational Planning and Finance. Baroda: Acharya Book Depot.
• Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NEUPA.

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TS2.2: Learning and Pedagogy of School Subjects

Credits: 4  Max. Marks: 100
Contact hours per week: 4  External: 70
                              Internal: 30

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

- State the meaning, nature and interrelationships among learning, knowledge and pedagogy
- Explain the meaning, characteristics and use of various pedagogical approaches
- Use the popular models of teaching in designing and transacting lessons
- Prepare lesson plans on their subjects using ICON design and 5E models
- Prepare lesson plans on their subjects integrating pedagogy, technology and contents
- Prepare Unit plans on their subjects

Unit I: Understanding Learning, Knowledge and Pedagogy

- Meaning and nature of learning-Behavioristic, Cognitivistic and Constructivistic Schools of Psychology
- Levels of learning- Memory, Understanding and Reflective level
- Concept and general principles of pedagogy
- Pedagogy vs. Andragogy

Unit II: Pedagogical Strategies/Approaches

- Criteria of selecting a pedagogical strategies/approaches
- Discussion on the following strategies/approaches of organizing learning situation with reference to meaning, evolution, application context, and steps/strategies involved:
  - Constructivist Pedagogy
  - Critical Pedagogy
  - Cooperative learning
  - Collaborative learning
  - Blended Pedagogy
  - Peer teaching
  - Team teaching

UNIT III: Instructional Designs

- Instructional design: meaning, process, and models
- Blooms taxonomy and instructional objectives
- Mastery learning: concept, goals, assumptions, and principles
- Self-Instruction Concept and Guiding Principles of learning
- Models of teaching: goals, assumptions, syntax, and nurturant effects with reference to the following models of teaching:
  - Advance organizer model
  - Inductive thinking model
  - Concept attainment model
- Inquiry Training Model
- Synectic Model

UNIT IV: Instructional Planning in School subjects
- Preparation of instructional plans following ICON design and 5E models on the school subjects either from group A or group B.

Group A:
  i. Science
  ii. Mathematics

Group B:
  i. Social Sciences
  ii. Languages
- Preparation of Unit plans on the school subjects either from group A or group B

Unit V: Pedagogy, Technology and Content Integration:
- Models of Pedagogy, Technology and Content Integration
- Preparation of instructional plans with integration of pedagogy, technology and content on the school subjects either from group A or group B.

Group A:
  iii. Science
  iv. Mathematics

Group B:
  iii. Social Sciences
  iv. Languages

Sessional work:
- The Pupil teachers will be asked to transact two lesson plans already prepared in appropriate classes.
- Each student will demonstrate a lesson following cooperative learning approach.
- Organize a learning situation following any one of the following strategies/approaches:
  - Constructivist Pedagogy
  - Critical Pedagogy
  - Cooperative learning
  - Collaborative learning
  - Blended Pedagogy
  - Peer teaching
  - Team teaching

Modes of Transaction:
- Lecture-cum-discussion
- Individual and group assignment through self-study in the library and presentation in a seminar
- Demonstration
- Interpretation, analysis and reflection on observation in a group
- Role play
- Library study
- Project work/Assignment
- Workshop
- Group discussion
- Small Survey

**Suggested Readings:**


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Objective
On completion of this course, the students will be able to:
- Distinguish between related hardware and software and their uses in educational context
- Know about ICT in general and ICT in education in particular
- Appreciate need, issues and challenges related to ICT in education
- Understand the role of ICT in education in decision making
- Understand the issues related to integration of technology in Inclusive Education
- Know about assistive technology and its worldwide uses in Inclusive Education

Course Content

Unit I: ICT in Education: Essentials
- The need for ICT: Literacy Redefined, Implications for Education, Lifelong Learning, 21st Century Skills
- Information and Communication Technology (ICT)
  - Purpose, terminologies and definitions
  - Stages of development
  - Characteristics of Digital Natives
- Integrating ICT as tool in education-
  - Accessible Education
  - Improved quality of education
  - Efficient management tool

Unit II: Role of ICT in Education
- ICT for Professional Development of Teachers
- ICT for Open and Distance Learning
- ICT Enabled Teaching Learning Processes
- ICT for evaluation specially for continuous and comprehensive evaluation
- ICT for Management and Administration of Education System
- ICT for Skill Development
- ICT for Children with special needs

Unit III: Technologies in ICT
- Technologies
  - Radio: Cost-effective mass communication
    - Mainstream and distance education
    - Radio Strategies for use: Fly-away radio stations, Radio in a (Bigger) box, Using local radio stations
    - Examples in Indian context
  - Television
- Benefits of television for learning
- Divergent television
- Examples in Indian context
  - Assistive and Adaptive learning technologies
  - Audio Cassettes, iPods, Podcasting and Video
  - Computer Technologies
    - Computers in schools
    - Computer outside school
  - Internet-dependent Technologies
    - Pros and Cons of internet use
    - Online education
    - Web 2.0: Online chat, Content Management System, Online Forum, Simulation, Weblog, WebQuest, Wikis
  - Open Educational Resources (OER)
  - Wireless Technology and Satellite based technologies
  - ICT initiatives in India - CIET, IGNOU, SIET, UGC-CEC, EDUSAT

Unit IV: E-learning
- Concept, Attributes/Features of E-learning
- Types/categories of e-learning
- E-Learning Technologies
- Pedagogical Approaches to E-Learning
- Tools for Offering E-Learning
  - Web Servers, LMS (Learning Management System), LCMS (Learning Content Management System), KMS (Knowledge Management System),
  - Collaboration Authoring Tools (eXe-Learning, Xerte), Media Server
- Tools for Creating E-Learning Contents-
  - Course Authoring Tools (Web CT, Moodle), CourseLab – for creating high quality interactive e-learning content, eXe – to design, develop and publish web based learning and teaching materials
  - Website Authoring Tools, Texting and Assessment tools
  - Screen casting tools (camtasia) for creating screen casting presentations
  - Animation -2d animation (Pencil, Tupi)
  - Graphic editing
    - Timeline (timeline) for creating time lines
    - Picture/photographs (GIMP/Mypaint)
    - Concept map ( freemind, Cmap, VUE)
  - E-book tools (sigil, calibre) for creating and editing e-books
- E-learning Platforms
  - https://www.coursera.org/
  - https://www.wiziq.com/

Unit V: E-Learning Trends
- Personalized and Co-operative E-Learning
- Social and Collaborative E-Learning
- Gamification and Video E-Learning
- Micro Learning
Sessional Work
The transaction of this work requires two third of the time on practicum and the third with presentation. Preferable the class should be in e-lab so that instant use of required facilities can be facilitated. A few major activities are listed below. This is not exhaustive one. The course instructor is expected to add, delete, modify as per the requirements.

