

MASTER OF EDUCATION
PROGRAMME (M.Ed.)

**DEPARTMENT OF EDUCATION
CENTRAL UNIVERSITY OF KERALA**

Regulations

Scheme

Syllabus

**MASTER OF EDUCATION PROGRAMME
(M.Ed.)**

Regulations, Scheme & Syllabus

**Effective from
Academic Session
2018 - 19 onwards**

**Choice Based Credit System (CBCS)
Passed in the Board of Studies
Dated 06.07.2020**

**DEPARTMENT OF EDUCATION,
SCHOOL OF EDUCATION,
CENTRAL UNIVERSITY OF KERALA,
TEJASWINI HILLS, PERIYE,
KASARAGOD, KERALA, INDIA - 671 316**

**CENTRAL
UNIVERSITY
OF
KERALA**



CENTRAL UNIVERSITY OF KERALA

Two Year (4 Semester) MASTER OF EDUCATION PROGRAMME (M. Ed.)

Regulations, Scheme & Syllabus

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CENTRAL UNIVERSITY OF KERALA

Two-Year M.Ed., Programme

REGULATIONS (2018 - 19 onwards)

The 2-year M.Ed. programme is designed to provide opportunities for students to **expand** as well as deepen their knowledge and understanding of Education, specialise in select areas and also develop research capacities, leading to stage specific specialisation in school education at secondary and senior secondary stage.

1. PROGRAMME OUTCOME (PO)

The two-year M.Ed. programme is a perfect blend of professional, skill based and entrepreneurship courses designed to prepare efficient and competent teachers for the twenty first century and equip them to adapt and merge with the ever evolving teaching platform. Preparing teacher educators through transformative educational expertise, generating knowledge beyond horizon through intellectual practice and inculcating values for nurturing an egalitarian society are the major thrust areas of the programme. The technology driven and competency based comprehensive programme is a combination of theory and practice that aims in facilitating the learners with knowledge, competencies and skills that would help them carve a niche of their own in the global teaching scenario.

The programme focuses on enhancing academic competencies in totality, research aptitude, teaching skills, technological skills and deepened knowledge in the respective fields of specialisations. The course paves way for developing critical thinking, creativity and reflective thinking among the learners. It also provides opportunities for experiential learning, field-based learning and hands on learning which are very instrumental for building professional teachers. Effective communication plays a very crucial role in teaching and that is remarkably addressed in the curriculum through the communication skills course. The curriculum also focuses on the physical and mental well-being of learners through the transaction of Yoga courses. The programme thus helps to build future teachers who are not only well versed in the art and science of teaching but exuberant and humane teachers with professional culture, ethics and commitment to the society.

2. PROGRAMME SPECIFIC OUTCOME (PSO)

The school envisages the following Programme Specific Outcomes (POs) after completion of the course programmes, the students are expected to attain the following competencies –

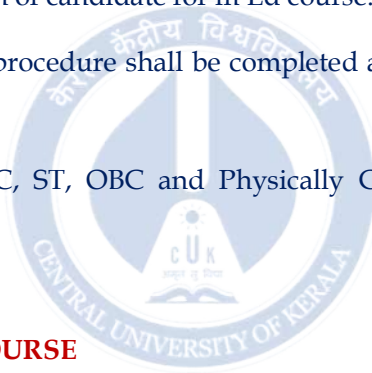
- PSO 1.** Demonstrate coherent understanding of the concepts of philosophical, sociological, and psychological perspectives of education, planning process and approaches for proper educational planning and evaluate the recent trends in teacher education.
- PSO 2.** Examine the different theories and principles of educational management, resources, and its effectiveness in management of school education and higher education system.
- PSO 3.** Identify the role of agencies, national policies, effective use of ICT, innovative practices in Teacher Education.
- PSO 4.** Gain an understanding of Cognitive Psychology and the process of learning and to develop a rational conceptualization of play and creativity in the process of learning.
- PSO 5.** Encourage understanding of the basic concepts/issues of Inclusive education especially with reference to the policies and programmes related to Inclusive Education.
- PSO 6.** Appreciate the challenge of theorizing education, identify relationship between the theory and practices, and understand the linkage between Education and National Development.
- PSO 7.** Develop expertise in recognizing the importance of data, scales of measurement and approaches/methods for getting equipped with the fundamentals of Educational Research.
- PSO 8.** Plan and execute qualitative and quantitative research in Education, analyze and interpret/information collected using appropriate statistical techniques and write dissertations in education according to standard guidelines.
- PSO 9.** Demonstrate relevant generic skills and global competencies that are required to solve different types of Education - related problems with well-defined solutions.
- PSO 10.** To attempt interdisciplinary, interdisciplinarity, and transdisciplinary research in all segments of Education, utilizing local resources and making use of the principles of Gandhian Nai Talim with view to strengthen the learner for community engagement.

3. ELIGIBILITY CRITERIA FOR ADMISSION TO THE M.Ed. PROGRAMME

- a) Candidates with B.Ed. degree / four year integrated B.A. Ed./ B.Sc. Ed./ B.Com. Ed. Of any university recognised by the UGC as equivalent thereto with a minimum of 50% of marks in the aggregate are eligible for seeking admission to the M.Ed. Course
- b) There is no age limit for admission.
- c) The candidates shall have to appear for the entrance examination conducted by the university before admission to the M. Ed programme.

The bases of selection shall be on the following

- 1) The admission for M Ed programme will be on the **basis** of the performance in the National Level Entrance Test conducted by the University or any other procedure stipulated by the university.
- 2) The university will have full authority for making any changes in the procedure adopted in the selection of candidate for m Ed course.
- 3) The whole admission procedure shall be completed as per the academic calendar of this university.
- 4) The reservation for SC, ST, OBC and Physically Challenged shall be as per the Government norms.



4. DURATION OF THE COURSE

The M.Ed. Programme shall be of duration of two academic years with four semesters in total including field attachment for a minimum of 4 weeks and research dissertation.

5. WORKING DAYS

The total number of working days in an academic year shall be 200 exclusive of period of admission and inclusive of classroom transaction, practicum, field studies and conduct of examination.

The institution shall work for minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, and consultation and mentoring.

6. COURSE CODE DESCRIPTION

The course code made by the alphanumeric consisting of 3 alphabets and 4 digits.

Alphabets	
EDN	Alphabets denote the department that offers the course like EDN
Numerical Digits (4 & 7 characters of the codes shall be digits)	
1st Digit	Programme Code (3 for UG, 4 for PG Diploma, 5 for PG, 6 for M.Phil, 7 for Ph.D)
2nd Digit	Semester Numbers (1,2,3,4). For elective courses it should be Zero.
3rd & 4th Digit	<ul style="list-style-type: none"> Serial Number of the Courses (01 to 89) For dissertation / viva voce 3rd and 4th digits should be 90 For practical courses, 3rd & 4th digit should be 91 to 99.

7. CREDIT STRUCTURE FOR TWO YEAR M.Ed. PROGRAMME

S.No.	Course Short Form	Course Name	Credits
1	PC	Perspective Courses	24
2	TC	Tool Courses	12
3	TEC	Teacher Education	8
4	CCS	Specialisation - Core Course	8
5	TS	Further Specialisation - Thematic	12
6	IT	Internship	
		i. Teacher education Institution	4
		ii. Area of specialization	4
7	RW	Dissertation	8
Total Credits			80

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

Major components	Areas Covered	Course	Description	Credit Allocation	
Common Core (Theory and Practicum included)	Perspective Courses (PC) (24 Credits)	PC1	Philosophical Perspectives of Education	4 Credits	
		PC2	Sociological Perspectives of Education	4 Credits	
		PC3	Psychology of Learning and Development	4 Credits	
		PC4	Educational Studies	4 Credits	
		PC5	Historical, Political and Economic Perspectives in Education	4 Credits	
		PC6	Curriculum Studies	4 Credits	
	Tool Courses (TC) (12 Credits)	TC1	Communication & Expository Writing (<i>Skill Development Course</i>)	1 Credit	
		TC2	Self-Development - Yoga (<i>Skill Development Course</i>)	1 Credit	
		TC3	Introduction to Research Methodology in Education (<i>Skill Development Course</i>)	4 Credits	
		TC4	Advanced Research Method in Education (<i>Skill Development Course</i>)	4 Credits	
		TC5	Academic writing (<i>Skill Development Course</i>)	2 Credits	
	Teacher Education Courses (TEC) (8 Credits)	TEC1	Pre-service and in-service Teacher Education	4 Credits	
		TEC2	Perspectives and issues and research in Teacher Education	4 Credits	
	Specialisations (Theory and Practicum included)	Core Course Specialization (CCS) (8 Credits)	CCS1	Structure and Issues of Secondary Education	4 Credits
CCS2			Policy Perspectives and Pedagogy of Secondary Education	4 Credits	
Thematic Specialization (TS) (Any Three) (12 Credits)		TS1-A	Curriculum, Pedagogy & Assessment in English (<i>Employability Course</i>)	4 Credits	
		TS1-B	Curriculum, Pedagogy & Assessment in Mathematics (<i>Employability Course</i>)	4 Credits	
		TS1-C	Curriculum, Pedagogy & Assessment in Science (<i>Employability Course</i>)	4 Credits	
		TS1-D	Curriculum, Pedagogy & Assessment in Social Science (<i>Employability Course</i>)	4 Credits	
		TS1-E	Curriculum, Pedagogy & Assessment in Commerce (<i>Employability Course</i>)	4 Credits	
		TS1-F	Curriculum, Pedagogy & Assessment in Computer Science (<i>Employability Course</i>)	4 Credits	
		TS2	Advanced Educational Technology	4 Credits	
		TS3-A	Inclusive Education (<i>Employability Course</i>)	4 Credits	
		TS3-B	Environmental Education	4 Credits	
		TS3-C	Higher Education (<i>Entrepreneurship Course</i>)	4 Credits	
		TS3-D	Early Childhood Care and Education (<i>Employability Course</i>)	4 Credits	
		TS3-E	Financing of Education (<i>Entrepreneurship Course</i>)	4 Credits	
		Internship (8 Credits)	IT1	i. Teacher education Institution	4 Credits
			IT2	ii. Area of specialization (<i>Skill Development</i>)	4 Credits
		Research leading to Dissertation	Related to Specialisation (8 Credits)	RW1 RW2 RW3	Students (in close mentorship of a faculty Member) learns to plan and conduct a research and write a thesis.
			Total Credits	80 Credits	

8. SEMESTER-WISE COURSE STRUCTURE

SEMESTER - I (18 Credits)							
No	Course Code	Course Title	Course Category	Course Credits	Course Marks		
					I.A* Marks	U.E** Marks	Total Marks
01	EDN5101	Philosophical Perspectives of Education	Perspective	4	40	60	100
02	EDN5102	Sociological Perspectives of Education	Perspective	4	40	60	100
03	EDN5103	Psychology of Learning and Development	Perspective	4	40	60	100
04	EDN5104	Pre-service and in-service Teacher Education	Teacher Education	4	40	60	100
05	EDN5191	Communication and Expository Writing (Skill Development Course)	Tool	1	25	-	25
06	EDN5192	Self-Development (Yoga) (Skill Development Course)	Tool	1	25	-	25
07	EDN5193	Nai-Talim (Skill Development Course)	Non-Credit	0			
Total				18	210	240	450
SEMESTER - II (22 Credits)							
No	Course Code	Course Title	Course Category	Course Credits	Course Marks		
					I.A* Marks	U.E** Marks	Total Marks
07	EDN5205	Educational Studies	Perspective	4	40	60	100
08	EDN5206	Historical, Political and Economic Perspectives in Education	Perspective	4	40	60	100
09	EDN5207	Introduction to Research Methodology in Education (Skill Development Course)	Tool	4	40	60	100
10	EDN5008	Curriculum, Pedagogy & Assessment in Language Education	Specialisation (Thematic) (Employability Course) <i>(Every student has to take any one electives from this group)</i>	4	40	60	100
11	EDN5009	Curriculum, Pedagogy & Assessment in Mathematics Education					
12	EDN5010	Curriculum, Pedagogy & Assessment in Science Education					
13	EDN5011	Curriculum, Pedagogy & Assessment in Social Science Education					
14	EDN5012	Curriculum, Pedagogy & Assessment in Commerce Education					
15	EDN5013	Curriculum, Pedagogy & Assessment in Computer Science Education					
16	EDN5294	Internship (Teacher Education Institutions) (Skill Development Course)	Internship	4	100	-	100
17	EDN5290	Dissertation	Research Work	2	50	-	50
Total				22	310	240	550

SEMESTER - III (22 Credits)							
No	Course Code	Course Title	Course Category	Course Credits	Course Marks		
					I.A* Marks	U.E** Marks	Total Marks
18	EDN5314	Curriculum Studies	Perspective	4	40	60	100
19	EDN5315	Advanced Research Methods in Education (Skill Development Course)	Tool	4	40	60	100
20	EDN5316	Structure and Issues of Secondary Education	Core Specialisation	4	40	60	100
21	EDN5317	Policy Perspectives and Pedagogy of Secondary Education	Core Specialisation	4	40	60	100
22	EDN5395	Internship - Area of Specialization (Skill Development Course)	Internship	4	100	-	100
23	EDN5390	Dissertation	Research Work	2	50	-	50
Total				22	310	240	550

SEMESTER - IV (18 Credits)							
No	Course Code	Course Title	Course Category	Course Credits	Course Marks		
					I.A* Marks	U.E** Marks	Total Marks
24	EDN5418	Perspectives and Issues in Teacher Education	Teacher Education	4	40	60	100
25	EDN5419	Advanced Educational Technology (Skill Development Course)	Specialisation (Thematic)	4	40	60	100
26	EDN5020	Inclusive Education (Employability Course)	Specialisation (Thematic) <i>(Every student has to take any one elective from this group)</i>	4	40	60	100
27	EDN5021	Education for Sustainable Development					
28	EDN5022	Higher Education (Entrepreneurship Course)					
29	EDN5023	Early Childhood Care & Education (Employability Course)					
30	EDN5024	Financing of Education (Entrepreneurship Course)					
31	EDN5496	Academic Writing (Skill Development Course)	Tool Course	2	50	-	50
32	EDN5490	Dissertation	Research Work	4	40	60	100
Total				18	210	240	450

Note:

*Internal Assessment;

** University Examination;

Total Credits / Scores for all four semesters

Semester	Credits	I.A	U.E	Total Marks
Semester - I	18	210	240	450
Semester - II	22	310	240	550
Semester - III	22	310	240	550
Semester - IV	20	210	240	450
TOTAL	80	1040	960	2000

9. INTERNSHIP/FIELD ATTACHMENT

The internship for the M.Ed. programme will be for 8 credits. The total 8 credits for internship will be divided in to two internships with four credits each. The first part of the internship involves attachment with a teacher education institution during second semester. The second part involves attachment with a field site relevant to the area of specialisation during the third semester. Both these internships will be organised for durations of three weeks each. An orientation programme separately has to be organized for student teachers and for the teachers/ officers/ mentors at the institution where the student teachers carry out their internship. During the internship the students will be associated as interns in partner organization/ teacher education institutions. A student's regularity, engagement in the field sites, and discussions with the supervising teachers from the department of education at Central University of Kerala (during pre-planning and during and after the internship) should also be included in the assessment.

10. DISSERTATION

The dissertation is a compulsory 8 credit course for the M.Ed. programme. Each student has to submit a Dissertation based on a research work carried out under the supervision of a guide allotted by the department of education. Faculty council of the department of education will be the authority to distribute research supervisor to each students. The research topic must be preferably from the Specialisation Courses. However, the research supervisor and student can decide the topic democratically based on the strength and interest of the student and the teacher. The dissertation must be submitted before the fourth semester theory examination. This is followed by viva voce examination. Although this component of dissertation is allotted 8 credits in total, the process of preparing the dissertation shall begin from semester II (2credits) onwards and continues through semester III (2credits) up to the end of Semester IV (4credits). The assessment of this component will be spread over last three semesters of the M.Ed programme

Evaluation of the Dissertation

S.No.	Assessment component	Credits	Semester	Marks
1	Selection of topic, designing objectives and hypotheses , initial review of related research and Preparation of research proposal & its presentation	2	II	50
2	Development / Selection of tools, data collection and scoring	2	III	50
3	Analysis, interpretation and pre submission presentation and preparation of final report	4	IV	100

11. WEIGHTAGE MARKS FOR THE THEORY COURSES

For each theory course with practicum, the weightage of marks for internal (CCE) and university examination is 40:60. In addition to these theory courses, there are six courses for which only internal assessment can be applied as the mode of assessment. So, in total, the internal mark for the M.Ed programme is 40:60.

Distribution of marks for Internal (CCE) evaluation

S.No.	Pattern of Assessment	Marks
1	Internal Test	20
2	Assessments, other than Test papers , based on the assessment rubrics listed in the syllabus	20

For Each theory question paper of 3 hours duration examination shall consist of Part I, Part II and Part III with the number of questions and allotments of marks as given below:

University Examination's the Question Paper Pattern and Weightage

Section	Type of Question	Marks	Total
Part I	Essay type answer (2 Questions out of 4 Questions)	2X 10	20
Part II	Short answer (6 Questions out of 9 Questions)	6 X 5	30
Part III	Very short answer (5 Questions)	5 X 2	10
TOTAL			60

12. ELIGIBILITY FOR ADMISSION TO THE EXAMINATION

A candidate shall be admitted to the M.Ed. Degree Examination only if she/he has undergone a course of study as prescribed by Central University of Kerala and having put in not less than minimum attendance of 80% in theory courses and practicum and 90% in field attachment.

13. PROGRAMME STRUCTURE AND CREDITS

- The Programme Structure of a postgraduate programme, prepared and approved by the respective Board of Studies, may be revised periodically **to include** current trends in the subject.
- The syllabus for a course shall contain the title of the course, the pre-requisites, instructional hours of lectures, tutorials, practical, field work etc, the number of Credits, an outline of the course content, suggested reading list, and the scheme of evaluation / examination (if needed).
- The normal duration of a post graduate programme shall be 4 semesters. No student shall be permitted to complete the programme earlier than 4 semesters or take more than 6 semesters.
- There shall be 90 instructional days excluding examinations in a semester and a minimum of 36 hours per week.
- Besides the Core Courses, Elective Courses and Audited Courses, every postgraduate programme shall have a Project / Dissertation, which shall be considered as Core Course.
- Elective Courses may be offered in any of the semesters while the Project / Dissertation shall be carried out either in the II, III or IV Semester.
- No course shall have more than 4 Credits, provided however that Project / Dissertation, may have a maximum of 8 Credits.
- Audited Courses are regular courses which a student might want to attend to enhance his academic potential. Such Courses may be attended with the written permission of the teacher concerned. Audited Courses shall not be considered for accumulation of Credits, but shall be indicated in a separate 'Audit Course Certificate' issued by the Department / Centre at the end of the programme, on the request of the student and on the basis of the recommendation of the teacher(s) offering such course.
- Students may choose electives from among a group of electives offered in the Department / Centre in a Semester, or also 'Open Elective Courses offered by sister Department / Centres.

- The student acquires the Credits assigned to a particular Course on successful completion of the Course.
- A student has to register for at least one Course per semester to continue in a postgraduate programme. No student shall be permitted to register for Courses exceeding 30 Credits in a semester including those of repeat (re-registered) Course, if any.

The weighted average of grade points earned by a student in a semester is known as Semester Grade Point Average (SGPA), whereas the same calculated **with** all courses the student has taken is called Cumulative Grade Point Average (CGPA). The calculation may be done as follows:

$$\text{GPA} = (G1 \times C1 + G2 \times C2 + \dots + Gn \times Cn) / (C1 + C2 + \dots + Cn) = \sum(Gi \times Ci) / \sum Ci$$

Where Gi refers to the grade point of the course I and Ci is the credit assigned to that course. The GPA calculated for a semester is SGPA, and the GPA calculated for all courses completed by the student at any point of time is CGPA.

The final CGPA shall be worked out by considering only the minimum number of best performed Electives completed by the students, subject to the requirements of 72 Credits. Such additional Credits acquired would be shown in the consolidated grade card.

The minimum number of Credits, including those of Core Courses, Elective Courses, and Project / Dissertation, required for the successful completion of the 4 Semester programme and ward of the postgraduate Degree shall be 72.

The general structure of the postgraduate programme is given below:

Normal duration of the programme	Four semesters (16 weeks x 4) / Two Years
One Semester	90 instructional days
One credit	1 hour lecture or 2-4 hours of laboratory work/field work, per week
Maximum Credits from Core Credits	60 Credits *
Minimum Credits from Core Credits	48 Credits *
Minimum Credits from Elective Courses	12 Credits *
Maximum Credits per Semester	30 Credits * &
Minimum attendance required for each Course	75%
Accumulated minimum Credits for successful completion of the programme	72 Credits (Core + Elective)*

* Since M.Ed Programme is following NCTE regulation, the total Accumulated minimum Credits for successful completion is 80.

14. REGISTRATION OF COURSES AND PROGRAMME PROGRESSION

- Students shall register for all Core Courses listed in the Programme Structure. No student shall be permitted to register for any course without satisfying the prerequisite for that course.
- The Head of the Department or the Coordinator / Director of the Centre shall nominate a faculty member as Faculty Advisor for every batch.
- Students shall be guided by the Faculty Advisors in their choice of Elective / Open Elective and / or Audited Courses available to them.
- With the advice of the Faculty Advisor and the consent of the teacher concerned, every student shall fill up the Course Registration Form (Form No.1), either as hard copy or as electronic copy, within a week from the commencement of the Semester, obtain the consent of the teacher concerned and submit it for the approval of the Head of the department or the Coordinator / Director of the Centre. Students shall submit the requisite semester fees along with registration of course.
- If after, submission of Form 1, a student feels that he has registered for more courses than he/she can do, the student has the option to de-register form one or more of the courses he/she has registered for, with the consent of the Faculty Advisor and the teacher concerned, before the end of the third week of the semester, subject to the condition of Clause 35 above.
- Every teacher has the freedom to specify the maximum number of students he/she can engage in a Course offered by him/her, taking into account the infrastructure and other facilities available, provided that in core courses all students in the programme shall be accommodated, unless faculty council decides otherwise. If more number of students seeks to register for a course, the teacher shall be free to select the students based on the background and interest of the students, provided that preference shall be given to students for whom the proposed course is a Core course.
- Joint instruction may also be adopted in the case of specific courses, where more than one faculty member act as teachers. In such cases one faculty member may act as the teacher-in-charge of the course and shall perform duties related to evaluation and communication of results etc.

