

YAGODA SATSANGA PALPARA MAHAVIDAYALAYA
M.Ed. Department
Session: 2018-19
TEACHING PLAN (SYLLABUS DISTRIBUTION)

Course Details

Semester I

Course 2.1.1	Education Studies (4 credits)	Internal Assessment 30 marks	External Assessment 70marks	Teachers Name & Teaching Hours
Objectives:	After completion of the course the students will be able to- <ul style="list-style-type: none"> ● Understand the nature of education as a discipline/ an area of study. ● Examine issues related to education as interdisciplinary knowledge. ● Understand the socio-cultural context of education. ● Reflect on the multiple contexts in which the school and teacher education institutions are working. ● Understand the basic concepts/issues of education with reference to kind of concerns the NCF(2005) has raised. ● Discuss the emerging dimensions of school and teacher education. 			
Unit I:	Theoretical Perspectives of Education <ul style="list-style-type: none"> ● Education as a system developed by the society based on: social, cultural, political, economic, and technological factors. ● Critical analysis of concepts, principles, theories, assumptions and contexts related to education. ● Sustainable education, curriculum, syllabus, textbooks, assessment, teaching-learning process etc. and its application to pedagogy and practices. 			AM 7h
Unit II:	Education as a Discipline <ul style="list-style-type: none"> ● Critical analysis of education as a discipline/ area of study ● The aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society. 			JSP 6h
Unit III:	Education as Interdisciplinary Knowledge <ul style="list-style-type: none"> ● Interdisciplinary nature of education; relationship with the disciplines / subjects such as philosophy, psychology, sociology, anthropology and languages. ● Science and Technology in Education and challenges ahead. ● Axiological issues in education: role of peace and other values, aesthetics in education. 			SMI 7h

	<ul style="list-style-type: none"> ● Dynamic relationship of education with the political process. ● Interrelation between education and development. 	
Unit IV:	<p>Socio-cultural Context of Education</p> <ul style="list-style-type: none"> ● Social purposes of education. ● Understanding Indian society-with reference to its multilingual and multicultural nature and other diversity, appropriate approaches for teaching young children in this context ● Process of socialization and acculturation of the child: -Critical role of school, parents, peer group and the community. ● Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social equality. ● Education of deprived group children 	SG 7H
Unit V:	<p>Support Systems of Education</p> <ul style="list-style-type: none"> ● Principles and guide lines in organizing the support systems. ● Teacher education and contemporary issues as reflected in NCF(2005). ● Department of Public Instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy. 	SG 7H
Unit VI	<p>Role of Media</p> <ul style="list-style-type: none"> ● Complementarities in participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community. ● Re-conceptualism of learning resources –textbooks, supplementary books, Work books, multimedia and ICT, School library etc. 	SG 7H
Unit VII	<p>Knowledge about Education system in India</p> <ul style="list-style-type: none"> ● Education system in Ancient and Medieval India ● Educational policies during British period ● Determinants of Educational Policies in India ● Major educational policies of the Government of India ● Possibilities, Challenges and Opportunities for Future. 	SMI 7H
Practicum	<ul style="list-style-type: none"> ● Assignments based on self-study on identified themes such as- ● Policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State ● Vision of school education in India ● Process of socialization of the child ● Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social equality ● Visit to school, observation of activities and preparation of reflective Diary and interaction in a group. 	AM, SG, JSP, SMI 32h
Suggested Readings	<ul style="list-style-type: none"> ▪ Bruner, JS (1996) The culture of education Cambridge, MA: Harvard University press. 	

	<ul style="list-style-type: none"> ▪ Broudy, H.S (1977) Types of knowledge and purpose of education In R.C.Anderson, R.J Spiro and W.E Montanaque (eds) schooling and acquisitionofknowledge(P.P. Hilldale, NJ: Erlbaum) ▪ Dearden,R. F(1984). Theoryand practiceineducation. RoutledgeK.Kegan&Paul ▪ Dewey, J (1916/1977) Democracy and Education: An introduction to thephilosophyofeducation.NewYork: Macmillan. ▪ Peters, R.S (ed), (1975). The philosophy of education. Oxford Universitypress,London ▪ PetersR.S (1967).Theconceptofeducation.Routledge:UnitedKingdom. ▪ Pandey, R.S. Preface to Indian philosophy of Education. S.K Publishers &Distribution,Aligrah. ▪ Curtis,S.J (1968) Introductiontothephilosophyofeducation. LondonUniversity,Tutorial Press. ▪ Kneller,G.F(1971)Introduction to thephilosophyofEducation. New York, JohnWilley&Sons.
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Course- 2.1.2	Historical, Political and Economic Perspectives of Education (4credits)	Internal Assessment 30 marks	External Assessment 70 marks	Teachers Name & Teaching Hour
Objectives:	After completion of the course the students will be able to <ul style="list-style-type: none"> ● Develop an understanding about the historical evolution of education in our country (ancient, medieval and emergence of modern system of education. ● Develop a grasp of political perspectives of Indian system of education ● Learn about group diversity and its implication to education ● Understand the economics of education in Indian context ● Grasp the implication of Human Resource and Human Development Index 			
Unit I:	Historical Perspectives of Education: <ul style="list-style-type: none"> ● Education and national development: Indian perspective; ● Contemporary Indian education system, structure, policies, practices and major challenges; ● Constitutional and legal basis underlying educational policies and practices; ● The evolution of national system of modern education in India; ● Educational philosophy and ideals of Indian thinkers and social reformers; 			AM 16H
Unit II:	Political Perspective of Education <ul style="list-style-type: none"> • Relationship between education and democracy, Education and political development; Role of the State and civil society in education; Role of teachers' union/organisations in education development. • Group diversity and politics of inclusion in education; Equity and inclusion in education; Education and national integration; Education for citizenship building. • Rights-based approach to education: Education as a human right; Rights, claims and entitlements; Claimholders and duty bearers; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative 			SMI 16H

	action for promoting equal rights in education.	
Unit III	Economic Perspective of Education <ul style="list-style-type: none"> ● Education-Public good, basic need, human right; ● Education and economic development; Education as investment; ● Education and economic growth, poverty, inequality; ● Education and human development, Human Development Index (HDI), human capability approach to education; ● Impact of market failures on education development, neo-liberal perspectives and education development 	AG 16H
Practicum	Practicum activities will include <ul style="list-style-type: none"> ● Term paper. ● Library Studies. ● Group presentation 	AM, AG, SMI 32H
Suggested Readings:	<ul style="list-style-type: none"> ● Banerjee J.P. (1982) History of Education Central Library Kolkata ● Aggarwal, J.C. Landmarks in the History of Modern Education, Vikas Publishing House Pvt Ltd. Delhi ● Shukla, S.C. & Kumar, K.: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985. ● Natarajan S. (1993) Introduction to Economics of Education. Sterling Publishers Pvt Ltd. ● Purkait, B.R. Milestones in Modern Indian Education. New Central Book Agency, Kolkata ● Bhatt, B.D. & Sharma, S.R.: Sociology of Education, Kanishka Publishers House, 1993. ● N. Jayavam: Sociology of Education in India, Raaat Publication, Jaipur, 1950. ● Sharma, S.N.: Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995. ● Sharma, K.L.: Social stratification in India: Issues & Themes, Sage Publication, New Delhi, 1997 ● Talesra, H.: Sociological foundations of Education: Kanishka Publishers, New Delhi, 2002. ● Sharma, Y.K.: Philosophical & Sociological foundations of Education, Kanishka Publishers, New Delhi, 2004. ● Chakraborty Sonali (2014). Sikshar Samaj tattwik Vitti. Sova Publication. Kolkata. ● Manual for Commissions for Protection of Child Rights- How to implement The Commissions for Protection of Child Rights Act, 2005 Swagata Raha, Dr. Archana Mehendale, Arlene Manoharan Editor: Arlene Manoharan Year of Publication: 2012 ISBN No: 978-81-925521-6-3 	

Course- 2.1.3	Psychology of Learning and Development (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks	Teachers Name & Teaching Hours
Objectives:	After completion of the course the students will be able- <ul style="list-style-type: none"> ● To understand the process of development of a child. ● To understand the theories of Learning and their Utility in the Teaching 			

	<p>Learning Process.</p> <ul style="list-style-type: none"> ● To understand the Changing Concept of Intelligence and its application. ● To enable the learner to understand implication of Psychological theories for education. ● To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.. 	
Unit I:	<p>Learning and Human Development</p> <ul style="list-style-type: none"> ● Introduction to the developmental constructs and principles derived from psychological theories and the socio-political contexts that influence growth and development of young children, adolescents and youth. ● Changing perspective of psychological theories of human development; ● Neuroscience perspective of learning and development; ● Holistic approach to promoting learning and development: Importance of linking all aspects of development (physical, intellectual, social and emotional development) in the education process to promote growth and development and to facilitate the acquisition of appropriate development stage-specific cognitive and non-cognitive skill. ● Self concept and identity in adolescence. 	JSP 8H
Unit II:	<p>Different aspects of development</p> <ul style="list-style-type: none"> ● Intelligence: Nature and Evaluation of the Concept. ● Theories of Intelligence: (i) Psychometric theories with special reference to the Guilford's SOI Model. (ii) The Information Processing Approach with special reference to Sternberg's Triarchic Theory. (iii) Howard Gardner's Multiple Intelligence Theory, ● Implications of theories of Intelligence in Education ● Measurement of Intelligence: Individual and Group, Verbal, Non-Verbal and Performance Tests for measuring intelligence. ● Creativity ● Stages of psychosocial development- Erikson ● Moral development- Kohlberg's Stages of Moral Development, Gilligan's ethics of caring. ● Stages of language development. 	AM 8H
Unit III:	<p>Emotion, Motivation and Attention</p> <ul style="list-style-type: none"> ● Instincts and Emotions, Emotional Intelligence: Concept, Meaning with special reference to Daniel Goleman, Relationship between Intelligence and Emotional Intelligence, Implications of EI in day to day life. ● Motivation- Extrinsic and Intrinsic Motivation, Theories of Motivation- Maslow, Weiner and McClelland. Factors affecting Motivation- Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications. ● Attention and Interest, their classroom application 	KK 8H

UnitIV:	<p>Influence of Culture and Diversity on Learning</p> <ul style="list-style-type: none"> ● Significanceofcontextualisingeducation;oflinkingchild’sexistingknowledge and skills with learning process in school; importance ofsituating learning in the context of learner’s socio-culturalcontext/evironment. ● Implicationsof cultureand diversityforlearningand development;Importance of linking schooling processes with the socio-culturalenvironmentofthelearner ● Implicationsof cultureanddiversityfordesigninglearningexperiences 	AG 8H
UnitV:	<p>Comparative Analysis/Perspective of Theories of Learning</p> <ul style="list-style-type: none"> ● Changingperspectivesin theoriesabouthumanlearning(Behaviourism,Cognitivism,Constructivism); ● Implicationsofdifferentlearningtheoriesforcurriculumplanningand development,includingdesigningofpedagogicalpractices(teaching-learningandlearnngassessment processes. 	AM 8H
UnitVI	<p>Transfer of Learning and Memory</p> <ul style="list-style-type: none"> ● TransferofLearning–Concept,Importance,Nature&Types.Contemporary viewsofgeneraltransfer&specifictransfer.Theories.Methodsofenhancingtra nsfer. ● Mechanismofmemory,typesofmemory,economyandtraininginmemory ● Causesofforgetting 	JSP 8H
Practicum	<p>Practicum (anyone)</p> <ol style="list-style-type: none"> 1. Observesomeofthevariationsindevelopmentamongagroupofstudentsandpre pareareport with emphasisison educationalimplications. 2. DevelopmentofaprofileofstudentsofaclassbyusingappropriateAssessmentp rocedures. 3. Analyzethetypeofstrategiesadoptedbyaclassroomteacherin organizinglearning. 	JSP, AM, AG, KK 32H
Suggested Readings:	<p>Ausubel D.P. and Robison F.G.: School learning: An introduction to EducationalPsychology,NewYorkHolt, Rinehart&WinstonInc1969.</p> <p>Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.</p> <p>Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia.</p> <p>Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning PrivateLimited,NewDelhi</p> <p>Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill</p> <p>B.BiehlerR.F.andJackSnowman:psychologyAppliedtoTeachingHoughtonMifflinC ompany,Boston, 1986.</p> <p>Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K.ChakrabortyPublications. Kolkata</p> <p>C.L.Kundu:PersonalityDevelopment,SterlingpublishersPvt.Ltd.,NewDelhi,1989.</p> <p>Cloninger, S. C. (2008). Theories of Personality: Understanding Persons (5th ed.).EnglewoodCliffs, NJ: PrenticeHall.</p> <p>DanielGoleman:EmotionalIntelligence, Bantam books1995.</p>	

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

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

Hays J.R.: *Cognitive Psychology, Thinking and Creating*. Homewood Illinois. The Dorsey Jayaswal, R.L.: *Foundation of Educational Psychology*: Allied Publishers, Bombay. Jersey, 1989.

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

Course- 2.1.4	Pre service and Inservice Teacher Education (Credit 4)	Internal Assessment 30marks	External Assessment 70marks	Teachers Name & Teaching Hours
Objectives:	After going through this course the student teachers shall be in a position <ul style="list-style-type: none"> ● To critically analyse the needs and relevance of pre-service and in-service teacher education programmes in the context of quality enhancement of school system vis-a-vis development of professionalism among school teachers. ● To understand the logistics involved in organisation of teacher education curriculum and its implementation. ● To comprehend the dynamics of various schemes and programmes meant for professional development of in-service teachers and its impact. 			
Unit I:	Structure, Curriculum and modes of Pre-service Teacher Education <ul style="list-style-type: none"> ● Roles and functions of School Teachers. ● Pre-service teacher education: Needs, objectives and scope ● Vision of Teacher Education Curriculum as envisaged in UNESCO, NCERT and NCTE documents. ● Curriculum areas of initial teacher preparation: Foundation Courses, curriculum and pedagogy, Practicum, school internship. ● Modes of pre-service teacher education- Face to Face mode and Open Distance Mode Learning. Needs and significance. 			SMI 12H
Unit II:	: Organisation of Different Components of Teacher Education Curriculum <ul style="list-style-type: none"> ● The student teachers as adult learners' and their characteristics. The concept of andragogy and its principles. ● Organisation, transaction and evaluation of different components of teacher education curriculum; model practices. ● Transactional approaches for the foundation courses in teacher education programmes individualized, Group based, Teacher Centred and blended Approach. 			SG 12H

	<ul style="list-style-type: none"> • Transactional approaches for the skill and competency development courses: Microteaching, Simulated teaching, Models of Teaching, Teaching in real classroom situation, Peer presentation and Feedback, Tutor observation etc. • Concept and scope of school based practicum and internship- objectives, organisation and duration. Activities and experiences in pre-internship, internship and post internship; model practices. 	
Unit III:	<p>In-service Teacher Education Concept, Structure and models</p> <ul style="list-style-type: none"> • Need for continuous professional development of teachers; Areas of professional development. Purpose of In-service teacher education programmes; orientation, refresher, workshop, seminar and conference- their meaning and objectives. • Agencies of In-service teacher education: Local Level, District Level, State Level and National Level. • Modes and Models of in-service teacher education: Face to face mode; Open Distance Learning mode and Blended approach. • Induction, one shot, cascade, mentoring and action research based approach for professional development of teachers. • Role of Teacher Educators in different modes of In-service teacher education. 	KK 12H
Unit IV:	<p>Planning, Organisation and Evaluation of In-service Teacher Education</p> <ul style="list-style-type: none"> • Planning In-service Teacher education programme: context, purpose, duration and budget. • Designing In-service teacher education programme: assessment of training needs, formulation of training curriculum, preparation of course materials, evaluation of curricular inputs. • Organisation of In-service teacher education programme: common problems faced by teacher education institutions. • Effectiveness of in-service education programmes: impact on development of professional competencies among practicing teachers and impact on curricular practices at school level. 	AG 12H
Practicum	<p>Any One of the following</p> <ul style="list-style-type: none"> • Interview of in-service teachers on training needs and the impact of pre-service training programme. • Comparison of curriculum of pre-service teacher education university wise/ state wise NCTE norms and guidelines. • Workshop on writing objectives of teacher education courses and identifying relevant teacher education institution wise in the context 	SG, KK AG 32H

	of content areas.	
Suggested Readings:	<ul style="list-style-type: none"> ● Bruce R. Juice et al (2014), Model of Teaching (9th edition), London; Pearson ● Singh L.C. (Ed 1990), Teacher Education in India, New Delhi, NCERT ● Smith B.D. (1980) A Design for a School Pedagogy, U S Govt. Washington, D.C. ● Furlong John (2013), Education: an anatomy of the Discipline, Routledge, London. ● Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi, Concept. ● Sahoo P.K. et al (eds) (2014) Quality Education in India Vol I & Vol II New Delhi, Concept ● Passi B.K. (eds) (1976), Becoming a Better Teacher, Ahmedabad, Sahitya Akademi ● Allen D & Ryan K (1969), Microteaching Reading Mass, Addison-Wesley. NCERT, New Delhi (2006), 6th Survey of Research in Education ● Flanders N.A. (1970) Analyzing Teaching Behaviour, Reading, Addison-Wesley, Mass ● Gardner H. (1983), Frames of Mind; The Theory of Multiple Intelligences, Basic Books, New York ● NCTE (2009) Curriculum Framework of Teacher Education, NCTE, New Delhi ● NCTE (2014) Norms and Guidelines of Teacher Education Programme ● NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi. 	●