- Practice in installing various system and application software.
- Using word processor, spread sheet and presentation software to produce various teaching learning resources.
- Comparative study of ICT syllabus of school education and teacher education of various organizations.
- Developing and electronic assessment portfolio.
- Developing and electronic teaching portfolio.
- Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at www.teem.org.uk/
- A study of EDUSAT and teleconferencing.
- Creating an account in Wikipedia/wikieducator/wikispaces and adding/editing content.
- Creating an account in teachertube/slideshare and sharing your video/PowerPoint. View and comment on others contributions.
- Developing an educational blog in www.blogger.com, www.wordpress.com
- Downloading, installing and using free and open source antivirus programmes.
- A study of status of technology integration in teacher education institutions.
- Critical review of UNESCO ICT Competency Standards for Teachers - 2008

Suggested Reading:
1. Ahalpara, D.P. and others (2001), "Introduction to Computers-Std.9", Gujarat State Board of School Textbooks, Gandhinagar.
8. Jain Amit; Sharma Samrat; & Benarji Saurab (2002), Microsoft Word for Beginners, NISCOM, CSIR, New Delhi
10. Jain Amit; Sharma Samrat; & Benarji Saurab (2002), Microsoft PowerPoint, NISCOM, CSIR, New Delhi
27. CD on ICT and Curriculum, CIET, NCERT production.
TS4.2: Addressing the Diverse Needs in Inclusive Setting

Credits: 4
Contact hours per week: 4

Max marks: 100
External: 70
Internal: 30

Objectives

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

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

Unit I: Conceptual Framework
- Diversity and Inclusion
- Whole school scenario with reference to diversity
- Diversity in the Classroom - socio-cultural differences, gender, language, ability
- Learning styles in a classroom
- Social and academic inclusion of learners with diverse needs in classrooms.

Unit II: Educational needs of deprived children from the socially disadvantaged/ deprived background
- Socially disadvantaged section in India- the scheduled castes, scheduled tribes; economically disadvantaged group, educationally backward minorities, children from rural areas and urban slum, geographically isolated/ hilly terrains, social and emotional problems, children with special health problems, and children belonging to other marginalized groups.
- Provisions in the Constitution for social group, equity and education of socially disadvantaged groups

Unit III: Educational needs of children with sensory impairments
- Hearing impairment – Nature and needs, types, identification, implications on development, educational provisions
- Visual impairment – Nature and needs, types, identification, implications on development, educational provisions
- Deaf-blindness - Nature and needs, types, identification, implications on development, educational provisions
Unit IV: Educational needs of children with intellectual impairments and developmental disabilities

- Intellectual impairment - degree of impairment, identification, implications on development, educational provisions
- Learning disability - types, identification, implications on development, educational provisions
- Cerebral palsy – degree of impairment, identification, implications on development, educational provisions
- Autism - spectrum disorders, identification, implications on development, educational provisions
- Multiple disability – identification, implications on development, educational provisions
- Difference between intellectual impairment and mental illness
- Creativity – characteristics and nurturance, areas of giftedness and talent – academic, music, sports, art, theatre - educational provisions and implications for inclusion

Unit V: Teaching in Inclusive Setting

- Teaching in today’s inclusive classrooms: A Universal Design for Learning Approach
- Collaboration and cooperation – tools for teaching all learners
- Designing learning that works for all students
- Creating literacy rich environment for all learners
- UDL – principle, design and implications differentiated instruction
- Contribution of educational thinkers at the National and International levels towards the conceptualisation of inclusive education
- Adaptations in instructional objectives, curricular activities for meeting diverse needs of learners
- Role of technology for meeting educational needs of all learners

Modes of Transaction:

Lecture cum Discussion, group work, using ICT, field visit to get first hand experience on inclusive practices, Library studies, project work.

Sessional Work:

The students will undertake any one of the following activities:

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

- Lowenfeld, B (1973) (Ed) The Visually Handicapped Child in School New York: Jhon Day
- Rao, Indumati et al (2011) Moving away from Label, Bangalore CBR NETWORK (south asia)
- UNICEF(2003) Examples of Inclusive Education

References ICT

- http://www.connectaschool.org/
- http://iite.unesco.org/policy_briefs/
• ABLEDATA: AbleData - Your source for assistive technology information from http://www.abledata.com/


TS5.2: Assessment and Appraisal in Guidance and Counselling

Credits: 4  
Max marks: 100
Contact hours per week: 4  
External: 70
Internal: 30

Objectives
On completion of this course the students will be able to:
- Describe the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
- Describe different types of psychological assessment- Qualitative and quantitative, their nature, scope and application in guidance and counselling.
- Develop knowledge and understanding of the major psychological concepts such as Intelligence, Aptitude, Achievement, Personality, Interest and their assessment for providing guidance and counselling.
- Develop skills for administering, scoring, interpreting and analyzing test results for providing guidance and counselling to students.
- Use different techniques of qualitative assessment for holistic understanding of the individual learner.

Unit I: Understanding Assessment and Appraisal
- Assessment and appraisal in Guidance and Counselling: meaning, purposes, assumptions, principles, and process.
- Quantitative assessment: Psychological testing; distinction between testing and non-testing techniques, types and uses of psychological tests.
- Characteristics of a Psychological test.
- Problems, issues and cautions in using Psychological tests.

Unit II: Qualitative Techniques for Assessment
- Qualitative assessment: nature, need and importance of qualitative assessment
- Differences between quantitative and Qualitative assessment
- Techniques for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, socio-metric, etc.
- Using Triangulation to validate qualitative data

Unit III: Assessing Individual Attributes: Intelligence, Aptitude and Creativity
- Concept of Intelligence: changing perspective
- Assessment of intelligence
- Aptitude: Concept and importance of aptitude assessment
- Creativity: Concept and importance of assessment of creativity
Unit IV: Assessing Individual Characteristics: Achievement, Personality and Interest
- Teacher-made and Standardized Achievement test, measurement of scholastic achievement and its significance in various educational and career decisions
- Concept of personality; methods of personality assessment
- Importance of assessing interest for educational and vocational guidance

Unit V: Data Appraisal in Counselling
- Dimensions of appraisal data
- Integrating assessment data
- Steps in using appraisal data
- Cautions in using appraisal data
- Ethics in appraisal

Modes of Transaction
- Lecture-cum-discussion
- Individual and group assignment through self-study in the library and presentation in a seminar
- Demonstration
- Interpretation, analysis and reflection on observation in a group
- Library study
- Project work/Assignment
- Workshop
- Group discussion
- Small Survey

Sessional Work: The students may undertake any one of the following activities:
- Administer a Group Intelligence test on high school students and prepare a report.
- Review one test each of Aptitude, Personality and Interest.
- Prepare any qualitative technique and collect data, analyse and prepare a report.
- Identify gifted and creative children in the classroom
- Prepare a sociometry technique; administer on a group of students. Draw a socio-gram and describe group climate in detail.

