

Curriculum for Master of Education (M.Ed.) Programme

(Revised)

w. e. f 2019 (For M.Ed. 2019 - 21 Program)



NAAC Re-Accredited – 'A'




RAMAKRISHNA MISSION SIKSHANAMANDIRA

**(An Autonomous Post-Graduate College under the University of Calcutta under section 22
of the UGC Act and duly recognized by the NCTE)**

**College of Teacher Education (CTE) & Swami Vivekananda Centre for
Multidisciplinary Research in Educational Studies (SVCMMRES)**

Belur Math, Howrah – 711 202, West Bengal

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PURPOSE, VISION, MISSION AND OBJECTIVES OF RAMAKRISHNA MISSION SIKSHANAMANDIRA, BELUR MATH

PURPOSE:

The emblem of Ramakrishna Mission, conceived and designed by Swami Vivekananda, is an eloquent expression of Ramakrishna Mission's purpose. To put it simply, the message conveyed by the emblem is – through the harmonious combination of knowledge (*jnana*), devotion (*bhakti*), work (*karma*) and concentration (*yoga*), one attains life's fulfilment. This synthesis of four yogas means that there should be a *harmonious blend of heart, head and hand* – which in fact, should be the purpose of all education and training: the making of a complete human being, the development of a perfect character. This development is possible through a manifestation of a person's innate perfection, harmonizing the best elements of Eastern and Western values.

VISION:

Sikshanamandira aspire to be a pioneer teacher education institution actualizing Swami Vivekananda's educational vision by making competent and committed teachers and teacher educators and also to be a research institute that continuously responds to the changing social needs through the discovery, development and application of knowledge. The Vision of Sikshanamandira which is established, administered and run by Ramakrishna Mission Saradapitha, a branch organisation of Ramakrishna Mission, the worldwide organisation started by Swami Vivekananda, with headquarter at Belur Math, Howrah, West Bengal is a corollary of the motto of Ramakrishna Mission, *atmano mokshartham jagaddhitaya cha* which means: attainment of one's own freedom and doing good to the world.

MISSION:

1. Making of such teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values.
2. Facilitation of autonomous researches and dissemination of knowledge.
3. Support discovery or development of knowledge through strong M.Phil. & Ph.D. programmes and post-doctoral projects.
4. Inoculate interdisciplinary approach in academic and research programmes and courses.
5. Develop partnership with national & international institutions.

VALUES:

1. Truth – in the pursuit, generation, dissemination, and application of knowledge.
2. Freedom – of thought and expression
3. Respect – for diversity and the dignity of the individual
4. Responsibility – as towards of the environment and citizens of the world.
5. Excellence – in intellectual, personal, and operational endeavours.
6. Integrity – in character.
7. Innovation – in thinking and application.

CURRICULUM STRUCTURE AND SEMESTER WISE DISTRIBUTION OF COURSES

Semester – 1					
Course	Title	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)					
211	Education as an Independent Discipline	70	30	100	4
212	Philosophy of Education	70	30	100	4
213	Psychology of Learning and Development	70	30	100	4
214	Introduction to Research Methodology	70	30	100	4
215	Sociology, Politics and Economics of Education	70	30	100	4
Total of Semester – 1		350	150	500	20

Semester – 2						
Course		Title	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)						
221		History of Education in India	70	30	100	4
222		Advanced Research Methods: Data Collection and Analysis	70	30	100	4
B) Specialization						
223		Teacher Education	70	30	100	4
224	224A	A. Language Education	70	30	100	4
	224B	B. Mathematics Education				
	224C	C. Science Education				
	224D	D. Social Science Education				
C) Core Course Practicum (Compulsory)						
225		Psychology Practical	00	50	50	2
226		Internship (1 st Part)	00	50	50	2
Total of Semester – 2			280	220	500	20

Semester – 3					
Course	Title	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)					
231A	Guidance and Counseling	35	15	50	2
231B	Inclusive Education	35	15	50	2
232	Education in International Perspective	35	15	50	2
233	Educational Technology and ICT	35	15	50	2
234	Yoga Education	35	15	50	2
235	Visual and Performing Arts in Education	35	15	50	2
B) Core Course Practicum (Compulsory)					
236	Data Analysis in Educational Research (Practical)	00	50	50	2
237	Communication and Expository Writing	00	50	50	2
238	Project on Community Participation	00	50	50	2
239	Proposal for Dissertation	00	50	50	2
Total of Semester – 3		210	290	500	20

Semester – 4					
Course	Title	Theory	Practicum	Full Marks	Credits
Specialization (students have to opt. for either A or B for all three papers)					
	A. Elementary Education B. Secondary Education	210	90	300	12
241A Or 241B	Structure, Curriculum and Assessment in Elementary Education Or, Structure, Curriculum and Assessment in Secondary Education	70	30	100	4
242A Or 242B	Administration, Management and Policy Perspective in Elementary Education Or, Administration, Management and Policy Perspective in Secondary Education	70	30	100	4
243A Or 243B	Contemporary Issues and Economics of Elementary Education Or, Contemporary Issues and Economics of Secondary Education	70	30	100	4
244	Internship (2 nd Part)	00	50	50	2

245	Final Dissertation	00	150	150	6
	Total of Semester – 4	210	290	500	20

M.Ed. Curriculum - At a Glance				
	Theory	Practicum	Full Marks	Credits
Semester – 1	350	150	500	20
Semester – 2	280	210	500	20
Semester – 3	210	290	500	20
Semester – 4	210	290	500	20
Grand Total	1050	950	2000	80

Semester – 1					
Course	Title	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)					
211	Education as an Independent Discipline	70	30	100	4
212	Philosophy of Education	70	30	100	4
213	Psychology of Learning and Development	70	30	100	4
214	Introduction to Research Methodology	70	30	100	4
215	Sociology, Politics and Economics of Education	70	30	100	4
Total of Semester – 1		350	150	500	20

Course 211 : Education as an Independent Discipline

70+30=100

Unit I- Theoretical Perspectives of Education as a Discipline

- a. School education: Contemporary challenges, Need for developing a vision of school education and teacher education
- b. Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- c. Procedure of linking :
 - i. Content knowledge with Pedagogy knowledge
 - ii. School knowledge with community knowledge
 - iii. Theoretical knowledge and practical knowledge
- d. Vision derived from synthesis of different schools of Philosophy and Psychology
 - i. Integrative and elective view points
 - ii. Open flexible rather than prescriptive
 - iii. Liberal and humanistic nature of school and teacher education.

