M.Ed – Two Year Programme (CBCS)
(2019–20 onwards)

1. Introduction

The enlightened human resource is one of the major grounds for the prosperity of a nation, which strictly depends on the quality of education. Quality of education is based upon quality of teachers, which in turn relies on quality of teacher education. Realizing the importance, the National Policy on Education (1986) suggested an overhauling of the system of teacher education, which will pave the way for a substantial improvement of the quality of teacher education. The two-year M.Ed. programme is designed by the National Council for Teacher Education (NCTE, 2015) to provide opportunities for students to deepen their knowledge, understand education, specialize in selected areas and develop research capacities. The programme is also aimed at grooming up the students' knowledge of methodology of educational research and getting acquainted with social and psychological aspects of teaching and learning.

Importance of the programme:
The programme has been structured with the following features:
- Designed for two years under Choice Based Credit System (CBCS) for 92 credits and 2700 marks
- Structured with a special intention to produce competent teacher educators with adequate theoretical knowledge and practical abilities in teaching, research and educational management
- Aimed at imparting quality teacher education and pursuing quality research in education

Programme Objectives:
The Department of Education has revised the curriculum of Two Year M.Ed. programme with the following objectives.

- To sharpen the knowledge of students about various perspectives and purposes of school education and teacher education for enhancing the conceptual understanding of education;
- To understand how concepts, theories, needs, opportunities and challenges in the context of education are related with psychology, sociology, philosophy, management and technology to be implemented in teaching - learning process;
- To help the students develop familiarity with the teacher education institutions to understand the routine practices and administrative functions of the institutions;

- To bring forth competent and dedicated students to play the various professional roles as school teacher, teacher educator, curriculum designer, administrator, policy maker and education practitioner; and
- To equip the student to apply appropriate research method(s) for the self-chosen problem in Education and thereby extend it in the field where they will be.

It has been planned to offer this two-year M.Ed. programme under CBCS, so that the students are free to choose subjects of their interest and earn credits. It has been envisaged to produce academicians, who can meet the challenges, proposed in the thrust areas of National Policy on Education (1986).

2. Eligibility for Admission

The pre-requisite educational qualifications for the eligibility for admission is as outlined below:

- A candidate who has secured minimum of 50% marks in the degree of Bachelor of Education (B.Ed.) of the Universities in Tamil Nadu or a degree of some other University accepted by the Syndicate of this University as equivalent thereto.

- Admission shall be made as per the norms of NCTE / Government of Tamil Nadu / Manonmaniam Sundaranar University.

- Reservation of seats stipulated by the Government of Tamil Nadu will be followed.

Duration of the programme: The programme will run over a period of four semesters (two years) after B.Ed. degree. Every year, usually, the programme commences in the month of July and ends in April. Students shall be permitted to complete the requirements of the two-year programme within a maximum period of three years from the date of admission to the programme.

3. Curriculum Structure

The credit based theory papers and the practicum suggested (with the scheme of examination) for the Two Year M.Ed programme are given below.

Curriculum Structure – First Year

Sem.	Sl. No.	Subject Status	Subject Title	Contact Hrs./ Week	Credits
FIRST	1.	Core Course-1	Educational Studies	5	4
	2.	Core Course-2	2a. Antiquity, Politics and Economics of Education (OR) 2b. Gandhian Way of Education	5	4
	3.	Core Course-3	Educational Research	5	4
	4.	Elective Course-1	Technology Blended Education	4	4
	5.	Elective Course-2	Introductory Course in Education Management (e-PG Pathshala)	4	4
	6.	Research Activity-1	Research Proposal	3	2
	7.	Field Experience & Practicum-1	Communication Skills	4	2
			Subtotal	*30*	*24*
SECOND	1.	Core Course-4	Applications of Educational Psychology	5	4
	2.	Core Course-5	Sociological Perspectives of Education	5	4
	3.	Core Course-6	Educational Statistics	5	4
	4.	Elective Course-1	4a. Prospects of Elementary Education (OR) 4b. Prospects of Secondary Education	4	4
	5.	Supportive Course-1	*SWAYAM Online Course (MOOCs) - (to other Depts)*	3	3
	6.	Research Activity-2	Instrumentation	4	2
	7.	Field Experience & Practicum-2	Internship in Elementary Teacher Education Institution(s)	20 days (120 hrs)	4
	8.	Field Experience & Practicum-3	Experimental Psychology & ICT Practicals	4	2
	9.	Value Added Course-1	Mindfulness and Happy Life	2	2
			Subtotal	*32*	*29*

Curriculum Structure – Second Year

Sem.	Sl. No.	Subject Status	Subject Title	Contact Hrs./ Week	Credits
THIRD	1.	Core Course-7	Organisation and Administration of Teacher Education	7	4
	2.	Core Course-8	2a. Curriculum Studies <u>(OR)</u> 2b. Andragogy of Education	6	4
	3.	Elective Course-4	Inclusive Education	7	4
	4.	Supportive Course-2	*SWAYAM Online Course (MOOCs) - (to other Depts)*	3	3
	5.	Research Activity-3	Presentation & Publication of Paper(s)	5	2
	6.	Field Experience & Practicum-4	Internship in Secondary Teacher Education Institution(s) (Specialisation)	20 days (120 hrs)	4
	7.	Value Added Course-2	Self-development	2	2
			Subtotal	*30*	*23*
FOURTH	1.	Core Course-9	Educational Policy, Planning & Financing	5	4
	2.	Core Course-10	Perspectives, Issues and Research in Teacher Education (e-PG Pathshala)	5	4
	3.	Elective Course-5	3a. Educational Evaluation <u>(OR)</u> 3b. Environmental Education	5	4
	4.	Research Activity-4	Dissertation & Viva (Project)	15	4
			Subtotal	*30*	*16*
			Total	**122**	**92**

Supportive Courses:

Supportive courses are offered through online by the Department of Education in Semesters II and III, can be selected by the students of other Departments. It will be mentored by one of the teaching faculty of the Department. M.Ed students will select any one of the supportive courses facilitated by the other Departments of the University.

4. Course Syllabus (with effect from the academic year 2019-20)

The programme is designed for two years under CBCS for 92 credits and 2700 marks.

Semester I

S1/CC 1 - EDUCATIONAL STUDIES

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Preamble:

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Education frequently takes place under the guidance of educators, but learners may also learn by themselves. In addition to the formal/informal setting of education, the experience of an individual has a formative effect on the way he/she thinks, feels, or acts. This course brings together the various perspectives of education including its interdisciplinary nature, socio–cultural contexts, and place of education in constitution and also reflects its various support systems. The learner will understand education as a key discipline for learning. The vital features of education in Indian scenario are focused in this course.

Expected Outcomes:

After completing the course, the student will be able to -
- understand the nature of education as a discipline/an area of study;
- compare and contrast the strength and limitation of western school of thoughts and Indian school of philosophy;
- understand the basic concepts/issues of education with reference to the NCF (2005) and the NCFTE (2009);
- examine critically the theories and basic concepts of education drawn from various disciplines cognate to education; and
- reflect on the multiple contexts in which the schools are working.

Unit I - Indian Perspectives

Contribution of Indian Schools of Philosophy: Sankhya Yoga, Vedanta, Buddhism and Jainism (with special reference to Vidya, Nyaya, Darshan) - Islamic Education

Unit II - Western Perspectives

Idealism – Realism – Naturalism – Pragmatism – Marxism – Existentialism - Their contribution to Education with special reference to information, knowledge and wisdom

Unit III - Education as a Discipline / an Interdisciplinary Knowledge

Concepts, principles, theories, assumptions and contexts related to education -

Discipline: schooling – Curriculum – Syllabus - Text books - School education: Contemporary challenges - Aims of Indian education - Interdisciplinary nature of education – Relationship of Education with philosophy, psychology, sociology, management, economics, anthropology - Challenges to education - Axiological issues in education - Role of peace and other values

Unit IV - Socio-cultural and Political Contexts of Education

Social purpose of education – Cultural purpose of education - Teaching in the context of diversities - Appraisal of the role of school, parents, peer group and the community - Multiple schools contexts: rural/urban, tribal, schools affiliated to different boards - Role of personnel in school management - Learner-friendly school environment - School as site of curricular engagement, struggle and social change - Teacher's autonomy - academic freedom

Unit V- Support Systems of Education

Support systems: Principles and guidelines - Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy – Participation of stakeholders in school education: NGOs, civil society groups, teacher organisations, parents, family, PTA and local community

References:

1. Aggarwal, J.C & Gupta, S. (2006). *Great philosophers and thinkers on education*. New Delhi: Shipra Publications.
2. Banrs, J.A. (1996). *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.). Boston: Alynand, Becon.
3. Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and Practice.* New York: Teachers College Press.
4. Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois: North Western University Press.
5. Delors, Jacques et al. (1996). *Learning: The treasure within report of the international commission on education for 21st century*. UNESCO.
6. Heyes, D., Hills, M., Chistie, P & Lingard, B. (2007). *Teachers and schooling: Making a difference*. Australia: Allen and Unwin,
7. *International encyclopedia of education - Vol.10.* (2nd ed.) (1994). Perganon Press.
8. Matheson, David (2004). *An Introduction to the study of education* (2nd ed.). UK: David Fulton Publish.

9. Mohanty, J.E. (1982). *Indian education in the emerging society,* New Delhi: Sterling Publications.
10. Slatterry, P & Rapp, D. (2002). *Ethics and the foundations of education-Teaching Convictions in a postmodern world*. Boston: Allyn & Bacon.
11. Wall, Edmund (2001). *Educational theory: Philosophical and political Perspectives*. Amherst NY: Prometheus Books.
12. Winch, C. (1996). *Key Concepts in the philosophy of education*. Oxfordshire U K: Routledge.

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S2/CC 2(a) – ANTIQUITY, POLITICS AND ECONOMICS OF EDUCATION

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Preamble:

This course is designed to provide historical background of education which is a foundation for a professional teacher. Appreciation of the strengths and weaknesses of previous endeavors prepares the students to contribute for evolving education systems. Careful consideration of the relationship of education with politics and economics enhances national development and political socialization. The course also empowers the students as *educational* leaders or administrators, with profound knowledge over the theories for careful *financial management* within the system. The knowledge base of history of education along with its progress till date, politics and economic perspectives based on theories craft an adept teacher community.

Expected Outcomes:

After completing the course, the student will be able to -
- gain an overview of education in ancient India and post independent era;
- understand the important contributions of Committees and Commissions for teacher education;
- apprehend the economic and political perspective of education; and
- realise the linkage among educational policy, political socialization and national development.

Unit I –History of Education in Pre-independent India

Education in Ancient India : Introduction - Types of Institution : Gurukul, Parishads, Sangam , Ashramas, Vidyapeeta, Agraharas and Viharas - Famous Educational Institutions : Takshasila, Nalanda University, Vallabhi, Vikramasila, Odantapuri and Ujjain - British Raj Higher Education : Charter Act, Macaulay's Educational Policy, Woods Despatch, Hunter Commission, Indian Universities Act, Sadler University Commission, Wardha Scheme of Basic Education, Sargeant Plan of Education

Unit II - Committees and Commissions' Contribution to Teacher Education Post–independent India

Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007),

Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012), New Education Policy (2016)

Unit III - Policies and Education

Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles

Unit IV - Economics of Education

Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

Unit V - Politics and Education

Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization

References:

1. Agarwal, J.C. (2009). *Modern Indian education: History, development and problems.* New Delhi: Shipra Publications
2. Eric, H. A., et. al. (2016). *Handbook of the Economics of Education.* Publications. North Holland: Elsevier.
3. Jayapalan, N. (2005). *History of education in India.* Chennai: Atlantic Publishers.
4. MHRD, (1992). *Programme of Action.* New Delhi: GoI.
5. MHRD, Gov. of India (1992). *National Policy on Education (revised).* New Delhi.
6. Pathak, R. P. (2007). History, *development and contemporary problems of Indian Education.* New Delhi: Kanishka Publishers.
7. Rajput, J. S & Walia, K. (2002). *Teacher education in India.* New Delhi: Sterling Publishers.
8. Samuel, A. *The Economics of Education.* Strategic Book Publishing and Rights Agency. LLC, Nigeria.
9. Singh, Y. K. (2007). *History of Indian education system.* New Delhi: APH Publishing.