Suggested Readings:


Internship of Thematic Specialization

1. Educational Administration and Management

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

Internship activities at elementary/secondary level (any two)

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

Elementary stage

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

Credits: 4
Duration: 3-4 Weeks

Max.marks: 100
Internal: 100

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

Course Objectives
The course is designed to enable the prospective teacher educators to

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

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

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

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

Attachment to Schools (2 weeks)
Students would be attached to different types of schools such as government-private; state-central; minority-tribal-others; rural-urban; residential-nonresidential for a comparative analysis of the following aspects:

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

**Evaluation and Scheme of Assessment**

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

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

Credits: 4
Total Duration: 3-4 Weeks

Max marks: 100
Internal: 100

RATIONALE

The students specializing in Educational Technology (ET) needs to realistically understand the policies, practices and issues in ET in an institutional context. They should understand the spirit of ET and its integration process in teaching learning. They also need opportunities to see in action the theoretical understandings about innovations in ET and implementation gained through various courses in this cluster. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice.

Course Objectives

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

- be acquainted with the various technologies encompasses in ET at elementary/secondary stage in a state
- involve in observing and analyzing various activities and processes of an institution/agency working in the field of ET at the state or national level
- acquire competencies and skills required for integrating technology with curriculum and pedagogy
- develop professional skills required for analyzing such practices to technology integration

Organization

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

Activities

1. Attachment to the ET institutes such as RIEs / SCERT / SIE / CIET / AIR / Any other (2 weeks)
   - Interview of the educational audio/video script writers to know the process of script writing
   - Acquaint with various software and hardware required for audio/video production
   - Observing the process of audio/video production
   - Production of one audio and one video programme

   Or

   Workshops in the institute to produce Audio/Video programmes (2 weeks)
   - Four days’ workshop on script writing for educational programmes in the institute inviting experts from CIET/AIR. In these four days workshop students will get to know about script writing and write one script each in audio and video programme
   - Four days’ workshop on production of educational Audio programme in the institute inviting experts from AIR. Students are expected to produce one audio programme.
• Four days’ workshop on production of educational Video programmes in the institute inviting experts from CIET. Students are expected to produce one video programme.

2. Attachment to Schools (2 weeks)
Students would be attached to different types of schools such as government-private; state-central; minority-tribal-others; rural-urban; residential-non residential for a comparative analysis of the following aspects:

- Survey of ICT facilities available and innovations in teaching learning in four different school setups i.e. State Govt. school, KV/NV, Convent school, Tribal school/KGBV
- Transaction of ICT integrated constructivist lesson plans in above four different school setups
- Comparative study of achievement of students taught through ICT integrated constructivist lesson plans

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

<table>
<thead>
<tr>
<th>Activity No</th>
<th>Area</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attachment to the ET institutes such as RIEs / SCERT / SIE / CIET / AIR / Any other</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Interview of the educational audio/video script writers to know the process of script writing</td>
<td>10</td>
</tr>
<tr>
<td>1.2</td>
<td>Acquaint with various software and hardware required for audio/video production</td>
<td>05</td>
</tr>
<tr>
<td>1.3</td>
<td>Observing the process of audio/video production</td>
<td>05</td>
</tr>
<tr>
<td>1.4</td>
<td>Production of one audio and one video programme</td>
<td>20</td>
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<tr>
<td>1.5</td>
<td>Report preparation and presentation</td>
<td>10</td>
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</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Activity No</th>
<th>Area</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Workshops in the institute to produce Audio/Video programmes</td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Four days’ workshop on script writing for educational programmes in the institute inviting experts from CIET/AIR. In these four days’ workshop students will get to know about script writing and write one script each in audio and video programme</td>
<td>15</td>
</tr>
<tr>
<td>1.2</td>
<td>Four days’ workshop on production of educational Audio programmes in the institute inviting experts from AIR. Students are expected to produce one audio programme.</td>
<td>15</td>
</tr>
</tbody>
</table>
1.3 Four days’ workshop on production of educational Video programmes in the institute inviting experts from CIET. Students are expected to produce one video programme.  

1.4 Presenting audio/video product

<table>
<thead>
<tr>
<th>2</th>
<th>Attachment to Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Survey of ICT facilities available and innovations in teaching learning in four different school setups i.e. State Govt. school, KV/NV, Convent school, Tribal school/KGBV</td>
</tr>
<tr>
<td>2.2</td>
<td>Transaction of ICT integrated constructivist lesson plans in above four different school setups</td>
</tr>
<tr>
<td>2.3</td>
<td>Comparative study of achievement of students taught through ICT integrated constructivist lesson plans</td>
</tr>
<tr>
<td>2.4</td>
<td>Report preparation and presentation</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

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4. Internship in Inclusive education

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

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

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

******************************************************************************
5. **Internship in Guidance & Counselling in School**

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

**Objectives**
The internship is designed to enable the teacher educators to:
- develop understanding to function as a teacher counsellor educator
- identify the school children who need guidance & counselling
- acquire competencies and skills required for effective implementation of Guidance & Counselling programme in School
- organise various guidance & counselling activities in school
- provide guidance & counselling to physically and intellectually challenged children

**Activities:**
5. Visit to schools of different nature (boys/girls; rural/urban; government/private) and observe few classes both secondary and senior secondary stages
   d. to understand the culture of the school
   e. identify specific guidance needs of learners
   f. prepare guidance and counselling programme according to the needs of learners in regular schools.  
   (1 credit) 25 Marks

6. Visit a school where a trained counsellor is organising guidance & counselling activities for career development of students at secondary stage. Critically evaluate the programme.
   (1 credit) 25 Marks

7. Identify personal-emotional cases for group counselling. Plan the counselling sessions
   Or
   Identify students for preparing them as ‘Peer Counsellors’ and train them as per the needs of the learners.
   (1 credit) Mark 25

8. Attachment with an NGO / research institute working for the education / rehabilitation of physically challenged children.
   Or
   Attachment with an NGO / research institute working for the education / rehabilitation of intellectually challenged children.