- Project / Dissertation shall be treated **guided** Core course, for which the teacher shall perform the role of Supervisor. At the time of course registration in the semester that comprises the Project / Dissertation, the Head of the Department or the Coordinator / director of the Centre shall assign Supervisors to individual students issues, if any, in the allotment of Supervisors may be brought to the notice of the Dean concerned for appropriate action, which shall be final and binding on all concerned.
- When a course is offered by a teacher who is not a member of the faculty appointed for the purpose in the Department / centre, the Head of the Department or the Coordinator / Director of the Centre shall assign a member of the regular faculty to coordinate the conduct of the course and its evaluation. If no such member is available in a Department / Centre, a member of the regular faculty of a sister Department / Centre may be invited and assigned this role.
- If a student who undergoes / has undergone a course in an institution in a Postgraduate programme (either as part of another PG programme, or a short course, or a standalone course) can apply to the Dean of the School concerned for a credit course with a similar course in the current PG Programme. In such cases the course application shall be supported by the grade card, syllabus and transcript (if any suggested by the Dean) obtained from the Institution concerned.
- University may enter into a credit transfer agreement with another institution.
- A student undergoing a summer research project in another Institution may be permitted to convert the same into an elective course in the third semester, with a credit not more than 4. In such cases, the student shall register for this elective (with a course title 'Summer Project' and with an assigned course code), with a faculty member as teacher in charge, at the beginning of the third semester. The credit of the course may be decided by the faculty council, based on the work carried out during the project, unless it is mentioned in the Programme Structure. A letter of invitation / selection from the institution, and a certificate issued by the mentor / Institution regarding the successful completion of the project should be produced along with the application to be submitted to the Head. The students shall prepare a term paper/report and the evaluation shall be done by the teacher in consultation with the Head, based on the reports of the external mentor (if available) and a Viva-Voce examination conducted based on the term paper/report.

15. EVALUATION

Fairness in Assessment:

- Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes bounden duty of a University to ensure that it is carried out in fair manner. In this regard, UGC recommends the following system of checks and balances which would enable Universities effectively and fairly carry out the process of assessment and examination, i. In case of at least 50% of core courses offered in different programmes across the disciplines, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting examination, who may be appointed by the competent authority. In such courses, the question papers will be set as well as assessed by external examiners. ii. In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50-50% basis. i.e. half of the examiners in the team should be invited from outside the university conducting examination. iii. In case of the assessment of project reports / thesis / dissertation etc. the work should be undertaken by internal as well as external examiners.
- The performance of students in each course shall be evaluated by the respective teachers through Continuous Assessment (CA) and an End Semester Assessment (ESA) shall be evaluated by the external examiners and internal examiners. a minimum pass percentage of 40% separately needed for total an ESA for a pass.
- In determining the grades for courses, Continuous Assessment shall carry 40% weightage, while End Semester Assessment shall carry 60% weightage. For dissertation, weightage for continuous assessment is 40% and for viva it is 60%.
- Continuous Assessment shall be spread across the entire duration of the semester. The methodology for CA shall be decided by the teacher concerned, and may involve assignments, quiz, seminars, term paper, mini projects etc., which shall be announced to students at the beginning of every semester. The scores obtained by the students in CA shall be made known to them from time to time.
- On completion of the specified number of instructional days in a semester, the End Semester Assessment shall be conducted in the Department / Centre as per schedule approved by the Vice Chancellor and notified by the Controller of Examinations.

- The form of ESA in theory courses and in laboratory / practical oriented / field work courses shall be decided by the Academic Council and be notified in the University Website from time to time. In theory courses, the ESA may be in the form of written examination, or a mini-project with an additional component of oral examination, or and oral examination, or a combination of any of the above; while that in laboratory/practical oriented courses may involve practical work and/or an oral examination.
- Each teacher shall maintain a Course Diary with details on student attendance, achievement in Continuous Assessment, etc.
- No student who has obtained less than 75% attendance in any course shall be considered successful in that course, and such student shall be given the Grade F. he/she may repeat that course, the next time it is offered, or if it is an Elective course, the student may substitute it with another Elective, if essential.
- Assessment of the performance of a student in a course shall be done by the teacher concerned and letter grades shall be awarded to indicate the performance of the students in both CA. For ESA the performance of the student shall be done by the external examiner approved by the Vice Chancellor based on relative performance of the students in that course.
- The letter grades are O, A+, A, B+, B, C, P, F and Ab and the strength of each of them is represented by the 'grade point'. The respective values and grade points denoting the letter grades are given below:

Grade	Grade Point	Grade Point
O (Outstanding)	10	95-100
A+ (Excellent)	9	85-94
A (Very Good)	8	75-84
B+ (Good)	7	65-74
B (Above Average)	6	55-64
C (Average)	5	45-54
P (Pass)	4	40-44
F (Fail)	0	-
Ab (Absent)	0	-

- Assessment of the Project/Dissertation shall be carried out through a viva-voce examination based on a dissertation submitted upon completion of the work.
- A panel consisting of the teacher-supervisor and another member of the faculty, as decided by the Head of the Department or the Coordinator/Director of the Centre, along with an external examiner as directed by the Vice Chancellor if any, shall jointly assess the dissertation of the student during the viva-voce, and award grades.
- Teachers shall make available the valued answer scripts to each of the students for perusal, upon request, after declaration of results in a semester.
- Every teacher shall submit to the Head of the Department or the Coordinator/Director of the Centre the completed Student Performance Record (Form No.3) within four days from the last day of ESA in the semester concerned. The criteria adopted to arrive at the letter grades shall be recorded by the faculty member in Form-3. When there is a difference of 10% or more in the marks awarded by I and II Examiner, it shall be sent for the third evaluation. In that case, average of the nearest marks awarded by the evaluators shall be the final marks to be awarded. If the marks awarded by I, II & III evaluator is equidistant with respect to any one mark, average of the 3 shall be the final marks to be awarded.

16. DECLARATION OF RESULTS IN A SEMESTER

- The Dean of each School shall review the Semester results communicated by each Department/Centre, submitted in Form-4. Thereafter, the Dean shall communicate the results in Form-4 to the Controller of Examinations who shall arrange for scrutiny and publication of the results and issue Grade Cards with the approval of the Vice Chancellor. The published results shall be forwarded by Controller of Examinations to Dean for onwards transmission to the respective Heads of the Departments.
- The process of declaration of results shall be completed before date of commencement of next semester, for the three semesters, whereas the result of fourth semester shall be declared within one month from the last working day of that semester.
- Declaration of results of a student may be withheld by the Controller of Examinations only on reasonable and valid grounds including dishonesty/indulgence in unfair practices as reported by the respective Head of the Department or the Coordinator/Director of the Centre with the approval of the Vice Chancellor.

- Once the final results are approved and declared, the Head of the Department/Centre shall make appropriate entry of the details of results of each student in the Admission Register maintained in the Department/Centre.

17. FAILURE AND REPEATING A COURSE/ADDITIONAL EXAMINATIONS

- A Student getting an F grade in a Core course may either repeat that course to qualify for the degree, or opt for Additional examination for that course (if permitted by the teacher concerned and the Head of the Department or the Coordinator/Director of the Centre).
- A student getting an F grade in an Elective course may either repeat the same course, or substitute it by another Elective course, or apply for an Additional examination.
- A student shall not be permitted to repeat any course for the purpose of improving the grade. A student getting an F grade shall be eligible to apply for Additional examination within three weeks from the date of publication of results. A student fails due to lack of attendance can only repeat the course or replace it with another course if it is and elective.
- A student who gets an F grade or who misses and End Semester Assessment due to genuine reasons as evidenced by documents submitted, may be permitted to take an additional examination only once for each course.
- A student choosing to take Additional examination rather than repeating the course should apply to the Dean of the School, through the teacher concerned and the Head of the Department or the Coordinator/Director of the Centre, and remit the prescribed fees within five teaching days from the date of declaration. However, students appearing for Additional examinations shall not be eligible for ranking in the semester concerned.
- If the request is approved by the Vice-Chancellor, the Additional examination shall be conducted, within 45 days from the declaration of results of that semester and the grades shall be communicated to the Dean by the Head of the Department or the Coordinator/Director of the Centre. The Dean shall take further steps for declaration of results as per clause 70.
- In case a student again gets an F grade in the Additional examination, he shall be required to repeat the course or, in the case of electives substitute it with another Elective course in the nest semester.
- No student shall have a due of more than 2 core course at the end of second semester even after Additional examination. Such student shall have to repeat the courses and

shall not be eligible for hostel facilities and scholarship beyond the normal duration (4 semesters) of the programme.

18. GRADE CARDS AND THE AWARD OF DEGREE

- Semester Grade cards for all semesters shall be issued to the students by the Controller of Examinations through the Head of the Department or the Coordinator/Director of the Centre, immediately after the declaration of results of the respective semester. The Grade card shall list:
 1. The title of the course taken by the student
 2. The credits associated with the course
 3. The grade secured by the student for each course
 4. That total credits earned by the student in that semester
 5. The SGPA of the student
 6. The total credits earned by the student till that semester &
 7. The CGPA of the student

No student shall be eligible for the award of the PG degree unless he/she has successfully completed the programme, passing all the required courses and secured at least 72 credits as prescribed by these regulations.

- Consolidated Grade Cards indicating the courses successfully completed by the student, together with course codes, Credits, Grades, and CGPA shall be issued to all students by the Controller of Examinations upon the completion of the final semester of the Programme. Provisional Degree Certificates shall also be issued to students along with their Consolidated Grade Card.
- Any decision to withhold the issue of Grade Cards to a student may be taken jointly by Dean, Controller of Examinations and Head of the Department or the Coordinator/Director of the Centre and shall only be on rounds such as non-payment of fees, non-clearance of dues or pendency of disciplinary proceedings, etc. Other reasons, if any, known to the administration, library, hostel etc., that require the withholding of Grade Cards may be communicated to the Dean in writing by the appropriate authority of University and the Dean shall arrive at a decision in consultation with the Controller of Examinations and Head of the Department or the Coordinator/Director of the Centre.
- All steps for award of Degree through Convocation shall be taken by the Controller of Examinations.

- Top Scorer Certificates shall be awarded to three students completing the programme with highest CGPA, in each PG programme, by the Controller of Examinations. Certificates indicating the position of students in the rest of the class will be issued to the students upon request.

Divisions of the Degree into Classes

The PG Degree may be classified based on CGPA obtained into various classes as follows:

Division	CGPA
First class with Distinction	8.0 and above
First Class	6.0 and below 8.0
Second Class	5.0 and below 6.0
Pass	4.0 and below 5.0

Percentage of Marks Conversion

A simple Formula is adopted as follows,

$$\text{Percentage of marks} = \text{CGPA} \times 10$$

This absolute grading system shall be applicable to all PG Degree students admitted in the year 2018 onwards and the percentage conversion formula & classification of division for all students who have passed in the year 2018 onwards.



SEMESTER - I

Semester - I		Paper No: 01
Course Nature: Perspective Course		Course Code: EDN5101
Course Title: PHILOSOPHICAL PERSPECTIVES OF EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The philosophy of education explains how educational theories arise. By examining the philosophy of education, we are able to see why and how theories complement or oppose each other. An understanding of philosophy is therefore useful in guiding and critiquing the development of educational theory. Philosophical knowledge may provide a justification for teaching methodologies, reveal and challenge assumptions about the nature of teaching, and provide a language for educational debate.

Course Outcome:

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

- Recognize the concept, scope and application of philosophy of education
- Formulate the philosophical structure for educational aims and practices
- Examine the education thoughts from Indian and Western perspectives
- Develop critical understanding about the relationship between philosophy and education
- Equip with theoretical tools to analyze emerging concerns in education
- Evaluation and application of philosophical ideas in actual situation

Course Content:

Unit 1: Education and Philosophy (18 Hours)

- Education as a disciplinary, interdisciplinary and multidisciplinary field
- Philosophy of Education: Meaning, Concept, Features and Scope
- Functions of Philosophy: Analytic, Speculative, Inspirational, co-ordinating & Prescriptive
- Major areas of Philosophy –Metaphysics, Epistemology, Phenomenology, Aesthetics and Axiology

Unit 2: Indian Schools of Philosophy (26 Hours)

- Indian Philosophical Thoughts: Vedanta, Yoga, Buddhism, Jainism and Islamic with special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of education.
- Indian Thinker: Educational thoughts of great Indian Philosophers Ravindra Nath Tagore, Mahatma Gandhi, Swami Vivekanda, Dr Zakir Hussain, Sri Aurobindo Ghosh, Jiddu Krishnamurthi

Unit 3: Western Schools of Philosophy (24 Hours)

- Western Philosophical thoughts - Idealism, Naturalism, Pragmatism, Realism, Existentialism, Marxism, Humanism with special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of education.
- Western Thinkers: Plato, Ivan Illich, and Paulo Freire

Unit 4: Modern Schools of Philosophy & Emerging Trends in Education (22 Hours)

- Analytical philosophy, Logical Positivism, Neo-pragmatism, Post-Modernism, Critical Pedagogy, Eclecticism & Feminism : Ideas and Educational Implications and its significance in education
- Emerging Trends Education: Autonomy in Higher Education, Multicultural Education, Open System of Learning & Online Learning (MOOC).

Practicum:

- Observing the school practices and tracing the relevance of contribution of Indian philosophers / western philosophers to present day education system and report writing
- Visit to institutions practicing different philosophical traditions and prepare a report
- Critical analysis of school activities in the light of ideas of any thinkers

Modes of Transaction:

- Expositions/Lectures
- Field Visit
- Reflective talks
- Theme based discussion
- Dialogue documentation
- Presentations
- Library readings

Learning Activities:

- Analysing the philosophical assumptions & operations to education
- Comparing Indian & Western Philosophies
- Collecting the documents related to great Philosophers
- Debating on Philosophical thoughts
- Seminars on Philosophical issues
- Writing Articles

Assessment Rubrics:

- Seminar Presentation (PPT)
- Debating in groups
- Documentation of philosophical issues
- Project Work
- Reflective written assignments
- Evaluation of Expository writing
- Article Presentation

Suggested Reading:

- Agrawal, A. (1995). Dismantling the Divide Between Indigenous and Scientific Knowledge, Development and Change, 26:413-39
- Bageley, W.C. (1935). Educational and the Emergent Man, New York: Thomas Welson & Son.
- Boyd, W. and Young, E.J. (1975). The History of Western Education. Adam and Charles
- Broudy, H.S. (1965). Building a Philosophy of Education, Delhi: Prentice Hall.
- Brown, D. M. (1958). The White Umbrella: Indian Political Thought from Manu to

- Gandhi. University of California Press, Berkeley.
- Brubacher, J.S. (1961). *Electric Philosophy of Education*, New York: Prentice Hall Inc.
 - Brubacher, J.S. (1939). *Modern Philosophies of Education*, McGraw Hill Book Company.
 - Butler, J.S. (1951). *Four Philosophies and their implications in education and religion*, London: Harper and Bros.
 - Butler, J.S. (1977). *Idealism in Education*, New York: Harper & Row.
 - Chatterji, S.C. & Dutta, D.M. (1954) *An Introduction to Indian Philosophy*, University Press, Calcutta,
 - Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
 - Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
 - Dewey, John (1968) *Experience and Education*.
 - Diane Tellman (2000), *Living Values: An Educational Program*, Sterling Publishing Private Limited, USA.
 - Freire, P. and Shor, I. (1987). *Pedagogy of liberation*. London, Macmillan Education.
 - Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
 - International Encyclopaedia of Education. (1994) 2nd edition. Vol.10. Pergamon Press.
 - Haris Kevin (1979). *Education and Knowledge: The Structured Mis-interpretation of Reality*. Routledge & Kegan Paul Ltd, London.
 - Kendel, I.L. (1930). *Conflicting Theories of Education*, New York: Macmillan.
 - Kneller, G.F. (1966). *The Logic and Language of Education*, New York: John Willey,
 - Krishna Murthy, J. (1947) *On Education*, Orient Longman, New Delhi.
 - Livingstone, R. (1941). *The Future of Education*, Cambridge: Cambridge University Press, Longman,
 - Mani, R.S. (1964). *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
 - Manoj Das (1999). *Sri Aurobindo on Education*, National Council for Teacher Education, New Delhi.
 - NCERT, (2005). *National Curriculum Framework-2005*. National Council of Educational Research and Training, New Delhi.
 - NCERT, (2014). *Basics in Education*. National Council of Educational Research and Training, New Delhi.
 - Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA.
 - Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
 - Ross, J, S. 1937). *Groundwork of Educational Theory*, George G. Harrap and Co., Ltd.,
 - Russell Bertrand (1977). *Education and the Social Order*. Unwin Paper Back, London.
 - Slattery, Patrick & Rapp, D (2002). *Ethics and the foundations of education-Teaching Convictions in a postmodern world*. New York: Allyn & Bacon.
 - Stella Van Petten Henderson (1960), *Introduction to Philosophy*, The University of Chicago press, Chicago.
 - Wall, E. (2001). *Educational theory: philosophical and political Perspectives*. London: Prometheus Books.
 - Winch, C. (1996). *Key Concepts in the philosophy of education*. London: Routledge.

Semester - I		Paper No: 02
Course Nature: Perspective Course		Course Code: EDN5102
Course Title: SOCIOLOGICAL PERSPECTIVES OF EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:
<p>The course on Sociology of Education critically examines the place and role of schools and schooling in the wider society. It is intended to familiarise students with the theoretical perspectives, dynamics of education practice in the context of society and school. Education as an institution is greatly influenced and determined by socio-economic and political realities. The course relates to the education systems of modern industrial societies, changes happening within educational practices, major debates in educational research and policy and the alternative forms of schooling and their influences.</p>
Course Outcome:
<p>On completion of this course, the students will be able to</p> <ul style="list-style-type: none"> ▪ Understand the nature and scope of Sociology of Education; analyze, interpret and synthesize various concepts and sociological principles related to educational phenomena ▪ Analyze the relationship of education with culture, social stratification and social mobility ▪ Reflect the educational issues that relate to education system and practice (iii) changes occurring in the framework of education and their factors and (iv) the need to have a critical understanding on education and society. ▪ Analyze education from different sociological perspectives and theoretical frameworks. ▪ Review the seminal works in the Sociology of Education
Course Content:
<p>Unit 1: Education and Society</p> <ul style="list-style-type: none"> • Meaning and Nature of Educational Sociology, Society - Definition and Characteristics. Social Structure - Definition and Elements of Social Structure. • Social Groups - Definition, Characteristics and Types. Social Institutions - Meaning and Characteristics. Social Control - Definition and types of Social control- Conformity and Deviance. Social Stratification- Definition, characteristics and functions, Social mobility. • Structuralism, Functionalism and Conflict theories in Sociology • Culture and Society, Transmission of Culture. Social deviants, psychological factors affecting deviance. <p>Unit 2: Sociological Functions of Education</p> <ul style="list-style-type: none"> • Agents of socialization - Family, School, Religion, Community • Education as a social system, as a social process and for social progress • Education and its social characteristics, Divergence of the State, Society and Education, Education & Secularism • Education for social development as a whole (Cognitive/ Affective/ Psychomotor/ Environmental/ Spiritual)

Unit 3: Classical Thinkers & Theories

- Auguste Comte- Positivism, Law of Three Stages, Hierarchy of Sciences, Social Statics and Social Dynamics.
- Herbert Spencer- Evolutionism, Organic Analogy, Theory of State, Concept of Super organic.
- Emile Durkheim -Scientific Sociology, Theory of Social Facts- Division of Labour, Elementary Forms of Religious Life,
- Karl Marx- Materialist Conception of Society, Economic Determinism, Theory of Class and Class conflict, Concept of Religion- Alienation.
- Max Weber- Conception of Sociology as the study of Social Action - The concept of Ideal Types, Historical trends towards rationalization and bureaucratization, the role of Religion.

Unit 4: Social Change in the Context of Education & Society

- Concept of social change, modernization and development, Nature and impact of the factors affecting social change. Technological factors affecting social change.
- Social Change for the benefit of humanity, Human Development Index, Millennium Development Goals.
- Gender and Development - Gender Development Index -Women in Development - Women and Development - Gender inequality
- Plural society, secularization and democratization, Political parties and new elites.

Modes of Transaction:

- Lecture cum discussion
- Observation of learning situation in schools and out of the schools,
- Preparing reflective diaries / journal
- Library study
- Project Work
- Assignment
- Power point Presentation

Learning Activities:

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

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

Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Field visit reports/project report

- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

- A.H. Halsey et. al. (eds.). 2002. Education. Culture, Economy, Society. Oxford: Oxford University Press. (Selected chapters).
- Aggarwal, J. C, "Philosophical and Sociological Perspectives on Education", Shipra publications, New Delhi, (2003).
- Apple, M. W. 1982. Cultural and Economic Reproduction in Education: Essays on class, ideology and the state. London: RKP. (Chapters 1, 9).
- Banks. Olive. 1971. Sociology of Education, (2nd Ed.) London : Batsford.
- Benei, Veronique. 2009. Schooling India. Hindus, Muslims and the Forging of Citizens. New Delhi, Orient Blackswan.
- Bhatia, K. K and Narang, C. L., "Philosophical and Sociological Bases of Education", Tandon Publications, Ludhiana, (2002).
- Coleman, J. S. 1968. "The Concept of Equality of Educational Opportunity". Harvard Educational Review, 38(1): 7-22.
- Dewey, J. (1916). Democracy and Education. An Introduction to the Philosophy of Education. New York: Free Press.
- Durkheim, E. 1956. Education and Society. New York: Teachers College Press.
- Gore, M.S. et.all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.
- Mohanty, J., "Indian Education in the Emerging Society", Sterling Publishing, New Delhi, (1994).
- Purkait, B. R., "Principles and Practices of Education", New Central Book Agency Private Ltd., Calcutta, (1996).
- Ramachandran, V. 2004. Gender and Social Equity in Primary Education, Sage Publication.
- Sadovnik, A.R. (2010) Sociology of Education: A Critical Reader. Routledge; 2 edition. ISBN-10: 0415803705
- Shankar Rao. C. N., "Sociology - Primary principles", S. Chand Publishing, New Delhi, (1990).
- Sharma, Y., "History and Problems of Education" Vol., I and II, Kanishka publishers, New Delhi, (2001).
- Singh, K., "Principles of Sociology", Prakashan Kendra, New Delhi, (2001).
- Suresh Bhatnagar, "Modern Indian Education and its Problems", R. Lall Book Depot, Meerut, (2002).
- Swaroop Saxena, "Principles of Education" R. Lall Book Depot, Meerut, (2002).
- Thapan, M. 2006 (1991). Life at School. An Ethnographic Study. New Delhi: OUP.
- Wazir, Rekha (2000) The Gender Gap in Basic Education. New Delhi, Sage Publications.