10. Wall, Edmund (2001). *Educational theory: Philosophical and political perspectives.* Prometheus Books.

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S2/CC 2(b) – GANDHIAN WAY OF EDUCATION

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Preamble:

Mahatma Gandhi wished that some local craft should be made as medium of education for children so that they develop their mind, body and soul in a harmonious way and also meet the needs of their future life. He firmly believed that the goodness of the individual formed the constituent part of the goodness of the society and education is closely associated with the socio-economic development of the society. He took up scheme for *basic education* in which vocational training or work experience is the utmost important, being it stimulates the human mind for creative thinking and dignity of manual labour. He emphasized creative thinking to be spread over the system of education irrespective of the level.

Expected Outcomes:

After completing the course, the students will be able to -

- know the history of basic education;
- understand the concept of Nai Talim;
- sensitize the Gandhian approach to the village community concept;
- develop their knowledge about experiential learning and work education; and
- know the curriculum regarding work education, school education, bachelor of education and master trainer programme.

Unit I - Gandhiji's Nai Talim

Nai Talim Meaning - Gandhiji's philosophy of life and Nai Talim – Gandhiji's Nai Talim: Concept and methodology - Wardha Scheme of Basic Education (1937): Historical perspective and principles – Nai Talim in adult education - Concern and issues of Nai Talim

Unit II - Social Thought of Gandhi and Social Work

Philosophy and Sociology of Sarvodaya - Gandhian approach to the village community and rural reconstruction - Concept of Gramswaraj - Varanshram system - Harijan welfare - Tribal welfare - Social service, work and reforms - Gandhi's drive against alcoholism

Unit III - Work Education

Experiential learning and work education - Curriculum: Cognitive competencies, social competencies and affective competencies - Guideline for making work part of school curriculum – Management of work education – Typology of work in education: Integral to daily living, habitat and shelter, transport, agricultural processing and forestry, textiles, leather and other fiber based materials, tools, machines and services, art, music and theatre, health, sports and physical education, community work and social action – Assessment of work education: Basis of evaluation

Unit IV – Gandhian Thought

Political: Nationalism - Democracy, decentralization of power – Concept of Ramrajya - Economic: Value based approach – Critique of modern civilization – Swadeshi and Kadhi – Indian and Global context: impact of Gandhian thoughts on Indian constitution – Vinoba Bhave and Bhoodan movement – Martin Luther and movements against racism

Unit V – SUPW and Rural Development

SUPW: Concept, need, objectives, framework , content of curriculum and teaching and learning process – Crafts-centric education - Craft based pedagogy in science education Rural development: History and concept – Evolution of village communities in India – Rural reconstruction before 1952 - Recent approaches to rural development - Indian Rural Economy - Importance of Rural Development - Problems of Rural society - Role of Constructive Programme in Rural Development - Local energy sources, Role of Rural Banking, Evils of Money Economy, Role of Cooperative sector in Rural Development - Technology and Development, Essential Principles of Co-operation, Problems of Co-operative Movement in Rural Areas.

References:

1. Bharathi, K.S. (2000). M*ahatma Gandhi the man of the millennium*, New Delhi: S. Chand & Company.
2. Madan, G.R. (1971). S*ocial problems in india*, New Delhi: Allied Publishers.
3. Mamoria, C. B. (2008). *Agricultural problems of India*, New Delhi: Kitab Mahal.
4. Pasricha, A. (2005). *Gandhian approach to integrated rural development*, New Delhi: Shirpa Publications.
5. Purkait, B. R. (1992). Milestones in Modern Indian Education, Koklata: New Central Book Agency.
6. Shrimali, K. L. (1947). *The Wardha Scheme ll*. Udaipur: Vidhya Bhavan Society.
7. Kumarappa, B.(Ed) (1953). *Gandhi Mahatma Towards new education*. Ahmedabad: Navajivan Publishing House.

8. Gandhi, M. (1963). *Village swaraj*. Ahmedabad: Navajivan Publishing House.
9. Gandhi, M. K. (1960). *Village industries*. Ahmedabad: Navajivan Publishing House.

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S3/CC 3 - EDUCATIONAL RESEARCH

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Preamble:

The student will be able to acquire the knowledge of the different aspects, principles and processes of educational research. They can understand the need, nature and scope of educational research and various methods and techniques of educational research. Also they obscure the skills of preparing proposals, stating hypotheses, writing research report and solving problems in educational research. Provided the pupils will know the funding agencies and their support in proceeding with educational investigation.

Expected Outcomes:

After completing the course, the student will be able to -

- acquire the knowledge of the different aspects, principles and processes of educational research;
- understand the need, nature and scope of educational research and various methods and techniques of educational research; and
- acquire the skills of a) preparing proposals for research using different tools and techniques of research b) stating hypotheses c) writing research report and d) solving problems in educational research.

Unit I – Foundations of Research

Research: Meaning, Types, and Characteristics, Positivism and Post- positivistic approach to research. Educational research: Meaning, definition, aims and scope - Scientific method: Meaning, steps and characteristics (*replicability, precision, falsifiability and parsimony*) – Scientific enquiry: Deductive and Inductive - Types: *Fundamental vs Applied vs Action* and *Exploratory vs Explanatory vs Descriptive*, Aims of research as a scientific activity: Problem-solving, Theory building and Prediction - Research ethics

Unit II – Approaches and Designs

Approaches to educational research: Quantitative and Qualitative - Designs in educational research: Descriptive, Experimental and Historical

Unit III – Variables and Hypotheses

Meaning of Concepts, Constructs and Variables, Types of Variables: Independent, Dependent, Extraneous, Intervening and Moderator – Identification of problem - Sources of problem - Statement of the problem – Review of Related Literature – Research Questions - Hypothesis: Concept, sources, characteristics and types - Formulating

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hypothesis, Steps of writing a research proposal - Concept of universe and sample, Characteristics of a good sample, Techniques of sampling

Unit IV –Tools and Techniques of Research

Meaning of tool - Validity - Reliability - Standardisation of a tool - Types of tools: Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement test, Inventory - Techniques of research: Observation, Interview and Projective techniques

Unit V – Quantitative vs Qualitative Research

Meaning, characteristics, components, Types, steps, and strengths & weaknesses of Qualitative research designs: Grounded theory designs - Narrative research designs - Case study – Ethnography - Mixed method designs: Triangulation, explanatory and exploratory designs - Thesis and Article writing: Format and styles of referencing

References:

1. Aggarwal, Y.P. (1998). *The science of educational research – A course book.* Kurushetra: Nirmala Book Agency.
2. Best, John W. (2012). *Research in Education (10th ed.).* New Delhi: Prentice Hall of India.
3. Check, Joseph & Schutt, Russell. K. (2012). *Research methods in education.* London: Sage Publication.
4. David & Dooley. (1997). *Social research method.* New Delhi: Prentice Hall of India.
5. Evans, Annabel, Ness & Rooney, Bryan. J (2014). *Methods in psychological research.* California: Sage Publication.
6. Guthrie, Gerard. (2010). *Basic research methods: An entry to social science research.* New Delhi: Sage Publications.
7. Kothari, C.R. (1988). *Research methodology.* New Delhi: Wiley Eastern Ltd.
8. Picardi, Carrie. A & Masick, Kevin. D (2014). *Research methods: Designing and conducting research with a real – world focus.* California: Sage publications.
9. Somekh, Bridget & Lewin, Cathy (2012). *Theory and methods in social research.* New Delhi: Sage Publication.
10. Sukhla, S.P. (1974). *Elements of educational research.* New Delhi: Allied Publications.
11. Suter Newton. W (2012). *Introduction to educational research: A critical thinking approach.* London: Sage publication.
12. William, Niersma. (1986). *Research methods in education: An introduction.* Boston, USA: Allwyn and Bacon.

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S4/EC 1 - TECHNOLOGY BLENDED EDUCATION

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Preamble:

Technology blended Education aims at preparing the students to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socio-economic development of the nation and global competitiveness. To catalyse, support and sustain teaching learning process effectively, the emerging trends in technology is integrated in the teaching learning activities. Digital initiatives build upon the synergies in higher education by adopting a holistic approach to create a conducive environment of collaboration, cooperation and sharing the creation of a demand for optimal utilisation of the resources in education.

Expected Outcomes:

After completing the course, the student will be able to -

- appreciate the role of technology in teaching learning;
- grow in the usage of multimedia and web content for teaching learning;
- use word processing, databases, spreadsheets, and graphics to illustrate presentations;
- demonstrate competency in using audio-visual equipment, methods, and technologies in teaching learning contexts;
- learn the emerging trends in technology and to integrate it in teaching process; and
- explore the various digital initiatives in higher education.

Unit I – Concept of Educational Technology

Educational Technology as a Discipline: Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology - Applications of Educational Technology in formal, non-formal (ODL), informal and inclusive education systems – Implications of Behaviourist, Cognitive and Constructivist Theories to Instructional Design: Skinner, Piaget, Ausubel, Bruner, Vygotsky - Relationship between Learning Theories and Instructional Strategies for large and small groups & formal and non-formal groups - Use of ICT in Evaluation - Administration and Research: e-portfolios, ICT for research - Online repositories - Online libraries, Online and Offline assessment tools: Online survey tools or test generators

Unit II – Instructional Design

Systems Approach to Instructional Design, Models of Development of Instructional Design: ADDIE, ASSURE, Dick and Carey Model Mason's - Gagne's Nine Events of Instruction and Five E's of Constructivism - Nine Elements of Constructivist Instructional Design - Application of Computers in Education: CAI, CAL, CBT, CML - Process of preparing ODLM

Unit III – Emerging Trends in e-Learning

Concept of e learning, Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile learning - Social learning: concept, use of web 2.0 and web 3.0 tools for learning - Social networking sites, blogs, chats, video conferencing, discussion forum - Open Education Resources - Concept of e-Inclusion - Application of Assistive technology in e-learning - Quality of e-learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits - D&M IS Success Model, 2003 - Ethical issues for e-learner and e-teacher

Unit IV – Web Based Learning & Hypertext Markup Language

Internet and the WWW: Information, services and functions of the internet and web - Keywords and search strategies; e-mail, chat, news groups and forums, web blogs - cloud computing. Script writing html-part of the HTML script – defining header and body sections-formatting statements – listing statements – creating menus - Creating link between files, inserting pictures and images

Unit V - Digital Initiatives in Higher Education

SWAYAM – MOOCs - SWAYAM PRABHA - e-shodhsindhu - NDL - NPTEL - NMEICT - e-Governance - NAD - Virtual Labs - e-Yantra - e-Achariya - e-Kalpa – FOSSEE - e-Vidhwan - Spoken Tutorial - Central Cloud Infrastructure - IIC - SAP – UAY - IMPRINT – GIAN

References:

1. Anandan, K. & Dharma Raja, B. William. (2010). *Educational technology.* New Delhi: APH Publishing Corporation.
2. Flynn, Meredith & Rutkosky, Nita. (2000). *Advanced Microsoft office.* New Delhi: BPB Publications.
3. Gray, T., & Silver-Pacuilla, H. (2011). *Breakthrough teaching and learning: How educational and assistive technologies are driving innovation.* NY: Springer

4. Greaves, Thomas W., Hayes, Jeanne, Wilson, Leslie, Gielniak, Michael & Peterson, Eric L. (2012). *Revolutionizing education through technology.* Washington, DC: International Society for Technology in Education.

5. Hergest, Douglas. (1992). *Excel 4 for windows – instant reference*. Singapore: Tech Publications.

6. Hillman, David. (1998). *Multimedia technology and applications*. NY: Delmar Publishers.

7. Jonathan Anderson & Tom Van Weert (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development.* UNESCO.

8. Jones, B. (1990). *Technology and future of work*. UK: Oxford University Press.

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10. Williams, P. John (Ed.) (2012). T*echnology education for teachers.* The Netherlands: Sense Publishers.

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S5/EC 2 - INTRODUCTORY COURSE IN EDUCATION MANAGEMENT
(e-PG Pathshala)

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Preamble:

Educational management aims at coordinating the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Educational administration includes functions like planning, organizing, financing, directing, supervising, inspecting and evaluation. It is also concerned with elements like setting up of goals of education, review, feedback and innovation. Leadership is a practical skill that encompasses the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations.

Expected Outcomes:

After completing the course, the student will be able to -
- enrich the knowledge of learners in the management, administration and organization;
- understand the principles and theories in the governance and management of educational organizations;
- understand the structural pattern of educational system;
- sensitize the learners the importance of leadership and its theories in the accomplishment of educational goals and objectives;
- acquire the importance of educational planning, supervision and financing to ensure managerial effectiveness; and
- become effective and qualitative educational managers and thereby get acquainted with the current changes in management and administration.