   Prepare a report and submit.  
   (1 credit) Mark 25

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## DISSECTATION

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Research Dissertational Activity</th>
<th>Mode of Engagement</th>
<th>Time required</th>
<th>End Product</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td><strong>III SEMESTER ACTIVITIES: EXECUTION</strong></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Preparation of Research Proposal/ Synopsis</td>
<td>Detailed proposal</td>
<td>(1500-2000 words)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Presentation of Research Proposal /synopsis</td>
<td>Classroom seminar presentation</td>
<td>2 weeks</td>
<td>Written Proposal and its Presentation</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Planning the data collection Procedure</td>
<td>Seminar presentation</td>
<td>1 Week</td>
<td>Write up</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Tool development</td>
<td>Seminar presentation</td>
<td>1 Week</td>
<td>Mention the tools required and their preparation/adaptation process and the rationale</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Chapterization (Tentative) Skeleton of the chapters</td>
<td></td>
<td>1 Week</td>
<td>Write up on chapterization along with rationale for the proposed chapterization</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Data Procedure Analysis</td>
<td></td>
<td>1 Week</td>
<td>Identifying and Mentioning the procedure in written mode along with rationale for the proposed data analysis procedure</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total** 50
PC6: History and Political Economy of Education

Credits: 4  
Maximum Marks: 100  
Contact Hours: 3 Hours per Week+ 2 Hour Block for Tutorial  
External: 70  
Internal: 30

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

- Develop perspective on the origin and nature of schooling
- Abilities to view education from political economy perspective
- Appreciate the relationship between education and political economy
- Provide opportunity to develop critical understanding about the politico-economic basis of emerging education
- Analyse the Intellectual Property Rights of National and International organizations
- Provide opportunity to develop consciousness and sensitivities among learners towards preservation of indigenous knowledge systems

Unit I: History of Schooling
- Schooling across civilizations with special reference to India
- Origin of Schooling : Socio-historical context of origin;
- Need, nature, functions and purpose of schooling :
- Schooling For All: Genesis, Need and purposes
- Functions of schools: Cognitive, economic, socio-cultural, normative and ideological: A historical Analysis

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

Unit III: Political Economy of Indian Education: A historical journey
- Political Economy of:
  - Ancient Indian Education-Vedic and Buddhist
  - Medieval Indian Education
  - British Education
    - McCauley Minutes
    - Woods Dispatch
    - Hunter Commission
    - Basic Education-1937
  - Post –independent Indian education
    - Education Commissions- 1948, 1952 and 1964-66;
    - Education Policies-1968 and 1986;
    - National Knowledge Commission (NKC),2005
Unit IV: Knowledge Economy and Education: Knowledge as property
- Knowledge as property: Distinct characteristics
- Politics of Knowledge: Intellectual Property Rights (IPR) Concept, Origin and Development
- Liberalization, Privatization, and Globalization: Changing nature of knowledge
- Role of International Agencies in transforming knowledge into property: World Trade Organisation (WTO) and General Agreement on Trade and Services (GATS)
- Four Pillars of Education as stated in Delor’s Report (Learning The Treasure Within)
- Implications of IPR to Education Particularly Higher Education

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

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

Sessional Work
- Have a debate on the knowledge as property and its impact on the indigenous knowledge
- Analyze Indian Education Commission (1964-66) in terms of its politico-economic prescriptions.
- Debating on the impact of categorizing education as merit good and non-merit good on the accessibility to higher education.
- Conduct brain storming sessions on the impact of the privatization on educational opportunities.

Essential Readings: Reports of commissions, policies

Suggested Readings:
- Kumar Krishna (1996), ‘Agriculture, Modernization and Education: The contours of a point of Departure’. Economic and political weekly, 31 (35-37) 2367-373
- Naik J. P. (… ) Education Commission and After
CCS2: Elementary Education -2

Credits: 4
Contact hours per week: 4

Max marks: 100
External: 70
Internal: 30

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

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

Unit I: Agencies of Elementary Education
- Organizations / Institutions in administration and management of elementary education
  - 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
  - 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),
  - District and sub district levels – DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association),
- International Agencies – UNICEF, UNESCO, WHO, IBE
- NGOs, Civil Society and Advocacy groups – focus areas, importance and functions

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

Unit III: Support Systems at Elementary Stage of Education
- ICDS and its convergence with Elementary education
- School guidance services and counselling, school health service, scouts and guides
- Early identification and intervention for children at risk – support of multi-disciplinary team
- Teacher associations / federations / unions/organizations at National and State levels.
- Role of home and community in elementary education.
- Role of teacher’s children’s lifelong learning.
Unit IV: Concerns, Issues and Challenges in Elementary Education

- Achieving UEE - Universal access, retention and success.
- Quality concerns in elementary education – classroom processes, learning achievement and teacher preparation.
- Language formula and its implementation - medium of instruction, multilingual approach at primary level.
- Contextualizing learning - utilizing family and community resources.
- Implementation of Right of Children to Free and Compulsory Education Act 2009.
- Ensuring inclusion in elementary education.

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

- Role and functions of EMIS, U-DISE, monitoring for quality enhancement
- Utilization of EMIS data for planning, research and feedback for improvement
- Current trends of research in India and abroad in the following areas of education.
  - i. administration, management and leadership
  - ii. classroom practices/ Strategies
  - iii. Teacher effectiveness
  - iv. Professional development of teachers
  - v. Student learning achievement
  - vi. Inclusive Education

Sessional Activities*

- Visit an NGO and report on the innovative practices to bring quality into elementary education / collect success stories on movement by civil society groups working for elementary education.
- Arrange a meeting with any civil society group supporting elementary education of children and prepare a report.
- Develop a transitional plan for a child from an early childhood education centre / home to elementary school. Assess the school readiness of a child / group of children and prepare a report.
- Visit a nearby school and talk to the head teacher, teachers, students and parents and collect their perspectives on any one programme or schemes of the government.
- Debate on ‘social category specific programmes – Do they lead to universalization of elementary education’
- Collect one research article in any of the areas mentioned in the Unit and discuss its implications for quality elementary education.
- Identify children out of school in a locality and analyse the reasons for not enrolling in school.
- View films / videos on issues related to elementary education (Lilkee, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Sathyarthi, Malala and many other who speak for education) and prepare an analytical report on it.
- Collect data regarding enrolment of CWSN in a district from EMIS and develop a research proposal for their inclusion / success.
- Analyze and compare U- DISE data of any two states available at the NEUPA website.
- Analyze and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#)
* The sessional activates are only suggestive. 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

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

**Suggested Readings**
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
• MacBeth, J (1999). Schools must speak for themselves. Routledge, UK