Unit II- Approaches and Issues in Education

- a. Critical analysis of education as a discipline/area of study.
- b. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc.
- c. Contribution of science and technology to education and challenges ahead.
- d. Peace and other values, aesthetics in Education; Recommendation of Kothari Commission and Delors Commission.

Unit III- Changing Socio-cultural Context of Education

- a. Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity.
- b. Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.
- c. Teachers' autonomy, academic freedom and accountability.
- d. Concept of Education for All: Universalization of Education
- e. Education and politics, culture and Democracy with special reference to Paulo Friere, Ivan Illich.

Unit-IV: Education in the context of Indian Constitution

- a. Constitutional provisions of education
- b. Fundamental Rights and Directive Principles of Indian Constitution, Right to Education
- c. National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.

Unit V- Emerging Dimensions of School and Education

- a. Introduction to elementary education: Concept, Need and importance and objectives.
- b. Status of elementary education in India.
- c. Introduction to secondary education: Concept, Need and importance and objectives.
- d. Status of secondary education in India.
- e. Different agencies related to Education

Practicum:

Visit to a school, observation of activities and preparation of report in a group. [Using a framework to collect data]

Or, Assignment and presentation on relevant topics.

Course 212: Philosophy of Education

70+30=100

Unit-I: Philosophy and Education: Interrelation and Interdependence

- a. Concept and Nature of Philosophy and Education
- b. Philosophy and Education: Human Science perspective
- c. Scope of Philosophy and Education, their Relation.

Unit-II: Indian Schools of Philosophy

- a. Contribution with special emphasis on Nyaya, Sankhya, Yoga, Vedanta, Jainism, Buddhism and Islamic traditions towards educational aims and methods of acquiring valid knowledge.

Unit-III: Western Schools of Philosophy

- a. Contribution with special emphasis on Idealism, Realism, Naturalism, Marxism, Pragmatism and Existentialism and their contribution to Education with special reference to information, knowledge and wisdom.

Unit-IV: Some Eminent Philosophers of the West and their Contribution in the Field of Education

- a. Socrates, Plato, Aristotle, Rousseau, Dewey, Russell, Paulo Freire, Froebel, Whittall, Wollstonecraft, Nel Noddings.

Unit-V: Some Eminent Philosophers of the India and their Contribution in the Field of Education

- a. Swami Vivekananda, Rabindranath Tagore, M. K. Gandhi, Sri Aurobindo, J. Krishnamurthy, Savitribai Phule, Sister Nivedita.

Practicum:

Two term papers on philosophical bases of education.

Or, Seminar presentation on a given topic.

Course 213: Psychology of Learning and Development

70+30=100

Unit I - How children learn and their suitable Learning Environment

- a. Various modes of knowledge transmission (Knowledge centeredness). Who learns and how? (Learner- centeredness). What kind of environment enhances learning? (Environment centeredness).
- b. How to decide whether effective learning is really occurring? (Assessment of Learning)

- c. The physical environment and the instructional time.
- d. Neuroscience perspective of learning and development.

Unit II - Learners and their Development

- a. Intelligence: Nature and Evaluation of the concept.
- b. Theories of intelligence: Psychometric Theory: Guilford's SOI Model, Information processing approach: Sternberg's Triarchic Theory, Multiple Intelligence Theory: Howard Gardner
- c. Measurement of Intelligence: Individual & Group; Verbal, Non-verbal & Performance Tests.
- d. Creativity, Psycho-social Development: Erikson, Moral Development: Kohlberg, Gilligan
- e. Language development: language before and into the school, Meta-linguistic awareness; home language vs. school language; Theories: Piaget, Vygotsky, and Chomsky.

Unit III- The Process of Learning & Transfer of Learning

- a. Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, development of concepts, strategies for teaching concepts; problem solving.
- b. Learning as construction of knowledge; learning as cognitive and socio-culturally meditative process: Meta cognition, understanding constructivist nature of knowing, Theories of Piaget, Bruner and Vygotsky with reference to school contexts of India.
- c. Transfer of Learning – theories of transfer of learning – how to maximize transfer.

Unit IV- Emotion, Motivation and Attention

- a. Instincts and Emotions, Emotional Intelligence (special reference to Daniel Goleman), Relationship between Intelligence and EI.
- b. Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach (Maslow); cognitive approach (attribution theory-Weiner), McClelland's Need Theory.
- c. Attention and Interest, their classroom implication.

Unit V- Influence of Culture and Diversity on Learning

- a. Significance of contextualising education; linking of child's existing knowledge and skills with learning process in school.
- b. Implications of society, culture and diversity for learning and development.
- c. Implications of culture and diversity for designing learning experiences.
- d. Diversity in learning contexts – classroom size; language; ethnic and social diversities and different types of disadvantages that the children suffer from.
- e. Role of parents and community: identification of barriers, strategies for strengthening partnership between school and parents and community.

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Course 214: Introduction to Research Methodology

70+30=100

Unit I- Research in Education: Conceptual Issues

- a. Meaning, purpose and areas of educational research
- b. Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics

Unit II- Types of Research

- a. Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies) and Retrospective; and classification by research objectives- Descriptive, Predictive and Explanatory
- b. Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- c. Mixed Research-meaning, fundamentals principles, strengths and weaknesses, types and, limitations

Unit III- Research Design

- a. Meaning, Definition, Purpose, Designs in educational research (Descriptive, Experimental and Historical)
- b. Experimental research designs: single-group pre-test post-test design, pre-test post-test control-group design, Solomon group design, Quasi-experimental designs
- c. Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a Grounded Theory research, Strengths and Weakness of Grounded Theory)
- d. Narrative Research Designs (Meaning and key Characteristics, Steps in conducting Narrative Research design)
- e. Case Study (Meaning, Characteristics, Components of a Case Study design, Types of Case Study design, Steps of conducting a Case Study research, Strengths and weaknesses)
- f. Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses),
- g. Mixed Method Designs: Characteristics, Types of Mixed Method designs (Triangulation, explanatory and exploratory designs), Steps in conducting a Mixed Method designs, Strengths and weakness of Mixed Method research.