Unit I - Concept of Administration, Management, and Organization

Administration, Management and Organization: Meaning and objectives - Educational Management: Meaning, objectives, need and significance –Managers: roles and skills - Planning: A function of management – Planning: steps, elements and process, approaches - Organization as a process, Steps, features, structure, importance and advantages and limitations of Organization, Staffing: selection, Man power planning, Staffing: Training and development, – Controlling: Characteristics and types of controlling, Controlling as a function of management, Delegating: Definition, factors influencing the delegation, Delegating: Components, Principles and benefits of delegation

Unit II - Decision Making and Motivation

Decision Making: Meaning, objectives- Types of decisions – Human Resource Management – Motivation: Concept and process- McClelland's Theory of Motivation – Theories of motivation and its application (Herzberg & Vroom), Equity theory of motivation

Unit III - Conflict Management and Stress Management

Conflict management – Concept, Types of conflict, Stress management-Meaning, Sources and Strategies, Stress management- Sources and Strategies – Causes of the Stress and /Sources of Stress and Classification of Stressor - Time management: Definition, 10 Common Time Management Mistakes, matrix and Time Management Strategies

Unit IV - Leadership in Educational Administration

Leadership Concept, Leadership theory: great man, Charismatic, Trait Theory, and Behaviourist - Contingency Theory of Leadership and Situational Leadership Theory - Path Goal Theory of Leadership Organizational development, Intervention techniques for Organizational development (Sensitivity training, process consultation, survey feedback- Staff development: Meaning, Objectives, process and methods

Unit V - Performance Appraisal and Institutional Climate

Performance Appraisal: Meaning, Objectives and Stages of performance Appraisal – Performance measurements – Tools and Techniques – Institutional climate and culture - Institutional climate: familial climate

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S6/RA 1 – RESEARCH PROPOSAL

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Preamble:

Research proposal, the initial step in the research process, crystallizes the whole research into a concrete form. It reveals the procedure and techniques to sketch a well-organized and planned outline for any piece of research. The course facilitates the students to acquaint scholarly context for framing objectives and hypotheses, and decide the appropriate statistical procedures for the proposed study. It endows the students to execute the research work procedurally.

Expected Outcomes:

After completing this exercise, the student will be able to -
- recognize the components of quantitative/qualitative research process;
- identify the research gap between the selected problem and the previous studies;
- earn confidence of pursuing the proposed work;
- carry out the achievable research work; and
- equip the skills to frame a proposal that meets the guidelines.

Course Guidelines:

- Orientation to the components of educational research
- Apportionment of research supervisors to the students in sync with the area of interest
- Input on the procedure of reviewing literature and hence exploring on it
- Identification of a problem from the research area of interest
- Narrowing the problem to be executed within the duration of the programme
- Coinage of title and pruning it
- Review of related literature
- Statement of the selected problem
- Framing Hypotheses in the light of proposed objectives
- Indorsing the design for the study
- Research Colloquium (Minimum four times)
- Practice in writing research proposal in standard format
- Submission of Proposal

Execution:

- Exposure to and acquaint with the components of a research proposal such as introduction, background of the study, significance of the study, review of related studies, variables, statement of the problem, operational definitions, objectives, proposed hypothesis, method of the study, procedure of data collection, statistics to be used, delimitations, time budget, expected outcome, references **– L1, T1**
- Discussion, Writing, Pruning, Colloquium, Fragmental submission, Aggregate submission **– P2**

References:

1. Aggarwal, Y.P. (1998). *The science of educational research – A course book*. Kurushetra: Nirmala Book Agency.
2. Best, John W. & Kahn, James V. (2012). *Research in education (10th ed.).* New Delhi: Prentice Hall of India.
3. Check, Joseph & Schutt, Russell. K. (2012). *Research methods in education.* London: Sage Publication.
4. Kothari, C.R. (1988). *Research methodology*. New Delhi: Wiley Eastern Ltd.
5. Lokesh, Koul (1995). *Methodology of educational research*. New Delhi: Vikas Publishing House.
6. Suter, Newton W. (2012). *Introduction to educational research: A critical thinking approach.* London. Sage Publication.
7. William, Niersma. (1986). *Research methods in education: An introduction.* Boston, USA: Allwyn and Bacon.

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S7/FP 1 – COMMUNICATION SKILLS

	L	T	P	C
	1	1	1	2

Preamble:

Workers in the digital age must know how to effectively convey and receive messages in person, and via techno-gadgets. Proficiency in English will help an individual to be a successful person throughout the career. Language problem has been one of the major issues among most of the prospective teachers / teacher educators, especially with rural milieu. What these prospective teachers earned here, certainly, will form ripples in the future students. The main focus of this course is enabling the learners to develop the communication skills in English.

Expected Outcomes:

After completing the course, the student will be able to -
- become an effective listener;
- participate in group and classroom discussions effectively;
- read swiftly and critically; and
- write effectively with apt lexis.

Course Guidelines:

This course concentrates on developing all the four skills of English language and makes the learners to be effective communicators in English by executing the following practices.
- Opportunity to listen native speakers by means of video lessons
- Preparing the learners to propose welcome address and vote of thanks
- Practice in loud and silent reading
- Note taking and note making exercises
- Exercises to develop the skill of writing letters
- Paraphrasing documents / text
- Preparing resume of different kinds
- Extempore speeches

Course Contents:

Communication: Meaning, types and characteristics - Effective communication: Verbal and Non-verbal, Inter-cultural and group communications - Classroom communication - Barriers to effective communication - Mass-Media and Society

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Listening: Listening to audio/video lessons of Indian and native speakers

Speaking: Welcome speech – Proposing vote of thanks in the given context - Proposing extempore speeches

Reading and Writing: Practice in loud and silent reading - Answering questions from the given passage of text - Exercise on note taking and note making - Writing letters - Paraphrasing documents / text - Preparing resume **(T1, P1)**

Study Sources:

1) Oxford advanced learners dictionary
2) Audio/Video lessons
3) Short films in English

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Semester II

S8/CC 4 – APPLICATIONS OF EDUCATIONAL PSYCHOLOGY

	L	T	P	C
	4	1	1	4

Preamble:

Educational psychology   is the branch of psychology that deals with the scientific study of human learning. The study of learning processes, from both cognitive and behavioral perspectives. It allows researchers to understand individual differences in intelligence, cognitive development, motivation, self-regulation, and self-concept, as well as their role in learning. It is necessary for a teacher to understand the human behaviour because they deal with the humans (students) most of the time. This course highlights the essential perspectives of educational psychology. The main focus of this course is on enabling the learner to develop an understanding about intelligence, models of teaching, learning and personality. The concepts on introduction to psychology as a scientific study are also revealed through this course.

Expected Outcomes:

After completing the course, the student will be able to -

* understand the different psychological explanations of learning;
* understand the process of knowledge acquisition and knowledge construction;
* develop skills to transact curriculum employing different models of teaching;
* understand the aspects of individual differences and implications for teaching learning; and
* align learning styles and teaching strategies.

Unit I - General Perspectives of Psychology

Educational Psychology: Meaning, Definition and Principles - Schools of psychology: structuralism, functionalism, behaviourism, constructivism, Gestalt, cognitive psychology - Growth and Development: Concept and Principles – Cognitive processes and stages of cognitive development - Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive) - Personality: Meaning, Definitions – Theories of personality: Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka- Individual differences

Unit II- Intelligence

Approaches to Intelligence from Unitary to Multiple - Concepts of Social intelligence, multiple intelligence, emotional intelligence, Theories of Intelligence by Sternberg, Gardner, Testing and Assessment of Intelligence - Concepts of Problem Solving - Critical thinking - Metacognition and Creativity

Unit III - Learning

Principles of learning - Theories of learning: Behaviouristic, Cognitive and Social theories of learning - Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals - Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Unit IV – Pedagogy & Andragogy of Teaching

Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model) - Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning - Theory of Andragogy (Malcolm Knowles) - The Dynamic Model of Learner Autonomy - Models of Teaching: Suchman's Inquiry Training Model – Ausubel's Advance Organiser model -Bruner's Concept Attainment Model – Jurisprudential Inquiry Model – Piaget's Cognitive Model

UNIT V Guidance and Counselling

Guidance and Counselling: Meaning, nature, principles, difference and need - Types of Guidance: Educational, vocational, personal, health and social & Directive, Non-directive and Eclectic - Approaches to counselling – Cognitive - Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) - Theories of Counselling: Behaviouristic, Rational, Emotive and Reality- Stress management- Mental health and Mental hygiene

References:

1. Butcher, M. J. (1993). *Human intelligence: Its nature and assessment*. London: Mertuen.
2. Coronback, L. J. (1990). *Essentials of psychology*. NY: Harper and Row.
3. Dhandapani, S. (2016).*General Psychology*. Hyderabad: Neelkamal Publications.

4. Dharma Raja, B. William (Ed.). (2014). *Cognitive science initiative in education.* Tirunelveli: Manonmaniam Sundarnar University.

5. Gardner, H. (1993). *Multiple intelligence.* NY: Basic Books.

6. Goleman, D. (2000). *Working with emotional intelligence*. NY: Bantam Books.

7. Kochhar, S. K. (2010). *Guidance and counselling in colleges and universities,* New Delhi: Sterling Publishers.

8. Mitchell, M. & Gibson, R. L. (2015). *Introduction to Counseling and Guidance (7th ed).* New Delhi: Pearson Publishers.

9. Sandrock, John, W. (2006). *Educational psychology* (2nd ed.). New Delhi: Tata McGraw Hill Publishing Company.

10. Stemberg, Robert, J. (2006). *Cognitive psychology* (4thed.). USA: Vicki Kuight Publisers.

11. Woolfolk, A. & Shivani, V. (2017). *Educational Psychology, (13thed).* Pearson Education Publisers.

12. Zimbardo, Philip, G. & Gerrig, Richard, J. (1999). *Psychology and life* (15thed.). NY: Longman.

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S9/CC 5 – SOCIOLOGICAL PERSPECTIVES OF EDUCATION

L T P C
3 2 0 4

Preamble:

This paper aims to probe the nature of Sociology and Education and to establish and develop students' *educational-sociological* competences. Students can understand the sociological bases of Education and the educational thoughts of sociological exponents. To be aware of modern society, students need to understand the sociology of education. This also gives a clear understanding of the educational structure and educational opportunities available for the different strata in the society. It helps them to understand culture, cultural differences, politics, human and material resources. The main aim of this course is to make the students aware of the problems existing in the society and the way to overcome it.

Expected Outcomes:

After completing the course, the student will be able to -
- understand the sociological perspective in education;
- understand the structure and function of the educational system in the social system of today;
- understand the educational thoughts of Indian and western sociologists
- understand the trends of social development and its impact on education;
- understand the quality perspective in Education; and
- realize the perspective changes in the society.

Unit I - Education and Sociology

Education: Meaning, aims and functions – Sociology: Meaning, aims and functions - Relationship between Sociology and education - Educational sociology: Meaning and nature - Sociology of education: Individual and social aims in education - Education and Society (*mutually supporting systems*)

Unit II – Sociology of Education

Socialization and Education – Education and Culture – Cultural lag- Approaches to Sociology of Education (*symbolic Interaction, Structural Functionalism and Conflict Theory*) - Concept and types of social Institutions and their functions (*family, school and society*) - Concept of Social Movements - Theories of Social Movements (*Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory*)

Unit III - Educational Thoughts of Sociologists

Auguste Comte (1798-1857) – Herbert Spencer (1820-1903) – Charles Horton Cooley (1864-1929) – Pitirim A. Sorokin (1889-1968) – Talcot Parsons (1902-1979)

Unit IV - Social Structure and Education

Education and adjustment - Social stratification - Social mobility - Social equity - Socialization and education- Contribution of thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule - National Values as enshrined in the Indian Constitution: Socialism, Secularism, justice, liberty, democracy, equality, poverty, freedom

Unit V - Equality of Educational Opportunities

Equality of Educational Opportunities: Meaning – Constraints: Caste, Community, Religion, Social status - Women's Education - Education for: socially, economically and backward people, Scheduled caste, Scheduled Tribes, Rural population – Human Rights Education

References:

1. Baviskar, & Patel, T. (2011). *Understanding Indian society.* New Delhi: Orient Blackswan Publishers
2. Chandra, S. S. & Sharma, R. K. (2006). *Sociology of Education.* Atlantic Publishers.
3. Gore, M.S. (1984). *Education and modernization in India.* Jaipur: Rawat Publishers.
4. Havighurst, Robert et al. (1995). *Society and education.* Baston: Allyen and Bacon.
5. Jayaram, N. (2015). *Sociology of Education in India.* Rawat Publishers.
6. Kamat, A.R. (1985). *Education and social change in India.* Bombay: Samaiya Publishing Co.
7. Nimbalkar, M. R. & Vishwanathappa, G. (2016). *Sociological Perspectives of Education, (1ˢᵗed.).* Neelkamal Publishers.
8. Pandey, K.P. (1983). *Perspectives in social foundations of education.* Ghaziabad: Amitash Prakashan.
9. Purkait, B. R. (1996). Principles *and practices of education.* Calcutta: New Central Book Agency.
10. Rao, C. N. S (2019). *Sociology: Principles of Sociology with an Introduction to Social Thoughts, (6ᵗʰ Rev. Edn.).* New Delhi: S. Chand Publishers.
11. Ritzer, G. (2015). *Sociological theory (5ᵗʰ ed.).* NY: McGraw-Hill Publisher.
12. Shah, A.M. et al. (1998). *Social structure and change.* New Delhi: Sage Publications India. ☺

S10/CC 6 - EDUCATIONAL STATISTICS

	L	T	P	C
	3	2	0	4

Preamble:

This paper capacitates to acquire knowledge about the fundamental concepts and procedures of descriptive and inferential statistics. The need of statistics to analyse the data which the students collect for their research work for inquiry in the social and behavioral sciences during the current programme and to utilize the same in their future research ventures is made clear through this course.