• MHRD (2001). Sarva Shiksha Abhiyan—A Programme for UEE. New Delhi
• National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
• Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi

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CCS2: Secondary Education - 2

Credits: 4
Contact hours per week: 4

Max marks: 100
External: 70
Internal: 30

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

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

Unit I: Agencies of Secondary Education
- Organizations and Institutions in administration and management of secondary education
  National level agencies – Ministry of Human Resource Development (CABE, CBSE, ICSE, NEUPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS); Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs

  State level agencies - State departments of education, Directorates and Secretariats, State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT)

  District and sub district levels agencies - District Education Office, Block Education Office, SMDC (School Management and Development Committee), PTA (Parent Teacher Association)

- International Agencies – Important UN Organizations - UNICEF, UNESCO, WHO, IBE
- NGOs, Civil Society and Advocacy groups – focus areas, importance and functions

Unit II: Transition to Higher and Vocational Education
- Relevance and quality of Secondary Education for upward mobility.
- Different streams of vocational education at senior secondary stage; mapping of vocational training institutes; institutes of National importance for vocational education.
- Vocationalised education versus vocational education- VET programme.
- Necessity of integrating secondary education programme with vocational education institutes and higher educational institutes.
- Assessment for Higher education-assessing the ability, skill, knowledge, competence for selection of suitable career.
- Development of individualised transition plan and implementation.
Unit III: Support Services for Secondary Education

- School Guidance and counselling, career guidance, health service, NCC Scouts and Guides, alternative system.
- Adolescence and Life- skills Education: Objectives and approaches.
- Early identification and interventions for adolescents with risk (substance abuse, HIV/AIDS).
- Function of Students’ clubs as support mechanism to students’ abilities.
- Teacher associations/federations and organizations at National and State levels as support agencies.
- Role of Family and community.
- Secondary school teacher as a guidance and counselling personnel

Unit IV: Issues and Challenges in Secondary Education

- Problems and challenges related to universalization of Secondary Education.
- Problems/challenges/strategies/intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities.
- Classroom problems discipline, under achievement, lack of motivation, delinquency and maladjustment.
- Administration and management System of secondary education.
- Issues in Education of Disadvantaged learners- Girls, SCs, STs, minority.

Unit V: Educational Management Information System (EMIS) and Research in Secondary Education

- Role and functions of EMIS, U-DISE, monitoring for quality enhancement
- Utilization of EMIS data for planning, research and feedback for improvement
- Comparative analysis of researches in different countries with special reference to secondary education programmes
- Current trend of research in secondary education in India and abroad – gaps and priority areas.

Sessional Activities

- Visit and report on any of the innovative NGOs / collect success stories on movement by civil society groups working for secondary education.
- Visit a nearby secondary school; Discuss with the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government for improving secondary education.
- Collect data regarding enrolment of CWSN in a district from MIS and develop a research proposal to analyze their difficulties.
- Identify drop out from secondary schools of a cluster and analyze the factors.
- Collect information about the existing scenario of adolescence education and hold a panel discussion on the issues identified to arrive at consensus for possible solutions to the problems of adolescence.
- View films / videos on issues related to secondary education and prepare a review report.
- Collect data regarding enrolment of CWSN in a district from EMIS and develop a research proposal to analyze their difficulties/participation/success.
- Analyze and compare U- DISE data of any two states available at the NEUPA website.
- Analyze and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#).
- Conduct case study of two secondary school dropouts and prepare a report.
  * 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

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

**Suggested Readings:**
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi
• Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi

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TS1.3 : Educational Leadership and Supervision

Credits: 4  Max marks: 100
Contact hours per week: 4  External: 70
                                          Internal: 30

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

Objectives
After completing the paper, teacher-educators will be able to:
- Outline the meaning and nature of Educational leadership
- State various leadership skills
- List the traits of leadership
- Perform the various roles of an Educational leader
- Overcome the obstacles they encounter as a leader

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

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

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

Unit IV: Appraisal of Educational Institutions
• Concept, nature and scope of appraisal
• Objectives and principles of appraisal
• Types of appraisal
• Criteria for conducting school appraisal:
  ▪ Physical facilities
  ▪ Staffing and recruitment,
  ▪ Educational and other achievements
  ▪ Innovations,
  ▪ Curricular and other activities etc.

Unit V Implementing the Supervisory Programme and Quality Management
• Types of supervisory programmes
• Techniques and methods of supervision: Classroom observation, Demonstration, Group Study or Workshop, Conferences, Feedback and Follow-up, Monitoring, Records and Group Process
• Total Quality Management (TQM) in education: concept and principles

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

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

**Suggested Readings:**
- Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Mifflin Company

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TS2.3 : Learners’ Assessment

Credits: 4
Contact hours per week: 4
Max marks: 100
External: 70
Internal: 30

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

- State the importance of assessment in student learning; and differentiate between various terms used - measurement, assessment and evaluation;
- Differentiate between the ideas behind assessment of learning, assessment for learning, and assessment as learning;
- Select and use appropriate tools and techniques in assessment of student learning;
- State the pros and cons of different processes/system of assessment followed in schools, i.e. Annual system, Semester system, Credit system; and school-based system;
- Use various alternative assessment techniques such as Portfolio, Rubrics, Reflective diary, self-evaluation, peer evaluation; and
- Assess learning of children with Special Needs (CWSN) using alternative techniques.
- Use computers in Assessment of Student’s Learning
- Analyse and Report assessment results

Unit I : Concept and Nature of Assessment
- Meaning, nature and importance of assessment, basic teaching-learning model and assessment
- Defining test, examination, measurement, assessment and evaluation
- Purposes of Assessment—Assessment of learning, Assessment for learning, and Assessment as learning,
- Continuous and Comprehensive Assessment (CCA) in schools: meaning and purpose
- Stakeholders of Assessment- students, teachers, parents
- System of Learner Assessment : Annual system, semester system, credit system, external and school-based system

Unit II: Development of an Achievement Test
- Achievement Test and its Development : Process and standardization
- Characteristics of a good test
- Estimation of Reliability and Validity
- Diagnostic test: Construction and use
- Idea of large scale achievement survey

Unit III: Alternative Assessment
- Spontaneous and planned observations- with or without checklist/rating scale
- Performance-based assessment: Portfolio, rubrics, reflective diary
- Self and peer assessment
- Assessment of learning of Children with Special Needs (CWSN)

Unit IV: Analysis and Reporting of Assessment
- Classical and Item Response theory of Question Analysis
- Grading system
- Norm Referenced and Criterion Referenced Interpretation
Norms and Percentiles
Profile Reporting

Unit V: ICT in Assessment
- Computer Assisted and Adaptive Testing
- Computerized question bank
- Computers in management of examinations
- Computers for Alternative Assessment such as e-portfolio, e-rubric, e-reflective diary etc.
- Computers for preparing and analyzing assessment Results- Profile Reporting, result card, analysis report etc.