Semester - I		Paper No: 03
Course Nature: Perspective Education		Course Code: EDN5103
Course Title: PSYCHOLOGY OF LEARNING AND DEVELOPMENT		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:		
<p>This course is intended to enhance the knowledge of psychology of learning among the learners. This course aims to develop the potential of learners to understanding the individual differences and personality of students in the classroom.</p>		
Course Outcome:		
<p>On completion of this course, the students will be able to</p> <ul style="list-style-type: none"> ▪ Describe multiple dimensions of learner’s development and its implications on learning; ▪ Reflect on the process of learning from the point of view of different theoretical; perspectives and the need to adopt appropriate approach; ▪ Understand the learner in terms of diversities and its implications on learning; ▪ Learn the factors affecting learner’s environment and assessment; ▪ Discuss the strategies for effective management of learning; ▪ Gain a systematic knowledge about motivation and emotion ▪ Conceptualize the needs of the learners and the process of learning ▪ Recognize different theories of learning and creativity ▪ Understand the concept of personality and methods of personality assessment 		
Course Content:		
<p>Unit 1: Psychology & Development</p> <ul style="list-style-type: none"> • Psychology: Meaning of modern psychology - Schools of Psychology: Structuralism, Functionalism, Behaviourism, Cognitive, Psychoanalytic, Humanism - Methods of studying Psychology: Observation, Case study, Clinical and Experimental method • Development - Concept, Stages of Development: Infancy to Adulthood; Dimension of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions - Theories of development: Intellectual development - Piaget, Bruner; Psycho social development: Erikson; Moral Development: Piaget, Kohlberg <p>Unit 2: Learning & Motivation</p> <ul style="list-style-type: none"> ▪ Learning: Concept and Nature of learning - Factors affecting Learning - Theories of Learning and their educational implications: Hull’s systematic behaviour theory; Tolman’s signs learning; Lewin’s field theory; Gagne’s theory of learning; Vygotsky social cognitive theory; Kolb’s Constructivist theory and Donald Normal informational Processing theory - Transfer of learning: Types and its theories - Educational implications of the Transfer of Learning. ▪ Motivation: Meaning - Kinds of Motivation: Physiological, Psychological, Social and Personal - Factors facilitating motivation: Intrinsic and Extrinsic - Theories of Motivation and their educational implications. 		

Unit 3: Intelligence and Creativity

- Intelligence: Meaning & Nature of Intelligence - Theories of Intelligence: Spearman's Two factor theory, Guilford's Structure the Intellect Theory, Thurston's Group Factor Theory, Howard Gardner's Multiple Intelligent Theory, Sternberg's Triarchic Theory - Emotional Intelligence: Meaning, Branches, Characteristics and Components - Assessment of Intelligence: Verbal; Non-Verbal; Performance; Individual and Group.
- Creativity: Concept, Characteristics, Steps of Creativity - Factors Influencing Creativity - Techniques for development of Creativity: Brain-Storming (Osborn); Synectics (Gorden); Attribute - listing (Grawford); SCAMPER (Bop Eberle); Mind Mapping (Buzan) - Fostering Creativity in our classrooms - Theories of Creativity: Taylor's Level of creativity and Arieti's Theory - Measurement of Creativity

Unit 4: Personality & Group Dynamics

- Personality: Concept, Nature and Factors Influencing Personality - Theories of Personality: Type Approach (Galen, Sheldon, Kretschmer, Jung); Trait Approach: (Allport, Cattell, Big Five Theory); Type-cum-Trait Approach (Eysenck); Psychoanalytical Approach (Sigmund Freud); Humanistic Approach (Maslow, Carl Rogers) and its educational implications - Measurement of Personality in Educational settings: Tools and Techniques.
- Group Dynamics & Leadership: Group Dynamics:- Characteristics and Type of Groups, Stages of Group Development, Factors of Group Formation, Factors Affecting Group Behavior, Causes of Poor Group Dynamics - Educational Significance of Group Dynamics - Leadership:- meaning, nature and Importance of Leadership -- Types of Leadership: Authoritarian, Paternalistic, Democratic, Laissez faire leaders, Transactional and Transformational - Qualities of Good Educational Leadership .

Practicum:

- Visit to juvenile home, special education centres and reporting on its structure and functioning.
- Study the group dynamics of secondary school students or B.Ed students using different techniques and tools
- Adminstrate and interpret two of the following tests:
 - a) Individual test of intelligence
 - b) Motivation
 - c) Group test of intelligence
 - d) Emotional intelligence
 - e) Personality inventory
 - f) Test of creativity
 - g) Group dynamics
 - h) Any other

Modes of Transaction:

- Practicum
- Lecture cum discussion
- Observation of learning situation in schools and out of the schools,
- Preparing reflective diaries / journal
- Project Work
- Assignment
- Power point Presentation

Learning Activities:

The students will undertake the following activities:

- Reading Gardner's theory of Multiple intelligences: Implications for understanding differences in individual learners
- Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
- Analysis of a case of adolescent learner with maladjusted / deviant behaviour.
- Analysis of learning situations and presentation before a group followed by discussion.
- Suggest structures of classroom environment in which all students can learn.
- Design/suggest activities for developing critical consciousness about various social and political issues.

Assessment Rubrics:

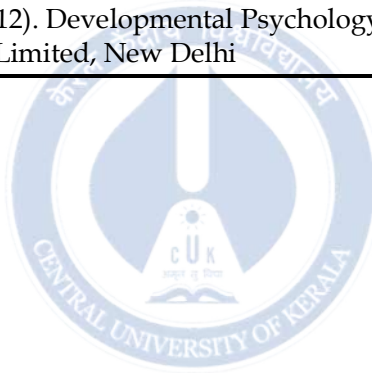
- Psychological Practical
- Seminar Presentation (PPT)
- Debate and Discussion Strategies
- Reflective written assignments
- Conducting Seminar on chosen topics
- Field visit reports/project report
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

- Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi
- Aggarwal, J.C. (2008) Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt. Ltd., New Delhi.
- Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
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- Bichkard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp. 161-178. J.Benjamins.
- Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- Chaube, S.P. (2007). Development Psychology, Neelkamal Publications Pvt. Limited, Hyderabad.
- Chauhan. S. S. (2007) Advanced Educational Psychology (7th Edition), Vikas Publishing House Pvt. Ltd. New Delhi.
- Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
- Dennis Child (1973) Psychology and the Teacher. Holt Rinehart and Winston, New York.
- Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
- Hergenhahn, B.R. & Mathew H. Olson (2007). Theories of Learning: An Introduction. (7th edition). Prentice Hall of India.
- Hurlock B.Elizabeth (1980) Developmental Psychology. Tata McGraw Hill, New Delhi.
- John.W.Santrock (2006) Educational Psychology, Mc graw-hill Higher Education, New Delhi.
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Pvt. Limited, New Delhi

- Mangal. S. K (2007) Advanced Educational Psychology (2nd Edition), Prentice-Hall of India Pvt. Ltd., New Delhi.
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- Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). Applied Social Psychology-Understanding and Addressing Social and Practical Problems, Second Edition, Sage Publications Pvt. Limited, New Delhi
- Slater, M.A., & Quinn, P.C. (Eds.) (2012). Developmental Psychology-Revisiting the Classic Studies, Sage Publications Pvt. Limited, New Delhi
- Stephens J.M. and Evans ED (1983) Development and Classroom Learning: An Introduction to Educational Psychology. Macmillan Company, New Delhi.
- Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
- Travers M. Robert (1973) Educational Psychology. The Macmillan Company, New Delhi.
- Uday Shankar (1983) Advanced Educational Psychology. Oxford University Press, New Delhi.
- Venkatesan, S. (2004). Children with Developmental Disabilities-A Training Guide for Parents, Teachers and Caregivers, Sage Publications Pvt. Limited, New Delhi
- Vigotsky. L.S(2006) Educational Psychology, Pentagon Press Bhavana Book & Prin, New Delhi.
- Whitebread, David (2012). Developmental Psychology & Early Childhood Education, Sage Publications Pvt. Limited, New Delhi



Semester - I		Paper No: 04
Course Nature: Teacher Education		Course Code: EDN5104
Course Title PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION		Credits 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

This course is intended to help learners to put into action the theoretical understandings about teacher preparation gained through various courses in the curriculum. It will help students integrate theory and practice of teacher education on the one hand and of school experiences with that of teacher education on the other.

Course Outcome:

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

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education.
- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher.
- Develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes
- Design in-service teacher professional development program/activities based on the needs of teachers
- Develop professional attitudes, values and interests needed to function as a teacher educator

Course Content:

Unit 1: Pre Service Teacher Education- Structure, Curriculum and Modes

- Pre-service teacher education – concept, 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
- Pre service teacher education for various levels of schooling
- Modes of pre-service teacher education – face-to-face, distance and online – relative merits and limitations

Unit 2: Organisation of Different Components of Teacher Education Curriculum

- Andragogy - Concept and its Principles
- Organisation 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

- Transactional approaches for the skill and competency development courses – need for awareness - modelling-analysis - practice - feedback cycle - scope and possibilities for organisation and evaluation - practicum records and portfolio assessment
- Integrating e- learning in teacher education classrooms

Unit 3: In Service Teacher Education in India

- In-service Teacher Education – Concept & Significance
- Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
- Varieties of in- service teacher education programmes - one shot, recurrent, cascade, multi-site, school based
- Centrally Sponsored Schemes for the Reconstructing and Strengthening of Teacher Education Institutions – IASE, CTE, DIET

Unit IV: Planning, Organising 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.
- Relevant criteria for evaluating in-service teacher education programme
- UGC-HRDC – Role and Functions in in-service teacher education;
- Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.

Modes of Transaction:

- Lecture,
- Group discussion,
- Self -study,
- Cooperative learning,
- Seminar/presentations by students,
- Group field - based assignments.
- Individual field - based assignments.

Learning Activities:

The students will undertake the following activities:

- 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.

Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Field visit reports/project report
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

- Anderson, L.W. International Encyclopedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.
- Cohen L and Manion L.A Guide to Teaching Practice. Methuen: London. 1977
- Dash B. N. Teacher and Education in the Emerging Indian Society.Neelkamal: New Delhi. 2003
- Joyce, B., and Weal, M. (2003).Modals of Teaching (7th Ed.). Boston: Allyn& Bacon.
- Loknath Mishra. Teacher Education:Issues and Innovations. Atlantic Publishers & Distributors Ltd. New Delhi. 2013
- McClelland V. A. and Varma V. P. Advances in Teacher Education.Routledge: London. 1989
- MohitChakrabarti. Teacher Education: Modern Trends. Kanishka publishers. New Delhi.2012
- NCERT.National Curriculum Framework. NCERT: New Delhi. 2005
- NCERT.Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006
- NizamElahi.Teacher Education in India. APH: New Delhi. 1998.
- Panda B. N. and Tewari A. D. Teacher Education. APH: New Delhi. 1997.
- Rao, DigumartiBhaskara(1998). Teacher education in India.Discovery publishing House. New Delhi
- Siqqiqui, M.A.(1993) . In-service Education teachers.NCERT, New Delhi
- Singh L. C. and Sharma P. C. Teacher Education and the Teacher.Vikas: New Delhi. 1997
- Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.
- TalmeezFatmaNaqvi. Planned Teaching and Professional Development.Shiprapublications.New Delhi. 2013
- Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

Semester - I		Paper No: 05
Course Nature <i>Tool Course (Skill Development Course)</i>		Course Code: EDN5191
Course Title COMMUNICATION SKILLS AND EXPOSITORY WRITING		Credit 1
Internal Marks: 25	External Marks: NA	Total Marks: 25

Essence of the Course:

The course on Communication and Expository Writing is a Professional Skill Development Course. This course is intended to enhance the ability of learners to listen, converse, speak, present, explain and exposit ideas in groups and before an audience. The course aims to promote literal creativity in students through expository writing. The course organized to make effective professionals by integrating various communication skills and through an exposure to various skills.

Course Outcome:

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

- Sensitize students to their communicative behaviour
- Gain insight and reflect on the concept and process of communication.
- Use different style, tone and format to the writer's purpose and audience.
- Use rhetorical formats conventional to expository writing
- Demonstrate practical uses/applications for expository writing beyond the classroom.

Course Content:

Activity 1: Listening & Speaking Skills

Workshop can be organized to provide exposure to listening and speaking skills, these can be conducted in the language lab/seminar rooms.

Suggested activities:

- **Students can listen to:** Sound of English / Regional Language - Patterns of stress and intonation - Self-recording while practicing pronunciation - Speeches of famous personalities -Keynote addresses in seminars Videos on group discussions and can observe body language. -Making listening notes - Completing worksheets on listening tasks. - Developing criteria for analysis of listening skills -Presentations - Students can observe anchors in programmes - Observing webinars - Observing unstructured conversation.
- **Students can speak:** sounds of English - Stress and intonation patterns -Participate in conversation (situations to be provided) -Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level - Analyse of speech styles - Analyse of presentation - Make presentations -Involved in mock interview - Anchoring programmes in the institute.

Activity 2: Reading Skills

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

- **Students can read:** Editorials in newspapers on a regular basis - Articles in newspapers and magazines - Research papers in journals - Book reviews, film

reviews and art reviews in newspapers and magazines – E-books, online journals – Subject related reference books

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

Modes of Transaction:

- Workshop
- Participatory discussion
- Guided readings
- Group Work
- Presentations
- Brainstorming

Learning Activities:

- Classroom Practice: • Greeting and introducing
- Practicing Short Dialogues, Extempore speeches
- Seminars/Paper-Presentations/Reporting an Issue
- Analysis of topics of text
- Panel discussion on different themes
- Review of articles, texts and reports
- Publishing in groups
- Critical Reflection on communication strategies

Assessment Rubrics:

- Seminar presentation
- Report on e-books, online journals
- Preparation of reflective notes
- Preparation of agenda/minutes/memo etc.
- Reflective written expressions on their artifacts

Suggested Reading:

- A.S. Hornby's. Oxford Advanced Learners Dictionary of Current English, 7th Edition.
- Anderson, Kenneth and Joan Maclean. Study Speaking. Cambridge University Press, 2010.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2000.
- Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills, Macmillan Delhi, 2009.
- Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills. Macmillan Delhi, 2009.
- Sethi, J & et al. A Practice Course in English Pronunciation, Prentice Hall of India, New Delhi.
- Taylor, Shirley Communication for Business person Delhi, 2005

Semester - I		Paper No: 06
Course Nature: <i>Tool Course (Skill Development Course)</i>		Course Code: EME5192
Course Title SELF DEVELOPMENT - YOGA		Credit 1
Internal Marks: 25	External Marks: NA	Total Marks: 25

Essence of the Course:

The course on Self Development – YOGA is a Professional Skill Development Course. The aim of this course is to help students in developing understanding about themselves and developing their selves as a professional, through conscious ongoing reflection. The course will address aspects of development of the inner self. This shall enable students to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation also enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and meditation, and will learn to use in different contexts.

Course Outcome:

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

- Understand and practice Yoga for healthy and productive life
- Recognize the importance of yoga for integrated personality development
- Practicing regularly yoga for coping stress and maintaining holistic health
- Perceive the significance of yoga for the human excellence and personality development
- Caliber to integrate the yoga practices into the psychological ideas
- Accept the importance of yogic diet for healthy life

Course Content:

Activities : Yoga for Personality Development and Stress Management

- Yoga for integrated personality development
- Yoga as a way of life to cope with stress
- Contribution of Yoga in self-development
- Yoga and human excellence
- Yoga and Holistic Health
- Yoga and Education
- Concepts of Yogic Diet
- Yoga and Psychology

Modes of Transaction:

- Practicing yoga and meditation for physical and mental well- being
- Demonstration
- Interactive Sessions

Learning Activities:

- Yoga techniques practice session
- Counselling for stress management

Semester - I		Paper No: 07
Course Nature: Tool Course (Skill Development Course)		Course Code: EDN5193
Course Title NAI TALIM		Credit 0
Internal Marks: NA	External Marks: NA	Total Marks: NA

Essence of the Course:

The course on NAITALIM is a Professional Skill Development Course. At the end of this module, the learner will be able to develop and intellectual understanding of the local civic engagement sphere and analyse local community and organizational problems and needs, and to develop creative solutions. The learner will be able seeking the strengths in people and in communities and working to develop those strengths. Pursuing positive changes in ourselves, our institutions, and our local communities and Promotion of entrepreneurship through learning of various aspects of different select local arts and crafts.

Course Outcome:

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

- Understand the concept of local community engagement in teacher education.
- Understand the context of the child from various backgrounds and occupations.
- Know the school education programs and policies which have local community engagement aspects.
- Learn the process of connecting the text with the Child/learner within the local Context.
- Distinguish traditional from constructivist approaches of local community engagement.
- Train in usage of dialogic method of community engagement.
- Train in usage of organic intellectual approach for local community engagement.
- Experimental learning of best practices in community engagement.
- Participate effectively in the local community service.
- Develop insights and field realities on indignity and indigenious models.
- Explore models of art, craft for entrepreneurship for self-reliance.
- Understand various real, community stories of children, families.
- Discover latent talents in the traditional occupations to promote.
- Devise contextually suitable engagement activities.
- Promote local occupations with literacy, technology integration and research to develop entrepreneurs.

Course Content:

Core Competency Development

1. **Work based Community Engagement:** Students develop and intellectual understanding of the local civic engagement sphere. Experience, coupled with critical reflection, provides opportunities for transforming their perspectives.
2. **Community-based action research:** Students learn to analyse local community and

organizational problems and needs, and to develop creative solutions. Respect various occupations and professions internalizing and appreciating dignity of labour. Meeting people pursuing various livelihoods where they are working and pursuing the respective livelihoods. All learners have the capacity to excel.

3. **Leadership:** Students hone their skills in facilitating and working within teams. They learn and practice networking, conflict resolution, consensus building, and negotiation skills, facilitating relationships and supporting local community-building processes.
4. **Experience:** Experience, coupled with critical reflection, provides opportunities for transforming our perspectives. The Community Engagement Program us one step along the journey of lifelong learning.
5. **Assets-Based Perspective:** Actively seeking the strengths in people and in communities and working to develop those strengths. Pursuing positive changes in ourselves, our institutions, and our local communities.
6. **Art and Craft:** Promotion of entrepreneurship through learning of various aspects of different select local arts and crafts.

Modes of Transaction:

- Field visit
- Field learning
- Participatory learning
- Community project
- Awareness program
- Orientation

Learning Activities:

Practicum Details

Rural community to take-up the following activities

- Study of spatial distribution of various social and occupational groups in the village intensely participating in the learning of some task.
- Application of Participatory Learning and Action techniques of resource mapping and social mapping.
- Awareness program involving school community, development specialists and villagers in developing; Village Development Plan.
- Involving high school students in the activity and work based education programs in the neighbourhood selected villages.
- Involving high school students in Community Project and Participatory Rural Appraisal, Land and Human Resource Mapping and Action Research with Community Organization.
- On Filed Learning: Nursery Raising and Kitchen Gardening as Plantation.
- On Field Learning: Waste Audit and Composting to learn the important aspects of resource conservation activity.
- On Field Learning: Water Audit and Budgeting with Water Harvesting to learn the important aspects of conversation activity.
- On Field Learning: Participation in Agricultural/Craft Operations in Village to learn the process components.

- Studying and participating in the capacity building programs with self-help groups and government officials for different vocations and learning necessary locally relevant learning skills.
- Conducting field visit and field interaction with the help of school students of the village and Self Help Groups and Village Resources for the students.
- Participating in orientation of school education committee members in the village with the help of village level officers.
- Conducting and facilitating school community workshops and health camps.
- Studying and reporting the health concerns of the school-village, drainage system of the school village and health habits of the school students-villagers to the authorities concerned.
- Growing kitchen gardens.
- Participation and promoting vanamahotsvam with school community participation a fest for creating awareness of tress and planting of saplings.
- Creating awareness on climatic changes and hazards with the help of students in the villages. And also inputs on how to address the same.
- Visiting public places and farms for studying and participating in awareness programmes relating to sanitation, water, soil fertility management, bio mass energy and means of producing solar energy.
- Promote adult literacy awareness

Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Group reports
- Field visit reports/project report
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

SEMESTER - II



Semester - II		Paper No: 08
Course Nature: Perspective Education		Course Code: EDN5205
Course Title: EDUCATIONAL STUDIES		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course focuses Education as a separate discipline and practice in the field of study. It introduces nature of education which is concerned with knowledge development and knowledge acquisition. The course focuses on trends curriculum development and various approaches in educational development in the county and abroad, contemporary issues and thoughts in Education.

Course Outcome:

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

- Perceive the nature of Education as a discipline
- Appreciate the ways in generating knowledge
- Provide conceptual understanding to interpret changing meaning and purpose and nature of education
- Understand the trends in curriculum construction & development
- Familiarize with the contemporary thoughts & issues in Education

Course Content:

Unit 1: Knowledge & Education (22 Hours)

- Education- Concept, Meaning and Nature, Normative and Non-normative nature of Education, Knowledge and information- Methods of obtaining knowledge (K-generation)- Knowledge without boundaries, Knowledge and pedagogy: constructivist and alternative approaches. Politico-economic Context- Liberalization, Privatization, Marketization and Globalization to develop critical understanding and proper perspective, Education as an Act and Process: Constituents/ Determinants.

Unit 2: Interdisciplinary nature of Education (18 Hours)

- Disciplinary of Education: Interdisciplinary, Multidisciplinary, Crossdisciplinary, Interdisciplinary and Transdisciplinary, Distinct Nature of Education and its multifacetedness, Relationship with other disciplines such as Philosophy, Sociology, Psychology, Economics, political science and Anthropology, Education as an act of Teaching - Teaching as a profession, Concept of liberal education, vocational education and professional education; needs and importance.

Unit 3: Trends in Curriculum Construction and Development (26 Hours)

- New trends and perspectives in curriculum design development
- New policies and practices in education in India in the light of UNESCO Report for 21st Century education
- NCF2005, KCF 2007, NCFTE 2009, JVC Report 2012, Yashpal Committee Report, NCTE Regulations 2014
- RTE 2009 and social realities in the context of RTE

Unit 4: Contemporary Thoughts & Issues in Education (22 Hours)

- The four pillars of Education (Delor's Commission Report)
- Learning as a search for meaning- Teachers and learners as creators of knowledge.
- Inclusive Education, Education for equitable and sustainable development, Multicultural and diversified teaching learning.
- Gender Issues, cultural issues, social and economic issues, Education for sustainable development - value crisis - education for peace - value education, life skill education, Inclusive education- Equity, access and quality.

Modes of Transaction:

- Lecture/ Presentation
- Thematic Discussion
- Initiation of the dialogue by the Most Knowledgeable Other (MKO)
- Guided readings
- Observational studies and activities
- Presentations

Learning Activities:

The students will undertake the following activities:

- Observation of learning process in schools
- Reflect upon curriculum framework
- Documenting the relevant readings in groups
- Review of articles, texts and reports

Assessment Rubrics:

- Conducting Seminar on chosen topics
- Group reports
- Participation in discussions
- Practices and oral assessment
- Reflective written expressions on their artifacts

Suggested Reading:

- Anand, C.L et.al (1983). Teacher and Education in the Emerging India Society, NCERT, New Delhi
- Deng, Z. (2003). School Subjects and Academic Disciplines. In A. Luke, A. Woods, & K. Weir (Eds.) Curriculum, Syllabus design and equity: A Primer and model. Routledge.
- Goodson, I. F. & Marsh, C. J. (2005). Studying School Subjects: A Guide. Routledge.
- Govt. of India (2005). National Plan of Action for Children, Department of Women and Child Development, New Delhi.
- Hollis, Martin. (2000). The Philosophy of Social Science: An Introduction. Cambridge University Press.
- Kumar Krishna. (2004). what is worth Teaching? (3rd edition). Orient Blackswan.
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- NCERT. (2005) National Curriculum Framework, NCERT. New Delhi.
- NCERT. (2005) Position Paper on Curriculum, Syllabus, and Textbooks. NCERT. New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.