Course- 2.1.5	Communication and Expository Writing (Credit 2) Tool subject	Internal Assessment 50	External Assessment 0	Teachers Name & Teaching Hours
Objectives:	After completion of the course the students will be able to understand <ul style="list-style-type: none"> ● Meaning of effective and understandable writing ● Meaning and essence of Nature, Purpose, Perspective, sensitivity to Catch and Hold attention, connectivity and relation and use of clarity, brevity, ● Organize simple academic representation to express and appreciate the sense of effective writing. 			
<ul style="list-style-type: none"> ● Course content- Exemplary illustrations or narrations or comprehensive pieces for reading and exercises ● Group discussion on important issues related to education 				JSP 32H

Course- 2.1.6	Self Development Through Yoga Education) (Credit2) Tool Subject	Internal Assessment 50	External Assessment 0	Teachers Name & Teaching Hours
Objectives	After going through this module the students will be able to: <ul style="list-style-type: none"> ● Illustrate the yogic concept of personality in terms of Pancakośa and Trigunā theories ● Explain the meaning and dimensions of an integrated personality. ● Explain how the practice of yoga can help you develop an integrated personality. ● Discuss the concept of stress in terms of its causes, symptoms and consequence. ● Relate the role or contribution of yoga practices in coping with stress. Elucidate the concept of self-development and the role of human values			
Unit I	Introduction to Yoga and Personality Development <ul style="list-style-type: none"> ● Introduction ● Learning objectives ● Yogic concepts of personality ● Dimensions of integrated personality ● Yoga for integrated personality development 			AM 8H
Unit II	Yoga and Stress Management <ul style="list-style-type: none"> ● Introduction ● Learning objectives ● Concept of stress ● Stress—a yogic perspective ● Yoga as a way of life to cope with stress ● Yogic practices for stress management ● Cyclic meditation for stress management ● Summary ● Unit-end questions/exercises 			KK 8H
Unit III	Yoga and Self Development <ul style="list-style-type: none"> ● Concept and nature of self-development ● The concept of values and value education ● Spirituality and its role in human self-development—<i>yamas and niyamas</i> ● Helping children develop values ● Yoga and human excellence ● Summary ● Unit-end questions/exercises 			SG 8H
Practicum	Any two of the following :- <ul style="list-style-type: none"> ● Preparation of Teaching Aids on Yoga 			AM 8H

	<ul style="list-style-type: none"> ● Practical Asanas and Pranayam ● Visit to Yoga Ashramas and Centres ● Unit-end questions/exercises 	
Suggested Readings	<ol style="list-style-type: none"> 1. Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I at lantice Publishers and Distributors. 2. Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana. 3. Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Free person press. 4. Datta, A. K. (1981). Bhakti yoga. Bombay: Bharatiya Vidya Bhawan. 5. Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International. 6. Desai M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd. 7. Dynamics of Yoga (1989). Monghur: Bihar School of Yoga. 8. Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints. 9. Kapur C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh. 10. Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd. 11. The Science of Yoga (1988). Monghur: Bihar School of Yoga. 12. Yoga Asanas in theory and practice (1975). Monghur: Bihar School of Yoga. 13. Yoga for health and peace (2001). Mumbai: Yoga 	

Semester-I Internal Assessment 220 and External Assessment 280 Total-500

Semester II (20 credits)

Course- 2.2.1	Philosophical Perspectives of Education (credit 4)	Internal Assessment 30 marks	External Assessment 70 marks	Teachers Name & Teaching Hours
Objectives:	After completion of the course the students will be able to <ul style="list-style-type: none"> ● Develop an understanding about the contribution of Philosophy to education as a discipline; ● Develop capacity to grasp the Indian Philosophy of Education ● Acquaint themselves with the educational contributions of some great thinkers (both Western & Indian) on education ● Understand, interpret and evaluate the concepts related to social philosophy of education; ● To develop knowledge about Education & Society. ● To enable learners to correlate Education & Sociology; ● To understand sociological theories and its practices in our educational system. 			

UnitI:	Educational Philosophy and Educational Sociology <ul style="list-style-type: none"> ● Meaning, Nature and Scope of Educational Philosophy ● Meaning, Nature and Scope of Educational Sociology ● Relationship of Education and Philosophy; ● Relationship of Education and Sociology 	AG 12H
UnitII:	Schools of Philosophy: <ul style="list-style-type: none"> ● Nyaya, Sankhya, Yoga, Cārvaka, Vaisheshika, Vedanta, with special reference to their educational implications; ● Idealism, Realism, Naturalism, Pragmatism with special reference to aims, curriculum and methods of teaching. ● Existentialism, Essentialism, Humanism, Progressivism, Realism with special reference to their educational implications for aims, contents and methods of teaching. ● Analysis – logical analysis; logical positivism and positive relativism. 	AM 12H
UnitIII:	Educational Philosophy Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, M.K. Gandhi; J.Krishnamurthy, J.J.Rousseau and J.Dewey, Bertrand Russell and A.N. Whitehead, Paulo Freire	JSP 12H
UnitIV:	Philosophy of Applied Education: Indian Spiritual Traditions <ul style="list-style-type: none"> ● Educational Implications of Buddhist and Yoga Philosophies ● Educational Philosophy as reflected in Tirukural of Tiruvalluvar ● Educational Implications of Sufi and Bhakti Philosophical thoughts 	SMI 12H
Practicum	The students will write two term paper on Philosophical bases of education	AM, JSP 32H
Suggested Readings:	<ul style="list-style-type: none"> ● Foundation of Education: O.P. Dhiman ● An Introduction to Indian Philosophy S.C. Chatterjee and D.M. Dutta ● Four Philosophies and their practice in Education: D.J. Butler ● Philosophy of Education: Rupert Lodge ● Philosophical Bases of Education: R.R. Rusk ● Studies in Philosophies of Education: V, Verma. ● Outlines of Indian Philosophy: J. Sinha. ● Philosophical Foundations of Education: K.K. Shrivastava. ● Educational Thoughts and Practice: V.R. Taneja. ● Great Educators: R.R. Rusk ● Chube, S.P: Philosophical & Sociological foundation of Education, Vinod ● Pustak Mandir, Agra, 1981. ● Sharma, S.N: Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995. ● Sharma, Y.K: Philosophical & Sociological foundations of Education ● Bandopadhyaya Archana. Shiksha Darshan. B.B. Kundu Publication Kolkata 	

Course- 2.2.2	Sociological Perspectives of Education (Credit4)	Internal Assessment 30 marks	External Assessment 70 marks	Teachers Name & Teaching Hours
Objectives	Objectives of the course are- It is expected that on completion of the paper, the students will be able to <ul style="list-style-type: none"> ● Comprehend Sociological Foundations of Education ● Familiarize with the sociological inquiry and its relevance in the process of education ● Interpret social structure, culture and social inequality in Indian society ● Recognize the role of Education in a changing social context ● Provide an understanding of certain current problems and issues of Education in the social context. ● Recognize the contribution of Sociology towards the Discipline, Education ● Recognize the relevance of Educational Sociology as forming ground of the discipline, 'Education' ● Analyze the sociological and cultural dimensions of Education and the related issues in pre-text of present era. 			
Unit I	Sociological Perspectives of Education <ul style="list-style-type: none"> ● Concept of sociology and educational sociology ● Relationship between sociology and education ● Educational sociology: nature, scope, function, and its importance ● Social Organization: Concept and factors of influence ● Dynamic characteristics of social organizations and their Educational Implications. 			SMI 8H
Unit II	Functions of Education for Social Change <ul style="list-style-type: none"> ● Social change: Meaning, nature and impact on Modernization, Development and Technology. ● Relationship between Education and social change ● Factors (agencies) promoting social change: Family, religion, school and media ● Social stratification: Meaning, nature, types and factors ● Social change and impact of Modernization, Technology and Development Principles of teaching and learning in a multicultural society. ● Education for peaceful co-existence 			AM 8H
Unit III	Role of Education for Socialization <ul style="list-style-type: none"> ● Concept and nature of socialization ● Role of education in the process of socialization ● Agents of socialization: family, school, religion, community, politics, culture, and economy ● Education as a social system, as a social process and a process of social progress ● Socialization and Caste, Class, Language, Religion, population and regionalism 			AG 8H
Unit IV	Current trends and impact of Education: Democracy, LPG, Social mobility and allied issues <ul style="list-style-type: none"> ● Education and Democracy: Concept of secularism and its Educational implications ● Globalization and privatization: Concept, Overview of their impact on education and society ● Politicization of education: political control, interference in the institutional administration ● Education as a potential equalizing social force: Equality of educational 			SMI 8H

	<p>opportunities</p> <ul style="list-style-type: none"> ● Meaning, factors and types in social mobility: Role of education in social mobility ● Education for socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women, Transgender and Rural population 	
Practicum	<ul style="list-style-type: none"> ● Workshop sessions. ● Seminar presentations <p>Assignments based on self-study on identified themes as assigned by course teacher</p>	AM, SMI 32H
Suggested References	<ul style="list-style-type: none"> ● Anand, C. L. et. al. (1983). The Teacher and Education in Emerging Indian society, NCERT, New Delhi. ● Bhattacharya and Srinivasan. (1962). Society and Education. Calcutta: Academic Publishers. ● Blackledge, David and Hunt, Barry. (1985). Sociological Interpretations of Education. London: Croom Helm. ● Bowen, J and Hobson, P.R. (1974). Theories of Education. London: John Wiley and sons. ● Brookner, W.B. and Gottlieb, D. (1964). A Sociology of Education. New York: American Book Company. ● Brown, S.I. (1947). Educational Sociology. New Delhi: Prentice Hall. ● Bruner, J.S. (1964). The Process of Education. Delhi: Atmaram and Sons. 	

Course- 2.2.3	Introduction to Research Methodology 4(Credit)	Internal Assessment 30 marks	External Assessment 70 marks	Teachers Name & Teaching Hours
Objectives	<p>Objectives of the course are</p> <ul style="list-style-type: none"> ● To develop the concept of research methodology and its importance in education ● To learn about different types of research and research design. ● To understand the various aspects of research process ● To know about sampling and tools of data collection. ● To understand descriptive and inferential statistics and learn their application 			
Unit I	<p>Educational Research:</p> <p>(a) Sources of Acquiring Knowledge: Learned authority, tradition, experience, scientific method.</p> <p>(b) Meaning, steps and scope of educational research.</p> <p>(c) Meaning, steps and assumptions of scientific method. Aims and characteristics of research as a scientific activity.</p> <p>(d) Ethical Considerations in Educational Research.</p> <p>(e) Paradigms of educational research: Quantitative and Qualitative.</p> <p>(f) Types of research Fundamental, Applied and Action. Types of research</p>			KK 8H
Unit II	<p>Research Design</p> <p>(a) Meaning, definition, purposes and components of research design.</p> <p>(b) Difference between the terms research method and research methodology.</p> <p>(c) Research Proposal: Its Meaning and Need.</p>			AM 8H

	<ul style="list-style-type: none"> i) Identification of a research topic: Sources and Need ii) Review of related literature iii) Rationale and need of the study iv) Definition of the terms: Real, nominal and Operational. v) Variables. vi) Research questions, aims, objectives and hypotheses, vii) Assumptions, if any. viii) Methodology, sample and tools. ix) Scope, limitations and delimitations. x) Significance of the study. xi) Techniques of data analysis and unit of data analysis. xii) Bibliography. xiii) Time Frame. xiv) Budget, if any. xv) Chapterisation. 	
Unit III	<p>Variables and Hypotheses</p> <p>(a) Variables:</p> <ul style="list-style-type: none"> i) Meaning of Variables ii) Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator) <p>(b) Hypotheses:</p> <ul style="list-style-type: none"> i) Concept of Hypothesis ii) Sources of Hypothesis iii) Types of Hypothesis (Research, Directional, Nondirectional, Null, Statistical and Question-form) iv) Formulating Hypothesis v) Characteristics of a good hypothesis vi) Hypothesis Testing and Theory vii) Errors in Testing of Hypothesis 	AM 8H
Unit IV	<p>Sampling:</p> <ul style="list-style-type: none"> (a) Concepts of Universe and Sample (b) Need for Sampling (c) Characteristics of a good Sample (d) Techniques of Sampling <ul style="list-style-type: none"> i) Probability Sampling ii) Non-Probability Sampling 	AG 8H
Unit V	<p>Tools and Techniques of Research</p> <ul style="list-style-type: none"> (a) Classical Test Theory and Item Response Theory of Test Construction. (b) Steps of preparing a research tool. <ul style="list-style-type: none"> i) Validity (Meaning, types, indices and factors affecting 	JSP 8H

	<p>validity)</p> <p>ii) Reliability(Meaning,types,indices andfactors affectingreliability)</p> <p>iii) ItemAnalysis(Discrimination Index,Difficultyindex)</p> <p>iv) Index ofMeasurementEfficiency</p> <p>v) Standardisationofatool.</p> <p>(c)Tools ofResearch</p> <p>i) RatingScale,</p> <p>ii) AttitudeScale,</p> <p>iii) Opinionnaire</p> <p>iv) Questionnaire</p> <p>v) AptitudeTest</p> <p>vi) CheckList</p> <p>vii) Inventory</p> <p>viii) SemanticDifferentialScale</p> <p>(d)Techniques ofResearch</p> <p>i) Observation</p> <p>ii) Interview</p> <p>(Toolstobeusedforcollectingdatausingthesetechniquetobediscussedindetail.)</p>	
Practicum	<p>Thestudentswillberequiredtopresentatermpaperonanyonetopicinthecontent</p> <p>Theywillalsobeassessedonthebasisofstatisticalanalysisofthegivendata, andstatisticalpracticeexercises</p>	<p>AM, AG</p> <p>32H</p>
Suggested References	<ul style="list-style-type: none"> ● Best.J.W.&Kahn.J.V.(2008).ResearchinEducation(10thedition).Delhi:Pears on Education. ● Burns,R.B.(2000)IntroductiontoResearchMethods.NewDelhi:SagePublicat ion. ● Flick,U.(2009).AnintroductiontoQualitativeResearch.LonAngles:Sage. ● Kerlinger,F.N.(1978).FoundationofBehaviourResearch,Delhi: SurjeetPublication. ● Koul,L.(2008).MethodologyofEducationalResearch.NewDelhi:Vikshapubl ishingHousePvt.Ltd. ● Lichtman, M. (2010).Understanding and Evaluating QualitativeEducationalResearch. NewDelhi: Sage. ● Lunenburg,F.C.(2008).WritingaSuccessfulThesis.California:CorwinPress. ● Machi, L.A.(2009).The LiteratureReview.California:CorwinPress. ● McNiff,Jean.(2009).DoingandWritingActionResearch.LonAngles:Sage. ● Mertens,D.M.(1997).ResearchMethodsineducationandPsychology. 	