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

Sessional work
- Students in group will be asked to prepare rubrics for assessment of science projects, Essay, reports, dramas, paintings etc. Teacher will act as a facilitator.
- Each student will be assigned to prepare two lesson plans – one following Interpretation Construction (ICON) design model and other following 5E model, in their own discipline.
- Each student will be asked to prepare e-portfolio of their own activities/ performances.
- Each students will be asked to grade 5 assignments of one of his classmates in a 5 point scale and then to calculate the grade point average.

Suggested Readings:


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TS3.3 : ICT Integration in Education

Credits: 4  
Contact hours per week: 4  
Max marks: 100  
External: 70  
Internal: 30

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

- Comprehend meaning and need of integration of ICT in education
- Understand concept and technologies related to E-learning
- Appreciate the power of different tools and software in different school subjects
- Produce educational audio and video programmes
- Understand the role of ICT for Teacher, Educational Administration and Management
- Know about different ICT tools and software used in assessment

Course Content

Unit I: Technological Pedagogical Content Knowledge (TPACK) and E-learning Standards

- Technological Pedagogical Content Knowledge (TPACK)
  - The Challenges of Teaching With Technology
  - An Approach to Thinking About Technology Integration
  - The TPACK Framework
    - Content Knowledge
    - Pedagogical Knowledge
    - Pedagogical Content Knowledge
    - Technology Knowledge
    - Technological Content Knowledge
    - Technological Pedagogical Knowledge
    - Technology, Pedagogy, and Content Knowledge
  - Implications of the TPACK Framework
- Evaluating E-content
  - Objectives and student learning outcomes
  - Instructional activities
  - Assessment
  - Interaction/Communication and feedback
  - Instructional materials
  - Layout/interface design
  - Multimedia usage
  - Course management

Unit II: Subject Specific ICT Software and Tools

- Language Learning
  - Issues in ELL and foreign language instruction: Challenges presented by diversity, Language learning versus language acquisition in foreign language programmes, Required standards from TESOL and ACTFL
  - Instruction strategies for integrating technology: Support for authentic oral and written practice (leapfrog.com), Support for practice in language sub skills (rosettastone.com, transparent.com), Presentation aids (2learn.ca), Support for text production (translation.net), Virtual field trips for modified language immersion experience (tramline.com), Virtual collaborations
(globalschoolnet.org, iearn.org/projects), Productivity and lesson design (esl.net, babelfish.altavista.com)

- Software and tools for Language Learning: EclipseCrossword for crossword puzzles; For English alphabet: JILetters, Learn Letters, Sephonics; For alphabet and numbers: Roxie’s ABC Fish, Sebran’s ABC; Selingua for vocabulary training

- Mathematics
  - Issues and problems in Mathematics Instruction: Accountability for Standards in Mathematics, Challenges in implementing the principles and standards for school mathematics
  - Software and tools for Mathematics instruction: 2 + 2 – Basic mathematics tool, Kid’s Abacus – to learn numbers, Tux of Math Command – mathematics drill game, TuxMathScrabble – word game, Geogebra – dynamic mathematics software, Graph to draw mathematical graphs, GraphCalc for everyday arithmetic to statistical analysis, Maxima for manipulation of symbolic and numerical expressions

- Science
  - Strategies for integrating technology: Supporting authentic science experiences (see the GLOBE project), Supporting scientific inquiry skills (see the Exploratorium), Supporting science concept learning (see example simulations), Accessing science information and tools
  - Software and tools for science: PhET for simulations of physical phenomena, Physion – physics simulation software, Solve Elec for electrical circuits, Virtual Lab Simulation – software for experiments in chemistry

- Social Studies
  - Issues in social studies instruction: Methods of addressing social studies standards, Dilemmas in teaching social studies effectively, Perils of the information explosion
  - Strategies for technology integration: Simulated immersion experiences (see Muzzy Lane simulation), Graphic representations (see Tom Snyder’s Timeliner software), Virtual trips (see the Bodie, California, site), Student telecollaborations (see the Global School House-GLOBAL SchoolNet and International Education and Resource Network sites), Digital storytelling (see the Oral History Society Home Page), Digital information critiques (see PBS’s Don’t Buy It website), GIS and GPS lessons (see the ESRI website)


- Computer Literacy: Kiran’s Typing Tutor, Little Wizard - computer development environment, OpenOffice4Kids – fully functional office suit, Open Office – office
software, Scratch – to create interactive stories, games, music and art, TuxTyping - for practicing typing, Alice - to object oriented programming, RobotProg – to learn programming bases, FreeMind – mind mapping application, GanttProject – for project, Sribus – DTP application

Unit III: Educational Multimedia Production

- Script Writing
- Hardware and software requirement
  - Multimedia Systems and Software: Audacity – audio editor and recorder, LMMS – to produce music, MuseScore – music score writer, Songbird – music player, VLC Media Player – multimedia player
  - Hardware: Voice Recorder, Camera, Camcorder, Scanner, Interactive White Board, Multimedia Projector
- Integration strategies for Video Production and Editing System
- Video (openshot/avidmux) tools for creating, editing and sharing.
- Working with Windows Movie Maker

Unit IV: ICT for Teacher, Educational Administration and Management

- Introduction: Role of teacher, ICT as library of learning resources, ICT in teacher training and ICT in management of examination
- Upgradation of Teacher Skills: Lesson plans, sharing lesson plans, FAQ’s on any topic, curriculum development, ICT as an enhanced support, ICT as a partial support / Resource person,
- Better Teaching Practices: Online training, online educational projects, collaborative and interactive projects

Unit V: ICT for Evaluation

- The role of ICT in evaluation
- Tools and techniques of ICT for evaluation
- E-portfolio
- Rubrics for assessment
- ICT assisted Self-Assessment
- Computer-Assisted Testing
- Providing Feedback through ICT
- Interacting with appropriate software- e.g.; Hot Potatoes – to create exercises for worldwide web, iRubric, Edmodo, Polldaddy, Mahara, Sakai

Sessional Work
The transaction of this work requires two third of the time on practicum and the third with presentation. Preferable the class should be in e-lab so that instant use of required facilities can be facilitated. A few major activities are listed below. This is not exhaustive one. The course instructor is expected to add, delete, modify as per the requirements.