- PathakAvjit (2009). Education and Moral Quest. Aakar Books, New Delhi.
- Peters, R.S (1961). (Ed). Authority and Responsibility in Education, Methuen & Co., London.
- Peters, R.S (1978). (Ed). Ethics and Education, George Allen and Unwin, London.
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- Report of the Delors Commission, UNESCO, 1996.
- Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers, New Delhi.
- Taneja, V.R (1986). Educational Thought and Practice, Sterling Publishers Pvt. Ltd, New Delhi.
- Yashpal Committee Report, 1993



Semester - II		Paper No: 09
Course Nature: Perspective Education		Course Code: EDN5206
Course Title HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION		Credits 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The main aim of the course is to Provide opportunity to probe into history of schooling, Develop perspective on the origin and nature of schooling, Abilities to view education from political economy perspective and appreciate the relationship between education and political economy among the learners.

Course Outcome:

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

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

Course Content:

Unit 1: Historical Perspectives of Education:

- Brief History of Educational development in India Vedic, Medieval and Modern India.
- Education and national development: Indian perspective; Commission and Committee reports: Pre Independence and Post Independence India.
- Contemporary Indian education system, structure, policies, practices and major challenges.

Unit 2: Political Perspective of Education

- Relationship between education and democracy, Education and political development; Role of the State and civil society in education; Role of teachers' union/organisations in education development.
- Group diversity and politics of inclusion in education; Equity and inclusion in education; Education and national integration; Education for citizenship building.
- Rights-based approach to education: Education as a human right; Rights, claims and entitlements; Claim holders and duty bearers; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education.

Unit 3: Economic Perspective of Education

- Education- Public good vs. Private good
- Education as consumption and investment
- Education and economic development;
- Education and human development, Human Development Index (HDI);
- Impact of liberalization, privatization and globalization on Education
- Neo-liberal perspectives of education;

Unit 4: Comparative Status of Education

- Comparison of Policies, Provisions and Status of Education in India with UK, USA, Japan, Russia and Australia in the context of School education and Higher Education.

Modes of Transaction:

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

Learning Activities:

The students will undertake the following activities:

- Survey of recent research trends in education and society
- Trace out the local educational history
- Survey on GER at different levels and areas (any one level)

Assessment Rubrics:

- Seminar on chosen topics
- Practices and oral assessment
- Exercise performance analysis and observation
- Reflective written assignments
- Group reports
- Participation in discussions

Suggested Reading:

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

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



Semester - II		Paper No: 10
Course Nature: <i>Tool Course (Skill Development Course)</i>		Course Code: EDN5207
Course Title: INTRODUCTION TO RESEARCH METHODOLOGY IN EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Introduction to Research Methodology in Education is a Professional Skill Development Course. The course is indented to inculcate interests and familiarize with characteristics and types of Research in Education. It is focused on all different types of research methods and designs with a view to enable the students to engage research and use proper statistical measures in analysing the research problem.

Course Outcome:

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

- Understand the scientific enquiry and its applications in education.
- Familiarize the students with various methods and techniques of educational research.
- Formulate design for undertaking research projects and to construct the tools for data collection.
- Use various statistical techniques in education research.
- Develop competency in software package for statistical analysis.

Course Content:

Unit 1: Research Process in Education (20 Hours)

- Educational Research: Characteristics, functions and scope, Types of Research in Education- Fundamental, Applied, Action Research and their Characteristics, Research paradigms in Education- quantitative, qualitative and mixed research.
- Steps in research, selection and sources of a research problem – statement of a research topic, objectives and operationalization of key terms – Review of Related Literature – Data Source: Primary, Secondary and e-resources – Variables: Meaning, definitions and types – Formulation of hypothesis: Meaning, characteristics and types of research hypothesis.

Unit 2: Methods of Research (22 Hours)

- Quantitative Research: Descriptive or Normative Survey – Correlation Method – Casual Comparative Method - Experimental Research Designs: True experimental (single group pre-test, post-test design; two-group experimental-control group design; Solomon four-group design, rotational group design; factorial design), Quasi-experimental designs, **ex post facto research**, internal and external validity of the research designs
- Qualitative Research: meaning, nature, characteristics, scope and relevance, types of qualitative research: naturalistic enquiry, hermeneutics, phenomenology symbolic interactionism, grounded theory, ethnography, case study and development studies, qualitative research design.

Unit 3: Sampling, Tools & Techniques in Research (22 Hours)

- Concept of population and sample, sampling unit, representativeness of a sample, sampling frame, Sampling methods: meaning, nature, conditions and applicability of Probability Sampling (Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling, Cluster Sampling) and Non-Probability Sampling (Incidental Sampling, Purposive Sampling, Judgmental Sampling, Snowball Sampling).
- Tools and techniques - observation, interview, inquiry forms, scaling techniques, rating scale, attitude scale, psychological tests and projective techniques, sociometry - development and standardization of research tools, Characteristics of the tools: reliability, validity and usability.

Unit 4: Descriptive Statistics in Educational Research (26 Hours)

- Qualitative and Quantitative nature of data, Processing data in tabular and graphical representation (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive and Box plot),
- Measures of Central Tendency: Mean, Median & Mode - Calculation, Interpretation and Uses
- Measures of Dispersion: Range, Mean Deviation, Quartile Deviation and Standard Deviation - Calculation, Interpretation and Uses
- Percentiles and percentile ranks, derived scores Z-score & T-score.

Modes of Transaction:

- Lecture cum discussion
- Brainstorming
- Preparing reflective diaries / journal
- Small group discussions
- Assignment
- Supervised Learning
- Power point Presentation



Learning Activities:

- Review of Research Literature
- Preparation of Research Tools
- Use of Computers in data processing
- E-referencing & Styles in Referencing

Assessment Rubrics:

- Preparing reflective diaries / journal
- E-referencing
- Project Work
- Seminar Presentation (PPT)
- Reflective written assignments
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

- Anpara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.

- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
- Edwards (1973). Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Garret, H.E. (1967). Statistics in Psychology and Education, Bombay Vakils.
- Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.
- Guilford, J.P. and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
- Levin, J. (1977). Elementary Statistics in Social Research. New York: Harper and Row Publishers.
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication.
- Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.
- Quinn, MC Nemar (1969). Psychological Statistics, New York: Wiley & Sons.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York, McGraw Hill.
- Garrett, H.E & Woodworth, R.S. (1998) Statistics in Psychology and Education. New York: Longman Greens & Co.
- 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).
- Good, Carter, V. Methodology of Educational Research, New York: Appleton Century Crafts.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- Scott, David & Usher, Robin (1996). Understanding Educational Research. Routledge. London and New York.
- Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.
- Van Dalen, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.
- Wiersma, W., (2000). Research Methods in Education, (7th edition), Allyn & Bacon.
- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches, SAGE Publication.

Semester - II		Paper No: 11
Course Nature: Specialization Course (Employability Course)		Course Code: EDN5008
Course Title: CURRICULUM, PEDAGOGY & ASSESSMENT IN LANGUAGE EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Curriculum, Pedagogy & Assessment in Language Education is an Employability Course. This course is intended to help learners gain deep insight into the concept of Curriculum and its various components. It will give students to know the nature, function of language, techniques in language education methods and develop the competency and skills in language instructions

Course Outcome:

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

- Develop an understanding of the nature and functions of language.
- Understand teaching learning process in language education
- Develop the competency and skills in language instruction
- Reflect and Apply the current approaches, methods, models and innovative techniques in language teaching and learning
- Equip in retrieving and incorporating suitable ICT enabled learning resources in language.

Course Content:

Unit 1: Curriculum Designing of Language Education

- Curriculum: Concept, Principles of designing Language curriculum - Approaches, types of curriculum, Modern trends in designing language curriculum - The three language formula: Teaching of Mother Tongue, Teaching of Hindi and Teaching of Second Language - Brief outline about NCF (2005), KCF (2007) and its relevance in language education.
- Application of Theories in Language Learning: Psycho-linguistic, Socio-linguistic and Neuro-linguistic --Contributions of Vygotsky, Chomsky, Krashen and Terrell

Unit 2: Instructional Process and Teaching Aids

- Aims, Objectives and Principles of Language Learning - Bloom's Taxonomy and Revised Versions - Objective Based Instruction, Process Oriented and Outcome Based Learning.
- Instructional Process: Computer Assisted Learning - Communicative Language Teaching (CLT), Task Based Language Learning (TBLL), Co-operative Learning, Innovative strategies and techniques of language instructional process
- Teaching Aids - Visual, Audio, Audio - Visual, Working model and Non working Models

Unit 3: Methods, Approaches and Models in Language Education

- Review and Critical Analysis of Various Approaches and Methods - Grammar Translation Method - Direct Method - Audio-lingual Method - Situational Language

Teaching Communicative and Task-based Learning Approaches - Interactive Approach - Whole Language Approach. Instruction Strategies and Teaching Learning Materials to address the Children with Special Needs (CWSN) in the Language Classroom.

- Models of Teaching : Social Simulation Model, Class room Interaction Model, Inductive Thinking Model

Unit 4: Technology in Language Education and Trends in Language Assessment

- Role of teacher and learner in the digital era--- Teacher as Techno Pedagogue -- Technology enabled language teaching and learning--Multi Media Lab-- CALL-- Blended Learning, e-learning, m-learning, online tutoring in Language.
- Language Assessment: Continuous and Comprehensive Evaluation - Grading - Self Evaluation, Peer Evaluation and Teacher Evaluation - Alternative and Performance based Assessment Techniques: Checklist, Rubrics , Portfolios - online and offline assessment

Modes of Transaction:

- Seminar and group discussions.
- Assignment, Tests
- Language Proficiency and communication
- Peer assessment
- Self reflection
- Evaluation based on rubrics

Learning Activities:

- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development
- A study of letters, news articles and narratives in the first language to study its organization
- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy
-

Assessment Rubrics:

- Preparing reflective diaries / journal
- Library study
- Project Work
- Debate, essay and verse writing
- Seminar Presentation (PPT)
- Reflective written assignments
- Field visit reports/project report
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

- Bennett, W.A. (1969). Aspects of Language and Language Teaching. Cambridge University Press: London.
- Braden, K (2006). Task Based Language Education: From Theory to Practice. Cambridge University Press.
- Britton, James (1973). Language and Learning. Penguin Books, England.
- Byrnes, Heidi (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
- Hodges and Rudolf (1972). Language and Learning to Read - What language teachers should know about language. Houghton Mifflin Co, Boston.
- Joyce and Banks (1971) Teaching the Language Arts to Culturally Different Children. Addison - Wesley, Pub Co., London.
- Krashen, Stephen (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
- Martinovic, Tic (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.
- Ornstein, Jacob (1971). Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.
- Osherson, N Daniel & Howard Lasnik (1990). Language an Introduction to Cognitive Science: - Vol.1, Massachusetts Institute of Technology, USA.
- Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Walter de' Gruyter GmbH & Co. KG, Berlin.
- Schiffrin, Deborah. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.
- Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
- Wilkinson, Andrew. (1971). The Foundations of Language. Oxford University Press: London.

Semester - II		Paper No: 12
Course Nature: Specialization Course (Employability Course)		Course Code: EDN5009
Course Title: CURRICULUM, PEDAGOGY & ASSESSMENT IN MATHEMATICS EDUCATION		Credits: 4
Class room Teaching : 48	Practical: 32	Contact Hours: 64
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Curriculum, Pedagogy & Assessment in Mathematics Education is an Employability Course. This course is intended to help learners gain deep insight into the concept of Curriculum of Mathematics and its various components. It will give students hands on experience in the process of curriculum development, curriculum pedagogical transaction, curriculum transaction through recreational activities and ICT application in the mathematics Education. The course aims to help students understand and develop effective Mathematics curriculum for different stages.

The course focuses on different aspects of Mathematics Education such as Nature, development and objectives of Mathematics Education, Foundations of Modern Mathematics, Curriculum, Strategies for Mathematics Learning, Technology integrated strategies for Mathematics, etc. Students get opportunities for discussing and developing the strategies to be followed in a better curriculum transaction.

Course Outcome:

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

- Appreciate the nature of mathematics
- Analyze the taxonomy of educational objectives in the teaching of Mathematics
- Realize the approaches of curriculum development in mathematics
- Examine the various pedagogical methods of mathematics education
- Appreciate the unique features of models of teaching mathematics
- Value the significance of recreational activities based mathematics curriculum
- Assess the importance of activity based mathematics curriculum
- Realize the advantages of ICT integrations in the mathematics transactions.

Course Content:

Unit 1: Mathematics Curriculum: Concept and Bases

- Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor - Specific Objectives in the Instruction of Mathematics, Classification of Objectives by Bloom, Whilson and Yager, Revised Bloom's Taxonomy
- Curriculum: Meaning - need and importance - Principles of curriculum construction in Mathematics - Different approaches followed in curriculum development in Mathematics: Topical, Spiral, Logical, Psychological, and Correlation - Barriers in Curriculum Development in mathematics - Curriculum Evaluation Rubrics

Unit 2: Pedagogical Approaches of Mathematics Education

- Approaches: Learner Centered, Mastery Learning Approach, Activity Based Approach, Inductive and Deductive Approach, Analytic and Deductive Approach, Heuristic Approach
- Models of Teaching Mathematics: Concept Attainment Model, Advanced Organised Model and Inquiry Training Model

Unit 3: Recreational and Activity Based Mathematics Assessment

- Recreational Mathematics: Riddles, Puzzles, Paradoxes, Beautiful number patterns, Magic squares, Unsolved problems.
- Activity Based Mathematics: Mathematics Laboratory, Mathematics library, Mathematics Club and Expo - its uses.

Unit 4: Educational Technology for Mathematics Education

- Techno Pedagogical and Content Knowledge Framework for Mathematics Strategies.
- ICT integration strategies for Mathematics: Multimedia Presentation, e-resources, e-content, Web Based Lessons, Online Discussions, Blogging
- E-assessment strategies and tools for Mathematics Education

Modes of Transaction:

- Lecture cum discussion
- Problem Solving skills
- Demonstration
- Seminars
- Group discussion
- Preparing reflective diaries / journal
- Library study
- Project Work
- Assignment
- Power point Presentation

Learning Activities:

The students may undertake any one of the following activities:

- Analysis of famous quotations on Mathematics
- Class Test
- Group puzzles activity
- Preparation & use of teaching aids
- Conducting mathematics Olympiads (school level)
- Creating a mathematics blog
- Analyze any selected Mathematics curriculum in the light of modern principles of curriculum development.
- Prepare sample lesson transcripts in tune with selected Models of teaching
- Identification of difficult areas in Mathematics and the reasons for the difficulty and suggest remedial measures

Assessment Rubrics:

- Preparing reflective diaries / journal
- Library study
- Project Work
- Debate, essay and verse writing
- Seminar Presentation (PPT)
- Reflective written assignments
- Field visit reports/project report
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

- Aggarwal, J. C. (2008). Teaching of mathematics. UP: Vikas Publishing House Pvt Ltd.
- Ann, C. (2001). The trachtenberg speed system of basic mathematics. New Delhi: Rupa Co.
- Bagyanathan, D. (2007). Teaching of mathematics. Chennai: Tamil Nadu Text Book Society.
- Bhatia, K. K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publications.
- Bolt, B. (2003). Mathematical pandora's box. New Delhi: Cambridge University Press.
- Bolt, B., & Hobbs, D. (2005). 101 Mathematical projects. New Delhi: Cambridge University Press.
- Chambers, P. (2008). Teaching Mathematics. Developing as a reflective secondary teacher, London: Sage Publications.
- Ediger, M., & Bhaskara Rao, D. B. (2004). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
- Ediger, M., & Rao, D.B. (2000). Teaching mathematics successfully. New Delhi: Discovery Publishing House.
- Goel, Amit. (2006). Learn and teach mathematics. Delhi: Authors Press.
- Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.
- Kapoor, S. K. (2006). The teaching of vedic mathematics. New Delhi: Lotus Press.
- Kapur, J. N. (2002). Suggested experiments in school mathematics. New delhi: Arya Book Depot.
- Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
- Nickson, M. (2006). Teaching and Learning Mathematics, New York: Continuum.
- Muthaiah. N. (2009). Romping of numbers. Hyderabad: Neelkamal Publications.
- Pratap, N. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot. publishers.
- Ramanujam, R. & Subramaniam, K. (2012). Mathematics Education in India : Status and Outlook. Mumbai: HomiBhabha Centre for Science Education.
- Reymond, B. (2000). Math-tricks, puzzles and games. New Delhi: Orient Paperbacks.
- Roblyer, M. D. (2008). Integrating educational technology into teaching, India: Pearson
- Schwartz, S. L. (2007). Teaching young children mathematics. London: Atlantic Publishers & Distributors (P) Ltd.
- Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New delhi: A.P.H. Publishing Corporation.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Siddizui, M. H. (2005). Teaching of mathematics. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K. S. (2006). The teaching of mathematics. New Delhi: Sterling Publishers private ltd.
- Singh, M. (2006). Modern teaching of mathematics. New Delhi: Anmol Publications Pvt. Ltd.
- Singh, R. (2007). Techniques of measurement and evaluation. New Delhi: Common Wealth
- Tanner, H., & Jones, S. (2000). Becoming a successful teacher of mathematics, London: Routledge.

Semester - II		Paper No: 13
Course Nature: <i>Specialization Course (Employability Course)</i>		Course Code: EDN5010
Course Title: CURRICULUM, PEDAGOGY & ASSESSMENT IN SCIENCE EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Curriculum, Pedagogy & Assessment in Science Education is an Employability Course. This course is intended to help learners understand the practices and issues in curriculum development, pedagogic and assessment practices in Science education. They also will get the theoretical understandings about innovations in curriculum development, transaction and assessment in science. This course will help students integrate the theories they learn into practice.

Course Outcome:

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

- Understand the need to evaluate curricula and evaluate the same on the basis of different validities.
- Know about and critically study innovative curricular efforts in India.
- Acquire competencies and skills required for effective transaction of curriculum and organization of component activities with respect to an innovative practice in pedagogy and assessment.
- Understand the role of assessment in the teaching -learning process in science and familiarize with innovative trends in assessment.
- Get acquainted with the new challenges coming up in the field of science education.

Course Content:

Unit 1: Curriculum of Science Education

- Science curriculum: aims and objectives
- Trends in science education from the beginning of the nineteenth century to the present- at national and international level;
- Criteria of validity of science curriculum: content, ethical environmental, process, cognitive, historical
- Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary- over view of national curriculum frameworks
- Criteria of a good science curriculum

Unit 2: Approaches to teaching -learning of Science

- Constructivist paradigm and its implications for science learning:
- approaches to science learning: inquiry method, problem solving strategies, concept development, investigatory approach, guided discovery approach, inductive method, project based learning, cooperative and collaborative learning, learner centred activity based participatory learning.
- The concept of constructivist pedagogy, critical pedagogy and blended pedagogy in science
- Encouraging and respecting children responses, introducing alternative approaches in science learning, integrating science across different disciplines and with real life situations.

- Weaving e- learning into science classrooms for effective curricular transaction

Unit 3: Assessment in Science

- Role of assessment in Science Teaching and Learning. Review and Critique of the traditional methods of assessment: Formative and Summative.
- Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning experiences performance based assessment.
- Assessment of affective measures in Science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- Portfolios: Planning and assessment of Portfolios in Science learning.
- Assessment of Laboratory skills and procedural knowledge.

Unit 4: Science Curriculum -New challenges

- Concept of Accessible curriculum
- Curriculum reforms in science education- management of curriculum change and adaptation
- Modern emerging trends in Science curriculum development
- Science, Technology and Society (STS) in the science classroom
- Innovations and Creativity in Science
- Research in science education in India; implications of science education researches to classroom practices

Modes of Transaction:

- Group discussion,
- Lecture-cum demonstration,
- Cooperative Learning,
- Seminars,
- Panel discussion,
- Symposium,
- Research Journals,
- School visits and sharing of experiences.

Learning Activities:

- Detailed study of National Curriculum Framework of School Education (2000,2005), India followed by seminar presentation.
- Preparation and presentation of papers on Comparative study and analysis of curricular frameworks of other countries- US, UK and Australia (Eg; Nuffield, BSCS, PSCS, NSES. with respect to their priorities, concerns and goals towards school education)
- Identification and presentation of issues involved in transaction and assessment of science curriculum -visit to schools and presentation of reports
- Analyse the roles of NCERT, RIEs, states and local bodies in implementing curriculum and present the reports.

Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Group reports
- Project report
- Participation in discussions

Suggested Reading:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
- Dash, B.N. (2010). Curriculum Planning and Development. New Delhi: Dominant Publishers & Distributors.
- Davar, Monika. (2012). Teaching of Science. New Delhi: PHI learning Pvt. Ltd.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Ediger, M. & Rao, D.B. (2011). Science Curriculum. New Delhi: Discovery Publishing House.
- Ediger, M. & Rao, D.B. (2011). Teaching Science Successfully. New Delhi: Discovery Publishing House.
- Erickson, H.L (2002), Concept based Curriculum and Instruction: Teaching beyond the facts, Corsion Press Inc (a sage publication company), California
- Hassard, J.& Dias, M.(2009). The Art of Teaching Science. New York: Routledge.
- Henson, Kenneth.T(1978): Curriculum development for Education reform. Harper Collins College publishers.
- Kalra, R.M. (2008). Science Education for Teacher trainees and In-service Teachers. Learning to learn modern science. New Delhi: PHI Learning Pvt. Ltd.
- NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Radha Mohan.(2010). Innovative Science teaching for Physical science teachers. New Delhi: PHI learning Pvt. Ltd.
- Srivastava, D.S. and Sarita Kumari (2005), Curriculum and Instruction, Isha Books, Delhi
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962).Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York
- Tummons, Jonathan. (2012). Curriculum studies in the Lifelong learning sector. London: Sage publications.
- Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.

Semester - II		Paper No: 14
Course Nature: Specialization Course (Employability Course)		Course Code: EDN5011
Course Title: CURRICULUM, PEDAGOGY & ASSESSMENT IN SOCIAL SCIENCE EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Curriculum, Pedagogy & Assessment in Social Science Education is an Employability Course. The aims and objectives of the Social Science is attainable only through a planned system i.e., Curriculum. 'How and When to Teach' is only of secondary importance. The primary importance is 'What to Teach'. It is the essence of curriculum. This course is intended to help students to understand the practices and issues in curriculum development, pedagogic and assessment practices in Social Science. This will help students to integrate the theories they learn into practice.

Course Outcome:

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

- Understand the importance of Social Science Curriculum
- Understand social science curriculum, social science pedagogy and assessment in social science.