Unit IV- Sampling in Qualitative, Quantitative and Mixed Research

- a. Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling)
- b. Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
- c. Non-Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case
- d. Determining the sample size when using random sampling

Unit V- Variables and Hypotheses

- a. Variables: Meaning of Concepts, Constructs and Variables

- b. Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- c. Hypotheses: Concept, Characteristics and Types (Directional, Non-directional, Null, Statistical and Question-form), Formulating Hypothesis, Characteristics of a good hypothesis
- d. Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques, Concept of Triangulation.

Practicum:

Identification of variables of a study and their classification in terms of functions and level of measurement.

Or, Preparation of a review article.

Or, Review of research reports.

Or, Two term papers on relevant topics.

Course 215: Sociology, Politics and Economics of Education 70+30=100

Unit-I: Sociological Perspective of Education

- a. Educational Sociology: Nature, Scope, Function and Its Importance.
- b. Education for Peaceful Coexistence.
- c. Education for Socially and Economically Disadvantaged Section of Society with Special Reference to Scheduled Caste, Scheduled Tribes, Women and Rural Population.
- d. Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory).
- e. Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

Unit-II: Role of Education in Socialization

- a. Concept and Nature of Socialization
- b. Role of Education in the Process of Socialization
- c. Agents of Socialization: Community, Politics, Culture and Economy
- d. Education as a Social System, as a Social Process and a Process of Social Progress.
- e. Hindrances of Socialization: Communalism, Regionalism and Sub-nationalism.

Unit-III: Democracy, LPG, Social mobility and allied issues

- a. Education and Democracy: Concept of secularism and its Educational implications
- b. Globalization and privatization: Concept, Overview of their impact on education and society
- c. Politicization of education: political control, interference in the institutional administration
- d. Education as a potential equalizing social force: Equality of educational opportunities
- e. Social Mobility-Meaning, factors and types. Role of education in social mobility.

Unit-IV: Political perspective of Education

- a. Relationship between Politics and Education, Perspectives of Politics of Education- Liberal, Conservative and Critical. Aims of Indian Education in the Context of Democratic, Secular, Egalitarian and Humane Society.
- b. Relationship between Education and Democracy, Education and Political Development, Education for Political Development and Political Socialization
- c. Role of State and Civil Society in Education, Education and National Integration, Education for Citizenship Building
- d. Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice)

Unit-V: Economic Perspective of Education

- a. Concept and Scope of Economics of Education, Public & Private Goods, Basic Need, Human Rights
- b. Education as Investment, Education as Social Production, Economic Growth & Economic Development, Poverty, Inequality.
- c. Education and Human Development, Human Development Index (HDI)
- d. Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Semester – 2						
Course		Title	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)						
221		History of Education in India	70	30	100	4
222		Advanced Research Methods: Data Collection and Analysis	70	30	100	4
B) Specialization						
223		Teacher Education	70	30	100	4
224	224A	A. Language Education	70	30	100	4
	224B	B. Mathematics Education				
	224C	C. Science Education				
	224D	D. Social Science Education				
C) Core Course Practicum (Compulsory)						
225		Psychology Practical	00	50	50	2
226		Internship (1 st Part)	00	50	50	2
Total of Semester – 2			280	220	500	20

Course 221: History of Education in India

70+30=100

Unit I – Education System in Ancient India

- a. Special features of Brahmanic Education
- b. Special features of Buddhist Education
- c. Chatuspathi / Gurukul-centric education system (Tapovan system) of ancient India.
- d. Education system of early medieval India

Unit II – Education System in Medieval India

- a. Special features of Islamic education.
- b. Development of education in Sultani period
- c. Development of education in Mughal period
- d. Tolls and Pathshalas

Unit III – Education System during British Period

- a. Early Missionary Activities
- b. Charter Act of 1813, Oriental Occidental controversy
- c. Macaulay's Minute -1835
- d. Adam's report – 1835-38
- e. Education Despatch of 1854
- f. Stanley's Despatch - 1859
- g. Education Commission of 1882
- h. Lord Curzon with reference to University Commission of 1902, University Act 1904
- i. Calcutta University Commission of 1917
- j. Hartog Committee Report – 1929
- k. Wood Abott Report – 1937
- l. Wardha Scheme -1937
- m. Sergeant Committee Report - 1944

Unit IV – Education System in Post-independent India

- a. Education in Indian Constitution
- b. University Education Commission
- c. Secondary Education Commission
- d. Hansa Mehta Committee
- e. Bhaktabatsalam Committee
- f. Kothari Commission
- g. National Commission on Teachers - 1985
- h. NEP-68, NPE-86 and POA-92

Unit V- Initiatives of Recent Past in Education (India)

- a. SSA, RMSA, RUSA
- b. National Commission on Teachers (1999)
- c. National Curriculum Framework, 2005
- d. Right to Education Act, 2009
- e. Yashpal Committee Report (2009)
- f. National Knowledge Commission 2009 (in brief)
- g. National Curriculum Framework for Teacher Education (2009)
- h. Justice Verma Committee Report (2012)
- i. Draft NPE 2016/ NEP 2019

Practicum:

State or District-wise Project on Development of Secondary / Higher Secondary Education.

Course 222: Advanced Research Methods: Data Collection and Analysis

70+30=100

Unit I- Development and Standardization of Tools for Data Collection

- a. Research tools preparation and standardization, Validity and Reliability.
- b. Types of Tools-Rating Scale, Attitude Scale, Opinionnaire, Questionnaire, Aptitude Test, Check List, Achievement Test, Inventory, Sociogram.
- c. Techniques of Research (Observation, Interview and Projective Techniques)

Unit II- Descriptive Analysis of Quantitative Data

- a. Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Data Tabulation, Graphical representation of data tabulation.
- b. Measures of central tendencies – Mean, Median, Mode
- c. Measures of Variability - S.D., Q.D. (uses and interpretation)
- d. Percentile (Rank, Point)

Unit III– Examining the Nature of Quantitative Data

- a. Normal distribution: theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications.
- b. Examining relationships: Scatter plots and their interpretation. Interpretation of Linear Correlation. Correlation Coefficient: product moment, rank diff.