- Developing an ICT integrated unit plan.
Taking part in an integrated online project based or problem based learning activity.
Survey of innovative practices in ICT integration in education.
Developing a multimedia e-content for an educational topic using any authoring tool.
A critical study of some e-learning courses and enrolling and completing some free e-learning courses.
Critical evaluation of ICT integration efforts in the country.
Developing and implementing an e-learning course.
Developing an audio on an educational topic using software.
Developing video on an educational topic using software.
Developing an animated video on an educational topic using software.
Critical study of ICT integration research studies. May use the reports available at www.publications.becta.org.uk
A study of status of technology integration in teacher education institutions.
Critical review of UNESCO ICT Competency Standards for Teachers - 2008
Developing e-rubrics with the help of rubistar.
Developing an electronic assessment portfolio.
Developing an electronic teaching portfolio.

Suggested Reading
6. David, Moursund (2005), Introduction to Information and Communication Technology in Education, David Moursund
10. UNESCO’s set of seven CDs, especially, CD no. 4, 5 and 6, URL: http://www.unescobkk.org/education/ict/
11. CD on ICT and Curriculum, CIET, NCERT production

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TS4.3: Concerns, Challenges, and Issues in Inclusive Education

Credits: 4  Max marks: 100
Contact hours per week: 4  External: 70
                                      Internal: 30

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

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

Unit I: Teacher Preparation for Inclusive Education

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

Unit II: Resource Mobilizations and Coordination for Inclusive Education

- Concept and importance of human and material resources.
- Different agencies at the National and State level to mobilize the resources
- Coordination among school, family and community and their specific roles and responsibilities.
- Managerial skills for mobilizing appropriate resources

Unit III: Removal of Barriers for Effective Learning

- Physical barriers - physical accessibility to school and classroom to learners with physical disabilities, Environmental barriers: doors, passageways, stairs and ramps and recreational areas.
- Socio-psychological- Attitude of the society and individual towards learners with diverse needs, social discrimination, lack of awareness and traditional prejudices.
- Academic barriers- Curricular, pedagogical and assessment
Unit IV: Changing roles of Education in Schools
- Assistive Devices, and Strategies for meeting learning needs of diverse learners
- Techniques and methods used for adaptation of content, laboratory skills and Organizing Inclusive Sports Activities, Yoga, Arts and craft, Theatre, Drama etc
- Challenges and Issues in the Implementation of Inclusive Education, Controversial issues in Inclusive Education including particularly marginalized groups, specific learning difficulties and the future of special schools, Contexts in which these controversial issues in inclusive education arise,
- Need for flexible evaluation system, and alternative assessment.

Unit V: Research Educational Technologies and ICT in Inclusive Education
- Diversity and debates about what this means for research and practice, Planning and conducting research activities, Selecting appropriate areas of Research, Research Methods and Research Tools (Case study, In depth Interviewing, Ethnography and Observation, Narratives, Documents and Diaries) needed, Steps involved in planning and supervising research activities, Recent trends in Research in Inclusive Education, Action research approaches.
- Role of ICT in Inclusive Education, Accessible ICTs in support of inclusive education, Roles for the use of accessible ICTs in Education, ICT and Inclusive Curriculum, and benefits of accessible ICTs

Modes of Transaction
Lecture cum Discussion, group work, use and integration of ICT, field visit to get first hand experience on inclusive practices, Library studies and Project work

Sessional Work:
The students will undertake any one of the following activities:
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Reflective Journal writing
- Preparation of IEPs, and Case studies of LwDNs
- Administration of Psychological tests
- Identification of an area and conduct Action Research
- Handling of Aids and appliances/ assistive devices used in the education of learners with diverse needs
- Review of National/ International Journals in Inclusive Education
- Conduct a survey on the type of supportive service needed for inclusion of learner of diverse need of your choice and share the findings in the class.
- Preparation of ICT based teaching learning materials
Suggested Readings:

- IEDSS 2009 MHRD, New Delhi
- Lowenfeld, B (1973) (Ed) The Visually Handicapped Child in School New York: Jhon Day
- UNICEF(2003) Examples of Inclusive Education

**ICT related**
- [http://www.connectaschool.org/](http://www.connectaschool.org/)
- [http://iite.unesco.org/policy_briefs/](http://iite.unesco.org/policy_briefs/)

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TS5.3: Career Development

Credits: 4  
Max marks: 100  
Contact hours per week: 4  
External: 70  
Internal: 30

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

• understand the concept and theories of career development and their importance in understanding career behavior of students,
• understand the concept of career pattern in relation to life stages,
• develop insight into the complexities involved in the choice of career in view of clients’ personal characteristics and available outside opportunities,
• analyze development of the students in the process of career development to identify a typical development pattern in a particular socio-cultural context,
• adopt career theories in understanding career behavior of students in career counselling situations,
• acquire knowledge and skills of collecting, compiling and disseminating career information,
• Identify the sources of career information and variety of forms of career information available from different sources with its merits and limitations and ability to examine and appraise the information for use.

Unit I: Understanding Career Development

• Concept of Work: physical, psychological and sociological; work as a way of life; Work and human motives, National Skills Development Programme
• Career development process; factors affecting career development
• Career development needs of students at different stages of education
• Career Maturity: Concept of career adjustment and career maturity; factors affecting career maturity; assessment of career maturity
• Career Patterns: Concept of career pattern, career awareness, career exploration and career preparation.

Unit II: Perspectives on Career Development

• Theories of career development: basic concepts, applicability and limitations of each theory
  ▪ Trait Factor Theory
  ▪ Roe’s theory of personality development and career choice
  ▪ Holland’s career theory of personality types and work environment
  ▪ Super’s life span/life space approach to career development

Unit III: Career Information Service-I

• Understanding career information: need, scope and dimensions of career information
• Various Classification Systems of Information: International and National
• Sources of information: Primary and secondary sources; types of information material
• Economic development and career opportunities: Economic structure and distribution of labour in various sectors, manpower requirements, factors influencing the world of work

Unit IV: Career Information Service-II
• Collection and filing of career information: Methods of collection
• Appraisal of career information
• Dissemination of career information: Group techniques-objectives, advantages and limitations; various group activities (career talks, career conference/exhibition, displays, field trips, film shows etc.)
• Integration of career information into teaching of subject matter.

