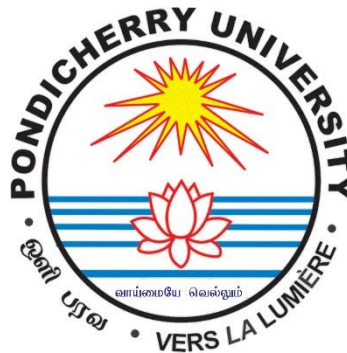




TWO -YEAR M.ED., PROGRAMME REGULATIONS & SYLLABUS

(2015 – 2016 ONWARDS)



School of Education
Pondicherry University

TABLE OF CONTENTS

Regulations

1. ELIGIBILITY CRITERIA FOR ADMISSION TO THE M.ED. PROGRAMME	1
2. DURATION OF THE PROGRAMME	1
3. WORKING DAYS	1
4. CURRICULAR STRUCTURE & CREDIT LOAD FOR TWO YEAR M.Ed. PROGRAMME	1
5. SEMESTER WISE COURSE STRUCTURE	2
SEMESTER I	2
SEMESTER II	2
SEMESTER III	3
SEMESTER IV	3
6. INTERNSHIP/FIELD ATTACHMENT	4
7. RESEARCH LEADING TO DISSERTATION AND VIVA VOCE	4
8. WEIGHTAGE MARKS FOR THE THEORY COURSES AND THE ASSESSMENT PROCEDURE	5
For Internal (CCE) evaluation the distribution of marks	5
For university examination the question paper design and duration	5
9. ELIGIBILITY FOR ADMISSION TO THE EXAMINATION	5
10. PASSING MINIMUM	5
11. CLASSIFICATION OF SUCCESSFUL CANDIDATES.....	6

Two Year M.Ed Syllabus

SEMESTER I	8
PC1: Education Studies	9
PC2: Psychology of Learning and Development.....	12
PC3: Sociology of Education	15
TC1: Introduction to Research Methods	18
TEC1: Teacher Education (Pre-service & In-service)	21
SEMESTER II	25
SPECIALISATION: SECONDARY AND HIGHER SECONDARY EDUCATION	26
SE1: Systems, Structures and Status in Secondary Education.....	26
THEMATIC SPECIALIZATION	30
AREA I: EDUCATION TECHNOLOGY	30
A1TS1: Educational and Instructional Technology	30
A1TS2: Technology Mediated Education.....	33

AREA II: CURRICULUM, PEDAGOGY AND ASSESSMENT.....	36
A2TS1: Curriculum design and Development.....	36
A2TS2: Curriculum Transaction	38
AREA III: EDUCATIONAL PLANNING, POLICY, ECONOMICS AND FINANCING.....	41
A3TS1: Financing of Education	41
A3TS2: Economics of Education	44
AREA IV: EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP	47
A4TS1: Educational Administration and Organization	47
A4TS2: Educational Management	50
TC2: Communication skills	52
TC3: Self-Development	55
INTE: Internship in Teacher Education Institutions	57
DSSN1: Dissertation Part I.....	59
SEMESTER III.....	62
SPECIALISATION: SECONDARY AND HIGHER SECONDARY EDUCATION	63
SE2: Policy and Practice Relating to Curriculum, Pedagogy and Assessment	63
PC4: Philosophy of Education.....	67
TC4: Advanced Research Methods and Data Analysis Techniques.....	70
THEMATIC SPECIALIZATION	73
AREA I: EDUCATION TECHNOLOGY	73
A1TS3: Teaching – Theories, Models and Assessment.....	73
AREA II: CURRICULUM, PEDAGOGY AND ASSESSMENT.....	76
A2TS3: Curriculum Evaluation	76
AREA III: EDUCATIONAL PLANNING, POLICY, ECONOMICS AND FINANCING.....	78
A3TS3: Planning & Policies in Education	78
AREA IV: EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP	81
A4TS3: Educational Leadership	81
INTS: Internship/Field attachment – II.....	83
The area of specialisation – Secondary/Higher Secondary Education	83
DSSN2: Dissertation Part II.....	86
SEMESTER IV.....	89
TEC2: Perspectives and Issues and Research in Teacher Education	90
PC5: History and Political Economy of Education	93
PC6: Curriculum studies	96
TC5: Academic writing	100
DSSN3: Dissertation Part III.....	101

PONDICHERRY UNIVERSITY
Two-Year M.Ed., Programme
REGULATIONS (2015 – 16 onwards)

The 2-year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialise in select areas and also develop research capacities, leading to stages specific specialisation in school education at secondary and senior secondary stage.

1. ELIGIBILITY CRITERIA FOR ADMISSION TO THE M.ED. PROGRAMME

- a) Candidates with B.Ed. degree / four year integrated. B.A. Ed. / B.A., B.Ed. / B.Sc. Ed / B.Sc., B.Ed., / B.Com. Ed. / B.Com., B.Ed., of this university or of any other university recognised by the UGC as equivalent thereto with a minimum of 50% of marks in the aggregate are eligible for seeking admission to the M.Ed. Course
- b) The basis of selection of candidates for M.Ed., shall be based on an entrance test
- c) The whole admission procedure shall be completed as per the academic calendar of Pondicherry University.
- d) The reservation for SC, ST, OBC, MBC and PWDs shall be as per the Government norms.

2. DURATION OF THE PROGRAMME

The M.Ed. Programme shall be of duration of two academic years spread over 4 semesters.

3. WORKING DAYS

The total number of working days in an academic year shall be 200 exclusive of period of admission and inclusive of classroom transaction, practicum, field studies and conduct of examination.

The institution shall work for minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, and consultation and mentoring.

4. CURRICULAR STRUCTURE & CREDIT LOAD FOR TWO YEAR M.Ed. PROGRAMME

S. No.	Course	Code	Credit
1	Perspective courses	PC1 to PC6	24
2	Tool courses	TC1 to TC5	12
3	Teacher Education courses	TEC1, TEC2	8
4	Specialization (Secondary and Higher Secondary Education)	SE1, SE2	8
5	Thematic Specialisation (TS)	A1TS1 to A1TS3 A2TS1 to A2TS3 A3TS1 to A3TS3 A4TS1 to A4TS3	12
6	Field Internship in i. Teacher education institutions ii. Area of Specialisation	INTE	4
		INTS	4
7	Dissertation Part I, Part II, Part III	DSSN1 to DSSN3	8
Total			80

5. SEMESTER WISE COURSE STRUCTURE

SEMESTER I

Course Code	Name of the course	Credits	CCE*	UE**	Total
PC1	Education Studies	4	30	70	100
PC2	Psychology of Learning and Development	4	30	70	100
PC3	Sociology of Education	4	30	70	100
TC1	Introduction to Research Methods	4	30	70	100
TEC1	Teacher Education (Pre-service & In-service)	4	30	70	100
Total		20	150	350	500

SEMESTER II

Course Code	Name of the course	Credits	CCE*	UE**	Total
SE1	Specialization – Secondary Education Systems, Structures and Status in Secondary Education	4	30	70	100
Area I: Thematic Specialization		Educational Technology			
A1TS1	<i>Educational and Instructional Technology</i>	4	30	70	100
A1TS2	<i>Technology Mediated Education</i>	4	30	70	100
Or					
Area II: Thematic Specialization		Curriculum, Pedagogy and Assessment			
A2TS1	<i>Curriculum design and Development</i>	4	30	70	100
A2TS2	<i>Curriculum Transaction</i>	4	30	70	100
Or					
Area III: Thematic Specialization		Educational Planning, Policy, Economics and Financing			
A3TS1	<i>Financing of Education</i>	4	30	70	100
A3TS2	<i>Economics of Education</i>	4	30	70	100
Or					
Area IV: Thematic Specialization		Educational Administration, Management and Leadership			
A4TS1	<i>Educational Administration and Organization</i>	4	30	70	100
A4TS2	<i>Educational Management</i>	4	30	70	100
TC2	Communication Skills	1	25	---	25
TC3	Self-Development	1	25	---	25
INTE	Internship in Teacher Education Institutions	4	100	---	100
DSSN1	Dissertation Part I	2	50	----	50
Total		20	290	210	500

Note: Area for Thematic specialization should be chosen in the beginning of semester II. The third course of the same area should be chosen in semester III.

SEMESTER III

Course Code	Name of the course	Credits	CCE*	UE**	Total
SE2	Specialization – Secondary Education Policy and Practice Relating to Curriculum, Pedagogy and Assessment	4	30	70	100
PC4	Philosophy of Education	4	30	70	100
TC4	Advanced Research Methods and Data Analysis Techniques	4	30	70	100
	Area I: Thematic Specialization	Educational Technology			
A1TS3	<i>Teaching - Theories, Models and Assessment</i>	4	30	70	100
	Or				
	Area II: Thematic Specialization	Curriculum, Pedagogy and assessment			
A2TS3	<i>Curriculum Evaluation</i>	4	30	70	100
	Or				
	Area III: Thematic Specialization	Educational Planning, Policy, Economics and Financing			
A3TS3	<i>Planning & Policies in Education</i>	4	30	70	100
	Or				
	Area IV: Thematic Specialization	Educational Administration, Management and Leadership			
A4TS4	<i>Educational Leadership</i>	4	30	70	100
INTS	Internship/Field attachment - II Area of specialisation	4	100	---	100
DSSN2	Dissertation Part II	2	50	---	50
	Total	22	270	280	550

SEMESTER IV

Course Code	Name of the course	Credits	CCE*	UE**	Total
TEC2	Perspectives and Issues and Research in Teacher Education	4	30	70	100
PC5	History and Political Economy of Education	4	30	70	100
PC6	Curriculum Studies	4	30	70	100
TC5	Academic writing	2	50	---	50
DSSN3	Dissertation Part III	4	---	100	100
	Total	18	140	310	450
	Total Credits/Scores for all four semesters	80	850	1150	2000

Note: * Continuous Comprehensive Evaluation (CCE) ** University Examination (UE)

6. INTERNSHIP/FIELD ATTACHMENT

- The internship has been conceptualised in two parts of 4 credits each. First part involves an attachment with a teacher education institution during second semester. The second part involves interning at/associating with a field site relevant to the area of specialisation during the third semester.
- Both these internships will be organised for durations of three weeks each. Necessary orientation to the students and mentor teacher educators of the respective institutions of teacher education will be given before organizing the internship. During the internship the students will be associated as interns in partner organization/ teacher education institutions.
- A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment.
- The internship should be seen as a mentored component whereby a faculty and a member from the host institution (field mentor) together can assess the field report.

7. RESEARCH LEADING TO DISSERTATION AND VIVA VOCE

- The dissertation is a compulsory 8 credit component of the M.Ed. programme. Each student has to submit a Dissertation on a topic, preferably from the Specialisation Courses or in the areas introduced or in the perspective courses at the end of the fourth semester of the M.Ed. Programme before the commencement of the Theory Examination. This is followed by viva voce examination.
- Although this component of dissertation is allotted 8 credits in total, the process of preparing the dissertation shall begin from semester II (2 credits) onwards and continues through semester III (2 credits) up to the end of Semester IV (4 credits). The assessment of this component is spread over last three semesters of the M.Ed., programme

Evaluation Procedure

S.No.	Assessment Component	Credits	Semester	Scores
1.	Preparation, Presentation and Submission of a research proposal.	2	II	50 (CCE)
2.	Conducting the research and pre submission presentation	2	III	50 (CCE)
3.	Final report dissertation and Viva-voce	4	IV	100 (UE)
Total score				200
Note: Every stage of the research work of the student should be observed and evaluated by the guide. The end evaluation of dissertation in the final semester should be done both by Internal examiner (guide) and External examiner.				

8. WEIGHTAGE MARKS FOR THE THEORY COURSES AND THE ASSESSMENT PROCEDURE

For each theory course with practicum, the weightage of marks for internal (CCE) and university examination is **30:70**.

For Internal (CCE) evaluation the distribution of marks

S. No.	Internal Assessment Pattern	Scores
1	Internal Tests (Average of at least two)	1x10 = 10
2	Any two Tasks listed under the practicum in the respective courses	2 x 10 = 20
Total		30 Scores

For university examination the question paper design and duration

Each theory question paper for 3 hours duration examination will be under three sections Part I, Part II and Part III with the number of questions and allotments of marks as described below:

Section	Type of Question	Marks	Total
Part – I	Short Answer (5 Questions out of 8)	5 x 6	30
Part - II	4 Essays with Internal Choice	4 x 10	40
Total			70

9. ELIGIBILITY FOR ADMISSION TO THE EXAMINATION

A candidate shall be admitted to the M.Ed. Degree Examination only if she/he has undergone a course of study as prescribed by Pondicherry University and having put in not less than minimum attendance of 80% in theory courses and practicum and 90% in field attachment in each Semester.

10. PASSING MINIMUM

- A candidate should register for all the theory courses (including perspective courses, tool courses) Internship, and dissertation of that semester for the first time.
- A candidate shall be declared to have passed in the M.Ed. Degree examination only if he/ she has passed in all the theory courses, internship and dissertation examination.
- A candidate who fails in one or more theory courses he/she shall be permitted to appear again only for those courses in which he/she fails. A candidate who fails in the dissertation examination and passes in the theory courses shall be deemed to have failed in the dissertation examination only and shall be permitted to appear again for the same.
- A candidate shall be declared to have passed in any of the theory courses if he/she secures not less than 40% in each of the Continuous Comprehensive Evaluation and in University end semester

examination of the theory courses and 50% in aggregate. Similarly, the candidate shall be declared to have passed the dissertation if he/she secures not less than 50% in dissertation.

11. CLASSIFICATION OF SUCCESSFUL CANDIDATES

Successful candidates who pass the examination in the first attempt and secure $\geq 60\%$ of aggregate marks (1200 out of 2000) shall be placed in the first class; and those who obtain marks $\geq 50\%$ and $< 60\%$ shall be placed in the second class. Candidates who do not pass all or any of the courses and in the dissertation, in the first attempt shall be declared to have passed the course, if they get through in the failed course(s) / dissertation in the successive attempts. However, they are not eligible for higher classification though they get 60% and above in the aggregate marks in the reappearance(s).

In the case of School of Education and other institutions following Choice Based Credit System, the Pondicherry University's CBCS regulations will be followed for determining grades and cumulative grade point averages.

**2 YEAR
M.Ed. PROGRAMME
SYLLABUS**

SEMESTER I

PC1: Education Studies**Credits: 4****Essence of the Course**

The focus of course this is to encompass education as a social phenomenon, practice and field of study. It introduces nature of education which is concerned with knowledge development and knowledge acquisition. It delineates the disciplinary and inter-disciplinary nature of Education. It also discusses the various kinds of knowledge associated with various approaches for knowledge development. It touches the scope of Education in terms of contributions of Educational Thinkers, nature of teaching and learning and the role of teachers and learners in the creation of knowledge. In a broader perspective, inclusive education, social equality, development and multicultural content of teaching and learning are discussed. And finally the country's initiative on education of the citizens is highlighted.

