**DETAILED SYLLABUS**

**SEMESTER – I**

**COURSE – 1 : PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

**Objectives** : After completion of the course, student-teachers will be able -

* To understand concepts and principles of Educational Psychology as an applied science.
* To understand implications of psychological theories for education.
* To acquaint the learner with the process of development and assessment of various abilities and traits.
* To assess personalities and modified their teaching strategy according to needs of students.
* To understand mental hygiene & its Implications for education
* To use adjustment strategies in their day to day life.

**Unit – 1 : Nature of Educational Psychology**

* Educational Psychology: Concept and scope of educational psychology, contribution of psychology to education.
* Human Development: Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.
* Theories of Piaget and Bruner- major concepts and stages and implications for education. Indian theories of Psychological Development.

**Unit -2 :** **Learning & Individual Difference**

* Learning: Concept, kinds, levels of learning, various view points on learning, Concept, kinds & causes of individual difference
* Intelligence, Emotional Intelligence and cognitive abilities-Meaning, Concept, identification & fostering.
* Interests, attitude and Aptitude.
* Motivation – Concept, Kinds & Techniques of Motivation.

**Unit-3 : Creativity & Personality**

* Personality: Concept, development, structure and dynamics of personality
* Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Murray’s need theory; Humanistic approach – Carl Rogers, Maslow & Sri Aurobindo.
* Techniques of Assessment of Personality –
  1. Projective
  2. Non-Projective
* Creativity – Nature, Process, Identification, fostering and guiding creative children.

**Unit-4 : Adjustment and Mental Health**

Adjustment and Mental Concept & mechanism of adjustment – defences, escape, withdrawal, compensatory.

* Introduction to common forms of neuroses, psychosis and somatic disorders
* Concept of mental health.
* Identification of Mental Health.
* Theoretical Basis of Mental Health.
* Factors influencing (Parents and family life, community and school practices)
* Mental Health & Teacher.
* Principles of mental hygiene – preventive, constructive, curative measures & Implications for education.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Identify the factors which affect human development in diverse culture and society.
* Comparative study of Indian and western psychological theory on human development.
* Administration and interpretation of IQ/EQ test on school student and give suggestions for improvement.
* Prepare a report of fostering on intelligence and cognitive abilities based on current Research

**References**

* Bhatnagar, A.B Psychological Foundation Of Teaching & Learning Published Meerut Loyal Depot.
* Bhattacharya, Sriniwasan “ Psychological Foundation Of Education” Published Delhi, Atlantic,
* Bhatia, H.R, A text Book of Educational psychological, Delhi, university
* Bigge & Hunt “Psychological Foundation of Education” New York, Harper & Row Publishers
* Cronbach L.J., Educational psychology, New York, Harcourt
* Dandekar, W.N “Psychological Foundation of Education” Madras, Macmillan
* Susanta Kumar Parida “ Psychological Foundation of Education”
* Olson, W.C “Psychological foundation of the Curriculum”
* Mathur, Dr. S.S Development ot learner and teaching learning process (2008), agrwarl publications. Agra

**COURSE – 2 : HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF EDUCATION**

**Objectives :** After completion of the course, student-teachers will be able -

* To acquaint the students with the political economy of education.
* To develop among the students an understanding of the financial aspects of education.
* To understand the Pre-independence and post-independence development of education in India.
* To understand the factors from historical perspective that contributed to present education system.
* To explain the important features of various reports, commissions and policies of education during pre and post independence development of Education - in India.

**Unit – 1: Foundation of Education**

* Foundation of education: Meaning, need, nature, concept, type and role in shaping education.
* Historical Perspective of Education
* Political Perspective of Education
* Economical Perspective of Education

**Unit – 2: Historical Foundation of Education**

* Origin and development of modern education in India.
* Education in India during – Vedic, Buddhist and medieval , Islamic Periods
* Education in Brahmanic Period, Education in Buddhist Period, Education in the Medieval Period, Education in Islamic Period : Concept, Ideas, Agencies of Education, Organisation of Education, Teacher-Pupil relationship and their duties, curriculum, methods of Teaching, Women Education, relevance to the present day education.

**Unit – 3 : Political Foundation of Education**

* Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
* Multiple School Contexts- rural/urban; minority/denominational/ government
* Educations and Democracy, Constitutional Provisions for Education, Nationalism and Education.
  + Study and Review the impact on Indian Education of the following Pre independent policies : Macaulay’s minutes ; Wood’s dispatch ; Hunter’s Commission ; Sargent’s Report ; Sadler Commission 1917-19
  + Study and Review the impact on Indian Education of the following post- independent policies : University Education Commission ; Constitutional Provision of Education ; National Policy on Education, (1986) ; Programme of Action (1992) ; NCF (2005) ; NCFTE (2009)
  + RTE Act 2009
  + Secondary Education Commission
  + Kothari Commission (1964-66)

**Unit – 4 : Economic Foundation of Education**

* Formation of Human Capitals
* Knowledge Industries and knowledge occupations
* Contribution of education to development
* Education and labour market: Investment in education, skill based education
* Youth unemployment and education
* Economics of brain drain
* Educational Financing: Elementary, Secondary and senior secondary school level

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Seminar on Perspective of education
* Review of related literature to justify the role of Political/Economic/Historical foundation of education in shaping of education.

**References**

* Teneja, V.R.(2005): Foundation of Education, Chandigarh 17, Abhishek Publishers.
* Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
* Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
* Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
* Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
* Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
* NCF 2005, NCERT, New Delhi.
* Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi

**COURSE – 3 : EDUCATIONAL STUDIES**

**Objectives** : After completion of the course, student-teachers will be able to:-

* Introduce the nature of education studies and map the fields.
* Introduce certain selected seminal educational texts representing the foundational perspectives.
* Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
* To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
* Introduce, understand and to enable critical analysis to form current and future professionals.

**Unit – 1 Nature of Educational Studies**

* Meaning, concept, perspectives, aims and values of educational studies and educational issues.
* Defining principles of education studies.
* Field of Educational studies & education studies as a discipline.

**Unit – 2 Foundational Educational Texts**

* Contribution in Education of - Ved, Vedanta, Upnishad, Geeta
* Education Contributions of Mahatma Gandhiji, Dr. Zakir Husain, Rabindranath Tagor, Jiddu Krishnamurthy, John Dewey, Maria Montessori, Rousseau

**Unit – 3 Institution System and Structure of Education**

* Structure & System of education in India from primary to higher education.
* Commonalities & common challenges, in educational systems of world,(social injustice, , inclusion, gender discrimination,
* Restructure and standards based on reform of elementary and secondary education.
* Social Justice, Inclusion, Gender, Discrimination, Mental & Physical well being, Peace and Human Values.

**Unit – 4 Contemporary Educational Policies and Practices**

* SSA & RTE act: Introduction, articles, chapters and salient features, impact on Indian Education.
* Educational Reform in post independence India.
* contemporary challenges of UEE
* National and state level reform in school education
* Employment opportunities and placement in educational institutions, organizations and economic enterprises engaged in education and training.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
* Seminar on Field of Educational studies

**Reference**

* FURLONG, G. (2006) Review of Initial Teacher Training Provision in Wales accessed at www.learning.wales.gov.uk/pdfs/itt-provision-wales-e.pdf
* Blackwell, Fritz (2004), India: A Global Studies Handbook, United States of America: ABC-CLIO, Inc., [ISBN 1-57607-348-3](http://en.wikipedia.org/wiki/Special:BookSources/1576073483).
* India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, [ISBN 978-81-230-1557-6](http://en.wikipedia.org/wiki/Special:BookSources/9788123015576).
* Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson Gale:[ISBN 0-684-31351-0](http://en.wikipedia.org/wiki/Special:BookSources/0684313510).
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* Desai, Sonalde, Amaresh Dubey, B.L. Joshi, Mitali Sen, Abusaleh Shariff and Reeve Vanneman. 2010. [India Human Development in India: Challenges for a Society in Transition. New Delhi: Oxford University Press.](http://ihds.umd.edu/IHDS_files/06HDinIndia.pdf)

**COURSE – 4 a : METHODOLOGY OF RESEARCH IN EDUCATION – I**

**(Qualitative Educational Research)**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Understand concept, Characteristics & Themes of Qualitative Research.
* Examine different types of qualitative research and their characteristics.
* Examine the concept of Qualitative Research.
* Develop a tool which allows for the evaluation and data collection of Qualitative Research
* Design a framework or outline of Qualitative Research.
* Investigate appropriate methods of data analysis.
* Explain the processes of Qualitative Research
* Explain how to plan the research project of Qualitative Research.