Unit IV- Inferential Analysis of Quantitative Data

- a. Estimation of a parameter-Concept of parameter and statistics, sampling error.
- b. Distribution of the mean, standard error of mean.
- c. Meaning of Null Hypothesis, Testing the significance of differences between the means of independent samples (by t-test). Z-scores.
- d. Analysis of variance and Co-variance (ANOVA)-concept and uses
- e. Meaning of Non-parametric statistics: Chi-square-Chi-square as test of goodness of fit and test of independence, contingency co-efficient and its uses.

Unit V– Data Analysis in Qualitative and Mixed Research

- a. Research Methods in Qualitative Research: Philosophical Methods, Case Study as a Method, Ethnography as a method.
- b. Data reduction, data display, coding, categorization, analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, triangulation, establishing credibility, criticism. Analytical Induction and Constant Comparison

Practicum:

Construction of qualitative and quantitative data collection tools.

Course 223: Teacher Education

70+30=100

Unit I- Teachers and Teaching Profession

- a. Teaching as a profession. Concept of Profession and Professionalism, Professional ethics for teachers.
- b. Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education,
- c. Teachers changing roles and responsibilities, Teacher Appraisal and accountability.
- d. Roles and responsibilities of teacher educators. Preparation of teacher educators
- e. Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism.

Unit II- Nature, Objectives and Structure of Teacher Education in India

- a. Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
- b. Development of teacher education in India and post independence period; recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system.
- c. Roles and functions of UGC, NCERT. NCTE, NUEPA, IASEs, CTE, DIETs and SCERTs etc.
- d. Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas,

Unit III- Curriculum transaction in Teacher Education

- a. Concept of School Experience Programme (SEP)/Internship. Planning and organization of SEP/ Internship. Monitoring and supervision of SEP.
- b. Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning
- c. Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models.

Unit IV- Continuing Professional Development of the Teachers

- a. Pre-Service and In-service Teacher Education: concept, nature, objectives and scope.
- b. Components of pre-service teacher education: foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- c. Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), RUSA, Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)
- d. Issues, concerns and problems of pre-service & in-service teacher education
- e. Modes of INSET: face to face, distance mode, eclectic mode. Planning and Organisation of INSET-assessment of training needs, formulation of training curriculum, preparation of course materials.
- f. Split Model followed in in-service training of teachers under SSA

- g. Strategies of professional development: seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes

Unit V-Assessment and Evaluation in Pre-Service and In-Service Teacher Education

- a. Assessment in Pedagogy of Education: 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.
- b. 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, Rubrics for Self and Peer evaluation (Meaning, steps of construction).
- c. CCE in Teacher Education, CBCS in teacher education
- d. Evaluation of school experience/internship programmes, Assessment of teaching proficiency: criterion, tools and techniques.

Practicum:

Project / Workshop / Symposium on Identification of Research Areas in Teacher Education.

Course 224: (Special Paper) - Any one

70+30=100

Course 224A: Language Education

Unit I- Conceptual Issues Language Learning

- a. Language acquisition and language learning -- factors affecting language acquisitions and communication and language learning.
- b. Linguistic, psychological and social processes involved in learning of languages.
- c. Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget-Cognitive constructivism and Language,
- d. Development of basic language skills as well as advanced language skills at primary, secondary and senior secondary levels.
- e. Innovative techniques for teaching grammar, reading comprehension and written expression

Unit II- Pedagogy of Language

- a. First language
- b. Seconded language

Unit III- Teaching Learning of Languages

- a. At referent stage of school education-primary upper primary secondary, and higher secondary
- b. Pedagogical study of languages.

Unit IV- Contextual Problem in Language Learning

- a. Multilingual class room- curriculum.
- b. Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005), NCFTE 2009 towards professional and humane teacher.
- c. Preservation of heritage language

- d. Home language & school language-problem of tribal dialects

Unit V – Recent Trends in language Education

- a. Chomsky's generative grammar
- b. Theory of deconstruction: J. Derrida
- c. Language and Identity
- d. Language and Culture
- e. Constructivism in language education with reference to Piaget & Vygotsky.

Practicum:

Two term papers on relevant topics / Seminar presentation on a given topic / Planning, Organizing & Participation in a Field Trip and Making a Report

Course 224B: Mathematics Education

Unit I- Nature, Development and significance of Mathematics

- a. The nature of mathematics : abstract nature, pure and applied mathematics
- b. The aesthetic and utilitarian aspect of mathematics.
- c. Historical development and foundation of mathematics and the contribution of some great mathematician like Ramanujan, Aryabhata, Bhaskara, Pythagoras, Euclid, Archimedes etc.

Unit II- Approaches to Teaching-learning of Mathematics

- a. Constructivist approach in teaching of mathematics.
- b. Discovery approach in mathematics teaching learning.
- c. Problem solving approach in mathematics teaching.
- d. Competence based approach.
- e. Collaborative learning approach.
- f. Pedagogical issues in mathematics teaching.
- g. Mathematical communication.
- h. Resources in mathematics teaching-learning.
- i. Recreational mathematics.
- j. ICT and its impact on mathematics education.

Unit III- Curriculum of mathematics at different stages

- a. An overview in global context –
 - i. Upper primary,
 - ii. Secondary and
 - iii. Higher Secondary.

Unit IV- Structure of Mathematics

- a. Proofs and verification in mathematics and distinction between them.
- b. Types of theorems: existence and uniqueness theory.
- c. Type of proofs: direct proof, indirect proof, proof by contradiction, proof by mathematics induction.
- d. Role of examples, non examples and counter examples in mathematics.
- e. Scope and limitations of intuition in mathematics.

Unit V- Evaluation in Mathematics

- a. The significance of evaluation in mathematics in teaching-learning process.

