SEMESTER - I

CBCS: A001 :PCC-1 (CORE PAPER –1)

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

COURSE OBJECTIVES

On completion of this course **t**he student teachers will be able to:

1. understand the meaning of Educational Psychology.
2. develop an awareness of the different schools of Psychology
3. get acquainted with the stages of growth and development; and to understand its Psychological impact.
4. identify and choose the learning theory of their choice for teaching.
5. get acquainted with the process of Group Dynamics in Instructional Settings.
6. develop an understanding of Different Paradigms of Cognitive Theories.
7. apply Constructivism to classroom teaching –learning process.
8. understand Personality development, and Adjustment and Maladjustment.

COURSE CONTENTS

UNIT – I: SCHOOLS OF PSYCHOLOGY & HUMAN DEVELOPMENT

1. Educational Psychology : Definition and Meaning of Educational Psychology
2. Schools of Psychology with specific reference to changing Roles of teacher and Students: Vedic school, Behaviorist school, Humanistic school
3. Stages of human growth and its Psychological impact
4. Stage wise Human development : Mental, Social, Emotional

UNIT – II: LEARNING

1. **Learning** : Nature and Concept, Laws of Learning, Levels of learning, Learning Styles, Learning and Motivation
2. **Theories of learning**:
   - Behaviorism:Trial and error-Thorndike, Classical Conditioning-Pavlov, Operant Conditioning-Skinner.
   - Field theory-Kurt Lewin.
   - Gestalt psychology -Kofka, Kohlar and Werthemer
   - Theory of Hull and Tollman
3. **Group Dynamics:** Meaning of Group Dynamics, Group Properties and Group Characteristics.
   - **Group Processes**: Interaction, structure, cohesiveness, common motives and goals, standardization of behaviour or norms

UNIT – III: COGNITIVE PARADIGMS AND CONSTRUCTIVISIM

1. The Three Cognitive Paradigms:
   - Paradigm – I: **Eric-Kendall** –the cellular and molecular contributions to Learning and Memory
   - Paradigm – II: Cognitive Theories – **D.P. Ausubel**: Verbal Meaningful Learning, **Gagne'**s conditions of learning , **J. S. Bruner:** Cognitive Theory through Discovery, **jean Piaget**: Genetic Epistemology and Cognitive Development, **Vygotsky:** Social Cognitive Theory, Information Processing Theories.
   - Paradigm – III: Evolutionary view of Psychology of Learning.
2. Constructivism:
   - Meaning, Definition and Concept
   - Constructivists' Theory: Experiential learning (Kolb's) , Situated learning, Dialogic learning
   - Constructivists' Approaches to Learning
   - Implications of Constructivism in Classroom Learning
   - Development of Critical and Imaginative Ability

UNIT – IV: PERSONALITY AND ADJUSTMENT

1. Personality : Concept, development, types and measurement of personality tools and techniques.

2. Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behaviour approach – Miller, Dollard and Bandura; Humanistic approach – Roger, Maslow

3. Adjustment and Maladjustment : Concept and Understanding, Implications for education : with respect to Special and Gifted Children.

4. Adjustment of teaching – learning process to suit individual difference – learning style and teaching strategies in terms of Intelligence, Creativity, Attitude, Interest and Values.

TRANSACTIONAL MODE

- Lecture, Symposium, Workshop, Panel Discussion
- Discussion
- Case Study
- Experiments
- Problem solving
- Film Show

PRACTICUM
The students may undertake any one of the following activities and present the report:

- Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
- Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
- Analysis of a case of maladjusted adolescent learner.
- Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.

- Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
- Conduct a Focus Group Discussion and present a Report.
- Visit of observation home, juvenile home, Special education centers and reporting on its structure and functioning.

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SEMESTER – I

CBCS: A001 :PCC-2 (CORE PAPER –2)

HISTORY, POLITICS AND ECONOMICS OF EDUCATION

COURSE OBJECTIVES

On completion of this course the student teachers will be able to:

1. develop knowledge and understanding of the history of education
2. understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees
3. get acquained with the different aspects of growth of the national system of education
4. get acquainted with the role of politics in education
5. get acquainted with the role of education in economic development

COURSE CONTENTS

UNIT – I: HISTORY OF EDUCATION IN INDIA

1. Need and importance of History of Education.
2. Education in Ancient India: Vedic, Buddhist, Jain, Islamic
3. Education in Medieval India: Macaulay's Minute, Woods Dispatch, Sargent commission
4. Discontentment against western system of education
5. Modern India – constitutional provisions related to education

UNIT – II: NATIONAL EDUCATIONAL MOVEMENT
1. University Education Commision:1948
2. Secondary Education Commision:1952-53
3. Indian Education Commision:1964-66
4. National policy on education 1968, New education policy 1986, NEP reviews, , etc.).
5. New Education Policy: 1986 and NEP reviews,

6. New National Policy of Education: 1992(POA)
7. NCF 2005, NKC Report 2007
8. Yashpal committee report on Indian Higher education 2009
9. NCFTE 2009 and RTE Act 2009
10. , Programmes for Universalization of Education –DPEP, SSA, RMSA, RUSA

UNIT -III: POLITICS IN EDUCATION
1. Relationship between education and political systems, education and state, education in democracy
2. Multiple school contexts in terms of locale, management, medium of instruction and schools affiliated to different boards
3. Teacher autonomy and institutional autonomy
4. Educational legislations ,Education policy-making,   impacts of neo liberal policies and the politics of educational reforms
5. Politicization of Education: Curriculum, , transaction of curriculum, teachers union, Recruitment
6. Globalization and politics of Education

UNIT – IV: EDUCATION AND ECONOMIC DEVELOPMENT
1. Role of Education in Economic Development
2. Education in capitalist, socialist and mixed economies
3. Education as an Investment, Returns/Benefits from Educational Investment
4. Decentralization of education
5. Manpower approach for Educational planning, management and finance

TRANSACTIONAL MODE

- Lecture, Symposium, Workshop, Panel Discussion
- Discussion
- Case Study
- Experiments
- Problem solving
- Film Show

PRACTICUM:

- Prepare slide show on education in ancient period and medieval period
- Paper Presentation on critical analysis of education system in ancient period and medieval period
- Collect information regarding the education institutions in medieval period.
- Collect information and make presentation on different types of universities.
- Critical analysis of selected educational policy of India.

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CBCS: A001: PCC-3 (CORE PAPER –3)

EDUCATIONAL STUDIES

COURSE OBJECTIVES:

On completion of this course the student teachers will be able to:

1. Understand the nature of education as a discipline/an area of study.
2. Examine issues related to education as interdisciplinary knowledge.
3. Understand and appreciates the theoretical development in Education in their proper perspectives .
4. Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions
5. Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
6. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
7. Analyze the social and the cultural dimensions of education and the issues related.
8. Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.
9. Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
10. Reflect on the multiple contexts in which the school and teacher education institutions are working.
11. Discuss the emerging dimensions of school and teacher education.

COURSE CONTENT

UNIT I- THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

1. Critical analysis of education as a discipline/area of study.
2. Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.
3. Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc and their linkage to pedagogy and practices.
4. School education: Contemporary challenges
5. Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
6. Procedure of linking :
   - Content knowledge with Pedagogy knowledge
   - School knowledge with life outside the school
   - School knowledge with community knowledge
   - Experiential knowledge with empirical knowledge
   - Knowledge on action and reflection on outcome of action
   - Theoretical knowledge and practical knowledge
   - Universal knowledge and contextual knowledge.

UNIT – II: NEED FOR DEVELOPING A VISION OF SCHOOL EDUCATION AND TEACHER EDUCATION

1. Vision derived from synthesis of different schools of Philosophy and Psychology-
   – Integrative and elective view points
   – Open flexible rather than prescriptive
   – Liberal and humanistic nature of school and teacher education.
2. Emerging dimensions of school education and Teacher education
   - Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards.
   - Changing role of personnel in school management: teachers, headmasters, and administrators.
   - Need for nurturing learner-friendly school environment.
   - School as site of curricular engagement.

- Teacher's autonomy and academic freedom.
- School as sites for struggle and social change.
- Support to curricular engagement in schools
- Monitoring and evaluation of schools.
- Development of learning resources –textbooks, supplementary books, workbooks, multimedia and ICT, School library etc.

3. Linkage between education and other development sectors.

4. The complex process related to the role of educational transformation in national development: Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005).

5. Concepts of quality and excellence in education- it's relation to quality of life.

6. Critical analysis of different Philosophical schools of thoughts and thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc; with reference to curriculum text books, teaching- learning pedagogy, school/class-room environment, assessment, management, role of teachers, discipline etc.

UNIT - III: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

1. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

2. Contribution of science and technology to education and challenges ahead.

3. Axiological issues in education: role of peace and other values, aesthetics in education.

4. Dynamic relationship of education with the political process.

5. Issues related to planning, management and monitoring of school and teacher education.

6. Principles and guidelines in organising the support systems

7. Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy.

8. Complementarity in participation of different stakeholders in school education- role of media, use of technology, NGOs, civil society groups, teacher organisations, family and local community.

UNIT IV: CHANGING SOCIO-CULTURAL CONTEXT OF EDUCATION

1. Social purposiveness of education: Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child, appropriate approaches for teaching young children in the context of diversities.
2. Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict; Role of Education in addressing the technological culture, privatization and globalization.
3. Interrelationship between education and sustainable development:

Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education

4. Education of socio-economically deprived groups and differential disabilities as seen in the society; Relevance of Education in social policy and policy of inclusion.
5. Constitutional provisions of education
6. Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community. .
7. Diversity of learning and curriculum sites.
8. Policy of inclusion and multi-foundational approaches to learning disability.

TRANSACTIONAL MODE:

- Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers
- Seminar reading- presentation by students on selected themes individually and collectively leading to discussion
- Library readings on selected theme followed by group discussion
- Study of documents and references, interaction with field staff and reflective interaction with the peer group.

PRACTICUM

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.

- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

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SEMESTER - I

CBCS: A001 :TC-1 (CORE PAPER –4)

INTRODUCTION TO EDUCATIONAL RESEARCH METHODOLOGY

COURSE OBJECTIVES

On completion of this course, the students will be able to:
1. understand research and its functions in the various fields of educational endeavor.
2. understand the Place of Theory of Research work.
3. understand the meaning of Educational Research of various types.
4. acquaint the students with the methodology of Research of various types.
5. develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly.
6. learn to interpret educational research and investigation and to examine the scope of application of research
7. describe the meaning, nature, purpose, scope, areas, and types of research in education.
8. explain the characteristics and research paradigms in education: quantitative, qualitative and mixed research.
9. review literature to plan a research study
10. identify research problem along with its specification in terms of objectives, hypothesis, definitions, variables and delimitations.
11. select and explain the method appropriate for a research study
12. conduct a literature search and develop a research proposal
13. explain about probability and non probability sampling design and select appropriate one for a research study
14. explain various tools of research, design and procedure for collection of data
15. select appropriate statistical data analysis technique suitable to the objectives and hypotheses of the research

COURSE CONTENTS

UNIT-I: EDUCATIONAL RESEARCH : BASIC CONCEPT

1. Educational research : Meaning, Nature, Scope, and Areas

2. Types of educational research: basic & applied research, evaluation research and action research, and their characteristics
3. Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics
4. Planning the research study: Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources
5. Identification and Conceptualisation of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research
6. Specification of research problem: meaning and types of variables, Stating objectives, hypothesis, operational definitions and explanations of terms, delimitations

UNIT–II: APPROACHES OF QUALITATIVE AND QUANTITATIVE RESEARCH

1. Quantitative: experimental, Survey, Developmental, Correlational, Historical.
2. Qualitative Research: Case Study, Ethnography, Narratives. Phenomenology.

3. Mixed Methods: Concept, Importance, appropriateness and types

UNIT –III: SAMPLING, TOOLS AND DATA ANALYSIS TECHNIQUES

1. 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

2. Sampling Techniques: Random/Probability Sampling and Non- Random/Non-Probability sampling , Sampling in qualitative and mixed research
3. Characteristics of tools: Reliability and Validity(Meaning, types, indices and factors affecting) and Usability
4. Standardisation of a tool
5. Standardized tests, Questionnaire, Opinionnaire, Interview, Observation, Rating Scale, Attitude Scale, Check List
6. Data Analysis:
   - Scales of Measurement : Ordinal, Nominal, Interval, Ratio.

- Nature of Educational Data : Quantitative and Qualitative, Parametric and Non Parametric.
- Qualitative Data Analysis: Data Reduction and Classification, Analytical Induction, Constant Comparison, content analysis
- Types of Errors in Hypothesis testing: Type –I and Type-II Errors, Two tailed and One tailed test of Significance, Degree of Freedom, Level of Significance.
- Quantitative data analysis: Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Inferential data analysis, Meaning of Parametric and Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques
- use of Parametric tests : t-test, F-test, (analysis of variance and covariance : One Way and Two Way ANOVA), Non-parametric tests : Chi-square test(Equal Probability and Contingency), Correlation test : Product-moment method

UNIT –IV: WRITING RESEARCH PROPOSAL

(a) Identification of a research topic: Sources and Need.
(b) Review of related literature.
(c) Rationale and need of the study.
(d) Conceptual and operational definition of the terms.
(e) Variables.
(f) Research questions, aims, objectives and hypotheses.
(g) Assumptions, if any.
(h) Methodology, sample and tools.
(i) Scope, limitations and delimitations.
(j) Significance of the study.
(k) Bibliography.
(l) Time Frame.
(m) Budget, if any.
(n) Chapterisation.

