ANNEXURE – JA (13?)

पत्रप्राप्ति संख्या.......2720
दिनांक........03.11.15
संचिका संख्या......Reg-

REGULATIONS AND COURSES OF STUDY

F O R

2 YEAR
MASTER OF EDUCATION (M.Ed.)

CREDIT BASED SEMESTER SYSTEM

OF

(ARYABHATTA KNOWLEDGE UNIVERSITY) PATNA

EFFECTIVE FROM JULY 2015

ST. XAVIER'S COLLEGE OF EDUCATION
DIGHA GHAT, PATNA-800011

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CONTENTS

COURSES OF STUDY

SEMESTER I

Course Code	Subjects	Credits	Practicum	Theory	Total	Page No
C.C.-01	Psychology of Learning and Development	04	20	80	100	10
C.C.-02	Historical, Political and Economic Perspectives of Education	04	20	80	100	13
C.C.-03	Relevance of Teachers Education in Changing Times	04	20	80	100	16
C.C.-04	Fundamentals of Educational Research	04	20	80	100	19
*EPC- 01	A. Communication and Expository Writing	01	50		50	22
	B. Personality Development	01				
Total	Semester-I	18	130	320	450	

*INTER SEMESTER BREAK-I- EPC-01 will be done

SEMESTER II

Course Code	Subjects	Credits	Practicum	Theory	Total	Page No
C.C.-05	Sociological and Philosophical Perspectives of Education	04	20	80	100	23
C.C.-06	Teacher Education-Issues and Challenges	04	20	80	100	26
C.C-07	Curriculum Studies	04	20	80	100	29
C.C.-08	Innovative Teaching-Leaning	04	20	80	100	32
*C.C.-09	Dissertation (essentials of research tool)	02	10	40	50	35
EPC- 02	Internship in a teacher Education Institution (32 hours)	04	50		50	37
Total	Semester-II	22	140	360	500	

*INTER SEMESTER BREAK-II- Dissertation will be done

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SEMESTER III

Course Code	Subjects	Credits	Practicum	Theory	Total	Page No
S.C.-01	Elementary/Secondary Education for differently-abled	04	20	80	100	38
S.C.-02#	Curriculum, Pedagogy and Assessment in Elementary Education	04	20	80	100	41
S.C.-02##	Curriculum, Pedagogy and Assessment in Secondary Education	04	20	80	100	43
C.C.-10	Advanced Research Methodology	04	20	80	100	46
C.C.-11	Creativity and Value Education	04	20	80	100	49
EPC-03	Internship	04	50		50	51
*C.C.-12	A. *Dissertation (research proposal and research report)	2	10	40	100	52
	B. Environment and Education	2	10	40		54
Total	Semester-III	24	150	400	550	

*INTER SEMESTER BREAK-III-Dissertation will be done

SEMESTER IV

Course Code	Subjects	Credits	Practicum	Theory	Total	Page No
S.C.-03#	Policy, economics and planning in Elementary education	04	20	80	100	56
S.C.-03##	Policy, economics and planning in Secondary education	04	20	80	100	58
S.C.-04	Educational Management and Administration in Elementary/Secondary Education	04	20	80	100	60
S.C.-05	Education Technology and ICT	04	20	80	100	64
C.C-13	Dissertation(32 hours)	04	100		100	66
EPC-04	Seminar, Group Activities, Laboratory Work, Field Work, Workshops(16 weeks)	04	100		100	68
Total	Semester-III	20	260	240	500	

# Is for Elementary(VIII) Specialisation and ## for Secondary (IX-XII)Specialisation
C.C.=Core Course
S.C.=Special Course
EPC=Enhancing Professional Capacity

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REGULATIONS

1 About the Course

The 2-year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialise in select areas, and also develop research capacities, leading to specialisation in either elementary education or secondary and senior secondary education.

Any student who has obtained at least 50% marks or an equivalent grade in B.Ed., B.A. BEd., BSc. B.Ed., B.El.Ed. or D.El.Ed. with UG degree with at least 50% marks in each may be admitted to the examination for the degree of Master of Education.

2. Duration of Course

2.1 The M.Ed. programme shall be of two academic years (having four semesters of six months each).

2.2 A University examination shall be held after completing every semester on the dates notified by the University.

2.3 Working Days

2.3.1 There shall be at least 200 working days each year inclusive of classroom transaction, practicum, field study and conducting experimentation.

2.3.2 The institution concerned shall work for a minimum of thirty six hours (five or six days), during which physical presence in the institution of all the teachers and student-teachers shall be necessary to ensure their availability for interaction, dialogue and consultation, and for mentoring students.

2.3.3 The minimum attendance of each student shall have to be 80% for all course work and 90% for the field attachment.

2.4 Curriculum

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialise in select areas, and also develop research capacities, leading to specialisation in either elementary education or secondary education. The curriculum of 2-year M.Ed. Program will consists of the following components:

2.4.1 Field Immersion/attachment/Internship: There shall be core courses (which shall have about 60% of credits) and specialisation courses and dissertation with about 40% of credits.

2.4.2 Year 1: 16 – 18 weeks * 2 semesters + 3 weeks in summer

Year 2: 16 – 18 weeks * 2 semesters + 3 weeks in inter-semester breaks

Total: 16 – 18 weeks * 4 semesters = 64 – 72 weeks; + 6 weeks for field immersion during inter-semester breaks = 70 – 78 weeks.

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2.4.3 Apart from the 6 weeks in the various inter-semester breaks, 7 weeks should be allocated to the field immersion. Each year should have a total of at least 200 working days, excluding the admissions and examination period.

3. Admission to the Course-

A candidate should have a minimum of 50% marks at B.Ed. degree course or an equivalent grade to be eligible for admission to M.Ed. Admission to the course will be given on the basis of Entrance Examination, Interviews and marks of eligibility degree.

4.   **Examination**

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

4.2   To be printed to appear in the semester-end university examination for the Degree of the Master of Education (M.Ed.) a candidate must have:

(i)   Completed the courses of study prescribed for the M.Ed. Programme.
(ii)   Registered with the University as a student.
(iii)   Completed 80% attendance in theory classes and 90% in internship and practicum of the total classes held.
(iv)   Completed the M.Ed. course in a maximum of three years from the date of admission to the programme.

4.3 A candidate of Master of Education degree shall be examined in 22(twenty two) papers carrying total of 2000 marks.

4.4. Scheme of Study

COURSES OF STUDY
SEMESTER I

Course Code	Subjects	Credits	Practicum	Theory	Total
C.C.-01	Psychology of Learning and Development	04	20	80	100
C.C.-02	Historical, Political and Economic Perspectives of Education	04	20	80	100
C.C.-03	Relevance of Teachers Education in Changing Times	04	20	80	100
C.C.-04	Fundamentals of Educational Research	04	20	80	100
*EPC- 01	A. Communication and Expository Writing	01	50		50
	B. Personality Development	01			
Total	Semester-I	18	130	320	450

*INTER SEMESTER BREAK-I- EPC-01 will be done

SEMESTER II

Course Code	Subjects	Credits	Practicum	Theory	Total
C.C.-05	Sociological and Philosophical Perspectives of Education	04	20	80	100
C.C.-06	Teacher Education-Issues and Challenges	04	20	80	100
C.C-07	Curriculum Studies	04	20	80	100
C.C.-08	Innovative Teaching-Leaning	04	20	80	100
*C.C.-09	Dissertation (essentials of research tool)	02	10	40	50
EPC- 02	Internship in a teacher Education Institution (32 hours)	04	50		50
Total	Semester-II	22	140	360	500

*INTER SEMESTER BREAK-II- Dissertation will be done

SEMESTER III

Course Code	Subjects	Credits	Practicum	Theory	Total
S.C.-01	Elementary/Secondary Education for differently-abled	04	20	80	100
S.C.-02#	Curriculum, Pedagogy and Assessment in Elementary Education	04	20	80	100
S.C.-02##	Curriculum, Pedagogy and Assessment in Secondary Education	04	20	80	100
C.C.-10	Advanced Research Methodology	04	20	80	100

C.C.-11	Creativity and Value Education	04	20	80	100
EPC-03	Internship	04	50		50
*C.C.-12	A. *Dissertation (research proposal and research report)	2	20	80	100
	B. Environment and Education	2			
Total	Semester-III	24	150	400	550

*INTER SEMESTER BREAK-III-Dissertation will be done

Choose Either S.C.-02#(Elementary) or S.C.-02##(Secondary)

SEMESTER IV

Course Code	Subjects	Credits	Practicum	Theory	Total
S.C.-03#	Policy, economics and planning in Elementary education	04	20	80	100
S.C.-03##	Policy, economics and planning in Secondary education	04	20	80	100
S.C.-04	Educational Management and Administration in Elementary/Secondary Education	04	20	80	100
S.C.-05	Education Technology and ICT	04	20	80	100
C.C-13	Dissertation(32 hours)	04	100		100
EPC-04	Seminar, Group Activities, Laboratory Work, Field Work, Workshops(16 weeks)	04	100		100
Total	Semester-III	20	260	240	500

Choose Either S.C.-03#(Elementary) or S.C.-03##(Secondary)

Grand Total	Semester I+II+III+IV	84	680	1320	2000

 # Is for Elementary(VIII) Specialisation and ## for Secondary (IX-XII)Specialisation
C.C.=Core Course
S.C.=Special Course
EPC=Enhancing Professional Capacity

There shall be a Departmental Internal Assessment Committee which will meet periodically to carryout and monitor internal assessment programme.

4.5. a. There shall be **44 credits** for core papers, **20 credits** for specializations, **12 credits** for field internship (4 credits in teacher education institution, 4 credits in specialization and 4 credits for different practical activities throughout the course) and **8 credits** for research leading to Dissertation.

b. Each credit in a taught course is credited to one hour of teaching or two hours of seminar/group work/laboratory work/field work/workshop per week for sixteen weeks.

c. Among 13 core papers, 11 papers carry 100 marks and 2 papers carry 50 marks each.

d. Among 4 EPC papers, one paper carries 100 marks & 3 papers carry 50 marks each. All these 4 papers will be evaluated internally by the examiners appointed by the University.

e. There are 5 Special papers each carrying 100 marks (80% marks for external & 20% marks for internal assessment)

f. All the M.Ed. students are required to go for Dissertation and Internship as prescribed in the curriculum. The weightage of internal assessment for engagement with the field shall be 100 percent.

g. Total Dissertation will be carrying 200 marks

4.6 The written examination in each of the theoretical core papers, special papers & elective papers shall be of three hours duration.

4.7 For the evaluation of dissertation there shall be provision of one examination to be conducted by the University after completion of Internship programme.

4.8 Courses of study for Master of Education examination shall be the same as in corporate in the Regulation, and as finally approved by the Hon'ble Chancellor

4.9 A candidate who, after having completed the course, in case fails to appear at the examination or fails to pass the examination, shall be allowed to take subsequent examination of the same semester on payment of prescribed examination fee without being required to repeat/complete the course again. However, this opportunity shall be given only in one more examination, within a period not exceeding three years from the date of admission.

4.10 A candidate shall be allowed to appear in the final examination of Master of Education course only If he/she clears the 1st, 2nd & 3rd semester examinations. If he/she fails to clear the 1st, 2nd and 3rd Semester examinations within the stipulated period of three years from the date of admission, he/she will not be allowed to appear in the final (4th semester) examination.

5. Conduct of Examination and Moderation of Results

5.1 All the Four Semester and **Examinations** shall be conducted by the University which shall also finalize the programme for these examinations. The approved examination fee only shall be charged.

5.2 Answer sheets shall be Coded before being sent to the Examiners, and shall be decoded before tabulation of marks.

5.3 In order to pass Master of Education examination, a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately. A candidate, not securing the above qualifying marks, shall be declared as fail.

5.4   (a)   Final result of M.Ed. Course shall be published on the basis of candidates performance in all the papers spread over all Four Semesters.

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(b)   The Final result of will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the Regulations.

5.2   Promotion

5.2.1   A student who fails in not more than Two papers (Theory + Practical) in First Semester Examination, he/she may be promoted to Second Semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.