Expected Outcomes:

After completing the course, the student will be able to -
- understand the meaning and need of statistics in educational researches;
- know the difference between descriptive and inferential statistics;
- distinguish parametric and non-parametric statistics; and
- select and apply appropriate statistical techniques.

Unit I – Introduction to Statistics

Statistics – Meaning and scope, Types of measurement scale - Data: Sources, acquisition and classification of data - Quantitative and qualitative data - Graphical representation: Bar-chart, Histogram, Pie-chart, Table-chart and Line-chart - Mapping of data

Unit II - Descriptive Statistics

Quantitative data analysis - Descriptive data analysis: Measures of central tendency and Dispersion, variability, fiduciary limits – Elementary ideas of probability, Normal probability curve - Qualitative data analysis - Data reduction and classification, Analytical induction and constant comparison, Concept of triangulation – Data interpretation - Data and governance

Unit III – Correlation and Prediction

Scatter Diagram – meaning and uses, Product moment and Rank Correlations, Biserial, Point biserial, tetrachoric and phi-coefficient correlations, Partial and multiple correlations, and applications - Linear regression equations, Prediction of variables, Multiple regression

Unit IV - Parametric Tests

Sampling distribution - Standard error - Estimation of population parameters - Testing of Hypothesis - Type I and Type II errors - Degrees of freedom - Levels of significance - Power of a statistical test - Effect size - Errors in making inference - Parametric techniques - Conditions to be satisfied for using parametric techniques - t-tests, z test, ANOVA

Unit V - Non-parametric Tests

Sign test - Median test - Chi-square Test – Kolmogrov-Smirnov test - Two sample Mann-Whitney test - Kruskal-Walli's test

References:

1. Argyrous, George. (2011). *Statistics for research.* New Delhi: Sage.
2. Aron, Arthur., Aron, Elaine N., & Coups, Elliot. (2012). *Statistics for psychology.* Noida: Pearson.
3. Best, John W., & Kahn, James V. (2012). *Research in education (10th ed.).* New Delhi: Prentice Hall of India.
4. Garrett, Henry. (1961). *Statistics in psychology and education.* New Delhi: Paragon International Publishers.
5. Guiford, J.F. (1950). *Fundamental statistics in psychology and education.* NY: McGraw Hill.
6. Gupta, C. (1981). *Fundamentals of statistics.* Bombay: Himalaya Publishing House.
7. Mangal, S.K. (2002). *Statistics in psychology and education* (2nd ed.). New Delhi: Prentice-Hall of India.
8. Pillai, R.S.N., Bagavathi. (2013). *Statistics: Theory and practice.* New Delhi: S. Chand & Company.
9. Sharma, R.N. (2003). *Statistical techniques in educational research.* New Delhi: Surjeet Publications.
10. Sidhu, Kulbir Singh. (2010). *Statistics in education and psychology.* New Delhi: Sterling Publishers.

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S11/EC 1(a) – PROSPECTS OF ELEMENTARY EDUCATION

L T P C

3 1 1 4

Preamble:

This course presents the overview of the elementary education at the national and global levels. It is aimed at describing the historical progression of elementary education to help the teachers understand the nature and development of elementary education in a holistic way. This has been designed based on the needs of the society and varied life experiences to facilitate fair understanding of elementary education in the contemporary Indian society.

Expected Outcomes:

After completing the course, the student will be able to -

- acquire knowledge about the context of elementary education;
- understand the concept, objectives, challenges and extent of success of UEE;
- comprehend the underlying principles of curriculum development and evaluation at elementary stage;
- acquaint research insight for curriculum development in elementary education; and
- analyse the status of elementary teachers, the problems and issues related to professional growth.

Unit I - Context of Elementary Education

Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood - Learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices

Unit II – Provisions in Elementary Education

Nature of Elementary Education after independence - Educational thought of Gandhi and Tagore to elementary education - Constitutional provision for education and Directive Principles related to elementary education - Provision in RTE Act and related issues - Elementary education in NPE (1986), POA (1992), NCF (2005)

Unit III - Issues and Challenges of Upper Elementary Education

Concept, objectives, meaning and justification of UEE - Current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups - Access and enrolment of different types of learners - issues and challenges - Enrolment and dropout: meaning and assessment and related issues and dropout - Achievement levels of different types of learners - status and issues

Unit IV- Programmes in Elementary Education

Panchayatraj and community involvement in educational planning and management related issues - Participation of NGOs in achieving goals of UEE - ECCE programme - District primary education programme: goals and strategies - SSA: goals and specific programme interventions namely access, enrolment, retention/participation and achievement - Monitoring, research and evaluation of schemes viz., mid-day meals, VEC and incentive schemes and achievement levels

Unit V- Curriculum in Elementary Education

Elementary School Curriculum: Principles - Curriculum , Objectives, Planning, Organisation and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education

References:

1. Celin, R. (1984).The *study of primary education and resource book. Vol. I.*
2. Erickson, H.L. (2002). *Concept-based curriculum and instruction*. California: Crown Press.
3. GOI. (1986). *National policy on education*. New Delhi: MHRD.
4. GOI. (1987). *Programme of action*. New Delhi: MHRD.
5. Hayes, Denis. (2008). *Primary teaching today: An introduction*. U.K: Routledge Publications.
6. Hurlock, E. (1995). *Child development*. USA: McGraw Hill Book Company.
7. Kurrian, J. (1993). *Elementary education in India*. New Delhi: Concept Publication.
8. MHRD (2001). *Convention on the Right of the child*. New Delhi: MHRD.
9. NCERT (1998). *National Curriculum for Elementary and Secondary Education - A Framework*. New Delhi: NCERT.
10. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.

11. Rao, V.K. (2007). *Universatisation of elementary education*. New Delhi: Indian Publishers.
12. UNESCO (2006). Teachers and educational quality: Monitoring global needs for 2015. Montreal: UNESCO Publication.

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S11/EC 1(b) – PROSPECTS OF SECONDARY EDUCATION

L T P C

3 1 1 4

Preamble:

Secondary and higher secondary education is increasingly becoming an area of focus in developing countries, which have thus far concentrated on achieving universal elementary education. This policy note on secondary education in India discusses issues and aspects critical for the development of this subsector. Secondary education, in terms of policy, is a concurrent item in that it is within the purview of both State and Central governments. State level implications and strategies for developing this sub-sector are critical.

Expected Outcomes:

After completing the course, the student will be able to -

- understand the nature-scope and systems of secondary and senior secondary education;
- examine the status of development of secondary and senior secondary education in India after independence;
- explore the problem and challenges related to secondary and senior secondary education;
- understand the interventions to solve the problems and issues related to alternative schooling at secondary and higher secondary levels;
- identify critical issues related to universalization of secondary education; and
- know about the innovations at secondary and higher secondary levels of education.

Unit I - Secondary Education

General Aims and Objectives of Secondary Education, Education during Post Independence Period. Constitutional provisions for education, Secondary Education Commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action, 1992

Unit II - Secondary and Higher Secondary School Curriculum

Principles of school curriculum development at secondary and higher secondary level and text book development in secondary and higher secondary education - Approaches to career guidance, Vocationalisation of education and career development - Ginzberg's theory about guidance, Holland's theory of vocational choice

Unit III - Problems and Challenges of Secondary Education

Problems and challenges related to universalisation of secondary education - Alternative schooling at secondary stage - Problems / challenges / to access enrolment, dropout, achievement- equality of educational opportunities - Problems of education for girls, disadvantaged and differently abled children - Classroom problems: discipline, underachievement, lack of motivation, slow learners, delinquency and maladjustment - Issues of quality in secondary and higher secondary education

Unit IV – Research Trends in Secondary and Higher Secondary Education

Purpose - scope - trends of research in secondary and higher secondary education, innovative practices at secondary and higher secondary levels – simulated social skill training, independent study and role playing

Unit V - Monitoring for Quality Improvement in Schools

Monitoring – meaning, objectives and significance - Monitoring mechanism at different levels of schooling – Alumni association - Secondary Education Management Information System (SEMIS) - Structure of MIS School mapping at secondary level - Course mapping at senior secondary level

References:

1. Ahuja. A, Jangira, N.K. (2002). *Effective teacher training: cooperative learning based approach.* New Delhi: National Publishing House.
2. Bhatnagar, R. P. *Technology of teaching.* Meerut: International Publishing House.
3. Burkes, H.M. & Steffir, B. (1979). *Theories of counseling* (3rd Ed.). NY: McGraw Hill.
4. Jangira, N.K. & Mani, M.N. (1990). *Integrated education for visually handicapped.* Gurgaon: Old Subjimandi Academic Press.
5. Jha, M. (2002). *Inclusive education for all: schools without walls.* Chennai: Heinemann Educational Publishers.
6. Mohammad, Miyan. (2004). *Professionalisation of teacher education.* New Delhi: Mittal Publications.
7. Sharma, P. L. (1990). *Teachers' handbook on IED - Helping children with special needs.* NCERT Publication.

8. Sharma, P. L. (2003). *Planning inclusive education in small schools.* Mysore: RIE.

9. Sudesh, Mudhopadyay & Anil Kumar, K. (2001). *Quality profiles of secondary schools.* New Delhi: NIEPA.

10. Yadav, M. S. & Lakshmi, T. K. S. (2003). *Conceptual inputs for secondary teacher education: the instructional role.* New Delhi: NCTE.

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S12/SC 1 – SUPPORTIVE COURSE 1
SWAYAM Online Course - MOOCs

Two supportive courses have to be undergone by the students which are facilitated by the other Departments – one in the Second semester and another in the Third semester. These Online courses (MOOCs), provide a platform for the students to choose the subject of their interest.

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S13/ RA 2 - INSTRUMENTATION

L T P C
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Preamble:

Collection of data is one of the most important steps in any research. For this, an appropriate tool is very essential and it is employed for the collection of evidences or information. A researcher for his/her study requires many data gathering tools which vary in their complexity, design, administration and interpretation. The data collected with the help of tools help the researcher to analyze the objectives of the study. Tool construction is a methodological process with certain steps and procedures. This course helps the learner to construct the tools in a systematic way.

Expected Outcomes:

After completing the course, the student will be able to –

- tailor apposite statements for collecting required data;
- experience the expertise of judges and gain thirst for research;
- attain the skill of constructing cognitive and non-cognitive tools; and
- understand the process of standardization of various types of tools.

Course Guidelines:

- Atleast one tool has to be developed by the researcher
- Orientation on the procedure for the construction of tools
- Purpose of tool and characteristics of a good tool are explained
- Reading literature, consulting experts, gathering existing related tools etc. are encouraged
- Students have to submit sample statements (atleast 10) to verify their skill of construction of items
- Then, the whole tool with dimensions and scoring procedure is to be submitted
- Content / Construction validity is to be established
- Item analysis has to be established
- Reliability of the tool has to be established
- Final Version of the tool with details for all the dimensions, scoring procedure, references cited and list of experts met is to be submitted to Supervisor concerned for correction and pruning.