Course Content:

Unit 1: Social Science Curriculum

- Curriculum: Concept and types
- Aims and objectives of Social Science Curriculum
- Significance of Social Science Curriculum
- Criteria for good Social Science Curriculum

Unit 2: Selection of Social Science Curriculum

- Social Science as Core - Curriculum
- Inclusion of Social Science in School Curriculum: Primary Stage, Senior Primary Stage, Upper Primary Stage, Secondary Stage
- Social Science Curriculum Approach: Curriculum Approach in History, Geography, Civics and Economics at Primary, Middle and Secondary Stage

Unit 3: Social Science Curriculum Construction

- Concept of Curriculum Construction
- Principles of Curriculum Construction in social Science
- Social Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary- over view of national curriculum frameworks

Unit 4: Curriculum Assessments in Social Science

- Observation, classroom interaction (with teacher and in peer group, group work).
- Oral method: pretesting, diagnostic questions.
- Interview: consulting users of curriculum, an opinionnaire, maintaining diary by the children as well as teachers, project work, peer evaluation, maintaining portfolio of the work and their presentation.CCE and school based evaluation - Formative and summative evaluation; norm referenced and criterion reference evaluation
- Alternative assessment

Modes of Transaction:
<ul style="list-style-type: none"> ▪ Discussion and Reflection in Groups, ▪ Assignments, ▪ Seminars, ▪ Field Visits, ▪ Lecture-Cum Discussion, ▪ Panel Discussion, ▪ Symposium, ▪ Reports, ▪ Research Journals, ▪ School Visits and Sharing of Experiences.
Learning Activities:
<ul style="list-style-type: none"> ▪ Critical study of existing Social Science Curriculum of the State
Assessment Rubrics:
<ul style="list-style-type: none"> ▪ Reflective written assignments ▪ Conducting Seminar on chosen topics ▪ Group reports ▪ Project report ▪ Participation in discussions
Suggested Reading:
<ul style="list-style-type: none"> ▪ Aggarwal, J. C. (2013). Teaching of Social Studies: A Practical Approach- Fourth Edition. New Delhi: Vikas Publication. ▪ McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K. ▪ NCERT (2000). National Curriculum Framework for School Education, New Delhi. NCERT. ▪ NCERT (2005). National Curriculum Framework-2005, NCERT, Sri AurobindoMarg, New Delhi. ▪ NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi. ▪ Pathak, R. P. (2010). Teaching of Social Studies. New Delhi: Atlantic Publication. ▪ Sharma, S. P. (2013). Teaching of Social Studies: Principles, Approaches and Practices. New Delhi: Kanishaka Publication.

Semester - II		Paper No: 15
Course Nature: <i>Specialization Course (Employability Course)</i>		Course Code: EDN5012
Course Title: CURRICULUM, PEDAGOGY & ASSESSMENT IN COMMERCE EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Curriculum, Pedagogy & Assessment in Commerce Education is an Employability Course. To familiarize with the conceptualized version of components required to enter in teaching profession there by equip them with varied dimensions of commerce education strands; proficient in select most appropriate teaching methods, techniques, strategies, models, teaching learning resources, assessment techniques etc. in varied instructional context, content and curriculum in interactive learning set up.

Course Outcome:

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

- Understand the conceptualized version and framework of the development of commerce education.
- Familiarize the process of curriculum designing and analyses the modes of transaction in commerce education
- Analyze the instructional resources in teaching and learning of commerce
- Explore the instructional methods, techniques, strategies and models in teaching of commerce
- Understand the global trends in commerce education.
- Investigate the research trends in commerce education.
- Critically evaluate the strategies of assessment in commerce education.

Course Content:

Unit 1: Curriculum Designing and Transaction of Commerce Education

- Curriculum – Concept, Principles of designing commerce curriculum
- Approaches, types of curriculum, Modern trends in designing commerce curriculum.
- Brief outline about NCF (2005), KCF (2007) and its relevance in vocational education.
- Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode
- Experience with curriculum designs-Design digital texts and e-content

Unit 2: Instructional Resources in Teaching and Learning of Commerce

- Instructional Resources: textbook, workbook, handbook, source book, Resource Mapping
- Instructional aids: Importance, educational values, classification of learning aids: projected,
- Non-projected and activity aids, 3D aids, Hands on experience: Computer, LCD Projector,
- Interactive white board and multi media
- Learning management system (LMS) in teaching learning of commerce education.
- IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings. Web resources, social networking, Educational blogs, e-journals, pod casting, e-learning, m- learning, web based learning.

Unit 3: Instructional Methods, Techniques, Strategies and Models

- **Methods of teaching** – criteria for selecting appropriate instructional methods, Lecture Method, Project method, socialized methods – Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case studies, Source method, Inductive and Deductive, Analytical and Synthetic method.
- **Techniques of Teaching** – Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session.
- **Instructional strategies** – Cooperative learning strategies, Collaborative learning strategies, Scaffolding strategies. Experiential learning blended learning; problem based learning, teaching thinking skills, graphic organizer.

Unit 4: Strategies of Assessment in Commerce Education

- Quantitative V/S Qualitative Assessment
- Diagnostic test, Achievement test, Performance test, prognostic test.
- Self reflection, Peer evaluation
- Assessing student performance as feedback for Students progress, Teacher's proficiency
- Teacher as a reflective practitioner - Reflective strategies – concept mapping, brain storming, reflective journal, problem solving, Portfolio Assessment, Rubrics.

Modes of Transaction:

- Discussion and Reflection in Groups,
- Assignments,
- Seminars,
- Field Visits,
- Lecture-Cum Discussion,
- Panel Discussion,
- Symposium,
- Reports,
- Research Journals,
- School Visits and Sharing of Experiences.

**Learning Activities:**

- Critical study of existing Commerce Curriculum of the State

Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Group reports
- Project report
- Participation in discussions

Suggested Reading:

- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2000). National Curriculum Framework for School Education, New Delhi. NCERT.
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Semester - II		Paper No: 16
Course Nature: Specialization Course (<i>Employability Course</i>)		Course Code: EDN5013
Course Title: CURRICULUM, PEDAGOGY & ASSESSMENT IN COMPUTER SCIENCE EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Curriculum, Pedagogy & Assessment in Computer Science Education is an Employability Course. The aims and objectives of the Computer Science is attainable only through a planned system i.e., Curriculum. 'How and When to Teach' is only of secondary importance. The primary importance is 'What to Teach'. It is the essence of curriculum. This course is intended to help students to understand the practices and issues in curriculum development, pedagogic and assessment practices in Computer Science. This will help students to integrate the theories they learn into practice

Course Outcome:

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

- Acquaint with the aims and objectives of teaching computer sciences
- Acquire knowledge of computer education
- Prepare the instructional materials for the computer science
- Realize the potential of instruction methods of teaching computer science
- Apply various methods, techniques of teaching computer science
- Explain the latest trends in information technology and assessment techniques
- Analysis the types of evaluation in computer science.

Course Content:

Unit 1: Computer Science Curriculum: Concept and Bases

- **Taxonomy of Educational Objectives:** Cognitive, Affective and Psychomotor - Specific Objectives in the Instruction of Computer Science, Classification of Objectives by Bloom, Whilson and Yager, Revised Bloom's Taxonomy
- **Curriculum:** Meaning - need and importance - Principles of curriculum construction in computer sciences - Different approaches followed in curriculum development in Computer Science Curriculum - Barriers in Curriculum Development in Computer Science - Curriculum Evaluation Rubrics

Unit 2: Instructional Methods, Techniques, Strategies and Models

- **Methods of teaching** - criteria for selecting appropriate instructional methods, Lecture Method, Project method, socialized methods - Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case studies, Source method, Inductive and Deductive, Analytical and Synthetic method.
- **Techniques of Teaching** - Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session.
- **Instructional strategies** - Cooperative learning strategies, Collaborative learning strategies, Scaffolding strategies. Experiential learning blended learning; problem based learning, teaching thinking skills, graphic organizer

Unit 3: Latest Trends in Information Technology:

- Multi media – Desktop Publishing – Internet and its uses – E-learning: definition, meaning, modes of e-learning, characteristics of e-learning, learning tools, benefits of e-learning – Augment reality – Virtual Reality – Virtual Learning – Web enabled / based learning – Tele Conferencing – Video Conferencing

Unit 4: Assessment in Computer Science:

- Test, Evaluation, Assessment – Objectives based Evaluation – Tools and Techniques in Evaluation – Evaluation for achievement, diagnosis and prediction – Formative and Summative Assessment – Grading Pattern – Computer Aided Evaluation – Online Examination – E-assessment: definition, types of e-assessment – risk involved in using e-assessment – limitation of e-assessment

Modes of Transaction:

- Discussion and Reflection in Groups,
- Assignments,
- Seminars,
- Field Visits,
- Lecture-Cum Discussion,
- Panel Discussion,
- Symposium,
- Reports,
- Research Journals,
- School Visits and Sharing of Experiences.

Learning Activities:

- Critical study of existing Computer science Curriculum of the State

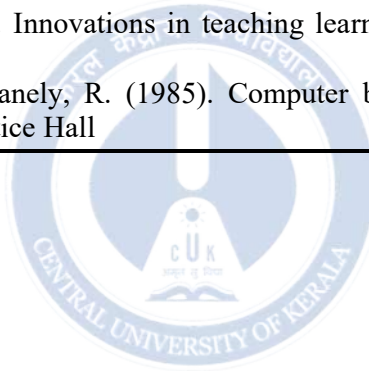
Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Group reports
- Project report
- Participation in discussions

Suggested Reading:

- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2000). National Curriculum Framework for School Education, New Delhi. NCERT.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
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- Pathak, R. P. (2010). Teaching of Social Studies. New Delhi: Atlantic Publication.
- Sharma, S. P. (2013). Teaching of Social Studies: Principles, Approaches and Practices. New Delhi: Kanishka Publication.
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- Sambath, K., Panerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Private Limited.

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- Alexis, M. L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: New Delhi.
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- Sharma, R. C. (1998). Modern science teaching. New Delhi: Dhanpat Raj and Sons.
- Kumar, K. L. (1997). Educational technology. New Delhi: Angel International (P) Ltd.
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- Kochhar, S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd.
- Oosterhof, A. C. (1990) . Classroom applications of educational measurement. Ohio: Merrill Publishing.
- Chauhan, S. S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing house Ltd.
- Stephen, M. A., & Stanely, R. (1985). Computer based instruction: Methods and development. NJ: Prentice Hall



Semester - II		Paper No: 17
Course Nature: Internship (<i>Skill Development Course</i>)		Course Code: EDN5294
Course Title: INTERNSHIP -TEACHER EDUCATION INSTITUTIONS		Credits: 4
External Marks: 100	Internal Marks: NA	Total Marks: 100

Essence of the Course:

The Internship course in Teacher Education Institutions is a Professional Skill Development Course. The students will attach to Secondary / higher Secondary level schools / a field site relevant to the area of specialization to conduct practicum in their specialization areas.

Course Outcome:

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

- To facilitate the development of professional competency to work as teacher educators
- To strengthen the theoretical perspectives developed in the area of further specialisation
- To get firsthand experience in the field concerning their areas of further specialization

Course Plan:

1. M.E d. Students teaching for B.Ed. Students (20 marks)

A Small group of B.Ed students will be taught by each M.Ed students. The topic and time will be decided in consultation with the faculty members of the college. At least two lessons to be taught in perspective courses or pedagogical courses out of which one can be Methodology. The lessons will be observed and assessed by the faculty members of School of Education and College Faculty. The Documents should be produced by each M.Ed. Student:

- (a) Lesson Plan signed by the faculty members of the college / School of Education,
- (b) Observation record on teaching of peer student (at least two lessons).

Guidelines for evaluation:

The teacher educator during evaluation of a lesson plan and teaching of a M.Ed., student must have critical perception in terms of descriptive statement with supportive evidences / examples against the criteria:

Objectives

- Clarity
- Specificity, etc.

Teaching - learning activity

- Suitability / appropriateness
- practicality
- adequacy with reference to objectives
- creativity
- any suggestions for improvements

Evaluation Procedure

- relevance with reference too objectives
- suitability
- utility
- any suggestions for improvement

2. Preparation of case study of the institution focusing on the following points (10 marks)

- Infrastructural Facilities available
- Faculty profile
- Curricular & co-curricular activities organized at the institution
- Student profile background results, distinctions, etc.
- Curricular Transaction Methodologies

3. Maintenance of Diary (10 marks)

- Recording of everyday activities in the institutions & maintaining Reflective Journals.

4. Critical Report on Teacher Education programme (15 marks)

Based on the learning experiences during internship, students are expected to:

- go through the syllabus for theory courses
- find out the adequacy of practical components
- find out the appropriateness of the linkages of theory & practice
- adequacy of time frame for various activities
- interact with students about the strengthening of B.Ed. programme
- overall observation & suggestions for improvement of Teacher Education Programme

5. M.Ed. Students observing the teaching of B.Ed students (15 marks)

- Students can be trained for observation and evaluation of B.Ed students as per the guidelines given in activity.

6. Activities to be conducted with respect to in-service teacher education settings (30 marks)

The student will be performing the following activities in relation to in-service teacher education. This can be done by visiting in-service teacher education institutions if possible. Alternatively the student can prepare the reports on the following tasks by staying in the same teacher education.

- Undertake assessment of training need through an interview with practice teachers
- Observe and analyse an in-service teacher education programme
- Review the Teaching Learning Method or techniques developed/ the report of an in-service teacher education

Learning Activities:

- Teaching for B.Ed. Students
- Preparation of case study of the institution focusing on the following points
- Maintenance of Diary
- Critical Report on Teacher Education programme
- Observing the teaching of B. Ed. students
- Activities to be conducted with respect to in-service teacher education settings
-

Assessment Rubrics:

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

In-service Teacher Education

- Need assessment / Case study of the professional journey of a teacher educator- 10
- Analysis of an in-service teacher education programme- 10
- Review of TLM/Programme report - 10

Semester - II		Paper No: 18
Course Nature: Research Work		Course Code: EDN5290
Course Title: DISSERTATION		Credits: 2
Internal Marks: 50	External Marks: NA	Total Marks: 50

Essence of the Course:

This course will be of 2 credits and carries 50 marks. Students are expected to undertake the relevant readings and activities relating to the finalization of their topic and writing of research proposal for their dissertation.

Course Outcome:

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

- Identify and Select the topic for research
- Designing objectives, research questions and hypothesis,
- Write a Initial review of related research
- Preparation of research proposal & its presentation
- Understand and Referencing in APA style
- Establishment of linkages between research questions, objectives and hypotheses
- Writing of research abstract from a dissertation/research paper

Course Plan:

Selection of Topic for Dissertation

The student will study the following to identify the problems for carrying out the dissertation work such as

- Survey of educational research
- Journals/periodicals etc. related to the area identified for research.
- Doctoral Thesis/M.phil and M.Ed. Dissertations
- Research Project Reports
- Related books/articles for development of conceptual understanding.

Based on the understanding developed after studying the theoretical course entitled 'Introduction to Research Methodology' the prospective teacher educators are expected to write the research proposal.

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

Modes of Transaction:

- Lecture cum discussion
- Preparing reflective diaries / journal
- Library study
- Project Work
- Assignment
- Power point Presentation

Learning Activities:

- Selection of topic,
- Designing objectives and research questions and hypothesis,
- Initial review of related research
- Preparation of research proposal & its presentation
- Referencing in APA style
- Establishment of linkages between research questions, objectives and hypotheses
- Writing of research abstract from a dissertation/research paper

Assessment Rubrics:

The evaluation of this component be done through presentation before the board of internal examiners comprising of at least three members. The board of examiners will be constituted by the university department/ institution. The broader criteria for evaluation of research proposal will be as follows:

- Originality of topic
- Relevance of topic
- No and quality of research questions
- Comprehensiveness of objectives
- Conceptual/ Theoretical understanding about the topic
- Justification/Need/Rationale of the Study
- Scope of Study
- Number of Studies Reviewed and its organization
- Research Questions
- Statement of Objectives and hypotheses
- Appropriateness of Research design/ method of research, and statistical techniques proposed for Data Analysis

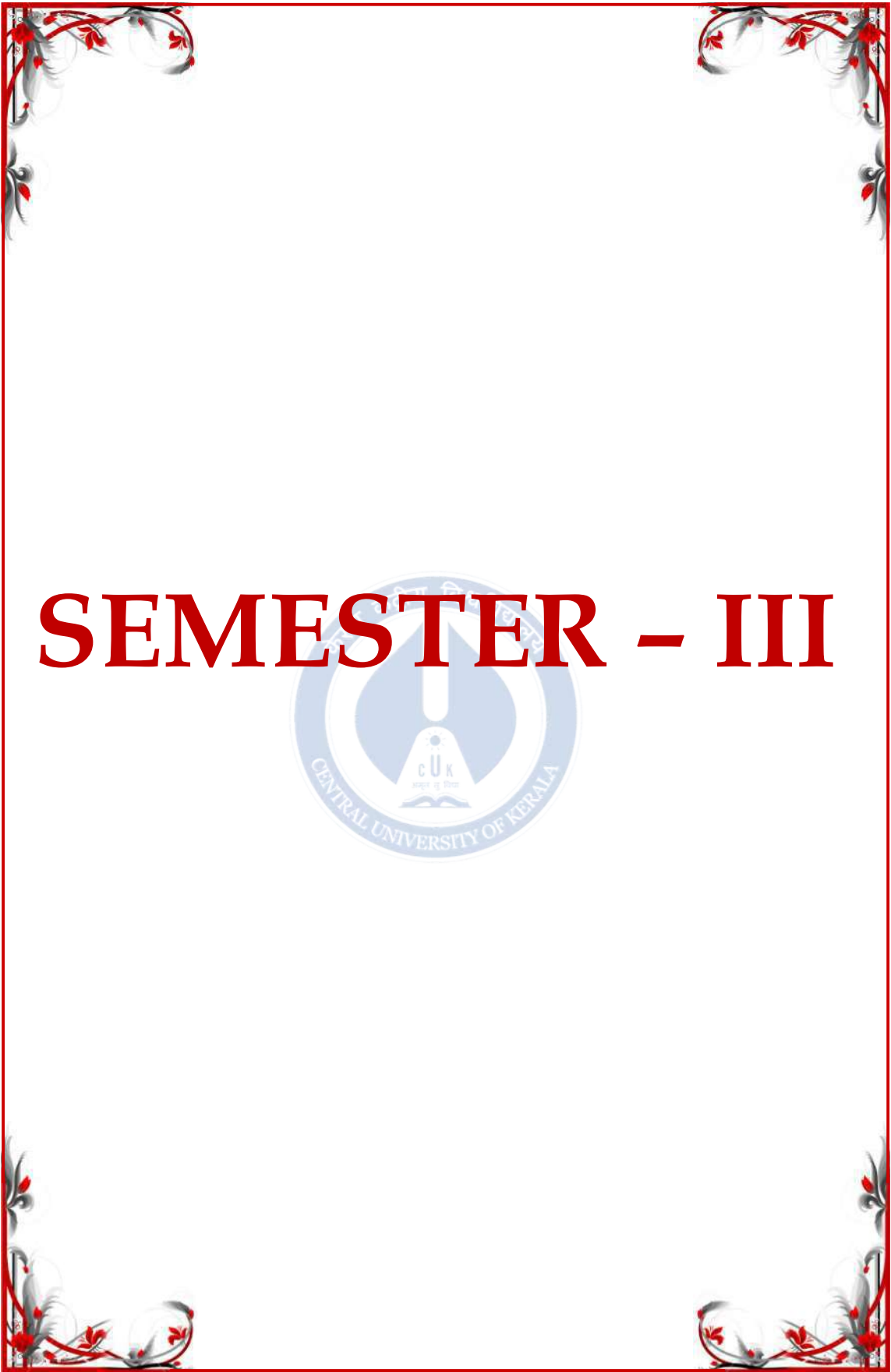
Suggested Reading:

- Best J.W. (1986). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction, New York: Longman, Inc.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
- Good, Carter, V. Methodology of Educational Research. New York: Appleton Century Crafts.
- Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research(4th Edition), PHI learning Private limited, New Delhi
- Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt,

Rinehart and Winston.

- Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication
- Mertens ,D.M.(1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
- Pamela Maykut& Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.:TheFalmer Press.
- Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.





SEMESTER - III



Semester - III		Paper No: 19
Course Nature: Perspective Course		Course Code: EDN5314
Course Title: CURRICULUM STUDIES		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

This course is an introductory course intended to acquaint students with the body of knowledge related to curriculum studies. It acts as a threshold to student teachers to get in to a vast area of research related to curriculum studies and thereby empower them to construct their own perception about the basic features and functions of a curriculum. The results of such empowerment will have a rippled effect leading to contextualization of the curriculum.

Course Outcome:

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

- Understand the major concepts of Curriculum studies.
- Reflect up on Various perspectives in Curriculum studies, Curriculum design and Curriculum evaluation.
- Apply their knowledge related to Curriculum studies, Curriculum design and Curriculum evaluation in theirs profession.
- Critically evaluate the various Curriculum theories, Curriculum design and Curriculum evaluation.

Course Content:

Unit 1: Basics of Curriculum

- Curriculum: meaning and definitions.
- Historical evolution of curriculum studies.
- Foundational Subjects of Curriculum Studies- philosophy, psychology, sociology, history, and technology
- Curriculum studies- Possibilities - Curriculum Policy

Unit 2: Curriculum theory

- Curriculum theory: Meaning, rationale and importance
- Perspectives in curriculum theory: Herbartian theory - Social Efficiency Movement - Progressive Reform Movement - Multicultural Education Movement and Critical theory
- Paradigm - Empirical-Analytic Paradigm, Critical Praxis Paradigm, Postmodern Antiparadigms

Unit 3: Curriculum Design

- Laws and Principles of Curriculum Construction
- Curriculum Design: Curriculum Planning, Curriculum Development, Curriculum Implementation, Curriculum Organization, Curriculum Supervision
- Curriculum Design of School Curriculum

Unit 4: Evaluation of Curriculum / Curriculum Evaluation

- Meaning, objectives, Need and Importance, Types of Curricula in the Classroom, Types of Curriculum Evaluation, CIPP Model of Curriculum Evaluation, Phases of Curriculum Evaluation, Techniques of Curriculum Evaluation, Principles of Curriculum Development / Evaluation; Qualitative Evaluation; Standard and Benchmarks of Curriculum Evaluation.

Modes of Transaction:

- Lecture cum discussion
- Observation of learning situation in schools and out of the schools,
- Preparing reflective diaries / journal
- Library study
- Project Work
- Assignment
- Power point Presentation
- Discussion and Reflection in Groups

Learning Activities:

A seminar on any of the following topics or similar topics according to the choice of the teacher:

- Major trends that can be perceived from our contemporary curriculum construction practices
- My dream curriculum: how will it look like?

Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Group reports
- Project report
- Participation in discussions

Suggested Reading:

- Craig Kridel (2010) Encyclopedia of Curriculum Studies. SAGE Publications, Inc.
- Charters, W. W. (1923). Curriculum construction .New York: Macmillan.
- Flinders, D. J., & Thornton, S. J. (Eds.). (2009). The curriculum studies reader. New York: Routledge
- Bobbitt, J. F. (1918). The curriculum. Boston: McGraw-Hill.
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- Null, J. W. (2008). Curriculum development in historical perspective. In M. F. Connelly (Ed.), *The SAGE handbook of curriculum and instruction* (pp. 478-490). Thousand Oaks, CA: Sage
- Taba, H. (1962). Curriculum development: Theory and practice. New York: Harcourt Brace.
- Tanner, D., & Tanner, L. (1988). The emergence of a paradigm in the curriculum field: A reply to Jickling. *Interchange*, 19(2), 41-67.
- Tanner, D., & Tanner, L. N. (2007). Curriculum development: Theory into

- practice(4th ed.). New York: Macmillan.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press
 - Apple, M. (2000). *Official knowledge: Democratic education in a conservative age*. New York: Routledge.
 - Pinar, W., Reynolds, W., Slattery, P., & Taubman, P. (1995). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. New York: Peter Lang
 - Bellack, A., & Kliebard, H. (Eds.). (1977). *Curriculum and evaluation*. Berkeley, CA: McCutchan.
 - Connelly, F. M., (Ed.). (2008). *The SAGE handbook of curriculum and instruction*. Thousand Oaks, CA: Sage.
 - Jackson, P. W. (Ed.). (1992). *Handbook of research on curriculum*. New York: Macmillan.
 - Marsh, C., & Willis, G. (2007). *Curriculum: Alternative approaches: Ongoing issues*. Columbus, OH: Pearson.
 - Schubert, W. H. (1986). *Curriculum: Perspective, paradigm, and possibility*. New York: Macmillan
 - Pacheco, Jose, Augusto (2012). "Curriculum studies: What is the field today?". *Journal of the American Association for the Advancement of Curriculum Studies* 8: 18.
 - Smith, Mark, K. "Curriculum theory and practice". *infed.org*. The Encyclopaedia of Informal Education. Retrieved 18 January 2015.
 - Deborah Britzman, "The Death of Curriculum?", in *Curriculum Visions*, eds. William E. Doll and Noel Gough (New York: Falmer, 2002), 92-101, on 92;
 - Dwayne Huebner, "The Moribund Curriculum Field: Its Wake and Our Work," *Curriculum Inquiry* 6, no. 2 (1976), 153-167, on 154, 165;
 - William F. Pinar, "Notes on the Curriculum Field," *Educational Researcher* 7, no. 8 (1978a), 5-12; William F. Pinar, "The Reconceptualization of Curriculum Studies," *Journal of Curriculum Studies*, 10, no. 3 (1978b): 205-214;
 - William F. Pinar, William M. Reynolds, Patrick Slattery and Peter M. Taubman, *Understanding Curriculum* (New York: Peter Lang, 1995), 6; Joseph J. Schwab, "The Practical: A Language for Curriculum," *School Review* 78, no. 1 (1969): 1-23, on 1

Semester - III		Paper No: 20
Course Nature: <i>Tool Course (Skill Development Course)</i>		Course Code: EDN5315
Course Title: ADVANCED RESEARCH METHODS IN EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Advanced Research Methods in Education is a Professional Skill Development Course. The Course will develop the students understanding regarding the qualitative and quantitative techniques of research, use different types data for their research process and will help the students to pursue their career in the field of educational research.

Course Outcome:

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

- Analyse quantitative & qualitative in educational research
- Understand the various application of statistics in research
- Use different software for data analysis
- Identify issues of data collection and their treatment;
- To develop competencies in Research reporting
- Appreciate role of research methodology in education

Course Content:

Unit 1: Quantitative Data Analysis

- Scales of Measurement- Nominal, Ordinal, Interval and Ratio
- Normal Probability Distribution -Concept, Characteristics and Applications, Deviation from normality and underlying causes,
- Correlation: Meaning, Computation and Interpretation of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation - theoretical aspects of biserial, point biserial, tetrachoric, phi coefficient, partial and multiple correlation,
- Regression: Concept of linear regression, regression equations - computation and application, prediction in relation to correlation.
- Quantitative Data Analysis by using Computer software {SPSS/R etc.}

Unit 2: Inferential Statistics- Parametric & non-parametric

- Inferential Statistics- meaning and logic, concept of sampling distribution of statistics, standard error as an index of sampling error; concept of estimation-point and interval; parametric testing of hypothesis, concepts of one-tailed and two-tailed test; type 1 and type 2 error, degrees of freedom, testing the significance of the difference between means, variances, correlations and proportions. ANOVA and ANCOVA- inference and generalization
- Non-parametric statistics in education - Use of non-parametric tests and its rationale for distribution free data; Chi-Square Test; Median Test; Sign Test, Mann Whitney U-test and Wilcoxon test, Kruskal-Wallis test and Friedman's test.

Unit 3: Qualitative Data Analysis

- Techniques of qualitative data analysis - Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis,

Utilization of Corroborative evidences – Utilizing Packages for qualitative analysis (Use of Anthropack, Alta vista) – Credibility and Limitations of on Line Research – Computer Based Data Analysis: Support & Threats – Threats to Validity of Research.

Unit 4: Research Report Writing

- Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/Referencing, Appendix, Variation in the scheme of Reporting ,Tables and figures, Footnotes, Bibliography, Pagination Typing and Font, Format of Report Writing; APA reference style
- Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity, plagiarism.

Modes of Transaction:

- Lecture cum discussion
- Brainstorming
- Preparing reflective diaries / journal
- Small group discussions
- Assignment
- Workshop session
- Power point Presentation
- Computer software presentation

Learning Activities:

- Classroom practices on statistical measurements
- Preparation of Research Tools
- Review of Research Literature
- Identification of population & sample
- E-referencing & Styles in Referencing
- Use of Computer software in data analysis

Assessment Rubrics:

- Preparing reflective diaries / journal
- E-referencing
- Project Work
- Seminar Presentation (PPT)
- Reflective written assignments
- Evaluation of Research proposal
- Exercise performance analysis and observation

Suggested Reading:

- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
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- Patton, M.Q. (2002). Qualitative Research and Evaluation Methods, Thousand Oaks, C.A, Sage.
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- Scott, David & Usher, Robin (1996). Understanding Educational Research. Routledge. London and New York.
- Singh, K. (2001). Methodology and Techniques of social Research. New Delhi: Kanishka publishers.
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- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches, SAGE Publication.

Semester - III		Paper No: 21
Course: Specialization Course (Core)		Course Code: EDN5316
Course Title: STRUCTURE AND ISSUES OF SECONDARY EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

Secondary school stage is the crucial and critical stage in the life of an individual. It is the stage of beginning of adolescence and the individual is subjected to manifold line of complexes and issues. If this is not properly addressed the development of the individual will be affected severe. This implies the need for an effective secondary education system. This course designed to address the the structural and functional issues of Indian secondary education system in a systematic and brief manner. On completing the course the prospective teacher educator is expected to develop a theoretical perspective on the different issues pertaining to secondary education system of the country and to provide effective solution at micro and macro levels.

Course Outcome:

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

- Develop a conceptual frame work about the structure of Secondary Education in India including Senior Secondary level.
- Develop an understanding of different recommendations of education commissions regarding Secondary and Senior Secondary Education.
- Develop the ability to critically reflect upon the present system of secondary education on the basis of the observations and suggestions of different commissions and committees.
- Give an idea critically to the current status of Secondary and Senior Secondary Education in India.
- Develop an understanding of the issues related to curriculum development, transaction and evaluation at Secondary stage.
- Gain insight in to the need, objectives and importance of teacher Preparation to meet the challenges of secondary education.
- Reflect upon different issues, concerns and problems of Secondary and Senior Secondary Education in India.
- Develop awareness among the prospective teacher educators on the linking teacher preparation to meet the issues of secondary education.

Course Content:

Unit 1: Secondary Education in India: preliminary considerations

- Characteristics of learner at secondary stage. Nature, Scope, function and systems of Secondary and Senior Secondary Education- Structure of Secondary and Senior Secondary Education in India - Status of Secondary and Senior Secondary Education: Process of teaching-learning of adolescents. Need for Curricular diversification Exposure to integrated and subject specific streams.

Unit 2: Policy initiatives to improve secondary education

- Recommendations of different commissions and policies on Secondary and Senior Secondary Education: Pre independent and post-independence period. Policy initiatives to improve secondary education in the country. Critical appraisal of Secondary and Senior Secondary Education in India

Unit 3: Structural and functional issues of Secondary Education in India

- Problems and issues of Secondary and Senior Secondary Education in India: Problems and challenges related to access, equity and quality sustenance of Secondary Education reshaping the secondary education to meet Indian diversities. Equalization of Quality opportunities and addressing the related issues pertaining to secondary education like Problems of education for girls, disadvantaged and differently able children-Imparting gender sensitivity - Wastage and stagnation in secondary level- Vocationalisation of Secondary and Senior Secondary Education in India

Unit 4: Secondary Education Curriculum : Development, Transaction and Evaluation

- Secondary Secondary School curriculum: Features, principles, and relevance - Critical appraisal of present Secondary School curriculum of different states. Conventional and innovative strategies for curriculum transaction .Comparison Designing strategies for curriculum transaction. Assessment and evaluation in secondary level- New trends in evaluation: Grading, Internal assessment , Portfolio assessment, Semester system, Need and importance of CCE,) - Critical appraisal of the present evaluation system in Secondary level.

Modes of Transaction:

- Classroom Lectures
- lecture-cum-discussion,
- seminar,
- symposium,
- panel discussions,
- Group discussions:
- Film shows followed by discussion.-
- Seminar presentations followed by discussion.

Learning Activities:

- Reviews and analysis of book/reports/documents, projects.
- School visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.
- Projects and assignments focusing on observation and interaction with adolescent children on specific theme.
- Observation of activities of the adolescent children followed by case studies
- Field visits and reporting the experience in the class. Preparing document by taking reports, article and essays from research journals.
- Interview with the educationists who has contributed to the improvement of secondary education system at national and local levels.

Assessment Rubrics:

- Prepare a PowerPoint presentation on any topic of your choice to take a one hour resource class to secondary school teachers.
- Conduct a panel discussion on different projects initiated on improving the quality of

secondary education.

- Preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
- Observation of cluster training programme at secondary level and preparation of a report
- Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- Conduct a seminar on the need and ways for improvement of teacher education programme at secondary level to ensure more linkage between school and teacher education

Suggested Reading:

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- Govt. of India, MHRD (2005).Universilisation of Secondary Education : Report of the CABE Committee, New Delhi
- Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
- NCF 2005, NCERT : New Delhi,
- NCTE (2009) NCF for Teacher Education: New Delhi
- Siddiqui. M.A. (1993). In-service Education of Teachers, New Delhi, NCERT
- Singh, .L.C. and Sharma. P.C(1995). Teacher Education and Teachers, New Delhi: Vikas Publishing House.
- Shukla, S. (1999) A brief note of efforts to Address Multi grade teaching in India June, New Delhi.
- UNESCO (2004), Education for All Quality imperative , EFA Global Monitoring Report , Paris.
- Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
- Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

Semester - III		Paper No: 22
Course Nature: Specialization Course (Core)		Course Code: EDN5317
Course Title: POLICY PERSPECTIVES AND PEDAGOGY OF SECONDARY EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The learner in secondary school stage is facing with myriad of developmental issues as it is the beginning of adolescence. This course attempts to acquaint the prospective teacher educator with complexities of adolescence and the need for formulating pedagogical strategies in tune with the psycho- social characteristics of the adolescents. Secondary school stage is of crucial important as vocational diversification and preparing for civic responsibilities are the social expectation. A critical appraisal of the present pedagogical practice is also made on the basis of various psycho- social perspectives. A reconconceptualisation of the teacher education programme at secondary level based on the requisites of the secondary school is also dealt with. Attempts were made to orient the prospective teacher educator to mould reflective pedagogues who can effectively exert their role by identifying the lacuna in the secondary education system.

Course Outcome:

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

- Develop a conceptual frame work among prospective teacher educators on the characteristics of learner at secondary stage and their varying socio cultural, economic and psychological contexts and to contemplate upon the Process of learning.
- Understand the various implications of modern psych- socio theories on curriculum transaction and evaluation at secondary stage.
- Understand and apply the modern pedagogical practices in teaching at secondary education level.
- Acquaint the prospective teacher educator with the evaluation techniques at secondary education level.
- Develop ability in the prospective teacher educator to critically reflect upon the present system of curriculum development , transaction and evaluation and to suggest alternatives.
- Help the students to understand the changing role of a teacher and concept of professional development.
- Make aware the prospective teacher educator on the need for generating teachers with social sensitivity and accountability to bringing effective changes in the secondary education system of the country.

Course Content:

Unit 1: Secondary School learner in the psycho- social context.

- Characteristics of learner at secondary stage and their varying socio-cultural, economic and psychological contexts. Chronological stage of secondary school learner- adolescence - Competitive stress and expectations of an adolescent with particular reference to the Indian context. Social expectation of secondary school stage- linking learning with living and Knowledge as construction of experience,

problem solving at secondary and higher secondary level.

Unit 2: Theoretical Perspectives as applicable to teaching and learning at secondary stage.

- Reformation trends in school education at global level. - Envisioning as suggested by NCF 2005 with regard to secondary Education. Constructivist Approaches, collaborative learning, Guided Discovery approach, Problem based learning. Theories of Piaget and Vygotsky – its bearing on teaching and learning in secondary education. Critical Pedagogy by Freire application on teaching and learning in secondary education. Revised Bloom’s taxonomy for teaching and learning.

Unit 3: Pedagogic Practices in Secondary Education

- Critical appraisal of the pedagogic practices of secondary education system in our country – Paradigm shift in learning as suggested by NCF – formulation of strategies for improvement – Pedagogical approaches for secondary education: Constructivist approach, Collaborative approach, Inquiry based approach, ICT enabled approach, Episodic Conceptualization Strategy - Current challenges and issues related to Pedagogical practices.

Unit 4: Professional development of secondary teacher

- Current challenges of teaching- learning at secondary level. Changing roles and responsibilities of Teacher in a society □Concept of Profession; Teaching as a profession. Service conditions of school teachers, Professional ethics for teachers. Teacher appraisal and accountability. Concept and importance of professional development. Ways and means for professional development- Seminars and conferences for teachers, Action research, Dissemination of indigenous knowledge, Popular Research Journals and Education Journals, Impact factor of a journal. Contribution of women in research and teaching.

Modes of Transaction:

- Classroom Lectures,
- lecture-cum-discussion,
- seminar,
- symposium,
- panel discussions,
- Group discussions:
- Reviews and analysis of book/ reports/ documents, projects,
- Dialogue mode.

Learning Activities:

- Content analysis of a topic in any subject at secondary level and of examine to what extend the spirit of NCE has been integrated. Present a report.
- Comparison of lesson plan formats with respect to the underpinning learning theories and approaches.
- Field visit to a nearby school and evaluate the practice there on the basis of the constructivist approach for learning.
- Preparation of test items for all objectives based on revised Blooms taxonomy of educational objectives.
- Select five topics from each subject and prepare 10 Short learning objects with answers to keep it as a repository.

Assessment Rubrics:

- Prepare three case-study profiles of children of varying socio economic status and compare the context of learning and adolescent problems among them.
- Collect three lesson plans from a B Ed student and critically analyse the elements of constructivism and critical pedagogy incorporated in it.
- Conduct a seminar on the topic How to improve the preparation for teacher education practice teaching infusing constructivist paradigm of learning
- Prepare a short learning object of about 3 to 4 minutes duration.
- Analyse any four objective questions in an old question paper of your subject and improve them to increase its assessing strength.
- Visit any two neighboring schools and prepare reports on the methods practiced for teacher appraisal and accountability.

Suggested Reading:

- Anderson, W. L. & Krathwohl D. R. A taxonomy for Learning, Teaching and Assessing. New York: Longman.
- Black, P (1998). Testing: Friend or Foe? Theory and practice of Assessment and Testing. Falmer Press, London.
- Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Driver, R, Leach, J, Millar, R and Scott, P. (1996). Young Peoples' Image of Science. Open University Press, Buckingham.
- NCERT, National Curriculum Framework-2005, NCERT. New Delhi.
- NCERT, 'Focus Group Report' Teaching of Science (2005). NCERT New Delhi.
- Novak, J.D. & Gown, D.B. (1984). Learning how to learn; Cambridge University Press.
- Papalia, D. E. and Olds, S. W. (2003). Human Development. New York:
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.
- <http://www.thirteen.org/edonline/concept2class/constructivism/>
- <http://www.tltgroup.org/resources/flashlight/rubrics.htm>
- <http://docs.moodle.org/25/en/Pedagogy>

Semester - III		Paper No: 23
Course: Internship (Skill Development Course)		Course Code: EDN5395
Course Title: INTERNSHIP - AREA OF SPECIALIZATION		Credits: 4
Internal Marks: 100	External Marks: NA	Total Marks: 100

Essence of the Course:
<p>The Internship course in Area of Specialization is a Professional Skill Development Course. The internship under further specialization is meant to intensify the theoretical constructs learned by practicing them in the actual field which will in turn help the students to become professional as teacher educators. A student will associate with primary schools, secondary / higher secondary school, any curriculum Assessment Centers, educational technology institutes, any other institutes or government departments related to their area of specialization. Students may also attach to any private organizations/institutes / NGO s related to their specialization areas.</p>
Course Outcome:
<p>On completion of this course, the students will be able to</p> <ul style="list-style-type: none"> ▪ Understand strengths and weaknesses of the institution ▪ Critically evaluate the organization and functioning of the institution ▪ Create their own vision and mission on improving the practices in the institutions they select ▪ Develop capacity to generalize their reflections about their experiences in the institution to a broader context.
Course Plan:
<ul style="list-style-type: none"> ▪ The internship under further specialization is meant to intensify the theoretical constructs learned by practicing them in the actual field which will in turn help the students to become professional as teacher educators. A student will associate with primary schools, secondary / higher secondary school, any curriculum Assessment Centers, educational technology institutes, any other institutes or government departments related to their area of specialization. Students may also attach to any private organizations/institutes / NGO s related to their specialization areas. ▪ Student can select any 5 activities listed under in their specific area of further specialization. Each activity carries 20 marks to make a total of 100 marks for 4 credits. Students should prepare a report on each activity they take up and submit to the teacher concerned. <p>The following are the activities (Practicum) listed under each further specialization area:</p> <p>A report on organization and functioning of the institution (25 marks)</p> <p>A analysis of strengths and weakness of the institution in terms of its (25 marks):</p> <ul style="list-style-type: none"> • Academic climate • Administrative climate • Social climate and • Physical climate

Interview/ interaction with the teachers to understand the difficulties faced by them in (25 marks):

- Class room teaching
- Use of technology
- Conduct of assessment
- Interaction with students
- Organization of various extracurricular activities

Preparation of a framework for the better performance of the institution to improve its contribution to the area in which it serve (25 marks).

Modes of Transaction:

- Case study
- Preparing reflective diaries / journal
- Library study
- Project Work
- Assignment
- Power point Presentation



Semester - III		Paper No: 24
Course Nature: Research Work		Course Code: EDN5390
Course Title: DISSERTATION		Credits: 2
Internal Marks: 50	External Marks: NA	Total Marks: 50

Essence of the Course:

This component of work relating to dissertation will be of 2 credits and carry 50 marks. Students are expected to undertake the relevant readings and activities relating to the writing of the review of related literature, development of tools and collection of data for their dissertation.

Course Outcome:

After completing this component of dissertation the prospective teachers will be able to:

- Understand the purpose and importance the review of related studies in any kind of research.
- Analyze the existing research and be able to establish the need of their study in the background of studies reviewed.
- Learn how to organize the review chapter/section
- Learn basic criteria for selection of tool(s) from the available standardized tools.
- Learn guidelines, principles and procedures for the development of various tools.
- Understand the various intricacies of data collection.
- Learn to tabulate data according to the objectives of the study

Course Plan:

- Collection of related studies and writing of their abstracts.
- Analysis of related studies and establishing the need of one's study in the background studies already conducted.
- Organisation of a group discussion on the need and importance of literature review.
- Arranging debates on different styles/approaches on the organisation of review chapter/section
- Listing of various sources of review of related studies.
- Organisation of seminar on tools and techniques of data collection in quantitative and qualitative research.
- Development/construction of tools for collection of data.
- Defining strategies for collection of primary and secondary data.
- Collection of data and tabulation as per objectives of the study.
- The students are expected to prepare a report on the base of learning activities listed above.

Modes of Transaction:

- Discussion
- Preparing reflective diaries / journal
- Library study
- Review Work
- Assignment
- Power point Presentation

Learning Activities:

- Group discussion on the need and importance of literature review.
- Debates on different styles/approaches
- Listing of various sources of review of related studies.
- Organisation and participating in seminar / conference

Assessment Rubrics:

The assessment of this component shall be done through the continuous and comprehensive evaluation during the course of study. The research supervisor concerned will be in charge of evaluation. Each learning activity mentioned above should get equal weightage in the evaluation. Evaluation can be done through:

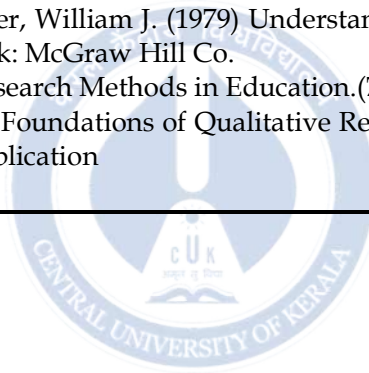
1. Observation of the teacher to evaluate the following:
 - Interest & Enthusiasm in the learning activity
 - Insightfulness
 - Creativity
 - Intellectual honesty
2. Evaluation of the assignment given during different phases of the course
 - The observation component of the assessment shall be for 40% (20 marks) and evaluation of the report shall be for 60% (30 marks).

Suggested Reading:

- Anpara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction. New York: Longman, Inc.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
- Good, Carter, V. Methodology of Educational Research. New York: Appleton Century Crafts.
- Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition), PHI learning Private limited, New Delhi
- Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.
- Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE

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- Mertens ,D.M.(1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
- Pamela Maykut& Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.:TheFalmer Press.
- Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
- Scott, David & Usher, Robin (1996). Understanding Educational Research. Rout ledge. London and New York.
- Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi:Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
- Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.
- Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.
- Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.
- Van,Dalen,B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.
- Wiersma, W. (2000).Research Methods in Education.(7th edition).Allyn& Bacon.
- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication





SEMESTER - IV

Semester - IV		Paper No: 25
Course Nature: Teacher Education		Course Code: EDN5418
Course Title: PERSPECTIVES AND ISSUES IN TEACHER EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

This course is intended to help students gain deeper insight into the various perspectives and policies on teacher education. It will enlighten students on the various issues and challenges in teacher education and also help them gain knowledge on improving quality in teacher education.