Expected Learning Outcomes:

Students will be able to

- understand the concept of knowledge and process of acquiring knowledge
- analyse the nature of Education as a discipline with interdisciplinary base
- analyse the interrelationship between different kinds of knowledge and the approaches for knowledge development
- understand the nature of teaching and learning and the role of teachers and learners in the creation of knowledge
- comprehend the thoughts on Education and its reflections in school curriculum

COURSE OUTLINE**Unit 1: Education- Knowledge and process of acquiring knowledge**

Understanding the concept of knowledge such as facts, information, descriptions, or skills – Understanding knowledge processing from knowing to being – Various methods of obtaining knowledge- Observation / Experience; Reason / Logic; Testimony / Authority; and Revelation – Knowledge Transaction – Constructivism

Unit 2: Education as a discipline with interdisciplinary base

Education as a discipline – Education allied in various disciplines – Interdisciplinary nature of Education – its relationship with the disciplines such as philosophy, psychology, sociology, management, economics, anthropology, communication and life sciences – Types of Education: Child Education, Adult Education, Science Education, Technical Education, Education in the Humanities and Social Sciences, Education in the Arts and crafts, Health Education, Physical Education, Veterinary Education and others – Need and Importance

Unit 3: Inter-linkage of Knowledge with various sources and Issues

Linkage of: Content Knowledge with Pedagogy Knowledge, School Knowledge with Community Knowledge, Experiential Knowledge with Empirical Knowledge, Knowledge on action, Reflection and outcome of action, Theoretical Knowledge and Contextual Knowledge,

Universal Knowledge and Contextual Knowledge – Analysis of concepts, principles, theories, assumptions and contexts related to education discipline such as: schooling, curriculum, syllabus, textbooks, study materials, teaching learning process and assessment

Unit 4: Present day thoughts on Education, Teaching and Learning, Teachers and Learners

Learning as a search for meaning- process based, self-centred – Teaching as a mode of facilitating knowledge- student-centred – Teachers and Learners as creators of knowledge – Philosophy of inclusive Education, equitable and sustainable development– Multicultural and diversified teaching and learning

Unit 5: Education: Policies, Focus and Practices

National Policies on Education: A Trend Report (Kothari commission, Programme of Action (1992), UNESCO report on International Commission on education for the 21st century (1996), National Curriculum Framework (2005), National Curriculum Framework for teacher education(2009), Yashpal Committee report, National Knowledge Commission) - Reflections in Educational system: Minimum Levels of Learning (MLL), Activity Based Learning, DPEP, SSA, RMSA and Equity learning – The impact and the challenges

Mode of Transaction:

Lectures, Dialogues, Thematic discussion, Guided readings, and Presentation

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness).
2. Observation of learning process in Schools at elementary, Secondary and Higher secondary and submitting a critical report relating the process to the requirements given in the latest School curriculum Framework
3. Reading of relevant documents and analyse its essence in group activities
4. Review of articles, texts and research findings

Mode of assessment:

- Assessment of students' participation in group activities such as dialogues and presentations
- Students' reflective expressions on their artefacts
- Class tests

References:

1. Agarwal, J.C.(2004). Theory and Principles of Education. Vikas Publishing House, New Delhi
2. Anand C L & Others (1983). (Ed) Teacher and Education in the Emerging India Society. NCERT, New Delhi
3. Breneck (1985). Social Foundation of Education. Willey, New York
4. Broudy H.S(1970). Building a Philosophy of Education, Prentice Hall of India Limited, New York
5. Chauhan C.P.S.(2004). Modern Indian Education: Policies, Progress and Problems. Kanishka Publishers, New Delhi

6. Jayagopal R.(1993). Human Resource Development: Conceptual Analysis & Strategies.Sterling publishers P. Ltd, New Delhi.
7. Hirst P.H(1979). Knowledge and Curriculum. Rutledge and Kegan Paul, New York
8. O'Connor (1957).An introduction to the Philosophy of Education. London: Routledge and Kegan Paul.
9. Peters R.S (1978). (Ed). Ethics and Education. George Allen and Unwin, London.
10. Peters R.S (1961). (Ed): Authority and Responsibility in Education, Methuen & Co.
11. Mohanty J (1984). Indian Education in the emerging Society. Sterling Publisher Limited, New Delhi
12. Shankar Rao C.N: An Introduction to Sociology, Allahabad, (1999)
13. Sharma Y.K (2003)Sociological Philosophy of Education Kanishka Publishers, New Delhi
14. Swaroop Saxem N.R(2007). Philosophical and Sociological Foundation of Education. Lall Book Depot, Meerut
15. Taneja V R: Educational Thought and Practice, Sterling PublishersPvt. Ltd, New Delhi 1986
16. NCERT (2005), National Curriculum framework, NCERT, New Delhi
17. Yashpal Committee Report, 1993
18. UNESCO(1996)– ‘Learning the Treasure within’, Report to UNESCO of the Delors International Commission on Education for the 21st Century, UNESCO Publications.

PC2: Psychology of Learning and Development

Credits: 4

Essence of the Course

This course covers presentation on different School of Psychology and its implications for education, Detailed Coverage has been made on Learning and motivation theories and their educational implications. The course highlights the nature of individual differences, adjustments, personality and group dynamics.

Expected Learning Outcomes

- Develop an awareness of the different schools of Psychology
- Identify and choose the learning theory of the choice for teaching
- Understand the importance of motivation for learning
- Recognize and list the personality types of teachers and students and their significance
- Orient the students with theoretical contributions of psychology in relation to process of learning and development
- Enable the students to understand the conceptual background of theories of learning, group dynamics, personality, development and adjustment; Develop an awareness of direct and indirect mechanisms of adjustment and coping mechanism, measurement of personality, intelligence and creativity.
- Help the students to develop insights into educational implications of these concepts and principles

COURSE OUTLINE

Unit 1: Educational Psychology-Main ideas and their critical examination

Nature, scope and methods of educational psychology – Schools of Psychology: Structuralism, functionalism, behaviorism, Hormic psychology, Gestalt, Cognitivist, Psycho analytic – Methods of studying psychology: Introspection, Observation, Case Study and Experimental Method

Unit 2: Learning

Learning: its meaning, types and nature, theories of learning and instruction with reference to classroom practice.

Various theoretical perspectives on human learning with educational implications: Behaviourist (Pavlov and Skinner), Humanist (Rogers), Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist(Piaget, Vygotsky)– Information processing theories – Evolutionary view of Psychology of learning – Neuroscience Perspective of Learning & development

Unit3: Motivation

Meaning and importance- theories of Motivation – Maslow’s hierarchies of need, Atkinson Achievement motivation, McClelland theory of Motivation - Implications of theories of motivation in the context of learning and instruction-Factors related to motivation such as: Information, Social Factors, Emotional Factors, Family Influence and Classroom Ethos – Strategies for motivating learner – intrinsic and extrinsic motivation.

Unit 4: Individual Differences,

Individual differences: Kinds & causes – Intelligence Theories: Two Factor theory, Multifactor theory, Group factor, Structure of Intellect (SOI) by Guilford, Vernon's Hierarchy Theory, Multiple Intelligences, Emotional Intelligence – Measurement of Intelligence – Creativity: Nature, Process, Identification, fostering and guiding creative children and its importance, Measurement of creativity - concept and measurement of Aptitude, Attitude, Interests and Values – Exceptional children: Gifted, Slow learner, disabled – underachiever – strategies to deal with diversity among the learners.

Unit 5: Adjustment and personality

Adjustment: Psychological Process – Maladjustment, factors responsible for maladjustment – conflicts and their resolution – Defence mechanisms - Juvenile Delinquency – Remedial programme at school and community – Mental Health – Understanding and management of learners with emotional and behavioural disorders – role of guidance services.

Personality: Theories of Personality: Psycho analytic theory, Socio Psychological theory - Determinants of Personality – Concept of developing the whole person – Measurement of Personality in Educational settings: Tools and Techniques.

Modes of Transaction:

Lecture, Discussion, Case Study, seminar presentation, Experiments, Problem solving, Film Show

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Study of group dynamics of secondary school students and B.Ed. students using different techniques and tools
3. Administration of personality test, intelligence test, creativity test, socio-metric technique, its interpretation and report writing.
4. Visits to juvenile home, Special education centres and reporting on its structure and functioning.
5. Each student shall be required to critically appraise any two theories mentioned in the syllabus. This should be done on the basis of their observation of subjects selected from their surroundings.

Mode of assessment:

Assignments, Class test, Observing practical and assessment of reports

References:

1. Bany, M., and Johnson, L. (1964). *Classroom Group Behaviour: Group Dynamics in Education*. New York: The Macmillan Company.

2. Berry, J.W. and Dasen, P.R. 1974 *Culture and Cognition: Readings in Cross-cultural Psychology*, London: Methuen and company limited, ISBN 416 751806
3. Bhatia, H. R. (1973). *Elements of Educational Psychology, 5th edition*, Orient Longman.
4. Bigge, M. L. (1982). *Learning Theories for Teachers, (4th edition)*. New York, Harper and Row Publishers, P.P. 89-90.
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PC3: Sociology of Education

Credits: 4

Essence of the Course

This course deals various sociological factors influencing education system and role of education in changing society with special reference to the Indian Society

Expected Learning Outcomes

To enable the students to

- Enable to understand knowledge of education as sub-system
- understand the social context of education and its operational dimensions as a system.
- critically analyse the role and functions of education in changing society of India.
- Develop interest the current problems and issues in education in the Indian social context.
- appreciate, comment and formulate the role of above stated institutions to address the problems of changing society.

COURSE OUTLINE

Unit 1: Sociology of Education and Sociological perspectives on education

a) Sociology of Education

Meaning, scope and significance of the discipline Sociology of Education – Education as a social sub system, its characteristics and relationship with other subsystems of the society: Economy and Polity – The Structural Characteristics of the School– School as a social system: Views of Willard Waller.

b) Sociological perspectives on education

Theories of Society: Functionalist perspective of Education: Views of Durkhiem – Marxian Perspective of Education: Views of Althusser – Deschooling society Ivan Illich –Interactionist Perspective of Education.

Unit 2: Education and Social Structure

Education in the Social structure: Special reference to Pierre Bourdieu's concept of social reproduction –Social stratification: caste and class Education and Social mobility – Education in a stratified society – its roles and functions – Professional Socialisation of Teachers: Meaning, Stages of Professional Socialisation of Teachers – Relationship with Administrators, colleagues, students and parents, Student control Ideology.

Unit 3: Inequalities in accessing education

Essential features of modern Indian society- diversity of culture, religion, language -Teaching Learning and language-Language &Society-Importance of teachers' use of language in the classroom– Teaching, Learning and Culture- Bourdieu: Concept of 'Habitus' 'Field' – Cultural bias in school curricula – the dynamics of gender discrimination and Education – Education of the disadvantaged: Problems of accessing higher Education.

Unit 4: Education and Social Change

Concept of social change: modernization and development – Theories of Social change – structural, functional and conflict theories – Education and Social Change – Role of education in Cultural Development –Role of Education in changing Society.

Unit 5: Current Issues in the Context of Education and Indian Society

Education & Neo-Colonialism, Neo- capitalism & Neo-liberalism – Divergence of the State, society & Education – Education & Lawlessness – Education & Adhocism –Identity & Autonomy of Indian Education – Educational Determinism & Challenges of the Indian Society – Education and Equality

Mode of Transaction:

Lecture, discussion and projects

Practicum:

1. Conduct a Social Survey in your locality on any of the social issues discussed in the syllabus.
2. Write a critical review on the effect of type of schooling on an individual's chances of upward mobility in the society
3. Write an assignment on the issue of inequalities of accessing education in India.
4. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness).

Mode of Assessment:

Assignments, Class test, Semester examination, Observing practical and assessment of reports

Reference:

1. Aggarwal J. C.(1986), Theory and Principles of Education, Vikas Pub. House,
2. Ajzen, I. (1991). The Theory of Planned Behaviour. Organisational behaviour.
3. Berge, P.L. (1966). Invitation to Sociology. London: Penguin Books.
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7. Bhattacharya & Srinivas. (1962). Society and Education. Calcutta: Academic Publishers.
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13. Cox, W.L. & Mercer, B.E. (1961). Education in Democracy. New York: Mcgraw Hill.
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TC1: Introduction to Research Methods

Credits: 4

Essence of the Course

This course is intended to inculcate interests and familiarize with characteristics and types of Research in Education. It is focused on scientific nature, methods and process of research with a view to enable the students to design research and proper sampling techniques and construction of tools for data collection.

Expected Learning Outcomes

After the completion of this course the teacher-educators will be able to:

- view a broad canvas of Educational Research.
- appreciate the scope of Educational Research.
- know the knowledge generation process in Historical Perspective.
- know variety of Research Approaches.
- understand the relevance of different approaches.
- Understand the variety of research methods -Design, Sample, tools and data analysis techniques).
- familiar with the framework of preparation of Research proposal.
- To critically examine issues which make Educational Research a challenging Task. .

COURSE OUTLINE

Unit 1: Perspective and Types of Educational Research

Research as a scientific discipline: Historical trends– positivist, interpretivist, constructivist
 Areas of educational research – Research as a Cyclic Process – Research Types - Basic and Applied, Action – Based on focus of research: Descriptive, Explorative, Explanatory, evaluative and action – Based on Nature of Data: Quantitative, Qualitative and Mixed – Based on Design: Historical, Developmental, Ethnographic, Phenomenological, Dialectical, Survey, Case Study, Correlational, Experimental – Specificity versus reproducibility in educational research situations –natural settings Vs interventionist studies – Observing the Research Rigor and maintenance of reality of the situation

Unit 2: Research Problem and Hypothesizing

Identification of Research Problem-Criteria: capability of the researcher; possibility of systematic study of the problem; contribution to existing knowledge, practical significance. – Sources related to literature; exposure to seminars, symposia, conference, talks, and exploration of developmental challenges – Conceptualization of research problem e-journals – info net services – Inter Library loan facilities – Uniform Resource Locator – Maintaining notes and adopting a critical outlook – Bibliography– Isolation of the contribution of individual factors of a problem- extent of its possibility – The question of ascertaining the effectiveness of the total instructional system as well as that of the components therein. –Problem specification: Concept of a variable in education, Types of variables; their contextuality, Operationalization of variables; formulation of objectives – Hypothesizing in problem: Hypothesizing as a process of induction and deduction, Specifying the research problem through formulation of hypothesis,

Hypothesizing in various types of educational research – Types of Hypothesis: Null and alternative hypothesis.

Unit 3: Sampling in Research

Target population, Sample as context of population, Sample Statistics and Population Parameters – Sampling Techniques for Quantitative Research- probability and non-probability, adequacy and representativeness of a sample, measures of sampling error and sampling distribution of a measure. – Sampling Techniques for Qualitative Research - Theoretical sample, critical case sampling, incidental sampling, and Sensitive case sampling. Primary selection, and Secondary selection

Unit 4: Tools and Techniques of Research

Characteristics of the tools: reliability, validity and usability – Different types of tools: interview, observation, participant observation, questionnaire, rating scale, reaction scale, opinion-ire, Checklist, test, socio-metric techniques, projective techniques, Focused Group Discussion, Reflective Dialogue, Specific points regarding their use for data collection along with limitation.

Unit 5: Designing a Research Proposal

Components of a Research Proposal- Introduction, Review of Related Literature, Research Questions, Rationale, Emerging Research Title, Assumptions, Feasibility, Objectives, Hypotheses, Operationalization/Explanation of the Terms used, Research Methodology, Research Method(s) to be Employed, Population, Sampling, Data Collection and Data Analysis, Expected Outcome of the Study(if any). Educational Implications, financial requirement and time frame of the activities.

Mode of Transaction

Lecture-cum-discussion, Workshop Session, Assignment, Presentation by Student

Practicum

1. Formulation of research questions, objectives, hypothesis, delimitations for the selected topic.
2. Identification of population and sample along with its appropriateness for the selected topic
3. Develop any one tool of research
4. Evaluation of various research proposals
5. Preparation of trend report based on the review of research studies in a particular area.

Mode of assessment:

Tasks and Assignments, Class test, Semester examination, Observing practical and assessment of reports

References:

1. Aggarwal, Y.P. (1998) Statistical Methods Concept, Application and Computation. New Delhi: Sterling Publishers (Pvt.) Ltd.
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20. Van, D.B. and Meyer, W.J. (1962) Understanding Educational Research. An introduction. New York: Mcgraw Hill Book Company.
21. Yadav, M.S. and Mitra, S.K. (1989) Educational Research, Methodological Perspectives. Baroda: CASE, The M.S. University.

TEC1: Teacher Education (Pre-service & In-service)

Credits: 4

Essence of the Course

Teacher development as a professional activity need to be planned properly with a view to enhance the quality of school education at different stages. In this context, through understanding of teacher preparation programmes is essential. Formal Teacher Education Programme takes place in two phases namely prior to joining teaching profession and after joining teaching profession. A teacher educators must be clear about the nature, organisation and curriculum of pre-service teacher education programmes meant for teachers at different levels of schooling. Similarly, their exposure to various In-service teacher schemes and programmes is also essential. Discussion on nature and scope of pre service and in-service teacher education is very much significant. Understanding the purpose of planning, designing, implementing and effectiveness of pre service and in-service Teacher Education programmes for different levels of school teachers is very much essential for would be teacher educators.

Expected Learning Outcomes

After going through this course the students will be able to

- critically analyse the needs and relevance of pre-service and in-service teacher education programmes in the context of quality enhancement of school system with relation to development of professionalism among school teachers.
- understand the logistics involved in organisation of teacher education curriculum and its implementation.
- comprehend the dynamics of various schemes and programmes meant for professional development of in-service teachers and its impact.