PRACTICUM

- Review of two research papers published in refereed international journals, one quantitative and the other qualitative.

- Review of a Doctoral Thesis in Education.

- Develop a research tool following standard procedure.

- Develop a research proposal for M.Ed. Dissertation and its seminar presentation.

- Review of two published papers.

- Selection of a problem and developing a research design.

- Prepare a paper interpreting graphical representation of data given in an official research document like National Sample Survey Organization (NSSO) database, Human Development Reports, Census report, Economic Surveys etc.

- A critical presentation of the use of statistical techniques in testing hypothesis in a research report.

- Preparation of research abstract (at least five).

- Preparation of a sample research article (area may be specified).

TRANSACTION MODE

Library study, Classroom discussion, Lecture, Panel discussion, Field work, etc.

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SEMESTER - II

CBCS: B001: PCC-4 (CORE PAPER –5)

PHILOSOPHY OF EDUCATION

COURSE OBJECTIVES

After completion of the course the student teachers will be able to:

1. understand the nature and functions of philosophy of education.
2. do Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
3. understand and use of philosophical methods in studying educational data.
4. do Critical appraisal of contributions made to education by prominent educational thinkers– Indian and Western.
5. analyse and evaluate the fundamental postulates of the discipline of philosophy of Education and its relevance for Education.

COURSE CONTENTS

UNIT-I: PHILOSOPHY OF EDUCATION : ITS NATURE

1. Philosophy A Liberal Discipline. It's Nature, Definition, Concept.
2. Methods, Content and Function – Speculative, Normative, Analytical
3. Relationship between Philosophy and Education Meaning, Definitions and Significance of Philosophy
4. Fundamental philosophical Issues:
   - **Meta physical Issues :** The issues with special reference to ontology, cosmology and theology
   - **Epistemological Issues:** The issues special reference to Reality &objectivity, worth of knowledge and Truth.
   - **Axiological Issues:** Ethics and aesthetic branch. Its origin and scope.

UNIT - II: PHILOSOPHICAL VIEWS ON EDUCATION

1. Historical Overview and Key Concepts:
    • Indian perspectives of Education: Vidya, Gnyan and Darshan.

    • Western perspectives of Education: Information, Knowledge and

      Wisdom.

2. Education for Science, Values and Citizenship
    • Education for Science (C.D. Hardie)

    • Education for Values (Moral, Spiritual , Material, Intellectual, Social,

      - Gandhi, Aesthetic-Tagore)

    • Education for Citizenship(Rousseau and Dewey)

3. Education for Self, Society and Humanities
    • Education for Self (J. Krishnamurthy)

    • Education for Society(Paulo Freirie ,)

    • Education for Humanities (Martha Nussbaum)

4. Philosophical redirection of educational research in recent times
5. Analytic philosophy and its significance in education

UNIT-III: SCHOOLS OF PHILOSOPHY

1. **Indian**: Sankhya, Vedanta, Upnishad, Bhagavadgita, Buddhism, Jainism, Islam and Christianity
2. **Western**: Idealism, Realism, Pragmatism, Existentialism, Naturalism, Humanism
    1. Study of these School of thoughts with respect to :
        a. Ultimate reality
        b. Principles and general maxims
        c. Aims of education
        d. Curriculum and teaching methods
        e. Beliefs about nature of knowledge, Morality, Values.
        f. Teacher-pupil relationship and their place in education.
3. **Social Philosophies:** Individualism, Democracy, Socialism and Totalitarianism

UNIT-IV: CONTEMPORARY PHILOSOPHICAL THOUGHTS AND EDUCATION

1. Re constructionism (Brahmeld),
2. Communism (Marx),
3. Conscientisation (Paulo Freire)
4. Modern Thinkers-. Contributions of Tagore, Mahatma Gandhi, J. Krishnamurthy, Radhakrishnan, Dewey, Plato.

PRACTICUM

- Visit to institutes working on philosophical ideologies such as Gandhian, Arvindo, Rajnish, Kabir , Christ ,etc.
- Assignment on the comparative philosophies of the saints such as Kabir, Tulsi, Meera, Shri Rang Avadhoot,Narsinh Mehta etc.
- Students will be preparing a term paper on any given topic in the syllabus (directly or indirectly related to the syllabus) by specifically referring to latest journal articles as well as well known references.
- Prepare a paper on comparison of different school of philosophy taken in pairs.
- Prepare a report on the extent which democratic principles of education are maintained in institutions governed by different managements
- Prepare a report on social composition and structure of a chosen school and social interaction amongst different groups
- Write an ethnographic description of interaction in an elementary classroom
- Write a paper on efforts of the central and state governments for access equity and excellence in educational institutions

TRANSACTION MODE

The course would be transacted through participatory approaches including group discussion; self study, seminar/presentations by students, group and individual field - based assignments

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CBCS: B002: PCC- 5 (CORE PAPER –6)

SOCIOLOGY OF EDUCATION

COURSE OBJECTIVES

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

1. Understand the social context of education
2. Appreciate the relationship between education and society
3. Understand the role of education in a changing social context
4. Decipher the nature and scope of sociological inquiry in education
5. Appreciate the role of education in the context of national development
6. Provide an understanding of certain current problems and issues in the social context

UNIT I: SOCIOLOGY OF EDUCATION: CONCEPTUAL FRAMEWORK

1. Meaning , Definition , Concept, Scope, Nature, Function and Understanding of Sociology of Education
2. Theoretical Approaches to Sociology of Education: a) Symbolic Interactionism /Phenomenology, b) Structural Functionalism, c) Conflict Theory/Marxism d) Ritzer's Integrative (micro-macro) Theory of Social Analysis, e) Feminism(Gender and education), f)Alternatives in education & perspectives (e.g. Paulo Friere, Ivan Illich.)
3. Difference between: Sociology of Education, Educational Sociology and Social Foundations of Education
4. Social purpose of education and Dynamic relationship of education with society
5. Education as an Institution;, a social sub system, as a socialization process and a process of social progress; Major roles and status (Students, teachers and administrators interrelationships)

UNIT – II: SOCIAL CHANGES AND EDUCATION

1. Meaning and Nature of Social change, Relationship between Education and Social change.
2. Factors promoting Social change: Family, religion, school and mass media.
3. Social stratification: Castes and Creeds, Social Groups and Social Class and it's Impact of Education
4. Constraints on social change : Caste, Class, Language, Religion, Population and Regionalisms.
5. Social control: Education of socially and economically disadvantaged section of society with special reference to : Scheduled Caste, Scheduled Tribes, Women and Rural Population.
6. Factors influencing Social Change and Education: Social Mobility (Westernization, Sanskritisation, Urbanization and Industrialization and Modernization), Social organizations, Social institutions, Modern Trends, Attitude and Values.

UNIT –III: SOCIAL EDUCATIONAL OUTCOMES

1. **Culture :** Concepts of Culture, Sub-Culture and Multiculturalism , Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education; Role of Education in transmission of the cultural heritage
2. **Moral and Religious bases of Education:** Concept of Religion, Arguments against and in favors of religious education, Secularism and religious Education, Moral and spirituals Education, Education for national integration and international understanding
3. **Politics:** Concept of Democracy, Totalitarian and Welfare state, Interrelationship of state and education; Democracy, Equity, Access and Reservation in Education in India
4. **Economy:** Teacher autonomy and institutional autonomy , equality of educational opportunities ,social inequalities, educational ideas of Karl Mrax, Paulo Friere and Pierre Bourdieu.

UNIT – IV: EDUCATIONAL & SOCIAL DEVELOPMENTS - CONTEMPORARY ISSUES

1. **Literacy:** Constitutional Provisions and its implications for education; Code of Conduct / /Professional Ethics for Teachers and Students; Approaches to

professionalization of higher education

2. **Access, Equity and Excellence :** Equalization of educational opportunities in the country : access, enrolment, participation and quality in achievement -A critical examination of the efforts of central and state governments. Educational diversities (gender, caste, demographic, religion as well as language); educational and social Remedies in regards to these diversities.

3. **Globalization and Privatization** : Concept, Overview of its impact on Education and Society.

4. **Politicization of Education** : Political control, interference in the institutional administration.

5. **Mass Media:** Their impact on Education and Society

6. **Peace Education:** Need and Components of Peace Education, Types of Peace Education (International Peace Education, Developmental Peace Education, Human Rights Peace Education, Conflict Resolution,Impose

Imposed versus consensual peace

7. **Community involvement in education**: Village Education Committees, Parent Teacher Association, Mother Teacher Association (M'TA), Self help groups, De-Schooling of Education and views of Evan Illich

8. **Right based approach to Education:** Human Rights Education, Child Rights, Right to Education Act, Rights for women, destitute, ICDS in bringing equity and protecting rights

PRACTICUM

1. Prepare a report on the extent which democratic principles of education are maintained in institutions governed by different managements

2. Prepare a report on social composition and structure of a chosen school and social interaction amongst different groups

3. Write an ethnographic description of interaction in an elementary classroom

4 . Write a paper on efforts of the central and state governments for access equity and excellence in educational institutions.

TRANSACTION MODE

The course would be transacted through participatory approaches including group discussion; self study, seminar/presentations by students, group and individual field - based assignments

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SEMESTER - II

CBCS: B003: PCC-3 (CORE PAPER –7)

CURRICULUM STUDIES

COURSE OBJECTIVES:

On completion of this course the students will be able to:
1. Define meaning of curriculum Transaction.
2. Identify the components of curriculum
3. Describe the various principles of curriculum development
4. Explain various determinats of curriculum
5. Describe and analyse various approaches to curriculum development
6. Explain and compare various types of curriculum
7. State the meaning of curriculum development
8. State major issues to be addressed through curriculum
9. Describe various modes of curriculum development
10. Explain various considerations for curriculum development
11. Describe various methods/media for transaction.
12. Discuss approaches of curriculum transaction.
13. Explain role of ICT in curriculum Transaction.
14. Define process of curriculum evaluation Differentiate between formative and summative evaluation Explain various tools used in curriculum evaluation.
15. Identify the various stages of project evaluation.
16. Describe issues in curriculum evaluation

UNIT- I: NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM
1. Meaning and concept of curriculum
2. Curriculum as a body of organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, content, transaction mode and evaluation
4. Base/Foundations of Curriculum :

- Philosophical Bases (National, democratic).
- Sociological basis (socio cultural reconstruction).
- Psychological Bases (learner's needs and interests).
- International Norms (bench marking).
- National level Statutory Bodies- UGC, NCTE

5. Determinants of Curriculum :
    - Objectives-Values enshrined in the Constitution such as social justice, equality and secularism
    - Explosion of knowledge, Information vs. Knowledge, Nurturing creativity
    - Social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
    - Learner: growth and development

6. Principles of Curriculum Construction :
    - Principles of integration ;
    - Relevance, flexibility, quality, continuality and plurality;
    - Conservative (Preservation of Culture etc.)
    - Forward looking principle

UNIT – II: CURRICULUM DEVELOPMENT

1. Curriculum planning ; national level, state level, institutional level
2. Models of curriculum planning :
        Subject centered , Community centered , Learner

       Centered,

3. Models of curriculum development :
        Hilda Taba 1962 model, Nicholls and Nicholls -1972
         model, Willes and Bondi-1989 model ,Goodlod's model,
        Hunkin's Developmental model, Need assessment model ,
         Futurist model, Vocational/ Training model , C I P P
         Model(Context, Input, Process, Product Model)
4. Current Trends in Curriculum Development:
        a) Autonomy and Curriculum Development.

b) Institutionalization of Curriculum Development.

c) Curriculum for Inclusion.

d) Curriculum for International and Multicultural Education..

e) E –learning and Curriculum Development

5. Issues in Curriculum Development **:**
   - o Centralized vs. decentralized curriculum ,
   - o Diversity among teachers in their competence.,
   - o Problem of curriculum load as many concerns are to be included
   - o Who should participate in curriculum development?

UNIT – III: CURRICULUM TRANSACTION

1. Meaning of Curriculum transaction.
2. Minimum requirement for transaction of curriculum : Duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, (classroom climate)
3. Instructional material : Textbooks - presentation of content, language, illustrations, episode, stories and practice exercise etc.
4. Relationship between Curriculum Transaction and Instruction: Instructional Design and Instructional System; Use of various methods & media in transaction with their strength and limitation
5. ICT in transaction of curriculum, its importance and role Various modes of ICT(PLM, CAL, CAI) for transaction with their strengths and limitation.
6. Transaction of issues i.e. gender, values education/especially peace oriented values.
7. Role of Communication in Transaction:
   - Concept of Communication in transaction,
   - Elements of communication (Who-the sender, what-the message, whom-the receiver, what-the change/the communication medium and structure of human relationship through which content material is transmitted), what effect-the evaluation
8. Enhancing curriculum transaction

UNIT – IV: EVALUATION AND RESEARCH IN CURRICULUM CONSTRUCTION

1. Curriculum evaluation: Meaning, Concept ,Nature, Purpose, Objective, Ideas for Effectiveness, Criteria. and Importance
2. Curriculum evaluation Models :

   a) Tyler's Model

   b) Stakes' Model

   c) Scriven's Model

   d) Krikpatrick's Model

3. Formative and Summative Evaluation, Role of Curriculum Support materials, type of materials and aids, Models of implementation
4. Critical appraisal of present curriculum in elementary and secondary schools in India
5. Approaches to curriculum evaluation : Academic and Competency Based
6. Tools and Techniques of Curriculum evaluation:
   - Observation
   - classroom interaction (with teacher and in peer group, group work)
   - Oral: pretesting, diagnostic questions
   - Interview: consulting users of curriculum
   - An opinionnaire: Maintaining daily by the children as well as teachers.
   - Project work: Peer evaluation Maintaining portfolio of the work and their presentation.
7. Issues in Curriculum evaluation
8. Textbook evaluation
9. Current researches on curriculum development: studying one curriculum development project where research is an integral part.
10. Implication of research for curriculum development: providing insight into problems of human relationship, analysis and understanding of teaching-learning process; solving problems of classroom and school organization; development and effective use of resources; sharpening of evaluation skills.
11. Cooperative action research for curriculum improvement.
12. Researches related to ICT for transaction.