Course Outcome:

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

- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator

Course Content:

Unit 1: Perspectives and Policy on Teacher Education

- Teacher Development - Concept, Factors influencing teacher development - personal, contextual.
- Teacher Expertise - Berliner's stages of development of a teacher.
- Approaches to teacher development - self-directed development, cooperative or collegial development, change-oriented staff development.
- National and state policies on teacher education - a review
- Different organisations and agencies involved in teacher education - their roles, functions and networking in brief
- Preparation of teachers for art, craft, music, physical education and special education need, existing programmes and practices

Unit 2: Structure and Management of Teacher Education

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

- Meaning of quality assurance and its indicators in teacher education-TQM
- Role of different agencies in quality assurance of teacher development -DIETs, SCERT, CTE, IASE, NCERT, NUEPA, UGC, NCTE ,NAAC

Unit 3: Research in Teacher Education

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

Unit 4: 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,
- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
- 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

Modes of Transaction:

- Lecture,
- group discussion,
- self -study,
- cooperative learning,
- seminar/presentations by students,
- Group and individual field - based assignments

Learning Activities:

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

Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Field visit reports/project report
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

- Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002
- Canon, L. & Monin, L. (1978). A Guide to Teaching Fanciness. London: Mtehrner & co. Ltd.
- Coomb, A.W. et al. (1974). The Profession Education of Teachers: A Humanistic Approach to Teacher Training, Boston: Allyaon & Becon Inc.
- Flanders, N.A. (1970). Analysing Purching Behaviors. Massachusetts: Addison Wesley Publishing Co Reading.
- Gage, N.L. (1963). Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Co.
- Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London. 1971
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- Joyee, B. & Showers, B. (1983). Power in Staff Development Through Research on Training. Alexandria Virginls: ASCD.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998
- Parimala, D. Role of Teachers in Changing Context: Policy and Practice. Kanishka Publishers. New Delhi. 2012
- Radha Mohan. Teacher Education. PHI Learning Pvt. Ltd. Delhi. 2013
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
- Susandhya Mohanty. Teacher Educators Their Academic & Professional Profile. Deep & Deep Publications Pvt Ltd. New Delhi. 2011
- Tony Bates, Anja Swennen & Ken Jones (Etd) . The Professional Development of Teacher Educators. Routledge. OXON. 2011

Semester - IV		Paper No: 26
Course Nature: Specialization (Thematic) Course (<i>Skill Development Course</i>)		Course Code: EDN5419
Course Title: ADVANCED EDUCATIONAL TECHNOLOGY		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Advanced Educational Technology is a Professional Skill Development Course. This course is intended to help students gain deeper knowledge and skill into the various technological tools in education. It will enlighten students gain knowledge on improving quality in teacher education. The main aim of the course is to develop 21st century teacher qualities among the M.Ed. scholars.

Course Outcome:

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

- Recognize the concept, scope of educational technology
- Appreciate the role of ICT in teaching learning
- Realize the components and differences of types of e-learning
- Aware of the various instructional design for development of e-content package
- Identify the differences between e-learning and e-content
- Grasp the perception of web based learning, mobile learning & blended learning
- Appreciate the academic potential of web 2.0 technologies
- Develop the skill of using google apps in education
- Extend the mobile phone apps in teaching and learning process.

Course Content:

Unit 1: Educational Technology

- Educational Technology: Definition, Meaning, Scope and Relevance to Modern Education - Technology of Education & Technology in Education - Information and Communication Basics: nature and scope of communication system - sender, receiver, message and the medium: one-to-one, one-to-many, and many to one communication - E-Learning: Definition, Advantages, Characteristics, Barriers-Types of e-learning: TBL, CBT, WBT, Synchronous and Asynchronous.

Unit 2: E-Content Development

- e-content: Meaning, Need and significance - Types and Forms of e-content - Short Learning Objectives and Modules - Difference between e-learning and e-content - Instructional design for development of e-content package: ADDIE Model, ASSURE Model, ARCS Model etc. - Learning Management Systems (LMS) and Course Management Systems (CMS): Online Learning, Blended Learning; LMS/CMS Software: Blackboard, Moodle, Desire2Learn, Webinar, Massive Online Open Course (MOOC), Blended Learning - e-Content Development initiatives in India : NPTEL, NMC-ICT - Role of UGC - CEC and EMMRC's Funding for E-Content Development.

Unit 3: Modern Tools and Techniques for Knowledge Construction and Dissemination

- Digital Immigrants and Digital Natives - E-communication: Forums, blogs, bulletin boards - Social Media for Pedagogical Innovation - e-textbooks - e-journals - Digital Library - e-Governance

- Mobile Learning and Ubiquitous Computing - Cloud computing - Flipped Classrooms: Need and Importance in Indian context - Augmented Reality -Virtual Reality - Pedagogy in Bring Your own Devices (BYOD) Environment - Open Educational Resource (OER) and Creative Common License - Techno pedagogical Content Knowledge (TPACK).

Unit 4: Web / Mobile Apps for Education

- Web 2.0 Technologies and their Educational Implications: wikis, blogs, podcasts, social media, structural conferencing and instant messaging - Google apps in Education: Google+, Gmail, Google Drive, Google Docs, Google Sheets, Google Slides, Google Forum, Google Sites, Google Translator etc., - Mobile Apps for Education - Online and Offline assessment tools - e-rubrics, e-portfolio, survey tools, puzzle makers, test generators and reflective journal.

Modes of Transaction:

- Classroom Lectures,
- lecture-cum-discussion,
- Seminar,
- Symposium,
- Panel Discussions,
- Workshop
- Brain storming
- Group discussions: Reviews and analysis of book/reports/documents, projects.
- Assignments.
- Power Point Presentations.
- Field Trips

Learning Activities:

The students will undertake the following activities

- Listen to an educational TV/ Radio programme and prepare a report
- Visit a place of technological interest and present a report
- Write an e-content module for developing an e content
- Create classroom blogs, wiki and site
- Generate Google apps in teaching and learning process
- Make a group discussion in a online platform
- Prepare the power point presentation for the selected content of course
- Post classroom lectures in online
- Create online test and online discussion
- Prepare a short learning object of about 3 to 4 minutes duration

Assessment Rubrics:

- Seminar Presentation (PPT)
- Debate and Discussion Strategies
- Reflective written assignments
- Conducting Seminar on chosen topics
- Field visit reports/project report
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

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- Michael Allen's Guide to E-Learning, Michael W. Allen, Michael Allen, Wiley Publication, 2002
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- Thiyagu, K. (2014). Assitive Technology And Inclusive Education" (2014), Laxmi Book Publications, 258/34, Raviwar Peth, Solapur, Maharashtra (ISBN: 978-1-312-80827-0).
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Semester - IV		Paper No: 27
Course Nature: Specialization (Thematic) Course (Employability Course)		Course Code: EDN5020
Course Title: INCLUSIVE EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Inclusive Education is an Employability Course. This course main aim is to understand the concept of inclusive education, role responsibilities of teachers and community members, diverse needs of students, curriculum adaptation, assessment and evaluation.

Course Outcome:

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

- Understand the concept of inclusive education
- Understand the role responsibilities of teachers and community members
- Understand the diverse needs of students
- Understand about curriculum adaptation
- Understand the assessment and evaluation

Course Content:

Unit 1: Introduction for Inclusive Education

- Definition, concept and importance of inclusive education
- Historical perspectives of inclusive education for students with diverse needs
- Difference between special education, integrated education and inclusive education
- Creating inclusive environment at secondary level (physical, social and emotional barrier free environment)
- National and International initiatives for inclusive education - Research trends in inclusive education
- Role of teachers and resource teachers in developing and enriching academic skills

Unit 2: Diverse Needs of the students based on research evidence

- Sensory Impairment (hearing, visual and physically challenged) Intellectual Impairment (gifted, creativity, talented and children with intellectual disabilities), Developmental Impairment (autism, cerebral palsy, learning disabilities), Social and Emotional problems, scholastic backwardness, underachievement, children with special health problems
- Environmental/ecological difficulties- rural, tribal, girls and other marginal groups
- Socially disadvantaged students- SC, ST and other minority groups

Unit 3: Curriculum adaptations for Inclusive Education

- Concept, meaning and need for curriculum adaptations for students with diverse needs at secondary level
- Adaptations in instructional objectives, curriculum and co-curricular activities for inclusive education and its importance

Unit 4: Assessment and Evaluation at Secondary Level

- Teachers' role in implementing reforms in assessment and evaluation in inclusive education

- Type of adaptations / adjustment in assessment and evaluation strategies in inclusive education
- Importance of continuous and comprehensive evaluation for inclusive education

Modes of Transaction:

- Lecture,
- Group discussion in the following themes
 - ✓ Recommendations of the Indian Education Commission (1964-66)
 - ✓ Scheme of Integrated Education for Disabled Children (1974)
 - ✓ National Policy on Education (NPE, 1986-92)
 - ✓ The Persons with Disabilities Act (PWD Act, 1995)
 - ✓ National Curriculum Framework, 2005 NCERT
 - ✓ UN Convention on the Rights of Persons with Disabilities (UNCRPD, 2006).
 - ✓ Convention on the Rights of the Children (CRC, 1989)
 - ✓ The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, 1990)
 - ✓ The World Conference on Special needs Education and the Salamanca, 1994 Statement and framework for action on Special Needs Education
 - ✓ DPEP (1994), SSA (2002)
 - ✓ National Policy for Persons with Disability, (2006)
 - ✓ Centrally sponsored Schemes, N.G.O involvement – teacher preparation
 - ✓ The Mental Health Act 1987
 - ✓ Rehabilitation Council of India Act, 1992
 - ✓ The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999
- Self -Study,
- Cooperative learning,
- Seminar/presentations by students,
- Group and individual field - based assignments

Learning Activities:

- The study materials must be presented to the trainees and discussion and reflection should be followed.
- The student trainees can also be asked to write their reflections on various topics.
- Presentation of case studies and discussion on those is a good medium to crystallize individual view points on various issues.
- The students should be exposed to good practices of dealing with special needs either through videos or through actual visits
- Interaction with children with disabilities studying in schools and spending quality time with them. This can be used as a mode of learning engagement.
- Projects on various topics can help the students to achieve some in depth knowledge on different issues concerning education of children with diverse needs.

Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Group reports
- Field visit reports/project report
- Participation in discussions
- Written tests

Suggested Reading:

- Abdelnoor, A. (1999) Presenting Exclusions. Heinemann Educational Publishers, Oxford
- Ahuja, A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Azad, Y.A. Shraavan Vikaryukt Bachchon Ka Bhasha Vikas: NCERT, New Delhi
- Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown, C., & Clough, P. (2006) 'Inclusion in the Early Years', London, Sage
- Baquer, A. & Sharma, A. (1997) Disability: Challenges vs. Responses: CAN, New Delhi
- Biwako Millennium Framework for Action towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific (2002).
- Burrello N. C., Lashley C, and Beatty E. E. (2001) Educating all students together. How school leaders create Unified System. Corwin Press, Inc., Sage Publication Company.
- Danforth, S. and Smith T. J. (2005) Engaging Troubled Students - A constructivist Approach. Corwia press - A Sage Publication Company
- Farrell, M. (2004) Special Educational Needs: A Resource for Practitioners, New Delhi, Sage Publications.
- Fox, A.M. (2003) An Introduction to Neuro-Developmental Disorders of Children, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation & Multiple Disabilities, New Delhi, India.
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- Hallahan, D.P., Kauffma, J.M., Pullen, P.C. (2009). Exceptional Learners - An Introduction to Education (11th Ed) Allyn & Bacon, Pearson Education, Inc. USA.
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- Hegarty, S. & Alur, M. (eds.) (2002). Education and Children with Special Needs: From Segregation to Inclusion. New Delhi, Sage Publications.
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- Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities',
- Internet Source, SSA (2002). 'Basic features of SSA', Inclusive education in SSA, Retrieved from [www.ssa.nic.in / inclusive_education / ssa_plan_manual](http://www.ssa.nic.in/inclusive_education/ssa_plan_manual)
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
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- Jhulka, A. (2006) "Including students and youth with disabilities in education - a guide for practioners" NCERT, New Delhi
- Julka, A. (1999). Low Vision Children: A Guide for Primary School Teachers. National Council of Educational Research and Training, New Delhi.
- Julka, A. (2004) Children with Visual Impairments: Education of--- Entry published in the Encyclopedia of Indian Education, NCERT, New Delhi
- Julka, A. (2006) Cognitive Architecture in the Visually Impaired. Discovery Publishing House, Delhi.

- Julka, A. (2007). Meeting Special Needs in Schools: A Manual, National Council of Educational Research and Training, New Delhi.
- Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
- King S. & Margaret. E. (1994). 'Curriculum based assessment in special education', California: Singular Publishing group Inc.
- Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn & Bacon.
- Mangal, S.K. (2007). Educating Exceptional Students - An Introduction to Special Education. New Delhi: Prentice hall of India Pvt. Ltd.
- Mani, M.N.G. (2000). Inclusive Education in Indian Context. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission Vivekannanda University
- Ministry of Human Resource Development (2005) Action plan for inclusion in education of students and youth with disabilities (New Delhi, Government of India).
- Ministry of Social Justice and Empowerment (2006) National Policy for persons with disabilities (New Delhi, Government of India).
- Murickan, J. & Kareparampil,, G. (1995). Persons with Disabilities in Society: Kerala Federation of the Blind Kerala, India.
- Murphy, P.F and Gipps, C.V. (1996) Equity in the classroom: Towards effective Pedagogy for girls and boys (Ed) The Faluer Press, UNESCO Publishing
- Narayan, J. (1997). Grade Level Achievement Devices, Secunderabad, NIMH.
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- NCERT (2000) Assessment of Needs for Inclusive Education: Report of the First Regional Workshop for SAARC Countries, NCERT, New Delhi, India.
- NCERT (2005) National Curriculum Framework, NCERT, New Delhi, India
- Nutbrown, C. C. (2006). 'Inclusion in the early years', London: Sage Publications Ltd.
- Office of chief commissioner of disabilities, Planning a Barrier Free Environment, Ministry of Social Justice and Empowerment
- Oslon, J. L., and Platt, J. M. (1992). Teaching students and adolescents with special needs. McMillan publishing company limited, USA.
- Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995
- Punani, B. & Rawal, N. (2000). Visual Impairment Handbook. Blind's People's Association: Ahmedabad, India.
- Puri, M. & Abraham, G.(eds)(2004). Handbook of Inclusive Education for Educators, Administrators, and Planners, New Delhi Sage.
- Rehabilitation Council of India (2005) Annual Report, 2003-04, Rehabilitation Council of India, New Delhi.
- Rehabilitation Council of India,(2001) Status of Disability in India (2001), Rehabilitation Council of India, New Delhi.
- Reynolds , C.R. and Janzen, F. E. (eds.)Encyclopedia of Special Education: A reference for the Education of the Handicapped and other Exceptional Children and Adults Vol. No. 2 ed. USA, John Wiley and Sons, Inc.
- Right to Education Bill (2005 Draft, enacted 2009) Available online.
- Rogers, B (2004) Behavior Recovery (2nd Ed) Paul Chapman Publishing.
- Ruhela S. P. (1996) India's struggle to universalize Elementary Education M D Publications Pvt. Ltd New Delhi
- Sabatino D. A. and Mauser A. J. (1978) Intervention strategies for specialized secondary education. Allyn and Bacon, Inc.
- Salamanca Statement and Framework for Action on Special Needs Education (1994).

- Salvia, J; Yesseldyke, J. E; Bolt, S (2010) Assessment in special and Inclusive Education (11th Ed) Wadsworth Cengage Learning U S A.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I.E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- Smith, T .E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2001) Teaching Students with Special needs in Inclusion Setting. (3 Ed). Allyn & Bacon.
- Swarup, S. (2007). Inclusive Education, Sixth Survey Of Educational Research 1993 N.Delhi.: 2000. NCERT.
- Thompson, S.J., Quenemoen R. F Thurlow M. L., Ysseldyke J. E (2001) alternate assessments for students with disabilities. Crowin Press, Inc and Council for Exceptional Children.
- UNESCO (1994) The Salamanca Statement and Framework for Action on Special Needs Education. Paris: UNESCO.
- Wall, K. (2004) Special Needs and Early Years, A Practitioner's Guide, Sage Publications, India
- White W. F (1971) Tactics for teaching the disadvantaged Mcgraw - Hill book Company
- Wood, J. W., and Lazzari, A. M. (1997). Exceeding the boundaries: Understanding Exceptional Lives. Harcourt Brace and Company, USA



Semester - IV		Paper No: 28
Course Nature: Specialization (Thematic) Course		Course Code: EDN5021
Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

Environment and environmental issues has been treated in academic forums very seriously especially after stock home conference. The mother earth has been subjected to severe exploitation to satisfy the greed of human being. This has made the very existence of human himself in crisis by making the nature misfit for life. This course is of vital important that it covers the conceptual treatment of environment as an academic discipline and try to create awareness among the prospective teacher educators the need for formulating and propagating the ethos of environment conservation and preservation. The scientific terminologies and descriptions are familiarized and causative issues, effects and remedies of environmental degradation are included. Serious attempts are made in the course to describe effectively to formulate remedial measures on environmental problems analyzing the concept of education for sustainable development and incorporating the same in the teacher education in a global and local perspective. It is envisaged to instill a culture of Eco friendliness among teacher educators and transfer this spirit to the prospective teachers and students to enable the earth suitable for living for our generation and future generation too.

Course Outcome:

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

- Familiarize terminologies and concepts in the field of environmental education as an academic discipline.
- Conceptualize the vital significance of the concept, importance, scope and aims of environmental education
- Acquaint the prospective teacher educator the need for addressing various issues of environmental degradation.
- Develop among the prospective teacher educator a conceptual clarity on various causes, consequences and possible remediation on issues related to environmental hazards.
- Enable the students to develop various strategies for realizing the objectives of Education for sustainable development with special emphasis at local level
- Enable the prospective teacher educator to formulate strategies for integrating education for sustainable development in an integrated approach with their specialization subject of study.

Course Content:

Unit 1: Environmental Education: preliminary concepts

- Nature and scope of environmental education - evolution of the concept. - Revisit to Indian Tradition of Environment. Contemporary Need and Significance to regain the Indian tradition, Need for a "Green Curriculum" - Methods and Strategies for EE at elementary, secondary and Higher Education. - Conceptual clarification on the following: Eco literacy - Fritjof Capra. Ecological Intelligence-Daniel Goleman; Naturalistic Intelligence -Howard Gardner; Eco tourism: Meaning and Relevance Eco pedagogy-Meaning and Importance

Unit 2: Environmental issues causes, consequences and remediation

- Concept of Homeostasis, threat to homeostasis – natural and man-made causes - Role of individuals in the Prevention of Pollution, Climate change, Global Warming, Acid Rain , Ozone Depletion (Emphasis to be given to the role of Individuals) - Waste – its origin and management - Different types of wastes - Domestic waste, solid waste, E waste, Nuclear waste, Medical Waste, Plastic Waste.- Role and Responsibility of Individuals and Institutions in the management - Waste management at house hold level, Waste management-Public-private participation -Wealth from waste – practical application

Unit 3: Education for Sustainable Development

- Sustainable Development-Meaning, Nature and Importance of the concept Symptoms of Non Sustainability. Criticism on the concept of Sustainable Development - Concept of education for sustainable development-ESD (Ecological, Economical, Socio – Cultural).
- Strategies for rendering ESD. Education for Sustainable Development Role of Teachers and Teacher Educators. Decade for education for sustainable development - a critical reflection - Integrating ESD with school subject- Integrated approach in formulation and transaction of education for sustainable development. Environmental Citizenship as the ultimate goal of Education for Sustainable Development. Environmental Ethics - Need for cultivating environment Environmental attitude among teachers and teacher educators. - Propagating a culture of 3 Rs.

Unit 4: Preservation and Conservation of Environmental Heritages and culture

- Natural resources and its vital role-UNESCO world heritage site- Heritage sites across the world with special reference to India Relevance of Bio diversity- its ecological and economic significance. Public Participation in Conservation of Nature and Natural resources. - .Environmental management- role of individual and Institution in environmental management
- Disaster Management- Meaning, concept and principles of disaster management - Types of Disasters, their cause and impact-. Need and importance of Disaster management training Role of teachers and educational Institutions in Disaster Management

Modes of Transaction:

- Field Trip
- Case study
- Video presentation
- Movies on Environmental issues
- Community living camps
- Discussions
- Interactive dialogue
- Seminar presentation
- Interview with environmental activists
- Investigatory project, Individual /Group Project
- Biographical treatment of environmental activists
- Film exhibition on environmental episodes

Learning Activities:

- Conduct a field trip to an area as an outdoor lesson to identify and appraise the environmental hazards in terms of habitat destruction caused by human interference and as a follow up conduct class room discussion on the remedies.
- As an individual project conduct case studies to areas which is affected by environmental pollution and submit a report with empirical illustrations on its ever ending consequences.
- Present an action plan to form eco clubs in teacher education institutions.
- Arrange a film show depicting some of the environmental episodes.
- Conduct a posture exhibition projecting the environmental tradition of India.
- Conduct a work shop for the teachers of the neighboring schools on how to propagate values of education for sustainable development.
- Conduct a critical evaluation of the nature and extend of environmental education in the teacher education curriculum at all levels.
- Lecture come demonstration of a system of waste management at house hold level.

Assessment Rubrics:

- Field visit to a specific area affected by pesticide pollution and prepare a documentary on this issue.
- Day celebrations/observation on different environmentally important Days
- Conduct Environment Quiz competition to the prospective teachers and school students to propagate environmental awareness.
- Prepare a document Environmental assets or heritages in your state visiting there.
- Conduct a study on Green Consumerism and Eco- friendly behavior among prospective secondary teachers.
- Organise an awareness camp on disaster management in collaboration with local panchayath / municipal bodies in your institution participating the public.

Suggested Reading:

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- Bharucha E (2005) , Text book of Environmental Studies, University Press
- Brown , Lester R (2002) Eco Economy : Building an economy for earth , Orient Longmann
- Capra, F.(1999). Eco-literacy : The challenge for next century. Liver pool Schumacher Lectures..
- Dani, H.M. (1986), Environmental Education, Chandigarh : Publication Bureau, Panjab University
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- Goleman, D.(2010) Ecological Intelligence, Penguin Books, London
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- Orr, D (1992) . Ecological Literacy : Education and transition to a post modern worlds. Albany: State University Press, New York
- Speth&James,G. (2006) Global Environmental challenges: Transition to a sustainable world, Orient Longmann
- Saxena, A.B. (1986), Environmental Education, Agra: National Psychological Corp.

- Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.
- Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.
- Shukla, K.S. and Srivastva, R.P. (1992). Emerging pattern of Environmental Structure, New Delhi : Commonwealth Publishers.
- Singh, K.Y. (2005). Teaching of Environmental Science, New Delhi : Charman. Enterprises.
- Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishing House.
- Vyas, H. (1995), Paryavaran Shiksha, New Delhi : Vidya Mandir.
- Bharaty Vidya Peeth Institute of environment education and research (BVIEER email bvieer@vsnl.com
- Bombay Natural History Society (BNHS) web: www.bhns.org. email: bnhs@bom4.vsnl.net.in
- Botanical survey of India (BSI) . web: www.nic.in. email: bsi@gems.vsnl.net.in
- Centre for Environmental Education (CEE). web: www.educationvsnl.com/cee/index.html. email: cee@ceeindia.org



Semester - IV		Paper No: 29
Course Nature: Specialization (Thematic) Course (<i>Entrepreneurship Course</i>)		Course Code: EDN5022
Course Title: HIGHER EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Higher Education is an Entrepreneurship Course. Indian higher education system is on a cross road. At par with the global pace setting, Indian higher education system need a redesigning in terms of theory and practice. The inputs to meet the challenges and to get benefited from the realities like globalization and internationalization are to be provided by the teacher educators through a revisit to the Indian Higher education. This course envisages in developing the prospective teacher educators competencies to transform the Higher education to a world class standard. Reflective Orientation is provided on higher education pedagogy and on pertinent issues and challenges of Indian Higher education through participatory learning approach.