	<p>New Delhi: Sage Publication.</p> <ul style="list-style-type: none"> ● N.C.E.R.T.(1997).Fifth Survey of Educational Research: 1988-92.(Vol.I).New Delhi: NCERT. ● N.C.E.R.T.(2006).Sixth Survey of Educational Research: 1993-2000.(Vol.I).New Delhi: NCERT. ● N.C.E.R.T. (2007).Sixth Survey of Educational Research: 1993-2000.(Vol.II).New Delhi: NCERT. ● Sax, Gilbert.(1979).Foundations of Educational Research.New Jersey: Prentice-Hall . ● Schmuck, R.A.(2006).Practical Action Research.California: Corwin Press. ● Seigal, Sydney, Y.(1978).Non-Parametric Statistics for Behavioral Science.New Delhi: McGraw Hill. ● Singh, Arun Kumar.(1986).Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill. ● Singh, S.P.(2002).Research Methods in Social Sciences.Kanishka: New Delhi. ● Thomas, R.Murray.(2008).Thesis and Dissertation.California: Corwin Press. ● Tuckman, B. W.(1979).Conducting Educational Research(2nd edition).New York: Harcourt Brace Javanovich Inc. ● Van Dalen, D.B.& Meyer, W.J.(1979).Understanding Educational Research.New York: Mc-Grow-Hill Book Company. ● Walford, Geoffrey. (2005).Doing Qualitative Research.London: Continuum. ● Wiersma, W.& Jurs, S.G.(2009).Research Methods in Education.(9th edition).Delhi: Pearson Education.
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Course- 2.2.4	Inclusive Education and Gender Issues in Education	Internal Assessment 30 Marks	External Assessment 70 marks	Teachers Name & Teaching Hours
Objectives	<ul style="list-style-type: none"> ● To acquire the concept, Need, Importance and Objectives of inclusive education. ● To explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities. ● To analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice. ● To acquire basic knowledge on Teaching Learning Strategies, Vocational 			

	<p>Training, Curriculum Adjustment for Disabled</p> <ul style="list-style-type: none"> • develop understanding and familiarity with key concepts like gender, gender bias, gender stereotyping, empowerment, gender parity equity and equality patriarchy and feminism • learn landmarks in connection with gender and education from the perspective of historical development and contemporary period. • Understand the gender issues in school, curriculum and textual materials • Understand how gender, power and sexuality relate to education in terms of access, curriculum and pedagogy. 	
Unit I	<p>Inclusive Society : Overview</p> <ul style="list-style-type: none"> • What is meant by an inclusive society? • Elements necessary for creating an inclusive society • Exclusion and Inclusion in Education: Conceptual overview • Understanding social inclusion: role of education 	AM 8H
Unit II	<p>Educational Reforms for Inclusive Society.</p> <ul style="list-style-type: none"> • Building an Inclusive school: desired changes in System, Structure, Practice and Culture, • Education for a multicultural society, • Principles of teaching and learning in a multicultural society. • Education for peaceful co-existence 	AG 8H
Unit III	<p>Assessment and Teaching Learning Strategies for the Disabled</p> <ul style="list-style-type: none"> • Need and process of early identification and assessment Special, Integrated and Inclusive Education • Curriculum adjustment and adaptation, Classroom Management, Peer tutoring, assistive devices, Barrier free Environment and Teaching Strategies • Vocational Training, Employment and Rehabilitation, Individualized Education Programme and Computer Assisted Instruction. <p>Use of Information and Communication Technologies, Audio-Visual Aids, Multi-Sensory Approach, Individualized Education Programme, Computer assisted Instruction</p>	KK 8H
Unit IV	<p>Concept & Historical Perspectives of Gender Issues</p> <ul style="list-style-type: none"> • Gender, sex, sexuality, patriarchy, masculinity and feminism • Gender bias, gender stereotyping, and empowerment • Equity and equality in relation with caste, class, religion, ethnicity regions. • Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's education • Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plan 	AM 8H
Unit V	<p>Gender Identities and Socialisation Practices in:</p> <ul style="list-style-type: none"> • Family 	

	<ul style="list-style-type: none"> • Schools • Other formal and informal organisation. <p>Schooling of Girls:</p> <ul style="list-style-type: none"> • Inequalities and resistances (issues of access, retention and exclusion) • Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions 	AM 8H
Unit VI	<p>Curriculum and gender issues</p> <ul style="list-style-type: none"> • Curriculum and the gender question • Construction of gender in curriculum frameworks since Independence: An analysis • Gender and the hidden curriculum • Gender in text and context (textbooks' intersectionality with other disciplines, classroom processes, including pedagogy) • Teacher as an agent of change • Development of life skill and sexuality 	JSP 8H
Practicum	<p>Visit any one Institution for Children with visual impairment, Hearing Impairment, Mental Retardation or Orthopedically Handicapped and make a Report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliance and support services</p>	JSP, AG 32H
Suggested Reading	<ul style="list-style-type: none"> • Jha. M. (2002) <i>Inclusive Education for All: Schools Without Walls</i>, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India. • Sharma, P.L. (1990) <i>Teachers handbook on IED-Helping children with special needs</i> NCERT Publication. • Sharma P.L. (2003) <i>Planning Inclusive Education in Small Schools</i>, RIEMysore • Cowels Milly (1969): <i>Perspectives in the education of Disadvantaged children</i>. • Beg, M.A. (2014). <i>Inclusive Growth</i>, New Delhi: A.K. Publishers • Ministry of Law and Justice (2009) <i>Right to Education</i>. Govt of India 	
Practicum	<ul style="list-style-type: none"> • Debates and discussion on violation of rights of girls and women • Analysis of video clipping on portrayal of women 	
Suggested Reading	<ul style="list-style-type: none"> • Bordia, A. (2007). <i>Education for gender equity: The Lok Jumbish experience</i>, • Chatterji, S. A. (1993). <i>The Indian Women in perspective</i>, New Delhi: Vikas Publishing • Devendra, K. (1994). <i>Changing status of women in India</i>, New Delhi: Vikas Publishing House • Gupta, A. K. (1986). <i>Women and Society</i>, New Delhi: Sterling Publications Ministry of Education (1959). <i>Report of National Committee of Women's Education</i>. New Delhi: MERuhela, S. (1988). • <i>Understanding the Indian Women Today</i>; Delhi: Indian Publishers Distributors • Thakur, H. K. (1988). <i>Women and Development planning (Case study of Nauhatta Block)</i> Vikash publishing House Delhi 	

Course- 2.2.5	Curriculum Studies	Internal assessment 15 marks	External Assessment 35 marks
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	(Credit2)		Teachers Name & Teaching Hours
Objectives	<p>On completion of this course the Prospective Teacher Educators will be able to-</p> <ul style="list-style-type: none"> ● Understand the concept, nature and forms (types) of curriculum ● Understand the foundations, basics of foundation and determinant of curriculum ● Understand and apply various principles of curriculum development ● Know the various stakeholders their role and manner of participation in curriculum development ● Identify criteria and instruments of curriculum evaluation ● Differentiate between formative and summative evaluation ● Undertake the evaluation of various curriculum instruments - text-books, work books and teachers guides and laboratory manuals. ● Describe issues in curriculum planning and evaluation ● Explain the role of headmaster, teachers and school in successful implementation/transaction of curriculum 		
Unit I	<p>Meaning and Concept of Curriculum</p> <ul style="list-style-type: none"> ● Nature, Meaning, Concept, Forms (Types) of curriculum ● Evolution and Functions of Curriculum as Product, Process and Programme ● Curriculum: Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences (PLEs) ● Structures of Curriculum: Frameworks, Courses of Studies, Syllabus ● Approaches to translate Curriculum: Behavioral, Systems, Intellectual, Humanistic, Re-conceptualist. ● Indian Perspective with regard to Curriculum Policy and Schemes. 		JSP 8H
Unit II	<p>Foundations of Curriculum and Curriculum Planning:</p> <ul style="list-style-type: none"> ● Philosophical, Sociological, Psychological, Linguistic and Historical foundations of Curriculum. ● Curriculum Politics in India at national, state, region, religion, language, caste and class level ● Level of Curriculum Planning: National, State, System Wide, Institutional, Teacher-Team and Individual Teacher level ● Principles of Curriculum Planning Improvement of Curriculum Planning A Review of NCF 2000 and 2005 		SMI 8H

Unit III	Curriculum Construction & Evaluation <ul style="list-style-type: none"> • Concept and principles of curriculum development • Processes of curriculum construction: Situational Analysis, Selection of curriculum objectives, Selection of content and learning activities, Organization of content and learning activities, Selection of instructional procedures/methods, Evaluation • Concept, Nature, Scope, Purpose and Approaches of Curriculum Evaluation 	SG 8H
Practicum	Any two from the following <ul style="list-style-type: none"> • Critical analysis of existing elementary/secondary/higher secondary school curriculum • Development of guidelines for writing of school text-book, work-book, teachers' hand-book, and laboratory manual • Evaluation of school text-books, work-books, teachers' hand-book, and manuals • Status of science/mathematics/social studies/language education in NCF-2000, and NCF-2005. 	SG, SMI 16
Suggested Reading	<ul style="list-style-type: none"> ● Agarwal, J.C.I. (1990) Curriculum Reform in India. Delhi: Doaba. ● Brent, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allyn and Unwin. ● Das, R.C. (1987). Curriculum and Evaluation. New Delhi: NCERT. ● Dell, Ronald C. (1986). Curriculum Improvement: Decision Making & Process. (6th ed.). London: Allyn & Bacon Inc. ● Diamond, Robert M. (1989). Designing & Improving Courses & Curriculum in Higher Education: A Systematic Approach. California: Jossey Bass Inc. Publishers.. ● Erickson, H. L. (2000). Concept based Curriculum and Instruction. CA: Corwin Press, Sage Publications, Thousand Oaks. ● Flinders D.J. (1977). The Curriculum studies. New Delhi: Atlantic Publisher. ● Kridel, Craig. (2010). Encyclopedia of Curriculum Studies. New Delhi: Sage. ● Mamidi Malla Reddey & Ravishankar (eds.) 1984). Curriculum Development & Educational Technology. New Delhi: Sterling Publishers. ● McNeill, John D. & Wiles, John. (1990). The Essentials of Teaching: Decisions Plans and Methods. New York: Macmillan ● NCERT. (1984). Curriculum & Evaluation. New Delhi: NCERT. ● NCERT. (1988). National Curriculum for Elementary & Secondary Education: A Framework. New Delhi: NCERT. ● NCERT. (2005). National Curriculum Framework 2005. New Delhi: NCERT. ● Romiszowski, A.J. (1988). The Selection Guide and Use of Instructional 	

	<p>Media. London:KoganPage.</p> <ul style="list-style-type: none"> ● Saylor J. Galen; William, Alexander; & Arthur J. Lewis. (1980). Curriculum Planning for Better Teaching & Learning. (4th ed.). New York: Holt Ranehart & Winston. ● Trum J. Lyod. (1967). Secondary School Curriculum Improvement. New York: Prentice-Hall. ● Tyler, Ralph W. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc. ● Tyler, Ralph W. (1974). Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press. ● UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO ● Chakrabarty, P.K. (2011) Pathkram Nitio Nirman. Classic Books Publishers, Kolkata
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Course- 2.2.6	Internship in Teacher Education Institution (Credit 2)	Internal Assessment 50	External Assessment	Teachers Name & Teaching Hours
Objectives	<p>After going through this course the student teachers shall be in a position to:</p> <ul style="list-style-type: none"> ● Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes. ● To analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution. ● To develop competencies in organising various kinds of teacher education curriculum specific activities. ● To develop an understanding of the needs and relevance of in-service teacher education practices. 			
Internship Activities:	<p>These will be divided into three sections</p> <p>Part A: Observation of activities-</p> <ul style="list-style-type: none"> ● Classroom teaching ● Microteaching practice ● Preparation of unit plans ● Preparation of lesson plans ● Model lesson ● Assembly ● Co-curricular activities ● Seminar presentation 			All Teachers 32H

	<ul style="list-style-type: none"> ● Studentcouncil ● Communitywork ● OrganisationofIn-serviceeducationprogramme <p>PartB: Assisting B.Ed. students-</p> <ul style="list-style-type: none"> ● AssistingB.Ed.studentsinlessonplanpreparation ● AssistingB.Ed.studentsindailydevelopmentofteachinglearningstrategies(Unit Plans) ● AssistingB.Ed.studentsingivingseminarpaperpresentation ● AssistingB.Ed.studentsinTLMpreparation ● AssistingB.Ed.studentsinSUPW activities ● AssistingB.Ed.studentsinorganisingexhibition ● AssistingB.Ed. studentsin organisingcommunitywork <p>PartC: Interviewsofpupilteachers,inserviceteachertrainees,teachereducators,schoolmanagementheads, administrativeauthorities etc.</p>	
Evaluation of Internship	<p>Theinternship would beevaluated byperformanceratingon followingbasis;</p> <ul style="list-style-type: none"> ● UnderthesupervisionofM.Ed.teacherinchargeandmentorstudentteacherswill maintain aDiaryforall observations. ● CumulativeAssessment bymentorteacher ● Outcomeoftheactivities ● Recordssubmittedonreflectionsduringinternship ● Submissionofreports. ● Studyofteachereducationinstitutiononinstructionalandevaluationpractices 	All Teacher 32H
Modes of Transaction	<p>Theinternshipin-charge(s)shalldividethegroupsonthebasisoftheirspecialisation/areas ofinterest.</p> <p>Theteachereducatorsshallfacilitatetheinternshipprogrammesinconsultationwiththe Heads oftheteachereducation institutions.</p> <p>Theywillmonitorthein-serviceactivitiesonday-to-daybasisandmaintain diaries</p>	

Semester–II	Internal Assessment 220 and External Assessment 280	Total -500
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SemesterIII(20credits)

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

	<p>Group B-Stage Specific Status Issues and Concerns (2 Credit)</p> <p>Group C- Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 Credits)</p> <p>Total 8 credits</p>	<p>15</p> <p>30</p>	<p>35</p> <p>70</p>	
<p>Course - 2.3.1.E-A</p>	<p>Specialization Courses in Elementary Group A-Institutions, System and structure (2 Credits)</p>	<p>Internal assessment 25</p>	<p>External assessment 35</p>	<p>Teachers Name & Teaching Hours</p>
<p>Objectives</p>	<p>The objectives of the course are to help students-</p> <ul style="list-style-type: none"> ● Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education ● Understand the functioning of various support services at Elementary Level ● Develop critical understanding about issues and challenges in elementary education ● Understand the significance of EMIS and Research in bringing positive changes in elementary education ● Provide opportunity to develop critical understanding about significance of transitions in elementary education 			
<p>Unit I</p>	<p>Introduction to Elementary Education and Recommendation of Committees and Commissions</p> <p>a) Introduction to Elementary Education</p> <ul style="list-style-type: none"> ● Concept, need and importance and objectives elementary education ● Status of elementary education in India ● Growth and development of elementary education in historical perspectives ● Daker Summit and Millennium Development Goals <p>b) Recommendation of Committees and Commissions</p> <ul style="list-style-type: none"> ● Radha Krishna Commission 1948 ● Modhular Commission 1953-54 ● Khotaric commission 1964-66 ● National Policy on Education 1986 ● Programme of Action 1992 ● NCF 2000 and NCF 2005 			
<p>Unit II</p>	<p>Organisations, Institutions and Agencies of Elementary Education</p> <ul style="list-style-type: none"> ● Organizations and Institutions in administration and management of elementary education - 			

	<p>a) National level –Ministry of Human ResourceDevelopment (CABE,NEUPA,NCERT&RIEs),MinistryofSocialJusticeandEmpowerment (RCI and National Institutes), Ministry of Woman andChild Development;Ministry of Tribal Affairs;Ministry of MinorityAffairs</p> <p>b) Statelevel-StatelDepartmentofEducation,DirectoratesandSecretariats, SCERTs/ SIEs, State Institute of Educational Technology(SIET),StateInstituteofEducationalManagementandTraining (SIEMAT),</p> <p>c) District and sub district levels- DIET,BRC, CRC,SMC (SchoolManagementCommittee),PTA(ParentteacherAssociation)MTA(MotherTeacherAssociation),</p> <ul style="list-style-type: none"> ● InternationalAgencies– UNICEF,UNESCO,WHO,IBE ● NGOs,CivilSocietyandAdvocacygroups–focusareas,importance andfunctions 	
Course-2.3.1.E.B	GroupBGroupB-StageSpecificStatusIssuesandConcerns (2Credit)	
UnitIII	<p>StatusofElementaryEducation</p> <ul style="list-style-type: none"> ● StatusofElementaryEducation- NationalScenariointermsofenrolment,retention,dropout, Out ofschool children ● StatusofInfrastructuralfacilities- classrooms,library,Separatetoiletsforboysandgirls, Kitchen sheds ● Statusofqualified andprofessionallytrainedteachers ● AchievingUEE- Universalaccess,retentionandsuccess ● Qualityconcernsinelementaryeducation– classroomprocesses,learningachievement,teacherandteacherpreparation ● Languageformulaanditsimplementation- mediumofinstruction,multilingualapproachatprimarylevel ● Matchinglocalconditionswithreferencetoculturalpracticeandlanguage- utilisingfamilyandcommunityresources ● ImplementationofRightofChildrentoFreeandCompulsoryEducationAct2009 ● Co-ordinationamongandbetweendifferentministriesforensuringeffective inclusiveelementaryeducation 	
Unit-IV	<p>IssuesandConcerns</p> <ul style="list-style-type: none"> ● Enrolment,Retention,Dropout,GrossEnrolmentRatio,NetEnrolmentRatio ● Access-Physical,Social,andGender ● Qualityof Access-Physical,Social,andGender ● EquityandEquality ● StudentTeacherRatio ● CommunityParticipation 	

	<ul style="list-style-type: none"> ● Inclusive Education ● Inclusive Education- Enrolment of CWSN, Resource Teachers, Provisions for CWSN ● Child Rights ● Child Rights Conventions, (CRC 1959, 1989) Basic Rights of the Child (10 Basic rights), Child Rights Legislation in India (National Policy on Children 1974, Ratification of CRC 1992, Juvenile Justice Act 1986, and its amendments in 2000, 2006, 2015, Child Labour Prohibition and Regulation Act 1986, Protection of Children from Sexual Offence 2012) 			
Course- 2.3.1. E. C	Group-C Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks	
Unit-I	Unit-I: Planning, Policies and Administration of Elementary Education <ul style="list-style-type: none"> ● Constitutional provision; recommendations of Education Commission, National Policies of Education ● Five year National Development Plans – shift in focus on elementary education, budget consumption of elementary education ● Decentralization of authority and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA ● The leading role of Central Government for guiding policy, transferring national initiatives and resources to states. Regulation of private school; matching supply-demand aspect of elementary education. ● Right to Free and Compulsory Education Act 2009 ● Role of authority and civil society in programme implementation 			
Unit II	Curriculum, Pedagogy and Assessment in Elementary Education <ul style="list-style-type: none"> ● Principles of Curriculum development at Elementary Level ● National Curriculum Frameworks of Secondary Education, Common Core Curriculum ● Relevance, integration, flexibility, contextuality and plurality determinant of curriculum at elementary level ● Pedagogy relevant at the elementary level ● CCE at elementary stage ● School based assessment: preparation of scheme and guidelines 			
Unit III:	Curriculum Evaluation: <ul style="list-style-type: none"> ● Importance of evaluation of curriculum; ● Models of curriculum evaluation; ● Interpretation of evaluation results and method. 			
Unit IV	Instructional System & Pedagogical Concerns <ul style="list-style-type: none"> ● Theoretical Paradigm of Instructional Objectives. ● Teacher Controlled Instruction; Learner Controlled Instruction; Group Controlled. ● Instruction; Instructional Planning - Issues in Instructional Planning, Steps in 			

	<p>Instructional Planning.</p> <ul style="list-style-type: none"> ● Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; System Approach. 	
Practicum	<p>Any two from the following</p> <ul style="list-style-type: none"> ● Preparation of status report on elementary education in a district with reference to access, enrolment, participation and learning achievement ● Observation Report on the implementation of any one of programme in two elementary schools to improve quality. ● Preparation and presentation of a seminar paper on philosophy and practices of elementary education as advocated by different educationists ● Preparation of a short write-up upon “initiatives to bridge gender gap in elementary education” and discuss ● Survey on the opinion of elementary school teachers on the policy of ‘inclusive education’ ● Visit report on one or two elementary schools in the neighborhood to observe midday meal scheme and recommendations ● inclusive environment and prepare a report on its implementation and offers suggestions ● Writing a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of four countries and on the National School Lunch Program of US ● Comparison of the National and International curriculum of elementary education and discuss ● Analysis of the grade wise or subject wise curriculum of any two States 	
Suggested Reading	<ul style="list-style-type: none"> ● Aggarwal, J.C. (2004), Development of Education System in India. New Delhi: Shipra. ● Aggarwal, J.C. (2005), Recent developments and trends in education. New Delhi: Shipra Publication. ● Child rights Convention – UNICEF – 2000 ● Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India. ● Four E. and others: Learning to be UNESCO, Delhi, Sterling Publishers, 1973. ● Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi ● Duggan R C and Pole C J (1996) Reshaping education in the 1990s: Perspectives on Primary schooling Falmer Press UK. ● Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi. ● Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA’s MHRD, Deptt. of Education. ● Govt. of India (2005). National Plan of Action for Children, 2005: 	

Department of Women and Child Development, New Delhi.

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Course- 2.3.1.S. C	Specialization Courses in Secondary and Higher Secondary Education	Internal Assessment	External assessment	Teachers Name & Teaching Hours
	<p>Group A- Institutions, System and structure (2 Credits)</p> <p>Group B- Stage Specific Status Issues and Concerns (2 Credit)</p> <p>Group C- Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 Credits)</p> <p>Total 8 credits</p>	<p>60</p> <p>15</p> <p>15</p> <p>30</p>	<p>140</p> <p>35</p> <p>35</p> <p>70</p>	
2.3.1.S:	<p>Specialization Courses in Secondary and Higher Secondary Education</p> <p>Group A- Institutions, System And structure (2 Credits)</p> <p>Group B- Stage Specific Status Issues and Concerns (2 Credits)</p>	<p>Internal Assessment</p> <p>30</p>	<p>External Assessment</p> <p>70</p>	

Objectives	After completion of the course the prospective teacher educators will be able to: <ul style="list-style-type: none">● understand the status of secondary and higher secondary education in India● know different commissions and policies on secondary and higher secondary education in India● analyze the issues of secondary and higher secondary education in different aspects● interpret the outcome of different programmes in different levels.● examine condition of teacher education programmes in secondary and higher secondary level.	
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	<ul style="list-style-type: none"> ● investigate the emerging needs of teacher education programme at secondary and higher secondary level. ● develop critical understanding about current status of Secondary education in India ● understand policy perspectives in decentralization of administration and management of secondary and senior secondary education ● understand organizational structure and functions of institutions in administration and management of Secondary education at various levels ● analyze various secondary education curricula exist in India and review with a focus on its criticality ● develop perspective of inclusive education ● analyze the role of various organisations, institutions and agencies in Secondary Education ● develop perspective on transition from elementary education to secondary education 	
Unit I	<p>Introduction to secondary and higher secondary education.</p> <ul style="list-style-type: none"> ● Concept, Need, Aims and Objectives of Secondary and Higher Secondary Education ● Growth and Development of Secondary and Higher Secondary Education ● Status of Secondary and Higher Secondary Education in India ● Universalisation of Secondary Education ● Norms for Secondary and Higher Secondary Schools ● Structure, Approaches and Strategies for Secondary and Higher Secondary Education ● Secondary Education in 5 year Plans ● Policy perspectives in decentralization of administration and management of secondary and senior secondary education- Local Bodies, SDMC, PTA ● Administration responsibility of different levels of central and state government; types of schools, Regulation of private school; matching supply-demand aspect of secondary education. ● CABE Committee on Universalization of Secondary Education – recommendations. 	SG 8H
Unit II	<p>Organisations, Institutions and Agencies in Secondary Education</p> <ul style="list-style-type: none"> ● National level Organisations and Institutions in administration and management of secondary education <ul style="list-style-type: none"> - Ministry of Human Resource Development (CABE, CBSE, ICSE, NEU PA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS); - Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs ● State level Organisations and Institutions in administration and management of secondary education <ul style="list-style-type: none"> - State departments of education, Directorates and Secretariats, State 	SMI 9H

	<p>Boards of School Education,</p> <ul style="list-style-type: none"> - SCERT/SIE, State Institute of Educational Technology (SIET), - State Institute of Educational Management and Training (SIEMAT) <p>,</p> <ul style="list-style-type: none"> ● District and sub-district level Organisations and Institutions in administration and management of secondary education <ul style="list-style-type: none"> - District Education Office, - Block Education Office, - Department of Public Instruction, - SMC (School Management Committee), PTA (Parent Teacher Association) ● International Agencies – Important UN Organisations – UNICEF, UNESCO, WHO, IBE ● NGOs, Civil Society and Advocacy groups – focus areas, importance and functions 	
2.3.1.S:B	Group B	
Unit III	<p>Status of Secondary Education</p> <ul style="list-style-type: none"> ● Status of Secondary Education – National Scenario in terms of access, enrolment, retention, dropout, and out of school children ● Status of Infrastructural facilities – classrooms, library, Separate toilets for boys and girls, Kitchen sheds ● Status of elementary school teachers in terms of qualification and professional training teachers. ● Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level – Gender differences, Social Status, Poverty, Quality Improvement in Schools. ● Issues relating to drop out of students at Secondary and Higher Secondary Level ● Equity, Equality and Social Justice in Secondary and Higher Secondary Education ● Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education ● Objectives, levels and structures of Teacher Education Programme at Secondary and Higher Secondary Level ● Issues and Concerns of Pre-Service and In-Service Teacher Education at Secondary and Higher Secondary Education <p>Role of NCTE and RCI in Secondary and Higher Secondary Teacher Education Programme</p>	JSP 9H
Unit IV	<p>Programmes and implementations strategies of Secondary Education</p> <ul style="list-style-type: none"> ● Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of 	NM 12H

	<p>Secondary education</p> <ul style="list-style-type: none"> ● RMSA for achieving Universalization of Secondary Education – programmes and strategies, its impact on quality enhancement ● National Vocational Education Qualification Framework (NVEQF) ● Role of authority and civil society groups in programme implementation ● Centrally sponsored schemes and state projects and programmes – the changes it brought in secondary education 			
2.3.1.S:C	<p>Group C</p> <p>Policy and Practice Relating to Curriculum, Pedagogy and Assessment</p> <p>(4 credits)</p>	<p>Internal Assessment</p> <p>30 marks</p>	<p>External Assessment</p> <p>70 marks</p>	<p>Teachers Name & Teaching Hours</p>
Unit I	<p>Curriculum, Pedagogy and Evaluation in Secondary Education</p> <ul style="list-style-type: none"> ● Undifferentiated and Differentiated Curriculum ● Essential Features and Components of Curriculum: Language Curriculum, Science Curriculum, Mathematics Curriculum, Social Science Curriculum and Commerce Curriculum ● Relevance of Sex Education in Education at Secondary Level ● Principles of Curriculum Construction at Secondary Level ● Approaches and Strategies of Secondary Education: Access, Quality and Equity ● Provisions of Secondary and Higher secondary education in NCF 2000 and 2005 ● Rashtriya Madhyamik Shiksha Abhiyan (RMSA)/ Universalization of Secondary Education ● Gender parity in Secondary Education ● Inclusive Curriculum at Secondary Stage ● National Curriculum Frameworks of Secondary Education, Common Core Curriculum incorporating work centred pedagogy. ● Relevance, integration, flexibility, conceptuality and plurality determinants of curriculum at secondary level. 			<p>NM</p> <p>12H</p>

UnitII	Pedagogical Practices at Secondary and Higher Secondary Level <ul style="list-style-type: none"> ● ValidityandSignificanceofcoursecontent,Consistencywithsocialreality, Situational Analysis of the Curriculum contexts at secondary andhighersecondarylevel ● Pedagogyrelevant at the secondaryeducation level ● MethodsofTeaching:Discussion,Assignment,Project,LaboratoryWork,Demonstrations,Seminar, Field Work. ● Transactionofissuesi.e.genderissue,valueandpeaceeducation. ● Pedagogicalcontentknowledgefordifferentsubjects ● CollaborativeLearning-meaninganditsroleincurriculumtransaction ● Cooperativelearning-meaning&itsroleinCurriculum transaction ● Approaches of Teaching :Multidisciplinary and InterdisciplinaryApproaches ● Subject, LearnerandActivitycumExperienceCenteredCurriculumDesign ● SMART schools in KendriyaVidyalayas and NavodayaVidyalayas actingasTechnologyDemonstrators,ECTLT(ElectronicComprehensiveTeachingLearningTool) ● InformationandCommunicationTechnologyinSchools(ICT@Schools) ● Significanceof INSPIRE inpromotion ofScience andTechnology ● NationalTalentSearchExamination(NTSE) ● Useofvarious methods&mediain transaction 	AM 8H
UnitIII:	CurriculumEvaluation: <ul style="list-style-type: none"> ● Importanceofevaluationofcurriculum; ● Modelsofcurriculumevaluation; ● Interpretationofevaluationresultsandmethod. 	SG 8H
UnitIV:	InstructionalSystem &PedagogicalConcerns <ul style="list-style-type: none"> ● TheoreticalParadigmofInstructionalObjectives. ● TeacherControlledInstruction;LearnerControlledInstruction;GroupControlled. ● Instruction; Instructional Planning- Issues in Instructional Planning, Steps inInstructionalPlanning. ● InstructionalStrategy:Concept,Evolution,Determination;ManagingInstruction;Resources for Instruction; SystemApproach. 	JSP 9H
Practicum	Any two fromthe following <ul style="list-style-type: none"> ● AnalysetheAllIndiaEducationSurveyReportthroughtheindicatorsandinterprettheresults ● Visitasecondary/highersecondaryschoolandinvestigatethequalityoftheschool based on therecommended norms ● Surveyonenrolment,dropoutandretentionrateofthesecondary/highersecondaryschool at thelocal area. ● Analysisofthesocialaspectsofgirl'seducationatsecondary/highersecondarythrough surveyorinterviews. ● Preparationof astatusreportonSecondaryeducationinadistrictwithreferencetoaccess, enrolment,participation andlearningachievement 	JSP,AG 32H

	<ul style="list-style-type: none"> ● Writing of a critical report on the implementation of any one of the programmes to improve secondary education ● Collection, evidence based practices, Case study on the sustainability of the any one of the programmes of improving Secondary Education ● Analysis of RMSA in the backdrop of CABE committee on USE ● Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE) ● Group work and presentation on innovative assessment technique ● Preparation of a report on the existing status of the teachers, method of recruitment and salary structure ● Survey of secondary schools on the chosen area on the causes of underachievement and suggest measures to improve ● Preparation of school profiles of different types of secondary schools. ● Conducting an interview with teachers/students/parents of different schools and preparation of a report on problems of secondary education. ● Survey of educational needs of disadvantaged/students with disabilities ● View films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education) ● Conducting of a survey to assess the status of Implementation of ICT at School Scheme in Secondary schools. ● These sessional activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions 	
<p>Suggested Reading</p>	<ul style="list-style-type: none"> ● Aggarwal, J.C. (1988): Teachers Role, Status, Service Conditions and Education in India, (Doaba House) ● Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra. ● Aggarwal, J.C. (2005) Recent developments and trends in education. New Delhi: Shipra Publication. ● Child Rights Convention – UNICEF – 2000 ● Chopra, R.K. (1993). Status of Teachers in India, New Delhi: NCERT ● Committee on the Impact of the Changing Economy on the Education System, National Research Council. (). The Knowledge Economy and Postsecondary Education. ● Coombs P.H. (1985): World Crisis in Education: The View Form Eighties, Oxford University Press, New York. ● Education for All (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India ● Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi. Govt. Of India (1953) Report of Secondary Education Commission, New Delhi. 	