Execution:

By constructing a relevant tool based on the research topic chosen, an M.Ed student could know most of the research procedures of developing an instrument. It is executed by giving the students an Orientation on the procedure for the construction of tools; explaining the characteristics of a good tool; giving avenues for reading literature, consulting experts, gathering existing related tools etc.; making the students to write sample statements in the presence of the course teacher; establishing the Content / Construction validity, doing Item analysis and establishing Reliability of it after framing all the required items of the tool. (**L1, P2)**

References:

1. Anastasi, Anne. (1970). *Psychological testing (4th ed.).* NY: Macmillan   & Co.
2. Jum Jr, Nunnally C. (1970). *Introduction to psychological measurement.* NY: Mc Graw Hill.
3. Mehrens, W.A. (1999). *Measurement and evaluation in education and psychology.* NY: Hall Kiechaot and Wizeton.
4. Monroe, Miller D. (1972). *Interpreting test scores.* NY: John Willey.
5. Norman, Gronlund E. & Robert, Linn L. (1990). *Measurement and evaluation in teaching (6th ed.).* NY: Macmillan & Co.
6. Quentin, Stodola & Kalmer, Stordahl (1967). *Basic educational test and measurement.* New Delhi: Thompson.
7. Rani. (2005). *Educational measurement and evaluation.* Coimbatore: Global Books Syndicate.
8. Victor, Noll H. (1965). *Introduction to educational measurement* (2nd ed.). Bostyon: Houghton Mifflin.

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S14/FP 2 – INTERNSHIP IN ELEMENTARY TEACHER EDUCATION INSTITUTION(S)

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L  T  P  C
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Preamble:

Teacher Education is widely developing in a massive way today in 21st century India. Teacher Education Institutions (TEIs) are expected to bring out competent teachers who can present the matters very effectively and systematically. It is very vital for developing young teachers to get a wide experience with the happenings in TEIs. To develop the skills of teaching, the students are given opportunity to undergo Internship in Teacher education Institutions including District Institute of Education and Training (DIET), and State Council for Education, Research and Training (SCERT) in the/nearby State during I year of M.Ed. Programme.

Expected Outcomes:

After completing the course, the student will be able to –

- get experience in the day to day activities that are taking place in teacher training institute like DIET, etc.;
- acquire various skills of teaching through the direct experiences with the teacher educators;
- get a sound knowledge in various teaching methodologies used in present day classroom situation; and
- acquire knowledge to prepare and develop different kinds of teaching aids helpful for the process of teaching and learning.

Execution:

The students undergo an Internship for a period of 20 days (120 hours) in Elementary level TEIs. They observe all the activities that are taking place from morning assembly till the end of the day in the evening. The students record what they have observed in the day and make the entry in the prescribed records given to them. They clarify their doubts with the principal/responsible personnel of the institution or with the allotted guide teacher of the Institution. This training in the Institution helps the students to get knowledge on all the happenings in the TEI and thereby paves way to prepare the students to face the profession of teaching in the future ahead.   **(P120 Hrs in 20 days)**

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S15/FP 3 – EXPERIMENTAL PSYCHOLOGY & ICT PRACTICALS

L	T	P	C
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15a. Psychology Practicals

Preamble:

Psychology is a science which aims to give us better understanding and control of the behaviour of the organism as a whole. It is also the science of human behavior. Understanding the human behaviour is a challenging task for any person. It is also vital to understand the behaviour of students by the teachers. Having this in mind, activities in name of Psychology Practicum are conducted to understand the process of teaching and learning, behaviour, attitude, aptitude, skills, interest, personality, creativity, etc.

Expected Outcomes:

After completing the course, the student will be able to –
- identify their interest, intelligence, personality, etc.;
- get knowledge in conducting paper and pencil tests and performance tests;
- study the behaviour in the laboratory set-up; and
- diagnose and deal with select psychological problems.

Practicum:

Paper and Pencil Tests (Any 3)
1. Least Preferred Co-worker Scale to assess leadership style
2. Retroactive Inhibition
3. Personal Efficacy Scale
4. The Self-report on Altruism Scale
5. Verbal Test of Creative Thinking
6. Passi Test of Creativity

Performance Tests (Any 3)
1. Bhatia's Battery of Performance Test of Intelligence
2. Span of Attention – Tachistoscope
3. Finger Dexterity Test
4. Habit Interference Experiment with Board and Cards
5. Trial and Error Learning – Mirror Tracing Experiment
6. Concept Formation

Execution:

The students are exposed to conduct psychological practicum in form of both performance and paper pencil tests. They conduct these practicals and record their observations in their observation note and make the fair format in their record notes, which leads for understanding the various concepts involved in the process of teaching and learning. **(P2)**

15b. ICT Practicals

Preamble:

Information and Communication Technology (ICT) is now regarded to have promising features to enhance and support teaching learning practice at all levels of Education. Word processor, software packages, enables to create, edit, print and save documents for future retrieval and reference. The most popular software in these days is MS-WORD (for word processing), MS-EXCEL (for spreadsheet), MS-POWERPOINT (for presentation purpose) and HTML (for presentation of information via internet), and hence, the undertakings of ICT practicum are conducted to understand and develop the ICT skills, creativity, and simply, the teaching skills.

Expected Outcomes:

After completing the course, the student will be able to -
- use ICT devices and its applications in teaching learning contexts;
- practise the Internet and the Web for teaching and learning purposes;
- make use of the multimedia and web content for teaching learning;
- employ MS word, MS Excel, MS Power Point, HTML – for teaching and learning; and
- acquire the ability to develop multimedia package of their own.

Practicum*:*

1. *MS Word:* Creating a file, saving, editing a text, finding and replacing a text, formatting a text, creating a table, inserting, deleting a row and column
2. *MS-Excel***:** Creating a Excel work sheet file, entering data in the sheet, manipulating data in the row and column, inserting a chart, Functions
3. *MS-PowerPoint:* Creating a Power Point file, inserting a new slide, slide show – view show- creating a link between the slides and files
4. *Developing a module* (Using MS Word, MS-Excel, and MS-PowerPoint)
5. *Development of Small Package* (It covers Selection of the topic, Preparing the content, Organizing & Designing, Writing scripts for the content, Developing modules

using above mentioned software, Developing the HTML & Front page scripts, and Scripts to create the new web page)

Execution:

The students are exposed to conduct ICT practicum in the form of performance learnt from demonstration given by the Instructor. During demonstration, the students clarify their queries. Then the students will perform individually in the computer laboratory and note the observations in their observation note. After getting correction in the observation note the students are fair it in the record note **(P2).**

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S16/VA1 - MINDFULNESS AND HAPPY LIFE

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Preamble:

By the end of the course, the student will be able to gain insight and reflect on the concept of mindfulness and tries to lead a happy life by applying the knowledge of mindfulness. They will be able to understand the concept, significance and benefits of mindfulness and equip themselves to be problem solvers by overcoming the stressful situations.

Expected Outcomes:

After completing this course, the students will be able to -

- understand the concept and significance of mindfulness and its benefits;
- know the various experiential methods of mindfulness training;
- acquire knowledge on mindfulness and cognition;
- get insight on mindfulness and wellbeing in workplace;
- highlight the importance of mindfulness in enhancing emotional intelligence; and
- acquire knowledge on mindfulness and overcome stress in workplace.

Unit I - General Introduction to Mindfulness

Mindfulness – Definition, History, Benefits - Kabat-Zinn's 7 attitudinal foundations of mindfulness - Preparing for a mindfulness session - Breathing mindfully - Measurement of mindfulness - Mind-body problems -Relevance of the mind-body relationship in mindfulness - Mindfulness and a holistic mind-body approach

Unit II - Experiential Methods of Mindfulness training

Kolb's cycle of experiential learning - Experiential exercises in mindfulness - Mindfulness exercises without meditation - Mindfulness meditation exercises - Assessment and monitoring of mindfulness exercises - Safeguarding and ethical practices of mindfulness

Unit III - Mindfulness and Cognition

Cognitive cycle and ABC model - Personality types and beliefs - The role of the brain in emotions - Chemicals, hormones, and emotions - Brain plasticity and emotional functioning - The importance of recognizing emotions - Awareness of emotions - Mindfulness-based cognitive behavioural approaches - Mindfulness-based cognitive therapy for substance use - Mindfulness-based cognitive therapy for problem gambling

Unit IV – Mindfulness and Well-Being in Workplace

Mindfulness - based stress reduction - Mood disorders - Trauma-related disorders - Chronic pain - Executive functioning skills - Categories of executive functioning skills - Using mindfulness to improve executive functioning skills - Using mindfulness to improve organizational performance - The value of mindfulness in leadership - How mindfulness and personal wellbeing are linked - Mindfulness to overcome performance anxiety (exams/public speaking)

Unit V – Mindfulness and Emotional Intelligence

Defining emotional intelligence - Differentiate between low and high emotional intelligence - A brief history of emotional intelligence - The four branches of emotional intelligence - Measuring EI: Reading people, using emotions, understanding emotions, and managing emotions - Adding another level: Transcending emotions to achieve a higher purpose - How emotions and personality are linked to behaviour and wellbeing – Overcoming emotional triggers and responses using mindfulness

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1. Barnes, Anna. (2016). *How to be mindful*, UK: Summersdale Publishers.
2. Goleman, Daniel & Langer, Ellen. (2017). *Emotional intelligence: Mindfulness*. Boston: Harvard Business School Publishing Corporation.
3. Hayes, Steven. C , Folletee, Victoria. M & Lineham, Marsha. M. (Eds.). (2004). *Mindfulnss & acceptance: Expanding the cognitive behavioral tradition*. NY: The Guilford Press.
4. Ie, Amamda, Ngnoumen, Christelle. T & Langer, Ellen. J. (Eds.). (2014). *The Wiley Blackwell handbook of mindfulness*. Westsussex: John Wiley & Sons.
5. Ivtzan, Itai & Lomas, Tim. (Eds.). (2016). *Mindfulness in positive psuchology: The science of meditation and wellbeing*. London: Routledge.
6. Mckenzie, Stephen & Hassed, Criag. (2012). *Mindfulness at work: How to avoid stress, achieve more and enjoy life*. Australia: Exisle Publishing.

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Semester III

S17/CC 7 – ORGANISATION AND ADMINISTRATION OF TEACHER EDUCATION

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Preamble:

Teachers are the builders of a nation. This paper enables the students to acquire necessary skills for planning and organizing classroom management. The student will be able to gain insight and reflect values and status of teaching as a profession, understand the roles and responsibilities of teachers and teacher educators. They will be able to examine critically the issues, problems and concerns of teacher education.

Expected Outcomes:

After completing the course, the student will be able to –
- recognize the concept of teacher education, its objectives, scope and functions;
- acquire knowledge about the various types of teacher education institutions across the country;
- develop an awareness of the problems in teacher development;
- acquaint with the responsibilities pertaining to the organization of pre-service and in-service teacher education;
- develop competency necessary for effective professionalism; and
- recognize the various research programmes and the prominent areas of research in teacher education.

Unit I - Pre-service Teacher Education

Teaching: Concept, objectives, characteristics and basic requirements – Teacher centred vs Learner centred methods - Teacher Education: Meaning, nature, scope - Types of Teacher Education Programmes - Structure of Teacher Education - Curriculum and its vision in curriculum documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary levels - Organization and components of Pre-service Teacher Education - Transactional approaches (for foundation courses): Expository, Collaborative and Experiential learning

Unit II – Models of Teacher Education

Knowledge base of Teacher Education: Schulman, Deng and Luke & Habermas - Reflective Teaching: Meaning and Strategies - Models of Teacher Education: Behaviouristic, Competency-based and Inquiry Oriented

Unit III – In-service Teacher Education

In-service Teacher Education: Concept, need, purpose, scope, organization and modes - Agencies and Institutions of In-service Teacher Education: District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC) - Planning in-service teacher education programme: Purpose, duration, resources and budget

Unit IV – Professionalism

Concept of Profession and Professionalism - Teaching as a Profession - Professional Ethics of Teachers - Professional, Technical and Skill Based education - Personal and Contextual factors affecting Teacher Development - ICT Integration - Quality Enhancement for Professionalization of Teacher Education - Teaching Support System: Traditional, Modern and ICT based.

Unit V - Research in Teacher Education

Research Programmes: Action Research, Experimental Projects and Major & Minor Research Projects. Funding Agencies for Researches in Teacher Education: NCTE, NCERT, UGC, DTERT, etc. Survey of Educational Researches conducted in India and Abroad. Role played by University Departments in Researches related to Teacher Education

References:
1. Anderson, L.W. (1995). *International encyclopaedia of teaching and teacher education* (2nd ed.). Oxford: Elsevier Science.
2. Arora, G.L. (2002). *Teachers and their teaching: need for new perspectives*. New Delhi: Ravi Books.
3. Joyce, B., & Weal, M. (2003). *Modals of teaching* (7th ed.). Boston: Allyn & Bacon.
4. Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
5. Linda, Darling, Hammond & John, Bransford. (2005). *Preparing teachers for a changing world*. San Francisco: Jossey-Bass.
6. National Curriculum Frame Work Review. (2005). *National focus groups – position paper on teacher education*. New Delhi: NCERT.