Unit V: Career Guidance and Career Counselling
• Career Guidance and Counselling: meaning and terms used in career related issues
• Group activities for career guidance of students
• Career Counselling: Need and Importance of career counselling
• Career Counselling: Ways to conduct career counselling session
• Career Counselling: Tools and techniques used for career counselling

Modes of Transaction
• Lecture-cum-discussion
• Individual and group assignment through self-study in the library and presentation in a seminar
• Demonstration
• Interpretation, analysis and reflection on observation in a group
• Role play
• Library study
• Project work/Assignment
• Workshop
• Group discussion
• Small Survey
• Career Case Study

Sessional Work:
The students may undertake any one of the following activities:
• Undertaking career case study of a professional/worker highlighting the different life stages and the factors affecting the career patterns.
• Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
• Carry out a community educational survey or community occupational survey and collect information from about five to ten institutions/agencies.
• Develop a scheme of career information suitable for class XII students.

Suggested Readings:
- NCERT (2008) Module - 12: Career Information in Guidance and Counselling-II

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TC5: Academic Writing

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

Rationale
This course aims to create expertise in writing skills. Since academic writing does not cover professional aspects of writing (e.g. CV, noting and drafting, letters etc.) which teacher educators will require for different purposes, so professional aspects of writing are covered in this course.

Objectives
- To facilitate learners to understand different types of writing and writing styles
- To enable the learners to write reports
- To engage learners with journalistic writing
- To develop creative writing skills amongst learners
- To enable learners to handle professional writing

Transaction Mode: Different theoretical aspects of writing skills will be taught through presentation cum discussion mode. Practical exposure will be given to trainees by reviewing different journals and books for gaining skills and competencies in writing research projects/reports and articles.

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

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

Journalistic Writing and Expository Writing
Samples of Book reviews, Film reviews, Editorials, Articles and Film scripts (as per requirement) can be provided to learners. Discussion can be encouraged amongst learners to understand features of journalistic writing.
Suggested Tasks--- writing book reviews, film reviews, editorials, articles, film scripts.

Creative Writing
Learners should be provided exposure to some literary works like poems, stories, travelogue, diary and children’s literature. They can discuss on what makes literary works creative and also appreciate aesthetics in literary pieces.
Suggested Tasks- Writing poems, stories, travelogue, diary and writing for children.

Professional Writing
Samples of the letters, memos, official minutes, CV, official files for noting and drafting should be shown to learners. Let them discuss and understand the format and content.
Suggested Tasks- writing letters, resume, note, official minutes and memos.

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

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<th>Sl. No</th>
<th>Research Dissertational Activity</th>
<th>Mode of Engagement</th>
<th>Time required</th>
<th>End Product</th>
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Advances in Exploring Library and other Information Resources

**Rationale:** A gap is seen in the approach of the library users to use the modern digital materials in Libraries and in Internet. With the traditional attitude like visiting library for the purpose of using books and journals will not fulfill their information needs in time as the present library is full of digital publications and their use is too much technical. Every digital publication is bought out no-line or off-line in a specific publishing and use platform enabled with specialised Information Retrieval System (IRS). All the time new technologies are added to IRS by the developers to sharpen the search and increase the precision in the search result. Every student, particularly the research scholars who are in most need of the latest data, information, and research findings for their field of research, is now bound to know about the different digital publications, their retrieval techniques, access to on-line materials, and their downloading and use. If the technicalities of Digital Libraries are made known to the students during the course of their study, their inhibitions to come and use libraries will be minimum, and would be helpful for completion of their courses.

**Objectives:** At the end of the course the student-teachers will be able

- To get familiarized with the importance of library in the field of education,
- To enable themselves to understand contemporary libraries like digital library, electronic library, virtual library, library network, etc.
- To acquaint with the technologies used in the library for users (like; Wi – Fi, Barcode, EM, RFID, CCTV, Biometrics, Kiosk, etc.)
- To acquaint with the resources available in the library (print, CDs, DVDs, Multi media documents, on-line books, on-line journals, On-line databases, Open sources materials, etc.)
- To acquaint with the information search system and search platforms adopted in e-libraries.
- To become independent users of information in library.
- To use the library and information resources in teaching and learning process effectively.
- To get familiarized with the organization and management of library.

**Unit - I : Knowing Library**

- Knowledge of Library (aim, objectives, role, etc. in present context)
- Developments in library (Paper to Paperless/Digital movement)
- Library and education relationship - Library as an intellectual space for students, teachers and research scholars.

- Physical layout of the library - infrastructure and their location - Barcode, EM, RFID, CCTV, Wi-Fi, Biometrics, Computers, Server, Scanner, etc. - location of Work station, CD Server, Kiosk, RFID terminal, EM terminal, OPAC point, Dropbox point, Internet zone, etc.

Unit II: Library: Learning Resource

- Library Resources : Types of documents
  
  - **Print** - Books, Journals, Theses, Dissertations, Reports, Manuals, Indexing & Abstracting Journals, etc.
  
  - **Non Print** - CDs, DVDs, Online books & journals, Online database, Consortums (open and govt. – N-List), Data warehouse, Open Access resources, etc.

- Open Access materials – Google books, Google Scholars, DOAJ, Open ERIC, Jstor,etc.

- Information Use - Plagiarism – how to be protected,

- Online plagiarism checker, Software - Turnitin, Viper, etc.

Unit III: Information Retrieval

- Information Retrieval system (IRS) – What and how

- IRS in library - OPAC, Web OPAC, Federated search, Boolean search, Full Text search, Advance search, Metadata search, etc.

- IRS in Internet - on-line database search , Online books and journals search, consortium materials search, Union Catalogue search (Indcat, world cat etc.)

- Search techniques, methods, strategies, etc. – Search terms, keywords, search syntext etc.

- Search by relevance or by date

- DOI search
- Search tools - Search Engines, Meta Search Engines, Federated Search Engines, Subject Gate-ways, Search platform, etc.

- Information Access – Static IP based access, user ID/password based, and Open Access.

- Information downloading – Downloading methods and techniques (from website, portals, YouTube, etc) – Systematic download, limited download, chapter download, etc.

**Unit IV : Library Services**

- Individual's information fulfillment – Reference service and Information services, Referral service, document delivery service, etc.

- Citation methods, rules, standards, style manuals, etc. Citation Managers s/w – End Note, Procite, Reference Manager, etc.

- Digital Library and Virtual Library services – Cloud Computing services

- Internet services – Web 1, 2, 3, Social web (web forums), Semantic Web, Deep web search, Data mining, etc.

**Mode of Engagement and Assessment** -

- Collection of reading materials on any taught topic from on-line books and journals.
- Writing bibliography (of 30 books using style manual).
- Preparing reference list (of 30 journal articles using style manual).
- Use of computerised catalogue (OPAC, WebOPAC and Union Catalogue).
- Accessing open access books, journals and Institutional Repositories.
- Visiting some nearby libraries.

**Suggested Reference Books:**