Course Outcome:

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

- Conceptualize the significant role of higher education in the national development
- Understand the structural and functional evolution of higher education in India
- Familiarise the structure and organisation of higher education in India
- Understand the various aspects of curriculum at higher education level
- Develop awareness on various attributes of higher education pedagogy
- Understand the specific nature of evaluation in higher education
- Develop ability to formulate strategies to evaluate higher education learners
- Develop awareness on different policies on the development of higher Education in our country
- Understand the various issues and challenges of Indian higher education
- Develop skill in doing research to supply both theoretical and practical inputs to solve the issues in higher education

Course Content:

Unit 1: Indian Higher Education –Structure and Organization

- Higher education preliminary considerations - Goals of higher education - Factors determining goals - (Policy, Human Resource, Technology, Employability) - Evolution of Higher Education in pre and post-independence India.--- Major Legislative Initiatives --- System of Governance ---Role of Central and State Governments --- Regulating Authorities- Accreditation of Institutions for Higher learning - Role of Higher Education in Nation Building
- Qualitative and Quantitative Expansion of Higher Education: Growth in terms of Enrolment, Institutions and Finance --- Qualitative Reforms in Higher Education --- Role of Research in Fostering Innovations

Unit 2: Higher Education Pedagogy- Conceptual treatment

- Characteristics of Learners at higher education- Study Skills - Improving learning competence among Higher Education Learners. Methods of learning/ teaching in

Higher Education – Projects, Case study, Field visit, Internship, Survey, Discussion, debates, conferences, seminars, buzz session, etc -

- Need for evolving an ideal learning Ecosystem -Integration of Information and Communication Technology in instruction - Technology and Cross border education - Open and online higher education - MOOC courses- Utilizing social Media in Higher Education Learning.
- Teachers in Higher education- qualification, teacher - student relationship, Evaluation of teacher – (self-appraisal and appraisal by students), Service conditions & promotion criteria. Training of Teachers - Professional Development of Teachers - role of teachers’ organizations and higher education institutions.

Unit 3: Curriculum and Evaluation in Higher Education

- Global trends in curriculum reformation-- Choice based credit and semester system - inter disciplinary and multi-disciplinary approach
- Evaluation- Why What & How of Evaluation. Critical appraisal of the present evaluation system. Computer based and online examinations

Unit 4: Issues and Challenges in Higher Education:

- Issues of Access, Equity and Excellence :Equity and Inclusion, Quality and Excellence and Access and Expansion --- Regulation and Governance --- Liberalisation, Privatisation and Globalisation --- Technology and Higher Education
- Globalisation of Higher Education: Meaning, Definition and Nature of Globalisation of Higher Education --- Indian Higher Education in the Globalisation Context --- Issues and Challenges
- Internationalisation of Higher Education: Meaning, Definition and Nature of Internationalisation of Higher Education --- International Collaborations in Higher education and Research --- Internationalisation of Indian Higher Education --- Issues and Challenges

Modes of Transaction:

- Document Reviews ,
- Interview with Educationists and Members of Governing Bodies,
- Lecture, Seminars, Presentations,
- Assignments,
- Field visits, Surveys,
- Book Reviews,
- Policy analysis,
- Projects,
- Case study, Discussion.

Learning Activities:

- Supervised Discussion on the thematic evolution of Indian higher education system.
- Group wise field visit to sampled veteran higher education institutions of the country to identify the organizational issues.
- Document analysis of significant policy perspectives relating to higher education of the country.
- Reporting of the interview with educationist on issues of Indian Higher education.
- Tracing and documenting research trends in Higher Education

Assessment Rubrics:

- Conduct an Interview with at least two educationists on access, equity and excellence related to Indian Higher Education
- Bill/ACT/Policy Review - prepare a review on any one Bill or Act or Policy on Higher Education in India or abroad
- Fate analysis of at least two higher education policy perspectives and submit a report.
- Comparative analysis of curriculum of teacher education Curriculum of any two institutions of India or and abroad.
- Organise a seminar on Constitutional provisions for Higher Education in India.
- Survey of recent researches in Higher Education

Suggested Reading:

- Bell,R.E. &Younson A,J, (Eds) (1973). Present and Future of Higher Education. London:Tavistock
- Gupta.O.P.(1993). Higher Education in India Since independence : UGC and its Approach. New Delhi: Concept Pub.co.
- Manning,K. (2014). Organizational Theory in Higher Education .Nutech Print services
- Panikkar,K.N. &Bhaskaran Nair . (2012)Globalization and Higher Education in India. Delhi:Pearson
- Patil .V.T. (1984). The saemster System: substance and problems. New Delhi : Sterling
- Patnaik.J.(2001). Higher Education in Information Age. New Delhi: Authers Press
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- Khurana, P.S.M. &Singhal,P.K. (Eds) (2010). Higher Education: Quality & Management. Delhi :Gyan
- Sambell.K., McDowell.L, &Montegommy (2013). Assessment for Learning in Higher Education.NewYork: Routledge
- Vashist.V. (2002). Modern Methods of Training of Univesity and College Teachers. New Delhi: Sarup& sons
- Wright.J. (1982). Learning to Learn in Higher Education. Great Britan: Croom Helm

Online resources

- <http://www.oecd.org/edu/imhe/theassessmentofhighereducationlearningoutcomes.htm>
- <http://www.oecd.org/edu/skillsebeyondschool/unescooecdguidelinesonqualityprovisionincrossborderhighereducation..htm>
- http://www.oecd.org/education/skills-beyondschool/AHELOFSReport_Volume1.pdf
- <http://www.oecd.org/edu/imhe/supportingqualityteachinginhighereducation.htm>
- <http://www.oecd.org/education/skillsebeyondschool/thematicreviewoftertiaryeducation.htm>

Semester - IV		Paper No: 30
Course Nature: Specialization (Thematic) Course (<i>Employability Course</i>)		Course Code: EDN5023
Course Title: EARLY CHILDHOOD CARE AND EDUCATION		Credits: 4
Internal Marks: 25	External Marks: 75	Total Marks: 100

Essence of the Course:

The course on Early Childhood Care and Education is an Employability Course. Each stage of development of an individual has its own complexities and significances. Any hazard or problem that appends at any stage of development has its ill effects on further stages of development. Psychologists and educational thinkers unanimously stress the need for comprehensive education programme internalizing the spirit of the developmental aspects of the early child hood- the children at the chronological age of 2- 6 years. This course covers comprehensively the psycho- social issues of early child hood education and the need for formulating an ideal system for the development of children at this stage. The course is designed in such a way that emphasis is given to develop the competencies needed for training the personals for early child hood education. With practical experiences provided the course envisages to inculcate a positive mind set among prospective teacher educators to critically appraise the present practice and suggest for an ideal early child hood education programme.

Course Outcome:

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

- Understand Psycho- social and personal issues of development of children at the age of 2-6 years.
- Understand the need and significance of an educational programme of early childhood.
- Understand the evolution of the ECCE across the world and specifically in India.
- Familiarise the present practice of early child hood education programme throughout the world and across the country.
- Understand quality and dimensions of ECCE programs and curriculum in India and foreign countries.
- Understand the need for training the personnels for ECCE.
- Develop ability to critically appraise the present system of training for ECCE.
- Make aware the parents and general public on the need for an ideal programme for ECCE rather than as a downward extension of formal schooling.
- Develop competency to design a curriculum for teacher education for ECCE.

Course Content:

Unit 1: Psycho- Social and Philosophical Perspectives of ECCE.

- **Developmental Aspects of Early Child hood:** Physical development of early childhood- Role of family, Preschool and community,-nutritional needs - Cognitive development in early childhood - Need of informal practice and curricular approaches in preschool. - Moral Development of early childhood - Emotional development of Early Childhood- developmental needs and tasks - Psychosocial development of early childhood - Language development in early child hood- Vygotsky and Nom Chomsky and other relevant opinions.- Implications in

curricular practices. - Social development of early childhood Related Issue Child sex abuse – protection of child Rights – role of teachers, parents and community

- **Early childhood: Views of Philosophers:** Rousseau, Pestalozzi, Froebel, Montessori, Aurobindo, Gandhi, Dewy, Tagore and Vivekananda.
- **Historical Perspectives of ECCE**–global and national level

Unit 2: ECCE: Policies and Perspectives

- **ECCE in India:** Policies and Programmes in National Policy on Education (NPE, 1986)and POA (1992), National Plan of Action for Children, 1992 and 2005; NationalCurriculum Framework (2005), National Curriculum Framework for Teacher Education(2009).
- **ECCE in Global Perspective:** United Nations Convention on Rights of the Child(UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report(UNESCO) 2007 – concerns and issues. Compare ECCE practices of India with Japan China, Sweden, UK, USA..Etc.

Unit 3: Approaches and Strategies for Early Child Hood Education.

- **Curriculum for ECCE.** Principles of curriculum for ECCE Curriculum for School Readiness- physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches.
- Critical Appraisal of Different types of pre-school curriculum: Montessori, Kindergarten, Balawadi and Anganwadi Centres,
- Support of workforce: teachers, parents, governmental agencies and community - supporting functioning of ECCE centers.
- **Curricular approaches** - activity based/ play-way, child-centered, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, fieldtrips and explorations as methods in primary and early primary stages-meaning, rationale, method of transaction in specific context.
- Local specific community resources- human and material and their integration to
- curricular activities; preparation and use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes. Informal evaluation through observation and remediation; training of ECCE workers.

Unit 4: Teacher Education for Early Childhood Care Education.

- Need and significance of personnel involved in ECCE programme - Status and nature of training programmes- pre-service and in-service – a critical evaluation, issues, concerns and problems - Areas of research studies in ECCE - Evaluation of ECCE programmes, methodology and implications - Health as a pre-requisite for all domains of development, Role of family, pre-school, community and Governmental agencies - ICDS programmecritical evaluation
- Nutritional needs –common disease – immunization - Precaution – first aids – comprehensive health programmes. ECCE research comparative analysis of India with some developed, developing and under developed countries..

Modes of Transaction:

- Lecture demonstration
- Supervised study
- Group discussion: reviews and analysis of book/reports/documents;
- Observation of activities of the children followed by case studies
- Visit to pre-school, Anganwadies/ICDS centers and pre-school Teacher

- Education institutions followed by discussion.
- Film shows followed by discussion.
- Seminar presentations followed by discussion.
- Research review and criticism
- Projects focusing on observation and interaction with children on specific theme.

Learning Activities:

- Prepare a documentary report on the activities of early childhood education institution after observation for three days.
- Collect psychological theories related to the development of children at the age of 2-6 years and present for group discussion
- Present the case study report of at least three case studies related to the topic need of children
- Visit to nearby training centre to evaluate the activities given to the prospective ECCE personnels.
- Present a thematic flow chart on the historical development of the Concept of ECCE in India and abroad.
- Conduct a seminar on the topic research issues in ECCE
- Film presentation on some of the emonents contributes to the field of ECCE

Assessment Rubrics:

- Organise a seminar on the topic - Stolen childhood- and Commercializing Childhood.
- Conduct a Survey of child rearing practices in different families belonging to different socio familial cultures.
- As a group project Prepare a small document on critical appraisal of the activities of a Preschool
- Conduct a Book review on at least three books on education at early childhood and prepare an appreciation and present in the class.
- Prepare an instructional package for effective parenting in early childhood keeping mind the different principles of development.
- Organise a work shop to develop a model curriculum for ECCE.
- Implement self-prepared training module for improving preschool practices of your locality.
- Conduct a health education programme for the community in collaboration with the local Anganawadis
- Prepare a document on the contributions of different psychologists and educationists to the field of ECCE.
- Conduct a panel discussion on the different policies at national level formulated to improve ECCE in the country and critiitically evaluate the achievement of these policies.

Suggested Reading:

- Aggarwal, J.C and Gupta, S (2007). Early Childhood care and Education (1st Ed.) Shipra Publication, New Delhi.
- Curriculum and instruction. University of Alberta, Alberta.
- Government of India (2005). National Policy on Education, Department of Education, New Delhi.
- Grace W Weinstein Stephen L Yelon(1977) A Teachers World: Psychology In the Class Room McGraw hill, USA

- Hurlock, E.B Development Psychology: A Life Span Approach (5th Edn.) Tata McGraw hill, New Delhi
- John Holt (1972) Escape From Childhood: The Needs and Rights of Children. EkaLavya, Bopal.
- John Holt (2005) The Under Achieving School, . EkaLavya, Bopal
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- UNICEF and MHRD (2001). Early Childhood Care for survival, Growth and Development, New Delhi.
- Govt. of India (2005). National plan of Action for children, 2005 : Department of Women and child Development, New Delhi.

Semester - IV		Paper No: 31
Course Nature: <i>Specialization (Thematic) Course (Entrepreneurship Course)</i>		Course Code: EDN5024
Course Title: FINANCING OF EDUCATION		Credits: 4
Internal Marks: 40	External Marks: 60	Total Marks: 100

Essence of the Course:

The course on Financing of Education is an Entrepreneurship course. This course is intended to acquaint students with various aspects and trends relating to financing of Education. By providing emphasis to both national and international perspectives and trends it acts as a threshold to student teachers to get in to a vast area of knowledge and research related financing of Education. The course must cater students to promote a critical approach to policy decisions related to policies related to financing education and its implications. Through such an attempt the students will be able to extract the strengths and weaknesses of policy practices and thereby equip them to offer their own alternatives for change.

Course Outcome:

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

- Understanding of the literature on the financing of education;
- Gain knowledge of economic value of education, including the personal and societal returns from investing in education;
- Know methods by which education is financed;
- Understand the mobilisation of resources for education.

Course Content:

Unit 1: Introduction to Financing of Education

- Introduction to Financing of Education
- Investment-consumption in education
- Rate of return to education: Public and Private returns to education
- Social demand for education
- Education and Economic Growth

Unit 2: Investing in Education

- The Human Capital Model
- Human capital (General, Specific) vs. physical capital; critique of human capital theory: Screening - Signaling
- Concepts and indicators of financing of education
- Principles of financing education: Equity, Efficiency, Adequacy
- Education and distribution, inequality; Distribution of public spending on education
- Importance of public expenditure on education; its impact on development

Unit 3: Resources for Financing Education

- Sources of funding: Public, Private
- Public funding of education: Taxes -General, Earmarked; Grants, Vouchers
- Fee as a source of finances; scholar loans
- Private sector, community contributions

- External aid

Unit 4: Contemporary trends in Financing Education: National and International

- Public expenditure on education: Indian and global scenario
- Role of state and markets in education; Privatisation of education
- Internationalisation and trade in education

Modes of Transaction:

- Discussion and Reflection in Groups,
- Assignments,
- Seminars,
- Field Visits,
- Lecture-Cum Discussion,
- Panel Discussion,
- Symposium,

Learning Activities:

- A seminar on comparing India with any one foreign nation based on trends in financing education in these two nations. Comparison with as many nations possible must be promoted in the classroom.

Assessment Rubrics:

- Reflective written assignments
- Conducting Seminar on chosen topics
- Group reports
- Field visit reports/project report
- Participation in discussions
- Written tests

Suggested Reading:

- Blaug, Mark (1968) ed. Economics of Education I & II. Penguin.
- Blaug, Mark (ed.) 1992. The Economic Value of Education. Hants, England: Edward Elgar.
- Blaug, Mark (1972) An Introduction to Economics of Education. Allen Lane the Penguin, London.
- Bowman M.J., et al: eds. Readings in Economics of Education. UNESCO, 1962
- Carnoy, M., ed. (1995) International Encyclopedia of Economics of Education. Oxford: Pergamon
- Cohn E. and T Geske: Economics of Education. Pergamon Press. 3rd edition
- Coombs P.H., & J Hallak (1988): Cost Analysis in Education. John Hopkins University Press.
- DeLong, J. Bradford, Claudia Gold in and Laurence Katz (2003) "Sustaining U.S. Economic Growth," in H. Aaron, J. Lindsay and P. Nivola, eds, Agenda for the Nation, Brookings Institution: 17-60. [for class: 17-36 only]
- Education Commission (1966) Education for Development: Report of the Education Commission 1964-66. New Delhi: National Council of Educational Research and Training [Reprint 1971]
- Hanushek, Eric A., Dean T. Jamison, Eliot A. Jamison and Ludger Woessmann (2008). "Education and Economic Growth." Education Next 8(2): 62-70.
- Johnes, G and Johnes, J., eds. International Handbook on the Economics of Education

- Jones, P.W. World Bank Financing of Education: Lending, Learning. Routledge.
- Kothari, V.N. (1966a) [Rapporteur] Investment in Human Resources. Bombay: Popular Prakashan for the Indian Economic Association
- Kothari, V.N., and P.R. Panchamukhi (1980) Economics of Education: A Trend Report, in D.T. Lakdawala, ed., A Survey of Research in Economics Vol. VI. New Delhi: Allied, pp. 169-238
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- Leven, Henry (1983) Introduction to Cost Analysis and Cost Effectiveness Analysis. Sage.
- McMahan, W.W. and T.G. Geske, Financing Education: Overcoming Inefficiency and Inequity. Univ of Illinois Press.
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- Psacharopoulos, G and M Woodhall - 1985: Education for Development: An Analysis of Investment Choices. New York: Oxford.
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- Schultz, T.W. (1971) Investment in Human Capital. New York: Free Press
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- Singh, B. (ed.) Education as an Investment. Meenakshi Prakashan, Meerut
- Tilak, J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.
- Tilak, J.B.G. (1997b) Lessons from Cost Recovery in Education, in Marketising Education and Health in Developing Countries: Miracle or Mirage? (ed.: C. Colclough). Oxford: Clarendon Press, 1997, pp. 63-89
- Tilak, J.B.G. (2003) ed. Financing Education in India. New Delhi: Ravi Books
- Vaizey, John (1962): Economics of Education. London: Faber & Faber
- West, E.G. (1965) Education and the State: A Study in Political Economy. London: Institute of Economic Affairs. [2nd Edition]
- World Bank (1986) Financing Education in Developing Countries. Washington DC.

Semester - IV		Paper No: 32
Course Nature: <i>Tool Course (Skill Development Course)</i>		Course Code: EDN5496
Course Title: ACADEMIC WRITING		Credits: 2
Internal Marks: 50	External Marks: NA	Total Marks: 50

Essence of the Course:

The course on Academic Writing is a Professional Skill Development Course. This course aims to create expertise in academic writing skills. Academic writing will promote once ability to present the professional excellence through their competency in writing/ expressing their vision, views regarding area of expertise or subject of study. The course aims to develop familiarity with the academic writing styles and structure. The course also will help students understand the norms of academic writing.

Course Outcome:

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

- Facilitate learners to understand different types of Academic writing
- Organize and present the academic resources in a meaningful way
- Engage learners in report writing
- Develop creative writing skills amongst learners
- Enable learners to handle professional writing

Course Content:

Introduction to academic writing, Styles of writing: Through exploration of different sources (journals, books, academic, magazines, working papers, etc.), Essentials of good academic writing, Paraphrasing and acknowledging, Editing and Proof reading, Style and Type of Writing in different formats

- **Reports:** Sample Reports of Seminars, Project Reports, Research reports, Institutional reports, Field visit reports.
- **Project:** Writing project proposals, nature Funding agencies
- **Articles:** Thematic article, research article, article reviews, editorials
- **Thesis:** Writing thesis, chapters included, RRL, bibliography, Format of Tables, figures, appendix, Referencing as per an accepted style guide (E.g. APA), pagination, header, footnote etc.

Modes of Transaction:

- Practical course with self-learning
- Workshops on Academic writing
- Presentation cum discussion on theoretical aspects
- Reviews on Journal articles, Editorials etc.
- Writing tasks on research projects, reports and thesis
- Presentation by professional editors

Learning Activities:

- Academic writing tasks
- Practice writing skills
- Evaluation of articles, editorials etc.
- Practicing referencing styles

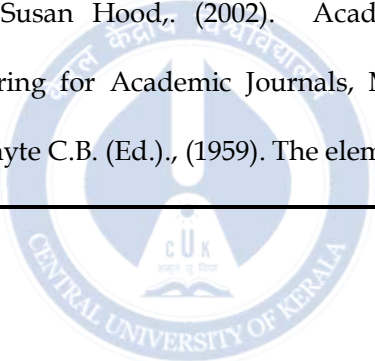
- Review and Editing
- Reporting observations in standard forms

Assessment Rubrics:

- Evaluation of articles
- Presentation of a report
- Practical evaluation
- Critical appreciation of a document

Suggested Reading:

- Mc Carter, Sam and Norman Whitby. Improve your IELTS Writing Skills, Macmillan. New Delhi, 2009.
- Gangal, J. K. Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi, 2011.
- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Murray, R. (2004) Writing for Academic Journals. Maidenhead: Open University Press.
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- Brown, Kristine and Susan Hood, (2002). Academic Encounters, Cambridge University Press.
- Murray, R., (2004). Wring for Academic Journals, Maidenhead: Open University Press.
- Strunk William and Whyte C.B. (Ed.), (1959). The elements of style.



Semester - IV		Paper No: 33
Course Nature: Research Work		Course Code: EDN5490
Course Title: DISSERTATION		Credits: 4
Internal Marks: 40	External Marks: 60 (45+15)	Total Marks: 100

Essence of the Course:

The main intent of the course is to develop the knowledge and skills of methodology, tool construction and analysis of data. The student has to submit a Dissertation on a topic, preferably from the Specialisation Courses or in the areas introduced in the perspective courses at the end of the M.Ed. course before the commencement of the Theory Examination

Course Outcome:

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

- develop skill in doing analysis of data
- develop to write an interpretation of the result
- develop competency to face the open defense examination

Course Content:

Research leading to Dissertation and Viva

- Each student has to submit a Dissertation on a topic, preferably from the Specialisation Courses or in the areas introduced in the perspective courses at the end of the M.Ed. course before the commencement of the Theory Examination
- While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early on, ideally in the Semester 2 onwards. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the research, developing the first draft, finalising the dissertation and presenting it in a viva-voce situation. All these stages should be given due weight age in the assessment of the dissertation.
- The submitted dissertation should be assessed by both internally and externally. Internal assessment shall be carried out by the supervisor. External evaluator must be fixed with the consent of faculty council.

Modes of Transaction:

- Discussion
- Preparing reflective diaries / journal
- Library study
- Review Work
- Assignment
- Power point Presentation

Learning Activities:

- Group discussion on the need and importance of literature review.
- Debates on different styles/approaches
- Listing of various sources of review of related studies.
- Organisation and participating in seminar / conference

Assessment Rubrics:

- Out of the 60 marks 40 marks will be for the evaluation of the dissertation and 20 marks for the viva voce
- Viva Presentation
- Dissertation evaluation
- Participation in discussions
- Practices and oral assessment
- Exercise performance analysis and observation

Suggested Reading:

- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction. New York: Longman, Inc.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
- Good, Carter, V. Methodology of Educational Research. New York: Appleton Century Crafts.
- Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
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- Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.
- Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication
- Mertens ,D.M.(1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
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- Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
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- Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.

- Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
- Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.
- Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.
- Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.
- Van,Dalen,B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.
- Wiersma, W. (2000).Research Methods in Education.(7th edition).Allyn& Bacon.
- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication