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10. Srivastava, R.C. & Bose, K. (1973). *Theory and practice of teacher education in India*. Allahabad: Chug Publications.

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S18/CC 8(a) - CURRICULUM STUDIES

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Preamble:

Curriculum Studies is a concentration within curriculum and instruction concerned with understanding curricula as an active force of human educational experience. One of the vital roles of teachers is to facilitate and refine the knowledge of students by using the curriculum as a tool. This course imparts necessary preparation of the learners to know the basic concepts and process of curriculum. It also helps to get acquaintance on various approaches and models of curriculum development.

Expected Outcomes:

After completing the course, the student will be able to -
- acquire knowledge and get insight into curriculum perspectives;
- understand the concept of curriculum and characteristics of a good curriculum;
- gain experience in constructive and critical analysis of text book;
- get insight into the guiding principles and recommendations of NCF 2005 and NCFTE 2009;
- develop the capability to play the role of curriculum designer, reviewer, implementer and assessor; and
- evaluate the total curricular experiences.

Unit I – Perspectives of Curriculum

Concept and Principles of Curriculum - Characteristics of a good curriculum- Strategies of Curriculum Development - Stages in the Process of Curriculum development - Foundations of Curriculum Planning - Philosophical Bases: national, democratic, sociological basis, Psychological Bases: Learners' needs and interests, Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

Unit II– Approaches to Curriculum Development

Instructional System - Instructional Media - Instructional Techniques and Material in enhancing curriculum Transaction - Approaches to Evaluation of Curriculum - Approaches to Curriculum and Instruction: academic and competency based approaches - Subject centred: core curriculum, learner centred, community centred

Unit III – Models of Curriculum

Models of Curriculum Design: Traditional and Contemporary Models - Academic / Discipline Based Model - Competency Based Model - Social Functions / Activities Model, Individual Needs & Interests Model, Outcome Based Integrative Model , Intervention Model, C I P P Model (Context, Input, Process, Product Model) - Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

Unit IV – Curriculum Reforms and Develpment

Curriculum change: meaning and types - Factors affecting curriculum change - Approaches to curriculum reforms - Role of students, teachers and educational administrators in curriculum reforms and improvement - Scope of curriculum research - Types of Research in Curriculum Studies

Unit V – Textbook Review and Content Analysis

Textbook Review: Meaning, Need, Uses - Qualities of a good text book - Content analysis: Meaning, Need and significance – conceptual accuracy, learners' perception of content - Curriculum vs Syllabus – Source book vs Textbook

References:

1. Aggarwal, Deepak. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Encla.
2. Boyle, Bill & Marie, Charles (2016). *Curriculum development: A guide to educators.* Thousand Oaks, CF: SAGE Publications.
3. Kridel, Craig (Ed.). (2010). *Encyclopedia of curriculum*. New Delhi: Sage Publications.
4. Madhulika, Sharma. (2013). *Education management, curriculum development and teaching techniques.* New Delhi: Kanishka Publishers.
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S18/CC 8(b) - ANDRAGOGY OF EDUCATION

L T P C
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Preamble:

This paper in adult education is designed to enhance the practice of adult education (Andragogy) through the provision of formal study in the theoretical foundations, methods, techniques and problem solving for the professional adult educator working in a variety of settings. The goal is to equip students with appropriate knowledge and skills for the performance of roles as teacher, facilitator, program planner, administrator and advocate. It is designed to acquire new skills or to build on their current knowledge base regarding adult learning and to develop skills and knowledge in organizing, conducting, evaluating or administering programs for adult learners.

Expected Outcomes:

After completing the course, the student will be able to -

- know the historical significance of adult education;
- learn about prominent theories of adult education;
- engage students in learning about how adults learn;
- design, deliver and evaluate adult educational programs; and
- explore the recent trends in adult education.

Unit I - Concepts and Terminologies

Andragogy and pedagogy - Illiteracy and its types – Literacy and its types - Understanding Diversity in Adult Education – Historical perspective of Andragogy: From Past to Present - Adult Learning: From Theory to Practice – Andragogical Process Model for Learning - Center model versus the each-one, teach-one model Commissions, Farmers' functional literacy, Gram Shikshan Mohim in Maharashtra, National Adult Education Program, Mass Program for Functional Literacy, - Needs Assessment Strategy - Use of new information technologies: multimedia packages, computer aided learning, websites on adult education, data base creation for adult education - Participatory communication methods

Unit II - Foundations of Adult Education

Philosophical Foundations - Liberal, Behavioristic, Progressive, Humanistic and Radical approaches - Ideas of Rabindranath Tagore and Mahatma Gandhi - Conscientization approach: Ideas of Paulo Friere - Socialist Pedagogy - Psychological Foundations: Psychology of adults - Difference between the adult and the child as learners -

Characteristics of adult male and female learners and differences in their learning needs - Learning needs of adults in urban, rural and tribal settings - Learning needs of adults of different socio-economic strata - Motivational aspects of adult learning - Values in adult education: Challenges and issues of contemporary society

Unit III - Curriculum Methods, Techniques and Teaching Materials

Developing curricula - types of curriculum - Different teaching methods - Teaching and learning materials for adults - Teaching aids - conventional, non-conventional, modern - Socialization and popular education as learning tools/strategies - Techniques of Material Preparation for Adults - Identification of needs and interests of adult learners - Preparation of books for neo-literates -Processes and contents; field testing of materials - Publication and marketing of materials: Role of National Book Trust, SRC, NGOs, etc. - Development of materials - print and non-print other than books

Unit IV - Training and Field Organisation

Training: Functionaries in adult, continuing education and field outreach programs conducted by government agencies, NGOs and universities and their training needs - Identification of objectives, content, training method, implementation strategies and evaluation techniques - The participatory approach as a training technique - Management and organisation of a training program - Field Organisation: Strategies for entry into communities - Rapport building, survey, planning for macro- and micro-situations - Setting targets, organization, resource mobilization, budget and its management, conduct of field work and its monitoring - Evaluation - continuous, internal, external - Tools for evaluation - Remedial actions

Unit V - Current Trends in Adult Education

National Literacy Mission (NLM): Structure, role and function, operational network and supporting agencies and bodies - SRC, DIET, NIAE, Directorate of Adult Education - Total Literacy Campaigns (TLC) - Post- Literacy Campaigns (PLC) - Off shoots of TLC and PLC - Field skills, teaching methods for adults, training m ethods for training of functionaries - Monitoring and evaluation of TLC, PLC and other programs of the NLM - Role of NGOs, Universities and other Government agencies in support of the NLM - UNESCO's efforts : Education for All Declarations, Hamburg Declaration - Mumbai Statement, World Declaration on Higher Education - Cape Town Statement - Policies, projects and conferences - Current Trends in Asian, African and European countries

References:

1. Baumgartner, Lisa, Caffarella, Rosemary S. & Merriam, Sharan. (2007). *Learning in adulthood: A comprehensive guide.* (3rd ed.). San Francisco: John Wiley & Sons.

2. Galbraith, Michael, W. (2004). *Adult Learning Methods: A Guide for Effective Instruction.*(3rd ed.). Melbourne, FL: Krieger Publishing Company.

3. Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult learning.* San Francisco: Jossey-Bass Publishers.

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5. Malcolm S. Knowles. (1970). *The modern practice of adult education.* NY: Association Press.

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8. Merriam, Sharan B. (2008*).Third update on adult learning theory: New directions for adult and continuing education.* NJ: John Wiley Publishers.

9. Mody, B. (1991). *Designing Messages for Development Communication.* New Delhi: Sage Publications.

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11. Tappin R. M. (2014). *Adult development and Andragogy theories: Application to adult learning environments.*

12. Tufte, T. & Mefalopulos, P., (2009). P*articipatory Communication: A practical guide.* Washington: World Bank.

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S19/EC 4 – INCLUSIVE EDUCATION

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Preamble:

Inclusive education systems remove the barriers, eliminates all forms of discrimination and respect diverse needs, abilities and characteristics of every individual in the learning environment. Ensuring equal opportunity to have education is a human right. The identification and adaptation of the school curriculum in pace with the learners needs along with the partnership of parents , peers and professionals facilitates the realization of no one left behind policy in education. The teacher's sound knowledge and positive attitude for inclusion can serve the purpose effectively. This course facilitates the prospective teachers to include the excluded and marginalized groups and providing them with quality education and implement inclusive policies and programmes.

Expected Outcomes:

After completing the course, the student will be able to –
- gather a solid understanding of the evolution of the philosophy of inclusive education;
- gain knowledge about International and national legislations for education of diverse learners;
- identify the diverse learners and apply appropriate educational evaluation techniques;
- develop adaptive curriculum suitable for diverse learners;
- develop the skill to plan and manage inclusive classroom;
- analyze the issues of inclusive education in India; and
- stay alive with the research trends of inclusive education.

Unit I – Introduction to Inclusive Education

Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated and Inclusive Education

Unit II – Diverse Learners

Concept of Impairment, Disability and Handicap - Classification of Disabilities based on ICF Model, Readiness of School - Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners' Intellectual, Physical and Multiple

Disabilities - Causes and prevention of disabilities - Identification of Diverse Learners for Inclusion - Educational Evaluation Methods, Techniques and Tools

Unit III – Inclusive Classrooms

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices - Curriculum and Curricular Adaptations for Diverse Learners – ILP - Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching) - Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School

Unit IV – Barriers and Facilitators

Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational and Current Status - Ethical Issues of inclusive education in India - Research Trends of Inclusive Education in India

Unit V – Legal Provisions

Policies and Legislations (National Policy of Education (1986) - Programme of Action of Action (1992) - Persons with Disabilities Act (1995) - National Policy of Disabilities (2006) - National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial) - Rehabilitation Council of India Act (1992) - Inclusive Education under Sarva Shiksha Abhiyan (SSA) - Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

References:

1. Alice, Rajkumar, M., Rita, Sundari, D., & Digumarti, Bhaskara, Rao, (2004). *Special education*. New Delhi: Discovery Publishing House.
2. Bharat, Singh. (2008). *Modern teaching of exceptional children*. New Delhi: Anmol Publications.
3. Chintamani, Kar. (2008). *Exceptional children their psychology and education*. New Delhi: Sterling Publishers.
4. Dash, M. (2007). *Education of exceptional children*. New Delhi: Atlantic Publishers and Distributors.
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6. Kavitha, Jain. (2006). *Special education*. New Delhi: Mohit Publications.
7. Meenakumari. (2009). *Education for the children with special needs*. New Delhi: Centrum Press.

8. Philip, E. Vernon, Georgina, Adamson & Dorothy, F. Vernon. (1977). *The psychology and education of gifted children.* London: Methuen of Co.Ltd.

9. Prem, Prakash. (2008). *Education of exceptional children challenges and strategies.* New Delhi: Kanishkha Publishers.

10. Saini, B. L. (2002). *Education of exceptional children*. Ludhiana: Tandon Publications.

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12. Ysseldyke, James; Algozzine, Bob & Thurlow, Martha. (2010). *Critical issues in special education.* New Delhi: Kanishka Publications.

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S20/SC 2 – SUPPORTIVE COURSE 2

SWAYAM Online Course - MOOCs

This is the second online course to the M.Ed students offered by the other Departments. Two supportive courses have to be undergone by the students which are facilitated by the other Departments – one in the Second semester and another in the Third semester. These Online courses (MOOCs), provide a platform for the students to choose the subject of their interest. The Department of Education offers the Online course to the students of other Departments.

S21/RA 3 – PRESENTATION AND PUBLICATION OF PAPER(S)

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Preamble:

Presentations and *Publications* are the two communication media through which the results of the research study are communicated to the people who have an interest in the topic. This also enables the learners to disseminate the results of researches after writing their report. It also enhances the learners' reputations and also their employability.

Expected Outcomes:

After completing the course, the student will be able to -

- develop the skill of reading vast and in depth;
- earn expertise in referring, note-making, note-taking, comprehending, synthesizing and paraphrasing;
- bring out the sensitivity of the problems in the specific area;
- help to replicate the study by identifying the gap;
- contribute new knowledge to the scientific community;
- follow the ethics of writing thematic and research articles;
- attain the skill of effective presentation at any research forum;
- disseminate the research finding in educational journals; and
- recommend actions to be taken by the practitioners, policy makers and stake holders on the basis of the results of the study.

Course Guidelines:

1. The techniques of writing papers/articles for the seminars/ conferences / journals are to be exposed to the students in detail.

2. Exercises for writing abstract for published research paper/dissertation/thesis and paraphrasing – two quintessential qualities of a writer – are provided.

3. Papers prepared for presentation/publication have to be co-authored with their supervisor concerned.

4. Before submission of papers for presentation/publication they have to get the approval of the supervisor concerned to avoid plagiarism, have optimum quantum of paraphrasing, with content richness, relevance to the seminar/ journals.

5. A minimum of two publications are to be made at International/National forums in relation to their research topic.

6. Apart from it one article has to be published in an educational journal pertaining to their dissertation topic.

7. The photocopies of certificates and article in the journal are to be submitted to the supervisor concerned and enclosed in the dissertation at the time of submission.

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S22/FP 4 – INTERNSHIP IN SECONDARY TEACHER EDUCATION INSTITUTION(S) (SPECIALISATION)

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Preamble:

The Kothari Education Commission's prelude signifies that "the destiny of the nation is shaped in her classroom. The destiny of the classroom is shaped by the teachers". The quality teachers can be prepared only by providing quality teacher education programmes. To provide quality experience in teacher education, the Second Year M.Ed students are provided opportunity to undergo Internship in Teacher Education Institutions at Secondary level.

Expected Outcomes:

After completing the internship, the student will be able to –

- get wide experience on the day-to-day activities in Secondary Teacher Education Institutions (TEIs);
- acquire various skills of teaching and administration through interaction with the student teachers and teacher educators;
- get a sound knowledge in various teaching methodologies used in present day classroom situations; and
- acquire knowledge to prepare different types of teaching aids helpful for teaching and learning.

Execution:

The students undergo an Internship for a period of 20 days (120 hours) in Secondary Level TEI(s). They observe all the activities that are taking place from morning assembly till the end of the day in the evening. The students record what they have observed. They clarify their doubts with the allotted mentor (teacher educator of the TEI) or the principal of the Institution, if necessary. This training in the TEI helps the students to earn knowledge on all the academic and administrative functions of the Institute and thereby prepare them to be the professionals and hence better nation builders.

(P 120 Hrs in 20 days)

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S23/VA 3 – SELF-DEVELOPMENT

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Preamble:

Teachers are outstanding leaders in the classroom. They role model the future students. This course enables a journey of self-understanding and individual development as integrated personality. The prospective teachers are loaded with energy through *yoga*, as it frees the mind from the negative feelings caused by the fast pace of modern life. It prepares them to integrate their physical, mental and spiritual faculties so that they can become healthier, saner and more integrated members of the society and of the nation. An individual who aspire to become teacher must possess critical, logical reasoning ability to deliver high quality of teaching. Reasoning ability enhances working capacity and innate capabilities and also predicts the teaching aptitude of the prospective teachers. Healthy food habits influence positive attitude and good mental health. The attitude towards environment which controls in the healthy life is realized for development of environmental value. This course focus on quality teachers with sound mind, body, behaviour.

Expected Outcomes:

After completing the course, the student will be able to -
- develop the ability to think in logical way in order to form a conclusion express any concept in logical forms;
- develop positive attitude towards nutritious food and thereby improve the health status of both the individual and community;
- develop skill to make healthy choices throughout their lifetime;
- analyse the impact of human interaction with environment; and
- imbibe ecofriendly behaviour towards the environment.

Unit I – Loosening Exercise

Meaning and Definition of Yoga: Pranayama, Asana, Dhyana, Samadhi, Principles of Breathing – Awareness – Relaxation, Sequence - Stretching exercise: Dynamic and static exercise. Loosening exercise: Upper body exercise, Lower body exercise, strengthening exercise

Unit II – Aasanas and Pranayama

Asanas: Types, techniques and benefits - Padmasanas, Bhujangasana, Dhanurasana, Halasana, Navasana, Thirikonasana, Padhahasthasana, Laughing asana. Pranayama: Types, methods and benefits - Naudi suddhi, Naudi Shodhana, Kapalapathy and Bhastricka Pranayama

Unit III – Health and Nutrition

Health and wellness- Food pyramid- nutritive value of food - Food selection and meal planning - Impact of food choices- influence health on education

Unit IV – Reasoning and Aptitude

Mathematical reasoning: Number series - Letter series - Codes and Relationships. Logical reasoning: Structure of arguments - Deductive and inductive reasoning.
Analogies - Venn diagram - Indian Logic: Means of knowledge - Pramanas - Anumana (inference) - Vyapti (invariable relation) - Hetvabhasas (fallacies of inference) - Mathematical Aptitude

Unit V – Environmental Values

Human and environment interaction - Anthropogenic activities - Local, regional and global environmental issues - Pollution: air, water, soil, noise, light, waste - Socio-economic and Political dimensions of climate change - Impacts of pollutants on human health - Natural energy resources: solar, wind, soil, hydro, geothermal, biomass, nuclear and forests - Mitigation strategies for natural hazards/disasters

References:

1. Blaxter, M. (2010). *Health* (2nd ed.). UK: Polity Press.
2. Contento, I. R. (2011). *Nutrition education: Linking research, theory and practice (2nd ed.)*. Ontaria, Canada: Jones and Barlett Publishers.
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8. Sijwalii, B. S., & Sijwalii, I. (2011). *A new approach to reasoning verbal and non-verbal*. Delhi: Arihant Publishers

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Semester IV

S24/CC 9 - EDUCATIONAL POLICY, PLANNING AND FINANCING

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Preamble:

Planned development of skills must be strengthened by a "policy", which is both comprehensive as well as national in character. Educational Planning in India is one of the vital areas of concern in all the Five year Plans in India. With the onset of globalization and modernization in recent times, education at all levels is very necessary if India is to surpass other nations. Its purpose is to guide the skill development strategies and coordinated action by all stake holders. It is also important to refresh the knowledge of educational policies in the economic, employment and social development arenas.

Expected Outcomes:

After completing the course, the student will be able to –
- acquire knowledge on the various educational policies recommended to promote education in the Country during pre and post independent period;
- understand the principles and theories in governance and planning of educational organizations;
- sensitize the learners the importance of leadership in the accomplishment of educational goals and objectives;
- gets insight on educational planning, its areas and various recommendations put forth by the Five year plans of the country;
- acquire the importance of supervision, financing and budgeting to ensure managerial effectiveness; and
- refresh the knowledge in the field of economic development.

Unit I - Educational Policy before Independence

Policies of Education – Macaulay's Minute on Education (1835), Woods Despatch (1854), Indian University Commission (1902), Calcutta University Commission (1917- 1919), Hartog Committee (1928-29), Zakir Hussain Committee (1938), Sargent Report (1944)

Unit II - Educational Policy after Independence

University Education Commission (1948 -49), Secondary Education Commission (1952 - 53), Education Commission (1964 - 66), National Policy of Education (1968), Committee

on governance of Universities and Colleges (1969 -73), Development of Higher Education in India: A policy framework (1978), National Commission on Teachers I (1983 – 85), National Commission on Teachers II (1983 -85), National Policy on Education (1986), Programme of Action (1986), Women Education Commission, National Knowledge Commission (2005)

Unit III - Educational Planning

Introduction to Educational Planning – Meaning, need and importance, areas of planning, salient features, principles of educational planning, techniques of planning, execution and evaluation of planning. First exercise of Educational Plan (1938 – 44), Education in Five Year Plans

Unit IV - Financing in Education

Definition, meaning and principles of educational finance, Educational finance at Macro and Micro levels. Budgeting – Steps in budget preparation, fund allocations and expenditure, fund raising, accounting and auditing, Financial accountability Systems, Educational Loans and Taxes

Unit V - Economic Development in Education

Development of country's economy, Social Relevance, Human resource development. Financial resource: Procurement, utilization and maintenance of resources, Allocation of resources – economic and social bases for allocation of resources in educations. Cost benefit analysis and cost management

References:

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7. Jandhya, B. G. Tilak. (1985). *Economics of inequality in education*. New Delhi: Sage Publications.
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S25/CC10 – PERSPECTIVES, ISSUES AND RESEARCH IN TEACHER EDUCATION

(e-PG Pathshala)

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Preamble:

By the end of the course, the student will be able to gain insight and reflect on the concept of teaching and the status of teaching as a profession, understand the roles and responsibilities of teachers and teacher educators. They will be able to examine critically the growth and development of teacher education in the country along with the various techniques for the evaluation of in-service teacher education programmes reflecting the issues, concerns and problems of in-service teacher education and thereby provide solutions for the problems. They will equip themselves to be effective nation builders with self-confidence, inquisitiveness, faithfulness, dutiful, humble, and good role models to the students in future.

Objectives

After completing this course the students will be able to:

- understand the concept and significance of teacher education programme, e-teacher education and e-learning;
- know the functions of pre-service and in-service teacher education programme and also the strength and achievement of prevailing education system in India;
- acquires knowledge on historical development of teacher education in India during various periods;
- gets insight on teaching methods followed in India;
- highlight the various issues faced by teachers and teacher education in India and recognize the ways to overcome the issues;
- provide information regarding human resource planning and also recognises the pioneer competencies of India; and
- understand the present teaching scenario in schools and also does a reality check on teachers and teacher education today.

Unit I – Scope of Teacher Education Programmes in India

Introduction – Pre service Teacher Education Programme: Objectives, Functions, Curriculum – In service Teacher Education : Nature, Objectives, Scope and Context – Modes of Teacher Education – Face to face, Open and Distance Education, e- teacher education: Concepts and features, Technology : a vehicle for development of classroom

instruction, issues in implementing e- learning in teacher education, advantages and disadvantages – Stage specific teacher education - Teacher Education for all levels

Unit II – Scenario of Teacher Education in Ancient, Medieval, Modern and Contemporary India

Teacher Education in Vedic, Buddhist, Medieval, pre-independent India and post-independent periods – Development of understanding about HRD – Identity Crisis of Education – NCFTE (2009-PREFACE) –Achievement of NCFTE (2009) and NCF (2005) – Challenges and Reality – Quality concerns of Teacher Education – Total Teacher Education courses recognized and intake approved

Unit III – Innovations, Issues and Concerns of Teacher Education

Innovative practices - Need of innovative practices in teacher education – Innovations in Secondary Teacher Education programme – Deployment of innovation – Issues faced by teacher education in India: Institutional inertia and brand inequity – Quality of teacher education institutions –Mushrooming of teacher education institutions

Unit IV – Research of Teacher Education & School Education Symbiosis

Identity of Education in India – Journey of NCFTE (2009) & NCF (2005) –Research and innovation – Need for taxonomy of educational skills – Renewal of the courses in education – Problems of research – Researching pioneer competencies in India: Meaning of pioneer, pioneer competencies, Attributes of Nobel Laureates of India – Problems addressed by the pioneers and developing pioneer culture

Unit V – Teachers Today: A Reality Check

Science education for Wholistic development of Teachers: Developing humane and Professional teachers, Wholistic Education and Approach, Illustration on Tea Preparation, properties of materials and ingredients, chemical composition of various ingredients used in preparation of Tea,   Health benefits of black pepper, Nutritional profile for basil, Health benefit of black paper – Teacher in the Digital Age, Issues and Concerns – Integration of ICT aided Constructivist learning approach: Issues and Concerns – Good teacher - NCFTE (2009) and NCF (2005) – Challenges and reality – Human resource planning – Scenario of school teaching – Students' perception of teacher – Teacher today

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S26/EC 5(a) - EDUCATIONAL EVALUATION

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Preamble:

Evaluation is an indispensable component of the educational process, which helps teachers and learners to improve teaching and learning. When it is a continuous process rather than periodic process, its purpose will be realized effectively. It helps in forming the values of judgment, educational status, and achievements in students. It is desirable that future teachers must acquire knowledge and understanding about the various aspects of evaluation in classrooms. It provides students with the need, importance, concepts and characteristics of educational evaluation.

Expected Outcomes:

After completing the course, the student will be able to -

- understand the difference between measurement and evaluation;
- gets insight on evaluation procedure based on Blooms taxonomy of educational objectives;
- know the need for evaluating the internship, ICT resources, like programmes ;
- apply the various assessment techniques in day-to-day practice of teaching; and
- have alignment with the recent trends of evaluation.

Unit I - Status of Evaluation

Educational evaluation in teaching learning process - Elements and types of evaluation - Difference among measurement, evaluation, assessment, testing, appraisal and examination - Tests and examinations - Examination reforms - Norm-referenced testing & Criterion-referenced testing - Formative and Summative Tests – Indicators of formative assessment - Cognitive and Non-cognitive assessment of learning outcomes - Internal examination versus External examinations.

Unit II - Procedure of Evaluation

Bloom's taxonomy – Revised taxonomy of objectives 2001 – Oral test and Written test - Different forms of test items – Framing test items and question papers - Selection type or fixed response type questions – Essay type and objective type items compared – Diagnostic, Prognostic and Achievement test - Preparation of a Blue print - Preparing a good question paper - Characteristics of a good test

Unit III - Assessment in Pedagogy of Education

Assessment: Meaning, nature, perspectives, types – Relationship between objectives and outcomes of assessment - Feedback Devices: Meaning, types, criteria, guidance as a feedback devices - Assessment of portfolios - Reflective journal - Field engagement using rubrics - Competency Based Evaluation - Assessment of teacher prepared ICT Resources – Evaluation of internship programmes. Assessment of teaching proficiency: criterion, tools and techniques.

Unit IV – Assessment Techniques

Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Evaluation in Choice Based Credit System in Higher education - Anecdotal records, question bank, grading

Unit V - Current Trends in Evaluation

Computer based testing - Electronic delivery of objective tests – Alternative assessment – Rubrics for Self and Peer evaluation (Meaning, steps of construction) - Assessment as an aspect of learning - Continuous and Comprehensive Evaluation – Progress report and Cumulative record - Open book examination - Innovations in evaluation systems

References:

1. Aggarwal, J.C. (2005). *Essentials of examination system.* New Delhi: Vikas Publishing House.
2. Drummond, M.J. (1993). *Assessing children's learning*. London: David Fulton.
3. Ebel, Robert L. & Fribie, David. A. (1991). *Essentials of educational achievement.* New Delhi: Prentice-Hall of Hall.
4. Freeman, Richard & Lewis, Roger. (1998). *Planning and implementing assessment.* London: Kogan Page.
5. Frey.B (2014). *Modern classroom assessment*. California: Sage Publication.
6. GOI. (1991). *Minimum levels of learning at primary stage.* New Delhi: MHRD.
7. Gronlund, N.E. (1990). *Measurement and evaluation in teaching (6th ed.).* NY: The MacMillan.
8. NCERT (1985). *Contemporary issues in public examination.* New Delhi: NCERT.
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S26/EC 5(b) - ENVIRONMENTAL EDUCATION

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Preamble:

Our environment has been indiscriminately exploited through loss of biodiversity, soil, weather and water pollution, population explosion, climate change, global warming, deforestation and scarcity of natural resources are the some of the consequences of our reckless deeds. The real development of any nation is progressing without damaging the environment. The Government is enacting several laws and implementing various policies and amendments to safeguard the nature. The objectives of environment education cannot be achieved without the involvement of the students at the grass root level. To make the citizens environment conscious, the supreme court of India has given direction to make all enrich environment orientation.

Expected Outcomes:

After completing the course, the student will be able to -
- understand facts and concepts concerning various aspects of the environment
- acquire the knowledge of various Environmental Issues;
- understand the relationship between Human Population and Environment;
- develop the positive attitude towards Environmental Education;
- understand environmental problems and their causes and remedies;
- develop a sense of responsibility and favorable attitude towards conservation of environment, biodiversity and sustainable development;
- understand the environmental Management; and
- imbibe values like love and respect for nature and its laws.

Unit I - Environment and Environmental Issues

Meaning, importance and scope of Environmental Education – Eco-system and its components. Environmental issues: Climate change – Global warming – Green House effect – Acid Rain – Ozone layer depletion and its effects – Urbanization – Deforestation – Soil erosion – Natural disasters. Pollution – various types. Role of individuals, community and government in planning, decision-making, legislation and social action for prevention of pollution

Unit II - Impact of Population on Environment

History of Human population growth – Human Population growth in India – Impact of population growth on eco-system, human settlements, land distribution. Population

Education: Need and Objectives – concept of sustainable development. Environment and Health Problem. Environmental stress – Effect of stressors on health and behaviour

Unit III - Biodiversity and its Conservation

Definition, Types, and Significance. Hot spots of biodiversity – Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India – Conservation of biodiversity (In-situ and Ex-situ conservation) - National parks and Sanctuaries

Unit IV - Environmental Management and Organization

Definition and Need – Managing the natural resources – Renewable and non-renewable resources – Social forest – Water Management – Rainwater harvesting, Role of NGOs – Environmental protection acts. Disaster management- Environmental Conferences: Stockholm conference (1972), Rio Submit (1992), Kyoto Protocol (1997), Johennesberg conference (2002), Role of NCERT, CCE, DST in protecting environment

Unit V - Strategies for Environmental Conservation

Activities – Field trips, workshop, exhibitions, video shows, nature clubs, nature walk and celebration of environment day. Practical measures – saving energy, hygiene and sanitation programmes, eco-friendly behaviour, organic farming, 'Clean and green campus' programme

References:

1. Agarwal, K.C. (2001). *Environmental Biology.* Bikaner: Nidi Public Ltd.
2. Begon, W.D. & Mortimer, M. (1981). *Population ecology.* UK: Blackwell Oxford.
3. Borkin, D.B. & Keller, E.A. (1982). *Environmental studies.* Ohio: E.E. Merrill Company.
4. Clud, P.E. (1996). *Resources and man.* San Francisco: W.H. Freedom and Company,
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6. Jadhav, H & Bhosale, V.M. (1995). *Environmental Protection and Laws.* Delhi: Himalaya Pub. House,
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12. Veliappan, A., et al. (2007). *Environmental education*. Tirunelveli: A.V. Parvathi Publication.

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S27/RA 4 – DISSERTATION & VIVA (PROJECT)

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Preamble:

Dissertation is a document submitted in support of candidature of an academic degree or professional qualification presenting the author's research and findings. This task develops the research aptitude and interest of the budding scholars. It focuses on a scientific, systematic and analytical skills of approach towards the chosen problem. It demonstrates that a student is capable of identifying his/her own area of interest, able to explore a subject in-depth, manage a research project, define a suitable research problem and use the appropriate research tools. The dissertation work raises the confidence of the student to face the challenges regarding the area of his/her specialization, in addition to the enhancement of thinking power, analytical skill and creativity.

Expected Outcomes:

After completing the project, the student will be able to -

- gain the quest for knowledge;
- state and narrate the research problem in depth;
- construct the theoretical framework for the selected research problem;
- utilize the appropriate statistical techniques to analyze the collected data;
- frame appropriate interpretation to the findings;
- elaborate the systematic presentation – both oral and written - of the research work;
- earn the skill of defending the research work orally; and
- advance higher level research programmes.

Course Guidelines:

1. Each student is required to get correction (pruning) for the sub components of each chapter before submission of the aggregate report from the supervisor concerned, in continuation of the submission of Proposal (I Semester), Instrumentation (II Semester), Data collection & analysis (during Summer Vacation) and Presentation & Publication (III Semester).
2. Dissertation shall be submitted before the commencement of the terminal examination of Semester IV.
3. Candidate shall not be permitted to submit the dissertation on which a degree/

diploma / certificate has already been conferred on him/her on any one else by the University or any other university / institution.

4. Dissertation will be evaluated by both the internal and external examiners.

Viva-voce Examination:

The Viva-voce Board may consist of the Head of the Department, the Research Supervisor and an External Examiner. The minimum quorum may be two including the external examiner.

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5. Structure of Marks:

Internal and External Marks - I Year

Semester	Sub. No.	Sub. Code	Title	Max. Marks		
				Internal	External	Total
First	1.		Educational Studies	25	75	100
	2.		Antiquity, Politics and Economics of Education (or) Gandhian Way of Education	25	75	100
	3.		Educational Research	25	75	100
	4.		Technology Blended Education	25	75	100
	5.		Introductory Course in Education Management (e-PG Pathshala)	25	75	100
	6.		Research Proposal	50	50	100
	7.		Communication Skills	50	50	100
			Total	*225*	*475*	*700*
Second	8.		Advanced Educational Psychology	25	75	100
	9.		Sociological Perspectives of Education	25	75	100
	10.		Educational Statistics	25	75	100
	11.		Prospects of Elementary Education (or) Prospects of Secondary and Higher Secondary Education	25	75	100
	12.		SWAYAM Online Course (MOOCs)	25	75	100
	13.		Instrumentation	50	50	100
	14.		Internship in Elementary Teacher Education Institution(s)	50	50	100
	15.		Experimental Psychology & ICT Practicals	50	50	100
	16.		Mindfulness and Happy Life	50	50	100
			Total	*325*	*575*	*900*

Internal and External Marks - II Year

	Sub. No.	Sub. Code	Title	Max. Marks		
				Internal	*External*	*Total*
Semester	17.		Organisation and Administration of Teacher Education	25	75	100
	18.		Curriculum Studies (or) Andragogy of Education	25	75	100
	19.		Inclusive Education	25	75	100
	20.		SWAYAM Online Course (MOOCs)	25	75	100
	21.		Presentations & Publication of Paper(s)	50	50	100
	22.		Internship in Secondary Teacher Education Institution(s) - (Specialisation)	50	50	100
	23.		Self-development	50	50	100
			Total	*250*	*450*	*700*
Fourth	24.		Educational Policy, Planning and Financing	25	75	100
	25.		Perspectives, Issues and Research in Teacher Education (e-PG Pathshala)	25	75	100
	26.		Educational Evaluation (or) Environmental Education	25	75	100
	27.		Dissertation & Viva (Project)	50	50	100
			Total	*125*	*275*	*400*
			Grand Total	**925**	**1775**	**2700**

6. Scheme of Valuation - Continuous Internal Assessment (CIA) and University Terminal Examination (UTE)s

6.01 Performance in each course shall be evaluated on the basis of (i) CIA throughout the semester and (ii) UTEs at the end of each semester.

6.02 The University examinations shall be conducted in the month of November during Odd semester and in the month of April during Even semester.

6.03 A candidate who has already appeared for an examination in a subject of a semester and also passed in the same is not entitled to reappear in the same subject for improvement of marks/grades.

6.04 For each Theory course, the CIA component will carry a maximum of 25 marks and UTE will carry a maximum of 75 marks. Thus, there is a total of 100 marks for each Theory course.

6.05 For each Practicum or Dissertation or Field work, the CIA component will carry a maximum of 50 marks and the UTE will carry a maximum of 50 marks. Thus, there is a total of 100 marks for each course

6.06 The marks secured in CIA (in total only) may be rounded off to the nearest integer.

6.07 The CIA component for a theory course shall include tests, seminar and assignments.

6.08 There is no passing minimum for the CIA components and for the CIA in total.

6.09 There shall be no provision for improvement of CIA components.

6.10 There shall be three compulsory periodical tests in a semester.

6.11 Each periodical test is conducted for about one and a half units of the syllabus in each course.

6.12 The duration of each CIA is one hour.

6.13 There shall be two tests in a working day - one in the forenoon and another in the afternoon.

6.14 Each test carries a maximum of 25 marks and shall be converted for 15.

6.15   *The split-up of the CIA marks for all the Theory Courses:*
       The average of the best two tests (15) + Assignment (5) + Seminar (5) =
       25 Marks

6.16   The question paper pattern for all theory courses is given below:

       Part A - Objective Type   - 5 Qns.   - 5 x 1   = 5

       Part B - Short Answers / Problems - 2 out of 3 Qns. - 2 x 5   = 10

       Part C - Descriptive/Analytical   - 1 out of 2 Qns. - 1 x 10 = 10

                                                        Total Marks = 25

6.17   The duration of the UTE for each theory course is 3 hours.

6.18   The question paper pattern for the UTE of each theory paper is:

       Part A - Objective Type   - 10 Qns.   -   10 x 1 = 10
       [2 from each unit]
       Part B - Short Answers /Problems   - 5 Qns.   -   5 x 5   = 25
       [Unit-wise choice – Either (a) or (b)]
       Part C - Descriptive/Analytical   - 5 Qns.   -   5 x 8   = 40
       [Unit-wise choice – Either (a) or (b)]
                                                        Total Marks = 75

6.19   There will be a special supplementary examination for those
       candidates who have failed in only one subject in the entire
       programme.

6.20   There is a passing minimum of 50% in each practicum/theory course.

6.21   The passing minimum is 50% in each UTE and also in the aggregate of
       CIA and UTE of each course.

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