TRANSACTION MODE

- Students are expected to study criteria/steps of Curriculum/Evaluation programme by consulting various books.
- Some can be presented in a symposium. Panel discussion, symposium be used by students after enough library work.
- Students should locate the research studies related to Curriculum/Evaluation programme to have a familiarity with the process of evaluation.
- After arriving at definite criteria, they should try to evaluate a course/programme/textbook; some can be presented in the form of seminar.
- Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars;
- self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.
- Hands- on-experiences at work situation and observation of training sessions and presentation etc.

PRACTICUM

The students may undertake any one of the following activities:

- Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Student will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.
- Student will integrate ICT for particular unit in teacher education course to transact the same.
- Student will identify various issues in transacting Curriculum in Teacher Education Institute.
- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations, observed visited and analysis of the own experiences.
- Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.

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SEMESTER - II
CBCS: B004 :TECC-1 (CORE PAPER –8)

TEACHER EDUCATION - I

PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

COURSE OBJECTIVES

1. To understand the nature and objectives of teacher education for three levels of schooling.
2. To understand the different modes of teacher education.
3. To be aware of system of teacher education for areas other than the general academic areas.
4. To appreciate the variety in teacher education to practices in the country.
5. To highlight the objectives and curriculum of teacher education at elementary, secondary and higher education level.
6. To explain structure, administration, curriculum methodology and evaluation procedure of pre-service teacher training.
7. Know methods and techniques for transaction of teacher education curricula.
8. Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
9. Ccritically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
10. Ddevelop understanding of various strategies of teachers' professional development
11. Ggain insight into the status of teachers in-service education in the country
12. Develop understanding of the process of in-service teacher education,
13. Use various methods and techniques for the identification of training needs,
14. Use various techniques for the evaluation of in-service teacher education programmes,
15. Reflect on issues, concerns and problems of teacher in-service education of the teachers.
16. Aappreciate the use of ICT for the professional development of the teachers.

UNIT - 1: STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION

1. Teaching and teacher education : Concept, Teacher's roles and functions in India-historical sketch
2. Pre-service teacher education – concept, nature, objectives and scope.
3. Teacher education curriculum: The structure and its vision in curriculum documents of NCERT and NCTE
4. Objectives and curriculum of Teacher Education for pre-primary, elementary, secondary and senior secondary, vocational senior secondary stages
5. Components of pre-service teacher education : foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship- weightages in course work and evaluation
6. Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations
7. Teacher preparation for alternative systems of school, special needs education, physical education, and education of teacher educators

UNIT - 2: ORGANISATION OF DIFFERENT COMPONENTS OF TEACHER EDUCATION CURRICULUM AND EVALUATION

1. The student teacher as an adult learner – characteristics. The concept of Andragogy and its principles
2. Organization, transaction and evaluation of different components of teacher education curriculum – existing practices.
3. Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation
4. Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organization and evaluation – practicum records and portfolio assessment
5. Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship
6. Assessment of teaching proficiency: criterion, tools and techniques, Evaluation of school experience/internship programmes: Formative and summative, norm referenced and criterion reference.

UNIT - 3: IN-SERVICE TEACHER EDUCATION IN INDIA – CONCEPT, STRUCTURE AND MODES

1. In-service teacher education: Meaning, concept,Significance, Objectives
2. The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
3. Modes and Models of in-service teacher education – scope, merits and limitations of each of them:
    - **Modes** of in-service teacher education – face-to-face, distance mode, online and mixed mode;
    - **Models** - induction, one shot, recurrent, cascade, multi-site, school based and course work.
4. Teacher learning resource centre : functions.
5. In-service teacher education: Thrusts and Limitations.
6. Qualities and characteristics of an effective in-service teacher educator

UNIT-4: PLANNING, ORGANISING AND EVALUATING AN IN-SERVICE TEACHER EDUCATION

1. Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
2. Designing an in-service teacher education programme – steps and guidelines –assessment of training needs, formulation of training curriculum, preparation of course material
3. Planning and Organisation of Various programmes of in-service teacher education like SOPT, PMOS
4. Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
5. Concept and importance of professional development
6. Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes
7. Organization and Role of Various Agencies in the field of Teacher Education: UGC, NCERT, NCTE, GCERT, CTE, CASE, IASE, DIET

PRACTICUM

- A "comparative study of state and national curricula" of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
- Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.
- Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation
- Study best practices of teacher education institutions
- Comparative Study of teacher education system in India and different countries
- Studying organization of different components in teacher education institutions (practice teaching, co-curricular activities, evaluation patterns, etc.)
- Studying the structure, modes and patterns of in-service programme
- Preparation of a Proposal for Organizing an In-service teacher education programme
- Studying the difference between practices and demand in preparation of teacher

TRANSACTION MODE

The course would be transacted through participatory approaches including group discussion; self study, seminar/presentations by students, group and individual field - based assignments

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SEMESTER – III

CBCS: C001: EESCC-1 (CORE PAPER –9)

PERSPECTIVES IN ELEMENTRY TEACHER EDUCATION

COURSE OBJECTIVES
On completion of this course the students will be able to:
1. understand the context of elementary education
2. understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
3. Understand and discuss the development of elementary education in India since independence
4. reflect on the relevance of strategies and programmes of UEE.
5. Gain insight into the need and objectives of elementary teacher education,
6. Gain insight into the existing pre-service teacher education programmes and their organisational aspects
7. Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education
8. To understand the development of elementary education in India since independence.
9. To understand the importance of elementary education envisaged in different education reports and policies.
10.. To develop understanding about different constitutional provisions related to education
11. give an idea critically to the current status of primary education in India
12. understand the positive impact of the UEE on Indian primary education
13. understand management structure at different level
14. understand about SSA
15. gain insight in to the need, objectives and importance of in-service teacher education at elementary level
16. understand the role of various institutions and organisations to promote professional Excellency of teachers
17. Develop understanding of status of elementary teachers, the problems and issues related to their professional growth.

COURSE CONTENT

UNIT - I: PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION

1. **Developmental characteristics and norms**: physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred)
2. Influence of home, school and community related factors on child's development.
3. Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.
4. Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.

UNIT – II: DEVELOPMENT OF ELEMENTARY EDUCATION

1. **Historical Perspectives on Elementary Education:**
   - Nature and focus of Elementary Education in Pre - Independent India
   - **Nature and focus of Elementary Education in Post-Independent India:** Meaning, need and significance of elementary education in India - Focus of elementary education as envisaged in different education commissions and policies (Kothari Commission, NPE 1986, Yashpal committee) - Elements of Quality Primary Education.
2. Constitutional provision for education and Directive Principles related to elementary education and their implications. Recommendations of Saikia
3. With special reference to specific programmes and interventions at National and State level Committee ,1997 - 86th Constitutional Amendment Bill (RTE) - EFA- Education For All with special reference to Early Childhood Education, improving Schooling and financing quality education
4. Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.
5. **Management Structures at Different Level:**
   - National
   - State
   - District (including Municipal Corporation)
   - Block
   - Cluster

- School

UNIT - III: UEE: OBJECTIVES AND CHALLENGES

1. Concept, objectives, meaning and justification of UEE, role of UEE in Universalising elementary education in India.
2. Critical appraisal of the Current Status of Primary Education in India: (Universal access to enrolment of primary education, Retention of children in the age group of 6 to 14, Improvement in quality of education to enable all children to attain essential levels of life)
3. Positive Impacts of Universalization of Primary Education with reference to the equity principles (Bridging the gender and social gaps, Getting rid of poverty and social discrimination nexus, Breaking inter generation cycle of illiteracy, Developing self confidence in new generation, taking care of migrant population)
4. Hurdles Faced in Popularizing Primary Education
5. Critical appraisal of current status of UEE (access, enrolment, and retention): differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
6. **Programmes** Measures towards realization of UEE (Universalization of Elementary Education)
   - LokJumbesh
   - Adoption of "No Detention Policy."
   - Free supply of uniform dress to girls and other students of backward community.
   - Attendance scholarship for girls and SC/ST children.
   - Provision of Mid Day Meal(MDM)
   - Primary Education Curriculum Renewal (PECR)
   - Operation Black Board (OBB)
   - Project Mass Orientation of School Teachers (PMOST)
   - Centrally sponsored scheme of Integrated education for disabled children (IEDC)
   - District Primary Education Programme (DPEP)
7. **Major Issues and Challenges** in UEE
   - Enrolment and dropout
   - Migration of parents
   - Making education assessable to remote areas
   - Availability of Subject Specialized teachers

- Multi-grade teaching
- Achievement levels of different types of learners
- Differently abled children and inclusive education as a solution
8. Recent Researches in Elementary Education

UNIT – IV: STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION

1. **Professionalising Elementary Teacher Education:**
   - In-service elementary teacher training programmes (need and significance, role of CRC, BRC, DIET etc)
   - Pre-service elementary teacher training programmes (types, objectives, etc.)
2. Critical appraisal of the elementary teacher education programmes in the state: Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
3. Panchayatraj and community involvement in educational planning and management related issues
4. Participation of NGOs in achieving goals of UEE
5. ECCE programme, women empowerment as support services
6. **SSA (SarvaSikshaAbhiyan)**
   - Perspective Planning and Annual Planning
   - Civil Work
   - Teacher's Training/Capacity Building
   - Programmes for Out of School Children
   - Integrated Education for Disabled (IED)
   - Programmes for Girls' Education
   - KGBV (Kasturba Gandhi BalikaVidyalaya)
   - NPEGEL (National Programme for Education of Girls at Elementary Level)
   - MIS (Management Information System)
   - Teacher Support System
   - Community Participation (VEC, PTA, MTA, VCWC, SMC)

TRANSACTION MODE
- Lecture-cum-discussion;
- discussion and reflection in groups;

- assignments based on reference to resources-library and internet followed by presentations in seminars;
- field visit followed with report.

PRACTICUM:

The students may undertake any one of the following activities:

- Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
- Prepare a report on the evaluative studies of SSA, DPEP, PECR, OB, PMOST, EDC etc
- Visit a BRC and prepare a report on how far BRC supports elementary school teachers
- Collect news paper evidences related to violation of child rights. Analyse the evidences and suggest some measures to prevent it
- Survey of status of teachers of elementary level.

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CBCS: C002 :EESCC-1 (CORE PAPER –10)

ELEMENTRY TEACHER EDUCATION : CURRICULUM AND EVALUATION

COURSE OBJECTIVES

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

1. know the various provisions under Child Rights Convention
2. understand the basic rights of the child
3. develop an awareness about the child right legislation in India
4. understand the present status of child rights in India
5. develop research insight for curriculum development in elementary education.
6. develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
7. reflect on the need and importance of work experience, art education, health physical education and working with the community, at elementary school level.
8. understand the importance of teaching of language and mathematics at elementary level
9. develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level

UNIT – I: CHILD RIGHTS AND ELEMENTARY EDUCATION

- Child Right Conventions (CRC 1959,1989)
- Basic rights of the Child (10 Basic Rights)
- Child rights legislation in India (National Policy on Children- 1974, ratification of CRC in 1992, Juvenile justice Act 1986 and its amendments in 2000 and 2006, child Labour Prohibition and Regulation Act 1986, and the protection of children from Sexual offences act 2012)
- The present status of child rights in India in the field of Education, Health and Nutrition, Child labour and Gender discrimination.

UNIT- II: CURRICULUM AND EVALUATION AT ELEMENTRY LEVEL

1. Concept, components and determinants of curriculum
2. Principles for Development of Elementary School Curriculum
3. Objectives, Planning, and Organisation of curriculum

4. Criteria for selection and organisation of content and learning activities
5. Different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist;
6. Evaluation in elementary level (principles, strategies and tools) - Term Evaluation (TE) and Continuous Evaluation (CE)
7. Evaluation of curriculum – formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities.
8. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.
9. Assessment of Learning Outcomes at Elementary Education

UNIT – III: PEDAGOGIES ON ELEMENTARY EDUCATION - I

1. **Work Experience, Art Education and Health & Physical Education**
   - Place of Work Experience in curriculum, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas
   - Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues
   - Evaluation of different programmes in elementary schools – work experience, art education, health & physical education
   - Preparation and use of different types of curricular material

2. Language(s)
   - Place of language in elementary school curriculum, objectives of teaching mother-tongue/language(s), psycho- linguistic and socio-linguistic aspects of language learning and factors influencing language development;
   - Language Skills Development:
     listening skills: nature, types, guidelines for teaching listening – listening sessions and activities;
     speaking skills: attention to speaking skills, instructional setting and situations;

reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing

writing skills, spelling in the writing programme, developing handwriting skills.

- Evaluation and remedial teaching with reference to the above language skills
- Preparation and use of different types of curricular material

UNIT – IV: PEDAGOGIES ON ELEMENTARY EDUCATION - II

1. Mathematics
- Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching
- Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics; diagnosis and remediation of difficulties in learning mathematics
- Preparation and use of different types of curricular material

2. Environmental Studies/ Social Sciences and Natural Sciences
- Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies/social sciences and natural sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the social world and environment of the child, evaluation of student's learning in EVS programme
- Preparation and use of different types of curricular material

TRANSACTIONAL MODE
Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

PRACTICUM
The students may undertake any one of the following activities:
- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject

- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programme as existing in any school

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SEMESTER - III

CBCS: C001: ESSCC -1 (CORE PAPER : 9)

PREPARATION OF SECONDARY AND HIGHER SECONDARY TEACHERS: PRE-SERVICE AND IN-SERVICE

COURSE OBJECTIVES

On completion of the course the student-teachers will be able to:
1. know the evolution of secondary and higher secondary education in India
2. understand the concept of secondary and higher secondary education
3. know and analyse the different Structures of Secondary and Higher Secondary Education
4. understand the Global Perspectives of Secondary and Higher Secondary Education
5. understand the nature-scope and systems of secondary and senior secondary education
6. understand the problem and challenges related to secondary and senior secondary education
7. understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
8. identify the problems issues of secondary school teachers Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
9. understanding of Global Perspectives of Secondary and Higher Secondary Education
10. understand the nature of education for multiple intelligence
11. Learn the modalities of educational projection
12. Understand the modalities of secondary education management information system
13. identify critical issues related to universalization of secondary education
14. Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
15. examine the nature and objectives of teacher education

16. critically examine the growth and development of teacher education in the country
17. critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
18. develop understanding of various strategies of teachers' professional development
19. gain insight into the status of teachers in-service education in the country
20. develop understanding of the process of in-service teacher education,
21. use various methods and techniques for the identification of training needs,
22. use various techniques for the evaluation of in-service teacher education programmes,
23. reflect on issues, concerns and problems of teacher in-service education of the teachers.
24. appreciate the use of ICT for the professional development of the teachers.
25. know the New Trends and Innovation in Secondary and Higher Secondary Education

COURSE CONTENT

UNIT-I: SECONDARY AND HIGHER/SENIOR SECONDARY EDUCATION IN INDIA: A PERSPECTIVE

1. Development of Secondary and Higher secondary Education in India: During different periods- Ancient times, during Mughal period, during British Period, during Post Independence Period.
2. **Recommendations of Commissions and Committees on Secondary and higher secondary Education**:
   - Mudaliar commission
   - Kothari commission,
   - Yashpal Committee
3. **Policies and programmes for realising the constitutional obligations related to secondary education:**
   NPE 1986, POA 1992, RMSA, NCF and KCF 2005 (emphasis of Secondary education)
4. Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education(NCF - 2009)
5. **Concept of Secondary and Higher Secondary Education:**
   - General Aims and Objectives

- Nature and Characteristics
- Scope and Functions

6. Structure and Status of Secondary and higher secondary Education in India:
   - **with context to different Boards**: State Boards, CBSC, ICSE, IGCSE and International Boards- Purpose and Functions
   - **with context to different types of Schools**: Government / aided / Unaided, Public, Kendrividyalaya, NavodayaVidyalaya, International Schools and schools for weaker sections.
   - **with context to different streams**: Arts, Commerce, Science and Vocational; their significance
   - **with context to different levels**: National and State level, NCERT, SCERT, KV, NVS etc.
   - **with context to Open schooling**: National and State Open schools- Objectives and Functioning
   - **with context to Nature and forms of inequality:** including dominant and minor groups , gender inequality in schooling, public - private schools, rural - urban - tribal schools
7. **Global Perspectives:** Secondary and Higher Secondary Education in England, Scotland, France, Swetzerland, USA, Australia, Japan, Russia, China, Newzealand .

UNIT-II: PROBLEMS AND CHALLENGES OF SECONDARY AND HIGHER SECONDARY EDUCATION

1. Universalisation of Secondary Education
2. Alternative Schooling at Secondary Stage
3. Problems / challenges / strategies / intervention in relation to access, enrolment, wastage and stagnation, achievement and equality of Educational opportunities
4. Education for girls, disadvantaged and differently able children and slow learners and interventions to solve the problems
5. Classroom discipline, under achievement, lack of motivation, delinquency and maladjustment
6. Teaching-learning for adolescents
7. Exposure to integrated and subject specific streams, guidelines and counseling strategies to meet changing physiological and sociological requirements.
8. Education for Multiple Intelligence

9. Quality education(concepts, indicators of quality, setting standards for performance) - The present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality
10. Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.
11. Educational Projection

UNIT-III: TEACHER EDUCATION IN INDIA AT SECONDARY AND SENIOR SECONDARY LEVEL

1. Pre-Service and Inservice Teacher Education: concept, nature, objectives and scope.
2. Development of teacher education in India at secondary and senior secondary level - recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986, 1992 and its
3. Present structure and status of Secondary and higher secondary Education in different states and the union.
4. POA on teacher education system.
5. The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level: roles and functions of IASEs, CTE.
6. Professional enrichment of teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – NCTE-CIET – NUEPA – IASE-UGC etc)
7. Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.

UNIT – IV: NEW TRENDS AND INNOVATION IN SECONDARY AND HIGHER SECONDARY EDUCATION

1. Universalization of Secondary and Higher Secondary Education: Need, Challenges and Actions.
2. Rashtriya Madhamik Shiksha Abhiyan (RMSA)- Objectives and Functioning
3. Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning
4. Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester

System, Grading, Open Book Examination, On-line Examination, No Examination
5. Research in Secondary and higher secondary Education

TRANSACTIONAL MODE

Group discussion, lecture-cum-discussion, panel discussion, symposium, preparation of reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.

PRACTICUM

- Preparing a training design for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers followed by discussion
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions
- Preparation of a plan for INSET of the teachers of school.
- Construction of Tools for identification of training needs in different subject areas.
- Identification of training needs of a group of teachers of a school.
- Preparation of self-learning materials/e-content for primary or secondary school teachers.
- Appraisal of a training programme organised by DIET/IASE/CTE.
- Preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
- Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure
- Conducting a survey of secondary schools on the chosen area such as causes of under achievement and suggest improvement there of
- Visits to different types of secondary schools and preparation of school profiles
- Conduct interview on teachers/students/parents of different schools and prepare a report on problems they face.
- Evaluation of organistion of in-service teacher education programme at secondary level and preparation of a report

- Identification of dedicated and sincere teachers and preparation of their profiles
- Visit to alternative education centers at secondary level and preparation of a report
- Survey of educational needs of disadvantages/disabled students at secondary level,

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SEMESTER - III
CBCS: C002: ESSCC – 2 (CORE PAPER : 10)

SECONDARY AND SENIOR SECONDARY EDUCATION: CURRICULUM AND EVALUATION

COURSE OBJECTIVES
On completion of this course the students will be able to:
1. develop an understanding about underlying principles of curriculum development and evaluation at secondary and senior secondary stage
2. appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
3. use various methods and techniques for transaction of curriculum
4. understand the importance of teaching of language, science and mathematics at secondary level
5. know the status and role of teachers in Secondary and Higher Secondary Education
6. understand the importance of Co-curricular activities in Secondary and Higher Secondary Education
7. develop the capability to use effectively various methods and approaches of teaching-learning of various subjects at secondary level
8. understand the nature and uses of different types of tools and techniques of evaluation in education
9. acquire the skills to construct the achievement and diagnostic tests
10. administer the tests and interpret the scores and implications for to students and parents

COURSE CONTENT

UNIT – I: SECONDARY EDUCATION CURRICULUM AND EVALUATION

1. Concept, components and determinants of curriculum
2. Secondary School curriculum (features, principles, relevance)
3. Criteria for selection and organisation of content and learning activities; designing integrated and interdisciplinary learning experiences
4. Principles of School Curriculum Development at Secondary and Senior **Secondary Level**

5. Perspectives to curriculum transaction – behaviouristic,cognitive and constructivist
6. Critical appraisal of present Secondary School curriculum in the state
7. Evaluation of curriculum – formative and summative; The relevance to NCF, 2005
8. Autonomy in developing curriculum with regard to local specific issues and challenges.
9. Assessment and evaluation in secondary level (new trends in evaluation– grading – internal assessment – semester system, need and importance of CCE,)
10. Critical appraisal of the present evaluation system in Secondary level

UNIT - II: TEACHERS IN SECONDARY AND HIGHER SECONDARY EDUCATION

1. **Status of Teachers in Secondary and Higher Secondary Education: Recruitment, Qualifications and present position.**
2. **Role of Teacher in Secondary and Higher Secondary Education**
3. **Teacher motivation** –factors affecting teacher motivation; teacher role performance, role conflict, accountability.
4. **Education of Teachers: Pre-service Education and in-service education of teachers.**
5. **Issues and problems with the Teachers in Secondary and Higher Secondary Education**
6. **Co-curricular activities in Secondary and Higher Secondary Teacher Education: Place, Objectives, Types and Management**

UNIT – III: LANGUAGE, SCIENCE AND SOCIAL SCIENCE CURRICULUM

1. **Language Curriculum**
2. Focus on three (3) language formula emphasing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction
3. English needs to find its place along with other Indian Languages
4. Multilingual character of the classroom

2. **Science Curriculum**
   - Science as a composite discipline at secondary stage

- Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology.
- Introduction of scientific concepts through separate discipline such as Physics, Chemistry, Mathematics, Biology etc. with emphasis on experiments/technology and problem solving.
- Rationalization of curriculum load at secondary and higher secondary syllabi.
- Need to identify core topics of a discipline at +2 level taking into account recent advances in the field.

3. Social Science Curriculum
- Focus on conceptual understanding rather than presentation of facts, ability to think independently and reflect critically on social issues.
- At secondary stage social sciences comprise history, geography, sociology, political science and economics
- At + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced as separate subjects

UNIT – IV: EDUCATIONAL EVALUATION - TOOLS AND TECHNIQUES
1. Meaning nature and functions of evaluation, difference between measurement, evaluation, assessment, testing, appraisal and examination,
1. Types of evaluation - formative, diagnostic and summative evaluation; norm-referenced and criterion-reference evaluation.
2. Continuous and comprehensive evaluation: CCE in Teacher Education
3. Assessment of teaching proficiency tools: essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading.
4. Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
5. Construction of a diagnostic test-steps and guidelines
6. **Construction of Achievement test**: objective types, short answer type, multiple choice type, essay, interpretation of test results - norm-referenced and criterion-referenced
7. Portfolio assessment
8. Structure of MIS, school mapping at secondary level

TRANSACTIONAL MODE

- Panel discussion
- Interviews (with experts in curriculum studies) on identified themes
- Self study and presentation of paper in internal seminars
- Self reading of original sources i.e. NPE, NCF, CABE reports, Reports of Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations
- Hands- on-experiences at work situation and observation of training sessions and presentation etc

PRACTICUM

The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks maintenance of reflective diary on institutions i.e. SCERTs, School Boards, National organisations observations visits and analysis of the own experiences.
- Evaluation of syllabus related to teacher education of any state either at senior secondary level.
- Critical analysis of a curriculum
- Conducting continuous evaluation in scholastic and non-scholastic areas
- Preparation, administration and interpretation of a diagnostic test
- Preparation of SES scale for 30 students of a class, collection of data, classification, tabulation and graphical representation of data as well as interpretation of data
- Analysis of curricular materials with reference to development of values
- Analysis of curricular materials with reference to gender sensitivity
- A study of curriculum load and home work practices
- Conducting an action research and reporting the results
- Critical study of a text-book/work book
- Conducting a case study
- Study of the evaluation practices in selected schools
- Critical analysis of examination papers
- Construction and tryout of classroom tests

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SEMESTER - III

CBCS: C003: TC -2 (CORE PAPER : 11)

ADVANCED RESEARCH METHODS

OBJECTIVES

On completion of this course, the students will be able to:
1. understand the scope and application of educational statistics.
2. acquire himself with statistical theories and its application in Educational Research.
3. appropriate the role of parametric and non-parametric statistics in various types of educational research.
4. understand the importance of educational statistics and its relationship with of educational
5. gain understanding of the concepts and methods used in Statistical analysis of test scores.
6. gain idea about the concept of qualitative and quantitative data .
7. understand the concept of Inferential and Descriptive Statistics.
8. apply the knowledge in tabulating and interpreting test scores.
9. convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
10. examine relationship between and among different types of variables of a research
11. study explain or predict values of a dependent variable based on the values of one or more independent variables
12. estimate the characteristics of populations based on their sample data
13. test specific hypotheses about populations based on their sample data
14. use appropriate procedures to analyse qualitative data
15. demonstrate competence in the use of statistical packages
16. develop skills for computations
17. interpret results obtained through different techniques of analysis of data
18. draw generalizations on the basis of results of a research study
19. give insight into research embedded instruction

20. gather information on cyber security and cyber ethics and other researchable issues
21. develop the synopsis for research work.
22. report the research work is accordance with the current trends and procedure of report writing

UNIT-I: KNOWLEDGE AND RESEARCH

1. Source of knowledge, The scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, The principle of evidence
2. Qualities of good research and researcher- Constraints and limitations
3. Ethical issues and its consideration
4. Digging data from Survey Archives, Written Records - Recording Content Analysis of Documents/text books and Case studies – Research ethics
5. Concept and uses of following methods:
   (i) Ex-Post-Facto;
   (ii) Laboratory experiment;
   (iii) Field Studies and Field Experiment
   (iv) Ethnographic and Documentary Analysis.

UNIT-II: INTRODUCTION TO STATISTICS IN EDUCATIONAL RESEARCH

1. Use of statistics for managing data
2. Nature and Types of educational data
3. Organisation and tabulation of data.
4. Frequency distributions
5. Graphic Representation of data - Histogram, Frequency Polygon, Frequency curve, Ogives, Pie diagram and Bar Diagram- Advantages and uses of Graphic representation of data
6. **Measures of Relative Position**- Meaning, uses and computation of Percentiles Quartiles and Percentile Rank, z-scores
7. **Measures of Dispersion / Variability**- Meaning, Measures of variability as supplements to the Measures of central tendency, Computation of common Measures of variability like Range, Quartile deviation, Average Deviation and Standard Deviation - Merits and Demerits.

8. **Measures of Relationship**: Concept and types of Correlation - Linear, Non linear. Partial and Multiple correlation - Methods of computing Coefficient of correlation: Spearman's Rank Difference Method and Pearson's Product Moment Method, Uses and Interpretation, and Application of the concept of correlation in test validation , item analysis, estimation of reliability and validity .

9. **Regression and Prediction**: Scatter plots, concept of Simple Linear Regression, Regression lines and Regression Equations – Standard Error of Estimate as accuracy of prediction.

10. **Normal Probability Distributions and** prediction **its applications**:-Concept of Probability and Probability distributions, Central Limit Theorem- Concept, Importance of Normal Distribution in educational research, Characteristics/Properties of Normal Probability Curve, Applications of Normal Probability Curve, concepts of Skewness and Kurtosis as indicators of deviation from Normality, Computation of transformed scores: Standard scores (Z-Scores) and T-Scores

UNIT – III: INFERENTIAL ANALYSIS OF QUANTITATIVE DATA

1. **Null-Hypothesis Testing** :
    i) Concept of Null-Hypothesis.
    ii) Concept of levels of significance.
    iii) Types of Errors, One-tailed and Two-tailed tests.

2. **Significance of Statistics** : Concept of Standard Error, Estimating Confidence Limits of Mean (Small and Large Sample).

3. Statistical Inferences of the Differences between the Means and Correlations for Independent samples (Small and Large Sample).

4. Analysis of Variance and Covariance: Meaning, Assumptions and uses

5. **Testing of null hypothesis and non parametric methods**

   - **Non-parametric statistics**: assumptions and uses of sign test, rank test and median test

   - **Testing of null hypothesis by chi-square test**
       Concept of chi-square, assumption of chi-square,

   - **Method of computing chi-square :** Equal probability, Normal probability, Contingency table & 2 x 2 chi-square method

   - **Non parametric methods**
       · Meaning & scope
       · Candal's T-test
       · Candal's W-test

· Mann-whitney U-test

· Wilcoxan Testing

· Use of parametric and non-parametric methods

6. **Reliability, Validity, Scaling and Factor Analysis**

Reliability : Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent.

Validity : Meaning, Methods, Calculations, length of test of validity.

Scaling of test : T scaling & Stanine scores

Scaling of Judgments and their types

· Item analysis : Difficulty index, Discrimination index

· Item objective congruence (IOC) in CRT

7. **Factor Analysis**

· Meaning, scope, basic equations

· Use of factor analysis

· Types and Identification of factors

· Different methods of F.A.

8. **Analysis of Data and Interpretation of results :**

- Analysis and interpretation of data in terms of objectives, hypothesis, limitations of tools and data, earlier findings, unstudied factors, intervening variables

- Interpreting significant and non significant results-generalizing findings

- Methods of collating results obtained: Triangulation, Meta analysis.

- Selecting appropriate statistical techniques and analyzing the results of research investigations – Techniques for comparing Group percentages, Correlating Individual Scores, Comparing Group Means. Uses of Descriptive and Inferential Statistics

9. **Data Analysis in Qualitative and Mixed Research**

Data reduction, data display, conclusion drawing and verification, removing, categorization and clarification, analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, establishing credibility.

10. **Computer Analysis of Data**

- Computer data management

- Possibilities of utilizing Softwares (Excel/SPSS/ STATA/R etc.) available for analysis of Social science data

- Data analysis using computers – Excel and SPSS.
- Cyber security-Cyber ethics

UNIT – IV: WRITING RESEARCH REPORT AND ITS EVALUATION

- Writing Style, Organization of the report, The Use of Headings
- Citing and Referencing Sources,
- Essential Grammatical Considerations:
- Reporting Numbers and Statistics,
- Major Style Manuals/Guides: Chicago manual, Publication/ dissertation, APA(American Psychological Association), MLA (Modern Language Association), Handbook for Writers of research papers, American Anthropological Association (AAA), American Sociological Association(ASA), Council of Science Editors (CSE) Style etc.
- General manuscript Format followed by the University/ institution Consult APA 6th Edition(2009) or a latest version for Manuscript Structure and Content: Writing clearly and Concisely, the Mechanics of style, Displaying results, Crediting Sources, Reference Examples
- Reference Management softwares: Mendeley and Zoreto (open source)
- Evaluation of a research report :criteria and norms , Check for plagiarism
- Anatomy of a Research Article: Abstract- Introduction -Method –Results-Discussion
- Bibliometric and *Scientometric* evaluation: Quality and visibility of publications, citation count
- Format style, typing quotation, foot-notes, bibliography, pagination, tables, figures and graphs
- Chapterization / division of a report
- · Introductory section
- · Review of the literature section
- · Method section
- · Result section
- · Summary and discussion section
- · References
- · Abstract
- · Bibliography and appendices
- Mistakes in preparing / writing research report

- Criteria for evaluating research report

TRANSACTIONAL MODE

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.

PRACTICUM :

The student teacher may undertake any one of the following activities:
- A critical assessment of statistical techniques used in a research report
- Preparation of graphic designs of data obtained in a research study
- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis
- Analysis of data using statistical Packages
- Review of two published papers one quantitative and the other qualitative
- A critical presentation of the use of statistical techniques in testing hypothesis in a research report
- Preparation of research abstract (at least five)
- Preparation of a sample research article (area may be specified)

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SEMESTER - III

CBCS: C004: TECC-2 (CORE PAPER : 12)

TEACHER EDUCATION - II

PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

COURSE OBJECTIVES:
This course is to provide you with experiences that will enable you to:
1. Understand the perspectives and policies on teacher education
2. Appreciate the researches on various practices in teacher education
3. Highlights the areas of research in teacher-education programme and understand the problems faced in the areas of teacher-education.
4. Identify the recent research trends in teacher education
5. Acquaint with various innovations in teacher education
6. Understand the management of teacher education
7. Understand the roles and responsibilities of teachers and teacher educators
8. Reflect on the issues and problems related to teacher education in the country
9. Examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
10. Analyze current challenges of teacher education
11. Familiarize themselves with programmes of faculty improvement, performance appraisal and of their methods of recruitment and selection.

UNIT I: PERSPECTIVES AND POLICY ON TEACHER EDUCATION
1. Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
2. Teacher Expertise – Berliner's stages of development of a teacher.
3. Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
4. Teacher Education in Various Policies and Documents: Kothari Education Commission Report (1946-66), National Policy of Education (1986, 1992), C.A.B.E. Committee Report, UGC (1994), National Curriculum Framework (2005), (BOA, PPO 186, 1992, NCFTE 2009, NCTE November 2013 report)
5. Different organisations and agencies involved in teacher education – their roles, functions and networking: ICSSR(Indian Council of Social Science

and Research), TISSR(Tata Institute of Social Science and Research), SIE(State Institutes of Education), SCERT(State Councils of Educational Research and Training), CIET (Centers of Continuing Education Teachers), SBTE (State Boards of Teacher Education), University Department of Education.

6. In-service teacher education under DPEP, SSA and RMSA
7. Preparation of teachers for art, craft, music, physical education and special education-need, existing programmes and practices
8. Initiatives of the NGOs in designing and implementing in-service teacher education programmes

UNIT - II: STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION

1. Administrative Structure in Teacher Education at State and National Level Structure – its merits and limitations
2. Universalisation of Secondary Education and its implications for teacher education at the secondary level
3. Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
4. Vertical mobility of a school teacher – avenues
5. Quality control of Teacher Education: Systemic factors influencing the quality of pre and in-service education of secondary school teachers
6. Management of Demand and Supply of Teacher

UNIT- III: RESEARCH IN TEACHER EDUCATION

1. Paradigms for research on teaching – Gage, Doyle and Shulman.
2. Research on effectiveness of teacher education programmes :
   - characteristics of an effective teacher education programme
3. Researches in Teacher Education- Methodological Issues and Challenges
   - direct versus indirect inference,
   - laboratory versus field research,
   - scope and limitations of classroom observation
   - generalisability of finding,
4. Research Trends in Teacher Education:
   - review of a few recent research studies in teacher education with reference to design, findings and policy implications
5. Research and Innovations in Teacher Education: Privatisation of TE, Community Partnership, Effective classroom strategies, Professionalism in Teachers at different levels, TQM in Teacher Education.

UNIT - IV: PROBLEMS, ISSUESAND RECENT TRENDS IN TEACHER EDUCATION

1. Code of Ethics for Teachers and Teacher educators, Teacher education and practicing school, isolation of teacher education institutions.
2. Challenges in professional development of teachers : relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes
3. Sufficiency of subject matter knowledge for teaching at the senior secondary level
4. Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
5. Issues related to: Admission Criteria, commitment and teacher Performance (Assessment of Teacher Effectiveness), Curriculum Concerns in Teacher Education, Establishing Theory Practice Nexus
6. Recent Trends in Teacher Education: Competency and commitment based teacher education , Competencies enhancement for teachers in the 21st Century; Continuous and Comprehensive Evaluation/school-based evaluation, Integrated Approach in Teacher Education, Faculty improvement : Concept, Programmes & Their relevance, Working with the Community

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including group discussion; self study, seminar/presentations by students, group and individual field - based assignments.

PRACTICUM

- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- A review of researches in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for practitioner
- Case study on innovative Institutions in teacher education
- Development of tools for evaluation of practice teaching programme

- Visit to different teacher education institution with a view to review institutional research studies.
- Studying the opinions of the in-service teachers for strengthening teacher education
- Development and implementation programme for community awareness on certain cultural, social, environment and academic issues.
- To study the challenges faced by administrators at various levels.

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SEMESTER - IV

CBCS: D001: ESTC – I (ELECTIVE PAPER : 1)

CURRICULUM: MODELS, DESIGNING AND IMPLEMENTATION

COURSE OBJECTIVES

After completing the course, students will be able to:

1. understand the concept and need of curriculum design
2. describe characteristic features of different designs of curriculum development
3. understand the various models of curriculum engineering
4. appraise present curriculum of Indian schools
5. discuss curriculum issues and trends of curriculum design
6. describe factors affecting curriculum change
7. describe about the implementation of curriculum

COURSE CONTENT

UNIT – I: THEORIES AND CURRICULUM DEVELOPMENT AND DEVELOPING INSTRUCTIONL MATERIALS

1. **THEORIES AND CURRICULUM DEVELOPMENT:**
   a) Curriculum and Constructivism
   b) Curriculum and Critical Theory
   c) Curriculum and Poststructuralist Theory
2. **DEVELOPING INSTRUCTIONL MATERIALS**
   a) Textbook
   b) Teachers Handbook
   c) Pupils workbook
   d) Curriculum guide
   e) Supplementary books
   f) Self-instructional materials

UNIT – II: MODELS OF CURRICULUM

1. Models of curriculum engineering

a) The administrative model

b) The grass – roots model

c) Systems analysis model

2. Traditional and Contemporary Models

a) Academic/ Discipline Based Model.

b) Competency Based Model.

c) Social Functions/Activities Model (socio social reconstruction).

d) Individual Needs & Interests Model

e) Outcome Based Integrative Model.

f) Linear Objective – Based Model.

g) Intervention Model.

h) C I P P Model(Context, Input, Process, Product Model

UNIT – III: CURRICULUM DESIGN

1. Concept of curriculum design
2. Need of theory of curriculum design.
3. Goals, Objectives, Components and Specifications of Curriculum Design
4. Dimensions of Curriculum Design
5. Architectonics of content and criteria for selection of content(Selection, Scope, Balance, Sequence, Continuity).
6. Features of different curriculum designs:
    a) Subject – Centred curriculum

    b) Experience and activity centred curriculum

    c) Core curriculum

7. Four ways of organizing content : a)separate (ISOLATED)

    Subjects, b) correlated subject matter, c) Core, d) Broad
    Fields (SEVERAL CORES)

    8. Concerns in Curriculum designing : teachers, parents, subject

matter specialists and community leaders

UNIT – IV: CURRICULUM CHANGE AND IMPLEMENTATION

1. Factors affecting curriculum change:
   a) Social factors

   b) Pressure groups

   b) Writers and publishers

2. Role of teacher as a curriculum maker
3. Procedure for curriculum change
4. Various agencies for curriculum change
5. Approaches to Curriculum and Instruction :Academic and Competency Based Approach
6. Factors Influencing the Effectiveness of Curriculum Implementation:
   • Student

   • Teachers

   • Instructional Environment

7. Models of implementation

TRANSACTION MODE

- Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars;
- Self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.
- Hands- on-experiences at work situation and observation of training sessions and presentation etc.

PRACTICUM

The students may undertake any one of the following activities:

- Identify various criteria to evaluate textbook / programme /course.

- Based on the criteria, evaluate any course/programme/curriculum.
- Identify Various issues involved in evaluation of course/programme/ curriculum

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SEMESTER - IV

CBCS: D002: ESTC – I (ELECTIVE PAPER : 2)

PEDAGOGY OF MATHEMATICS EDUCATION

COURSE OBJECTIVES

On completion of this course students teacher will be able to:
1. appreciate the abstract nature of mathematics
2. distinguish between science and mathematics
3. distinguish between the roles of pure and applied mathematics
4. develop the skill of solving real-life problems through mathematical modeling as an art
5. develop the understanding of using constructivist approach in mathematics
6. develop the skill of using various methods of teaching mathematics
7. develop problem solving skills
8. highlight the significance of mathematics laboratory
9. enable to distinguish between induction and mathematical induction
10. develop the skills required for action research in mathematics
11. understand the trends, approaches, theories and strategies in mathematics education.
12. get acquainted with various technological inputs in mathematics education
13. design and practice instructional strategies and techniques in mathematics education based upon modem innovative approaches and practices

COURSE CONTENT

UNIT- I: NATURE, DEVELOPMENT AND SIGNIFICANCE OF MATHEMATICS

1. Meaning - Factors influencing the direction of mathematics education: the societal need factor, the learner needs factor; and psychological aspects of mathematics Education
2. Historical development, of mathematics with special reference to the developments in the 20th century and 21st centaury by Bloom, Whilson and Yager – revised Blooms taxonomy as well as development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.
3. Aims of mathematics education –NCF (2005) and KCF (2007)

4. Taxonomy of educational objectives - cognitive, affective and psychomotor-specific objectives in the instruction of mathematics
5. Abstractness of mathematics
6. Distinction between mathematics and science

UNIT – II: OBJECTIVES AND STRATEGIES OF TEACHING-LEARNING MATHEMATICS

1. Aims and Objectives of teaching mathematics at various school levels
2. Instructional objectives in teaching mathematics
3. **Strategies for Mathematics Learning**
   (a) Approaches
   - Learner Centered Approach
   - Life centered /Environment based approach.
   - Mastery Learning approach
   - Analytic-synthetic approach
   - Process Oriented approach
   - Inductive - deductive approach
   - Heuristic Approach
   - Competence based approach
   (b) Problem solving techniques of Teaching:
   - Concept attainment Inductive thinking
   - Cognitive development
   - Constructivist theory and practice
   - Reflective practice
4. Teaching gifted/Slow learners in mathematic
5. Recreational aspect of mathematics:
   - mathematical games,
   - puzzles and amusements;
   - computer aided learning and computer based instructions
   - Use and preparation of teaching aids;
   - mathematics Laboratory
   - mathematics club

UNIT - III: TECHNOLOGY INTEGRATED STRATEGIES FOR MATHEMATICS

1. Programmed instruction: Linear; branching; and Mathetics; mechanics of developing programmed learning materials.
2. Web based lessons, web quest, Cyber guides, and multimedia presentation.
3. Microteaching: advantage and limitations; link practice; macro teaching

4. Team teaching: characteristics; types; advantageous and limitations,
5. EDUSAT in teaching and learning tele computing projects - online discussion
6. E-identification of e-resources; e-content development, Blogging - Concept, format, steps for preparation of a Blog M- learning ; Advantages with regard to Mathematics teaching and Learning.
7. A survey of software used in mathematics teaching and learning.
8. Mathematics teacher's attitudes, beliefs and concerns about the use of digital technologies.
9. Concept of Techno Pedagogue Content Knowledge (TPCK); TPCK based content analysis – Concept of Digital Textbooks – Construction based on curriculum Construction Principles;
10. Concept of ICT based Assessment ; Recording and Analysis of Using Multimedia Devises – Recording Rubrics – Softwares.

UNIT – IV: CURRICULUM OF MATHEMATICS AT DIFFERENT STAGES
1. Preprimary,
2. Primary,
3. Upper primary,
4. Secondary & Higher Secondary

TRANSACTION MODE
Lecture-cum-discussion; modeling; group and individual field based assignment focusing by workshops and seminar presentation workshops, seminar assignment of group discussion around issues and concepts, problem solving session using concrete materials form everyday experiences demonstration; seminars; group discussion; mathematical.

PRACTICUM
The students may undertake any one of the following activities:
- Assignment on construction of test items
- Analysis of famous quotations on mathematics
- Class Test
- Group puzzles activities
- Preparation and demonstration of teaching aids
- Analyze a syllabus in Mathematics for any particular course into expected competencies cognitive, affective and psychomotor.

- Prepare a report on any one Mathematics curriculum selected in the light of modern principles of curriculum development.
- Prepare sample lesson transcripts in tune with the selected Models of Teaching
- Develop an achievement test in Mathematics and standardize it on a small sample
- Prepare a diagnostic test in Mathematics for any selected unit of study
- Prepare brief report of any five recent research studies in Mathematics education.

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SEMESTER – IV

CBCS: D002: ESTC – I (ELECTIVE PAPER : 2)

PEDAGOGY OF SCIENCE EDUCATION

COURSE OBJECTIVES

On completion of this course, the students will be able to:
1. understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
2. understand the difference and complementarity between Science and Technology;
3. know about and critically study innovative curricular efforts in India and abroad;
4. understand diversity of instructional materials, and the need for contextualization in science education;
5. appreciate the role of co-curricular activities in science education;
6. understand the application of constructivist approach to science instruction;
7. understand the role of assessment in the teaching –learning process in science;
8. familiarize with innovative trends in assessment;
9. analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

COURSE CONTENT

UNIT – I: NATURE OF SCIENCE AS A DISCIPLINE
1. Evolution of science as a discipline: science as a dynamic expanding body of knowledge; development of scientific knowledge; scientific methods explanations.
2. Science and technology: complementarities between science and technology; Science and Mathematics and their complementarities, role of mathematics in Science.

3. Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science, their interrelationship and integration.

UNIT – II: CURRICULUM OF SCIENCE EDUCATION
1. Trends in science education from the beginning of the nineteenth century to the present- at national and international level;
2. Criteria of validity of science curriculum: content, ethical environmental, process, cognitive, historical
3. Taxonomy for curriculum development in Science Education.
4. Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary.
5. Instructional materials including textbook: contextualisation, criteria and concerns including all stakeholders in their development.
6. Integrating co-curricular activities with science education.

UNIT- III: APPROACHES TO TEACHING-LEARNING OF SCIENCE
1. Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science).
2. Constructivist paradigm and its implications for science learning:
3. (alternative concepts in science).
4. Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development investigatory approach, guided discovery approach; inductive method, project based learning, planning different types of projects, cooperative collaborative learning, learner centred activity-based participatory learning, role of experiments in science, integration of theories and experiments in science: development of laboratory design, planning and organisation of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments,
5. Encouraging and respecting children responses, introducing alternative approaches in science learning, integrating science across different disciplines and with real life situations.
6. Reflective enquiry.
7. Metacognative strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.

8. use of ICT in teaching-learning of science pedagogical analysis of science at secondary level.

UNIT- IV: CONTEMPORARY ISSUES IN SCIENCE EDUCATION
1. Contribution of women in science
2. Scientific and technological Literacy.
3. Ethical aspects of science.
4. Innovations and Creativity in Science.

TRANSACTIONAL MODE
Group discussion, lecture-cum –discussion, panel discussion, symposium, school visits and sharing of experiences, experimentation with kits and laboratory work, projects and assignments focusing observation and interaction with children adolescents, group and individual field based assignments followed by workshops and seminar presentation.

PRACTICUM:
The student teacher may undertake any one of the following activities:
- Assignment/term paper on selected themes derived from the course.
- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- A critical study of science curriculum at secondary stage in any state.
- Visit to science centre/science museum and presenting the report
- Development of an action plan for organization of a science exhibition for students at different levels, framing guideline on a selected theme and various sub-themes.
- Any two of the following:
- Development of a unit plan:
- Develop an action plan on an experiment for development of physical science concept.
- Development of a Vee map for a selected experiment in Physics, Chemistry or Biology and using it to conduct practicals in the laboratory;
- Development of a concept map of a selected topic in Physics/Chemistry/Biology;
- Development of a lesson design based on constructivist approach through a collaborative mode;

- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction
- Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of physics.
- Development of criteria for evaluation of laboratory work and using it in the laboratory.
- An action plan for adopting a multisensory approach to teach science to students with special needs.
- Seminar on contribution of women to science and their implications to women empowerment.

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SEMESTER – IV

CBCS: D002: ESTC – I (ELECTIVE PAPER : 2)

PEDAGOGY OF SOCIAL SCIENCE EDUCATION

COURSE OBJECTIVES

After the completion of the course student teachers will be able to:

1. develop an understanding of nature and scope of the concept of Social Sciences in relation with education and curriculum.
2. understand principles and techniques of organization of Social Science curriculum
3. understand the nature and importance of inter-disciplinary approaches to teaching Social Sciences.
4. understand the processes of curriculum development (renewal, designing and dimensions)
5. Use modern instructional strategies in the teaching and learning of Social Sciences
6. Know priority areas of research and experimentation in Social Science education.
7. Develop competence to construct and administer tools of evaluation and interpret results
8. Develop competencies through practical experiences to become an effective teacher in Socialscience.

COURSE CONTENT

UNIT - I : THE NATURE AND OBJECTIVES OF TEACHING SOCIAL SCIENCE

1. The scope and meaning of social science with special emphasis on the recent trends in the discipline and subject: social science.
2. The interdisciplinary approach
3. Evolution of the concept of Social Science
4. Aims and objectives of teaching Social Sciences
5. Social Science for value systems and. Modern trends in world Society.
6. Categorization of objectives - cognitive, affective and psychomotor; Specific objectives in the instruction of Social Sciences

UNIT – II: CURRICULUM

1. Nature of Curriculum
2. Changing curriculum patterns - different approaches - unified, interdisciplinary., integrated, correlated, co - originate, discipline - wise- pastoral curriculum
3. Components of Social Science Curriculum : Traditional and modem approaches of framing the curriculum; principles of curriculum construction; patterns of curriculum designs
4. Curriculum planning : Stages and strategies, role of the community agencies in India like the NCERT, DSEIIT, University bodies etc
5. Curriculum Organization : organization of the social studies course ; sequence in the social studies curriculum;

UNIT – III: STRATEGIES FOR SOCIAL SCIENCE INSTRUCTION

1. **Psychological considerations of social Science instruction:**
   (a) Humanistic theories (Carl Rogers and Abraham Maslow) and Learning Social science in inclusive classrooms
   (b) Gagne's hierarchy of learning and conditions of learning
   (c) Cognitive theory (Piaget, Bruner, Vygotsky& Ausubel) and its implications for instruction in social science
   (d) Social Learning theory-(Chomsky, Bandura, Rotter)
   (e) Prosocial behavior theory and related research (Darwin, Batson) in designing social science curriculum
2. **Instructional Models:**
   a) Social Inquiry Model
   b) Mastery Learning model
   c) Advance Organizer model
   d) Creative Learning model for preparing *creative* and critical thinkers (*Treffinger)*
   e) Concept Attainment model
   f) Constructivist theory and practice
   g) Juriprudential Model
3. **Critical appreciation of various learning-strategies** - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning
4. Pedagogical analysis of social science

UNIT – IV: TECHNOLOGY IN SOCIAL SCIENCE EDUCATION

1. Individualized instruction; Programmed learning; developing programmed learning materials
2. Micro teaching ; advantage and limitations
3. Team teaching; characteristics; types; advantage and limitations
4. Modular approach; procedure and possibilities in the development of a module (e) Audio-video laboratory; concept of social studies laboratory, archives
5. Auto-type recording; Radio-Television and Satellite Communication system EDIJSAT in class rooms
6. Integration of ICT in learning and teaching social science
7. Designing e-lessons for social science education

TRANSACTION MODE
Lecture-cum-discussion, penal discussion, project. on oral history, workshops, seminar, assignment a group discussion around issues and concepts. group and individual field based assignment focused by workshops and seminar presentations

PRACTICUM
- Preparation of Pedagogic analysis of some selected topics from these subject areas

- Preparation and administration of a Diagnostic test and suggestion for remedial teaching

- Conducting a survey in the neighborhood and preparation of a brief report on resource available for teaching social studies.

- Analysis of a text book according to the modern criteria Preparation of an album / scrap book on a particular Unit/ topic

- Review of researches done in the teaching of social science in India and abroad.

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SEMESTER – IV

CBCS: D002: ESTC – I (ELECTIVE PAPER : 2)

PEDAGOGY OF LANGUAGE EDUCATION

COURSE OBJECTIVES

After the completion of this course student teachers will be able to:

1. understand the nature, function and implication for planning and teaching language.
2. know the psychology of teaching language learning.
3. get acquainted with pedagogy of language learning and language teaching.
4. get oriented with individualization of language learning, PSI, programmed learning etc. in language learning
5. develop understanding and skill in differentiating between teaching and teaching literature in the context of L_1 and L_2.
6. get acquainted with various areas of research in language education.
7. know various problems such as contextual, curriculum, teacher preparation etc. of language in India.
8. develop an understanding of policy formulation of language education in India.
9. study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language

COURSE CONTENTS

UNIT- I: LANGUAGE

1. Nature, function and implication for planning and teaching language i.e. language and second language
2. Linguistic and Language : Nature and function of linguistic with special reference to the role of contrastive analysis, error analysis and structural linguistic.
3. Policy formulation of language at different levels : national, state, district and local.

4. Research in language education : status; gaps and priorities.
5. Reading research and writing research – directions and emerging priorities.
6. Functioning and contribution of CIEFL, Central Institute of Indian Languages (CIIL)

UNIT- II: PSYCHOLOGY AND CONTEXTUAL ASPECTS OF LEARNING OF LANGUAGES

1. The Indian tradition : Contribution of Yaks, Panini, Patanjali and Bhartihari.
2. The Western tradition: the behaviouristics approach, the cognitive - approach, the communicative approach.
3. Psycholinguistic approach; principle of language and Pychology of language teaching and language learning
4. Multilingual Context of India
5. Constitutional provisions regarding language and education and their impact
6. Three – Language Formula- original as well as modified and its present status
7. Medium of instruction – Controversy, recommendations in NPE 1968, 1986,1992 and National School Curriculum – 2000
8. Curriculum development in multilingual context of India – the core component and the add - on components, their transaction techniques and evaluation.

UNIT- III: LEARNING PEDAGOGY OF LANGUAGE AND LANGUAGE TEACHING   1.

1. Language learning and language acquisition; factors affecting language learning and language acquisitions.
2. Teaching the first language (L_1) and the second language (L_2) and other language (L_3); differences in objectives, instructional materials, evaluation etc. Factors affecting the teaching of L_2 and $L_3.$
3. Developing the language curriculum and the syllabus : dimensions, factors that influence the curriculum, selection and grading of content, selecting the contexts for teaching and learning, transaction techniques and evaluation techniques.
4. Developing basic language skills and intermediate as well as advance language skill that are level specific viz. primary, secondary and senior secondary.

5. Innovative techniques for teaching grammar, reading comprehension, written expression, note-making , co-operativeLearning, computer assisted teaching and learning, language Games and communicative tasks, etc.

UNIT- IV: LANGUAGE LEARNING – TEACHING AND PREPARATION OF LANGUAGE TEACHERS

1. Individualized language learning : Need, techniques viz. differential assignments classroom tasks, personalized system of instruction, programmed learning and   individualized, i.e., need-based reading and writing, programmes.
2. Creativity in language education : Nature, Techniques for fostering and developing creativity in language
3. Teaching language and teaching literature in the context of L_1 and L_2 : differences in their nature content and emphasis; interrelationship, advanced techniques of teaching and evaluation.
4. Pre-service education, in service education; site professional development education
5. Distance mode based preparation of language teachers
6. Alternative course designs for preparing language teachers

TRANSACTION MODE
Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions workshop, assignment around issues and concepts .

PRACTICUM
- The students may undertake any one of the following activities:
- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.
- Seminar on L.1 and L.2 research and theories

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SEMESTER – IV

CBCS: D002: ESTC – I (ELECTIVE PAPER : 2)

PEDAGOGY OF COMMERCE EDUCATION

COURSE OBJECTIVES
1. analyze the significance, scope and goals of commerce education.
2. get acquainted with the psychological theories and their bearing on commerce curriculum.
3. enrich on the prevailing modes of learning and instructional practices in the Higher Secondary system of Gujarat.
4. Compete with various approaches, strategies, methods, techniques and models in the teaching of commerce.
5. be proficient in opting and implementing most appropriate teaching approaches/methods/ techniques/model of teaching in varied context and content. evaluate the significance of IT in commerce education and use of instructional supports in commerce teaching.
6. develop a broad outlook into modern practices of student evaluation and assessment.
7. get acquainted with a research perspective through commerce education.

COURSE CONTENT

UNIT -I: COMMERCE EDUCATION: SIGNIFICANCE AND SCOPE
1. Meaning, Definitions, Significance, Nature and Scope of Commerce Education
2. Historical development of Commerce Education – Recommendations of various committees on Commerce Education
3. Goals, Aims and Objectives - Revised Blooms Taxonomy
4. Values - Strategies adopted for inculcating values
5. Objective Based V/S Competency Based Instruction- Meaning, features
6. Knowledge management and commerce education
7. Meaning and importance Relationship of Commerce education with Entrepreneurship education,
8. Consumer Education - Financial literacy: Concept and elements

UNIT-II: CURRICULUM DEVELOPMENT
1. Concept of Curriculum - Curriculum transaction-Meaning and Definition
2. Curriculum development-Principles and Approaches of curriculum organization

3. Modern trends in curriculum development
4. Curriculum Evaluation-techniques of curriculum evaluation
5. Psychological theories of Piaget, Bruner and Vygotsky and their implication on Commerce Curriculum in constructivist paradigm
6. Curricular reforms by NCF(2005) and KCF (2007) – A brief outline
7. Catering Individual differences in commerce curriculum - Children with diverse needs, Strategies to deal with differently able, slow learners and gifted students
8. Pedagogical content knowledge analysis (PCK) -Meaning, Scope, Features of PCK analysis, significance of PCK analysis in commerce curriculum

UNIT- III: INSTRUCTIONAL APPROACHES AND PRACTICES OF COMMERCE EDUCATION

1. Approaches to Instruction – Direct V/S Indirect instruction, Interactive instruction, Independent study Learner centered approaches
2. Self study approach, Experiential learning, Reflective learning, Modular approach, Mastery learning, Inquiry based learning, Problem Based Learning, Co-operative learning, Computer assisted instruction, Peer tutoring Approaches in Teaching accountancy
3. Journal approach, Ledger approach, Balance sheet approach, Single entry approach, Spiral development approach, Complete cycle approach, Equation approach
4. Methods of Teaching Commerce-Lecture, Demonstration, Socialized methods, Project method, Problem solving method, Inductive and Deductive, Analytic and Synthetic, Case study, Team teaching
5. Techniques of Teaching Commerce – Drill, Review, Narration, Exposition, Role play, Simulation, Quiz session, Buzz session
6. Non-Formal Techniques of Teaching Commerce-Field trips, Internet resources, Reading, Open learning from resource centers, Placement etc.
7. Models of Teaching Commerce - Inquiry Training Model, Apprenticeship Model, Jurisprudential Inquiry Model, Constructivist Model, 5E model

UNIT- IV: ICT IN COMMERCE EDUCATION

1. Communication, Classroom communication, Integration of ICT in classroom interaction, ICT through Individual, Small group and large group instruction
2. 4Techno-Pedagogy: Concept, nature and scope;
3. Teacher as a Techno-Pedagogue: Meaning and qualities
4. IT enabled instructional resources: Short films and videos, YouTube resources, animations, Educational blogs, e-journals, pod casting, e-learning,

web based learning, Online learning, Video conferencing and Tele conferencing
5. e-content development – concept and steps in the preparation of e-content –
6. Multimodal Design in commerce classroom

PRACTICUM

1. Critical analysis of the existing Higher Secondary Commerce Curriculum based on curriculum reforms.

2. Analysis of curricular materials with reference to development of values.

3. Identification of difficulties in the transaction of Accounting/Computerized accounting for higher secondary school students and suggestions for improvement.

4. Preparation and use of animation films/video clippings for teaching Commerce.

5. Prepare a rubrics/portfolio for evaluating seminar/ project/ practice teaching/specific behavioral traits.

6. Review of recent researches in Commerce Education

7. Conduct an Action Research on any specific area related to teaching of commerce

8. Survey of Recent Researches in Commerce Education with special reference to:

TRANSACTION MODE
a) Curriculum transaction in commerce education.
 b) Instructional practices/approaches
 c) ICT in commerce education
d) Evaluation in commerce education
e) Teacher competencies and skills

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. **SEMESTER – IV**

CBCS: D003: ESTC – I (ELECTIVE PAPER : 3)

ASSESSMENT

COURSE OBJECTIVES

On completion of this course, the student teachers will be able to:
1. understand the meaning, concept and process of assessment.
2. differentiate between assessment and evaluation
3. assess curriculum on various bases
4. assess pedagogy in various ways with various tools and techniques
5. capable of assessing learners in different areas with various aspects
6. assess teacher's role as a change agent

COURSE CONTENT

UNIT – I: ASSESSMENT CONCEPT AND ASSESSMENT OF CURRICULUM

1. Assessment: Meaning, Concept and Process
2. Assessment and Evaluation: understanding
3. Assessment of Curriculum on the basis of Types of Models
4. Assessment of Curriculum on the basis of Types of Designs
5. Assessment of Curriculum on the basis of Process of Development
6. Assessment of Curriculum on the basis of Probable Modes of Transaction
7. Selection and development of tools for curriculum assessment
8. Research base of curriculum assessment

UNIT – II: ASSESSMENT OF PEDAGOGY

1. Meaning and Concept of Pedagogy
2. Assessment of Pedagogy on the basis of:
   - appropriateness of selection of teaching methods, strategies, techniques, etc.
   - way of transaction

- use of ICT
- classroom environment
- students' participation
- mastery over content
- skills demonstration

3. Assessment of Pedagogy the basis of Teacher's classroom behaviour
4. Assessment of Pedagogy the basis of Teacher's classroom plan
5. Assessment of Pedagogy the basis of Teacher's classroom drilling and evaluation
6. Tools and Techniques of Pedagogy Assessment

UNIT – III: ASSESSMENT OF LEARNER

a) Knowledge based:
- Formative: Periodically
- Summative: Semester examination
- Continuous Comprehensive

b) Skill based:
- Teaching skills practice
- Lesson plan presentation
- Classroom communication

c) Utilization Ability:
- Facing the real situation
- Problem solving
- Helping hand

d) Methods, tools and techniques of Learners' Assessment

UNIT – IV: ASSESSMENT OF TEACHER AS A CHANGE AGENT

1. Research orientation
2. Innovativeness
3. Activities orientation
4. Motivator
5. Organizer
6. Attitude of change

PRACTICUM

- Preparing at least two tools for Learners' assessment
- Preparing a model lesson
- Evaluate a Textbook
- Organise an event
- Compare curricula

TRANSACTION MODE

Lectures, Classroom discussion, Practicals, Group Dyanamics,

Project work, Seminars, Workshops, Panel Discussion, etc.

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SEMESTER – IV

CBCS: D001: ESTC – II (ELECTIVE PAPER : 1)

EDUCATIONAL POLICY AND POLICY RESEARCH

COURSE OBJECTIVES

At the end of this course the student teachers will be able to:

1. Understand the formulation of educational policy
2. Know the procedure of policy implementation
3. Learn about the monitoring of the issues involved
4. Understand the policy research
5. Understand the Linkage between education policy and national development policy

UNIT – I: FORMULATION OF EDUCATIONAL POLICY
1. Type of Education Policy - national, state level, institutional, short-term, long-term
2. Need and importance of educational policy
3. Determinant of Educational Policy
4. Process of Policy Formulation - Preparation of discussion document, state-level and national consultations, consultations with all stakeholders, constitutions of steering committee and task forces, presentation of draft document in CABE and parliament
5. Educating policy vis-à-vis development policy
6. School development policy

UNIT - II: POLICY IMPLEMENTATION
1. Formulation of Plan of Action
2. Policy parameters - formulation of programmes and strategies
3. Identification of implementation agencies
4. Central sector education projects
5. Centre-state partnership in implementation of educational
6. Public private partnership in implementation of educational policy
7. Role of civil society and NGO in policy implementation
8. Issues involved in implementation
9. Delineating the roles and responsibilities of functionaries involved

UNIT - III: MONITORING AND EVALUATION OF POLICY IMPLEMENTATION
1. Monitoring - issues involves
2. Evaluation strategies
3. Setting evaluation criteria

UNIT - IV: POLICY RESEARCH
1. Concept
2. Analysis of documents
3. Research Surveys
4. Evaluation studies, impact evaluation, process evaluation
5. Linkage between education policy and national development policy

PRACTICUM

- Study one educational policy and elicit its major points
- Conduct a policy survey
- Develop one illustrative educational policy for one school
- Study a national policy and write a report

TRANSACTION MODE

Lecture, Classroom interaction, Debate, Library search, Field work

REFERENCES

1. Blackmore, C., and Lauder, H. (2004): *Researching Policy*, in Somekh, B., and Lewkin
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SEMESTER – IV

CBCS: D002: ESTC – II (ELECTIVE PAPER : 2)

PLANNING IN EDUCATION

COURSE OBJECTIVES

At the end of the completion of this course the student teachers will be able to:

1. Get acquainted with the meaning and objectives of educational planning.
2. Get acquainted with types of educational planning.
3. understand the principles and techniques of educational planning.
4. Get acquainted with the process of planning and five year plans in India.
5. identify the need, scope and purpose of educational planning,
6. understand principles and approaches of educational planning.
7. develop the skills in planning and using a variety of administrative strategies,
8. explain the role and contribution of different agencies educational planning,
9. study educational planning system in India with reference to national, state, district and sub-district level structures.

COURSE CONTENTS

UNIT-I : FOUNDATIONS OF EDUCATIONAL PLANNING

1. Meaning of planning and educational planning
2. Definition of planning and educational planning
3. Objectives of educational planning
4. Theoretical base of planning
5. Importance of educational planning

UNIT – II: PRINCIPLES, TECHNIQUES AND APPROACHES OF EDUCATIONAL PLANNING

1. Guiding principles of educational planning
2. Methods and techniques of educational planning.
3. Approaches to educational planning.
   - Social demand approach

- Man-power approach
- Return of return approach
4. Critical analysis of educational planning in India.