- b. Taxonomy of instructional objectives interpreted in terms of mathematics. Planning and construction of test items (very short answer type, short answer type, long answer type) and precautions taken while constructing test items.
- c. Formative & Summative Evaluation

Practicum:

Two term papers on relevant topics / Seminar presentation on a given topic / Planning, Organizing & Participation in a Field Trip and Making a Report

Course 224C: Science Education

Unit I – Nature, Significance of Science & Development

- a. Nature, Development & Significance.
- b. Importance of Science.
- c. History of Development of science Education.
- d. Aims and Objectives of science Teaching.

Unit II -Curriculum of Science Education

- a. Criteria of validity of science curriculum: content, ethical environmental, process, cognitive, historical.
- b. Taxonomy for curriculum development in Science Education.
- c. Science curriculum at India and abroad.
- d. Integrating co-curricular activities with science education.

Unit III- Approaches to Teaching-Learning of Science

- a. Programmed learning and Instructional Module.
- b. Constructivist paradigm and its implications for science learning:
- c. Constructivist approaches to science learning.
- d. Instructional approaches to Science Learning: Inquiry method, problem solving strategies, concept development investigatory approach, discovery and heuristic approach.

Unit IV- Issues in Science Education

- a. Scientific Method, Scientific attitude and Science Temperament
- b. Innovations and Creativity in Science.
- c. Use of ICT and its impact on teaching learning science.
- d. Science laboratory.
- e. Contribution of women in science
- f. Ethical aspects of science.

Unit V-Assessment in Science Education

- a. CCE in science education.
- b. Assessment of affective measures in science: use of tools and techniques such as inventories and internets.
- c. Self-assessment by students and by teachers, peer assessment by students.
- d. Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.

Practicum:

Planning, Organizing & Participation in a Field study concerning environmental condition or perspective and Making a Report / Two term papers on relevant topics / Seminar presentation on a given topic.

Course 224D: Social Science Education

Unit I – Conceptualization of Social Science Education

- a. Concept, nature, objectives and scope of social sciences: existing approaches of teaching learning of social sciences; Social Science education for democracy and citizenship. Social Science Education for international & intercultural understanding.
- b. Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.
- c. Place and organization of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education
- d. Research trends and prospects in social science education.

Unit II –Social Science Curriculum

- a. Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes
- b. Comprehensive guidelines and syllabus of various subjects of social sciences: History, Geography, Civics.

Unit III – Approaches to Pedagogy of Social Science

- a. Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- b. Critical appraisal of various teaching learning strategies viz., lecture cum discussion, project method, Socialized recitation method, Storytelling method, Supervised study method, Dictation Method, Source Method, Unit method, Deductive and Inductive Method, field survey problem solving, role-play, field visits and case studies; action research etc.
- c. pedagogical analysis of curricular components of social science

Unit IV- Media, Materials and Resources for Teaching-Learning of Social Science

- a. Effective use of print media and audio-visual materials for social science;
- b. Development of teaching-learning materials; workbook; activity book and self instructional materials and integration of ICT in the materials.
- c. Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies models, environment and community resources;
- d. Development of low cost improvised teaching aids.

Unit V – Evaluation in Social Science Education

- a. Evaluation devices, evaluation programme in social studies
- b. Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.
- c. Conducting standardized tests, types, evaluation of attitudes, interests & values.

- d. Knowledge and framing of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.

Practicum:

Two term papers on relevant topics / Seminar presentation on a given topic / Planning, Organizing & Participation in a Field Trip and Making a Report

Course 225: Psychology Practical

Pr: 50

- a. Determination of Attention Span
- b. Determination of Memory Span
- c. Testing of Intelligence
- d. Testing of Emotional Intelligence
- e. Testing of Attitude
- f. Testing of Aptitude
- g. Testing of Interest
- h. Test of Emotional Maturity, Social Maturity and Personality (extroversion, neuroticism etc.)
- i. Testing for Stress
- j. Testing Anxiety (BAI) and Depression (BDI)
- k. Testing of Motivation

Course 226: Internship (1st Part):

Pr: 50

Practice Teaching and Peer Observation in an Educational Institution

Semester – 3					
Course	Title	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)					
231A	Guidance and Counseling	35	15	50	2
231B	Inclusive Education	35	15	50	2
232	Education in International Perspective	35	15	50	2
233	Educational Technology and ICT	35	15	50	2
234	Yoga Education	35	15	50	2
235	Visual and Performing Arts in Education	35	15	50	2
B) Core Course Practicum (Compulsory)					
236	Data Analysis in Educational Research (Practical)	00	50	50	2
237	Communication and Expository Writing	00	50	50	2
238	Project on Community Participation	00	50	50	2
239	Proposal for Dissertation	00	50	50	2
Total of Semester – 3		210	290	500	20

Course 231A: Guidance and Counseling

35+15=50

Unit I- Understanding Guidance and prospect of Guidance in School

- a. Meaning, Definitions and Need for guidance
- b. Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- c. Scope of guidance programme
- d. Needs for Guidance at various levels of education/schooling: School and Career Guidance
- e. School Guidance: Characteristics and Organisation of Guidance programmes in schools

Unit II- Types of Guidance

- a. Types of Guidance: Educational, Vocational/Career and Personal
- b. Individual guidance and group guidance; advantages and disadvantages.
- c. Career development needs of students, class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit III- Types of Counselling

- a. Meaning, nature & Scope of Counselling
- b. Objectives of Counselling: resolution of problems, modification of behaviour, promotion of mental health
- c. Relationship between guidance and counselling, Stages of the Counselling process
- d. Counselling Techniques: person centred and group centred, cognitive interventions, behavioural interventions and systematic interventions strategies.
- e. Skills and qualities of an effective counsellor; Professional ethics

Unit IV- Areas of Counselling

- a. Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups.
- b. Peer counselling: Its concept and the relevance to the Indian situation.
- c. Steps and skills in group counselling process
- d. Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers)
- e. Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit V- Guidance and Assessment of Students with behavioural Problems

- a. Nature and causes of behavioural problems; guidance of students
- b. Underachievement; guidance of students
- c. School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.- guidance of students
- d. Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills
- e. Promoting psychological well-being and peace through school based guidance programmes.

Practicum: (any one of the following)

- Visit to an institution to observe and report on the counseling facilities provided.
Or. Use of any counseling method on school students and making a report on it.

Course 231B: Inclusive Education

35+15=50

Unit I- Introduction to Inclusive Education

- a. Difference between special education, integrated education and inclusive education.
- b. Advantages of inclusive education for the individual and society.
- c. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- d. National and International initiatives for inclusive education with reference to policy and law.

Unit II-Preparation for Inclusive Education

- a. Concept and meaning of diverse needs.
- b. Building inclusive learning friendly classrooms: overcoming barriers for inclusion, concept of LRE.
- c. Role of teachers, resource teachers, family and other community members for supporting inclusion of children with diverse needs.
- d. Role of different national and international agencies (institutions, universities) in promoting inclusive education.

Unit III- Children with Diverse Needs and Utilization of Resources

- a. Definition, characteristics, identification and teaching strategies of children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and children mentally challenged children) and developmental disabilities (autism, learning disabilities).
- b. Adaptations in instructional objectives. IEP for meeting diverse needs of children from sensory disabilities, intellectual disabilities, learning disabilities; children of rural, tribal, SC, ST and linguistic and other minority groups.
- c. Role of technology for meeting diverse needs of learners.

Unit IV-Teacher Preparation for Inclusive Education

- a. Review existing educational programmes offered in secondary school (general, special education).
- b. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- c. NCF 2005 and curriculum for teacher preparation and transaction modes.
- d. Roles, responsibilities and professional ethics of teacher and teacher educators towards inclusive approach of teaching.

Unit V- Socially Disadvantaged Children in India: Status and Provisions

- a. Meaning of socially disadvantaged children: socially disadvantaged section in India- the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
- b. Provisions in the Constitution of India for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA (1992), National Curriculum Framework (2005).
- c. Relevance of International perspectives: Dakar framework of action (2000), millennium development goals (2000) in Indian Context.
- d. Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

Practicum:

Visit to an institution to observe and report on the inclusive facilities available.

Course 232: Education in International Perspective

35+15=50

Unit I- Principles of Comparative Education

- a. Meaning of Comparative Education.
- b. Factors affecting comparative Education.
- c. Methods and global trends of Comparative Education.

Unit II- International Perspective of Elementary and Secondary Education

- a. Elementary and Secondary Education of different countries: U.K., U.S.A., Russia, Japan & SAARC countries.
- b. Comparison with Elementary and Secondary Education system of India.

Unit III- Higher Education of Different Countries

- a. Higher Education of different countries: U.K., U.S.A., Russia, Japan & SAARC countries.
- b. Comparison with Higher Education system of India.

Unit IV- Teacher Education of Different Countries

- a. Teacher Education of different countries: U.K., U.S.A., Russia, Japan & SAARC countries.
- b. Comparison with Teacher Education system of India.

Unit V- Educational Administration of Different Countries

- a. Educational Administration of different countries: U.K., U.S.A., Russia, Japan & SAARC countries.
- b. Comparison with Educational Administration of India.

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Course 233: Educational Technology and ICT

35+15=50

Unit I- Nature, Scope, Researches in Educational Techniques

- a. Educational technology-concept, product Vs process;
- b. Forms of educational technology: teaching technology, instructional technology and behaviour technology; Approaches of educational technology: Hardware and Software;
- c. Transactional usage of educational technology: integrated, complementary, supplementary, standalone (independent);

- d. Historical development – programmed learning stage; media application stage and computer application stage;
- e. Major institutions of educational technology in India – CIET, IGNOU, Consortium for Educational Communication (CEC), UGC, their role in education.
- f. Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems,

Unit II- Systems Approach to Education and Communication

- a. Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
- b. Instructional Strategies
- c. Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.

Unit III- Instructional Design

- a. Instructional Design: Concept, Views.
- b. Process and stages of Development of Instructional Design.
- c. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- d. Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design.
- e. Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material
- f. Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky),

Unit IV- Audio Visual Media in Education

- a. Audio-visual media – meaning, importance and various forms.
- b. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/ Gyanvani, Audio Conferencing and Interactive Radio Conference.
- c. Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.
- d. Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

Unit V- Information and Communication Technologies – in education

- a. Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications, Professional development and ICT; School management and ICT.
- b. Critical analysis of Teaching aids and their applications in instruction and learning;
- c. Classroom and ICT; Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODL, Concept of e-learning, Approaches to e-

learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

- d. Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.
- e. Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODL, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
- f. Emerging Trends in e-learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application),
- g. E Inclusion - 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 - Teaching, Learning and Research

Practicum:

Laboratory-based practicum (Topic: As proposed by concerned teachers)

Course 234: Yoga Education

35+15=50

Unit I- Introduction to Yoga and Personality Development

- a. Introduction
- b. Learning objectives
- c. Yogic concepts of personality
- d. Dimensions of integrated personality
- e. Yoga for integrated personality development

Unit II- Yoga and Stress Management

- a. Concept of stress
- b. Stress-a yogic perspective
- c. Yoga as a way of life to cope with stress
- d. Yogic practices for stress management
- e. Cyclic meditation for stress management

Unit III- Yoga and Self Development

- a. Concept and Nature of Self Development
- b. The Concept of Values and Value Education
- c. Spirituality and its role in human self development--- *yamas* and *niyamas*
- d. Helping Children develop values
- e. Yoga and Human Excellence

Unit IV- Yoga for Management of Depression and Anxiety

- a. Concept, Meaning and Definition of Depression and Anxiety
- b. Causes, Symptoms, Consequences of Depression and Anxiety
- c. Tackling ill-effects of Depression and Anxiety

Unit V Yoga and Diversity in Religion

- a. Concept of Religion; meaning and significance
- b. Yoga in relation to Hinduism, Buddhism, Islam and Christianity
- c. The Concept of Yoga enshrined in Bhagavad Gita.

Practicum:

Practice of different Yogic Postures and Asanas.

Course 235: Visual and Performing Arts in Education

35+15=50

Unit I- Drawing and Painting

- a. Basic idea of colours , strokes and sketching
- b. Different forms of Painting (Indian): Worli, Madhubani, Glass and Fabric Painting, other forms
- c. Use of Drawing and Painting in Education: Chart-making, Poster-making, Colouring models etc.