**Unit – 1: Introduction to Qualitative Research**

* Meaning, concept and types of Qualitative Research.
* Qualitative Research: Characteristics, issues, concerns & major approaches
* Relevance of Qualitative Research in education.
* Qualitative Research in education: Retrospect and prospect.
* Themes of Qualitative Research & research question.

**Unit – 2 : Approaches/Methods of Qualitative research**

* Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory Ethnography : Meaning, types, purpose, steps and common terms used by Ethnographers Grounded theory : Goals, perspectives, Methods and steps of Ethnography theory.
* Discourse analysis: Meaning, concept, assumption, and steps.
* Issues of reliability and validity of Discourse analysis.
* Case Study: Meaning, concept, assumption, and steps.
* Phenomenology : Meaning, concept, assumption, and steps.
* Historical Research-Meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source.

**Unit – 3 : Data Analysis in Qualitative Research**

* Characteristics and applications
* Criticism of historical data
* Coding of qualitative data – Axial coding, Selective coding
* Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method; analogies.
* Meta analysis & Triangulation of data.

**Unit – 4 : Reporting and Evaluation in Qualitative Research**

* Concept and Meaning of Evaluation or Analysing of Data in Qualitative Research
* Strategies of data Interpretation in Qualitative Research
* Concept and meaning of reporting of the data in Qualitative Research
* Steps of preparing a report of the data in Qualitative Research

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Selection of a problem and developing a research synopsis.
* Identify five qualitative research problem and prepare at least five research questions for each with clear research title.
* Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also ,you might use more than one in order to cover your topic.
* Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them.(use three perspectives i.e. Strategies, data collection/analysis, and approaches.)
* A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.
* Plan & preparation ofQualitative Research proposal.
* Review of research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

**References**

* Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. 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.
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* Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi : Vikas Publications.
* Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall
* Sidhu, K.S. (1987) Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd.
* Travers, R.M.W. (1969) An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd.
* Van, Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction, New York: McGraw Hill Co.
* Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall.

**SEMESTER – II**

**COURSE – 5 : PHILOSOPHY OF EDUCATION**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Understanding the nature and functions of philosophy of education.
* Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
* Understanding and use of philosophical methods in studying educational data.
* Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
* To understand and relate philosophical theories with educational practices.
* To understand and relate philosophical traditions with educational practice.

**Unit – 1 : Nature of Educational Philosophy**

* Meaning, Concept and nature of Educational Philosophy
* Metaphysical problem and education related to nature, man and Society.
* Epistemology & Axiology of educational philosophy: Knowledge, Methods of acquiring valid knowledge with specific reference to analytic philosophy, Dialectical approach & scientific inquiry.

**Unit – 2 :** **Modern concept of Philosophy and Contributions of Thinkers**

* Analysis-Logical analysis, Logical empiricism and Positive relativism- (Morris L. Prigge) Contributions of Vivekananda, Tagore Gandhi Dewey, Krishnamurti, Montessori,Giju bhi, Ramsharan ji, A. Nagraj and Aurobindo to educational thinking.

**Unit – 3 : Indian Schools of Philosophy**

* *Sankhya, Geeta*, Vedanta Yoga, Buddhism, Jainism, Islamic, Traditions with special reference to the concept of knowledge, reality and values and their educational implications.

**Unit – 4 : Western Schools of Philosophy**

* Idealism, Realism, naturalism, Pragmatism, Existentialism; with special reference to the concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Visit a school to study the philosophical background of the school; and prepare a report based on it.
* Debate on Epistemology to acquire form the people valid knowledge/ Axiology.
* Conduct a play on educational contribution of Swami Ramsaran Ji Maharaj.
* Analyze a school activities in the light of Ideas of any thinkers.
* Prepare a report after Reviewing common factors to inculcate among Indian philosophy.
* Identify the common factors between Indian & western philosophies.

**References**

* Broudy, Harrys, Building a philosophy of Education New Delhi, Prentice Hall
* Dewey John, Democracy and Education, New York.
* Godfrey, Thomasa, Modern Philosophy of education Londan, George G. Harrep & co.
* Kabir, Humayun, Indian Philosophy of Education, New Delhi, Asia Pub House.

**COURSE – 6 : SOCIOLOGY OF EDUCATION**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* To enable the student to explain and reflect on-
* Gender ideology.
* Relationship between education and social change with special reference to modernization and globalization.
* Relationship between concepts and processes of sociology and education.
* Theories and characteristics of sociological analysis and its relation to education.
* Understand and explore the meaning, aims, purposes of education
* Develop understanding of sociological dimension of education.

**Unit – 1: Sociology & Education**

* Meaning & Nature of Educational Sociology
* Interrelationships between Education and Social Variables
* Sociology of Education
* Education and Family
* Education and Schooling
* Education and culture in general
* Education and religion, Caste, Gender, Class
* Education for Weaker Sections
* Economics of Education
* Education and Constitution

**Unit- 2: Contexts of Socialization**

* Concept of socialization: family and adult-child relationships; parenting, child rearing practices
* Separation from parents, children in crèches; children in orphanages
* Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
* Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
* Social, economic and cultural differences in socialization: implications for inclusion.

**Unit- 3: Education as a Means of Social Change**

* Concept and implications of social change
* Education for emotional & social Integration.
* Education for International understanding
* Meaning and need of Equality of Educational opportunity and Social Justice in Indian Society
* Education of Socially, Economically under-developed society.
* De-Schooling

**Unit- 4: Education and Society**

* Gender ideology in society, Role of religion, Constitution and law in gender ideology. Gender differentiation, stereotyping and inequality in society, liberal feminism.
* Present status of women’s education in India. Education and Gender.
* Modernization, globalization in relation to education.
* Sociology of education and educational sociology : concepts, relationship and functions.
* Concept and dimensions of plurality. Curriculum for multicultural education. Teacher’s role in the strategies of multicultural education, Socialization in cultural diversity through education.
* Meaning and importance of peace education to address social issues; role.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.
* Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedies.
* Prepare a plan for the mobilization of different types of resources for a school from the community.
* Collect and analyze information about cooperation between schools and other institutions

**Reference**

* Dewey John, Democracy and Education. New York
* Horne, H.H., Democracy and Education. Longnors Green. London.

**COURSE – 7 : CURRICULUM STUDIES**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Conceptualize the meaning and different perspectives of curriculum
* Understand the epistemological, sociological and the psychological basis of curriculum development.
* Understand the different types of curriculum with respect to their main orientation and approaches
* Compare and analyse the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

**Unit – 1: Perspectives on Curriculum**

* Meaning, Concept and importance of curriculum
* Four perspectives on curriculum
  + Traditionalists
  + Conceptual-Empiricists
  + Reconceptualisits
  + Social constructivists
* Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, Integrated curriculum and their relevance.

**Unit – 2: Construction & Development of Curriculum**

* Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.
* Different Models
* Administration
* Grass Root
* Demonstration
* System Analysis

National curriculum of USA, Japan, China countries at different levels .