UNIT-III : TYPES OF EDUCATIONAL PLANNING

1. Types of Educational planning : concepts of macro, meso and micro level planning.
2. National educational planning
3. Educational planning of state
4. Educational planning at district level including micro level planning exercise
5. Institutional planning
6. School mapping exercises
7. Comprehensive perspective of planning.
8. Social components of educational planning.

UNIT-IV: PLANNING COMMISSION AND FIVE YEAR PLANS OF EDUCATION

1. Establishment of planning commission in India
2. Process of planning in India
3. Five year plans of education in India (Only qualitative development and expansion of education during five- year plans in India)
4. Main constitutional direction-indicatives for educational planning
5. Criticism of Indian Planning Commission
6. Perspective plan for education in the 11th Five Year plan.

TRANSACTION MODE

The course would be transacted through participatory approaches such a group discussion; self study, seminar presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentations.

PRACTICUM:

- The students may undertake any one of the following activities:
- Assignment/term paper on selected theme drawn from the course.
- A study about the functioning of a VEC/SMC/PTA.
- Prepare a plan for the mobilization of different types of resources for a school form the community.
- Critical appraisal of School Education Act of a state.

REFERENCES

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SEMESTER – IV

CBCS: D003: ESTC – II (ELECTIVE PAPER : 3)

EDUCATIONAL FINANCE IN INDIA

COURSE OBJECTIVES

At the end of the completion of this course the student teachers will be able to:

1. understand the objectives of expenditure and source of finance during post independence in India.
2. get acquainted with the meaning, concept, importance and principles of educational finance.
3. get acquainted with the meaning and types of Grants- in-aid.
4. prepare school budget.
5. get acquainted with the relationship between the financial support of education and quality of education,
6. develop familiarities with various sources of financing in India
7. develop in them the understanding of school accounting and developing skill in school budgeting

COURSE CONTENTS

UNIT- I: EDUCTIONAL FINANCE IN INDIA

1. Meaning of educational finance
2. Concept of educational finance
3. Need and significance of educational finance
4. Importance of educational finance
5. Principles of educational finance
6. Rising Unit costs and resources constraints
7. Demand for education
8. Supply of education
9. Constitutional responsibility for providing education
10. Meaning of Grant-in aid
11. Types of Grant-in aid
12. Allocation of resources-economic and social bases for allocation of resources in education.
13. Financing education for: equality of education-social justice
14. Efficiency-cost-minimization and quality improvement

15. Productivity-relevance of education to the world of work and create qualified and
16. productive manpower.

UNIT- II : OBJECTS OF EXPENDITURE

1. Direct Objects :

Primary education, Secondary education, Higher education, Professional education

2. Indirect Objects : Direction and Inspection, Building and

Scholarship and financial concessions, Hostel

expenditure

3. Education and economical development

UNIT-III: SOURCE OF FINANCE :

1. Contribution of Central Government
2. Contribution of State Government
3. Contribution of Local Institutions :
    A. Contribution of Municipalities
    B. Contribution of Panchayats
    C. Contribution of Private and Self-financed educational Institutions.
4. Fees endowments and Foreign Aid
5. Educational finance in last three five-year plans in India
6. Monitoring of expenditure control and utilization of funds, accounting and auditing.
7. Central-State Relationship in Financing of Education

UNIT-IV: SCHOOL BUDGET, PROBLEMS AND SOLUTIONS OF EDUCATIONAL FINANCE IN INDIA

1. Planning of school budget
2. Budget making process
3. Maintenance of Accounts

4. Functions of University Grants Commission (UGC)
5. Problems regarding educational finance in India
6. Solutions regarding problems of educational finance in India.

TRANSACTION MODE

The course would be transacted through participatory approaches such a group discussion; self study, seminar presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentations.

PRACTICUM

The students may undertake any one of the following activities:

- Estimation of institutional cost of a secondary school.
- Estimation of unit cost of education in a school taking student as an unit.
- Estimation of opportunity cost on a sample of working school age children.

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SEMESTER – IV

CBCS: D001: ESTC – III (ELECTIVE PAPER : 1)

EDUCATIONAL MANAGEMENT

COURSE OBJECTIVES :

After completing the course, students will be able to:

1. understand Meaning, Nature, Functions, Principles and Approaches of Educational Management.
2. get acquainted with the process of Educational Management.
3. oriented towards the procedure of improvement in the field of Education.
4. understand the meaning and importance of Communication in Educational Management.
5. get acquainted with the meaning, importance and principles of human relations in education.
6. To develop an understanding of concept of and need for management of education.
7. develop an understanding of leadership in the context of education.
8. manage various resources of the orgnisation for its development
9. manage performance and information systems in education.
10. develop an understanding of planned change and information management in education
11. understand time, crisis and anger management.

COURSE CONTENTS

UNIT-I : EDUCATIONAL MANAGEMENT

1. Definition and concept of management
2. Concept, Need and Objectives of Management of Education, Fayol's Principles of Management
3. POSDCORB (Planning, Organizing, Staffing, Directing, Co-ordination, Reporting, Budgeting) and PODC (Planning, Organizing, Directing, Control) approaches
4. Organizational context of management

5. Educational Manager: Functions, Mintzberg's Managerial Roles, Competencies and Skills, Managerial Creativity, Managerial Ethics

UNIT- II: PERFORMANCE AND RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS

1. Scientific principles of management-CPM
2. Nature and characteristics of resource in education.
3. Need for resource management in education.
4. Resources: Material resources, Human resource , Financial resource
5. Procurement, utilization and maintenance of resources
6. **Human Resource Management**: Concept, Need, Principles, Job analysis.
7. **Staff Development** : Need and Objectives of Staff Development, Approaches (Fragmented, Formalized, Focused), Methods and Process of Staff Development
8. **Organisational Development**: Components of OD process, Diagnosis using Six-box Organisational Model by Marvin Weisbord.
9. **Managing People**

   (a) Crisis Management: Types of Crisis on the basis of Crisis Responsibility, Stages of Crisis, Steps of Crisis Management, Role of Crisis Manager.

   (b) Anger Management: Sources of Anger, Strategies for handling Anger

   (c) Time Management: Obstacles to Time Management, Strategies for Effective Use of Time.

   (d) Maintaining Relationships with Boss.

10. Quality assurance in material and human resources.
11. Roles of state, central and local governments in resource mobilization
12. **Finance Management In Education**
    (a) Financial Planning : Objectives and Need for Financial Planning

    (b) Concept of Budget and Budgeting, Types of Budgets on the basis of Time, Process of Budgeting, Strategies of Budgeting: Zero Base Budgeting (ZBB), Planning, Programming and Budgeting System (PPBS)

13.(c) Cost Management: Meaning and Types of Costs, Cost Benefit Analysis, Cost Effective Analysis

14.(d) Globalization and Privatization : Impact on Management of Education (Resource mobilization, Private and self-financing of educational institutions).

UNIT-III: 'EDUCATIONAL MANAGEMENT' PRACTICE IN THE PRESENT DAY CONTEXT

1. Meaning, nature, scope and principles of modern scientific management
2. Systems approach to operational management in education
3. Functions and activities of educational managers
4. **Performance Management**
   (a) Performance Management: Principles, Process and Concerns
5. (b)Application of Performance Management: Individual Performance and its Relationship with Organizational Development, Concept of Pay for Performance in Education
   (c) Measuring Performance: Performance Appraisal with reference to its Purpose and Process, Tools and Techniques
   (d) Performance Based Assessment System (PBAS) with reference to Academic Performance
6. Indicators (API) by UGC
7. **Management of Information Systems**
8. (a) *Concept of Integrated Information Management System, Types of Information* Systems, Five Sub-Systems of an Institution, Uses of Management Information System (MIS) in Education, Positive and Negative Impacts of Information System.
   (b) Knowledge Management: Concept, Knowledge Management Process Model

   (c) Grievance Management: Causes, Steps And Types of Grievances, Mechanisms of Handling Grievances

9. **Change Management**
   (a) Change: Meaning, Nature, Goals and Focus of Planned change, Need for Planned Change in Education in the context of Impact of

Theories of Chaos and Complexity on Education. Strategies For Introducing Planned Change

(b) Stages of Change (Initiation, Implementation and Continuation). Three-Step-Model of Change(Unfreezing, Moving, Refreezing). Problem Solving Approach to change

(c) The Japanese Models of Change: Just-in-Time, Poka yoke, Consensus-Consultation-Involvement, Kaizen, Flexibility and Teamwork

UNIT – IV: CONTROLLING AND LEADERSHIP STYLES

IN EDUCATIONAL MANAGEMENT

1. Centralization Vs. Decentralization styles in educational management
2. PERT, PPBS, Control and methods of controlling
3. Control-diameter, unity of command
4. System Evaluation, Programme Evaluation and Evaluation of Functionaries
5. Concept of Leadership: Characteristics, Leader and Manager, Effective and Successful Leader
6. Approaches to Leadership: Trait, Transformational, Transactional, Value-Based, Cultural,
7. Psychodynamic, Charismatic, Community based, Social
8. Theory and Practice: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional
9. Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory, Path Goal Theory
10. Leadership Styles

TRANSACTIONAL MODE
The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

PRACTICUM
The students may undertake any one of the following activities:
  • Critical Analysis of school education Act of a State.
  • Preparation of questionnaire for micro-level educational survey.

- Preparation of interview schedule for micro- level educational survey.
- Formulation of a school mapping exercise for location of schools in an identified area.
- Preparation of plan for instructional management in a secondary school.
- Preparation of an institutional plan.
- Critical of an educational project.
- Evaluation of management of DPEP activities in a district.

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CBCS: D002: ESTC – III (ELECTIVE PAPER : 2)

EDUCATIONAL ADMINISTRATION

COURSE OBJECTIVES

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

1. understand the concept of administration
2. get acquainted with different dimensions of educational administration
3. be aware about the role of headmaster and teacher
4. gain insight about different styles of administrative practices
5.   understand structure of educational administration at various government level
6. get acquainted with the meaning, concept, objectives, process, types, methods and techniques of supervision.
7. get acquainted with the meaning, importance and principles of human relations in education.

COURSE CONTENT

UNIT-I: EDUCATIONAL ADMINISTRATION

1. Educational Administration: Meaning, Nature, Objectives, Scope, & Basic Principles.
2. Development of modern concept of Educational Administration from 1990 to present day, Taylorism
3. Basic functions of administration (Planning, organizing, directing and controlling).
4. Process Of Educational Administration:
    o Formation of objectives
    o Policy making
    o Educational planning
    o Organization process
    o Decision making process
    o Stimulating

- o C0-ordinating
- o Communicating
- o Controlling
- o Evaluation.
5. Administrative Processes with special reference to Educational Organizations:
    - Communication
    - Decision Making
    - Organizational Development and Compliance
    - Management by Objectives(MBO)
    - Organizational Change

UNIT – II: EDUCATIONAL ADMINISTRATION AT VARIOUS LEVEL

1. Educational administration and management
2. Elements of Educational Administration.
3. Principles of Democratic Administration
4. Educational administration at various level :
    - Educational administration at central level
    - Educational administration at state level
    - Educational administration at local level
    - Educational administration at University level
    - Educational administration at open university level
5. Administration as a bureaucracy
6. Functions of educational director, D.E.O. and Gujarat Secondary and Higher Secondary Education Board
7. Educational Authorities in India:
    a) Role of centre, state and local bodies in educational administration.
    b) Constitutional provisions, Centre-state relations on education.
    c) Role of private enterprises, their limitations and remedial measures.

UNIT-III : SUPERVISION AND INSPECTION IN EDUCATION

1. Supervision in Education:
    - Meaning and Definition of supervision
    - Modern concept of supervision
    - Academic Vs. Administrative supervision

- Supervision as a process: Social, Educational, Psychological
- Supervision as a function
2. Supervision as leadership for providing guidance
3. Educational Supervision:
   - Nature and Functions
   - Types of supervisor
   - Qualities of a supervisor
   - Defects in present supervision and inspection
4. Different types of supervision
   A. Authoritative supervision
   B. Creative supervision
   C. Organism supervision
   D. Democratic supervision
   E. Scientific supervision
5. Methods and techniques of supervision: Classroom observation, Conference, Workshop, Teachers' meeting
6. Supervision and inspection in education : Inspection Vs. Supervision
7. Evaluation for Performance and Accountability
8. Defects in the present supervision and inspection

UNIT-IV: HUMAN RELATIONS APPROACH TO ADMINISTRATION

1. Meaning of human relation in education
2. Need and importance of human relations in educational administration
3. Principles and values of human relations in educational administration
4. Human relations among principal, supervisors, teaching –staff, non-teaching-staff, students, school- management, and educational officer
5. Maslow's Theory and Human relations
6. Process to increase staff harmony
7. Organizational Behaviour with respect to Educational Institutions: Motivation, Job satisfaction, Relationships in organizational set up, Conflict Professionalism
8. Overcoming barriers to communication and effective communication in Human relationships

PRACTICUM

- Observing a School Administration
- Interviewing a School Principal
- Case Study of a School/Institution
- Research on HR
- Library work on Different levels Administration

TRANSACTION MODE

Lecture, Classroom Discussion, Library exploration, Panel Discussion, Seminar, Field visit, etc

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