Unit II- Creative Art

- a. Creative writing (story, poetry), use in Education
- b. Model-making : clay model, origami, other forms of model use in Education
- c. Designing: Computer graphics, use in Education

Unit III- Drama

- a. General concept and different forms
- b. Drama as tool of learning
- c. Use in Education : Role play and Simulation, Voice and Speech, Mime and Movements, Improvisation, Imitation and Observation
- d. Use of Drama for Educational and Social Change

Unit IV- Music

- a. Basic concept of Sur, Taal and Laya
- b. Vocal: Folk songs, Poems and Prayers
- c. Integration of Music in Educational Practice

Unit V- Art of Dance

- a. Various Dance forms of India : Bharat Natyam, Kathakali, Manipuri, Kuchipuri, Mohiniattam
- b. Folk Dance: Garba, Bhavai, Bhangada, Bihu, Raibeshe, other folk forms.
- c. Integration of Dance in Educational Practices.

Practicum:

Individual seminar presentation on topic of relevance.

Course 236: Data Analysis in Educational Research

Pr.-50

- a. Analysis of Qualitative Data
- b. Analysis of Quantitative Data (using computer)

Course 237: Communication and Expository Writing

Pr.-50

- a. Exemplary illustrations or narrations or comprehensive pieces for reading and exercises.
- b. Group discussion on important issues related to education.

Course 238: Project on Community Participation

Pr.-50

- a. Participation in community activities
- b. Planning, Organizing, Supervising & Participation in Field Trip / Excursion
- c. Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- d. Cultural Programmes
- e. Celebration of National Festivals, Teachers Day etc.
- f. Aesthetic development activities-decoration of classroom etc.
- g. Preparation of a report.

Course 239: Proposal for Dissertation

Pr.-50

Semester – 4					
Course	Title	Theory	Practicum	Full Marks	Credits
Specialization (students have to opt. for either A or B for all three papers)					
	A. Elementary Education B. Secondary Education	210	90	300	12
241A Or 241B	Structure, Curriculum and Assessment in Elementary Education Or, Structure, Curriculum and Assessment in Secondary Education	70	30	100	4
242A Or 242B	Administration, Management and Policy Perspective in Elementary Education Or, Administration, Management and Policy Perspective in Secondary Education	70	30	100	4
243A Or 243B	Contemporary Issues and Economics of Elementary Education Or, Contemporary Issues and Economics of Secondary Education	70	30	100	4
244	Internship (2 nd Part)	00	50	50	2
245	Final Dissertation	00	150	150	6
Total of Semester – 4		210	290	500	20

Course 241A: Structure, Curriculum and Assessment in Elementary Education **70+30= 100**

Unit I: Administrative Structure of Elementary Education

- a. Administrative Framework for Elementary Education at national level.
- b. Administrative Framework for Elementary Education at state level.
- c. Administrative Framework for Elementary Education at regional level.

Unit II: Organisations, Institutions and Agencies of Elementary Education

- a. National level –Ministry of Human Resource Development (CABE, NEUPA, NCERT & RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs.
- b. International Agencies – UNICEF, UNESCO, WHO, IBE
- c. NGOs, Civil Society and Advocacy groups.

Unit III: Principles of Curriculum Development at Elementary Level

- a. Essential Features and Components of Curriculum
- b. National Curriculum Framework, Common Core Curriculum, Undifferentiated and Differentiated Curriculum
- c. Relevance, integration, flexibility, contextuality and plurality determinants of curriculum at elementary level.
- d. Pedagogy relevant at the elementary level.

Unit IV: Curriculum Evaluation

- a. Importance of evaluation of curriculum.
- b. Models of curriculum evaluation.
- c. Interpretation of evaluation results and method.

Unit V: Assessment and Evaluation in School

- a. Types of Evaluation in Elementary Education.
- b. School based assessment: preparation of scheme and guidelines.
- c. CCE at elementary stage.
- d. CRC

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Course 241B: Structure, Curriculum and Assessment in Secondary Education **70+30= 100**

Unit I: Administrative Structure of Secondary Education

- a. Administrative Framework for Secondary Education at national level.
- b. Administrative Framework for Secondary Education at state level.
- c. Administrative Framework for Secondary Education at regional level.

Unit II: Organisations, Institutions and Agencies of Secondary Education

- a. National level –Ministry of Human Resource Development (CABE, NUEPA, NCERT & RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs.
- b. International Agencies – UNICEF, UNESCO, WHO, IBE
- c. NGOs, Civil Society and Advocacy groups.

Unit III: Principles of Curriculum Development at Secondary Level

- a. Essential Features and Components of Curriculum : Language Curriculum, Science Curriculum, Mathematics Curriculum, Social Science Curriculum and Commerce Curriculum
- b. National Curriculum Framework, Common Core Curriculum, Undifferentiated and Differentiated Curriculum
- c. Relevance, integration, flexibility, contextuality and plurality determinants of curriculum at secondary level.
- d. Pedagogy relevant at the secondary level.

Unit IV: Curriculum Evaluation

- a. Importance of evaluation of curriculum.
- b. Models of curriculum evaluation.
- c. Interpretation of evaluation results and method.

Unit V: Assessment and Evaluation in School

- a. Types of Evaluation in secondary Education.
- b. School based assessment: preparation of scheme and guidelines.
- c. CCE at secondary stage.
- d. CRC

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Course 242A: Administration, Management and Policy Perspective in Elementary Education

70+30= 100

Unit I: Concept of School Administration at Elementary Level

- a. Educational Administration- It's what, why, how.
- b. Aims and Objectives of School Administration, Principles of School Administration.
- c. Controlling Authorities of Elementary Education.
- d. Democratic administration in Elementary Education, it's features. Authoritarian administration. Democratic versus authoritarian administration.

Unit II: School Administration and Organization

- a. Concept of School Organization and its relation with School Administration.
- b. Educational Ladder with respect to Elementary Education System.
- c. Administrative problems in Elementary Education.