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	<p>Publishers, New Delhi.</p> <ul style="list-style-type: none"> ● National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers. ● National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers. ● National Policy of Education, 1986 (With modifications of Action 1992) New Delhi: MHRD, 1992 ● National Policy of Education, 1986, programme of action 1992 (New Delhi: MHRD) 1992 ● NCTE (2009) NCF for Teacher Education: New Delhi ● National Policy of Education, (1992) Modification and their POA's, MHRD, Dept. of Education ● National Policy of Education 1986/1992. ● National Curriculum Framework on school education, 2000 and 2005 ● NCERT (1997) Code of Professional Ethics for Teachers. ● NCERT, New Delhi Govt. of India (1953) Report of Secondary Education Commission, New Delhi Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi Govt. of India - (1986/1992). ● NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi ● Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi ● Report of the Education Commission (1964-66). ● Report of the National Commission on Teachers (1983-85). ● Report of the Delors Commission, UNESCO, 1996 ● Ramaniyam, P.R. (2006) Globalisation, Education and Open Distance Learning. New Delhi: Shipra Publication. ● Rao, V.V. (2004) Education in India: DPH. ● Report of Indian secondary education commission 1952-53 ● Report of Ramamurti commission 1992 ● Sudesh Mudhopadyay and Anil Kumar ● K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi <p>Right of Children to Free & Compulsory Education Act - Miles to Go... A Case Study of a Gram Panchayat Author: Dr. Niranjan Radhya VP & Abhinav Jha <ul style="list-style-type: none"> ● Year of Publication: 2013 </p>			
Course- 2.3.2	Advanced Research Methods (Including Statistical Techniques) (2 credits)	Internal Assessment 15 marks	External Assessment 35 marks	Teachers Name & Teaching Hours
Objectives:	After completion of the course the students will be able to- 1. To develop understanding and skills in using various quantitative and qualitative techniques of data analysis.			

	<p>2. To develop understanding and skills to analyze & interpret data.</p> <p>3. To develop competencies in Research reporting & Research Synthesizing.</p>	
Unit-I	<p>Quantitative Data Analysis-part I</p> <p>Scales of Measurement</p> <ul style="list-style-type: none"> - Descriptive Statistics: Data Tabulation, Frequency Distribution, Graphical Representation, Measures of Central Tendency and Variability, Percentile, Percentile Rank & Ogive, Standard Score, Probability, Normal Probability Curve and its Properties, Deviation from normality and underlying causes, Meaning, Computation and Interpretation of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, Coefficients of Determination and Alienation. 	AM 4H
Unit II	<p>Quantitative Data Analysis-part II</p> <ul style="list-style-type: none"> ● Inferential Statistics: Logic of inferential process, Cause and Effect relation, Single Cause, Multiplicity of Causes, Testing hypothesis- Null or Directional, Qualitative & Statistical Difference and Relationship Testing, Meaning of Statistical Significance, Levels of Significance, Two types of Error, Power of a Test, One and Two Tailed Tests, Degrees of Freedom, Testing significance of Difference between Means and other Statistics, t-test, ANOVA, ANCOVA, Chi-Square Test, Inference and Generalization, Emerging Laws, Principles and Theories ● Utilizing Software Packages for quantitative analysis (Use of SPSS, MS Stats, MS Excel) 	AG 4H
Unit III	<p>Qualitative Data Analysis</p> <ul style="list-style-type: none"> - Techniques of qualitative data analysis- Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences - Utilizing Packages for qualitative analysis (Use of AnthroPack) 	KK 4H
Unit IV	<p>Writing of Research Report & Synthesizing Research</p> <ul style="list-style-type: none"> - Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/Referencing, Appendix, Variation in the scheme of Reporting - Synthesizing Research - Quantitative, Qualitative, Trend Analysis, Narrative Approach, Vote Counting Method, Combined Significance Method, Effect Magnitude Method. 	JSP 4H
Practicum	<p>The students will be required to present a term paper on any one topic in the content.</p> <p>They will also be assessed on the basis of statistical analysis of the given data and statistical practice</p>	JSP, AG, AM, KK 32H
Suggested Reading	<ul style="list-style-type: none"> ● Best, J. W. & Kahn, J. V. (2008). Research in Education (10th edition). Delhi: Pearson Education. ● Burns, R. B. (2000) Introduction to Research Methods. New Delhi: Sage Publication. 	

- Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.
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- Lichtman, M. (2010). Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.
- Lunenburg, F.C. (2008). Writing a Successful Thesis. California: Corwin Press.
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- McNiff, Jean. (2009). Doing and Writing Action Research. Lon Angles: Sage.
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Course- 2.3.3	Internship (4credits)	Internal Assessment 50	External Assessment 50	Teachers Name & Teaching Hours
Objectives	<p>After going through this course the student teachers shall be in a position to:</p> <ul style="list-style-type: none"> ● Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes. ● To analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution. ● To develop competencies in organising various kinds of teacher education curriculum specific activities. ● To develop an understanding of the needs and relevance of in-service teacher education practices. 			
Internship Activities:	<p>These will be divided into three sections</p> <p>Part A: Observation of activities-</p> <ul style="list-style-type: none"> ● Classroom teaching ● Microteaching practice ● Preparation unit plans ● Preparation of lesson plans ● Model lesson ● Assembly ● Co-curricular activities ● Seminar presentation ● Student council ● Community work ● Organisation of In-service education programme <p>Part B: Assisting B.Ed. students-</p> <ul style="list-style-type: none"> ● Assisting B.Ed. students in lesson plan preparation ● Assisting B.Ed. students in daily development of teaching learning strategies (Unit Plans) ● Assisting B.Ed. students in giving seminar paper presentation ● Assisting B.Ed. students in TLM preparation ● Assisting B.Ed. students in SUPW activities ● Assisting B.Ed. students in organising exhibition ● Assisting B.Ed. students in organising community work <p>Part C:</p> <p>Interviews of pupil teachers, in-service teacher trainees, teacher educators, school management heads, administrative authorities etc.</p>			All Teachers 32H
Evaluation of Internship	<p>The internship would be evaluated by performance rating on following basis-</p> <ul style="list-style-type: none"> ● Under the supervision of M.Ed. teacher in charge and mentors student teachers will maintain a Diary for all observations. ● Cumulative Assessment by mentor teacher 			All Teachers 32H

	<ul style="list-style-type: none"> ● Outcomeoftheactivities ● Recordssubmittedonreflectionsduringinternship ● Submissionofreports. ● Studyofteachereducationinstitutiononinstructionalandevaluationpractices 	●	
Modes of Transaction	<p>Theinternshipin-charge(s)shalldividethegroupsonthebasisoftheirspecialisation/areasofinterest.</p> <p>TheteachereducatorsshallfacilitatetheinternshipprogrammesinconsultationwiththeHeads oftheteachereducation institutions.</p> <p>Theywill monitorthein-service activities on day-to-daybasis andmaintain diaries</p>		
Course 2.3.4	ICT in Education(2Credit)	Internal Assessment 15 marks	External Assessment 35 marks
Objectives	<p>Theobjectives ofthecourse–</p> <ul style="list-style-type: none"> ● TounderstandtheConcept,needandimportance of ICT. ● Topreparethestudentstobecome ICTskilledteachers. ● Toget acquaintedwith ICTsupportedteachinglearningstrategies. ● Topreparethestudentstoselecttoappropriate ICTfacilities. ● Toget acquainted withthenewtrendsinICT. ● Tocomprehendthemeaningofsystemandinstructionalsystems. ● Torealizetheimportanceofinstructionalsystems. 		
UnitI	<p>Digital Technology &</p> <ul style="list-style-type: none"> ● ConceptofICT ● TechnologicalDeterminism&DevelopmentalChallenges ● TechnologyIntegratedEducation:ManagementInformationSystemSeries ● MediaCrowd&Media Culture ● HighTech&HighTouch 	KK 3H	
UnitII	<p>Information Age Skills</p> <ul style="list-style-type: none"> ● Info-SavvySkills: Asking, Accessing, Analyzing, Applying & Assessing ● Techno-Pedagogic Skills: Media-Message Compatibility, Media Designing, Integration of message, media and modes, Proximity of Message Forms, Media Language Proficiency, Media Choice, Media Credibility & Message Authenticity ● Digital Skills: Functional Literacy skills, Scientific Literacy skills, Technological Literacy skills, Functional Literacy, Information Literacy skills, Cultural Literacy skills, Global Awareness skills 	JSP 4H	

UnitIII	<p>:ICT Integrated Education</p> <ul style="list-style-type: none"> ● OnlineAdmissions ● DigitalLessonDesigning ● EvaluationRubrics ● E-PortfoliosofLearners ● Time-Space-PersonnelManagement ● LearningResourcesManagement ● WebBased Instruction ● OfficeAutomation ● OnlineResearch ● E-guidance&counselling ● E-modules ● E-learningResources 	AG 3H
UnitIV	<p>ICT supported teaching learnings strategies</p> <ul style="list-style-type: none"> ● E-LearningandWebbaselearning–concept,featuresandeducationalapplication ● Co-operative and Collaborative Learning –concept, features and educationalapplication ● Projectbased Learning–concept,featuresandeducationalapplication ● CommunicationTools-Mobile,e-mail,chatOnlineConferencing, Blog,Wiki,Internet forum, News Groups 	SG 3H
UnitV	<p>Newtrends inICT</p> <ul style="list-style-type: none"> ● .VirtualClassroom -concept,elements,advantagesand limitations ● Smartclassroom–concept,elements,advantagesandlimitations ● Edusat-concept,elements,advantagesandlimitations ● OnlineLearningResources:e-Library, Websites, Apps, and Web2. Technology Socialnetworkingas aneffective communicationtool 	AM 3H
Practicum	<p>Practicum:As follows</p> <ol style="list-style-type: none"> 1. Designing,Developing&Disseminatinge-newsletter,e-Journal&e-book 2. Designing,Development &ImplementingThefollowingComputerBasedSystems: <ul style="list-style-type: none"> ➤ OnlineTesting ➤ LearningResourcesManagement ➤ Time-Space-PersonnelManagement ➤ LaboratoryManagement ➤ Guidance&Counselling 3. ProgrammingCALM, CAI&WBI 4. Developmentofe-content/e-module 	SG,AM KK 32H

<p>Suggested Reading</p>	<ul style="list-style-type: none"> ● <u>Andrew M. St. Laurent</u>. (2004). Understanding Open Source and Free Software Licensing. O'Reilly: Cambridge ● <u>Bharihok Deepak</u>. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi ● <u>Evant, M</u>: The International Encyclopaedia of Educational Technology. ● <u>Gwen Solomon, Lynne Schrum</u>. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE ● <u>Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn</u>. (2012) Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD: Denver ● <u>Jane Hunter</u> (2015). Technology Integration and High Possibility Classrooms: Building from TPACK ● <u>Katherine Cennamo, John Ross, Peggy Ertmer</u>. (2013). Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU ● W.J. Pelgrum and N. Law (2003). ICT in Education around the world- Trends, Problems and Prospects. UNESCO: Paris ● MHRD. (2012). National policy on information and communication technology (ICT) in school education. MHRD, Government of India. ● National Mission in Education through ICT www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf ● Panda B.N. (2013). Open Educational Resources, RIE, NCERT, Bhubaneswar, Odisha, India ● Rosenberg, M.J. (2001) e-learning New York: McGraw Hill. ● Schank, R.C. (2001) Virtual Learning New York: McGraw Hill. ● Senapaty H.K. (2010), Package on ICT Mediated Constructivist Learning for Professional Development of Teacher Educators, RIE, NCERT, Bhubaneswar, Odisha, India 			<ul style="list-style-type: none"> ●
<p>Course- 2.3.5</p>	<p>Dissertation Related Work (2 credits)</p>	<p>Internal Assessment</p> <p style="text-align: center;">50</p>	<p>External Assessment</p>	<p>Teachers Name & Teaching Hours</p>
<p>Objectives</p>	<p>After completing this component of dissertation the prospective teachers will be able to-</p> <ul style="list-style-type: none"> ● understand the purpose and importance of the review of related studies in any kind of research. ● analyse the existing research and be able to establish the need of their study in the background of studies reviewed. ● learn how to organize the review chapter/section ● learn basic criteria for selection of tool(s) from the available standardized tools. ● learn guidelines, principles and procedures for the development of 			

	<p>various tools.</p> <ul style="list-style-type: none"> • understand the various intricacies of data collection. • learn to tabulate data according to the objectives of the study 	
	<p>Framework/Structure of Report on Review and Data Collection</p> <p>The prospective teacher educators are expected to undertake the following activities and write a report covering the following aspects-</p> <ul style="list-style-type: none"> • A brief write-up on need and importance of review of related studies • Writing and classifying the research abstracts under different variables of study. • Analysis of studies reviewed • Relevance of the study in hand in relation to the studies reviewed • Justification and description of various tools and techniques adopted/developed for collection of data. • Methods and procedures adopted for collection of primary and secondary data. • Tabulation of data and titles of tables. 	
Practicum	<ul style="list-style-type: none"> • Collection of related studies and writing of their abstracts. • Analysis of related studies and establishing the need of one's study in the background studies already conducted. • Organisation of a group discussion on the need and importance of literature review. • Arranging debates on different styles/approaches on the organisation of review chapter/section • Listing of various sources of review of related studies. • Organisation of seminar on tools and techniques of data collection in quantitative and qualitative research. • Development/construction of tools for collection of data. • Defining strategies for collection of primary and secondary data. • Collection of data and tabulation as per objectives of the study. 	All Teachers 32H

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

Course- 2.4.1	Perspectives, Issues and Research in Teacher Education	Internal Assessment	External Assessment
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	(4credits)	30	70	Teachers Name & Teaching Hours
Objectives	<p>After going through this course the student teachers will be in a position to:</p> <ul style="list-style-type: none"> • Develop a holistic perspective of teacher education in the country • Analyse the implications of education policies on reforms in teacher education and its norms and guidelines. • Identify the problems of teacher education programmes and teacher effectiveness. • Understand the significance of research for knowledge generation in the area of teaching and teacher development with methodical perspectives. 			
Unit I	<p>Teacher Education as Professional Education</p> <ul style="list-style-type: none"> • Teacher development - concept, factors influencing teacher development - personal and contextual. Professionalism in Teacher Education • Teacher education in India: historical perspective • Approaches to teacher development - Traditional, Academic, Personalistic, Competency, Social Reconstructionist, synthetic view. • NCTE: Structure and Functions. • Scope of Teacher Education Programmes as enlisted in NCTE Regulations, Stage specific and area specific teacher education programme. 			AG 9H
Unit II	<p>Structure and Management of Teacher Education</p> <ul style="list-style-type: none"> • Universalisation of elementary education and universalisation of secondary education and its implications for teacher education at school stage. Viz. Pre-primary, elementary, Secondary, Higher Education, Physical education, Music Education, Visual arts Education, Special Education ect. • Preparing teachers for different context of School Education. State Level planning, Demand and Supply of Qualified Teachers at different stages. • NCTE Norms and Standards for Teacher Education Programmes at elementary level, secondary level and masters' degree level. • Management of Teachers at State level; Qualification of Teachers, Teacher recruitment Policies, Professional development of Teachers and vertical mobility of teachers. 			NM 9H