**Unit – 3: Bases of Curriculum Development**

* *Epistemological bases:* Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; Logical grammar of school subjects.
* *Sociological bases:* societal needs and aspirations, culture and values, social changes, knowledge explosion, national concerns and goals, globalisation, localization and privatization, political ideology and technological influences, economic necessities; Socio-cultural context of students - multi- cultural, multilingual aspects.
* *Critical issues:* environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

**Unit – 4: Curriculum Administration & Evaluation**

* Taylorism
* Administration as a process.
* Administration as a bureaucracy
* Human relation approach to Administration.
* Formative, Summative & Interpretation of Evaluation results.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels.
* Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks that were developed later.
* Detailed study of National curriculum framework of school Education, India (1988, 2000, 2005) followed by seminar presentation.
* Study a curriculum of any level of education and find out their bases of construction. Prepare a report to this effect.

**References**

* Bob Moon and Patricia Murphy (Ed) (1999). *Curriculum in Context.* Paul Chapman Publishing, London.
* Butchvarov,P.(1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
* Chomsky, N (1986). *Knowledge of Language*, Prager, New York.
* Datta, D.M. (1972). *Six ways of Knowing*. Calcultta University Press, Calcultta.
* Dewey , John. *The Child and the Curriculum*, University of Chicago Press: Chicago
* G.W. Ford and Lawrence Pungo,(1964). *The structure of Knowledge and the curriculum.*  Rand McNally & Company, Chicago.
* Joseph Schwab, (1969). *The Practical: A language for curriculum.*  School Review, November.
* Keddie, N.(1971) : *Classroom Knowledge*, in. M.F.D Young..
* Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.

**Course – 8 a : TEACHER EDUCATION COURSE- I**

**PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION**

**Objectives :** After completion of the course, the student-teachers will be able to:-

* To gain insight on concept, objectives and status of pre-service and in-service teacher education.
* To acquaint student-teachers with historical background of teacher education in India.
* To acquaint student-teachers with organization of pre-service teacher education programmes with respect to curriculum, infrastructure and resources needed.
* To examine the current pre-service and in-service teacher education programmes in terms of various policy documents.
* To critically examine the role of various regulating agencies of teacher education
* To understand the value and process of in-service education

**Unit – 1: Teacher Education-Concept, Need and Objectives**

* Concepts of Teacher Education
* Need and Importance of Teacher Education
* Objectives of Teacher Education at various levels
* Teacher Education in Ancient India
* Teacher Education in Pre- and Post-Independent India
* Comparative Study of Teacher Education in Various Countries (self-study)

**Unit – 2 : Various Organizational Patterns of Teacher Education in India**

* B.Ed. (One Year, Two Years, Distance Mode)
* B.Ed. Basic Education
* B.Ed. Special Education
* B.Ed. Integrated (Four Years)
* B.Ed. in Elementary Education
* Diploma in Elementary Education
* M.Ed. (Full time , Part Time & Distance Mode)

**Unit – 3 : Broad Organization Patterns of Teacher Education**

* + - * Admission Process
      * Planning and scheduling of course
      * Curriculum Components
  + Foundation Course
  + Pedagogy Course
  + Engagement with field
  + Enhancing professional competence

**Unit – 4 : In-service Education of Teachers**

* Meaning of in-service teacher education
* Significance of in-service teacher education
* Objectives of in-service teacher education
* Various programmes of in-service teacher education like SOPT, PMOST
* Thrusts in in-service teacher education
* Designing of in-service teacher education some basic guidelines
* Various agencies of in-service teacher education
* Limitations of in-service teacher education

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation
* Study best practices of teacher education institutions
* Comparative Study of teacher education system in India and different countries
* Studying organization of different components in teacher education institutions (practice teaching, co-curricular activities, evaluation patterns, etc.)
* Studying the structure, modes and patterns of in-service programme
* Critical study of in-service programme in terms of their needs, relevance, planning, evaluation and duration
* Surveying the views ofthe practicing teachers regarding need and importance of teacher education. Based on the needs design an in-service teacher programme
* Preparation of a Proposal for Organizing an In-service teacher education programme
* Studying the difference between practices and demand in preparation of teacher

**References**

J. S. Raput&Walia, K. (2002). *Teacher Education in India.* Sterling Publishers Private Limited: New Delhi.

Kauts, A. (2013). Quality Concerns in Teacher Education. Patiala: 21st Century Publications

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Kothari, R. G. and Patel, J, B (2011).*In-service Teacher Education: Training programme for Primary Teachers.* Germany:VDM Verlag Publisher.

Mangla, S. (2002).*Teacher Education- Trends and Strategies.* New Delhi: Sage Publishers.

Mukerji, S.N. (1968).*Education of Teachers in India (vol. 1 and 11)*. New Delhi: Sultan Chandand Co.

NCERT. (l979).*Teacher Education curriculum – A Framework.* New Delhi.

NCTE (1988).*National Curriculum for Teacher Education – A Framework.* New Delhi :

NCTE. (1978).*Teacher Education Curriculum. A Framework*. New Delhi, NCERT.

Panigrahi, S. C., and Biswal, A. (2012).*Teacher Education.* New Delhi: APA Publishing Corporation.

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Report of the Secondary Education Commission (1954)

Report of the University Education Commission (1947-48)

Sharma, S. P. (2003). *Teacher Education.* New Delhi: Kanishka Publishers (Pvt.) Ltd.

Smith, E.R. (1962).*Teacher Education. A Reappraisal.* New York : Harper Row Publishers.

Stinnet, T.M. (1965).*The Profession of Teaching.* New Delhi: Prentice Hall of India (Pvt.) Ltd.

Stone, J.C. (1970).*Breakthrough in Teacher Education.* San Francisco : Jossey Bass Inc.

UNESCO, (1978).*Developing Instructional Models for Teacher Education.* Bangkok:Regional office for Education in Asia and Oceania.

**SEMESTER – III**

**Specialization in any ONE level : Elementary OR Secondary and Senior Secondary**

**COURSE – 9 : CURRICULUM, PEDAGOGY AND ASSESSMENT (ELEMENTARY)**

**Objectives**: After completion of the course, the student-teachers will be able to :

* Understand various schemes & programmes of Govt. for elementary education.
* To make effective practices with various curriculum transaction strategies.
* To practice research trends in elementary education
* To actively engage with students after getting perception on various forms of learners engagement & pedagogies.
* To select and use appropriate assessment to meet the needs of the students.
* To practice continuous assessment of students for all sound development.

**Unit – 1 : Issues & Concerns in Elementary Education**

* SSA : Concept and Function
* Major quality dimensions of elementary education and Quality monitoring tool of NCERT**.**
* Quality issues at upper primary stage:- teacher qualification, competency, subject specific deployment in schools, academic support through BRCs/CRCs, training needs of teachers, classroom based support and supervision issues.
* Alternative Strategies for achieving UEE -
* Schemes and programmes to achieve UEE – OBB, APPEP, DPEP, SSA,

Janashala, NPEGEL, Mid Day Meals, Free Text Books, School Readiness Programmes, Residential Schools.

* Open schools Schools and National Institute of Open Schooling.
* Non-formal Education System
* Role of NGOs.

**Unit – 2 : Teachers and Curriculum Transaction Strategies**

* Teachers and Pedagogical Attributes
* Capability Building, Reform Needs and Improvement of the System; Building Accountability
* Analysis of Elementary Education Curriculum
* Role of ICT
* Research Trends in Elementary Education

**Unit – 3 : Pedagogy**

* Child centered pedagogy**:** Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
* Forms of learner’s engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
* Pedagogical analysis of the subject contents**:** Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning.
* Innovative Educational Programmes in India
* EKALAVYA (Madhya Pradesh);
* Mirambika Elementary Teacher Education programme (Gujarath)
* The Anveshana experience;
* Lok Jambush Rajasthan.

**Unit – 4 : Assessment Process**

* Pupil Assessment Techniques
* National Expert Group on Assessment in Elementary Education (NEGAEE)
* Concept of Evaluation & CCE
* Continuous and comprehensive evaluation
* Types of evaluation
* Summative – formative
* Diagnostic
* Programme evaluation
* Achievement test – Essay type, Short type and Objective type
* Student records
* Cumulative records
* Progress reports, grading system, class school, School Grading.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Make a critical review on schemes and programmes to achieve UEE in your state.
* Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
* Visit DIET of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
* Conduct an orientation program on building accountability
* Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy
* Find out the best learning engagement method of elementary level student, after experience with them.
* Prepare a report after analysing the innovative educational programmes in India

**COURSE – 9 : CURRICULUM, PEDAGOGY AND ASSESSMENT (SECONDARY AND SENIOR SECONDARY LEVEL)**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Understand the problem and challenges related to secondary and senior secondary education.
* Examine the status of development of secondary and senior secondary education in India after Independence.
* Reflect on various issues related with secondary education
* Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.

**Unit – 1 : Quality in Secondary Education**

* Concepts, indicators of quality, setting standards for performance
* Present status of quality education in India (status and prospects) - Delor’s Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE, etc.

**Unit – 2 : Issues & Concerns in Secondary Education**

* Challenges related to universalization of Secondary Education
* Problems and Strategies of Alternative Schooling at Secondary school Stage
* Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities
* Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems
* Problems of classroom discipline, under achievement, lack of motivation, slow learners, delinquency and maladjustment
* Issues of quality in secondary and senior secondary education.
* Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO’s.

**Unit – 3 : Secondary Education Curriculum**

* Concept, components and determinants of curriculum.
* Principles of curriculum construction.
* Criteria for selection and organisation of content and learning activities. Secondary School curriculum: features, principles, relevance.
* Critical appraisal of present Secondary School curriculum in the state.

**Unit – 4 : Assessment and Evaluation in Secondary Education**

* Meaning nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.
* New trends in evaluation – grading , internal assessment ,semester system, CCE
* Critical appraisal of the present evaluation system at secondary school level.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* List out the training programmes organized by NUEPA/NCERT in previous sessions and find out number of teacher educators benefitted from it mentioning various current issues of training.
* List out the nation parameters of quality education in India and examine the quality of secondary education in your state.
* Critical review on education management system of secondary school education
* Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
* Visit secondary teachers training in your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
* Evaluation of assessment process in any school and write about its merit and demerits.

**Reference**

**COURSE – 10 : POLICY, ECONOMICS AND PLANNING (ELEMENTARY)**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Gain insight into the vision and mission of Elementary Education in the country.
* Develop understanding for enhancing learner’s achievement.
* Reflect on various concerns of elementary education
* Gain insight into factors promoting success and participation in quality in elementary education.
* Develop understanding about quality dimensions of elementary education

**Unit – 1 : Vision and mission**

* Vision and Mission of Elementary Education
* School Systems across the States
* 12th Five-Year Plans –Objectives, key issues and focus.
* Constitutional Provisions, Right to Education and its implications
* Quality Assurance in Elementary Education
* Innovative Approaches: Activity Based learning Experiment
* Responsibility between the Union Government and the States.

**Unit – 2 : Concerns in Elementary Education**

* School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School
* Systemic Reform- Strengthening Community Participation; Role of PTC/ MTC/SMC
* Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
* Inspection, Supervision and Monitoring

**Unit – 3 : Policies and Programs of Elementary Education**

* District primary education programme-goals and strategies.
* Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
* Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

**Unit – 4 : Economic and Planning of Elementary Education**

* Meaning, nature and scope
* Economic development and financing of education
* Financing of education in India: Center- State relationship, mobilization of resources
* Write a report on Criteria of resource mobilization and resource utilization
* Cost – benefit analysis in Education
* *Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Conduct a play in school to generate awareness among students & teachers on Child Right.
* Case study of a school or some innovative practice under SSA
* Preparation of research design on a theme, discipline and RTE act. 2009
* Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
* Critical Analysis of Research Studies on programs and policies related to elementary education.
* Write a report on Criteria of resource mobilization and resource utilization
* Each student is required to prepare and present in a seminar a status report on economic development & financing of education.

**References**

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* Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
* Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
* Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
* Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi

**COURSE – 10 : POLICY, ECONOMICS AND PLANNING**

**(SECONDARY & SENIOR SECONDARY LEVEL)**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
* Help them determine and implement objectives of planning on the basis of individual needs of the students.
* Develop in them the skills in planning and implementing conventional administrative procedures.
* Acquaint the students with the relationship between the financial support of education and quality of education,
* Develop familiarities with various sources of financing in India;
* Develop in them the understanding of school accounting and developing skill in school budgeting;
* Develop appreciation of the financial problems of educational administration;
* Enable the students to locate human and material resources and utilize them to the maximum benefit for education

**Unit – 1 : Principles, Techniques and Approaches of Educational Planning**

* Guiding principles of educational planning
* Methods and techniques of educational planning.
* Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach
* Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

**Unit – 2 : Planning Mechanisms and Five-Year Plan in Education**

* Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
* Priorities to be given at central and state levels.
* Perspective plan for education in the 12th Five Year plan.
* District level planning: recent initiatives.
* Institutional Planning.
* School mapping exercises
* Availability of educational statistics at central, state and district levels.
* Main features of five year plans with special reference to education, impact of five year plans on education.

**Unit – 3: Educational Finance**

* Need, Significance ,Principles and Concept of Educational Finance.
* Educational Financing in India: Historical Perspective
* Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education, Supply of education, Constitutional responsibility for providing education.
* Principles of educational finance: Allocation of resources-economic and social basis for allocation of resources in education.
* Financing education for equality of education-social justice Efficiency-cost-minimization and quality improvement, Productivity-relevance of education to the world of work and create qualified and productive manpower.

**Unit – 4 : Some Problems and Issues of Educational Finance**

* Tuition fees : Merits and demerits of uniform, tuition fees.
* Additional resources for education.
* Critical review of present grant-in-aid policy of the state government with special reference to secondary education.
* The factors affecting increasing the financial burden on local governments.
* Ways and means of controlling funds.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Critical analysis of educational planning in Rajasthan, giving a suggestive plan of action.
* Conduct a survey in an excellent institute to know about adopted approaches to educational planning and prepare a report to present it in seminar.
* Contact a nearby elementary schools to determine what steps teachers are taking to improve achievement among low-income and / or minority students. Compare your findings with those of your classmates. You may wish to work together in identifying ideas and approaches to use them in your own classroom.
* Awareness programme on RTE act and provision of tuition fees among parents, students and teachers.
* Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

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* Mehrotra, Santosh (2006). The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs. Sage Publications. New Delhi.
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* Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. 26
* Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi

**Course – 4 b : METHODOLOGY OF RESEARCH IN EDUCATION – II**

**(Quantitative Educational Research)**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Understand concept, Characteristics & Themes of Quantitative educational Research.
* Examine different types of Quantitative educational Research and their characteristics.
* Examine the concept of Quantitative educational Research.
* Develop a tool which allows for the evaluation and data collection of Quantitative educational Research.
* Design a framework or outline of Quantitative educational Research.
* Investigate appropriate methods of quantitative data analysis.
* Explain the processes of Quantitative educational Research.
* Explain how to plan the research project of Quantitative educational Research.

**Unit – 1 : Introduction to Quantitative Research**

* QuantitativeResearch: Meaning, concept, steps and characteristics.
* Nature, scope and trends of quantitative research
* Relevance of Quantitative Research in education.
* Research Data: Sources and Collection.
* Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought etc.
* Sampling techniques: Concept, need, probability and non-probability samples, sampling errors and their control.
* Techniques and Tools of data collection : Observation, interview, questionnaire, scale, inventory, checklist, content analysis.

**Unit – 2 : Quantitative Methods of Research**

* Experimental Research : Meaning, concept, Nature of experimental research, Variables in experimental research independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables.
* Descriptive studies: assessment, evaluation, and research.
* Follow-up study and The post Hoc fallacy
* Action Research: Meaning, concept, importance and strategies.

**Unit – 3 : Quantitative Research Designing**

* Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design
* Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design
* Internal and external validity of results in experimental research
* Non- Experimental Research
* Steps in Non- Experimental Research
* Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation
* Techniques of control: matching, holding the extraneous variable constant and statistical control
* Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives Descriptive, Predictive and Explanatory.

**Unit – 4 : Data Analysis in Quantitative Research**

* Student’s Distribution & homogeneity of variances
* Analysis of Variances: Concept and procedure.
* Partial and multiple Correlation
* Multiple regression and their use in educational research.
* Research report of Quantitative Research

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Preparation, administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.
* Identify five quantitative research problems and prepare at least five research questions for each with clear research title.
* Conduct a training program on the use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.
* A critical analysis of the scope, merits and limitations of various approaches of Quantitative research.
* Identify an experimental educational research problem and prepare their research designing with justification.

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* Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
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**Course – 8 b : TEACHER EDUCATION COURSE -II**

**PERSPECTIVES AND RESEARCHES IN TEACHER EDUCATION**

**Objectives :** After completion of the course, the student-teachers will be able to:-

* To understand the perspectives and policies on teacher education
* To appreciate the researches on various practices in teacher education
* To understand the recent trends in teacher education
* To acquaint with various issues and innovations in teacher education
* To understand the management of teacher education

**Unit – 1 : Perspective and Policies of Teacher Education**

* Concept of Teacher Development
* Factors Influencing Teacher Development
* Teacher Education in Various Policies and Documents (NPE 1986, 1992, BOA, PPO 186, 1992, NCFTE 2009, NCTE November 2013 report)

**Unit – 2 : Management of Teacher Education**

* Administrative Structure in Teacher Education at State and National Level Structure
* Management Issues in Teacher Education
  + Planning and Designing
  + Executing the Instruction
  + Multi-organizational Influences (University, State Government, UGC, NCERT and NCTE)
  + Monitoring the Programme
  + Management of Demand and Supply of Teacher

**Unit – 3 : Research in Teacher Education**

* Reviews of Studies in Teacher Education
* Research Trends in Teacher Education
* Innovations in Teacher Education
* Researches in Teacher Education- Methodological Issues and Challenges

**Unit – 4 : Problems and Issues in Teacher Education**

* Admission Criteria
* Assessment of Teacher Effectiveness
* Competencies of Teacher
* Curriculum Concerns in Teacher Education
* Establishing Theory Practice Nexus

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* To study various annual reports of SCERT/RIE/NCERT/NUEPA to identify different programmes for professional development.
* Case study on innovative Institutions in teacher education
* Review of research studies/literature in the area of teacher education
* Development of tools for evaluation of practice teaching programme
* Visit to different teacher education institution with a view to review institutional research studies.
* Studying the opinions of the in-service teachers for strengthening teacher education
* Development and implementation programme for community awareness on certain cultural, social, environment and academic issues.
* To study the challenges faced by administrators at various levels.

**References**

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**SEMESTER – IV**

**Specialization in any ONE level : Elementary / Secondary and Senior Secondary**

**COURSE – 12 : ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF ELEMENTARY EDUCATION**

**Objectives** : After completion of the course, the student-teachers will be able :-

* To equip with essential skills of successful administrators.
* To understand structure and system of administration at national state and local level.
* Understand various policies, planning and initiation taken by Govt. at elementary level.
* Reflect on planning, management, policies and operational strategies at elementary level.
* To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
* To sensitize the students about new changes and challenges in leadership of institutions.

**Unit – 1 :**  **Educational Administration at National Level**

* Meaning concept, nature and types of structure of educational administration at national level.
* Role and responsibilities: Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
* National grants, to state Govt.
* Bureaus/ divisions of the ministry of HRD, Department of Education.
* Major activities and organization of Department of Education of MHRD.
* NCERT - organization, structure objectives Role and function.
* NUEPA – NCTE, *Kendriya Vidyalaya Sangathan*,

**Unit – 2 : Educational Administration at State Level**

* State level administration: - Need importance and limitations
* Recommendations of committees on role of state and local bodies.
* Local bodies:- District boards and Municipalities. Present position of local administration in elementary education.
* Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

**Unit – 3 : Management of Elementary Education**

* Meaning, concept, need and nature of management & management of education.
* Present policies and operational strategies of central & state Govt. for Elementary Education.
* Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
* District-Planning and management of Education.
* Machinery of Local management DISE (District Information system for Education)

**Unit – 4 : School Leadership**

* Curriculum framework, outline key areas for leadership development in elementary schools:- (capacity building to transform function at managers to school leaders)
* Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
* School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
* School & Community: - Inter-linkage, Role and responsibilities.
* School as a learning organization
* Developing a vision for school: - vision for school transformation, assessing context and constraints.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Prepare a report on the existing structure and function of educational administration at national level.
* Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Government school.
* Interview some school administrative staff and local authorities to find out the status of local administration in elementary school.
* What special obstacles did they encounter, and how were they overcome?
* Write a report on the best theory of leadership in the light of RTE act 2009,

**References**

* Sindhu, I.S.(2008), “ Educational Administration and management International Publishing House, Meerut
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* Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.

**COURSE – 12 : ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF SECONDARY /SENIOR SECONDARY LEVEL**

**Objectives :**  After completion of the course, the student-teachers will be able to:-

* To handle or solve problems and issues related to educational administration at elementary level.
* Understand types of educational administration.
* Select/ practise/and suggest appropriate types of educational administration according to situations.
* To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
* To help them determine and implement objectives of planning on the basis of individual needs of the students.
* To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
* To sensitize the students about new changes and challenges in leadership of institutions.

**Unit – 1 : Educational Administration at National Level – Secondary / Senior Secondary Level**

* Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
* National grants, to state Govt.
* Bureaus/ divisions of the ministry of HRD, department of education.
* Major activities and organization of department of education of MHRD.
* NCERT - organization, structure objectives Role and function.
* NUEPA – NCTE, Kendriya Vidyalaya Sangathan,
* Suggestions regarding administrative reforms at the central level.

**Unit – 2 : Role of State Governments in Secondary / Senior Secondary Level**

* State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
* Local bodies:- Distract boards and municipalities. Present position of local administration in elementary education.
* Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

**Unit – 3 :Performance and Resource Management in Educational Institutions**

* Monitoring of school performance.
* Performance appraisal of the teachers.
* Scientific principles of management-PERT, CPM, PPBS system approach.
* Financial and administrative management of educational institutions.
* Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
* Quality assurance in material and human resources.

**Unit – 4 :School Leadership at Secondary / Senior Secondary Level**

* Curriculum framework outline key areas for leadership development in elementary schools:- (capacity building to transform function at managerial level to school leaders)
* Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
* School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
* School & Community: - Inter linkage, Role and responsibilities.
* School as a learning organization
* Developing a vision for school: - vision for school transformation, assessing context and constraints.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Prepare a report on the existing structure and function of educational administration at national level.
* Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt school.
* Interview some school administrative, staff and local authorities to find out the status of local administration in elementary school.
* What special obstacles did they encounter, and how were they overcome?
* Examine the effectiveness of any one programme run by central Govt.for senior secondary students. Present the report in classroom seminar.
* Analyse the quality of financial and administrative management in any rural and urban school.

**References**

* Krojsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.
* Rao, V.K.R.V. Education and Human Resources Developments, Delhi, Allied Publishers, 1966.
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* Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi: Asian Institute of Educational Planning and administration, 1969.
* Schultz, T. W. Education and Economic Growth, University of Chicago, 1960.

**COURSE – 13 : INCLUSIVE EDUCATION (DIFFERENTLY ABLED) AT ELEMENTARY LEVEL**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Understand concept, meaning and significance of inclusive education.
* Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
* Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
* Understand the nature of difficulties encountered by children
* Prepare teachers for inclusive schools.
* Analyze special education, integrated education, mainstream and inclusive education practices.

**Unit- 1: Introduction to Inclusive Education (IE)**

* Conceptual Clarification and Definition
* Prevalence, Myths & Facts
* Types of inclusion
* Historical perspective of Inclusive education in India & world
* Advantages of inclusive education for education for all children in the context of right to education

**Unit -2 :** **Factors Related to Inclusion**

* Access – In terms of proximity gender and socially backward children, minorities, physically challenged, Programme to equate deprived children.
* Barrier Free Environment (BFE): from Biwako Millennium Frame Work and BFE manual by CCD, New Delhi.
* Enrolment – Reasons for nonenrolment, probable strategies from educational social point of view, gross enrolment and net enrolment. Role of Community / Parents / Teachers in achieving 100% achievement.
* Achievement – Reasons for under achievement, strategies for enhancing achievement levels.

**Unit -3:** **Education for All**

* Constitutional Provisions, important Articles and their educational implications for General and disabled population.
* Right to Education (RTE)
* Educational Placements for Children With Special Needs (CWSN)
* Universalization of Elementary Education
* Acts on Child Rights

**Unit – 4: Planning for Inclusive Education**

* Meaning, concept and need of planning of Inclusive Education
* Models of IE, Components of IE ;
* Planning – Onsite assessment of resources, Team Collaboration, Time table preparation, and Planning an IEP & Curriculum adaptation & NCF 2005 recommendation.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Make a critical appreciation of right to education act in the context of inclusive education.
* Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
* Study & review any two national policies in the light of inclusive education.
* Make a critical analysis of NCF-2005 for planning quality teacher preparation programme

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* Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

**COURSE – 13 : INCLUSIVE EDUCATION (DIFFERENTLY ABLED) OF SECONDARY/SENIOR SECONDARY LEVEL**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Understand concept, meaning and significance of inclusive education.
* Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
* Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
* Understand the nature of difficulties encountered by children
* Preparation of teachers for inclusive schools.
* Analyze special education, integrated education, mainstream and inclusive education practices.

**Unit – 1 : Introduction, Issues & Perspectives of Inclusive Education**

* Definition, concept and importance of inclusive education.
* Historical perspectives of inclusive education for children with diverse needs.
* Difference between special education, integrated education and inclusive education.
* Advantages of inclusive education for education for all children in the context of Right to Education.
* N.C.F and adaptation of teaching learning material

**Unit – 2 : Policy Perspective**

* Recommendations of Indian Education Commission (1964-66).
* Scheme of Integrated Education for Disabled Children
* National Policy on Education (NPE, 1986-92).
* National Curriculum Framework, 2005 NCERT
* The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
* 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).
* Promoting Inclusion Preventing Exclusion
* The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

**UNIT – 3 : Diversity in the Classroom**

* Diversity- Meaning and definition.
* Disability – Legal definition, discrimination.
* Giftedness.
* Concept, Nature, and Characteristics of Multiple Disabilities.
* Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
* Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
* Techniques and methods used for adaptation of content , laboratory skills and play material

**Unit – 4 : Teacher Preparation and Inclusive Education**

* Review existing educational programmes offered in secondary school (general, special education).
* Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
* N.C.F 2005 and curriculum for teacher preparation and transaction modes.
* Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
* Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
* Role of different national and international agencies {institutions, universities} in promoting inclusive education.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Make a critical appreciation of Right to Education Act in the context of inclusive education.
* Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
* Study & review any two national policies in the light of inclusive education.
* Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
* Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

**References**

* Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.
* Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
* Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* NCERT Publication.
* Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

**COURSE – 14 : EDUCATION TECHNOLOGY AT ELEMENTARY LEVEL**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* To understand about Policy and Programs for developing ICT in Education
* To enable the trainees to understand the Role of ICT in education
* To enable the trainees to prepare and use of ICT and Self instructional material in Education.
* To enable the trainees to prepare instructional aids in classroom instruction
* To enable the trainees to prepare and use of work book, worksheet and author work
* Understand the scope of ICT and its applications in teaching learning.
* Understand the means of ICT integration in teaching learning.
* Understand the computer components and software and hardware approach in education.

**Unit – 1 : Effectiveness through ICT**

* Educational Policies related to ICT in Education
* Approach to ICTs
* Infrastructure
* ICT-Enhanced Content
* Committed and Trained Personnel
* Financial Resources
* Integration

**Unit – 2 : Instructional Technology**

* Usage of communication,
* Principles in Instructional Technology,
* Development of Computer Aided learning material
* MS Word, MS Power Point, MS Excel

**Unit-3 Web Based Learning**

* www, Domain, Hosting, Browser, Search Engine
* Internet: Internet application in class rooms teaching
* E-learning/Online Learning

**Unit – 4 : Improving Policy Planning and Management**

* Management of Institutions and Systems
* School: Admissions, student flow, personnel, staff development, facilities.
* System: School mapping, personnel payroll, MIS, communication, information,
* Management of Policy Making
* Storage and analysis of data, Piloting and Evaluation

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Workshop on Information & communication basics.
* Preparation and presentation of slides for teaching a topic at the school level.
* Critical analysis of Teaching aids and their applications in instruction and learning Critical analysis of a computer based media packages with reference to its use in learning process.
* Critical analysis of Courseware and their applications in learning
* Critical analysis of a computer based courseware with reference to its use in learning process.
* Critical analysis of the different research reports based on data analysis and interpretation.

**References**

* Anderson,Neil. Equity and Information Communication Technology (ICT) in Education. Peter lang Pub. New York
* Vrasidas, Charalambos et. al. ICT for Education, Development, and Social Justice. IAP Inc.
* Abbott , Chris . ICT: Changing Education. Routledge

# Selwood, Ian D.et. al . Management of Education in the Information Age: The Role of ICT. Kluver Academics.

# Pelgrum , [Willem J.](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor:%22Willem+J.+Pelgrum%22) and  Law , [Nancy](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor:%22Nancy+Law%22) . ICT in Education Around the World: Trends, Bonnie Bracey, Terry Culver Problems and Prospects. Unesco, International Institute for Educational Planning, 2003

* Bracey,Bonnie and Culver , Terry . Harnessing the Potential of ICT for Education: A Multistakeholder Approach .United Nation Publication
* Huang , Ronghuai et. al. ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer

**COURSE – 14 : EDUCATION TECHNOLOGY AT SECONDARY/SENIOR SECONDARY LEVEL**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Understand the scope of ICT and its applications in teaching learning.
* Understand the means of ICT integration in teaching learning.
* Understand the computer components and software and hardware approach in education.
* Know the instructional applications of Internet and web resources.
* Understand the process of using the application software for creating documents, database, presentation and other media applications. -
* Develop awareness about uses of computer technology in teaching learning training and research,

### Unit – 1 : Information and Communication Technologies – an Introduction

* Information and Communication Basics: Nature and scope of a communication
* System – sender, receiver, message and the medium;
* One-to-one, one-to-many, and many-to-many communication; broadcast and non-broadcast applications – technologies and prospects;
* Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications;
* Critical analysis of Teaching aids and their applications in instruction and learning;
* Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

### Unit – 2 : Computer Fundamentals, Internet and the World Wide Web

* Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Palmtop) and its parts and functions;
* Standard computer accessories – their configurations, connections and functioning; common malfunctions of computer connections and accessories – their identification, troubleshooting and rectification.
* The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
* Using search engines and Web Utilities: Keywords and search strategies; Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
* Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content;
* Securing the computer from viruses, worms and other internet attacks; Safe internet content.

### Unit – 3 : ICT Applications in Education

* Word Processors and Word Processing, Spreadsheets, Databases, Presentations. Digital media, Graphics, photographs, animation, audio and video in the digital context; Sourcing, digitizing and using; Educational applications of digital media. Multi-media Content: Multi-media packages – installation and use; Critical analysis of multi-media content, educational implications of media use and interactivity. Websites with educational content: Search, locate and maintain lists of educational web sites;
* Critically examine the content of websites; using the web as a teaching-learning resource
* Academic and Research content on the web: Online journals and abstraction services;
* Online Learning, online courses and learning management systems.
* Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups.

### Unit – 4: Use of ICT in the Conduct of Research and Research Communication

* Use of ICT in Research, including on-line research
* Use of ICT for reporting in the form of theses, journal articles, and presentations in seminars and conferences.
* Downloading of international standards for writing a research report
* Downloading of references, and biography new books/journals from internet.
* Data analysis and interpretation by using database software: Spread sheet Access , SPSS and other equivalent in Open Office
* Creating graphs and charts, creating a table by using wizard,
* Creating queries and using queries, data filtering in access by using quarries.
* Web Resources for research
* Blog and Professional Forum

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Workshop on Information & communication basics.
* Preparation and presentation of slides for teaching any topic at the school level.
* Critical analysis of the different instructional packages developed by different agencies/institutions.
* Critical analysis of database software including open source.
* Critical analysis of Teaching aids and their applications in instruction and learning Critical analysis of a computer based media packages with reference to its use in learning process.
* Interventions of educational technology in the current practices of teacher training programmes in India. Preparation of Learning Object Repository (LOR).
* Critical analysis of Courseware and their applications in learning
* Critical analysis of a computer based courseware with reference to its use in learning process.

**References**

* Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
* Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
* Horton, W (2001): Designing web-based Training John Wiley & Sons.
* Lee, William W; Diana L Owens (2001) Multi-media – Based Instructional Design:
* Computer – Based Training. Jossey – Bass.
* Phillips. R (1997) Interactive Multi-media London: Kogan Page.
* Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
* Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
* Schank, R.C. (2001) Virtual Learning McGraw Hill.
* Vaughan, T. (1999) Multi-media making it work, New Delhi: Tata McGraw Hill [Fourth Edition].
* Mallik, Utpal et al. (2001): Leaning with Computers Level – III. NCERT New Delhi.

SEMESTER – II

**OPEN ELECTIVE COURSE (OEC) – I**

**TEACHING STRATEGIES FOR TEACHERS**

**Objectives** : After completion of the course, student-teachers will be able to -

* Acquire competency in different teaching skills
* Understand the context of application of different strategies of teaching and also implement them.
* Understand and appreciate the role of communication in effective teaching
* Understand the impact of teacher communication on student’s personality development
* Understand the various features of models of teaching
* Know and understand the correlates of teacher effectiveness

**Unit – 1 : Essential Teaching Skills and the Teaching of Thinking**

* Essential Teaching Skills : The Foundation for Teaching Effectiveness
* Beyond Effective Teaching : Teaching for Thinking and Understanding
* Higher – Order and Critical Thinking
* The Model Approach to Teaching
* Information Processing

**Unit – 2 : The Inductive Model : A Constructivist View of Learning**

* The Inductive Model : An Overview
* Goals for the Inductive Model
* Planning Lessons with the Inductive Model
* Implementing Lessons Using the Inductive Model
* Assessing Student Learning

**Unit – 3 : Teaching Organized Bodies of Knowledge**

* The Integrative Mode : An Overview
* Goals for the Integrative Model
* Planning Lessons with the Integrative Model
* Implementing Lessons Using the Integrative Model
* Assessing Integrative – Model Activities
* The Lecture – Discussion Model – An Overview
* Theoretical Perspectives
* Planning for Lecture – Discussion Lessons
* Implementing Lecture – Discussion Lessons
* Assessing Student Understanding in Lecture – Discussion Lessons

**Unit – 4 : The Direct-Instruction Model**

* Direct Instruction : An Overview
* Direct Instruction : Theoretical Perspective
* Planning Lessons with the Direct – Instruction Model
* Implementing Lessons Using the Direct – Instruction Model
* Assessing Student Understanding

**References**

* Paul D. Eggen & Donald P. Kauchak (1966) Strategies for Teachers. Allyn and Bacon A Simon and Schuster Company, London.
* Flander, N. A. (1970) Analyzing Teaching Behaviour Reading Massachusetts. Addison – Weley.
* Travers, R. M. W. (1973) Second Handbook of Research on Teaching. Chicago : Rand McNally College Publishing Company.

SEMESTER – III

**OPEN ELECTIVE COURSE (OEC) – II**

**EVALUATION STRATEGIES FOR TEACHERS**

**Objectives :** After completion of the course, student-teachers will be able to -

* Give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent evaluation concepts
* Creative awareness among students regarding the relationship between instructional objectives and evaluation ; evaluation model and designs and their application for assessment of performance
* Help students to gain a practical insight into the evaluation of instructional design, teacher, student, and to utilize the evaluative data for improvement
* Develop in the students capacity and skills to analyze instructional issues and concerns on the basis of sound evaluation principles.

**Unit – 1 : Introduction to Evaluation**

* Concept of Evaluation, Assessment and Measurement
* General principles of Evaluation
* Types of Evaluation Procedures
* Classification of Evaluative Methods
* Evaluation of the Teaching – Learning Process

**Unit – 2 : Instructional Objectives and Evaluation**

* Instructional Objectives as Learning Outcomes
* Mager’s Specifications of Instructional Objectives
* Taxonomy of Instructional Objectives
* The Cognitive Domain – Bloom’s Taxonomy
* The Affective Domain – Krathwohl’s Taxonomy
* The Psychomotor Domain – Harrow’s Taxonomy

**Unit – 3 : Technology of Educational Evaluation**

* Evaluation Model Building – Theory and Technology
* Models of Evaluation
* Goal Attainment Model
* Judgmental Model – Intrinsic Criteria
* Judgmental Model – Extrinsic Criteria
* Decision – Facilitation Model

**Unit – 4 : Learner Evaluation**

* Diagnosis and Remediation of Learning Difficulties
* Nature and Characteristics of good diagnosis
* Diagnostic Test – meaning, purpose planning, administration and interpretation
* Remedial Instruction – meaning, principles, and organization
* Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)
* Student Assessment in : The Inductive Model ; The Concept – Attainment Model ; The Integrative Model ; The Direct – Instruction Model ; The Lecture – Discussion Model ; The Inquiry Model

**References**

Dave, R. H. (1969) Specimen of Unit Tests in Science and Mathematics. New Delhi: National Institute of Education.

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Krathwohl, D. R. Bloom, B. S. And Mussia, B. (1964) Taxonomy of Education Objectives. Hand Book – II, New York : McKay.

Mager, Rober, F. (1962) Preparing Instructional Objectives. California : Fearon Publishers, 60 xii

Mehrens, W. A. And Lehman, I. J. (1978) Measurement and Evaluation in Education and Psychology. New York : Holt Rinehart and Winston, 7.

**SEMESTER – I**

**INTER-SEMESTER BREAK (ISB) – I**

**COMMUNICATION AND EXPOSITORY WRITING**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
* Use of ICT in effective communication.
* Understand about writing skill and enhance their expository writing skill.
* Implement their knowledge of communication in classroom discussion and daily life.

**Activity – 1**

* Development of pre-academic skillspre-reading, pre-writing and number
* Expository writing: Meaning, concept, Types and tips for effective expository writing.
* Listening skill: meaning, concept and importance of listening skills academic listening-(lecturing) listening to talk and presentation. Listening to announcements (Railway/bus station/ airports/ stadium announcement) Listening to radio and television. Telephone Skill: Basics of Telephone communication: How to handle calls telephone manners, leaving a message, making requests, greeting and leave taking over phone, asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conference, tele interviews handling.
* Communication skills: Meaning, concept and components of effective communication
* Strategy of effective communication.
* Role of ICT in effective communication.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Workshop on Development of Expository Writing skills for seven days.
* Workshop on Communication skills for ten days.

**References**

* http//gujarat-education gov.in/education-citizen act-rules. htm
* [www.ugc.ac.in](http://www.ugc.ac.in)
* [www.education.nic.in](http://www.education.nic.in)
* [www.scribid.com](http://www.scribid.com)
* HNGU Handbook-I
* HNGU Handbook-II

**SELF-DEVELOPMENT**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* To understand what you are and what you want to be?
* To make self exploration and self evolution.
* To know oneself and through that knowing entire existence.
* To recognize one’s relation with every unit in existence and fulfilling it.
* To know human conduct, human character and to live accordingly.
* To being in harmony in one self and in harmony with entire existence.
* It is a process of reflecting on the linkages between the self and one’s professional practice.

**Activity – 1**

* Themes such as gender, society and education, ‘disability’, psycho-social dimensions of exclusion, and inclusive education will be central to these workshops.
* Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
* Happiness, & Harmony: with body, in family, in society, in nature, in existence
* Realization, understanding, desiring, thinking, selecting such as, *Shanti, Santosh, Anand.*
* Human Values: *Swatantrata, Swarajya, Moksha*

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**SEMESTER – III**

**INTER-SEMESTER BREAK (ISB) – III**

**ACADEMIC WRITING**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Sensitize to their communicative behaviour.
* Enable to reject and improve their communicative behaviour performance
* Build capacities for self criticism and facilitate growth.
* Enhance their listening & writing skill.
* Present effective lecture after enhancing their listening skills.
* Write or draft professional letters and mail etc.

**Activity – 1**

**Preparation of Report on –**

* Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
* Write a paragraph on any topic of your interest, then acknowledge the source & edit one’s own writing. Prepare a report on the entire programmme.

**Activity – 2**

* Writing Skills: Essencial components of writing skills, writing standard ,business letter, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation.

**Activity – 3**

* + - Prepare a Programme on SMS case writing and documentation.
* Attend a seminar/workshop or conference and write a report on entire programme.
* Workshop on e-mail drafting.

**Activity – 4**

* Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective thinking critical thinking, negotiation skill.

**Activity – 5**

* Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
* Prepare your resume/effective profile for an interview.

*Mode of Transaction :* Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum**

* Workshop on academic writing skill.
* Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
* Write a paragraph on any topic of your interest, then acknowledge the source & edit one’s own writing. Prepare a report on the entire programmme.

**References:**

1. http//gujarat-education gov.in/education-citizen act-rules. htm
2. [www.ugc.ac.in](http://www.ugc.ac.in)
3. [www.ncte-india.org](http://www.ncte-india.org)
4. [www.ngu.ac.in](http://www.ngu.ac.in)
5. [www.education.nic.in](http://www.education.nic.in)
6. [www.scribid.com](http://www.scribid.com)
7. HNGU Handbook-I
8. HNGU Handbook-II

**DISSERTATION**

**SEMESTER – II**

**INTER-SEMESTER BREAK (ISB) – II**

**Activity – 1 : Dissertation**

* Students will explore the areas of educational research.
* The chosen topic must be from the area of specialization.
* Identification of the problem and defining the problem in operational terms.
* Preparation & Presentation of the Proposal before DRC.

**SEMESTER – III**

**INTER-SEMESTER BREAK (ISB) – III**

**Activity – 1 :Dissertation**

* + State the background of the problem
  + Review of the Related Literature
  + Plan a research design
  + Selection of Tool, Collecting and Quantifying of data
  + Tabulation of data

**SEMESTER – IV**

**COURSE – 15 : DISSERTATION**

**Activities**

* + Analysis and Interpretation of Data
  + Result, Conclusion and findings
  + Summary of the Research Study
  + Educational Implications
  + References
  + Write a research report

**INTERNSHIP**

**SEMESTER – II**

**INTER-SEMESTER BREAK (ISB) – II**

**INTERNSHIP IN TEACHER EDUCATION INSTITUTION**

**Objectives** : After completion of the course, the student-teachers will be able to:-

* Internship will be organized with attachment to both pre service teacher education and in service teacher education setting.
* Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

|  |
| --- |
| **Assessment is based on the following activities –** |
| Critical analysis of curriculum of B.Ed/M.Ed from various aspects like pedagogy, specialization offered etc in the light of NCFTE 2009 |
| Mode of transaction and gives suggestive plan for improvement |
| Observation of day-to-day school activities and report of an in-depth study of two activities. |
| Participation and organization of co-curricular activities   * + - Cultural     - Literacy     - Games & sports     - *Shramdan* |
| Teaching work (Five period in any one compulsory paper of B.Ed**)** |
| Observation & Supervision of 5+5 lessons in each teaching subject |
| Participation in any two in-service teachers training programme for preparation of depth report on it. |
| Analyze nature & type of in-service teachers training programme organized by the institution. |
| Prepare an evaluation proforma for in-service teachers training programme, apply it on at least 40 teachers and prepare a report on it. |
| Prepare a module for in-service teachers training programme and find its effectiveness. |
| Review new trends in research of teacher education and prepare a report. |
| Establishing new norms or quality parameters of a teacher education institution from national /international level – study any one institution and prepare a report. |
| ***Organization and participation in community work***   * Organization of community work in educational and social awareness camp by B.Ed. students. * Participation in national program - Pulse Polio, Literacy campaign, Assistance Medical Camps and Yoga camp. |
| ***Training in management of different sections of the school***   * + - Library management   + Administration and scoring of any five psychological tests.     - Science club.     - Office Records and maintenance of attendance register, teacher’s diary & stock Register. * Maintenance of technology department. |
| ***Training for evaluation process*** –Construction of question paper ; Pre-Preparation for Examination ; Evaluation of answer books and preparation of result |

**Semester – III**

**COURSE – 11 : INTERNSHIP IN SPECIALIZATION**

(Elementary or Secondary / Senior Secondary Level)

|  |
| --- |
| Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or co-curricular activities/material or any innovation. |
| A journal should be maintained by the student in which he/she records one’s experiences, observations, and reflections during internship. |
| Working with community based on any project of social welfare. (submission of activity report) |
| Preparing a suggested comprehensive plan of action for some aspects of school improvement |
| The student-teacher shall also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records. |
| Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors) |
| Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment |
| Analysis of text book from peace perspective |
| Preparation, administration analysis of diagnostic test (s) followed by remedial teaching. |
| Make lesson plans at least 10- different methods in which 5 must involve students. Student could develop their own method (fusion based) with the help on teacher educator and deliver in school |
| Delivery of Four lessons in a school teaching subject  (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices. It must be seconded by the subject teacher.) |
| Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period. |
| Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered. |
| Type of materials to be developed for students. Analyze quality and prepare a suggestive report. |
| Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building. |
| Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process |
| Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject. |
| Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not. |
| Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children’s everyday experiences. |
| Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation. |
| Conduct a programme in school with/in association of local artisans/workmen in school activities. |
| On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion. |
| Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school. |
| Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development. |
| On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be undertaken in education and allied areas. |