- d. Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic,
- e. Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit III: Concept of Educational Management

- a. Concept of Educational Management and its importance. Aspects of Educational Management - planning, organizing, supervising, motivating and controlling, decision making.
- b. Theories related to Educational Management (Classical, Behaviouristic, Humanistic and Systems Approach).
- c. Educational directives and other provisions in the Constitution of India with reference to elementary education.
- d. The role of central, state and local bodies in educational management at elementary level.
- e. Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis,
- f. Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE])

Unit IV: Management of Resources in Education

- a. Concept of Human Resource and Human Capital and its development.
- b. Teacher as resource: performance and professional development of teachers at elementary level.
- c. Management of Educational Finance and its budgeting. Grant-in-Aid.
- d. Modern techniques of management: TQM, SWOT, PPBS.
- e. Institutional building, POSDCORB, CPM, PERT, Management as a system, Taylorism

Unit V: Educational Policies for Elementary Education

- a. Education Commissions and Committees that influenced education policies for Elementary Education in India.
- b. National Policy on Education 1968 & 1986/92.
- c. Effect of Right to Education Act (2009) on Elementary Education.
- d. Educational policies regarding Elementary Education in Five-year Plans with special reference to current Five year Plan.

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Course 242B: Administration, Management and Policy Perspective in Secondary Education **70+30= 100**

Unit I: Concept of School Administration at Secondary Level

- a. Educational Administration- It's what, why, how.
- b. Aims and Objectives of School Administration, Principles of School Administration.
- c. Controlling Authorities of Secondary Education.
- d. Democratic administration in Secondary Education, it's features. Authoritarian administration. Democratic versus authoritarian administration.

Unit II: School Administration and Organization

- a. Concept of School Organization and its relation with School Administration.
- b. Educational Ladder with respect to Secondary Education System.
- c. Administrative problems in Secondary Education.
- d. Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic,
- e. Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit III: Concept of Educational Management

- a. Concept of Educational Management and its importance. Aspects of Educational Management - planning, organizing, supervising, motivating and controlling, decision making.
- b. Theories related to Educational Management (Classical, Behaviouristic, Humanistic and Systems Approach).
- c. Educational directives and other provisions in the Constitution of India with reference to Secondary education.
- d. The role of central, state and local bodies in educational management at Secondary level.
- e. Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis,
- f. Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE])

Unit IV: Management of Resources in Education

- a. Concept of Human Resource and Human Capital and its development.
- b. Teacher as resource: performance and professional development of teachers at Secondary level.
- c. Management of Educational Finance and its budgeting. Grant-in-Aid.
- d. Modern techniques of management: TQM, SWOT, PPBS.
- e. Institutional building, POSDCORB, CPM, PERT, Management as a system, Taylorism

Unit V: Educational Policies for Secondary Education

- a. Education Commissions and Committees that influenced education policies for Secondary Education in India.
- b. National Policy on Education 1968 & 1986/92.
- c. Effect of Right to Education Act (2009) on Secondary Education.
- d. Educational policies regarding Secondary Education in Five-year Plans with special reference to current Five year Plan.

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Course 243A: Contemporary Issues and Economics in Elementary Education **70+30= 100**

Unit I: Status and Initiatives

- a. Recent Schemes and Activities of the Govt. of India in the field of Elementary Education
- b. Language formula and its implementation - medium of instruction, multilingual approach at elementary level.
- c. Status of Access, Enrolment and Retention at Elementary Level - Gender differences, Social Status, Poverty and Quality improvement in schools.
- d. Issues relating to Drop Out, Equity, Equality and Social Justice of students at Elementary Level.

Unit II: Issues and Concerns

- a. Issues and Concerns of Pre-Service and In-Service Teacher Education at Elementary Education
- b. Inclusive Education- Enrolment of CWSN, Resource Teachers, provisions for CWSN
- c. Child Rights
- d. Achieving UEE - Universal access, retention and success. Ensuring equity and equality.

Unit III: Education and Economics

- a. Education as Consumption. Education as Investment; Recent Trends in Economics of Education.
- b. Economic Growth and Economic Development. Education as a Prerequisite to Economic Development.
- c. Concepts of Human Development Index (HDI), Millennium Development Goals (MDG)
- d. Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education. Signaling Theory Vs Human Capital Theory

Unit IV: Education and Human Capital

- a. Process of Human Capital Formation; Human Capital Theory.
- b. Quality of Life and Economic Growth.
- c. Investment Criteria on Education; Rate of Return.

- d. 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 V: Manpower Planning and Cost-Benefit Analysis of Education

- a. Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education
- b. Taxonomy of Cost of Education: Social & Private.
- c. Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Indirect Benefits (Spill-Over and Externalities).

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Course 243B: Contemporary Issues and Economics in Secondary Education **70+30= 100**

Unit I: Status and Initiatives

- a. Recent Schemes and Activities of the Govt. of India in the field of Secondary Education
- b. Language formula and its implementation - medium of instruction, multilingual approach at secondary level.
- c. Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty and Quality improvement in schools.
- d. Issues relating to Drop Out, Equity, Equality and Social Justice of students at Secondary and Higher Secondary Level.

Unit II: Issues and Concerns

- a. Issues and Concerns of Pre-Service and In-Service Teacher Education at Secondary and Higher Secondary Education
- b. Inclusive Education - Enrolment of CWSN, Resource Teachers, provisions for CWSN
- c. Child Rights
- d. National Vocational Education Qualification Framework (NVEQF)

Unit III: Education and Economics

- a. Education as Consumption. Education as Investment; Recent Trends in Economics of Education.
- b. Economic Growth and Economic Development. Education as a Prerequisite to Economic Development.
- c. Concepts of Human Development Index (HDI), Millennium Development Goals (MDG)

- d. Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education. Signaling Theory Vs Human Capital Theory

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Unit V: Manpower Planning and Cost-Benefit Analysis of Education

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- c. Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Indirect Benefits (Spill-Over and Externalities).

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Course 244: Internship (2nd Part)

Pr.-50

- a. Observation of B.Ed. trainees during their school internship.
- b. Assessing performance of B.Ed. trainees during their school internship.
- c. Producing a report on school internship observation and assessment of B.Ed. trainees.

Course 245: Final Dissertation

Pr.-150