<p>UnitIII</p>	<p>Problems and Issues in Teacher Education</p> <ul style="list-style-type: none"> ● Problem of pre-service teacher education: Bureaucratisation; inadequate planning; privatization and commercialization, economics of teacher education. ● Challenges of professional development of teachers such as its relevance to school education. Improperly qualified teacher educators, assurance of quality of teacher education programmes. ● Teacher educators' Leadership competencies in planning, implementation and evaluation of pre-service and in-service teacher education programmes. ● Issues related to enhancing teacher educators competency. ● Networking of teacher education; Teacher Education Institutions; 	<p>AM 9H</p>
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	Universities; Government agencies; Regulatory bodies and community for preparing teachers for different levels of school education.	
Unit IV	<p>Research and Development in Teacher Education</p> <ul style="list-style-type: none"> ● Education of Teacher Educators; Preparatory Programme and Professional development of Teacher Educators at different stages. ● Paradigms for research and Teaching: Gage, Doyle and Shulman. ● Research and effectiveness of teacher education programme. ● NAAC-NCTE criteria for assessment of Teacher Education Institutions. ● Methodological issues of research in teacher education - Theoretical research versus Applied research, Participatory action research and teaching effectiveness. ● Trends of research in Teacher education. 	AM 10H
Practicum	<ul style="list-style-type: none"> ● Study of the annual report of the SIEMAT/SCERT/RIE/NCERT/NUEPA, universities teacher education institutions, ASC etc. ● Describe any current practice in teacher education with its background. ● A review of research in any one area of research in teacher education and write the policy implications. ● Review of research article in teacher education and implications for practitioner teachers etc. 	AM, NM 32H
Suggested reading	<ul style="list-style-type: none"> ● Bruce R Juice et al (2014), <i>Models of Teaching</i> (9th edition), London; Pearson ● Singh L.C. (Ed 1990), <i>Teacher education in India</i>, New Delhi, NCERT ● Smith B.D. (1980) <i>A Design for a School Pedagogy</i>, US Govt. Washington, D.C. ● Furlong John (2013), <i>Education an anatomy of the Discipline</i>, Routledge, London. ● Sahoo P.K. et al (eds) (2010), <i>Professionalism in Teacher Education</i>, New Delhi, concept. ● Sahoo P.K. et al (eds) (2014) <i>Quality education in India Vol II & Vol III</i> New Delhi, concept ● Passi B.K. (eds) (1976), <i>Becoming better Teacher</i>, Ahmedabad, Sahitya mudranalaya ● Allen D & Ryan K (1969), <i>micro teaching reading Mass</i>, Addison-wesley. ● NCERT, New Delhi (2006), <i>6th survey of Research in Education</i> ● Flanders N.A. (1970) <i>Analyzing Teaching Behaviour</i>, reading, Addison-wesley, mass ● Gardner H. (1983), <i>Frame of Mind; the theory of multiple intelligences</i>, Basic Books, New York ● NCTE (2009) <i>Curriculum Framework of Teacher Education</i>, NCTE, New Delhi ● NCTE (2014) <i>Norms and Guidelines of Teacher Education Programme</i> ● NCTE (1979) <i>Organization of Core Teaching Programme Package</i>, NCERT, 	

	<p>New Delhi</p> <ul style="list-style-type: none"> ● NCTE Publications on Teacher Education Like: <ul style="list-style-type: none"> - Teacher Education in India: A Critique. (English and Hindi) - Yadav, M.S., & Lakshmi T.K.S.
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Course- 2.4.2	Title: Education Policy, Economics of Education and Educational Planning (12 credits)(In the context of Elementary Education or Secondary Education)	Internal Assessment (Marks) 30+30+30= 90	External Assessment 70+70+70= 210	Teachers Name & Teaching Hours
1. E	Educational Policy in the context of Elementary Education(4Credits)	Internal Assessment 30	External Assessment 70	
Objectives	<p>The objectives of the course are to enable students</p> <ul style="list-style-type: none"> ● Understand the concept of Educational Policy ● Develop concept into dynamics of policy ● Learn about determinants of educational policy in Elementary Education ● Know about schemes and programmes in five year plans ● Develop insight into various problems of Elementary Education 			
Unit I	<p>Educational Policy in India</p> <ul style="list-style-type: none"> ● Issues related to framework of educational policy- democratic principle development and social context ● Constitutional provisions and interventions on educational policy formulation respect to Elementary Education ● The role of National Development Council and Central Advisory Board of Education in framing policy in Elementary Education ● Centre State relationship and its implication in policy formulation 			
Unit II	<p>Dynamics of Policy making in Elementary Education</p> <ul style="list-style-type: none"> ● Issues related to right to education, Inclusive education, equity in education accreditation, language policy, teacher education. ● Gender issues in education and empowerment, interventions by the government to address gender disparity 			
Unit III	<p>Elementary Education and Five Year Plans</p> <ul style="list-style-type: none"> ● Educational policies regarding Elementary Education in Five year Plans special reference to current Five year Plan 			
Unit IV	<p>Historical aspects of policy reform in education in India in respect of Elementary Education</p> <ul style="list-style-type: none"> ● Education Commissions and Committees that influenced education policy in India; ● National Policy on Education 1968 & 1986/92; ● Right to Education Act (2009) 			
Unit V	<ul style="list-style-type: none"> ● Current policy-related challenges: ● Expansion of educational facilities to reach the hitherto-unreached; en 			

	<p>equityand inclusion;;</p> <ul style="list-style-type: none"> ● enhancing employability of the products of the education system; ● promoting life-long learning opportunities; ● improving governance and management of elementary education; ● Problem of Retention and Drop Out in Elementary Education ● Enhancing Quality of Elementary Education ● Teacher quantity and quality in Elementary Education ● Technology aided instruction in elementary education ● Mid day meal programme ● Monitoring and supervision of elementary education 	
Practicum	<p>Anyone from the following</p> <ul style="list-style-type: none"> ● Preparation of status report on elementary education in a district with reference to access, enrolment, participation and learning achievement ● Observation Report on the implementation of any one of the programmes in two elementary schools to improve quality. ● Preparation and presentation of a seminar paper on philosophy and practices of elementary education Preparation of a short write-up on “initiatives to bridge gender gap in elementary education” and discuss ● Survey on the opinion of elementary school teachers on the policy of ‘inclusive education’ ● Visit report on one or two elementary schools in the neighborhood to observe midday meal scheme and recommendations to improve it ● Inclusive environment and prepare a report on its implementation and offers suggestions ● Writing a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program of US 	
Suggested Reading	<p>.Aggarwal, J.C. (2005), <i>Recent Developments and Trends in Education</i>. New Delhi : Shipra Publication.</p> <p>Child rights Convention – UNICEF – 2000</p> <p>Coombs P.H. (1985) <i>World Crisis in Education: The View From Eighties</i>. Oxford University Press, New York.</p> <p>Education for All (1993) <i>The Indian Scene</i>, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India.</p> <p>Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi</p> <p>Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.</p> <p>Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA’s MHRD, Deptt. of Education.</p> <p>Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi.</p> <p>Government of India, MHRD, Department of School Education and Literacy (2001, 2007, 2011). Sarva Shiksha Abhiyan: frame work for implementation</p>	

	<p>Harmon, D., Jones, T. (). Elementary Education: A Reference Handbook (Contemporary Education Issues)</p> <p>Jha, P.K., Das, S., Mohanty, S.S., Jha, N. K. (). Public Provisioning for Elementary Education in India.</p> <p>Khan, R.S & Ahmed, I. (1997). Elementary Education & the Teacher, Delhi: IASC, Jamia Millia Islamiya</p> <p>Kochhar S.K. (1981) Pivotal issues in Indian education</p> <p>Kumar, I. & Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala</p> <p>Lazear, E.P. (). Education in the Twenty-First Century</p> <p>MHRD (2001): Convention on the Right of the child. New Delhi.</p> <p>Malhotra, P.L. (1986) School Education in India: Present status and Future Needs, NCERT, New Delhi.</p> <p>Mehrotra, S. (). The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs</p> <p>Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.</p> <p>Mohanty, J. (2002). Primary and Elementary Education. New Delhi: Deep & Deep Publications, Pvt. Ltd.</p> <p>Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda: Acharya Book Depot.</p> <p>National Policy of Education, (1992) Modification and their POA's, MHRD, Dept. of Education</p>			
Course-2. E	Economics of Education (In the Context Elementary Education) (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks	
Objectives	<p>After completion of the course student will be able to</p> <ul style="list-style-type: none"> • To make the resource development. • To understand the extent various types and levels students understand the concepts of economics of education, economic development human capital, and human of education contribute to economic development. • To know and understand how to forecast human power, estimate cost-benefit of education, and analysis of cost-effectiveness in Elementary Education • To comprehend the processes of generating and utilizing sources and resources of finances for education 			
Unit I	<p>Education and Economics</p> <ul style="list-style-type: none"> • Concept and Scope of Economics of Education; Concepts of Education as Consumption • Education as Investment; Recent Trends in Economics of Education • Economic Growth and Economic Development Education as a Prerequisite to Economic Development 			
Unit II	<p>Education and Human Capital</p> <ul style="list-style-type: none"> • Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; • Process of Human Capital Formation; Human Capital Theory; • Quality of Life and Economic Growth; 			

	Investment Criteria on Education; Rate of Return;		
Unit III	Education and Manpower Planning with reference to Elementary Education <ul style="list-style-type: none"> • Concepts of Human Development Index (HDI) • Millennium Development Goals (MDG) • Need and Techniques (Employer's opinion, Manpower output ratio, and International comparison method) of Manpower Approach to Forecast Requirements of Human Resource Types and Levels of Education in Developed and Developing Countries		
Unit IV	Cost-Benefits Analysis of Education in Elementary Education <ul style="list-style-type: none"> • Taxonomy of Cost of Education: Social & Private, • Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Indirect Benefits (Spill-Over and Externalities); • Correlation, Residual, Rate of Return Approaches to Measure Cost-Benefits of Education; • Criteria for Financing Education; Input-Process-Output Model of Educational Production System in the Context of Cost Effectiveness of Analysis in Education. 		
Practicum	The students will write two seminar papers on any above mentioned topics		
Suggested Reading	<ul style="list-style-type: none"> • Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIUP Publication. • Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press. • Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd. • Harbison & Myers. (1968). Education, Manpower and Economic Growth. New Delhi: Oxford & IBH. • Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley. • Nagpal, C. S. & Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol Publications. • Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT • Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Model and Growth. New Delhi: NIEPA. • Pscharo Pulos, G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher. • Schultz, T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press. • Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publication. • Sodhi, T. S. (1978). Education and Economic Development. Ludhiana: Mukand Publications. • Tilak, J. B. G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications. • Vaizey John. (1962). Economics of Education. London: Faber & Faber 		
Course 2.4.2.3. E	Educational Planning in the context of Elementary Education (4Credits)	Internal Assessment 30marks	External Assessment 70marks
Objectives	After completion of the course student will be able to		

	<ul style="list-style-type: none"> ● Define Educational Planning ● Types of Educational Planning ● Approaches of Educational Planning ● Methodology of Educational Planning 	
Unit I	Educational Planning: Concepts and theoretical foundations of educational planning; types of Educational Planning;	
Unit II	Approaches of Educational Planning with special reference to planning in the field of Elementary education <ul style="list-style-type: none"> ● Approaches; sector-wide approaches to educational planning; ● Changing landscapes of educational planning; ● social context of educational planning; ● Essential conditions for effective educational planning; 	
Unit III	Strategic planning in Education in Elementary Education <ul style="list-style-type: none"> ● Concept and methodology of strategic planning in education; ● Education-sector analysis/diagnosis; ● Identification of education development issues and priorities; ● Setting plan targets and estimation of financial and human resource requirements; ● Budgeting technique; Results-based planning and management framework. 	
Unit IV	Educational Planning in India with special reference to Elementary Education <ul style="list-style-type: none"> ● Decentralization of educational planning in India, ● Legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India; ● Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning); ● Formulating district education development plans and institutional development plans; appraisal of education development plans. 	
Practicum	The students will write two seminar papers on above topics	
Suggested Reading	<ol style="list-style-type: none"> 1. Safaya, R.N., Shaida, B.D. School Administration and Organization. Dhanpat Rai Publishing Company, New Delhi 2. Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi 3. Josephine Y School Resource Planning and Management. Shipra Publication, Delhi 4. Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P)Ltd., New Delhi. 5. Bhatnagar, R.P. Educational Administration 6. Aggrawal, V. International Publishing House. Meerut. 7. Sindhu, I.S. Educational Administration & Management. Pearson New 	

	Delhi			
OR				
2.4.2. 1. S	Educational Policy in the context of Secondary Education (4 Credits)	Internal Assessment 30 marks	External Assessment 70 marks	Teachers Name & Teaching Hours
Objectives	The objectives of the course are to enable students <ul style="list-style-type: none"> ● Understand the concept of Educational Policy ● Develop concept into dynamics of policy ● Learn about determinants of educational policy in Secondary Education ● Know about schemes and programmes in five year plans ● Develop insight into various problems of Secondary Education 			
Unit I	Educational Policy in India <ul style="list-style-type: none"> ● Issues related to framework of educational policy - democratic principle development and social context ● Constitutional provisions and interventions on educational policy formulation respect of Secondary education ● The role of National Development Council and Central Advisory Board of Education in framing policy in Secondary education ● Centre State relationship and its implication in policy formulation 			SG 12H
Unit II	Dynamics of Policy making in Secondary Education <ul style="list-style-type: none"> ● Issues related to right to education, Inclusive education, equity in education, accreditation, language policy, teacher education. ● Gender issues in education and empowerment, interventions by the govt to address gender disparity 			AM 12H
Unit III	Secondary Education and Five Year Plans <ul style="list-style-type: none"> ● Educational policies regarding Secondary Education in Five year Plans special reference to current Five year Plan 			AG 12H
Unit IV	Historical aspects of policy reform in education in India in respect of Secondary Education <ul style="list-style-type: none"> ● Education Commissions and Committees that influenced education policy in India; ● National Policy on Education 1968 & 1986/92; ● RMSA 			SMI 12H
Unit V	<ul style="list-style-type: none"> ● Current policy-related challenges: ● Expansion of educational facilities to reach the hitherto-unreached; equity and inclusion; ● enhancing employability of the products of the education system; ● promoting life-long learning opportunities; ● improving governance and management of Secondary Education; ● Problem of Vocationalization, Retention and Drop Out in Secondary Education ● Enhancing Quality of Secondary Education ● Teacher quantity and quality in Secondary Education ● Technology aided instruction in Secondary Education 			SMI 12H

	<ul style="list-style-type: none"> Monitoring and supervision of Secondary Education. 			
Practicum	Writing two term papers on above mentioned issues			AM, SMI 32H
Suggested Reading	<ul style="list-style-type: none"> Roy, Kumkum. (2015). Decoding "New education policy". Economic and Political Weekly, L(19) (Web exclusives). Sadgopal, A. (2006). Dilution, distortion and diversion: A post-Jotien reflection on education policy. In The crises of elementary education in India (Ed. Ravi Kumar), pp 92-136. New Delhi: Sage. Kumar, K. and Sarangapani, P. (2004). History of the quality debate. <i>Contemporary Education Dialogue</i>, 2(1), pp. 30-52. Sarangapani, P.M. (2009). Quality, feasibility and desirability of low cost Private schooling, EPW, 44(3), 67-69. Singh, Ajay Kumar. (2009). In lieu of political rights: How fundamental is the fundamental right to education? In A. Kumar and A. P. Singh (Eds.), <i>Elementary education in India: Issues and challenges</i> (pp. 256-271). New Delhi: Uppal Publications. National and state level policy documents. 			
Course- 2.4.2.2. S	Economics of Education (In the Context Secondary Education) (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks	Teachers Name & Teaching Hours
Objectives	After completion of the course student will be able to <ul style="list-style-type: none"> To make the resource development. To understand the extent various types and levels students understand the concepts of economics of education, economic development human capital, and human of education contribute to economic development. To know and understand how to forecast human power, estimate cost-benefit of education, and analysis of cost-effectiveness in Secondary Education To comprehend the processes of generating and utilizing sources and resources of finances for education 			
Unit I	Education and Economics <ul style="list-style-type: none"> Concept and Scope of Economics of Education; Concepts of Education as Consumption Education as Investment; Recent Trends in Economics of Education Economic Growth and Economic Development Education as a Prerequisite to Economic Development 			JSP 12H
Unit II	Education and Human Capital <ul style="list-style-type: none"> Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; Process of Human Capital Formation; Human Capital Theory; Quality of Life And Economic Growth; Investment Criteria on Education; Rate of Return; 			AG 12H
Unit III	Education and Manpower Planning with reference to Secondary Education <ul style="list-style-type: none"> Concepts of Human Development Index (HDI) Millennium Development Goals (MDG) 			KK 12H

	<ul style="list-style-type: none"> Need and Techniques (Employer's opinion, Manpower output ratio, and International comparison method) of Manpower Approach to Forecast Requirements of Human Resource Types and Levels of Education in Developed and Developing Countries 			
Unit IV	Cost-Benefits Analysis of Education in Secondary Education <ul style="list-style-type: none"> Taxonomy of Cost of Education: Social & Private, Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Indirect Benefits (Spill-Over and Externalities); Correlation, Residual, Rate of Return Approaches to Measure Cost-Benefits of Education; Criteria for Financing Education; Input-Process-Output Model of Educational Production System in the Context of Cost Effectiveness of Analysis in Education. 		NM 12H	
Practicum	The students will write two seminar paper on any above mentioned topics		32H	
Suggested Reading	<ul style="list-style-type: none"> Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIUP publication. Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press. Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd. Garg, V. P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co. Harbison & Myers. (1968). Education, Manpower and Economic Growth. New Delhi: Oxford & IBH. Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley. Nagpal, C. S. & Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications. Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA. Pscharo Pulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher. Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press. Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publication. Sodhi, T. S. (1978). Education and Economic Development. Ludhiana: Mukand Publications. Tilak. J. B. G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications. Vaizey John. (1962). Economics of Education. London: Faber & Faber 			
Course 2.4.2. 3. S	Educational Planning the context of Secondary Education (4 Credits)	Internal Assessment 30 marks	External Assessment 30 marks	Teachers Name & Teaching Hours
Objectives	After completion of the course student will be able to <ul style="list-style-type: none"> Define Educational Planning Know about Types of Educational Planning Understand the Approaches of Educational Planning 			

	<ul style="list-style-type: none"> ● Learn about Methodology of Educational Planning 	
Unit I	Educational Planning: <ul style="list-style-type: none"> ● Concepts and theoretical foundations of educational planning; types of Educational Planning; 	SG 12H
Unit II	Approaches of Educational Planning with special reference planning in the field of Secondary Education <ul style="list-style-type: none"> ● Approaches; sector-wide approaches to educational planning; ● Changing landscapes of educational planning; ● Social context of educational planning; ● Essential conditions for effective educational planning; Changing approaches to educational planning. 	KK 12H
Unit III	Strategic planning in Education in Secondary Education <ul style="list-style-type: none"> ● Concept and methodology of strategic planning in education; ● Education-sector analysis/diagnosis; identification of education development issues and priorities; ● Setting plant targets and estimation of financial and human resource requirements ; ● Budgeting technique; Results-based planning and management framework. 	JSP 12H
Unit IV	Educational Planning in India with special reference to Secondary Education <ul style="list-style-type: none"> ● Decentralization of educational planning in India, ● Legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India; ● Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning); ● Formulating district education development plans and institutional development plans; appraisal of education development plans. 	SMI 12H
Practicum	The students will write two seminar paper on above topics	32H
Suggested Reading	<ol style="list-style-type: none"> 1. Safaya, R.N., Shaida, B.D. School Administration and Organization.. Dhanpat Rai Publishing Company, New Delhi 2. Verma, R., Educational Administration. Anmol Publications Pvt. Ltd. New Delhi 3. Josephine Y. School Resource Planning and Management. Shipra Publication, Delhi 4. Mohanty, J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd., New Delhi. 5. Bhatnagar, R.P. Educational Administration 6. Aggrawal, V. Educational Administration International Publishing House. Meerut. 7. Sindhu, I.S. Educational Administration & Management. Pearson New Delhi 	

Course-2.4.3	Title: Educational Planning , Educational Management and Educational Administration, Leadership in the Context of Elementary Education OR Secondary Education	Internal Assessment 30+30+30+90	External Assessment 70+70+70 =210	Teachers N & Teaching H
2.4.3. 1.E	Educational Planning in the context of Elementary Education (4 Credits)	Internal Assessment 30 marks	External Assessment 70 marks	
Objectives	After completion of the course student will be able to <ul style="list-style-type: none"> • Define Educational Planning • Types of Educational Planning • Approaches of Educational Planning • Methodology of Educational Planning 			
Unit I	Educational Planning: <ul style="list-style-type: none"> • Concepts and theoretical foundations of educational planning; types of Educational Planning; 			
Unit II	Approaches of Educational Planning with special reference planning in the field of elementary education <ul style="list-style-type: none"> • approaches; sector-wide approaches to educational planning; Changing landscapes of educational planning; social context of educational planning; Essential conditions for effective educational planning; Changing approaches to educational planning. 			
Unit III	Strategic planning in Education in Elementary Education <ul style="list-style-type: none"> • Concept and methodology of strategic planning in education; Education-sector analysis/diagnosis; identification of education development issues and priorities; setting plan targets and estimation of financial and human resource requirements; Budgeting technique; Results-based planning and management framework. 			
Unit IV	Educational Planning in India with special reference to Elementary Education <ul style="list-style-type: none"> • Decentralization of educational planning in India, legal provisions, institutional framework and planning machinery supporting decentralized education planning in India; Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning); Formulating district education development plans and institutional development plans; appraisal of education development plans. 			
Practicum	The students will write two seminar papers on above topics			

Suggested Reading	<ul style="list-style-type: none">● Safaya, R.N., Shaida, B.D School Administration and Organization. .DhanpatRaiPublishingCompany, NewDelhi● Verma,R., EducationalAdministration.AnmolPublicationsPvt.Ltd.NewDelhi● JosephineYSchoolResourcePlanningandManagement.ShipraPublication,Delhi● Mohanty.J.,EducationalAdministration,SupervisionandSchoolmanagement.	
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	Deep and Deep Publications (P) Ltd., New Delhi. <ul style="list-style-type: none"> • Bhatnagar, R.P. Educational Administration • Aggrawal, V. International Publishing House. Meerut. • Sindhu, I.S. Educational Administration & Management. Pearson New Delhi 			
Course- 2.4.3.2 E	Educational Management and School Leadership (In the Context Elementary Education) (4 credits)	Internal Assessment 25	External Assessment 75	Teachers N & Teaching H
Objectives	The objectives of the course are the following <ul style="list-style-type: none"> • The student teachers will be able to understand the concepts of educational management. • They will be able to develop concepts of human resources, financial resources with special reference to Elementary Education • They will gain insight into the Educational Management and its different aspects • They will acquire knowledge about different issues related to management of Elementary Education 			
Unit I	Educational Management <ul style="list-style-type: none"> • Concept of Educational Management and its importance • Theories related to Educational Management (Classical, Behaviouristic, Humanistic and Systems Approach) • Aspects of Educational Management- planning, organizing, supervising, motivating and controlling, decision making. <ul style="list-style-type: none"> • Leadership in Management- Schools as learning organizations; • Importance of School head and teachers as leaders in transforming schools into learning organizations; • Transformativ leadership • Servant leadership 			
Unit II	Educational Management system in India <ul style="list-style-type: none"> • Educational directives and other provisions in the Constitution of India with reference to secondary education • The role of central, State and Local Bodies in Educational Management Agencies involved in the Management of Elementary Education • Role of State government and local bodies in Management of Elementary Education 			
Unit III	Management of Resources in Education <ul style="list-style-type: none"> • Concept of human resource and human capital and its development with reference to educational personnel • Teacher as resource- performance appraisal and professional development • Management of Finance- allocation and sources of educational finance, budgeting its concept, PPBS, school budget. Grant-in-aid and mobilization of local resources 			

Unit IV	Modern techniques of management <ul style="list-style-type: none"> • TQM • SWOT • PPBS
Practicum	The students will write two seminar papers on any above mentioned topics
Suggested Reading	<p>Ayyar, R. V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII(2), April, pp. 197-214.</p> <p>Bray Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2nd ed), Paris: UNESCO, IIEP.</p> <p>Fullan, Michael (2005). Fundamental Change: International Handbook of Educational Change, Springer, the Netherlands.</p> <p>Gronn, Peter (2003), New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman.</p> <p>Hoffman, Allan M. and Summers Randal W (eds.) (2000). Managing Colleges and Universities: Issues for Leadership, Westport: Bergin and Avery.</p> <p>Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). Management, Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New Delhi: The European Commission.</p> <p>Koontz, H. and O'Donnel, C. (1968), Principles of Management, an Analysis of Management Functions. USA: McGraw Hill Book Company</p> <p>Kowalski, Theodore, J. (2001). Case Studies on Educational Administration (3rd ed.) New York, Longman.</p> <p>Latchem, C. and Hanna, D. (2001). Leadership for 21st Century Learning: Global Perspectives from Educational Innovations, London: Kogan Page.</p> <p>Mathur S.S. (1990). Educational Administration and Management, The Indian Publications, India</p> <p>National Institute of Educational Planning and Administration. Survey Reports of Educational Administration in different States and UTs 1991-2001, New Delhi.</p> <p>Owings, William A. and Kaplan, Leslie S. (2003). Best Practices, Best Thinking, and Emerging Issues in School Leadership. California: Sage.</p> <p>Pareek, Udai. Institution Building: the Framework for Decision-making in Ravi Mathai, Udai Pareek and T.V. Rao (eds.). Institution Building in Education and Research: From Stagnation to Self-Renewal, All India Management Association, New Delhi.</p> <p>Ramachandran Padma and R. Vasantha (2005). Education in India. New Delhi, National Book Trust.</p> <p>Shukla P.D. (1983). Administration of Education in India, New Delhi: Vikas Publishing House.</p> <p>Tilak, J.B.G. (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.</p>

Course 2.4.3.3.E	Educational Administration (4credits)in the context of Elementary Education(4Credits)	InternalAs sessment 30marks	ExternalAs sessment 70marks	Teachers N & Teaching H
Objectives	After completion of the course student will be able to <ul style="list-style-type: none"> ● Define Educational Administration ● Know Types of Educational Administration ● Learn about Educational Administration in India ● Understand problems related to educational administration 			
Unit I	Educational Administration <ul style="list-style-type: none"> ● Concept of educational administration and its importance ● Theories related to educational administration (Classical, Behaviouristic, Humanistic and System approach) ● Aspects of educational administration- planning, organizing, supervising, motivating and controlling, decision making. ● Leadership in administration 			
Unit II	Educational Administrative system in India <ul style="list-style-type: none"> ● Educational directives and other provisions in the Constitution of India with reference to Elementary Education ● The role of central, State and Local Bodies in educational administration ● Agencies involved in the administration of Elementary Education ● Role of State government and local bodies in administration of Elementary Education 			
Unit III	<ul style="list-style-type: none"> ● Recent Schemes and Activities of the Govt. of India in the field of Elementary Education ● NIOS ● SSA and EFA ● SEMIS (Secondary Education management Information System) ● Private Public Partnership in secondary education 			
Unit VI	Some administrative problems in elementary education <ul style="list-style-type: none"> ● Access, equity and universalization of elementary education ● Rationale for Public Investment in elementary education ● Quality and Efficiency of elementary education ● Teacher accountability and absenteeism ● Local politics ● Problem of monitoring and supervision 			
Practicum	The students will write two seminar paper on above topics			
Suggested Reading	<ul style="list-style-type: none"> ● Safaya, R.N., Shaida, B.D School Administration and Organization. .Dhanpat Rai Publishing Company, New Delhi ● Verma, R., Educational Administration. Anmol Publications Pvt. Ltd. New Delhi ● Josephine Y School Resource Planning and Management. Shipra Publication, 			

	Delhi			
	<ul style="list-style-type: none"> ● Mohanty. J., Educational Administration, Supervision and Schoolmanagement.DeepandDeep Publications(P)Ltd.,NewDelhi. ● Bhatnagar,R.P.EducationalAdministration ● Aggrawal,V. InternationalPublishingHouse.Meerut. ● Sindhu, I.SEducationalAdministration&Management.PearsonNewDelhi 			
OR				
2.4.3. 1.S	EducationalPlanning inthecontextof SecondaryEducation(4Credits)	Internal Assessment 30marks	External Assessment 70marks	Teachers N & Teaching H
Objectives	Aftercompletion ofthecoursestudent willbeable to <ul style="list-style-type: none"> ● DefineEducationalPlanning ● TypesofEducationalPlanning ● ApproachesofEducationalPlanning ● Methodologyof Educational Planning 			
UnitI	EducationalPlanning: <ul style="list-style-type: none"> ● Conceptsandtheoreticalfoundationsofeducationalplanning;typesofEducationalPlanning; 			AM 12H
UnitII	ApproachesofEducationalPlanningwithspecialreferenceplanninginthefieldof Secondary Education <ul style="list-style-type: none"> ● Approaches;sector-wide approachestoeducationalplanning; ● Changinglandscapesofeducationalplanning; ● Socialcontextofeducationalplanning; ● Essential conditions for effective educational planning; Changing approached toeducationalplanning. 			SG 12H
UnitIII	StrategicplanninginEducationinSecondaryEducation <ul style="list-style-type: none"> ● Concept and methodology of strategic planning in education; Education-sectoranalysis/diagnosis;identificationofeducationdevelopmentissuesandpriorities; setting plan targets and estimation of financial and human resourcerequirements;Budgetingtechnique;Results-basedplanningandmanagement framework. 			JSP 12H
UnitIV	EducationalPlanninginIndiawithspecialreferencetoSecondaryEducation <ul style="list-style-type: none"> ● Decentralization of educational planning in India, legal provisions, institutionalframeworkandplanningmachinerysupportingdecentralizededucation alplanninginIndia; ● Techniquesinpreparinglocal-leveleducationdevelopmentplans(schoolmapping,micro-planning and schoolimprovementplanning; ● Formulating districteducationdevelopmentplansandinstitutionaldevelopment plans;appraisalof educationdevelopmentplans. 			SG 12H
Practicum	Thestudentswillwritetwoseminarperson abovetopics			32H
Suggested Reading	<ul style="list-style-type: none"> ● Safaya, R.N., Shaida, B.D School Administration and Organization.. 			●

	<p>Dhanpat Rai Publishing Company, New Delhi</p> <ul style="list-style-type: none"> ● Verma, R., Educational Administration. Anmol Publications Pvt. Ltd. New Delhi ● Josephine Y School Resource Planning and Management. Shipra Publication, Delhi ● Mohanty, J., Educational Administration, Supervision and School Management. Deep and Deep Publications (P) Ltd., New Delhi. ● Bhatnagar, R.P. Educational Administration ● Aggrawal, V. International Publishing House. Meerut. ● Sindhu, I.S. Educational Administration & Management. Pearson New Delhi ● Cailods, F. (1990). The Prospects of Educational Planning, Paris, International Institute of Educational Planning (IIEP) ● Cook, W.D. (1982). Planning Process in Developing Countries: Techniques and Achievements, New York, North Holland Pub. ● Coombs, P.H. (1969). What is Educational Planning? Paris, International Institute of Educational Planning (IIEP) ● Kaufman, Herman, Watters (eds.). (1996) Educational Planning: Strategic Tactical Operational Technomic. ● Naik, J.P. (1965). Educational Planning in India. New Delhi: Allied. ● Psacharopoulos, G. (1985). Planning of Education: Where Do We Stand? Washington, World Bank ● Varghese, N.V. (1987). Set of Modules on District Planning in Education, New Delhi: NIEPA. ● Boyd WL & Kerchner CT (eds.) (1987). The Policies of Excellence and Choice in Education; New York: The Falmer Press ● Hallack, J. (1977). Planning the Location of Schools: An Instrument of Educational Policy, Paris, International Institute of Educational Planning. ● Lauglo, Jon (1995). Forms of Decentralization and Their Implication for Education, Comparative Education, 21(1). Magnen, A. (1991) Education, 21(1). ● Harbison, F. and Myers, C.H., Education, Manpower and Economic Growth, 1964. ● Hunter, Guy., Higher Education and Development in South East Asia, Paris. ● Lauwerys, Joseph A. (Ed.) The World Year Book of Education – Educational Planning, London: Evans Brothers Ltd., 1967. ● UNESCO, Manpower Aspects of Educational Planning, Paris: I.E.E.P., 1967. ● UNESCO, Fundamentals of Educational Planning ● No. 1, What is Educational Planning? (Philip H. Coombs) ● No. 2, The Relation of Educational Plans to Economic and Social Planning ● No. 3, Educational Planning and Human Resource Development (F. Harbison) ● No. 4, Demographic Aspects of Educational Planning (Ta Ngoc Chau) ● No. 5, The Analysis of Educational Costs and Expenditure (J. Hallack) ● No. 6, Cost-benefit Analysis in Educational Planning (Maureen Woodhali) 			
<p>Course- 2.4.3.2 S</p>	<p>Educational Management and School Leadership (In the Context Secondary Education) (4 credits)</p>	<p>Internal Assessment 30 marks</p>	<p>External Assessment 70 marks</p>	<p>Teachers N & Teaching H</p>
<p>Objectives</p>	<p>The objectives of the course are the following</p> <ul style="list-style-type: none"> ● The student teachers will be able to understand the concepts of educational management. 			

	<ul style="list-style-type: none"> • They will be able to develop concepts of human resources, financial resources with special reference to Secondary Education • They will gain insight into the Educational Management and its different aspects • They will acquire knowledge about different issues related to management of Secondary Education 	
Unit I	Educational Management <ul style="list-style-type: none"> • Concept of Educational Management and its importance • Theories related to Educational Management (Classical, Behaviouristic, Humanistic and Systems Approach) • Aspects of Educational Management - planning, organizing, supervising, motivating and controlling, decision making. <ul style="list-style-type: none"> • Leadership in Management Leadership in Management - Schools as learning organizations; • Importance of School head and teachers as leaders in transforming schools into learning organizations; • Transformative leadership • Servant leadership 	JSP 12H
Unit II	Educational Management system in India <ul style="list-style-type: none"> • Educational directives and other provisions in the Constitution of India with reference to Secondary Education • The role of central, State and Local Bodies in Educational Management Agencies involved in the Management of secondary education • Role of State government and local bodies in Management of Secondary Education 	AM 12H
Unit III	Management of Resources in Education <ul style="list-style-type: none"> • Concept of human resource and human capital and its development with reference to educational personnel • Teacher as resource - performance appraisal and professional development • Management of Finance - allocation and sources of educational finance, budgeting its concept, PPBS, school budget. Grant-in-aid and mobilization of local resources 	KK 12H
Unit IV	Modernt techniques of management <ul style="list-style-type: none"> • TQM • SWOT • PPBS 	SMI 12H
Practicum	The students will write two seminar paper on any above mentioned topics	32H
Suggested Reading	Ayyar, R. V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII(2), April, pp. 197-214. Bray Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2 nd ed), Paris: UNESCO, IIEP. Fullan, Michael (2005). Fundamental Change: International Handbook of	

	<p>Educational Change, Springer, the Netherlands.</p> <p>Gronn, Peter (2003), New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman.</p> <p>Hoffman, Allan M. and Summers Randal W (eds.) (2000). Managing Colleges and Universities: Issues for Leadership, Westport: Bergin and Avery.</p> <p>Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). Management, Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New Delhi: The European Commission.</p> <p>Koontz, H. and O'Donnel, C. (1968), Principles of Management, an Analysis of Management Functions. USA: McGraw Hill Book Company</p> <p>Kowalski, Theodore, J (2001). Case Studies on Educational Administration (3rd ed.) New York, Longman.</p> <p>Latchem, C. and Hanna, D (2001). Leadership for 21st Century Learning: Global Perspectives from Educational Innovations, London: Kogan Page.</p> <p>Mathur S.S (1990). Educational Administration and Management, The Indian Publications, India</p> <p>National Institute of Educational Planning and Administration. Survey Reports of Educational Administration in different States and UTs 1991-2001, New Delhi.</p> <p>Owings, William A and Kaplan, Leslie S (2003). Best Practices, Best Thinking, and Emerging Issues in School Leadership. California: Sage.</p> <p>Pareek, Udai. Institution Building: the Framework for Decision-making in Ravi Mathai, Udai Pareek and T.V. Rao (eds.). Institution Building in Education and Research: From Stagnation to Self-Renewal, All India Management Association, New Delhi.</p> <p>Ramachandran Padma and R. Vasantha (2005). Education in India. New Delhi, National Book Trust.</p> <p>Shukla P.D. (1983). Administration of Education in India, New Delhi: Vikas Publishing House.</p> <p>Tilak, J.B.G. (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.</p>			
<p>Course 2.4.3.3. S</p>	<p>Educational Administration (4 credits) in the context of Secondary Education (4 Credits)</p>	<p>Internal Assessment 30 marks</p>	<p>External Assessment 70 marks</p>	<p>Teachers N & Teaching H</p>
<p>Objectives</p>	<p>After completion of the course student will be able to</p> <ul style="list-style-type: none"> ● Define Educational Administration ● Know Types of Educational Administration ● Learn about Educational Administration in India ● Understand problems related to educational administration 			
<p>Unit I</p>	<p>Educational administration</p> <ul style="list-style-type: none"> ● Concept of educational administration and its importance ● Theories related to educational administration (Classical, Behaviouristic, 			<p>KK 12H</p>

	Humanistic and System approach) <ul style="list-style-type: none"> • Aspects of educational administration- planning, organizing, supervising, motivating and controlling, decision making. • Leadership in administration 			
Unit II	Educational Administrative system in India <ul style="list-style-type: none"> • Educational directives and other provisions in the Constitution of India with reference to Secondary Education • The role of central, State and Local Bodies in educational administration • Agencies involved in the administration of Secondary Education • Role of State government and local bodies in administration of Secondary Education 			KK 12H
Unit III	Recent Schemes and Activities of the Govt. of India in the field of Secondary Education <ul style="list-style-type: none"> • NIOS • RMSA • SEMIS (Secondary Education management Information System) • Private Public Partnership in secondary education 			JSP 12H
Unit VI	Some administrative problems in Secondary Education <ul style="list-style-type: none"> • Access, equity and universalization of secondary education • Rationale for Public Investment in secondary education • Vocationalization of secondary education • Quality and Efficiency of secondary education • Teacher accountability and absenteeism • Local politics • Problem of monitoring and supervision 			KK 12H
Practicum	The students will write two seminar paper on above topics			32H
Suggested Reading	<ul style="list-style-type: none"> • Safaya, R.N., Shaida, B.D. School Administration and Organization.. Dhanpat Rai Publishing Company, New Delhi • Verma, R., Educational Administration. Anmol Publications Pvt. Ltd. New Delhi • Josephine Y School Resource Planning and Management. Shipra Publication, Delhi • Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd., New Delhi. • Bhatnagar, R.P. Educational Administration • Aggrawal, V. International Publishing House. Meerut. • Sindhu, I.S. Educational Administration & Management. Pearson New Delhi 			
Course 2.4.4. E	Educational Technology and ICT in Elementary Education	Internal Assessment 30 marks	External Assessment 70 marks	Teachers N & Teaching H

Objectives	<ul style="list-style-type: none"> ● Differentiate various terminologies associated with educational technology ● Appreciate the emergence and evolution of various educational media ● Explain various approaches to educational technology ● Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD) in Elementary Education ● Analyse and apply principles and practices associated with technology enhanced learning ● Assess various problems and issues related to information and communication technologies and its integration in education
Unit I	<ul style="list-style-type: none"> ● Meaning and nature of ● Educational technology ● Instructional technology ● Information and communication technology ● Emergence of educational technology as a discipline ● Definitions, scope, functions/objectives of educational technology ● Approaches to educational technology: ● Physical science (media approach) ● Communication (audiovisual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology ● Cybernetics (system approach) – origin of system concept, characteristics and stages of instructional system, general and instructional system theory
Unit II	<p>Instructional Design: with reference to Elementary Education</p> <ul style="list-style-type: none"> ● meaning and need ● Implications of learning theories for Instructional design <ul style="list-style-type: none"> ○ Behavioural Learning Theories ○ Social Learning Theories ○ Cognitive and constructivist Learning Theories ● Theory of multiple intelligences and its implications for instructional design ● Developing a personal learning theory ● Types of Learning and learning styles Instructional Design Models <ul style="list-style-type: none"> ○ ADDIE Model ○ System model ○ ASSURE Model ○ ARCS Model
Unit III	<p>ICT in Elementary Education</p> <ul style="list-style-type: none"> ● Characteristics of digital learners ● Need and importance of digital literacy ● ICT (MS/Approach) ● Relationship between ICT, culture and learning ● Technology and pedagogy <ul style="list-style-type: none"> ○ Technopedagogical content knowledge (TPCK) ○ Open Source Management and Software ○ Approaches and strategies to integrating ICT in teaching and learning
Unit IV	<p>Current Trends in ICT in Elementary Education</p> <ul style="list-style-type: none"> ● Promising Trends <ul style="list-style-type: none"> ○ Increased online access and connectivity ○ Mobile access – ubiquitous computing ○ Free and Open Source Software (FOSS) ○ Convergence of Hardware and software ○ Technological sophistication and affordability ○ Digital assistive technology ● Problems ● Equity issues and the digital divide ● Social, ethical, and security issues ● Limitations of technology integration: A critical look at the impact of technology integration ● Technology dependence and learner autonomy
Practicum	<p>Any two</p> <ul style="list-style-type: none"> ● Seminar presentation on approaches to educational technology.

	<ul style="list-style-type: none"> ● Seminar presentation on Evolution of Educational Media. ● Evaluating multimedia CDROMs using standard criteria and study the multimedia evaluation reports available at www.teem.org.uk/ ● Comparative study of ICT syllabus of school education and teacher education of various organizations. ● A study of EDUSAT and teleconferencing 			
Suggested Reading	<p><u>Andrew M. St. Laurent</u>. (2004). Understanding Open Source and Free Software Licensing. O'Reilly: Cambridge</p> <p><u>Bharikhok Deepak</u>. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi</p> <p><u>Evant, M</u>: The International Encyclopaedia of Educational Technology.</p> <p><u>Gwen Solomon, Lynne Schrum</u>. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE</p> <p><u>Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn</u>. (2012) Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD: Denver</p> <p><u>Jane Hunter</u> (2015). Technology Integration and High Possibility Classrooms: Building from TPACK</p> <p><u>Katherine Cennamo, John Ross, Peggy Ertmer</u>. (2013). Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU</p> <p><u>W.J. Pelgrum and N. Law</u> (2003). ICT in Education around the world- Trends, Problems and Prospects. UNESCO: Paris.</p>			
Course 2.4.4. S	Educational Technology and ICT in Secondary and Higher Secondary Education	Internal Assessment 30 marks	External Assessment 70 marks	Teachers N & Teaching H
Objectives	<ul style="list-style-type: none"> ● Differentiate various terminologies associated with educational technology ● Appreciate the emergence and evolution of various educational media ● Explain various approaches to educational technology ● Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD) in Secondary and Higher Secondary Education. ● Analyse and apply principles and practices associated with technology enhanced learning ● Assess various problems and issues related to information and communication technologies and its integration in education 			
Unit I	<ul style="list-style-type: none"> ● Meaning and nature of Educational technology ● Instructional technology ● Information and communication technology ● Emergence of educational technology as a discipline ● Definitions, scope, functions/objectives of educational technology ● Approaches to educational technology: ● Physical science (media approach) ● Communication (audiovisual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology ● Cybernetics (system approach) – origin of system concept, characteristics and stages of instructional system, general and instructional system theory 			
Unit II	<p>Instructional Design with reference to Secondary Education</p> <ul style="list-style-type: none"> ● meaning and need ● Implications of learning theories for Instructional design <ul style="list-style-type: none"> ○ Behavioural Learning Theories ○ Social Learning Theories ○ Cognitive and constructivist Learning Theories 			

	<ul style="list-style-type: none"> ● Theory of multiple intelligences and its implications for instructional design ● Developing a personal learning theory ● Types of Learning and learning styles Instructional Design Models <ul style="list-style-type: none"> ○ ADDIE Model ○ System model ○ ASSURE Model ○ ARCS Model 	
Unit III	<p>ICT in Secondary Education</p> <ul style="list-style-type: none"> ● Characteristics of digital learners ● Need and importance of digital Literacy ● ICT (MS/Approach) ● Relationship between ICT, culture and learning ● Technology and pedagogy <ul style="list-style-type: none"> ○ Technopedagogical content knowledge (TPCK) ○ Open Source Management and Software ○ Approaches and strategies to integrating ICT in teaching and learning 	
Unit IV	<p>Current Trends in ICT in Secondary Education</p> <ul style="list-style-type: none"> ● Promising Trends <ul style="list-style-type: none"> ● Increased online access and connectivity ● Mobile access-ubiquitous computing ● Free and Open Source Software (FOSS) ● Convergence of Hardware and software ● Technological sophistication and affordability ● Digital assistive technology ● Problems <ul style="list-style-type: none"> ● Equity issues and the digital divide ● Social, ethical, and security issues ● Limitations of technology integration: A critical look at the impact of technology integration ● Technology dependence and learner autonomy 	
Practicum	<p>Any two</p> <ul style="list-style-type: none"> ● Seminar presentation on approaches to educational technology. ● Seminar presentation on Evolution of Educational Media. ● Evaluating multimedia CDROMs using standard criteria and study the multimedia evaluation reports available at www.teem.org.uk/ ● Comparative study of ICT syllabus of school education and teacher education of various organizations. ● A study of EDUSAT and teleconferencing 	
Suggested Reading	<p><u>Andrew M. St. Laurent.</u> (2004). Understanding Open Source and Free Software Licensing. O'Reilly: Cambridge</p> <p><u>Bharihok Deepak.</u> (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi</p> <p><u>Evant, M.</u> The International Encyclopaedia of Educational Technology.</p> <p><u>Gwen Solomon, Lynne Schrum.</u> (2014). Web 2.0 How-to for Educators, Second Edition. ISTE</p> <p><u>Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn.</u> (2012) Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD: Denver</p> <p><u>Jane Hunter</u> (2015). Technology Integration and High Possibility Classrooms: Building from TPACK</p> <p><u>Katherine Cennamo, John Ross, Peggy Ertmer.</u> (2013). Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU</p> <p><u>W.J. Pelgrum and N. Law</u> (2003). ICT in Education around the world- Trends, Problems and Prospects. UNESCO: Paris.</p>	

Course - 2.4.5**Dissertation (Report Writing and Viva Voce)(Marks100 and Credits4)**

All Teachers 128H

Brief Overview

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

Expected Learning Outcomes

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

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

Course Content

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

Selection of Topic for Dissertation

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

Process of Conduct of Dissertation

While the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor. Various skills that are expected to be developed

through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory (ies), analyzing and writing the findings in an academic fashion, and presenting the work. However, this should not be seen as implying that the dissertation must be field-based. It may be along an essay/treatise.

Submission of Dissertation

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

i) Second Semester:

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

ii) Third Semester:

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

iii) Fourth Semester:

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

Support to Students

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

- a) Orientation programme to explain the expectations, processes, roles of the prospective teacher educators and research mentors,
- b) Workshops on developing research proposals, doing fieldwork, taking field-notes, referencing and editing, etc.
- c) Research seminars (where the M.Ed. student's present work-in-progress and other researchers are invited to present their work) should be organized.
- d) Sessions guiding students to understand the interfaces between theory (transacted through taught courses) and the dissertation must also be planned. These could be in the form of special tutorials in relevant courses.

Concept Note

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

Assessment of Rubrics

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

Suggested Readings

- Anfara, Vincent & Mertz Norma T. (2006). *Theoretical Frameworks in Qualitative Research*. New Delhi: SAGE Publication.
- Best J. W. (1986). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W. R. and Gall, M. D. (1983). *Educational Research—An Introduction*, New York: Longman, Inc.
- Clive Opie. (2004). *Doing Educational Research—A Guide for Firsttime researchers*. New Delhi: Vistar Publications.
- Cohen, L., Lawrence, M. and Keith, M. (2007). *Research Methods in Education*. Routledge, London.
- Creswell, John W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. New Delhi: SAGE Publication.
- Elliott, Jane (2005). *Using Narrative in Social Research: Qualitative and Quantitative Approaches*. SAGE Publication.
- Fraenkel, J. R., Wallen, N. E. (1983). *How to Design and Evaluate Research in Education*. Singapore: McGraw Hill, Inc.
- Good, Carter, V. *Methodology of Educational Research*. New York: Appleton Century Crafts.
- Gupta, Santosh (1983). *Research Methodology and Statistical Techniques*. New Delhi: Deep and Deep Publisher.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties—A Guide for Practitioners*. Paul Chapman Publishing.
- Kerlinger, F. N. (1973). *Foundations of Behavioural Research*. New York: Holt, Rinehart and Winston.
- Kaul, Lokesh (1997). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Lichtman, Marilyn (2006). *Qualitative Research in Education—A User Guide*. SAGE Publication
- Mertens, D. M. (1998). *Research Methods in Education and Psychology*. New Delhi: Sage Publications.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research—A Philosophic and Practical Guide*. London. Washington D. C.: The Falmer Press.
- Salkind, N. J. (2006). *Exploring Research* (6th Edition) NJ: Pearson Prentice Hall.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. Routledge. London and New York.
- Sharma, Bharti. (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S. R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.

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

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