5.2.2   Like wise, If a Second Semester student fails in not more than Two Papers, he/she may be promoted to 3rd Semester; but all such students will have to clear their backlog papers of 1st and 2nd both Semesters in the next succeeding examination of that semester.

5.2.3   No student shall be promoted to 4th Semester, unless he/she has cleared all the backlog papers.

5.2.4   The name of successful Candidates shall be arranged in order of merit as follows:

Percentage of Marks	Grade
86 and Above	O(Outstanding)
76 to 85	A+(Excellent)
66 to 75	A(Very Good)
56 to 65	B(Good)
45 to 55	C(Average)
Less than 45	D(Fail)

5.3 Result Improvement

5.3.1   A student can reappear in maximum of Two Theory papers in the immediate succeeding examination of that semester to improve his/her result. Better of two scores shall be considered for preparation of the final result.

5.3.2   This facility shall be provided with 1st and 3rd Semester examinations only

5.3.3   Student can avail of this facility only once per semester. In no case Second chance shall be provided/permitted.

5.3.4   However, the name of such candidates with improved results, shall not be included in the Merit List.

6. Award of Degree

The students/Candidates who complete the program successfully, shall be awarded Master of Education degree by the University in prescribed format specifying the lass/Division/Grade in which s/he has been placed.

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SEMESTER-I
C.C.-01- PSYCHOLOGY OF LEARNING AND DEVELOPMENT

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum: 20 Theory 80

COURSE OBJECTIVES:

1. To enable students to understand the nature, concept and principles of educational psychology as an applied discipline with its own scientific methods and approaches.
2. To acquaint learners with the nature and processes of development and assessment of various traits and abilities; appreciate common characteristics, educational needs and behavioural problems of learners at successive stages of development from childhood to adolescence to adulthood.
3. To help students understand the implications of various psychological theories for education.
4. To familiarize students with the structure, functioning, and development of personality and their implications for education.
5. To make them know and appreciate the need and value of organizing different educational programmes to suit the needs and demands of special children.
6. To understand the emotional behavior and balances their emotions
7. To understand the process of adjustment and stress management

COURSE CONTENTS

UNIT I: Human Development and Theories

1. Human Growth and Development: Meaning and relation, General principles and stages of development, problems of each stage (with special reference to adolescence). Influencing processes and factors of development and their relative role.
2. Cognitive development: meaning of cognition, development of thought and knowledge – constructivist theory (of Piaget and Vygotsky), and its educational significance.
3. Social and Emotional Development: meaning and context (Family, Parenting style, peer, school and school – family linkage). Emotion – Meaning, nature, and kinds of emotions (Anger, love, fear, frustration and anxiety) and their significant educational implications. Theory of social development (Erickson's).
4. Group dynamics and socio-emotional climate of the class room and influence of teacher characteristics and teaching – process.
5. Moral development and moral education: meaning and influencing factors. Theory of moral development (Kohlberg's). Educational approaches to moral education and role of school.

UNIT –II :   Learning and Motivation

1. Learning: Concept, Kinds, and Levels (Gagne's hierarchy of learning / conditions of learning.)
2. Cognitive and Information processing views about learning and instruction (Bruner, Ausubel and Piaget) and their educational implications.
3. Theories of learning – Gestalt and Sign Gestalt Theories (Tolman's). Kurt Lewin's – Field Theory; Bandura's – Social Learning Theory.
4. Motivation: Concept, nature and relationship with learning; strategies of motivation.

UNIT –III: Individual Difference

1. Individual Variations : concept and aspects; intra and inter differences, determinants (heredity and environment); Learning styles and teaching strategies to suit individual differences.
2. Intelligence : Meaning, difference, identification and measurement. Theories of Intelligence: Early views and theories of multiple intelligence (one factor, two – factor, multifactor, Group factor theories and model of intelligence in brief; Later views and theories of multiple intelligence (Stern-berg's theory).
3. Emotional Intelligence: concept and dimensions; implications for teachers and students.

UNIT –IV: Personality and Mental Health

1. Personality – concept, development, structure and dynamics of personality; Personality Theories – Trait Theories – Allport and Cattel, Psychoanalytic theory – Freud; Humanistic approach – Roger, Maslow Indian Theories – Vedic and Buddhist views, Krishnamurti and Aurobindo's views.
2. Mental Health and Hygiene: nature, concept, scope and principles; factors affecting mental health and hygiene, measures used to promote mental health (preventive, constructive); Educational implications of mental health.
3. Mechanisms of Adjustment- defense, escape, withdrawal and compensatory
4. Introduction to common forms of neurosis, psychosis and somatic disorders
5. Exceptional Children: nature and special needs of children
6. Types of exceptional children – mentally retarded, educationally backward, physically impaired, learning disabled, delinquents, creative and gifted

Transaction Mode

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Sessional Work and Practicum :

The students may undertake any one of the following activities:
- Case study of one student with adjustment problems.
- Studying the personality characteristics of some successful individuals.
- Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
- Project work on identified themes.
- Test on Personality, Aptitude and Creativity
- Identification of IQ. EQ, and SQ
- Administering and interpreting the results of two tests of intelligence – verbal, non-verbal or performance.
- A case study of an exceptional child and suggesting how to provide education for the particular child
- Assignments and tests
- Seminar and symposium

Suggested Readings

- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
- Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
- Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
- Bower G.H. and Hilgard E.R.:Theories of Learning Prentice Hall of India, New Delhi. 1980
- C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
- Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc. Boston, London, Sydney, Totonto, 1985.
- Dandapani, S. -Advanced Educational Psychology
- Daniel Goleman 'Working with Emotional Intelligence 1998'
- Gage and Berlinger : Educational Psychology, Boston Houghton Miffins Company 1984.
- Gupta,S.P. & Alka Gupta-उच्चतर शिक्षा मनोविज्ञान
- Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinoins. The Dorsey press 1978
- Herenhahn B.R. : 'An Introduction to Theories of Learining Prentice Hall International Edition, 1988.
- Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
- Joyce Bruce and well Marsha. Models of Teaching prentice Hall of India Ltd. 1985.
- Kohlberg, L., & Gilligan, C. (1974). *The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World*. In H.V. Kraemer (ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., & Hewer, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.
- Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd;193
- Michael Green: Theories of Human Development prentice Hall,englewood cliffs,New Jersy,1989
- Moully George J : Psychology of teaching botton Allyn & Decan Inc.
- Passi B.K. : Creativity in education NPC Agra 1982.
- S. Owen, H. Parker Blount, Heny Moscow : Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto, 1978.
- Sharma,Rajnath & Rachna Sharma-उच्चतर शिक्षा मनोविज्ञान
- Singh,Arun Kumar-उच्चतर मनोवैज्ञानिक प्रयोग एवं परीक्षण
- Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India.
- Wordsworth B.J. Piaget's : Theory of cognitive and affective Development, New York, Longman incorporated, 1989.

SEMESTER-I
C.C.-02- HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum: 20 Theory 80

COURSE OBJECTIVES:
(1) To acquaint the students with the general development and progress of education prior to independence.
(2) To acquaint the students with general development and progress of education after independence.
(3) To enable the students to assess and evaluate various "Plan efforts" (V Year Plans) put into effect from time to time.
(4) To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
(5) To enable the students to understand the various problems of education at different stage (Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped) with special reference to different Commissions and Committees.
(6) To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
(7) To enable the students to understand the problems related to the policies of Government and to find out remedies.
(8) To acquaint the students with the relationship between the financial support of education and quality of education.
(9) To develop familiarity with the various sources of financing education in India.
(10) To enable the students to locate human and material resources and utilise them to the maximum benefit for education.

COURSE CONTENT:

UNIT-I: HISTORY OF INDIAN EDUCATION-I
• Progress of Education in Ancient Indian Education- Review of
(a) Brahmanic (Vedic), Buddhistic (c) Jain (d)Muslim-Islamic-(Education System during these periods)

UNIT-II: HISTORY OF INDIAN EDUCATION-II
• Education in the early years of the 19th century
     Charter act of 1813, 1833
• Role of Missionaries in Education.
• Macaulay's Minutes
• Wood's Dispatch 1854.
• Indian Education commission 1882 (Hunter Commission.)
     • Education in the 20th century :
     • Lord Curzon policy of education 1904.
     • Hartog Committee.

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- Recommendation of Dr. Jakir Hussain Committee for basic education.
- Seargent Plan - 1944.

UNIT-III : EDUCATIONAL PROVISIONS IN FREE INDIA
- Constitutional Provision: Articles ,Sections ,Subsections, additions and reviews for Education
- Radhakrishnan Commission Recommendations.
- Mudaliar Commission Recommendations.
- Ed. Commission of 1964-66.
- Challenge to education - New ed. policy.- Policy of Education 1986
- National Policy of Education1992
- Planned efforts of India for Education Plans (V Year Plans), Niti Ayog
- Assessment and Evaluation of development and progress of Education during plans

UNIT-IV: ECONOMICS OF EDUCATIONAL SYSTEM AND CHALLENGES
- Need and significance of Educational Finance
    i. Rising Unit costs and resources constraints
    ii. Demand for education.
    iii. Supply of education.
    iv. Constitutional responsibility for providing education.
- Return of Investment in education.
- Sources of Finance :
    1. Government grant (central, state, local)
    2. Tuition fees
    3. Taxes
    4. Endowments, Donation and gifts
    5. Foreign aids.
- Critical review of present grant-in-aid System

Transactional Mode The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

Sessional Work: The students may undertake any one of the following activities:
   • Assignment/term paper on selected theme from the course.
   • A study of the functioning and contribution of a VEC/SMC/PTA.
   • Critical analysis of grant in aid schemes of the state and the centre
   • Funding scheme under RUSA
   • Prepare a plan for the mobilization of different types of resources form the community.
   • Analysis of School Education Act of a state.
   • Case studies of School Education Act of state high results at the secondary/senior secondary levels.
   • Indentifying Social Problem and its solution for one B.Ed College
   • Critical Study of National policy of Education (1986).

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Suggested Readings

1. Education in Ancient India – Dr. A.S. Altekar
2. Ancient Indian Education – R.K. Mikharji
3. A History of Education in India (during the British period) by J.P. Naik and Nurulla
4. A text Book in History of Education- Paul I Munroe.
5. N.C.E.R.T., NCERT- the First Year Book of Education 1961.
6. Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
7. UNESCO- Economic and Social aspects of Educational Planning,1963
8. Naik J.P.- educational Planning in India 1965-allied Publishers
9. Problems of Higher Education in India- An Approach to Structural Analysis and Recognition.
10. Educational Recognition- Acharya Narendra Dev Committee (1939-1953)
11. History and Problems of Education Voi.I- Yogendra K. Sharma
12. History and problems of Education Voi. II- Yogendra K Sharma. Reference Books : 10. Saffer, H. Inverstment in Human Capital, New York : MacGraw Hill, 1961.
13. Azad, Jagdishlal FInancial of Higher Education in India, New Delhi, Sterling Publishers, 1975.
14. Misra, Atmanand Financing Education in India, Bombay : Asia Publishing Co., 1964.
15. John, R. L. and Morphet, B.L.(Ed.) Problems and Issues in public school finance, New York: Columbia University, 1952.
16. Mort, P. R. and Reusser, W.C. Public School Finance, New York : McGraw Hill, 1960.
17. Musgrave, R. A., Theory of public Finance : A Study of public Economy, New York : Mcgraw Hill.
18. Saxton, P. G. Education and Income, New York : Viking Press, 1961.
19. Vaizeg, J. Costs of Education, London : Allen and Union, 1964.
20. UNESCO Financing of Education, Paris : 1961.
21. Syed, Nurullah & Naik, A History of Education in India, (in 1800-1965. Bombay : MacMilan Co.,1958.)
22. Rawat, P. L. History of Education, Agra : Rempreasad & Sons, 1965.
23. Chauble, S. P., A History of Education, Allahabad, Bharat Publication, 1955.
24. Mukerji S. N. Education in India To-day & Tomorrow, Baroda : Acharya Book, Baroda, 1960.
25. Saiyeddin K. C. Compulsory Education in India, Delhi, University Publication Commission, 1964.
26. Report of Education Commission, 1964-66.
27. S. B. Rajor - History of Education.
28. Hartog Philip, Some aspects of India Education : Past & Present, London, Oxford.

SEMESTER-I
C.C.-03 – RELEVANCE OF TEACHER EDUCATION IN CHANGING TIMES

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum: 20 Theory 80

COURSE OBJECTIVES:
To enable the students

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with the innovative practice in teacher education.
3. To develop in the student professional ethics and commitment to the profession.
4. To acquaint the student with different agencies of teacher education in India and their rules and functions.
5. To acquaint the student with the system of teacher education in one of the developed countries.
6. To asquint the student with the role of professional organization of teacher educators.
7. To help the student to understand major issues and problems of teacher education.
8. To acquaint the student with the research orientation in a teacher education program
9. To enable the student to understand the need for continuing education of teachers and teacher educators.
10. To enable the student understand planning, administration and financing of teacher education.

COURSE CONTENTS
Unit I: Perspectives and Policy on Teacher Education

* Teacher Education-Concept, aim, need and scope, teacher education in a changing society: A brief historical perspectives of teacher education in the Indian context.
* Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
* Teacher Expertise – Berliner's stages of development of a teacher.
* National and state policies on teacher education – a review
* Different organizations and agencies involved in teacher education – their roles, functions and networking
* Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices

Unit II: Organization of Different Components of Teacher Education Curriculum
* The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
* Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
* Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation

- Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in pre-internship, internship and post-internship

Unit III: In-service Teacher Education in India – Concept, Structure and Modes
- Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- In-service teacher education under DPEP, SSA and RMSA
- Modes and Models of in-service teacher education:
  - Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
  - induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

Unit 4: Planning, Organizing and Evaluating an In-service Teacher Education
- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
- Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- Qualities and characteristics of an effective in-service teacher educator

Transaction Mode
(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers; (2) Seminar reading- presentation by students on selected themes individually and collectively leading to discussion; (3) Library readings on selected theme followed by group discussion; (4) Study of documents and references, interaction with field staff and reflective interaction with the peer group.

Sessional work:
- A "comparative study of state and national curricula" of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
- Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.
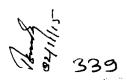
Suggested Readings

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor – Society and the Education of Teachers, Faber 7 Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Udayveer (2006), Modern Teacher Training, New Delhi: Anmol Publications
5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
6. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi- G
7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
8. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B 1/G-A, Model Down, Delhi-9.
9. Investigations, Studies, and Projects Relating to Internship in teaching- N.C.E.R.T., New Delhi.
10. Report of the Committee on Teacher Education in Maharashtra State, Government of Maharashtra.
11. Richardson C.A. and others – Education of Teachers in France and U.S.A. Unesco, 1953.
12. Commission on teacher Education- The Improvement of teacher Education, Washington.
13. The process of Education-Burner S S The Education Harvard University Press 1961.
14. The future of teacher Education Edited by J.W. Tibble Routledge & Kegan Paul, London
15. Innovation in Teacher Education- J.J. Hayson & C.R. Sutton, M.C. Graw Hill book company(UL) Ltd.
16. Teachers Education in India (INSET)- Nizam Elahi.
17. Emerging Trends in Teacher Education- R S Shukla
19. Teacher education- Theory, Practice & Research – R.A. Sharma.
20. Education of Teachers in India- Volume I & II –S. N. Mukerji
21. Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi
22. Teacher Education-Shashi Prabha Sharma ,Kanishaka Pub. New Delhi.
23. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, (2009) NCTE New Delhi.
24. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
25. Devedi, Prabhakar (1980), Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
26. Govt. of India (1966), Education and National Development, Report of Education Commission, New Delhi.
27. Govt. of India (1992), Report of C.A.B.E. Committee Department of Education, New Delhi.
28. Govt. of India (1986), National Policy of Education, Ministry of Human Resource and Development, New Delhi.
29. Kohli, V.K. (1992), Teacher Education in India, Ambala: Vivek Publishers.
30. N.I.E.P.A. (1984), Report on Status of Teachers, New Delhi.
31. Sharma, R.A. (2005), Teacher Education, Meerut: Loyal Book Depot.
32. Sharma, S.P. (2005), Teacher Education, New Delhi: Kanishka Publisher.

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SEMESTER-I
C.C.-04– FUNDAMENTALS OF EDUCATIONAL RESEARCH

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum: 20 Theory 80

COURSE OBJECTIVES:

To enable the students
(1) To understand the concept of research and educational research.
(2) To understand the types and methods of educational research,
(3) To understand the steps involved in educational research,
(4) To understand the procedure to conduct the research in the educational field.
(5) To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
(6) To examine the role of research tools in a research study
(7) To develop the skills in preparation of a research tool.
(8) To understand the role and use of statistics in educational research.
(9) To understand the measures of central tendency and its uses.
(10) To review the educational research articles.
(11) To convey the essential characteristics of a set of data by representing in tabular and graphical forms

COURSE CONTENT

Unit-1: Concept of Educational Research and Nature of a Problem
1.1 Meaning and nature, need and importance and scope of educational research.
1.2 Scientific Inquiry and Theory Development- some emerging trends in research.
1.3 Areas of educational research and different source of generating knowledge
1.4 Source, selection and criteria of research problem- based on experience, discussion. Literature- scope and delimitations, statement of the problem in different forms.

Unit-II: Types of Research and its Uses
2.1 Types of educational research – Fundamental, Applied, Action research
2.2 Methods of Educational Research:
   2.2.1 Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data
   2.2.2 Descriptive Research- surveys, case study, developmental and correlation studies – nature and use, steps and interpretation, Ex- Post Facto Research.
   2.2.3 Experimental Research – need and significance- nature and steps validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi-experimental, True experimental- role of control.
   2.2.4 Qualitative Research- Ethonomethodical, Ethnographic.

Unit-III: Tools and Techniques of Data Collection
3.1 Tools and Techniques of Educational Research- meaning and concept
(a) Observation   (b) Interview Schedule

(c) Questionnaire

(d) Tests

(e) Opinionative- rating scale, check list

(f) E tools – Email, fax, website, Internet, tale conference.

3.3 Qualities of a good measuring tool and standardization procedure

(a) Preparation of tools-Reliability, Validity

(b) Implementation of tools

(c) Collection of information.

(d) Methods of Collection

Unit-IV: Simple Data Organisation Techniques

4.1 Organization and tabulation of data

4. 2 Graphical Representation

   (i) Histogram

   (ii) Bar Diagram

   (iii) Picto-graph

   (iv) Frequency curve

   (v) Frequency polygon

   (vi) Ogive

   (vii) Pie chart

4.3 Significance and uses of:

   (i) Measures of Central tendency – Mean, Median, Mode.

   (ii) Measures of variability – Range, Q.D. , S.D.

   (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank,   standard scores and T scores.

4.4 Correlation

(i) Concepts, types and uses; assumption and uses of rank difference ,computation of rank difference correlation and Product Moment Method,

Transaction Mode

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

PRACTICAL WORK: (any one)

(i) Preparing and standardization of a research tool.

(ii) A project on sample description using data organisation techniques

Suggested Readings

* Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
* Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
* Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
* Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
* Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
* Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.

- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education.* New York: McGraw Hill.
- Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology,* (3rd edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology.* Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners.* Paul Chapman Publishing.
- Kaul, Lokesh (1984). Methodology *of Educational Research.* New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research.* Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkapatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
- Miles, M.B., & Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Sourcebook. Thousand Oaks, CA: Sage.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide.* The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation,* New York: Harper and Row.
- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.
- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research.* New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research.* New Delhi: Anmol Publications Pvt. Ltd.
- Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science,* New York: McGraw Hill.
- Stake, Robert E. (1995). *The Art of Case Study Research.* Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: An Introduction.* New York: McGraw Hill.
- VanLeeuwen, T., & Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London: Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research.* New York: Rout ledge

SEMESTER-I
*EPC-01(ENHANCING PROFESIONAL CAPACITY)

No. of Credits: 2
Maximum Marks: 50

Contact Hours per week: 2
Practicum: 50

A. COMMUNICATION AND EXPOSITORY WRITING :

Communication skills, Expository writing and Academic writing involves the short workshop courses (or course) on communication skills and expository writing are intended to enhance the ability of the graduates to listen, converse, speak, present, explain and exposit ideas in groups and before an audience – as this is one of the essential expectations from all professionals in education. The workshops should also involve training in ICT and educational technology. The academic/Expository writing component is meant to focus on questions such as: What are the different kinds of writings and writing styles? What are the essential requirements of academic writing? What distinguishes a good academic writing from others? What are academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one's own writing?
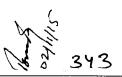
B. PERSONALITY DEVELOPMENT:

These workshops should engage the students in reflecting on the linkages between the self and one's professional practice. Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven in the sessions.

The evaluation of both the component A and B of EPC-01 will be done internally by the examiners appointed by the University.

*EPC will be done during inter semester break

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SEMESTER-II
C.C.-05– SOCIOLOGICAL AND PHILOSOPHICAL PERSPECTIVES OF EDUCATION

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum:20 Theory: 80

COURSE OBJECTIVES:

It aims at developing the following competencies amongst the learners:

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.

2. To enable students to understand how the 'Education' is embedded in social structure and culture;

3. To enable students to understand educational problems and issues related to educationally excluded/ disadvantaged groups, deriving out of intersections of gender, caste, class, culture, ethnicity, disability.

4. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.

5. To apply the knowledge towards the promotion of National Integration and International understanding.

6. Knowing the meaning of philosophy and philosophical foundations of education.

7. Understanding the nature and functions of philosophy of education.

8. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.

9. Critical appraisal of contributions of great educators to education and society.

10. Comparing partially and holistically concepts of education between/among various philosophical schools/traditions.

COURSE CONTENTS

UNIT I

    a) Concept and nature of sociology of education, Difference between sociology of education and educational sociology, social organization, social groups, social stratification, factors inflaming social organization.

    b) Characteristics of social organization; institutions, attitudes and values.

    c) Culture - Meaning and nature of culture, Role of education in cultural context, Education and cultural change.

    d) Education and society - Education as a social system, as a socialization process and a process of social progress and change.

UNIT II

    a) Equality of educational opportunity and excellence in education, Equality - Vs equity in education, inequalities in Indian social system with special reference to social disadvantages, gender and habitation; measures to address them

    b) Education and democracy: constitutional provision of education, Nationalism and education, Education for national integration and international understanding

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UNIT III

a) Philosophy of Education : its nature - Directive Doctrine
b) a Liberal Discipline;
c) an activity.
d) Its Function - Speculative, Normative and Analytical
e) Metaphysical Problem - Education related to Nature, Man and Society.
f) Impact of Idealism, Realism, Marxism, Pragmatism, and Vedanta schools of thought

UNIT IV

a) Critical appreciation of contribution made by Budhism, Jainism,
   - Bhagwat Gita, Islam and Christianity in terms of value formulation

b) Thinkers and their contribution
   - Karl Marx, Rousseau, Gandhi, Tagore, Aurobindo

Practicum

- Paper presentation on a given topic

Tests and Assignment

Two tests of 10 marks each and their average will be counted.
Two Assignments of 5 marks each (10 Marks).

Suggested Readings

Acharya, P., (1987). Education: Politics and Social Structure. In Ghosh. R. and Zachariah, M. (eds.). *Education and the Process of Change.* New Delhi: Sage. pp. 64-79

Acharya, Poromesh, (1988). Is Macaulay Still Our Guru? *Economic and Political Weekly,* Vol. XXIII, No. 22. May 28. pp. 1124-1130.

Aggrawal J.C.,   Philosophical and Sociological Perspectives on Education

Aikara, J., (1994). *Sociology of Education.* Indian Council of Social Sciences Research, New Delhi

Althusser, (1971). Ideology and Ideological State Apparatuses 'Notes towards an Investigation'. *Lenin and Philosophy and Other Essays.* New Left Books.

Annamalai, E., (2001). *Managing Multilingualism in India: Political and Linguistic Manifestations.* New Delhi: Sage Publications.

Apple, M.W., (1988). *Teaches and Texts: A Political Economy of Class and Gender Relations in Education.* New York: Routledge.

Apple, Michael, (1979). *Ideology and Curriculum.* London: Routledge & Kegan Paul.

Bhatia & Bhatia   Philosophical & Sociological Foundation of Education

Bhatia Kamala   Philosophical & Sociological Foundation of Education

Bona, J. E. Di., 1973. *Change and Conflict in the Indian Unversity.* Lilavati Publishing House: Bombay

Brubacher, J.S. (1950) *Modern Philosophies of Education,* New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd.,P.393.

Butler, J.D.(1968) *Four Philosophies and their practice in Education and Religion,* Third Edition , NewYork, Harper and Row co.,P.528.

Cahn, S.M. *The Philosophical Foundations of Education*,P.433

Chaube, SP   Philosophical & Sociological Foundation of Education

Gore, M. S., 1995. *Indian Education: Structure and Process*. Jaipur: Rawat Publications.

Hiryana, M. ( ). *Introduction to Indian Philosophy*.

Jayaswal Dr. Sitaram Philosophical and Sociological Principles of Education

Jayaswal Sitaram   शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त

Kirilenko,G. And Korshunova,L.(1988).*What is philosophy?* (Hindi translation by J.C.Pandey),Jaipur:Rajasthan Pupils Publishing House,Pp.272

Kumar, K., 1983. Educational experience of scheduled castes and tribes. *Economic and Political Weekly*, Vol. -17 No.36-37 Sept. 3-10

Kumar, Krishna, 1989. *Social Character of learning*. New Delhi: SAGE.

Kumar, Krishna, 1991. *Political Agenda of Education: A study of Colonialist and Nationalist Ideas*. SAGE: New Delhi

Malwa Rajeev   शिक्षा दर्शन एवं समाजशास्त्रीय पृष्टभूमी

Mathur, S.S.   शिक्षा के दार्शनिक तथा सामाजिक आधार

Mathur, S.S.   Philosophical and Sociological Foundations of Education

Pandey Ram Shakal   Introducation to Major Philosophies of Education

Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan and Co. Ltd.P.440.

Radhakrishnan, S. (2004) *Bhartiya Sanskriti Kuchh Vichar*, New Delhi, Hind Pocket Books., P.116.

Radhakrishnan, S. (2004) *Uddeshyapurna Jeevan*, New Delhi, Hind Pocket Books., P.110.

Radhakrishnan,S. (2004) *Hamari Virasat*, New Delhi, Hind Pocket Books.,P.98.

Radhakrishnan,S. (2004) *Upnishado Ka Sandesh*, New Delhi, Hind Pocket Books., P.160.

Rusk, R.R. (1928) *The Philosophical Bases of Education* ,London ,University of London Press Ltd.,P205.

Rusk, R.R. and Scotland, J.(1979) *Doctrines of the Great Educators*, (Fifth Edition), NewYork, The Macmillan Press Ltd.,P.310.

Saxena Dr. Saroj   शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार

Sharma, Ramnath   प्रमुख भारतीय शिक्षा दार्शनिक

Sharma,Y.K.(2002)*The Doctrines of the Great Indian Educators*, New Delhi, Kanishka Publishers, P.371.

SEMESTER-II
C.C.-06– TEACHER EDUCATION-ISSUES AND CHALLENGES

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum:20 Theory: 80

COURSE OBJECTIVES:
To enable the students

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with the innovative practice in teacher education.
3. To develop in the student professional ethics and commitment to the profession.
4. To acquaint the student with different agencies of teacher education in India and their rules and functions.
5. To acquaint the student with the system of teacher education in one of the developed countries.
6. To asquint the student with the role of professional organization of teacher educators.
7. To help the student to understand major issues and problems of teacher education.
8. To acquaint the student with the research orientation in a teacher education program
9. To enable the student to understand the need for continuing education of teachers and teacher educators.
10. To enable the student understand planning, administration and financing of teacher education.

Unit 1: Structure, Curriculum and Modes of Pre-service Teacher Education
- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation

- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Unit II: Structure and Management of Teacher Education
- Structure of teacher education system in India – its merits and limitations

- Universalisation of Secondary Education and its implications for teacher education at the secondary level
- Vertical mobility of a school teacher - avenues
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers

Unit III: Research in Teacher Education

- Paradigms for research on teaching – Gage, Doyle and Shulman.

- Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme

- Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation

- Trends of research in teacher education and innovations.

Unit IV: Problems and Issues in Teacher Education
- Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,

- Sufficiency of subject matter knowledge for teaching at the senior secondary level,

- Issues related to enhancing teacher competence, commitment and teacher performance

- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education

Sessional Work may include:
- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.

- Select any one current practice in teacher education and trace the background of its formulation as a policy.

- A review of researches in any one area of research in teacher education and write the policy implications

- A review of a research article in teacher education and write implications for practitioner

Evaluation:
Whereas the evaluation of the taught on-campus courses would involve tests, assigned readings, seminar and project in the same way as in other taught courses; the internship would be evaluated differently. This may involve performance rating through
- Observation of performance in transacting a unit from the teacher education curriculum,
- Cumulative assessment by the mentor teacher educator on dispositions and developmental aspects such as professionalism,
- Outcomes of activities such as designing training material and

Records submitted on reflections during internship, study of the teacher education institution on instructional and evaluation practices.

Suggested Readings

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor – Society and the Education of Teachers, Faber 7 Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
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20. Education of Teachers in India- Volume I & II –S. N. Mukerji
21. Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi
22. Teacher Education-Shashi Prabha Sharma ,Kanishaka Pub. New Delhi.
23. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, (2009) NCTE New Delhi.
24. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
25. Devedi, Prabhakar (1980), Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
26. Govt. of India (1966), Education and National Development, Report of Education Commission, New Delhi.
27. Govt. of India (1992), Report of C.A.B.E. Committee Department of Education, New Delhi.
28. Govt. of India (1986), National Policy of Education, Ministry of Human Resource and Development, New Delhi.
29. Kohli, V.K. (1992), Teacher Education in India, Ambala: Vivek Publishers.
30. N.I.E.P.A. (1984), Report on Status of Teachers, New Delhi.
31. Sharma, R.A. (2005), Teacher Education, Meerut: Loyal Book Depot.
32. Sharma, S.P. (2005), Teacher Education, New Delhi: Kanishka Publisher.

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SEMESTER-II
C.C.-07- CURRICULUM STUDIES

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum:20 Theory: 80

COURSE OBJECTIVES:

To enable students –
1. to understand the underlying basis, principles, and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved which must be taken into account when developing a curriculum.
2. to understand the Foundations of curriculum development.
3. to be acquainted with various curricular types and their designs, process and construction.
4. to know about curricular content, curriculum implementation and the process of curriculum evaluation.
5. to know and understand issues, trends and researches conducted in India in the area of curriculum and curriculum development.
6. to design and develop a curricular framework with given objectives in a particular field of formal study.
7. to understand the concept and principles of curriculum development.
8. to understand and appreciate curriculum as a means of development of the individual.
9. to appreciate the need for continuous Curriculum reconstruction.
10.to develop skills in framing curriculum for subjects of teaching, analysing curriculum
11.to analyse teaching-learning process and developing course contents in the subjects of teaching.

COURSE CONTENT:

UNIT I
1.1. Curriculum: Concept and meaning.
1.2 Curriculum, syllabus and Textbooks – selection, gradation and organization of subject matter.
1.3 Bases, determinants and motives of curriculum – Philosophical, Psychological, Sociological and discipline oriented considerations.
1.4 Basic elements and principles of curriculum.
1.5 Curriculum theories and procedures.
1.6 History of curriculum development.

UNIT II
2.1 Categories and Types of Curriculum: Teacher centered, subject centered, child-centered, peripheral, Enrichment, Special, Integrated, Correlated, Fused, Interdisciplinary, Window-shopping, Frontline, Crash, Spinal.
2.2 Curriculum design and organization: Components, source, principles and approaches.

UNIT III

3.1 Models of curriculum: Different models of curriculum development – Administrative Line Staff (Taxler), Grassroot-level planning (Hild Taba) Demonstration, System-analysis.

3.2 Criteria for selecting a model.

3.3 Curriculum Construction – principles and approaches; deduction of curriculum from aims and objectives of education.

3.4 Curriculum Implementation: Models and Strategies, Leadership role and community participation.

3.5 Role of curriculum support materials and Types and place of materials and media (aids) to be used.

3.6 Process of curriculum implementation in India.

UNIT IV

4.1 Curriculum Evaluation: Importance and Models of curriculum evaluation.

4.2 Types of curriculum evaluation (formative, summative).

4.3 Interpretation of evaluation results and the method.

4.4 Issues and Trends in curriculum development and curriculum researches in India.

4.5 Suggestions and recommendations in curriculum development – as per University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1966) and NPE (1986).
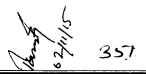
Transaction mode Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, commissions and committees on secondary Education and Curriculum related issues and reflective discussion on the recommendations could be done. Hands on experience at work situation and observation of training sessions and presentation etc could constitute the different forms of curriculum transaction.

Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods; attempts needs to be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues in curriculum development could be originalised. Field visits to places of curricular other sites i.e. Museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

Sessional Work: The students may undertake any one of the following activities:
- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.
- Evolving criteria for development of syllabi and textbooks

Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Evaluation of a primary class text book.
- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.

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4. Denis Lawten, School Curriculum Planning. Hodder and Stoughton, London, 1986.
5. Dent, H.C. Educational System of England, George Allen and Unwin, London, 1981.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press
6. Edward, A. Krug. The Secondary School Curriculum Harper and Row Publishers, New York, 1960.
7. Hans, Nicholas. Comparative Education. Routledge and Kegan Paul, London, 1961.
8. Harold Alberty. Reorganizing the High School Curriculum. MacMillan Company, New York, 1957.
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12. John, D.McNeil., Curriculum, Little Brown and Company, Boston, 1977.
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15. King, E.J. Other Schools and Ours. Holt, Rinehart and Winston, New York, 1959.
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Audio-Video CDs
- CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi.

SEMESTER-II
C.C.-08- INNOVATIVE TEACHING AND LEARNING

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum: 20 Theory:80

COURSE OBJECTIVES
1. To nurture among the students the meaning, nature and scope of a constructive learning environment
2. To enhance the students to understand their role in a constructive classroom.
3. To develop the ideas about the new learning paradigms in education
4. To develop the skills about different new learning models in education and how to use them.
5. TO generate the ideas about the use of technology and the lvirtual learning environments in teaching and learning
6. To understand different assessment mechanisms and use of technology in assessment.

COURSE CONTENT
Unit I: Constructivism the way of learning
- Constructivism: Theory, Role of teacher, and Uses.
- The shift from teaching to learning
- Construction of learning environments and learning advice
- Understanding that Children Construct their Own Knowledge interactive and collaborative learning involving 5E and ICON models.
- Importance of Experiences in Learning
- Active Engagement of Learners is Important for Construction of Knowledge
- Variety of Situations and Multiplicity of Methods Important for Creating Diverse Experiences

Unit II: Teaching learning Methods
- Student - centred approach: Collaborative and Cooperative learning, Activity Based Learning, Team teaching and Learning.
- Active learning and learning strategies : Performance tasks, Flipped Learning, Blended Learning
- Self-organised and self-directed learning: Programmed Instruction, Spaced Learning, Teacher for the day, Peer Learning, Field Visit, Pair-group learning
- Techniques for Creative Teaching: Brainstorming, Concept Mapping, Role playing, Storyboarding,

Unit III: Technology and Virtual Learning Environments
- Technology and Digital Platforms
- Digital Content: Synchronous and Asynchronous Learning
- Teachers and Learners and Information and Communication Technology
- Internet tools and Web Tools, Courseware and LMS
- Massive Open Online Courses(MOOC's)
- Distance ,Online courses and International Collaboration

- Open Educational Resources

Unit III: Assessment Reforms and Practices in New Learning Paradigm

- Direct and Authentic Assessments
- Continuous and Comprehensive Evaluation
- New trends in Assessment: On-Demand Examination, Choice Based Credit Systems, Grading System, Portfolios, Open book system, Open Ended/Flexible Answered Examination.
- Technology supported Evaluations-Test (OMR's , MCQ's), Preparation, Conduction and Evaluation, Online Tests, WebQuest.
- Feedback and Reporting , Evaluation Rubrics
- Product vs Process based evaluation
- Subject/Person vs of Subject/ Discipline based Evaluation

Transaction Mode
Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Sessional Activities: Students can initiate and organize any two of the following teaching learning situations.

- Collaborative learning
- Cooperative learning
- Activity Based Learning
- Team teaching and Learning
- Performance tasks
- Flipped Learning
- Blended Learning
- Programmed Instruction

- Spaced Learning
- Teacher for the day
- Peei Learning
- Field Visit
- Pair-group learning
- Brainstorming
- Concept Mapping
- Role playing
- Storyboarding

Suggested Reading

Atzori, P. (1996). Discovering CyberAntarctic: A Conversation with Knowbotics Research. *CTHEORY.* Available at: http://www.ctheory.com/
Augur, N,. Raitman, R., & Zhou, W. (2004). Teaching and learning online with wikis. Retrieved on January 30, 2010 from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.133.1456&rep=rep1&type=pdf
Boud, D. & Feletti, G. (1999). The Challenge of Problem-Based Learning,(2nd Ed.), London: Kogan Page.
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*Bybee, R. (2001). The Five E's from Roger Bylbee. Biological Curriculum Science Study (BSCS). Retrieved January 29, 2010 from **http://www.miamisci.org/ph/lpintro5e.html***
Classroom, Boston: Allyn and Bacon.
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Driver, R., Aasoko, H., Leach, J., Mortimer, E., Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Researcher* , 23 (7), 5-12.

Ernest, P. (1995). The one and the many. In L. Steffe & J. Gale (Eds.). *Constructivism in education* (pp.459-486). New Jersey: Lawrence Erlbaum Associates,Inc.

Fosnot, C. (1996). Constructivism: A Psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, perspectives, and practice*, (pp.8-33). New York: Teachers College Press.

Gagnon George W. Jr. & **Michelle Collay**92005) *Constructivist Learning Design: Key Questions For Teaching To Standards*

Gergen, K. (1995). Social construction and the educational process. In L. Steffe & J. Gale (Eds.). *Constructivism in education*, (pp.17-39). New Jersey: Lawrence Erlbaum Associates,Inc.

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Honebein, P. (1996). Seven goals for the design of Constructivist learning environments. In B. Wilson, *Constructivist learning environments*, pp. 17-24. New Jersey: Educational Technology Publications.

John, B. Black & Robert, O. McClintock (1995) An Interpretation Construction Approach to Constructivist Design http://www.ilt.columbia.edu/publications/papers/ICON.pdf

Jonassen, D. (1991). Objectivism vs. Constructivism. *Educational Technology Research and Development*, 39(3), 5-14.

Jonassen, D. (1994, April). Thinking technology. *Educational Technology*, 34(4), 34-37.

Khine, S. M. (2003). Creating a Technology-Rich Constructivist Learning Environment in a classroom management module. In Khine, S. M. & Fisher, D. (Eds.), Technology-Rich Learning Environments, New Jersey: World Scientific, 21-39.

Mark, G. (2001). Social foundations for collaboration in virtual environments. In F. T. Tschang & T. D. Senta (Eds.) Access to knowledge: New information technologies and the emergence of the virtual university (pp. 241-263). Oxford, UK: Elservier Science.

Murphy, E. (1997). *Constructivism: From philosophy to practice*. Retrieved October 19, 2008 from http://www.cdli.ca/~elmurphy/emurphy/cle.html

Rachtham, P. and Zhang, X. (2006) Podcasting in academia – a new knowledge management paradigm within academic settings. SIGMIS-CPR'06, April 13-15

Seels, B. and Z. Glasgow, (1990). *Exercises in Instructional Design*. Columbus: Merrill Technology, 39(3), 548-551.

Vygotsky, L. (1978). *Mind in Society: The Development of Higher Psychological Processes* MA: Harvard University Press.

Wilson, B. & Cole, P. (1991) A review of cognitive teaching models. *Educational Technology Research and Development*, 39(4), 47-64.

SEMESTER-II
*C.C.-09- DISSERTATION (ESSENTIALS OF RESEARCH TOOL)

No. of Credits: 2   Contact Hours per week: 2   Maximum Marks: 50
Examination Duration: 2 hours   Practicum: 10 Theory:40

COURSE OBJECTIVES
1. To develop the concept of tools and techniques
2. To develop the basic of a good research tool
3. To perform Item Analysis of the test items
4. To develop Objective Items of test

COURSE CONTENTS
Unit-I: Research Tool Basics
- Tools and Techniques of Educational Research- meaning and concept
- Basics of a Good/Standardised Research Tool
- Reliability and its types with examples
- Validity and its types with examples
- Item Analysis: Item Difficulty, Discriminating Power with Examples

Unit-II: Preparation of Research Tool
- Steps of Preparation of research tool
- Questionnaire, Rating Scales, Checklist, WebQuest
- Observation Schedule, Interview schedule
- E tools – Email, fax, website, Internet, tale conference
- Tests-Achievement Tests
- Objective test Items: MCQ's, Match the Following, True-False Items and Fill in the Blanks.

Transaction Mode
Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Sessional Activities : The students have to prepare atleast one of the tools(**During inter Semester Break**)as prescribed in the syllabus and standardized it. This covers selection of the items, item-analysis, reliability, validity, discriminating index, difficulty index, scoring procedure, blue-prints, and try-outs related activities. The **Evaluation** in this area consists of final presentation of the research tools and approval by the team of experts **internally.**

Suggested readings:

Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.

Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction,* New York: Longman, Inc.

Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.

Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology,* (3rd edition). Boston: Allyn & Bacon.

Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching.* New York; Macmillan.

Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology.* Tokyo: McGraw Hill (Student-Sixth edition).

Kaul, Lokesh (1984). Methodology *of Educational Research.* New Delhi: Vikas Publications.

Kerlinger, F.N. (1986). *Foundations of Behavioural Research.* Fort Worth, TX: Harcourt Bmce Jovanovich.

Sharma, Bharti (2004). *Methodology of Educational Research.* New Delhi: Vohra Publishers and Distributors.

Sharma, S.R. (2003). *Problems of Educational Research.* New Delhi: Anmol Publications Pvt. Ltd.

Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science,* New York: McGraw Hill.

Stake, Robert E. (1995). *The Art of Case Study Research.* Thousand Oaks: C.A: Sage.

Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.

Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: An Introduction.* New York: McGraw Hill.

VanLeeuwen, T., & Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London: Sage.

Scott, David & Usher, Robin (1996). *Understanding Educational Research.* New York: Rout ledge

*Dissertation will be done during inter semester break

SEMESTER-II
EPC-02- – INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

No. of Credits: 4   Duration: 3 to 4 Weeks
Full Marks:50   Practicum : 50

The internship has been conceptualised in two parts or 4 credits each. *First part involves a compulsory attachment with a teacher education institution during the Semester II.* The second part involves interning at/associating with a field site relevant to the area of specialization to be held during Semester-III. The internship will be for durations of three to four weeks each.

The internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

The evaluation of EPC-02 will be done internally by the examiners appointed by the University.

SEMESTER-III
S.C.01—ELEMENTRY/SECONDARY EDUCATION FOR DIFFERENTLY ABLED

No. of Credits: 4 Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum: 20 Theory: 80

COURSE OBJECTIVES
After studying this paper, the prospective special educators are expected to realize the following objectives-
1. Explain the concept and content of differently abled education.
2. Describe the concept, nature and assessment of different disabilities.
3. Explain the policies and legislation on special education at national and international levels at elementary/secondary level.
4. Enumerate current trends and future perspectives in differently abled education at elementary/secondary level.
5. Comprehend the educational implications of disabilities at elementary/secondary level.
6. Explain the importance of equal educational opportunities for disabled at elementary/secondary level.

COURSE CONTENTS

UNIT I-CONCEPT OF DIFFERENTLY ABLED
Concept of exceptionality and differently abled
Exceptionality and problems of classification and labeling
Need and scope of differently abled
Philosophy of differently abled
Sociological perspectives of Differently abled
Historical development of Differently abled

UNIT II- AN OVERVIEW OF DIFFERENT DISABILITIES- CONCEPT AND NATURE
Visual impairment, Hearing impairment, Communication disorders, Physical disabilities
An overview of different disabilities- concept, nature, and Assessment of Learning disabilities, Intellectual deficits, Emotional and Behavioral disorders, Autism. Multiple disabilities
Policy and legislative provisions for special needs-Education and rehabilitation
  * NPE-1986; POA-1992
  * RCI Act -1992
  * PWD Act - 1995
  * National Trust for Welfare of persons with Autism, cerebral Palsy, Mental
  * Retardation and Multiple Disabilities ACT, 1999
  * National Policy for Persons with Disabilities -2006
  * International Legislation for differently abled - UN-ESCAP, UNCRPP

- Sarva Shiksha Abhiyan, Rastriya Madhyamik Siksha Abhiyaan
- Right to Education Act, 2009

UNIT III-REHABILITATION SERVICES AT ELEMENTARY/SECONDARY LEVEL

Meaning, definition and types of rehabilitation at elementary/secondary level
Types of rehabilitation programmes – Institution Based Rehabilitation and
Community Based Rehabilitation at elementary/secondary level
Role of family and community in the rehabilitation process at elementary/secondary level
Appropriate vocational counseling and training, different techniques in counseling
Current trends and issues in differently abled education at elementary/secondary level

- Early identification and intervention
- Individualized instruction
- Advocacy
- LRE
- Collaboration
- Attitudes and Awareness

UNIT IV-EDUCATIONAL IMPLICATIONS OF DIFFERENT DISABILITIES AT ELEMENTARY/SECONDARY LEVEL

Educational programming at elementary/secondary level
Specialized instruction and assistance from special teachers at elementary/secondary level
Curricular modifications at elementary/secondary level
Modifications in the learning environment
Equal opportunities

- Role of UN in promoting Human Rights
- Human rights for the disabled
- Declaration of the rights of the disabled
- Women with disabilities
- Role of UNESCO, WHO and UNICEF in education and rehabilitation of the disabled

Current trends and future perspectives in special Education at elementary/secondary level

- Normalization, Deinstitutionalization
- Integration, Mainstreaming, Inclusion - Concept and Definition
- Models of Integration and Inclusive Education
- Schemes and facilities to achieve normalization
- Open Distance Learning System

Transaction Mode
Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Practicum
Critical observation of Resource Room/Special/Inclusive school.

Selected Readings

Chapman, P. (2001). *Theories of Inclusive Education*. New Delhi: Sage

Desai, H. H. M. (1990). *Human rights of the disabled*. Bombay: National Association for the Blind.

Deno, E. (1973). *Instructional Alternatives for Exceptional Children*. Reston V AE.F

Dubey, S.N. (2001). *Education Scenerio in India-2001*. Authors Press.

Evans, R. C. & Mclaughlin, P. J. (1993). *Recent advances in special education and rehabilitation*. Boston: Andover Medical Publishers.

Evans, P. & Verma, V. (1990). *Special education: Past, present, and future*. London: The Falmer Press.

Farrell, M. (2003). *Understanding special Educational Needs*. London: Routledge

Friel, J. (1997). *Children with special needs*. Jessica Kinglsley Publication, London.

Hallahan, D. & Kauffman, J. M. (1991). *Exceptional Children: Introduction to special Education*. Englewood, NJ: Prentice Hall

Hardman, M. L., Drew, C. J., & Egan, M. W. (1999). *Human Exceptionality: Society, School and Family*. Boston: Allyn Bacon.

Gearhart, B. R., De Rhiter, J. A. & Sileo, T. W. (1986). *Teaching mildly and moderately handicapped students*. Englewood Cliffs, NJ: Prentice Hall

Hegarty, S. & Alur, M. (Eds) (2002). *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications

Hewett, F. M. & Forness, S. R. (1984). *Education of Exceptional learners*. Massachusetts: Allyn and Bacan

MHRD (1992). *Programme of action*. New Delhi: MHRD.

Narsimhan, M. C. & Mukherjee, A. K. (1986). *Disability- A continuing challenge*. Calcutta: Wiley Eastern Publishing

NIVH (1992). *Handbook for the Teachers of the Visually Handicapped*. Dehradun: NIVH.

Smith, D. D. (1992). *Introduction to special education*. Boston: Allyn and Bacon.

Panda, K. C. (2003). *Education of Exceptional Children*. New Delhi: Vikas Publishing House PVT LTD.

Pandey, R. S. & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.

Rober, F. & Juanne, M.H. (1995). *Foundation of education : The Challenge of Professional practice Allyn & Bacon*.

Singh, J. P. & Das, M. K. (2005. Disability development in India. New Delhi: Kanishka Publishers

Yesseldyke, J. E., Algozzine, & Thurlow, M. L. (1998). *Critical Issues in Special Education*. New Delhi: Kanishka Publishers

WHO (2001). *ICF (International Clsssification of Functioning, Disability and Health)*. Geneva: WHO

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SEMESTER-III
Special Paper- Elementary Education
S.C.02— CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100

Examination Duration: 3 hours   Practicum: 20 Theory: 80

COURSE OBJECTIVES:
On completion of this course the students will be able to
- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- reflect on the need and importance of work experience, art education and health and physical education
- understand the importance of teaching of language and mathematics at elementary level
- develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
- develop research insight for curriculum development in elementary education.

COURSE CONTENT
Unit I– Principles of Elementary School Curriculum
- Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit II–Work Experience, Art Education and Health & Physical Education
- Place of Work Experience in curriculum, objectives, planning and organisation of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas
- Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues
- Evaluation of different programmes in elementary schools – work experience, art education, health & physical education

Unit III– Language(s) and Social Sciences
- Place of language in elementary school curriculum, objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing; psycho- linguistic and socio-linguistic aspects of language learning and factors influencing language development; listening skills: nature, types, guidelines for teaching listening – listening sessions and activities; speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills.

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- Evaluation and remedial teaching with reference to the above language skills
- Need for developing environmental awareness, population awareness, family welfare awareness; place of social sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the social world and environment of the child
- Evaluation in social Sciences and Preparation of curricular material

Unit IV–Mathematics and Environmental Studies/ Natural Sciences

- Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching
- Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics; diagnosis and remediation of difficulties in learning mathematics
- Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies and natural sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the environment of the child, evaluation of student's learning in EVS programme
- Preparation and use of different types of curricular material; Evaluation of Science Learning and Process Skills

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

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

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programme as existing in any school

Suggested Readings

- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Pracitce. Rand Menally & Co., Chicago.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N.York.
- The Study of Primary Education – A Source Book, Volume I & II, 1984
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

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SEMESTER-III
Special Paper- Secondary Education
S.C.-02--CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY AND SENIOR SECONDARY EDUCATION

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum: 20 Theory: 80

COURSE OBJECTIVES:
On completion of this course the students will be able to:
- develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
- reflect on the need and importance of work experience, art education, health physical education and working with the community.
- understand the importance of teaching of language science and mathematics at secondary level
- develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
- develop research insight for curriculum development in elementary education.
- understand the nature and uses of different types of tools and techniques of evaluation in education
- acquire the skill to construct the achievement and diagnostic tests
- administer the tests and interpret the best scores and its implication to students and parents
- undertake action research and interpret the results

COURSE CONTENT

Unit I: Principles of School Curriculum Development at Secondary and Senior Secondary Level
Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; designing integrated and interdisciplinary learning experiences different – Principles of School Curriculum Development at Secondary and Senior Secondary Level
Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit II: Language and Social Sciences Curriculum
Focus on three (3) language formula emphasing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction
English needs to find its place along with other Indian Languages –
Multilingual character of the classroom.
Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues.

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At secondary stage social sciences comprise history, geography, sociology, political science and economics

At + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced.

Unit III: Science and Mathematics Curriculum

Science as a composite discipline at secondary stage

Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology.

Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Boilogy etc with emphasis on experiments/technology and problem solving.

Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi.

Need to identify core topics of a discipline at +2 level taxing into account recent advances in the field.

Unit IV Educational Evaluation - Tools and Techniques

Meaning nature and functions of evaluation, difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of evaluation - formative, diagnostic and summative evaluation. Continuous and comprehensive evaluation. Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading.

Characteristics of good test-objectivity, reliability, validity, usability, written, oral and observation, planning of tests; content-analysis, writing objective in

behavioural terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis, difficulty value and discrimination power, construction of a diagnostic test-steps and guidelines

Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results - norm-referenced and criterion-referenced, use of tests.

Transaction mode Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.. Hands- on-experiences at work situation and observation of training sessions and presentation etc

Sessional Work: The students may undertake any one of the following activities:
- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.

- Evaluation of syllabus related to teacher education of any state either at senior secondary level.
- Critical analysis of a curriculum
- conducting continuous evaluation in scholastic and non-scholastic areas
- preparation, administration and interpretation of a diagnostic test
- preparation of SES scale for 30 students of a class, collection, classification, tabulation and graphical representation of data as well as interpretation of data
- analysis of curricular materials with reference to development of values
- analysis of curricular materials with reference to gender sensitivity
- a study of curriculum load and home work practices,
- conducting an action research and reporting the results
- critical study of a text-book/work book
- conducting a case study
- study of the evaluation practices in selected schools
- critical analysis of examination papers
- construction and tryout of classroom tests

Suggested Readings

Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.

Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.

Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.

Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

Reddy, B. (2007): Principles of curriculum planning and development.

Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.

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

NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi

Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.

Chastain, K. (1970): The Development of Modern Language Skills – Theory to Pracitce. Rand Menally & Co., Chicago.

In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.

Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

Arora, G.L. (1984): Reflections on Curriculum. NCERT.

Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.

McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.

NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.

Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication

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SEMESTER-III
C.C.-10- –ADVANCED RESEARCH METHODOLOGY

No. of Credits: 4   Contact Hours per week: 4

Examination Duration: 3 hours

Maximum Marks: 100

Practicum: 20 Theory: 80

COURSE OBJECTIVES:

To enable the students

- To review the educational research articles.
- To use the library, Internet services and other sources of knowledge for educational research Purposes
- To explain the importance of documentation and dissemination of researches in education
- To understand the role and use of statistics in educational research.
- To examine relationship between and among different types of variables of a study
- To understand the essential of a research proposal and how to write it .
- To select the appropriate statistical methods in educational research
- To explain or predict values of a dependent variable based on the values of one or more independent variables
- To test specific hypotheses about populations based on their sample data
- To use appropriate procedures to analyse qualitative data
- To demonstrate competence in the use of statistical packages for analysis of data
- Use computers for data analysis

Course Content

Unit-1: Review of Literature and Report writing
1.1 Educational Research Report Writing
1.2 purpose and need at different stages of research
1.3 Source and types of Review material
1.4 Recording of various references- notes taking etc.
1.5 On line/ off line references.
1.6 Format, Style, content and chapterisation of a Research Report
1.7 Bibliography, Appendices
1.8 Characteristics of a good research report.

Unit-II: Variables, Sample and Hypotheses and Proposal Writing
2.1 Concept, nature characteristics and types of variables- inter relationship of different variables.
2.2 Concept, importance, characteristics and forms of hypothesis- formulation and testing.
2.3 Population- Concept
2.4 Sampling- Concept and Need ,characteristics of good sample
2.5 Sampling Method: Probability sampling : Simple Random sampling, use of random number table, Cluster, Stratified and multistage sampling
- Non probability sampling (Quota, judgment and purposive.
2.6 Research Proposal
(a) Conceptual Framework

(b) Selection & finalization of an educational research problem
(c) Operational and functional terms
(d) Review of related literature
(e) Objectives, assumptions, hypothesis
(f) Selection of method, sample and tools
(g) Data analysis method
(h) Time schedule financial budget

Unit-III: Descriptive Statistics –
3.1 NPC and its properties and applications
3.2 Correlation
 (ii) Concepts- Bi-serial, point bi-serial- partial and multiple correlation, tetra choric and
    phicoefficient.
(iii) Regression equation and predictions

Unit-IV : Inferential Methods
4.1 Concept of parameter, statistic, sampling distribution, sampling error, and standard error.
4.2 Levels of significance, confidence, limits and intervals, degrees of freedom, types of
error- Types I, Type II; Tests of significance of mean and of difference between means (both
large and small samples) one and two tailed tests.
4 .3 F-test (one way ANOVA)
4 .4 Parametric and non-parametric Statistics: uses and computation of Chi-square test and
Contingency coefficient.
4.5 Data analysis using computers – Excel/SPSS

Transaction Mode
Presentation, Demonstration and discussion, reading additional resources provided on web-based
students study sites, individual and group exercises, study of published empirical research article,
and development of a statistical analysis plan on the topic selected for dissertation.

Sessional Work: The students may undertake any one of the following activities:
 • Preparation, Try Out and finalization of a tool
 • Identification of variables of a research study and classification of them in terms of
   functions and level of measurement
 • Use of computers in Literature Review
 • Review of Educational research report/article.
 • Data analysis using computer

Suggested Readings
 • Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
 • Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York:
   Longman, Inc.
 • Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
 • Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New
   Delhi: Vistar Publications.
 • Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley &
   Sons Inc.
 • Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York:
   McGraw Hill.

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- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Kaul, Lokesh (1984). Methodology *of Educational Research*. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkapatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
- Miles, M.B., & Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Sourcebook. Thousand Oaks, CA: Sage.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.
- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: An Introduction*. New York: McGraw Hill.
- VanLeeuwen, T., & Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London: Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge

SEMESTER-III
C.C.-11- CREATIVITY AND VALUE EDUCATION

No. of Credits: 4   Contact Hours per week: 4

Examination Duration: 3 hours

Maximum Marks: 100

Practicum: 20 Theory:80

COURSE OBJECTIVES

1. To be acquainted with scientific and sound principles and theories of education.
2. To understand the concept, nature and scope of creativity in education.
3. To gain knowledge about different educational strategies for enhancing creativity.
4. To be familiarized with different assessment techniques for scaling Creativity and CT.
5. To acquire knowledge about the concept of value and its types.
6. To expose the students towards moral education and its assessment

COURSE CONTENT
Unit-I: Creativity: An Overview
- Meaning, Nature , Process and Characteristics of Creativity
- Meaning, Nature , Process and Characteristics of Creative Thinking
- Factors affecting Creativity and Creative Thinking
- The Impact of Rewards on Creativity
- Instructional Approaches to enhance Creativity and Creative thinking

Unit-II: Assessment of Creativity and Other Issues
- Assessment of Creativity and Creative thinking
- Cross Cultural Issues in Creativity and Critical Thinking
- The Relationship between Metacognition and Creativity and Critical Thinking
- Creativity and Creative thinking in Advanced Learning Technologies
- Issues of Transfer in Creativity and Critical Thinking

Unit-III: Value Education –
- Meaning of human values and their determinants
- Different Types of values
- Need and Importance of value Education
- Realization of values through Education –Role of family, school and teachers

Unit-IV: Moral Education and Assessment of Moral Maturity
- Moral Education Vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
- Model of Moral Education –
  - Rationale Building Model,
  - The consideration Model
  - Value classification Model
  - Social Action Model
  - Just Community Intervention Model
- Assessment of moral maturity via moral dilemma resolution

Transaction Mode

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Sessional Activities : The students are advised to take up a case study to study the creativity of a child or specific group and suggest measure to develop the creativity. The students also has to participate in meaningful discussion on the topics of value decision, morality and justice.

Suggested readings:

Assessment. White paper for *MIT series,* published by the MacArthur Foundation.

Beghetto, R. A., & Kaufman, J. C. (2007). Toward a broader conception of creativity: A case

Cambridge, MA: Cambridge University Press.

Charles, Dr. Elanine Ann, Value Education: A Manual for Teachers, St. Xavier's Institute of Education, Mumbai, 1998

Creativity Research Journal, 21, 258-264.

Daniel, JTK, Value Education Today, Madras Christian College, Tambam, 1990

educational practice. *Theory Into Practice, 43,* 268-273.

Eisenberger, R., & Rhoades, L. (2001). Incremental effects of reward on creativity. *Journal of Personality and Social Psychology, 81,* 728-741.

environments. *Computers in Human Behavior.* ECI 709 8

for "mini-c" creativity. *Psychology of Aesthetics, Creativity, and the Arts, 1,* 73-79.

Friedman, R. S. (2009). Reinvestigating the effects of promised reward on creativity.

Halpern, D. F. (1998). Testing critical thinking for transfer across domains. *American*

Halpern, D. F. (2006). The nature and nurture of critical thinking. In R. Sternberg, R.

Halpern, D. F., Millis, K., Graesser, A. C., Butler, H., Forsyth, C., & Cai, Z. (2012).

Hennessey, B. A., & Amabile, T. M. (2010). Creativity. *Annual Review of Psychology, 61,* 569- 598.

Kuhn, D. & Dean, D. (2004). Metacognition: A bridge between cognitive psychology and

Kuhn, D. (1999). A developmental model of critical thinking. *Educational Researcher, 28,* 16- 25+46

Marin, L. M., & Halpern, D. F. (2011). Pedagogy for developing critical thinking in adolescents: Explicit instruction produces greatest gains. *Thinking Skills and Creativity, 6,* 1-13.

NCERT, Education in Values, NCERT, New Delhi, 1992

Operation ARA: A computerized learning game that teaches critical thinking and

Patil, V.T., Value Education & Human Right Education, GNOSIS, Delhi, 2008.

Pink, D. H. (2009). *Drive: The surprising truth about what motivates us* (pgs. 32-57). New York: Riverhead Books.

Psychologist, 53, 449-455.

Robinson, K. (2011). *Out of our minds: Learning to be creative* (pp. 139-166). Westford, MA: Capstone.

Roediger, & D. F. Halpern (Eds.). *Critical Thinking in Psychology* (pp. 1-14).

Saade, G. S., Morin, D., & Thomas, J. D. E. (In Press). Critical thinking in E-Learning scientific reasoning. *Thinking Skills and Creativity, 7,* 93-100.

Shute, V. J. & Ventura, M. (in press). Measuring and supporting learning in games: Stealth

Unnithan, TKN, Human Value through Education, Gujarat Vidyamandal, Ahmadabad, 1988

SEMESTER-III
EPC-03- INTERNSHIP IN THE AREA OF SPECIALISATION (4 CREDITS)

Full Marks-50   **Practicum-50**

The internship has been conceptualised in two parts or 4 credits each. First part involves a compulsory attachment with a teacher education institution during the Inter Semester break-II. *The second part involves interning at/associating with a field site relevant to the area of specialization in Semester III.* The internships will be for durations of three to four weeks each. It is suggested that the institutions develop a network of partner organisations where the students can intern. The host organisations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

Further, level based specialisations (such as ECCE, Elementary, Secondary and Tertiary) would necessitate that the internship for students with these specialisations are organised in institutions at the relevant level only. For example, Students with specialisation in elementary education will be placed in Elementary School/Elementary Teacher Education institution, those with secondary education will be placed in Secondary School/Secondary Teacher Education Institution.

This also implies that the internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

The evaluation of EPC-03 will be done internally by the examiners appointed by the University.

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SEMESTER-III
*C.C.-12- A. DISSERTATION (Research Proposal and Research Report)

No. of Credits: 2   Contact Hours per week: 2   Maximum Marks: 50
Examination Duration: 2 hours   Practicum: 10 Theory:40

COURSE OBJECTIVES
5. To develop the concept of a research proposal and its sections.
6. To develop the basic of a good research proposal
7. To understand the different sections of a research report
8. To develop Objective Items of test

COURSE CONTENTS
Unit-1: Research Proposal
Research Proposal
- Conceptual Framework
- Selection & finalization of an educational research problem
- Operational and functional terms
- Review of related literature
- Objectives, assumptions, hypothesis
- Selection of method, sample and tools
- Data analysis method
- Time schedule financial budget

Unit-1I: Research Report

- Educational Research Report Writing
- purpose and need at different stages of research
- Source and types of Review material
- Recording of various references- notes taking etc.
- On line/ off line references.
- Format, Style, content and chapterisation of a Research Report
- Bibliography, Appendices
- Characteristics of a good research report.

Transaction Mode
Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Sessional Activities :   The students have to prepare a *Research Proposal* **(During inter Semester Break)**
Suggested readings:

Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.

Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.

Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.

Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.

Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.

Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).

Kaul, Lokesh (1984). Methodology *of Educational Research*. New Delhi: Vikas Publications.

Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.

Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.

Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.

Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.

Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.

Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.

Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding *Educational Research: An Introduction*. New York: McGraw Hill.

VanLeeuwen, T., & Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London: Sage.

Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge

*Dissertation will be done during inter semester break

SEMESTER-III

C.C.-12- B. ENVIRONMENT AND EDUCATION

No. of Credits: 2   Contact Hours per week: 2   Maximum Marks: 50
Examination Duration: 2 hours   Practicum: 10 Theory:40

COURSE OBJECTIVES
1. To develop the awareness about environment
2. To nurture the skill for taking steps towards sustainable development
3. To develop the concept of different component of a ecosystem
4. To understand the different environmental educational practices in schools among students
5. To develop the ideas about the environmental projects from various countries

COURSE CONTENTS

UNIT I
1. Concept and importance of Environmental education; Relationship between man and environment
2. Environmental hazards
3. Environmental pollution, physical, air, water, noise, chemical
4. Extinction of flora and fauna, deforestation, soil erosion
5. Need for conservational, preservation and protection of rich environmental heritage.
6. Methods and approaches of environmental education
7. Strategies and approaches, treating environment education as a separate subject topical units. Integration and interdisciplinary approaches.
8. Comparative study of environmental projects from various countries.
9. Programme of environmental education for primary secondary and higher education institutions

UNIT II
1. Features of curriculum for environmental education
2. Special nature of curriculum on environmental education
3. Concept of environment and ecosystem
4. Natural system earth and biosphere, abiotic and biotic components
5. Natural resources, abiotic resources
6. Human systems – Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
7. Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system.

Transaction Mode

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Sessional Work/Practicum: Students will prepare a project/Assignment on Environmental Education

Suggested Readings

Bhattacharya, Shukla, Project Nutrition Health Education & Environmental Sanitation, NCERT, New Delhi, 1991

NCTE, Environmental Education, NCERT, New Delhi, 2005

NCTE, Environmental Education Curriculum Framework, NCERT, New Delhi, 2005

Bandhu Desh, Education for Encironmental Planning and Conservation, Natraj Rajpur Road, Dehradun, 1982

SEMESTER-IV
Special Paper- Elementary Education
S.C.-03– POLICY, ECONOMICS AND PLANNING IN ELEMENTARY EDUCATION

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum : 20 Theory : 80

COURSE OBJECTIVES:
On completion of this course the students will be able to:
- Understand the context of elementary education
- Understand the structure and policies on elementary education
- Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- Discuss the development of elementary education in India for elementary education
- Discuss the success of SSA and DPEP for elementary education

COURSE CONTENTS
Unit I- Structure of Elementary Education
- Elementary Education System
- Aims & Objectives - Activities - Linkage with Early Childhood Care education – off shoots of primary schools
- Management and administration of Elementary schools - role of local panchayats
- Functions of Elementary schools

Unit-II Development of Elementary Education the Policy Frameworks
- Nature and focus of Elementary Education after independence.
- Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right)
- Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit III- Challenges and Economics of Elementary Education
- Problems of wastage and stagnation - Single teacher schools – Improper infrastructure - Financial problems of the students - Rural class teaching
- Free and compulsory primary education - staff pattern and content of teacher training of primary school teachers - In-service programmes for professional growth.
- Dropout rate-meaning and computation; reasons for drop out.
- Achievement levels of different types of learners-status and issues.
- Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

Unit IV- Strategies and Planning for Quality Elementary Education
- Panchayatraj and community involvement in educational planning and management related issues

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- Participation of NGOs in achieving goals of UEE
- ECCE programme, women empowerment as support services
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- District primary education programme-goals and strategies.
- Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

Transaction mode
Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.
Sessional work: The students may undertake any one of the following activities:
Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Suggested Readings
- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.

  MHRD (2001): Convention on the Right of the child. New Delhi.

- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
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- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
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SEMESTER-IV
Special Paper- Secondary Education
S.C.-03– POLICY, ECONOMICS AND PLANNING IN SECONDARY EDUCATION

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum :20 Theory: 80

COURSE OBJECTIVES:
On completion of this course the students will be able to:
- Understand the context of secondary education
- Understand the structure and policies of secondary education
- Understand the concept, objectives, rationale, challenges in secondary education
- Discuss the development of secondary education in India since independence
- Discuss the program implementation of RMSA for secondary education

COURSE CONTENTS

Unit I- Structure of Secondary Education
- Secondary Education System
- Aims & Objectives - Activities - Linkage with elementary education -
- Management and administration of Secondary schools - role of local panchayats –
- Functions of Secondary schools

Unit II- Development of Secondary Education the Policy Frameworks
- Nature and focus of Secondary Education after independence.
- Relevance of educational thought of Mahatama Gandhi and Tagore to secondary education.
- Constitutional provision for education and Directive Principles related to secondary education and their implications.
- Secondary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit III- Challenges and Economics of Secondary Education
- Problems of wastage and stagnation - Single teacher schools – Improper infrastructure - Financial problems of the students - Rural class teaching
- Staff pattern and content of teacher training of secondary school teachers - In-service programmes for professional growth.
- Dropout rate-meaning and computation; reasons for drop out.
- Achievement levels of different types of learners-status and issues.
- Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

Unit IV- Strategies for Quality Secondary Education
- Panchayatraj and community involvement in educational planning and management related issues

- Participation of NGOs in achieving Quality Secondary Education
- Open and Alternative Schooling-NIOS
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- Rastriya Madhyamik Siksha Abhiyan: Mission, Goal, Objectives, Functioning, Financing and Implementation
- Monitoring, research and evaluation of specific schemes like scholarships etc. and different incentive schemes for disadvantaged classes and its uses.
- CBSE, ICSE and State Boards and their functions for successful secondary education program and its certifications,

Transaction mode
Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

Sessional work: The students may undertake any one of the following activities:
Each student is required to prepare and present in a seminar a status report on secondary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Suggested Readings

- Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Secondary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- MHRD (2001): Convention on the Right of the child. New Delhi.
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
- NCERT (1997) Code of Professional Ethics for Teachers
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
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- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

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SEMESTER-IV
S.C.-04- EDUCATIONAL MANAGEMENT AND ADMINISTRATION IN ELEMENTARY/SECONDARY EDUCATION

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum: 20 Theory: 80

COURSE OBJECTIVES
On completion of the course the students teachers will be able to:
- develop the skills in planning and using a variety of administrative strategies at elementary/secondary level,
- explain the role and contribution of different agencies educational planning at elementary/secondary level,
- to study educational management system in India with specific reference to national, state, district and village levels structures in at elementary/secondary education.
- to recognize the importance of Educational Resources and their effective management for quality education at elementary/secondary level,
- to understand the issues and challenges in educational management and administration in India at elementary/secondary level.
- to identify the trends of research in educational policy and management at elementary/secondary level.
- Understand issues related to planning and management of education at elementary/secondary level,
- reflect on the role of principal and its relationship with the organisational culture of school,
- reflect on the conflict and stresses in school organisation and techniques of managing these,

COURSE CONTENT

Unit-I: Educational Management at Elementary/secondary Level
1. Educational Management Practice in Present Day Context at elementary/secondary level
2. Meaning, nature, scope and principles of modern scientific management at elementary/secondary level.
3. Systems approach to educational management at elementary/secondary level
4. Recent trends in educational management: MBO, Decision making, PERT & Organizational Development at elementary/secondary level.
5. Educational Management as Process: POSDCORB

Unit II- Principles, Techniques and approaches of Educational Planning at elementary/secondary level
1. Approaches to Planning: Perspective planning and Institutional Planning at elementary/secondary level.
2. Guiding principles of educational planning at elementary/secondary level.

3. Methods and techniques of educational planning. Approaches to educational planning.
4. Social demand approach, Man-power approach, Return of Investment approach
5. Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.
6. Critical Analysis of educational planning in India at elementary/secondary level..

Unit III- Administration of Elementary/secondary Education
1. Decentralization and Centralisation - Agencies of Elementary/secondary education -
2. Elementary/secondary education Boards/ Councils - Staff - Personnel Administration; Teacher morale - Job-satisfaction - School budget - sources of income - Management
3. Innovations in Elementary/secondary school - Community relationships.

Unit IV-Performance and Resource Management in educational institutions

1. Monitoring of school performance at elementary/secondary level.
2. Performance appraisal of teachers at elementary/secondary level.
3. Scientific principles of management-PERT, CPM, PPBS system approach. financial and administrative management of educational institutions.
4. Nature and characteristics of resource in education.
5. Need for resource management in elementary/secondary education: Material resources, Human resource ,Financial resource
6. Procurement, utilization and maintenance of resources at elementary/secondary level
7. Roles of state, central and local agencies for Management at elementary/secondary level

Transactional Mode
The course would be transacted through participatory approaches including group discussion; self study, seminar, presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.
The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

Sessional Work: The students may undertake any one of the following activities:
Assignment/term paper on selected theme from the course.

- A study of the functioning contribution of a VEC/SMC/PTA.
- Prepare a plan for the mobilization of different types of resources for a school form the community.
- Analysis of School Education Act of a state.
- Case studies of School Education Act of states with better results at the elementary/secondary levels.
- Critical Analysis of School Education Act of a State.
- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.
- Formulation of a school mapping exercise for location of schools in an identified area.
- Preparation of plan for instructional management in a elementary/secondary school.

Preparation of an institutional plan.
- Critical of an educational project.
- Evaluation of management of DPEP activities in a district.

Suggested Readings

Bell & Bell (2006): *Education, Policy and Social Class.* Routledge.

Bottery Mike (ed.) (1992): *Education, Policy & Ethics.* Continuum, London.

Naik, J.P. (1965): *Educational Planning in India.* New Delhi: Allied.

Naik, J.P. (1982): *The Educational Commission & After.* New Delhi: Allied.

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

Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India.* New Delhi, NIEPA.

Mathur, S.P. (2001): *Financial Administration and Management.* The Indian Publications, India.

Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.

Bhagia, N.M. (1990): *Educational Administration in India and other developing countries.* Commonwealth Publishers, New Delhi

Luthens, Fred. (1981), Organizational Behavior, Mcgraw Hill, Tokyo.

Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.

Naik, J.P. (1965): *Educational Planning in India.* New Delhi: Allied.

Naik, J.P. (1982): *The Educational Commission & After.* New Delhi: Allied.

Roger, Smith (1995): *Successful School Management.* Mcgraw Hill, Tokyo.

Naik, J.P. (1965): *Educational Planning in India.* New Delhi: Allied.

Naik, J.P. (1982): *The Educational Commission & After.* New Delhi: Allied. **References**

Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect.* Journal of Educational Planning and Administration. VII (2). April.

Blaug, Mark (1972): *An Introduction to Economics of Education.* Allen Lane the Penguin, London.

Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning.* Paris: International Institute for Educational Planning.

Griffiths, V. L. (1963). *Educational Planning.* London, O. U. P.

Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy.* Paris: International Institute for Educational Planning.

Hough J.R. (1990): *Education, Policy-An International Survey.* Croom Helm, London.

Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomic.*

Institute for Health Sector Development (2005): Sector-wide Approach in Education. Comparative Education, 31(1).

Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance.* Routledge.

Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries.* Washington, D.C. World Bank.

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Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning.* B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.

Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly,* June 25, pp. 2822-32.

Psacharopolous, G. (ed.) (1985): *Planning of Education: Where Do We Stand?* Washington, World Bank.

Psacharopolous, G. (ed.) (1987): *Economics of Education: Research of Studies.* Oxford, Pergamon.

Scheerens, Jaap   (2000): *Improving School Effectiveness.* Paris: International Institute for Educational Planning.

Tilak, J.B.G.   (1988). *Cost of Education In India:* International Journal of Educational Development

Tilak, J.B.G. (1992). *Educational Planning at Grassroots.* Ashish Publications. New Delhi.

UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines.* Montreal: Canada.

Bush, Tony (1986): *Theories of educational management.* London: Harper & Row Publishers.

Bush, Tony & Les, Bell (2002): *The principles & Practice of educational management.* London: Paul Chapman Publishing.

Mahajan, Baldev and Khullar, K.K. (2002): *Educational administration in Central government: structures, processes, and future prospects.* Vikas Publication house Pvt. Ltd. New Delhi.

Musaazi, J.C.S. (1982): *The Theory & Practice of educational administration.* London: The Macmillan Press.

Mukhopadhyay, M. (2005): *Total quality management in education.* New Delhi: Sage Publications.

Ronald, Cambell F., et al; (1987): *A History of thought and Practice in educational administration.* New York: Teachers College Press.

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SEMESTER-IV
Special Paper
S.C.-05-EDUCATIONAL TECHNOLOGY AND ICT

No. of Credits: 4   Contact Hours per week: 4   Maximum Marks: 100
Examination Duration: 3 hours   Practicum: 20 Theory: 80

COURSE OBJECTIVES:
To enable the students
- To develop an understanding of the concept of Educational Technology
- To develop an understanding of the importance and need of communication through ICT
- To develop skills of using Educational and communication technology in classrooms
- To develop an understanding of the concept of Instructional System
- To develop an understanding of the importance and need of Instructional System Design
- To develop awareness of process of different Instructional Strategies
- To make the learners skilled in using different Instructional Models
- To develop an understanding of the concept of ICT in Education.
- To develop an understanding of the new trends and technology in ET and ICT

COURSE CONTENTS
UNIT I
- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET
- Components of ET: Software, hardware.
- Educational Technology and instructional technology
- Programmed instruction (linear/branching model) - Origin and types - linear and branching.

UNIT II : Instructional Technology
- Designing Instructional System:
- Formulation of Instructional objectives
- Task analysis
- Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

UNIT III
- Teaching levels, Strategies & Models
- Memory, Understanding and Reflective levels of teaching
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviour
- Micro teaching, Flanders Interaction Analysis, Simulation

UNIT IV
- Concept, Meaning and Importance of Information and Communication Technology
- Difference between Educational Technology and ICT
- Challenges in integrating ICT in School Education
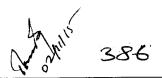- Computer Assisted Instruction

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- On-line Learning- (Synchronous and Asynchronous),E-learning,Online learning
- Emerging trends in ET and ICT . Videotape. Smart-boards, Radio-vision. Tele-conferencing, CAI, INSAT .Virtual Classroom, Web 2.0 Technology and Tools

Transaction Mode

(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc in preparation and selection of Educational technology and Instructional Technology (2) Seminar reading- presentation by students on selected themes individually and collectively leading to discussion; (3) Working with assignment on CAI and Programmed Instruction (4) Group activities in understanding Web Technology and tools .

Suggested Readings

1. Aggarwal J.C. Essentials of Educational Technology : Teaching Learning
2. Aggarwal J.C. शैक्षिक तकनीकी एवं प्रबन्धा
3. Agarwal J.P. Modern Educational Technology. Black Prints, Delhi.
4. Barton,R .Teaching Secondary Science with ICT. McGraw Hill International
5. Bhaskar Rao .Samachara Prasara Sankethika vidya Shastramu, Masterminds Guntur.
6. Cambridge, D. E-Portfolios for Lifelong Learning and Assessment. John Wiley and Sons
7. Costantino, P.M., DeLorenzo,M.N., Kobrinski,E.J. Developing a professional teaching portfolio: a guide for success. Pearson
8. Denis, Kim, Sen and Morin . Information Technology – The breaking Wave. Tata McGraw-Hill Publishing Company Limited, New Delhi.
9. Imison,T., Taylor,P.H. Managing ICT in the Secondary Schools. Heinemann: Oxford.
10. Intel Teach to the Future Pre-Service Binder – Version 2.0
11. Jati Sunanda Advanced Educational Technology
12. Khulshreth S.P. शैक्षिक तकनीकी के मूलाधार
13. Kirwadkar A & Karanam P . E-Learning Methodology. Sarup Book Publishers Pvt Ltd. New Delhi.
14. Kumar K.L. Educational Technology. New Age International Pvt. Limited. New Delhi.
15. Madhu P . Satellite in Education. Shipra Publications. Delhi.
16. Mangal S.K. & Uma Mangal Essentials of Educational Technology, PHI Learning Pvt Limited, New Delhi.
17. Mangal S.M. Educational Technology
18. Meredith Marilyn and Rustkosky Nita. Advanced Microsoft Office 2000,BPB Publication, New Delhi.
19. Mishra D.C. शैक्षिक तकनीकी के सरभूत तत्व एवं प्रबोधान
20. Norton P . Introduction to Computers. Tata McGraw Hill Publications, New Delhi.
21. Roblyer M.D . Integrating Educational Technology into Teaching. Pearson Prentice Hall Inc. New Jersey.
22. Sampath K. Introduction of Educational Technology
23. Sharma Y.K. & Sharma M . Educational Technology and Management. Vol 1. Kanishka Publishers and Distributors, New Delhi
24. Shartendu Saty Narayan Dubey. शिक्षा तकनीकी के मूल तत्व एवं प्रबोधान

SEMESTER-IV
C.C.-13-DISSERTATION

Research Dissertation   **Full Marks-100**

Credits: 4   **Practicum: 100**

The dissertation is a compulsory 4 credit component of the MEd programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory(/ies)), analysing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise.] The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses.

Semester 4 of the programme, is where the student has to submit the final dissertation for which he/she has initiated the work from Semester 2 onwards. After the preparation of the proposal and also the research tools, at this semester they will be developing the first draft, finalize the dissertation and present it in a viva-voce situation. All these stages should be given due weightage in the assessment of the dissertation.

For supporting the students through these processes, apart from mentoring by faculty, timely orientations (to explain the expectations, processes, roles of the students and research

mentors, and assessment), workshops (for example: on doing fieldwork, taking field-notes, referencing and editing, etc.) and research seminars (where the MEd students present work-in-progress, and other researchers are invited to present their work) should be organised. Sessions guiding students to understand the interfaces between theory (transacted through taught courses) and the dissertation must also be planned. These could be in the form of special tutorials in relevant courses.

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

SEMESTER-IV
EPC-04- SEMINAR, GROUP ACTIVITIES,LABORATORY WORK,FIELD WORK, WORKSHOP

No. of weeks: 16 weeks   **Full Marks-100**

Credits: 4   **Practicum: 100**

Two Year M.Ed. Course is research based postgraduate course. It is meant to develop the research capability among the students in the area of teacher education and in general education system. The program has been as suggested by NCTE and the state stakeholders should be consisting of rigorous field based activities as well as academic deliberations beside the theory courses. This Enhancing Professional Capacity or EPC-04 course as it is popularly referred as is to develop the competencies among teacher educators through seminar, field work, workshop etc. in the area of education.

There should be at least *two seminars* conducted, organized or participated by the students during the entire course which in turn be evaluated internally by the examiner appointed by the University in terms of their contribution.

The group work is again in terms of some group tasks, group projects, and performance tasks assigned and evaluated internally by the examiner appointed by the University in terms of their contribution. There should be a compulsory *one group activity* during the entire course.

Laboratory work and Field Work can be the part of the students Internship and Dissertation Work and evaluated internally by the examiner appointed by the University in terms of their contribution. Again *one Laboratory work/Field Work* is a must for the teacher educator course.

Organizing and participating in Workshop develops lots of research skills among the individual students. The student has to contribute in at least *two workshops* during the entire course, and is evaluated internally by the examiner appointed by the University in terms of their contribution

The evaluation of EPC-04 will be done internally by the examiners appointed by the University.