COURSE OUTLINE

Unit 1: Structure, Curriculum and Modes of Pre-Service Teacher Education

- A review of understandings developed on teacher roles and functions – Teacher as professional – Metaphorical understanding of a teacher in cultural context.
- Pre-service teacher education-concept, nature, objectives and scope – Teacher education: concept, status, modes, assumptions, understanding – teacher education for different types of teaching professionals, commitment, relationships between school education and teacher education.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Components of pre-service teacher education – foundation courses, subject specialization and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- Curricular areas for
 - Perspectives in education, curriculum and pedagogic studies, engagement with field including school based experience & internship
 - Weightage & methods of evaluation

- Modes of pre-service teacher education – face to face (linear and integrated), distance and online- blended learning modes, virtual modes(MOOCs) – relative merits and limitations.
- Teacher educator – role as a professional & needs for professional development

Unit 2: Organisation of different components of Teacher Education curriculum

- The student teacher as an adult learner – Characteristics. The concept of andragogy and its principles.
- Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices their critical evaluation.
- Transactional approaches for the foundation courses – Expository (Explanatory), Participatory, collaborative, Peer coaching and Inquiry. Scope and possibilities for organization and evaluation.
- Modelling the Transactional approaches for the skill and competency development courses – need for awareness – modelling – analysis- practice – feedback cycle –scope and possibilities for organization and evaluation- Practicum records and portfolio assessment.
- Concept and scope of school based practicum Internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship.
- Teacher educator as a mentor: mentoring skills.

Unit 3: In- service Teacher education in India- concept structure

- Concept need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme-different models/types – differences in their nature & purposes served (Orientation, refresher, workshop, Seminar, Symposium and Conference – their meaning and objectives)
- The structure for in-service teacher education – sub-district (BRCs and CRCs), district, state, regional and national level agencies and institutions.

Unit 4: Modes of in-service teacher education

- Models of in-service teacher education- face to face, distance mode, online and mixed mode. Induction, one-shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them.
- ICT in teacher education

Unit 5: Planning, Organising and evaluating an in-service teacher education

- Planning an in-service teacher education programme- preliminary considerations of purpose, duration, resource requirements and budget.
- Designing an in-service teacher education programme – steps and guidelines- assessment of training needs, formulation of training curriculum, preparation of course material.
- 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 & follow-up.
- Qualities and characteristics of an effective in-service teacher educator.
- Characteristics of a good in-service teacher education programme.

Mode of Transaction

Lecture-cum-discussion, Workshop Session, Assignment, Presentation by Student

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. A Review of curriculum “(Comparative study of state and national curricula)” of pre-service teacher education in terms of their components, weightages, duration, organization, transaction and assessment-documents, weightages, duration, organization, transaction and assessment-document analysis in different states.
3. Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum.
4. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, and outcomes-documents analysis.
5. Interviewing of practicing teachers to identify the nature of in-service teacher education received and the felt needs.
6. Study the history of teacher education in India: trends, developments and forces that shaped teacher education.
7. Relevance of teacher education curriculum
8. Writing review of at least one book related to teacher education
9. Critical study of teacher education curriculum frameworks 1978,1988,1998,2006.
10. Preparation of Training plan for INSET giving the rationale, target group, consisting of resources and phases of training
11. Construction of tools for identification of training needs
12. Preparation of self-learning material for D.Ed./B.Ed. students on any identified topic
13. Study on the Cadre and Recruitment Rules of a State
14. Appraisal of norms/standards of teacher education developed by NCTE
15. Appraisal of regulatory and accrediting bodies for teacher education

Mode of assessment:

Individual presentation and group presentation, group participation, field based assignment, reviews, projects, Sessional tests

References:

1. Bruce R Joyce et al (2014), *Models of teaching* (9th edition). London: Pearson.
2. Singh L.C. (Ed 1990), *Teacher Education in India*. New Delhi: NCERT.
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5. Sahoo P.K. et al (eds) (2010), *Professionalism in Teacher Education*, new Delhi, concept.
6. Sahoo P.K. et al (eds) (2014) *Quality education in India Vol I & Vol II* New Delhi, concept
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9. NCERT, New Delhi (2006), *6th survey of Research in Education*
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18. Mohammad Miyan(2004). Professionalization of teacher education, Mittal Publications, New Delhi.
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20. NCTE (1998). Competency based and commitment oriented teacher education for quality education: pre service education, NCTE, New Delhi.
21. NCTE (2006). Curriculum frame work for teacher education for quality education NCTE, New Delhi.
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26. Srivastva.G.N.P(2000) Management of Teacher education: A Handbook
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SEMESTER II

SPECIALISATION: SECONDARY AND HIGHER SECONDARY EDUCATION

SE1: Systems, Structures and Status in Secondary Education

Credits: 4

Essence of the Course

This is the first course which intends to develop among the students an understanding of secondary (includes senior secondary also) education as a specific stage of education with the perspective to lead into an area of specialisation. This course has a focus on orienting the students to the organisational structure, administration, policy and practice at the secondary stage of education. In addition it would sensitise the students about major concerns, challenges and research in the area of secondary education. The course intends to blend the academic theory and sessional activities with the field experience of the students.

Expected Learning Outcomes

After completion of the course, the students will be able to:

- understand the status of secondary and higher secondary education in India
- analyse the issues of secondary and higher secondary education in different aspects
- interpret the outcome of different programmes in different levels.
- examine condition of teacher education programmes in secondary and higher secondary level.
- investigate the emerging needs of teacher education programme at secondary and higher secondary level.
- develop philosophical, sociological and psychological perspective on Secondary Education
- develop critical understanding about current status of Secondary education in India
- understand organizational structure and functions of institutions in administration and management of Secondary education at various levels
- analyse the role of various organisations, institutions and agencies in Secondary Education
- develop perspective on transition from elementary education to secondary education
- understand the functioning of various student support services at Secondary Level develop critical understanding about significance of vocational education
- develop critical understanding about issues and challenges in secondary education

COURSE OUTLINE

Unit1: Introduction

- Concept, Need, Aims and Objectives of Secondary and Higher Secondary Education
- Growth and Development of Secondary and Higher Secondary Education
- Status of Secondary and Higher Secondary Education in India
- Universalisation of Secondary Education
- Norms for Secondary and Higher Secondary Schools
- Structure, Approaches and Strategies for Secondary and Higher Secondary Education
- Secondary Education in 5 year Plans

- Policy perspectives in decentralization of administration and management of secondary and senior secondary education- Local Bodies
- Administration responsibility of different levels of central and state government; types of schools, Regulation of private school; matching supply-demand aspect of secondary education.
- CAGE Committee on Universalization of Secondary Education – recommendation

Unit2: Organisations, Institutions and Agencies in Secondary Education

- National level Organisations and Institutions in administration and management of secondary education
 - Ministry of Human Resource Development (CAGE, CBSE, ICSE, NUEPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS);
 - Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs
- State level Organisations and Institutions in administration and management of secondary education
 - State departments of education, Directorates and Secretariats, State Boards of School Education,
 - SCERT / SIE, State Institute of Educational Technology (SIET),
 - State Institute of Educational Management and Training (SIEMAT)
- District and sub district levels Organisations and Institutions in administration and management of secondary education
 - District Education Office,
 - Block Education Office,
 - Department of Public Instruction ,
 - SMC (School Management Committee), PTA (Parent Teacher Association)
- International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE
- NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

Unit 3: Issues and Concerns

- Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout, and out of school children
- Status of Infrastructural facilities- classrooms, library, Separate toilets for boys and girls, Kitchen sheds
- Status of elementary school teachers in terms of qualification and professional training teachers.
- Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty, Quality Improvement in Schools.
- Issues relating to drop out of students at Secondary and Higher Secondary Level
- Equity, Equality and Social Justice in Secondary and Higher Secondary Education
- Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education
- Objectives, levels and structures of Teacher Education Programme at Secondary and Higher Secondary Level

- Issues and Concerns of Pre-Service and In-Service Teacher Education at Secondary and Higher Secondary Education
- Role of NCTE and RCI in Secondary and Higher Secondary Teacher Education Programme

Unit 4: Programmes and implementation strategies of Secondary Education

- Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education
- RMSA for achieving Universalization of Secondary Education – programmes and strategies, its impact on quality enhancement
- National Vocational Education Qualification Framework (NVEQF)
- Role of authority and civil society groups in programme implementation
- Centrally sponsored schemes and state projects and programmes – the changes it brought in secondary education

Mode of Transaction

- Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
- School visits and sharing of experiences
- Seminar 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, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concepts studies in theory
- Projects and assignments focusing on observation and interaction with children on specific theme

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Analyse the All India Education Survey Report through the indicators and interpret the results
3. Visit a secondary/higher secondary school and investigate the quality of the school based on the recommended norms
4. Survey on enrolment, drop out and retention rate of the secondary/higher secondary school at the local area.
5. Analysis of the social aspects of girl's education at secondary/higher secondary through survey or interviews.
6. Preparation of a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement
7. Group work and presentation on innovative assessment technique
8. Preparation of a report on the existing status of the teachers, method of recruitment and salary structure
9. Survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve
10. Conducting an interview with teachers/students/parents of different schools and preparation of a report on problems of secondary education.

11. View films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education)
12. The sessional activities are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions

Mode of assessment:

Written test and Presentation

References:

1. Aggarwal, J.C. (1988): *Teachers Role, Status, Service Conditions and Education in India*. (Doaba House)
2. Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.
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23. Khan, A. (2006) *Education in the Modern Indian Context*. New Delhi: Arisep.
24. Khanna, P.K. (2005) *Education in the New Millennium*. Jaipur : ABD

THEMATIC SPECIALIZATION

AREA I: EDUCATION TECHNOLOGY

A1TS1: Educational and Instructional Technology

Credits: 4

Essence of the Course

This course covers the foundations of the educational and instructional technology. It deals application of psychological and communication theories in educational practices.

Expected Learning Outcomes

After completing this course, the student will be able to:

- Understand the meaning and scope of Educational and instructional technology.
- Understand and apply the primary theories and paradigms that support instructional technology.
- demonstrate a basic understanding of emerging paradigms in instructional technology
- Demonstrate a working knowledge of the use and development of various digital technologies
- Understand and act on the unintended effects technologies have upon the educational enterprise and society as a whole.
- Incorporate innovative practices in Educational technology in teaching and learning

COURSE OUTLINE

Unit 1: Conceptual Bases of Educational and Instructional Technology

Educational Technology: meaning, nature and scope. – Instructional Technology: Scope and Objectives, Differences between Educational Technology and Instructional Technology. – Historical development of Educational Technology– programmed learning stage; media application stage and computer application stage. – Components of educational technology: Software and hard ware.

Unit 2: Approaches to Educational Technology:

Physical science (Media approach): Communication (audio visual approach) – development of communication theory, convergence of communication and educational technology – Cybernetics (system approach) - origin of system concept, characteristics and stages of instructional system –Behavioural science (cognitivist approach) - information processing model, information theory, contributions of Piaget, Ausubel, Bruner, cognitive learning strategies, computer based instruction.

Unit 3: Learning Theories and Models

Learning theories for Instructional design: Behavioural Learning Theories, Social Learning Theories– Cognitive and constructivist Learning Theories –Theory of multiple intelligences and its implications for instructional design – Developing a personal learning theory –

Instructional Design Models: ADDIE Model, System model, ASSURE Model, ARCS Model, Reflective instructional design models

Unit 4: Instructional Learning Design & Process

Instructional Design: Meaning, Need and Process –Analysis- need, target, task, and topic/content – Design- define objectives, sequencing, instructional methods, delivery strategies, evaluation strategies–Develop- content, story board, courseware, authoring tools and interactivity, and interface – Implement – installation, deliver and distribution, managing learner activities– Evaluation – purpose, models of evaluation, evaluating reaction, learning, behaviour, result

Unit 5: Technology Integration: Trends and issues

Trends: Increased online access and connectivity, Digital assistive technology – Emerging role for augmented and virtual reality in education–Blended Teaching Learning Methodologies: Use of learning management Systems – E-folios in Learning management Systems –On line and Offline learning management Systems: Moodle and Edmodo Basics – Podcasts, wikis and reflection blogs as Teaching Learning methodologies.

Issues: Cultural analysis and the ethics of educational technology as social responsibility, – Unintended consequences of technology: digital equity and digital divide – Limitations of technology integration: A critical look at the impact of technology integration– Technology dependence and learner autonomy.

Mode of Transaction:

Lecture method, Discussion, Dialogue, Seminar, Interaction through Multimedia Resources, Web based interaction etc.

Practicum:

1. Media Format Wiki: Working in a group, produce a wiki.
2. ID Model Summary Presentation: Design an online presentation about an Instructional design model.
3. Podcast preparation: Produce a podcast about a topic suggested by the teacher
4. Reflection Blog: Create a blog and each week, write a reflection of the course readings and class discussion.
5. Blended learning Lesson Plan: Create a Blended Learning Lesson Plan on the topic suggested by the teacher
6. Create an e- folio in Moodle at the beginning of the course and maintain a portfolio.

Mode of Assessment:

Assignments, Class test, Semester examination, Observing practical and assessment of reports

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20. Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012) *Using Technology with Classroom Instruction That Works*, 2nd Edition. ASCD: Denver
21. Jane Hunter (2015). *Technology Integration and High Possibility Classrooms: Building from TPACK*
22. Katherine Cennamo, John Ross, Peggy Ertmer. (2013). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*. Wadsworth: AU
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A1TS2: Technology Mediated Education

Credits: 4

Essence of the Course

Multimedia Technology is a very helpful and fruitful in education due to its characteristics of interactivity, flexibility and the integration of different media that can support learning and increase their motivation. Effective teaching and learning is impossible without the use of various techniques based on modern ICTs and innovations of the so-called digital pedagogy. Within a high-tech information-educational environment, multimedia is one of the powerful tools that assist teachers to enhance their professional capacity and helps students to achieve their educational goals. Multimedia Technology in education has become the order of the day and the use of multimedia resources becomes active in the learning process instead of passive listener. One to one media enables access, manipulation and presentation of information and knowledge. Technology allows opportunities for multimedia and interactivity that are impossible with more traditional instructional techniques. Multimedia integrate technology that combines multiple resources and presents the information in a dynamic way.

Expected Learning Outcomes

After completion of the course, the student able to

- understand the nature and functions Multimedia Technology in Teacher Preparation.
- analyze the types of media in the classroom applications.
- critical appraisal of Open Learning Resources in Teacher Preparation
- understand the role of Multimedia in Professional Development
- evaluate and application of emerging issues in Multimedia Resources

COURSE OUTLINE

Unit 1: Introduction to multimedia: functions of multimedia in teacher preparation

Media and Multimedia; Meaning, elements, nature, need & importance – Historical Development: Media, multimedia: education & classrooms context – Hardware and Software approaches of Multimedia and their applications – Multimedia Laboratory: Need, Functions, Criteria of Setting up of Multimedia Laboratory & Model of Multimedia Laboratory – Role of Multimedia in Teacher Training & its applications – Role of Multimedia in Digital Literacy: Resources & Applications in Indian education context.

Unit 2: Multimedia Resources in Teaching-Learning

Television: Education Television, cable television, Television Programme Production, use of television in classroom teaching & pre-requisite for TV programme in classroom context – **Computer:** Characteristics, features, generations, functions and applications, CAI: Origin, types, hurdles and remedies – **Films:** Educational films, short films, documentary films, applications of films in classroom teaching, Use of Animation & Graphics films for nurturing creativity – **Internet:** Information, services, functions, role of internet in classroom teaching – **Mobile Learning:** Role of social media, applications of android phone, tablets in teaching-learning – **Smart class room:** Features, prerequisite, importance and advantages

Unit 3: Multimedia and Open Education Resources (OER)

Open Education Resources: Concept, Nature, types and advantages – Role of E-journals, E-books, E-training & E-Networking in Teaching Profession – Role of Computers in Teacher Training, Integration in classroom teaching – E-Learning: Meaning, components, benefits, role of e-learning in instruction – EDUSAT: Importance, technical skills, dissemination, advantages and limitations

Unit 4: Role of Multimedia & Professional Development

Teleconferencing: Nature, functions and prerequisite in teaching-learning – Videoconferencing: Significance of SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan – Computer Based Training(CBB), Computer Based Instruction(CBI) & Technology Based Training(TBT)–National Mission on Information Communication Technology(ICT) in Schools: Objectives, Targets, principles –Role of Print and Electronic Media in Teacher Training – Online Forum: Basic requirements, Functions and advantages. Role of Multimedia for professional Development: Tools and Opportunities. Use of Websites for Professional Networking (Teacher’s Tube, Khan’s Academy, Teachers’ Domain, Next Vista, Snag Learning, School Tube)

Unit 5: Emerging Issues of Multimedia Technology in teaching

Virtual Classrooms: Components, Categories& advantages. Social Networks: Concepts, Educative network, User interface mechanism –Net Conference: Prerequisites, Educational Use – Web conference: Elements, Resources, Criteria – Interactive Websites: Advantages, mechanism, Blended Learning with Multimedia Interface – Agencies of Multimedia Resources: EMMRC, CIET, UGC-CEC: Role, Functions and development of Multimedia resources. E-Learning: Meaning, components, benefits, role of e-learning in instruction.

Mode of Transaction:

Lecture method, Discussion, Dialogue, Seminar, Interaction through Multimedia Resources, Web based interaction etc.

Practicum:

1. Multimedia Module Development on any topic of your choice using Multimedia Software (Open Learning Software)
2. Visit to NIC to review the use of Video conference in E-Governance.
3. Visit to Dooradarshan and Community Radio station (Pondicherry University) and prepare a speech and submit a report.
4. Visit EMMRC & Develop a video lesson and submit a report.
5. A study of EDUSAT and teleconferencing.
6. A study of status of technology integration in teacher education institutions.

Mode of Assessment:

Assignments, Class test, Semester examination, Observing practical and assessment of reports

Reference:

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13. Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK
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AREA II: CURRICULUM, PEDAGOGY AND ASSESSMENT

A2TS1: Curriculum design and Development

Credits: 4

Essence of the Course

This course highlights the meaning and need for curriculum development. It gives an understanding of the basic principles, theories, and models to be recognised in the process of curriculum development. It discusses on designing process and the importance for reconstruction in curriculum development.

Expected Learning outcomes

At the end of the course, the students will be able to

- understand the concept and the need for curriculum development
- understand the bases and determinants of curriculum
- recognise the theories and models of curriculum development
- comprehend the need of curriculum design and the process of designing
- appreciate the need for continuous curriculum reconstruction

COURSE OUTLINE

Unit 1: Curriculum development: Concept and components

Curriculum development: concept and need – objectives, selection of content and learning experiences – organisation of content and learning experiences – curriculum development as a continuous and cyclic process

Unit 2: Curriculum Development: bases and determinants

Bases and determinants of curriculum – Philosophical bases – Psychological bases – Sociological bases – discipline oriented considerations

Unit 3: Curriculum theories and models of curriculum development

Study of important curriculum theories and their significance to curriculum planning – curriculum models: The AIM model, Taba's Inverted model, Tyler's Ends-Means model, Oliva model, Saylor-Alexander model, Macdonald's model, Zais Eclectic model and Cornett's personal practical theories model

Unit 4: Curriculum design and process

Curriculum Design: concept and need – features of different curriculum designs – sources of design- principles – approaches – categories and types – cognitive validity, critical perspectives, applicability, utility, objectivity, scope for inclusiveness, breadth of coverage and depth of understanding

Unit 5: Curriculum development: need for reconstruction

Factors affecting curriculum change: social factor, pressure groups and writers and publishers – periodical revisions of curriculum in views of knowledge – curriculum load – need for permanent curriculum research unit- evaluation as an integral part of curriculum development

Modes of Transaction:

Lectures, Brain storming, Group Discussion and Self-study Projects

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Comparative study of curriculum of different school systems from various philosophical perspectives – J. Krishnamurthy, Auroville, Sri Aurobindo and seminar presentation
3. Analysis of the curriculum framework of NCF (2005) and NCFTE (2009) with respect to their compatibility.
4. Critical Analysis of subject specific existing State Board School Syllabi
5. Comparative study of different curricular structures – ICSE, CBSE, State board.

Mode of assessment:

Assessment of Group Activities, Projects, Presentations, Assignments and Written tests

References:

1. Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, II: Peacock Publishers
2. Bruner. J.S. (1966) Towards a theory of Instruction. Cambridge. Harvard University Press.
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A2TS2: Curriculum Transaction

Credits: 4

Essence of the Course:

This course highlights the operational part of Secondary Education curriculum in terms of the requirements, Approaches and Strategies and Integration of ICT in Curriculum Transaction.

Expected Learning outcomes:

At the end of the course, the students will be able to

- understand the process involved in Curriculum Transaction
- understand the various approaches and strategies involved in Curriculum Transaction
- analyse the problems and issues involved in Curriculum Transaction
- develop the skills in framing curriculum for subjects of teaching, analysing curriculum for teaching and learning process and developing course content in the subjects of teaching
- visualise the role of teachers and educationalist at different levels in implementing curriculum

COURSE OUTLINE

Unit 1: Understanding Curriculum Transaction

Curriculum transaction: Meaning and elements in transaction – Minimum requirements for transaction of curriculum : Duration, intake, eligibility, content, qualification of teaching staff, non- teaching staff, infrastructure facilities, institutional facilities and climate

Unit 2: Curriculum Transaction: Approaches and strategies

Constructivist approach to curriculum transaction: situated learning, cognitive apprenticeship, social mediation, negotiation and scaffolding – different types; Use of constructivists learning designs – creating various learning situations and contexts: inquiry based, discovery, discussions, explorative field based activities, experiential learning, learning episodes, concept learning, inductive and deductive, concept mapping, reflective learning, self-learning strategies, group learning, learning through projects and activities – use of standards and unit questions – Cooperative and Collaborative learning – meaning and its role in curriculum transaction

Unit 3: Problems and issues involved in Curriculum Transaction

Transaction of critical issues – social sensitivity, environmental concerns, gender concerns, attitudes, values , creating scope of critical thinking (strategies used) – Curriculum transaction in multicultural and multilingual classrooms and multi-grade classrooms

Unit 4: Developing the skill of framing curriculum and process

Focusing the maturity of learner, time allotment for different subjects, curriculum load, continuity and sequence of the content from class to class and organizing the suggested content within appropriate boundaries – Formation of general objectives at School stage and their specification – Formation of instructional objectives and their specifications – Terms of expected behaviour changes in the students – Suggesting appropriate content to fulfil the objectives.

Unit 5: Integration of ICT in Curriculum Transaction

ICTs importance and role in transaction of curriculum – Various modes of ICT for transaction with their strengths and limitations – shift in pedagogy as a result of integrating ICT in the curriculum – Competencies defined in the National Policy on ICT in School Education – The Learning Strands: Connecting with the world, Connecting with each other, Creating with ICT, Interacting with ICT, Possibilities in education, Reaching out and bridging divides.

Modes of Transaction:

Matching the teaching resources with the media, writing critical notes, lectures, Dialogues, Guided Studies and Presentation

Practicum:

1. Analysing the role of NCERT/ RIEs/ States and local bodies in implementing curriculum and present the report
2. Preparing an Observation schedule for curriculum Transaction in any one school subject at secondary stage
3. Observing and Identifying various methods, media and approaches used in Transaction of curriculum for particular school subject/or course by teacher trainees in secondary schools.

Mode of assessment:

Assignments, Projects, Presentations and written tests

References:

1. Agarwal, Deepak (2007): Curriculum development: Concept, Methods and techniques. New Delhi: Book Enclave
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6. MacNaughton, G(2003). Reflecting on early childhood curriculum, In G.MacNaughton, Shaping Early Childhood. England: Open University Press, DEECD.
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AREA III: EDUCATIONAL PLANNING, POLICY, ECONOMICS AND FINANCING

A3TS1: Financing of Education

Credits: 4

Essence of the Course

The course introduces the students to the core concepts in financing of education and theories of financing of education. Students will develop understanding about different sources of funding and the various trends in educational finance in India and abroad.

Expected Learning outcomes

At end of the course, the students will develop basic understandings related to the

- financing of education;
- economic value of education, including the personal and societal returns from investing in education;
- methods by which education is financed;
- mobilization of resources for education.

COURSE OUTLINE

Unit 1: Introduction to Financing of Education

Introduction to Financing of Education – Investment-consumption in education – Rate of return to education: Public and private returns to education – Social demand for education – Education and Economic Growth.

Unit 2: Investing in Education

The Human Capital Model – Human capital (General, Specific) vs. physical capital; critique of human capital theory: Screening – Signaling – Concepts and indicators of financing of education – Principles of financing education: Equity, Efficiency, Adequacy – Education and distribution, inequality; Distribution of public spending on education – Importance of public expenditure on education; its impact on development

Unit 3: Resources for Financing Education

Sources of funding: Public, Private – Public funding of education: Taxes –General, Earmarked; Grants, Vouchers – Fee as a source of finances; scholar loans – Private sector, community contributions – External aid

Unit 4: Contemporary trends in Financing Education: National and International

Public expenditure on education: Indian and global scenario – Role of state and markets in education; Privatization of education – Internationalization and trade in education

Unit 5: Financing education development plans in India

Estimation of resource requirements for education; Sources of funding: public funding, private funding, community contributions; Methods of financing education development plans;

Centre-State relationships in financing education development plans/programmes, Finance Commissions; Internationalisation in education; External aid to education and their influence on educational policy and planning; Financing school education in India, fund flows and related issues.

Mode of Transaction:

Lectures, presentations, group discussions, analysis of budget and plan documents, workshops on policy planning with practitioners.

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Review and analysis of budget and plan documents to make sense of allocations to education at national and state levels.
3. Debates and discussions on financing patterns in education
4. Presentation on roles and problems of various agencies in the domain

Mode of assessment:

Presentations, debates and discussions, Critical analysis of budget documents, End-term test

References:

1. Levin, H. (1989). Mapping the economics of education: An introductory essay. *Educational Researcher*, 18(4), pp. 13-73.
2. Smith, A. (2003). *The wealth of nations* (Reprint ed.) (Chapter 10). Bantam Classics.
3. Blaug, M. (1968). *Economics of education: Selected readings*. Oxford: Pergamon.
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10. Tilak, J. B. G. (2006). Economics of human capital in India. *Key-note address, 89th Conference of Indian Economics Association*, Kurukshetra University.
11. Tilak, J. B. G. (1987). *The economics of inequality in education*. Delhi: Sage.
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14. Dreze, J. and Sen, A. (1995). Basic education as a political issue. *Journal of Educational Planning and Administration (NUEPA)*, 9(1), 1-26.
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16. Documents: National plan documents, budgets, World Bank and UNESCO Reports, HDI Reports.

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25. Education Commission (1966) *Education for Development: Report of the Education Commission 1964-66*. New Delhi: National Council of Educational Research and Training.
26. Hanushek, Eric A., Dean T. Jamison, Eliot A. Jamison and Ludger Woessmann (2008). "Education and Economic Growth." *Education Next* 8(2): 62-70.
27. Johnes, G and Johnes, J., eds. *International Handbook on the Economics of Education*
28. Jones, P.W. *World Bank Financing of Education: Lending, Learning*. Routledge.
29. Kothari, V.N. (1966a) [Rapporteur] *Investment in Human Resources*. Bombay: Popular Prakashan for the Indian Economic Association
30. Kothari, V.N., and P.R. Panchamukhi (1980) *Economics of Education: A Trend Report*, in D.T. Lakdawala, ed., *A Survey of Research in Economics Vol. VI*. New Delhi: Allied, pp. 169-238
31. Kumar, G. Amruth. (2013) *Economics of Education*. Vijay Nichole. Chennai
32. Leven, Henry (1983) *Introduction to Cost Analysis and Cost Effectiveness Analysis*. Sage.
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36. Psacharopoulos, G and M Woodhall – 1985: *Education for Development: An Analysis of Investment Choices*. New York: Oxford.
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42. Tilak, J.B.G. (1987). *Economics of Inequality in Education*. New Delhi: Sage Publications.
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A3TS2: Economics of Education**Credits: 4****Essence of the Course**

The course introduces the students to the core concepts and theories of economics of education. The focus is on building a perspective with which students can critically engage with and view the economic aspects or axes of education.

Expected Learning outcomes

At end of the course, the students will develop basic understandings related to the

- literature on the economics of education;
- economic value of education, including the personal and societal returns from investing in education;
- interconnection between economics and education;
- mobilisation of resources for education.

COURSE OUTLINE**Unit 1: Introduction: Basic Concepts**

Meaning, Nature and Scope of Economics – Meaning, Concept, Scope, Significance and recent trends in economics of education – Education as consumption and investment – The concept and measurement of Human Capital – Education and its relation to Human Resource Development

Unit 2: Education and Economic Development

Education and Economic growth – Education and National Development – Education and the Distribution of Income – Education, Population and Poverty – Labour, Market and Education – Education and Employment – Liberalization, Privatization, Globalisation and Education – Contemporary issues in Economics of Education.

Unit 3: Costs and Benefits of Education

Taxonomy of Educational Costs – Resources for Education – Difference between Cost and Expenditure, its components and determinants – of Cost of Education, Unit Cost of Education, Analysis of costs of Education – Approaches to measuring the benefits of Education – Problems in measurement of benefits and costs – Cost Benefit Analysis in Education – Private and Social rates of return to education.

Unit 4: Efficiency of Education System

Efficiency of Education system -distinction between Internal and External efficiency – Input-Output analysis in Education – Cost effective Educational Programmes – The measurement of output in education – The effect of alternative inputs on educational output -the cost effectiveness analysis of education – Internal efficiency of Indian Education System.

Unit 5: Economic approaches to educational planning

Social demand, human resource requirements-based planning, rate of return approaches to planning for education development; Research relating to economics of education.

Mode of Transaction:

Lectures, presentations, group discussions, analysis of budget and plan documents, workshops on policy planning with practitioners

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Review and analysis of budget and plan documents to make sense of allocations to education at national and state levels.
3. Debates and discussions on cost of education in public and private sector
4. Presentation on Private and Social rates of return to education

Mode of assessment:

Presentations, debates and discussions, Critical analysis of budget documents and test

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1. Becker, G.W. (1964). Human Capital. Princeton: Princeton University Press
2. Blaug Mark (1970) Economics of Education. London: Penguin
3. Bowman, M.J. et al. (Eds.) (1968). Readings in the Economic Of Education. Paris: UNESCO
4. Cohn, E (1972). Economics of Education. Lexington Mass D.C. Health Company
5. Harbison, F.H. and Myers, C.A. (1964). Education, Manpower and Economic Growth. Maidenhead: McGraw-Hall
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32. Majumdar, T. (1997). Economics of Indian education for the next century. *Indian Economic Journal*, 45(4), 39-48.
33. Documents: National plan documents, budgets, World Bank and UNESCO Reports, HDI Reports.

AREA IV: EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP

A4TS1: Educational Administration and Organization

Credits: 4

Essence of the Course

The course will develop on understanding of concepts, approaches, issues and challenges in educational administration and organization. It will engage with the particular context of India in a historical as well as contemporary perspective.

Expected Learning outcomes

At end of the course, the students will develop basic understandings related to

- develop the fundamental perspectives of the theoretical tenants of administration
- understand the competency concept and inter relationship of systems approach in educational administration
- understand the relationship between educational administration and human relations to enhance the effectiveness of organization
- understand the causes and types of role conflicts in the organization and know the devices to reduce them be acquainted with the procedures of appraisal of educational Institutions

COURSE OUTLINE

Unit 1: Introduction to Educational Administration

Definition, Meaning, Scope and Function of Educational Administration; Concept and scope of Educational Administration; Role of State Authorities-SCERT, DIET; Role of Local Authorities (CEO, DEO, AEO, AEEO); function and process at centre, district, and state. Role of University Authorities- Vice Chancellor, Registrar, Controller of Examination and HODs of different Departments; Role of College Authority- Principal and HODs of different Departments.

Unit 2: Constitutional Provision of Educational Administration

Federalism, decentralization and multi-level system of education administration –Central and State relation on Education- Role of Private Enterprises on Education Administration. Institutional Administration- Personal Administration and its Principles- Teachers and Guardians Support, Institutional Visit- Students and Teacher, Financial support in Administration, Moral Support in Administration, Legal support in Administration.

Unit 3: History of Educational Administration

Educational Administration before Independence and after Independence- Before 1986 and since 1986, Advisory Board on Secondary Education – Some Administrative Problems on Secondary Education – Recruitment, Vocationalization, Privatization, Lack of Physical Facilities, One Teacher one School, Wastage and Stagnation, Lack of Communication- Administrative Problem in University Education- Autonomy, admission and Students unrest

Unit 4: Administration of Programmes

Administration of centrally sponsored programmes and scheme for implementation of school education. School standard and evaluation, academic support; regulatory bodies' code of conduct and professional ethics. Academic support and role NCERT, SCERT and DIETs, Block Level Resource Centers in administration. Special programmes for the education of the disadvantaged population groups.

Unit 5: Theories of Educational Administration

Theories of Administration- Theories of Administrative Behaviour by Halpin; System Theory by Griffiths and its Application to School as a Sub System of Society- Bernard-Simon Theory of Organizational Behaviour and Climate- Maslow's Theory of Hierarchy Need- Concepts and Scope of Personal Administration and Human Relation In Educational Administration- Dynamics of Human Behaviour, Inter Personal Behaviour- System norms and Staff norms and Cultural norms, Factors responsible for Conflicts- Devices of Reduce Conflicts.

Mode of Transaction:

Lectures, presentations, group discussions

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Study organisational climate in any secondary or higher secondary school based on primary and secondary data.
3. Study the functioning of any block / district / state level organisation – like SCERT, DIET, BEO based on primary and secondary data
4. Field Visit to any National/ State level organization (recommendatory/ statutory) holding the educational administration at secondary and Higher Education level and submit the Record based primary or secondary data on the organisation.

Mode of assessment:

Assignments, Class test, Semester examination, Observing practical and assessment of reports

References:

1. Fred C Lunenburg & Allan C Ornstein (2011) Educational Administration: Concepts Engage Learning Custom Publishing; 6th edition,
2. Allan C. Ornstein & Francis P. Hunkins (1997) Curriculum: Foundations, Principles, and Issues Hardcover – Import, 28 Oct 1997 Pearson Publishers , 3 edition
3. Anthony H. Normore. Advances in Educational Administration, Top of Form Emerald Group Publishing.
4. Ayyar, R.V. Vaidyanatha (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration, VII (2), April. Pp.197-214.
5. Bray Mark(200) Double shift Schooling: design and operation for cost-effectiveness(second edition Paris: UNESCO, IIEP.

6. Fullen, Michael(2005). Fundamental Change: international Handbook of Educational Change Springer, The Nether land.
7. Kowalski, Theodore (2001) Case studies of Educational administration (Third Edn), New York.
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9. Mathur,S.S (1990) Educational Administration and Management. The Indian Publication India.
10. Sukla P.D (1983). Administration of Education in India, New Delhi, National Book Trust.

A4TS2: Educational Management

Credits: 4

Essence of the Course

The course will develop on understanding of concepts, approaches, issues and challenges in educational management. It also develops what and how of human resource management and of governance in education.

Expected Learning outcome

At end of the course, the students will develop basic understandings related to

- Develop the fundamental perspectives of the theoretical tenants of management
- Understand the competency concept and inter relationship of modern trends in education
- Understand the theories of organizational management
- Understand the causes and types resource management in educational institutions

COURSE OUTLINE

Unit 1: Concept and Need of Educational Management

Concept, need and characteristics. Management and governance. Different levels of management- elementary, secondary, higher secondary, college and higher education; Time Management- students and teacher; administrator and employees; Tailorism in management, management as process, management as bureaucracy, human relationship in management. Decentralized and local management.

Unit 2: Modern Trends in Educational Management

Modern trends in educational management -quality management in education- meaning and importance. quality in higher education, assessment and accreditation of higher education institutions- criteria, techniques and issues- organizational compliance, organizational development and pert. Evaluation of instruction- evaluation of outcomes, analysing the results and modifying the system.

Unit 3: Theories of Organizational Management

Theoretical contributions of Foyal, Gullick and Urwick- Competency concept of Graft- Theory “X”, theory “Y” of Douglas McGregor- Theory of management by objectives by Peter Druck – General Systems Approach to Educational Administration- Initiation and consideration structure of leadership behaviour- Halpin- application of the above theories to Educational Administration.

Unit 4: Human Resource Management in Educational Institution

Resource and their Types: Human and Material Resources-, Preparation of Dairy, Weekly, Monthly and Yearly Plans for the School- Management of Physical Resource; School Building, Library, Laboratory, Hostels Playground-Management of Human Resource: Inter- Personal, Inter - Group relationship, Teacher- Taught Relation, Teacher-Teacher Relations, Head-Teachers Relationship, Relation with management and administrator- management of financial resource; developing and monitoring budgets at school level.

Unit 5: Governance in Education

Governance: meaning and rationale for good governance – criteria for assessing effectiveness of governance – role of leadership in good governance – governance in different types of educational setups- Participatory school governance: Role of Panchayat Raj institutions, community based structures for school governance; role of civil society organizations, NGOs and community based organizations in local governance of education – quality assurance and accountability in secondary and senior secondary schools.

Mode of Transaction

Lectures, presentations, group discussions

Practicum:

1. Prepare a study report on the role of SDMC/SMC/PTA in improving quality of school governance.
2. Critically compare the decision making processes in centralized and decentralized administration
3. Prepare a Theoretical critique on the approaches for conflict resolving and enhancing the efficiency and effectiveness of an organization
4. Prepare a report on Latest research on Educational Administration and Management.
5. Write a consolidated report of different theories of educational administration and their contributions.

Mode of assessment:

Assignments, Class test, Semester examination, Observing practical and assessment of reports

References:

1. Bush, L. Bell, R. Bolam, R. Glatter and P. Ribbins (eds), Educational Management: Redefining Theory, Policy and Practice, London: Paul Chapman Publishing.
2. Bush, T. (1986) Theories of Educational Management, London: Harper and Row.
3. Bush, T. (1995) Theories of Educational Management, 2nd edn, London: Paul Chapman
4. Glatter, R. and Kydd, L. (2003) 'Best practice in educational leadership and management: Can we identify it and learn from it?', Educational Management and
5. Gold, A., Evans, J., Earley, P., Halpin, D. and Collarbone, P. (2003) 'Principled principals? Values-driven leadership: evidence from ten case studies of "outstanding"
6. Greenfield, T. (1991) 'Reforming and revaluing educational administration: whence and when cometh the phoenix', Educational Management and Administration, 19(4): 200–17.
7. Hoffman, Allan M and Summers Randal W (Edn) (2000).Managing colleges and Universities: issues for leadership, Westport: Bergin and Avery.
8. Jha, Jyotson, Saxena, K.B.C and Baxi, C.V (2001) management Process in Elementary Education: A study of existing practice in Selected Sates in India, New Delhi: The European Commission.
9. Koontz, H and O Donnell, C (1986) Principles of management and an Analysis of Management function.
10. Pareek, Udai. Institution Building: the Framework for decision making in Ravi Mathi, Udai Pareek and T.V.Rao (Edn). Institution Building in Education and research: From Stagnation to Self-Renewal, All India management Association, New Delhi.

TC2: Communication skills

Credit: 1

Rationale:

This course is intended to enhance the ability of learners to listen, converse, speak, present, explain and exposit ideas in groups and before an audience. The course aims to create effective professionals by integrating various communication skills and through an exposure to various skills.

Objective:

- To develop listening and viewing skills
- To improve the speaking skills
- To promote the reading skills
- To gain insight and reflect on the concept and process of communication
- To familiarize with expository writing

Unit 1: Listening/ viewing skills:

Workshop can be organized to provide exposure to listening and viewing skills. These can be conducted in the language lab.

Suggested activities:

Students can listen to: Sound of English / Regional Language – Patterns of stress and intonation – Self-recording while practicing pronunciation – Speeches of famous personalities – Keynote addresses in seminars

Students can view: Phonetic symbols – Videos on sound production and articulation – Poetry recitation videos – Videos on conversation – Videos on group discussions and can observe body language. – Making listening notes – Completing worksheets on listening tasks. – Developing criteria for analysis of listening skills – Consulting pronunciation dictionaries – Presentations – Students can observe anchors in programmes – Observing webinars – Observing unstructured conversation

Unit 2: Speaking skills

These skills can be practiced in seminar rooms/ Language lab

Suggested activities.

Students can practice: sounds of English – Stress and intonation patterns – Recitation of poems

Students can: Participate in conversation (situations to be provided) – Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level – Analyze of speech styles – Analyze of presentation – Make presentations – Involved in mock interview – Anchoring programmes in the institute

Unit 3: Reading skills:

Student can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.

Suggested activities:

Students can read: Editorials in newspapers on a regular basis –Articles in newspapers and magazines – Research papers in journals – Book reviews, film reviews and art reviews in newspapers and magazines – E-books, online journals – Subject related reference books

Students can be involved in: Note making tasks on reading and summarizing what is read. – Discourse analysis (to be integrated with reading, speaking and writing skills)

Unit 4: Purpose and Process of communication

To understand the purpose and process of communication students can be involved in-

- Individual and group assignment on a chosen topic of communication and presenting using any ICT tool
- Brainstorming on pertinent issues in education and analyse the elements/process of communication in the discussion.
- Critical Reflection on communication strategies in any literary work of local/national /international signification and presentation in the seminar.
- Panel discussion on different themes; peer assessment on their communication skills

Unit 5: Expository writing

The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: informational, Opinion, Narration and Argument.

Suggested Tasks:

- Write an expository essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.
- Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts by examining complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experience or events, well-chosen details. And well-structured event sequences
- Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Mode of Transaction:

This course will be transacted/facilitated through participatory approaches such as workshop, seminar by students, and group work, different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation cum discussion mode.

Mode of assessment:

During transaction of this course through workshop mode, student teachers will be asked to develop PORTFOLIO with response sheets / reflective notes / narratives / observations / charts / posters / analysis sheets and other related documents. Students are required to submit portfolio in the prescribed format with all evidences.

Note: *The PORTFOLIO will be assessed by faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate portfolio.*

References:

1. Anderson, Kenneth and Joan Maclean. Study Speaking. Cambridge University press, 2010.
2. Taylor, Shirley Communication for Business person Delhi, 2005
3. Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills, Macmillan Delhi, 2009.
4. Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press.

TC3: Self-Development

Credit: 1

Essence of the Course

This course intends to bring a change in the learner in order to lead a complete, fruitful and integrated life. It demands understanding of one's self and relate it to Society in the broader sense for universal harmony. This could be possible only through practicing Yoga. Keeping this into focus, the content of this paper is developed to include three main areas of the application of yoga. These are:

1. Yoga and Personality development, 2. Yoga and stress management and 3. Yoga and self-development

These three areas constitute the three units of this course. The 4th unit is on Practicum. It is to enable the learner to develop necessary skills on tuning up the individual for understanding self and habituating professional discipline. Regular practice of Yoga with metacognitive strategy application in every activity will help them to overcome challenges and lead a harmonious life.

Expected Learning Outcomes

- illustrate the yogic concept of personality
- explain the meaning and dimensions of an integrated personality
- explain how the practice of yoga and other self-development activities help an integrated personality
- discuss the concept of stress in terms of its causes, symptoms and consequence
- relate the role of yoga practices in coping with stress
- elucidate the concept of self-development and the role of human values in self-development
- explain how the practice of yoga can lead to human excellence

COURSE CONTENT

Unit 1: Yoga and Man making

Value of Yoga: a systematic psychic practice to improve awareness, to develop will-power and to realize the Self – Kundalini Yoga: Benefits and results – Mind, the psychic extension of the soul functioning through the brain cells and the five senses– Philosophy of Life: Universal secrets of both objective and the subjective worlds; Proper solutions are available for clear minded persons of deep thinking

Unit 2: Yoga and Stress Management

Analysis of Thought: Comprehending the real Nature of Mind and the value of the individual self –Moralization of Desire: Analysing the Anatomy of Desires and managing the Desires – Neutralization of Anger: Undergoing a systematic practice to develop and maintain Awareness and thwart Anger

Unit 3: Yoga and self-development

Anatomy of Attention: The better is the focus the stronger the neural Lock-in – Realization of Self: Occurrence of the inevitable four phenomena (Body, Soul, Mind and The Almighty)

through the question, “Who am I?” – Harmony in Life: Tuning the Will in conformity the Law of Nature

Unit 4: Personality development in yoga

For Development of personality, managing the stress, and ensuring self-development: Practicing Vethathiri Maharishi’s Simplified Kaya Kalpa Yoga (SKY) – For Development in Professionalism: Attending on SWOT Analysis, Brain Maps and Journal writing

Mode of Transaction:

Demonstration and Practice, Yoga activities shall be carried out under the supervision of Trainers from World Community Service Centre in Puducherry, The student teacher shall observe Yoga activities in B.Ed programme institution. Self-development workshops can be organized where students involve and move towards development.

Practicum:

Doing Maharishi Yoga and Meditation along with study of literature

Mode of assessment:

Assignments, Class test, Semester examination, Observing practical and assessment of reports

References:

1. Vethathiri Maharishi’s Simplified Physical Exercises, Kaya Kalpa Yoga, Yoga for Modern Age and Modules developed by NCTE
2. Arden, B. John (2010). Rewire Your Brain: Think your Way to a Better Life. New Delhi: Wiley India Private Ltd
3. Allen, Jane (1998). How to develop your Personal Management Skills. New Delhi: Universal Book Stall
4. Dispenza, D.C. Joe (2007). Evolve your Brain: The Science of Changing your Brain. Deerfield Beach: health Communications, Inc.
5. Goleman, Daniel (2013). Focus: The Hidden Driver of Excellence. London: Bloomsbury Publishing
6. Goleman, Daniel (2013).destructive Emotions: And how we can overcome them. London: Bloomsburry Publishing
7. Khera, Shiv (2014). You Can Win. New Delhi: Macmillan Ltd.
8. Thakore, Abhishek (2011). 31 Mantras for Personality Development: One tip a day to better yourself. New Delhi: Pustak Mahal

INTE: Internship in Teacher Education Institutions

Credits: 4

This is the first part of internship carrying 4 credits. It involves an attachment with a teacher education institution at secondary level during second semester. The duration of this part of internship is for three weeks. Necessary orientation to the students and mentor teacher educators of the respective institutions of teacher education will be given before organizing the internship. During the internship the students will be associated as interns in partner organization/ teacher education institutions. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. The internship should be seen as a mentored component whereby a faculty and a member from the host institution (field mentor) together can assess the field report.

Learning Objectives:

- To facilitate the development of professional competency to work as teacher educators
- To strengthen the theoretical perspectives developed in the area of specialisation
- To get first –hand experience in the field concerning their areas of specialisation

Activities, Evaluation and scheme of assessment:

Evaluation of performance during internship in teacher education will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students.

I. Internship for Pre-service teacher education:

The following activities will be conducted during internship in this phase in the pre-service secondary teacher education institutions for 2 weeks: (60 Marks)

1. M.Ed. Students teaching for B.Ed. Students (20 marks)

A Small group of B.Ed., students will be taught by each M.Ed., student. The topic and time will be decided in consultation with the faculty members of the college. At least two lessons to be taught in perspective courses or pedagogical courses out of which one can be Methodology. The lessons will be observed and assessed by the faculty members of School of Education and College Faculty.

The Documents should be produced by each M.Ed. Student – (a) Lesson Plan signed by the faculty members of the college / School of Education, (b) Observation record on teaching of peer student (at least two lessons).

Guidelines for evaluation:

The teacher educator during evaluation of a lesson plan and teaching of a M.Ed., student must have critical perception in terms of descriptive statement with supportive evidences / examples against the criteria:

- a. Objectives – clarity, specificity, etc.
- b. Teaching – learning activity
 - Suitability / appropriateness
 - practicality
 - adequacy with reference to objectives

- creativity
- any suggestions for improvements

c. Evaluation Procedure

- relevance with reference too objectives
- suitability
- utility
- any suggestions for improvement

2. Prepare case study of the institution focusing on the following points (10 marks)

- infrastructural facilities available
- Faculty profile
- Curricular & co-curricular activities organized at the institution
- Student profile background results, distinctions, etc.
- curricular transaction methodologies

3. Maintenance of Diary – recording of everyday activities in the school & maintaining Reflective Journals. (10 marks)

4. Critical Report on Teacher Education programme (10 marks)

Based on the learning experiences during internship, students are expected to

- go through the syllabus for theory courses
- find out the adequacy of practical components
- find out the appropriateness of the linkages of theory & practice
- adequacy of time frame for various activities
- interact with students about the strengthening of B.Ed., programme
- overall observation & suggestions for improvement of Teacher Education Programme

5. M.Ed. Students observing the teaching of B.Ed., students (10 marks)

Students can be trained for observation and evaluation of B.Ed., students as per the guidelines given in activity.

II. Internship for Pre-service teacher education:

The following activities will be conducted during internship in this phase in the in-service teacher education settings for third week (1 week duration): (40 marks)

The students will be performing the following activities in relation to in-service teacher education. This can be done by visiting in-service teacher education institutions if possible. Alternatively the students can prepare the reports on the following tasks by staying in the same teacher education institutions where they are attached during the first 2 weeks of internship.

- Undertake assessment of training need through an interview with practice teachers (10Marks)
- Observe and analyse an in-service teacher education programme (20 Marks)
- Review the TLM developed/ the report of an in-service teacher education(10 Marks)

DSSN1: Dissertation Part I**Credits: 2****Essence of the Course**

This component of work relating to dissertation will be of 2 credits and carries 50 marks. Students are expected to undertake the relevant readings and activities relating to the finalization of their topic and writing of research proposal for their dissertation.

Selection of Topic for Dissertation

The student will study the following to identify the problems for carrying out the dissertation work such as

- Survey of educational research
- Journals/periodicals etc. related to the area identified for research.
- Doctoral Thesis/ M.Phil and M.Ed. Dissertations
- Research Project Reports
- Related books/articles for development of conceptual understanding.

Based on the understanding developed after studying the theoretical course entitled 'Introduction to Research Methods' the prospective teacher educators are expected to write the research proposal.

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

Framework/Structure of Research Proposal

The prospective teacher educators are expected to develop a detailed research proposal of 20-30 pages which shall comprise of

- Conceptual/ Theoretical Framework
- Justification/Need/Rationale of the Study
- Scope of Study
- Review of Related Studies
- Research Questions
- Objectives of the Study
- Hypotheses to be Tested
- Research design/ method of research
- Statistical Techniques for Data Analysis
- Tentative Chapterisation

Activities

- Preparing of framework for writing of research proposal
- Sources of review of related studies
- Development of research questions
- Referencing in APA style
- Establishment of linkages between research questions, objectives and hypotheses
- Development of guidelines for writing of a research abstract

- Writing of research abstract from a dissertation/research paper
- Writing research hypotheses, research questions and objectives Needs and significance of the students.

Mode of assessment:

The evaluation of this component be done through presentation before the board of internal examiners comprising of at least three members. The board of examiners will be constituted by the university department/ institution. The broader criteria for evaluation of research proposal will be as follows:

- Originality of topic
- Relevance of topic
- No and quality of research questions
- Comprehensiveness of objectives
- Conceptual/ Theoretical understanding about the topic
- Justification/Need/Rationale of the Study
- Scope of Study
- Number of Studies Reviewed and its organization
- Research Questions
- Statement of Objectives and hypotheses
- Appropriateness of Research design/ method of research, and statistical techniques proposed for Data Analysis

References:

1. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
2. Best J.W. (1986). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
5. Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
6. Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
7. Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
8. Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
9. Good, Carter, V. Methodology of Educational Research. New York: Appleton Century Crafts.
10. Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
11. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
12. John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research(4th Edition), PHI learning Private limited, New Delhi

13. Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.
14. Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
15. Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication
16. Mertens, D.M.(1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
17. Pamela Maykut& Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.: The Falmer Press.
18. Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.

SEMESTER III

SPECIALISATION: SECONDARY AND HIGHER SECONDARY EDUCATION

SE2: Policy and Practice Relating to Curriculum, Pedagogy and Assessment

Credits: 4

Essence of the Course

This is the second course which intends to develop among the prospective teacher-educators a thorough understanding of secondary (includes senior secondary also) education as a specific stage of education with the perspective to lead into an area of specialisation. This course has a focus on orienting the students to the basic structure and function of secondary education, the course would guide them to critically analyse school curriculum pedagogical and evaluation practices. The course intends is to blend the academic theory and sessional activities with the field experience of the students

Expected Learning Outcomes

At end of the course, the students will be able to

- Develop awareness about different commissions and policies on secondary and higher secondary education in India
- understand policy perspectives in decentralization of administration and management of secondary and senior secondary education
- analyze various secondary education curricula exist in India and review with a focus on its criticality
- develop perspective of inclusive education
- understand the significance of research and advocacy in bringing positive changes in secondary education

COURSE OUTLINE

Unit 1: Curriculum, Pedagogy and Evaluation in Secondary Education

- Undifferentiated and Differentiated Curriculum
- Essential Features and Components of Curriculum: Language Curriculum, Science Curriculum, Mathematics Curriculum, Social Science Curriculum and Commerce Curriculum
- Relevance of Sex Education in Education at Secondary Level
- Principles of Curriculum Construction at Secondary Level
- Approaches and Strategies of Secondary Education: Access, Quality and Equity
- Provisions of Secondary and Higher secondary education in NCF 2000 and 2005
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)/ Universalization of Secondary Education
- Gender parity in Secondary Education
- Inclusive Curriculum at Secondary Stage
- National Curriculum Frameworks of Secondary Education, Common Core Curriculum incorporating work centred pedagogy.
- Relevance, integration, flexibility, conceptuality and plurality determinants of curriculum at secondary level.

Unit 2: Pedagogical Practices at Secondary and Higher Secondary Level

- Validity and Significance of course content, Consistency with social reality, Situational Analysis of the Curriculum contexts at secondary and higher secondary level
- Pedagogy relevant at the secondary education level
- Methods of Teaching: Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar, Field Work.
- Transaction of issues i.e. gender issue, value and peace education.
- Pedagogical content knowledge for different subjects
- Collaborative Learning-meaning and its role in curriculum transaction
- Cooperative learning-meaning & its role in Curriculum transaction
- Approaches of Teaching :Multidisciplinary and Interdisciplinary Approaches
- Subject, Learner and Activity cum Experience Centered Curriculum Design
- SMART schools in Kendriya Vidyalayas and Navodaya Vidyalayas acting as Technology Demonstrators, ECTLT(Electronic Comprehensive Teaching Learning Tool)
- Information and Communication Technology in Schools (ICT @ Schools)
- Significance of INSPIRE in promotion of Science and Technology
- National Talent Search Examination(NTSE)
- Use of various methods & media in transaction

Unit 3: Assessment and Evaluation at Secondary Education Level:

- CCE and school based evaluation at Secondary stage;
- Formative and summative evaluation;
- Continuous and Comprehensive Evaluation (CCE): Scholastic and Extra- Scholastic
- Formative and Summative Evaluation-Concept, nature and purposes
- Norm referenced and criterion reference evaluation- Concept, nature and purposes.
- Grading and Marking System
- Portfolio of Learners
- Examination reforms at secondary education level.

Unit 4: Recommendations of Commissions, Policies and Programmes

- Secondary and Higher Secondary Education during the British Period
- Commissions and Policies on Secondary and Higher Secondary Education:
 - Secondary Education Commission (1952-53),
 - Kothari Commission (1964-66),
 - National Policy on Education (1986, 1992),
 - National Curricular Frame Work (2005)
 - National Knowledge Commission (Focused discussion on major recommendation with special reference to Secondary Education)
- Schemes for Secondary and Higher Secondary Education
 - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)- 2009 – ICT @ School Scheme
- Girl Child Development Programme at Secondary and Higher Secondary Stage
 - Kishori Shakti Yojana (KSY)–Nutrition Programme for Adolescent Girls (NPAG) – Dhanalakshmi Scheme

Mode of Transaction

- Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
- School visits and sharing of experiences
- Seminar 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, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concepts studies in theory
- Projects and assignments focusing on observation and interaction with children on specific theme

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Writing of a critical report on the implementation of any one of the programmes to improve secondary education
3. Collection, evidence based practices, Case study on the sustainability of the any one of the programmes of improving Secondary Education
4. Analysis of RMSA in the backdrop of CABE committee on USE
5. Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE)
6. Preparation of school profiles of different types of secondary schools.
7. Survey of educational needs of disadvantaged/students with disabilities
8. Conducting of a survey to assess the status of Implementation of ICT at School Scheme in Secondary schools.

Mode of assessment:

Assignments, Class test, Semester examination and assessment of reports

References:

1. Aggarwal, J.C. (1988): *Teachers Role, Status, Service Conditions and Education in India*. (Doaba House)
2. Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.
3. Aggarwal, J.C. (2005). *Recent developments and trends in education*. New Delhi: Shipra Publication.
4. Child Rights Convention – UNICEF – 2000
5. Chopra, R.K. (1993). *Status of Teachers in India*, New Delhi : NCERT
6. Committee on the Impact of the Changing Economy on the Education System, National Research Council. ().*The Knowledge Economy and Postsecondary Education*.
7. Coombs P.H. (1985): *World Crisis in Education: The View Form Eighties*, Oxford University Press. New York.
8. *Education for All (1993): The Indian Scene*, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India

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11. Foure E. and others: Learning to be UNESCO, Delhi, Sterling Publishers, 1973.
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13. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Dept. of Education.
14. Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi
15. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
16. Gupta, V.K and Gupta, Ankur (2005): Development of Education System in India. Vinod Publication, Ludhiana.
17. Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
18. Jayapalan, N. (2005) Problems of Indian Education. New Delhi: Atlantic.
19. Jayapalan, N. (2002): Problems of Indian Education. H.B. Bhargava Publications, Delhi.
20. Jha, P. (2005) Quality and Access in Primary Education. New Delhi: VPH.
21. Kumar K (2004), what is Worth Teaching? 3rd edition, Orient Longman
22. Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
23. Khan, A. (2006) Education in the Modern Indian Context. New Delhi: Arisep.
24. Khanna, P.K. (2005) Education in the New Millennium. Jaipur : ABD
25. Kochhar S.K. - Secondary School administration
26. Kochhar S.K. (1981) Pivotal issues in Indian education
27. Kumar, I. and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.
28. MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
29. Malhotra, P.L. (1986) School Education in India: Present status and Future Needs, NCERT, New Delhi.

PC4: Philosophy of Education

Credits: 4

Essence of the Course

Philosophy is broader perspective of analysing the theory and practice in teaching-learning process. It is a clearly defined philosophical framework and principles that guides professional action through the events and issues derived from philosophical doctrine of past, that reflects in present and future. Philosophy of education is an applied aspect of educational thoughts, experience, experiments and environmental influence evolved from various schools. Branches of philosophy will help us in determining and shaping educational activities. Contemporary issues are always laid foundations on application of philosophical essence in the present scenario and evaluate their relevance in socio-economic, political & cultural context.

Expected Learning Outcomes

To enable the student-teacher to

- understand the nature and functions of philosophy and philosophy of education in the context of teaching-learning.
- analyze the philosophical branches, approaches, assumptions & operations to education.
- evaluate the Indian & Western Philosophical contribution to education
- critical appraisal of contributions made to education by prominent philosopher
- analyze the role contemporary education system.
- evaluation and Applications of Philosophical Ideas in actual situation.

COURSE CONTENT

Unit 1: Philosophy & Education

Philosophy: Concept, nature, scope and Function.- Philosophy as analysis, synthesis, speculative, normative and Critical – Philosophy of Education: Meaning, Nature, Need & Importance – Speculative Vs Practical Knowledge, Philosophy Vs Science & Philosophy Vs Religion – Functions of Educational Philosophy, Relationship of Education & Philosophy – Recent Philosophical approach: Existential, Phenomenological & Analytical approaches to Education- Meaning, nature and educational implications – Critical pedagogy: Concept, Goals (Ira Shor's) & Educational Implications – Positivism: concept, characteristics & August Comte's and Durkheim's positivism

Unit 2: Branches of Philosophy and their Implications

Ontology: Concept, Characteristics & Educational Implications – Epistemology: ideas, bases of curriculum, Theories of Knowledge: Empiricism, Rationalism & Transcendentalism & Educational Implications – Axiology: Concept, Ethics and Aesthetic Values, Kinds of Values & their Educational Implications – Experimental Philosophy: Concept, consciousness, intuition, Educational Implications – Progressivism, Constructivism, Re-constructionism, Neo-pragmatism: Ideas and Educational Implications

Unit 3: Schools of Indian Philosophy

Indian Schools: Vedanta, Sankhya, Buddhism & Jainism- ideas of reality, knowledge, values & Educational implications – Indian Thinkers- Gandhi, Vivekananda, Aurobindo, Tagore,

Ambedkar, Periyar & Bharathiyar – Concept of Education, Philosophical Principles, methods, curriculum, role of teacher-student

Unit 4: Schools of Western Philosophy

- Western schools: Idealism, Realism, Naturalism, Pragmatism & Existentialism - aims of education, concepts of reality, knowledge, Methods, Curriculum, Teacher-Student & educational implications.
- Western thinkers: John Locke & John Dewey, Bertrand Russell, Rousseau, Maria Montessori, Paulo Freire, Ivan Illich - Concept of Education, Philosophical Principles, methods, curriculum, role of teacher-student

Unit 5: Contemporary Issues & National Concern of Education

Experimental Philosophy: Concept, consciousness, intuition, Educational Implications – Progressivism, Constructivism, Neo-pragmatism: Ideas and Educational Implications – Human rights, Inequality: concept, importance and educational implications – Democracy, Secularism, Nationalism, National Integration, Freedom, Discipline, Responsibility: Concept, Importance, Characteristics and Educational Implications – Peace Education, Value Education, Environmental Education, Inclusion and Exclusion: Concept, significance and issues as national concern – Philosophical Research in Education: Choosing Philosophical activities & criteria

Mode of Transaction:

Lecture method, Discussion, Dialogue, Seminar, Comparative Study, Field study etc.,

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Critical analysis Aurobindo's Philosophy of Education.
3. Comparison of Indian Philosopher with Western Philosopher or School of philosophy (Any One)
4. Critical analysis of Philosophical movement.

Mode of assessment:

Assignments, Class test, Semester examination, Observing practical and assessment of reports

References

1. Brent Allen (1985) Philosophy & Educational foundations, Unwin Educational Books, London.
2. Bhatia Kamala & Bhatia Baldev (1986) The Philosophy & Sociological Foundations of Education, Dousha Publishers, Delhi.
3. Biswal U.N (2005) Philosophy of Education, Dominant Publishers, New Delhi
4. Carr Wilfred (2005) Philosophy of Education, Routledge T&F. Great Britain.
5. Jogi Premchand (2009) Introduction to Educational Philosophy Crescent Publications Carpn, New Delhi.
6. Khan Wasim Ahmed (2011) Philosophical foundations of Education. Lakshay Publications, New Delhi

7. Kilpatrik W.H(1994). Philosophies of Education, Macmillan London
8. Mishra Praditakumar (2010) An introduction to Philosophical & Sociological foundations of Education, Manglam Publications, Delhi.
9. Nagarajan, K & Srinivasan R (2006) Innovations in Education & Educational Technology, Ram Publishers, Chennai.
10. Parashar.M.R.(2007) Philosophical Learns of Education, Mahaveer & Sons Publishers, New Delhi.
11. Pandey R.S. (2007) Philosophizing of Education, Kanishka Publishers distribution ,New Delhi.
12. Sharma.R.N(2007): Philosophy & Sociology of Education, Surjeet Publications, New Delhi.
13. Seetharam A.S.(2009) Philosophies of Education, APH Publishing Corporation, New Delhi
14. Sharma Promila (2005): Philosophy of Education, APH Publishing Corporation, New Delhi.
15. Siddiqui Hasanmujibul (2008) Philosophical & Sociological Perspectives in Education, APH Publishing Corporation, New Delhi.
16. Sodhi.T.S. & Sandhu G.S. (1998) Philosophies of Education, The Indian Publications, Ambala.
17. Nagarajan, K & Srinivasan R (2006) Innovations in Education & Educational Technology, Ram Publishers, Chennai.
18. Vallikkat Santhosh(2012) Philosophy of Education, APH Publishing Corporation, New Delhi.
19. Web Center for Social Research Methods: Reference Methods Knowledge Base

TC4: Advanced Research Methods and Data Analysis Techniques

Credits: 4

Essence of the Course

This course will enable the students to understand qualitative and quantitative techniques of research along with their application in educational research. The focus will be on concept and use of various data analysis techniques and interpretation of result. It will also lead to proficiency in reporting the process of research.

Expected Learning Outcomes

- To understand the application of statistics
- To develop understanding and skills in using various quantitative and qualitative techniques of data analysis.
- To develop understanding and skills to analyse & interpret data.
- To develop competencies in Research reporting & Research Synthesizing.
- To develop abilities to understand Reported Research.

COURSE OUTLINE

Unit 1: Sample statistics and Population Parameters

Meaning of Data: Entity, Example, Attribute, Attribute Value, Datum & Data – Data and Information–Statistics concerned with collection, classification, analysis, and interpretation of numerical data for drawing inferences on the basis of their quantifiable likelihood or probability. – Descriptive and Inferential Statistics – Strengths and limitations of Statistics in educational research

Unit 2: Quantitative Data Analysis-part I

An overview of types of educational research – Scales of Measurement – Descriptive Statistics: Data Tabulation, Frequency Distribution, Graphical Representation, Measures of Central Tendency and Variability, Percentile, Percentile Rank & Ogive, Standard Score, Probability, Normal Probability Curve and its Properties, Deviation from normality and underlying causes, Meaning, Computation and Interpretation of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, Coefficients of Determination and Alienation.

Unit 3: Quantitative Data Analysis-part II

Inferential Statistics: Logic of inferential process, Cause and Effect relation, Single Cause, Multiplicity of Causes, Testing hypothesis- Null or Directional, Qualitative & Statistical Difference and Relationship Testing, Meaning of Statistical Significance, Levels of Significance, Two types of Error, Power of a Test, One and Two Tailed Tests, Degrees of Freedom, Testing significance of Difference between Means and other Statistics, t-test, ANOVA, ANCOVA, Chi- Square Test, Inference and Generalization, Emerging Laws, Principles and Theories – methods of using Software Packages for quantitative analysis – SPSS, PSPP, MS Stats, MS Excel.

Unit 4: Qualitative Data Analysis

Techniques of qualitative data analysis-Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences – Utilizing Packages for qualitative analysis (Use of AnthroPack) – Credibility and Limitations of on Line Research – Computer Based Data Analysis: Support & Threats – Threats to Validity of Research

Unit 5: Writing of Research Report & Synthesizing Research

Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/Referencing, Appendix, Variation in the scheme of Reporting – Synthesizing Research -Quantitative, Qualitative, Trend Analysis, Narrative Approach, Vote Counting Method, Combined Significance Method, Effect Magnitude Method.

Mode of Transaction:

Lecture-cum-discussion- Workshop Session –Assignment -Presentation by Students

Practicum:

1. On a given set of data students will prepare frequency distribution, plots various graphs, calculate various measures of central tendency and variability, also compute skewness and kurtosis
2. On a given set of data student will compute various parametric and non-parametric statistics.
3. Critically evaluate the research paper.
4. Given qualitative data, apply various analysis techniques
5. Critically examine thesis.

Mode of assessment:

Assignments, Class test, Semester examination and assessment of reports

References:

1. Best, J.W., & Kahn, J.V. (2009). *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Bogdan, R., & Taylor, S.L. (1975). *Introduction to qualitative Research Methods*. New Delhi: John Wiley and sons.
3. Creswell, J.W. (2011). *Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research*. New Delhi: PHI learning Pvt. Ltd.
4. Flick, U. (2012). *An Introduction to Qualitative Research*. London: Sage Publication.
5. Fox, D.J. (1969). *The Research Process in Education*. New York: Holt Rinehart and Winston Inc.
6. Gay, L.R., Mills, G.E., and Airasian, P. (2009). *Educational Research. Competencies for Analysis and Applications*. New Jersey: Merrill and Pearson.
7. Ghose, B.N. (1969). *Scientific Method and social Research*. New Delhi: Sterling publisher Pvt. Ltd.
8. Graziano, M., and Raulin, M. (1980). *Research Methods, A process of Inquiry*. New York: Harper and Row.
9. Keeves, J. P. (Ed.) (1990). *Educational Research Methodology and Measurement: An international Handbook*. New York: Pergamon Press.

10. Kerlinger, F.N. (1967). *Foundations of Behavioural Research, Education and Psychological Inquiry*. New York: Richard and Winston.
11. Lovell, K., and Lawson, K.S. (1970). *Understanding Research in Education*. London: University of London.
12. Mouly, G.T.(1963). *The Science of Educational Research*. New Delhi: Eurasia Publishing House.
13. Singh, K.(2001). *Methodology and Techniques of social Research*. New Delhi: Kanishka publishers.
14. Travers, R.M.(1969). *Introduction to Educational Research*. London: Macmillan Publishing co.
15. Tuckman, B.W.(1972). *Conducting Fundamental Research*. New York: Harcourt Brace Javonovich Inc.
16. Van, D.B., and Meyer, W.J. (1962). *Understanding Educational Research: An introduction*. New York: Mcgraw Hill Book Company.
17. Lichmen, M (2006) *Qualitative Research in Education*. London: Sage Publication
18. Vandalin B and Mayer, W.J. (1962). *Understating Educational Research: an Introduction*. New York: Mcgraw Hill Co.
19. Wiersma, W. (2000) *Research Methods in Education*. New York: Allyn Bacon

THEMATIC SPECIALIZATION

AREA I: EDUCATION TECHNOLOGY

A1TS3: Teaching – Theories, Models and Assessment

Credits: 4

Essence of the Course:

This course gives an overview of the key issues and dominant theories of teaching and learning as they impact upon the practice of education professionals in the classroom. The course examines the global move from traditional subject and knowledge based curricula towards skills and problem solving. It also emphasizes on education for citizenship considering the social functions of education.

Expected Learning outcomes

At end of the course, the students will be able to

- understand theories of learning and its classroom implications
- understand what education is about and the links between curriculum, content and pedagogic styles
- analyse the three different models of ‘good teaching’
- review ‘alternative’ pedagogies and approaches to school curricula
- comprehend the various forms of assessment of teaching

COURSE OUTLINE

Unit 1: Concept of Teaching

Teaching - an art or a science? – Relationship between Teaching and Learning – Analysis of the concept of Teaching - Teaching as a deliberately – planned process: Analysis in terms of teaching skills – teaching as a system of actions – anatomy of teaching – Phases of teaching, Pre-active, Interactive, Post-active – concepts of styles, strategy and tactics of teaching – concepts of effective teacher, competent teacher, teacher as reflective practitioner, researcher, theorist, strategist and inclusive.

Unit 2: Theorising Teaching

Theory of teaching – Need and functions – teaching theories and their bases - epistemology, logic and Psychology; types of theories – Descriptive and normative – research on teaching – trends, contributions of research on teaching to theory and practice.

Unit 3: Strategies of Teaching

Concepts of styles, strategy and tactics – distinguishing features; strategies of induction – deduction analysis – synthesis, Lecture – demonstration, question– answer interactions, heuristics and discovery, projects, group discussion, assignment –supervision and independent study, tutorials, programmed instructions – module approach, team teaching – Creating learning environment and classroom management – Nine events instruction as suggested by Robert Gagne – integration of different factors in a total plan/strategy –Review of research on effectiveness of different strategies of teaching.

Unit 4: Models of Teaching

Concepts, nature and use of models, brief critical analysis of the objectives, focus, salient features, and steps of procedure (syntax) of related models of different types: Information processing models (Inductive thinking, inquiry training, science – inquiry, concept – attainment, developmental, advance organiser); social interaction models (Juris Prudential, group investigation, social inquiry), personal development models (Non-directive teaching, awareness training model, synectics model)

Unit 5: Appraisal of teaching and assessment of teaching performance

Teaching effectiveness – concept and criteria – variables involved – Presage, process and product variables; high and low inference variables, measurement problems (problems of variables, instrumentation, methodology)

General strategies for assessment – performance and competency based assessment, assessment by student learning / achievement /growth; multiple approach.

Alternative forms of Assessment: Performance Assessment Authentic Assessment and Portfolio assessment. Self-assessment and student assessment of teaching performance

Tools and techniques for assessment: observation schedule and rating scale, performance test, achievement test and attitude scales – advantages, limitations and methods to improve their objectivity – interaction analysis of the classroom as technique for assessing teaching performance – use of selected systems of observation with cognitive focus, affective focus and comprehensive systems – use of computers in assessment of teaching effectiveness.

Mode of Transaction:

Lecture, Individual and group reading, Dialogue, Group discussion, and Digital mode of interaction and presentation

Practicum:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Write a lesson plan according to a model of teaching and give a lesson in a simulated situation
3. Observe a teaching-learning situation and categorise the activities according to FICS and interpret the 10 x 10 matrix
4. Adopt the brain storming technique and teach a lesson of your choice

Mode of assessment:

Presentation, Assignment, Project work and written test

References:

1. Amidon Edmund, J and Hough John, (1967), Interaction Analysis: Theory Research and Application, Reading Mass, Addison Wesley

2. Bellack, Arno et al., (1996), The Language of the classroom, Teachers College Columbia University, New York
3. Borich, G. D., & Fenton, K. s. (1976). The Appraisal of Teaching: Concepts and Process. Texas: Addison Wesley Publishing Company.
4. Howard Nicholls and Andray Nicholls, (1975), Creative Teaching An Approach to achievement of Educational Objectives
5. George Allen and Unwin, London James L. Mursell, (1954), Successful Teaching Its Psychological Principles, McGraw Hill Book Co., Inc., Tokyo
6. Jain, V. (2015, June 08). Teaching Styles. Retrieved from School of Education: <http://schoolofeducators.com/2008/12/teaching-styles-self-evaluation/>
7. Jordan, B., & Henderson, A. (1995). Interaction Analysis: Foundations and Practices. The Journal of the Learning Sciences, 39-103.
8. Joseph Lawmen(1985), Mastering the techniques of teaching, Jossey Boss, London
9. Muijs, D., & Reynolds, D. (2005). Effective Teaching: Evidence and Practices. New Delhi: Sage Publications.
10. Ned, A. Flanders (1978), Analysing Teaching Behaviour, Addison Wesley Publishing Company, London
11. Petrina, S. (2007). Advanced Teaching Methods for the Technology Classroom. United State: Information Science Publishing.
12. Sharma R.A. (1991), Technology of Teaching, Loyal Book Depot., Meerut,
13. Thomas C. Lout (1984) , Tactics for Teaching, Charles E. Merrilal Publishing company London

AREA II: CURRICULUM, PEDAGOGY AND ASSESSMENT**A2TS3: Curriculum Evaluation****Credits: 4****Essence of the Course**

The present course focuses on the evaluation concept and its application in assessment of curriculum. How school curriculum is assessed is discussed in detail in this course. Various tools used in curriculum evaluation are also analysed.

Expected Learning outcomes:

At end of the course, the students will be able to

- analyse various models of curriculum evaluation and their relevance to the existing condition
- analyse the textbooks and other curricular materials using appropriate criteria
- examine the role of stakeholders at state, regional and national level in implementing and evaluating the curriculum
- analyse the issues and problems related to evaluating the curriculum in a systematic manner
- recognise the need for curriculum evaluation and the strategies involved in curriculum evaluation

COURSE OUTLINE**Unit 1: Curriculum Evaluation: Concept, Need and Frame work**

Curriculum evaluation: concept and meaning –Need for curriculum evaluation- determination of general educational aims and specification of major objectives – Evaluation at planning stage – frame work for evaluation of curriculum

Unit 2: Stages in Curriculum Evaluation

Determination of general educational aims and specification of major objectives - Evaluation at planning stage - Try out and revision of educational materials and methods -The field- trial stage of curriculum evaluation -Evaluation at the stage of large scale implementation- Need for quality control in implemented curriculum -Role of evaluator in quality control (Process of quality control, identifying the effective and deterioration, systematic stock taking of implemented curriculum (Summative tests, course exams, additional data), identify causes of deterioration- Applying corrective measure and investigating their effectiveness

Unit 3: Curriculum Evaluation: Models and Programme evaluation

Ralph Tyler's evaluation model - CIPP model (Stufflebeam) – Robert Stake's countenance model - Michael Scriven's model - Programme evaluation – logical evaluation model.

Unit 4: Curriculum Evaluation: Strategies and Instrumentation

Expert judgement of evaluation data – content analysis – Observation – techniques -Use of tests and scales in evaluation - Teachers, parents and community as data sources -Collecting and analysing evaluation data - Criteria involved in textbook evaluation and other curricular materials.

Tools used: Observation, classroom interaction (with teacher and in peer group, group work); Interview: consulting users of curriculum, an opinionnaire, maintaining diary by the children as well as teachers, project work, peer evaluation, maintaining portfolio of the work and their presentation

Unit 5: Curriculum Evaluation: Issues and problems

Status of congruence between theory and practice in curriculum evaluation – Need for systematic follow up activity after curriculum implementation -Need for research studies in the area of school curriculum - Role specification of Stakeholders involved in curriculum planning, implementation and evaluation

Mode of Transaction:

Classroom discussion, Observation and critical analysis of the strength and weakness of evaluation

Practicum:

1. Identification of various criteria to evaluate textbook/ programme/ course
2. Evaluation of the textbooks of NCERT/ States in the Region and other curricular materials using appropriate criteria followed by presentation
3. Assessment of curriculum of a particular school subject
4. Summative evaluation of instructional process based upon questionnaire to be filled by students

Mode of assessment:

Assessment, Presentation, Projects and written tests.

References:

1. Arichlency (1977), Handbook of curriculum evaluation, UNESCO, International Institute for Educational planning, Paris
2. Denis Lawton (1986), "School Curriculum Planning". Hodder & Stoughton, London. Sydney
3. Doll Ronald C. (1986), Curriculum Improvement: Decision making process, London, Allyon and Bacon Inc.
4. Edward, A. Krug (1960), The Secondary School Curriculum", Harper and Row Publishers, New York & Evauston.
5. Indira Gandhi National Open University School of Education (2000). ES-333, Educational Evaluation, New Delhi
6. Leece, Joseph & others (1961), "The Teacher in Curriculum".
7. Lewy, Aneh (1991), "Studying Curriculum", Open University Press, Buckingham
8. NCERT (1984), Curriculum evaluation, NCERT, New Delhi
9. NCERT (2006), Systematic reforms for Curriculum change, NCERT, New Delhi
10. UNESCO (1981), Curriculum and Life Long Education, UNESCO, Paris Verduin J.R. (1967), Cooperative Curriculum Improvement, Prentice Hall

AREA III: EDUCATIONAL PLANNING, POLICY, ECONOMICS AND FINANCING

A3TS3: Planning & Policies in Education

Credits: 4

Essence of the Course

The course familiarises students with the conceptual and theoretical aspects and practice of education policy. It engages and enables students to make-sense of Indian education policy.

Teaching-Learning Objectives

At end of the course, the students will be able to

- become familiar with the Planning Practice in Education.
- enable students to understand the conceptual and theoretical aspects of policy formulation.
- critically appreciate the development/evolution of education policy in India.
- analyse education policy documents
- Critically evaluate Governmental initiatives and structures from policy perspectives

COURSE OUTLINE

Unit 1: Planning in Education

Meaning and Nature of Planning- Types of Planning- strategic and operational; Macro Planning, Micro-Planning- Approaches to Educational Planning- Perspective Planning- Institutional Planning, its importance, Man Power planning, Man power forecasting.

Educational Planning in India: Machinery and Process- Education under Five-Year Plans, with focus on XII Five-Year Plan- Educational Planning at the District Level- Micro Level Planning: Concept and Methodology

Unit 2: Conceptual and theoretical aspects of policy and policy formulation process;

Policy formulation based on situation/sector analysis; Policy formulation within liberal and neo-liberal perspectives; market led approach to policy formulation; public choice as a framework for policy formulation; efficiency, productivity and return as a framework for policy formulation; Social justice framework to policy formulation

Unit 3: The process and dynamics of policy formulation in India:

Historical aspects of policy reform in education in India; Education Commissions and Committees that influenced education policy in India; National Policy on Education 1968 & 1986/92; Constitutional provisions and judicial interventions that influence policy formulation; Influence of societal contexts and development agenda on educational policy formulation; The dynamics of Centre-State relation in the formulation of policy on education; Role of federal and State-level advisory/consultative/regulatory bodies in policy formulation.

Unit 4: Current policy-related challenges:

Expansion of educational facilities to reach the hither-to-unreached; ensuring equity and inclusion; achieving excellence by improving the quality of education; enhancing

employability of the products of the education system; promoting life-long learning opportunities; improving governance and management of education; resource mobilization for financing of education.

Unit 5: Analysis of different Govt. initiatives/ organisations/structures from Planning and Policy Perspective

Sarva Shiksha Abhiyan - Secondary and Higher Secondary Education: Rashtriya Madhyamik Shiksha Abhiyan - National Council of Educational Research and Training (NCERT)- Central Board of Secondary Education (CBSE)- Kendriya Vidyalaya Sanghatana (KVS)- Navodaya Vidyalaya Samiti (NVS)- Central Tibetan School Administration (CTSA)- National Institute of Open Schooling (NIOS)- National Foundation for Teachers' Welfare (NFTW) Adult Education and Literacy: National Literacy Mission (Saakshar Bharat)

The Central Advisory Board of Education (CABE) - National Council of Educational Research and Training (NCERT)- State Council of Educational Research and Training (SCERT)- District Institute of Education and Training (DIET) - Functions of Local Bodies: Panchayat Raj Institutions: Zilla Parishad, Panchayat Samiti and Gram Panchayat.

Teaching-Learning Strategies

Lectures, analyses of policy documents, workshops, interaction with policy practitioners.

Practicum:

- Book review of any latest text book or reference book or report related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
- Analyses of selected policy documents
- Interview with a stakeholder on a major policy matter of contemporary concern.
- Debates on recent major policy matters

Mode of assessment:

The above stated activities will comprise the assessment situations along with an end-term examination.

References:

1. Dyer, Caroline. (1999). Researching the implementation of educational policy: A backward mapping approach. *Comparative Education*, 35(1), 45-61.
2. Bell, Les and Stevenson, Howard. (2006). What is education policy? In Education policy: Process, themes and impact (pp. 7-24). New York: Routledge.
3. Centre for Policy Research. (2014). *India exclusion report*. Delhi: CPR.
4. Roy, Kumkum. (2015). Decoding "New education policy". *Economic and Political Weekly*, L(19) (Web exclusives).
5. Sadgopal, A. (2006). Dilution, distortion and diversion: A post-Jotien reflection on education policy. In *The crises of elementary education in India* (Ed. Ravi Kumar), pp 92-136. New Delhi: Sage.

6. Kumar, K. and Sarangapani, P. (2004). History of the quality debate. *Contemporary Education Dialogue*, 2(1), pp. 30-52.
7. Sarangapani, P. M. (2009). Quality, feasibility and desirability of low cost Private schooling, *EPW*, 44(3), 67-69.
8. Singh, Ajay Kumar. (2009). In lieu of political rights: How fundamental is the fundamental right to education? In A. Kumar and A. P. Singh (Eds.), *Elementary education in India: Issues and challenges* (pp. 256-271). New Delhi: Uppal Publications.
9. National and state level policy documents.
10. Jacques Hallak (1995). *Educational Planning: The International Dimension*, UNESCO, ISBN-0-8153-2024-8
11. Wadi D. Haddad (1995). *Education Policy-Planning Process : An Applied Framework*, UNESCO, ISBN 92-803-1155-7
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13. Richard, L.D. (2000). *Management*. New York : The Dryden Press.
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19. Lal, R. B., &Palod, S. (2008). *Educational Thought and Practice*. Meerut: R.Lall Books Depot

AREA IV: EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP

A4TS3: Educational Leadership

Credits: 4

Essence of the Course:

The course focuses on developing insights into the basic concepts in leadership in relation to effective educational administration and management. Different theories of leadership behaviour and types of leadership are also discussed in relation to organizational climate.

Expected Learning outcome

At end of the course, the students will be able to

- To learn the nature of leadership
- To understand the theories of Leadership and organizational Climate
- To recognize the types of leadership in education
- To understand the causes and types of educational leadership and supervision

COURSE OUTLINE

Unit 1: Introduction to Leadership

Leadership- Meaning, Definition and Nature of Leadership- Leadership effectiveness- Trait approach, Behavioural approach, Contingency approach- Supervision- Definition, Concept of Authority- Hierarchical Structure of Organization- differentiated model of Supervision Role of Supervision- Administrative Role- Formal Organization- Informal Organization- Office room Climate- Supervisor Process- Clinical Supervision.

Unit 2: Leadership Behaviour and Theory

The diagnostic cycle of problem solving- Behaviour of Leader- Teacher and Student Relationship behaviour- Improving Classroom performance model- Developing implementation and evaluation of Action Plan- WEBER'S Bureaucratic Theory of Public Administration – Fiedler's Theory of Leadership- Hersey and Blanchard's Institutional Theory.

Unit 3: Organizational Climate

Organizational Climate- Principal's Behaviour- Supportive, Directive and Restrictive: Teacher Behaviour- Collegial, Intimate, Disengaged; Climate- Open Climate, Engaged Climate, Disengaged Climate; Closed Climate; Institutional Integrity.

Unit 4: Types of Leadership

Traditional views of Leadership and Power- Definition of School Leadership- Leadership as influence- Leadership and Value- Leadership and Vision-Typology for Leadership- Instructional Leadership- Transformational Leadership. Moral Leadership- Participator Leadership- Managerial Leadership- Postmodern Leadership- Interpersonal Leadership- Contingent Leadership- Comparison of all the Leaders. Leadership styles- democratic, autocratic and laissez-faire leadership.

Unit 5: School Leadership

Leadership in elementary, secondary and higher secondary schools – Characteristics of good Leadership – Leader as a role model – Leadership and problem solving – Leadership and mobility of the institutions - vertical and horizontal – Leadership and file movement – Leadership and competence in administration.

Mode of Transaction

Lectures, presentations, group discussions

Practicum

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Conduct a survey in university/ college campus among the students about their leader / HOD/ Principal and their performance.
3. Application of any one of the above said theory into practical aspect
4. Problem solving technique for slow learners or under achievers/ failed candidates in schools / college

Mode of assessment:

Assignments, Class test, Semester examination, Observing practical and assessment of reports

References:

1. Effective Supervision: Theory and Practice by Wayne K. Hoy, Patrick B. Forsyth
2. School Leadership: Concepts and Evidence; Summary Report/ spring 2003. NCSL National College for School Leadership.
3. Richard Hall, David Grand,& Joseph Raelin (2014) Leadership Development & Practice Four-Volume Set, Sage publication Ltd.

INTS: Internship/Field attachment – II

The area of specialisation – Secondary/Higher Secondary Education

Credits: 4

This is the second part of internship carrying 4 credits in the area of specialization. The duration of this part of internship is for three weeks. This internship under specialization is meant to intensify the theoretical constructs learned by practicing them in the actual field which will in turn help the students to become professional as teacher educators. It involves an attachment with a secondary / higher secondary school, Universities, Deemed Universities, any curriculum Assessment Centres, educational technology institutes, colleges, any other institutes or government departments related to their area of specialization. Students may also attach to any private organizations/institutes / NGO s related to their further specialization areas. Necessary orientation to the students and mentor teacher educators of the respective institutions of teacher education will be given before organizing the internship. During the internship the students will be associated as interns in partner organization/ teacher education institutions. The activities students do in their field of association are related to the practicum listed in their course on specialisation areas. However, the activities should have relevance to secondary/senior secondary school stage. Student can select any 5 activities listed under in their specific area of specialization. Each activity carries 20 marks to make a total of 100 marks. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. The internship should be seen as a mentored component whereby a faculty and a member from the host institution (field mentor) together can assess the field report. Students should prepare a report on each activity they take up and submit to the teacher concerned.

The following are the activities (Practicum) to be conducted under each thematic specialisation within secondary education:

Area I: Thematic Specialization: Educational Technology (Any five)

1. Reflection Blog: Create a blog and each week, write a reflection of the course readings and class discussion
2. Blended learning Lesson Plan: Create a Blended Learning Lesson Plan on the topic suggested by the teacher
3. Create an e-folio in Moodle at the beginning of the course and maintain a portfolio.
4. Visit to NIC to understand the use of Video conference like E-Governance
5. Visit to Doordarshan and Community Radio station (Pondicherry University) and prepare a speech and submit a report.
6. Visit EMMRC & develop a video lesson and submit a report
7. Develop an electronic platform for teaching and learning of a subject in school curriculum
8. Design a portfolio assessment tool to assess for any content of your choice.

Area II: Thematic Specialization: Curriculum, Pedagogy and Assessment (Any five)

1. Analysis of the curriculum framework of NCF (2005) and NCFTE (2009) with respect to their compatibility.
2. Critical Analysis of subject specific existing State Board School Syllabi.

3. Observing and Identifying various methods, media and approaches used in Transaction of curriculum for particular school subject/or course by teacher trainees in secondary schools
4. Evaluation of the textbooks of NCERT/States in the Region and other curricular materials using appropriate criteria followed by presentation
5. Assessment of curriculum of a particular school subject
6. Choose a subject of your interest from the 'samacheer' curriculum of secondary school, compare and contrast it with CBSE Curriculum. Analyse the sequence of units, topics, subtopics, etc. Give suggestions for improvement, suggest topics to be included and excluded, if any.
7. Prepare an observation schedule for curriculum transaction in any of the subject of your interest. Use the same for observing the class of a teacher for a complete lesson/unit and prepare a report based on the observation.
8. Identify the various criteria to evaluate curriculum of a particular class. Prepare a questionnaire for teachers and students based on those criteria. Collect data from teachers and students using the prepared tools and evaluate the curriculum.

Area III: Thematic Specialization: Educational Planning, Policy, Economics and Financing

(Any five)

1. Visit to schools/ colleges/ institutes, observe its functions, identify its lacuna, and write a proposal with proper heads of budget and source of income.
2. Prepare a report on fund allocation for Secondary/Higher Education in various five year plans
3. Visit any of the agencies like planning commission, MHRD, UGC, other Central organisations, State and Local bodies and NGOs, collect information regarding fund allocation for education and different criteria of allocation. Give a detailed report.
4. Visit any central schools, state government schools and self-financing schools. Observe and collect information about the resources for financing of education of all the three schools. Compare the unit cost per child in three types of schools in relation to financial resources.
5. Based on the data collected from a few secondary schools representing different types of management/ schools – Government, Aided, Private/Self-financed - residential school – examine the issue of equity and inclusion and write a report on to what extent this issue has been addressed by these types of schools indicating policy implications.
6. Based on primary and secondary data from higher secondary schools examine the issue of employability of the products of these schools and write a report indicating policy implications.
7. Compare the nature of governance and management existing in different types of secondary/higher secondary schools and write a critical report on their effectiveness.

Area IV: Thematic Specialization: Educational Administration, Management and Leadership

(Any five)

1. Study the administrative pattern/ structure/ activities of any government department related to school education for a week and write an elaborate report on the different functions and activities like SSA programmes, different projects (ongoing and completed) undertaken. Prepare an interview schedule, interview the different stake holders including director of SSA/School Education Department and prepare a report.

2. Visit to schools, colleges, government educational department, university or any other educational institution for administration related areas and evaluate the style of the leadership of the institution. Interview may be conducted to the leaders as well as subordinates to understand and evaluate the nature and style of leadership. Suggest some points to include the factors related to efficiency and effectiveness, if any.
3. Compare the administrative styles of different types of schools - central school, state government school and self-financing school - based on primary and secondary data and write a critical report.
4. Study the functioning of block resource centres under SSA programme from the point of view of administration and management of teacher training programmes and prepare a report.
5. Analyse the organisational climate of any five different types of educational institutions by administering a standardised tool and write a comparative report.
6. Study the need assessment of educational administrators at secondary / senior secondary level for their effective administration in their organisation. Choose any one level or type of educational institution.

DSSN2: Dissertation Part II

(Review of Related Research, Tools and Techniques of Data Collection)

Credits: 2

Essence of the Course

This component of work relating to dissertation will be of 2 credits and carry 50 marks. Teachers-educators are expected to undertake the relevant readings and activities relating to the writing of the review of related literature, development of tools and collection of data for their dissertation.

Expected Learning Outcomes

At end of the course, the students will be able to

- understand the purpose and importance the review of related studies in any kind of research.
- analyse the existing research and be able to establish the need of their study in the background of studies reviewed.
- learn how to organize the review chapter/section
- learn basic criteria for selection of tool(s) from the available standardized tools.
- learn guidelines, principles and procedures for the development of various tools.
- understand the various intricacies of data collection.
- learn to tabulate data according to the objectives of the study

COURSE CONTENT

Unit 1: Review of Related Research, Sampling and Tools & Techniques of Data Collection

- What is literature review and why it is important?
- Difference in literature review in quantitative and qualitative studies
- Steps in conducting literature review.
- Approaches for the organisation of review of related studies

Unit 2: Development of Tools and Collection of Data Collection

- Methods of collecting quantitative and qualitative data
- Methods of collecting primary data
- Procedures for development of various tools for collection of primary data
- Selection of appropriate methods for collection of data
- Sources and cautions in collection of secondary data
- Tabulation of data

Framework/Structure of Report on Review and Data Collection

The prospective teacher educators are expected to undertake the following activities and write a report covering the following aspects:

- A brief write up on need and importance of review of related studies
- Writing and classifying the research abstracts under different variables of study.
- Analysis of studies reviewed
- Relevance of the study in hand in relation to the studies reviewed
- Justification and description of various tools and techniques adopted/ developed for collection of data.

- Methods and procedures adopted for collection of primary and secondary data.
- Tabulation of data and titles of tables.

Learning Activities

- Collection of related studies and writing of their abstracts.
- Analysis of related studies and establishing the need of one's study in the background studies already conducted.
- Organisation of a group discussion on the need and importance of literature review.
- Arranging debates on different styles/approaches on the organisation of review chapter/section
- Listing of various sources of review of related studies.
- Organisation of seminar on tools and techniques of data collection in quantitative and qualitative research.
- Development/construction of tools for collection of data.
- Defining strategies for collection of primary and secondary data.
- Collection of data and tabulation as per objectives of the study.
- Preparing field report based on observing a case – a classroom, a teacher, a specific target group of students – using case study method / participatory observation / ethnography technique.

Mode of assessment:

The evaluation of this component shall be done through presentation before the board of internal examiners comprising of at least three members. The board of examiners will be constituted by the university department/ institution. The broader criteria for evaluation of this component will be as follows:

- Number of related studies collected, and the period covered.
- Organisational arrangement of studies reviewed.
- Analysis of the studies reviewed and discussion on the relevance of study in the background of review.
- Establishment of linkages between the findings of studies reviewed and hypotheses of study in hand.
- Appropriateness of tools adopted for data collection.
- Appropriateness of procedures applied for the construction/development of tools/ for data collection.
- Reliability and validity of tools developed or adopted for data collection/ data collected from different sources.
- Appropriateness and expertise in tabulation of research data
- Appropriateness of titles of statistical tables/ classification of content units used in a narrative.

References:

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2. Best J.W. and Kahn (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
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13. Kerlinger, F.N. (1973). *Foundations of Behavioural Research*. New York: Holt, Rinehart and Winston.
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18. Salkind, N.J. (2006). *Exploring Research* (6th Edition) NJ: Pearson Prentice Hall.
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22. Sidhu, K.S. (1987). *Methodology of Research in Education*. New Delhi: Sterling Publishers Pvt. Ltd.
23. Srivastava, G.N.P. (1994) *Advanced Research Methodology*. New Delhi: Radha Publications.
24. Stake, Robert E. (1995). *The Art of Case Study Research*. SAGE Publications.
25. Tuckman, B.W. (1969) *An Introduction to Educational Research*. New York: The MacMillan Company.
26. Travers, Robert M.W. (1978). *An Introduction to Educational Research* (4th edition). London: McMillan Publishers.
27. Van, Dalen,B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill Co.
28. Wiersma, W. (2000).*Research Methods in Education*.(7th edition). Allyn & Bacon.
29. Willis, Jerry W. (2007). *Foundations of Qualitative Research: Interpretive and Critical Approaches*. Sage Publications

SEMESTER IV

TEC2: Perspectives and Issues and Research in Teacher Education

Credits: 4

Essence of the Course

In-depth understanding of professionalism in teacher education is essential for any student of teacher education programme. The present course focuses on teacher development programme as a professional activity in terms of purpose, strategies, norms and regulations and its scope. The structural and functional dimensions of the teacher education encountering various problems have been highlighted in this course. Moreover, the research problems concerning teaching and teacher education with methodological perspective are also matter of great significance for a student teacher educator. This course highlights the scope of teacher education, structure and management of teacher education, problems and issues and research priorities in teacher education.

Expected Learning Outcome

At end of the course, the students will be able to

- develop a holistic perspective of teacher education in the country
- analyse the implications of education policies on reforms in teacher education and its norms and guidelines.
- identify the problems of teacher education programmes and teacher effectiveness.
- understand the significance of research for knowledge generation in the area of teaching and teacher development with methodical perspectives.

COURSE OUTLINE

Unit 1: Perspectives and Policy on Teacher Education

- Teacher Development – Concepts, Factors influencing teacher development- personal, contextual.
- Teacher’s Expertise- Berliner’s stages of development of a Teacher.
- Approaches to teacher development- Self- directed development, co-operative or collegial development, Change-oriented and staff development.
- Teacher educator & Education – Education commissions in Independent India- a review (National and state policies on teacher education- a review).
- Role of DIET’s, CTE’s & IASE’s in in-service teacher education; reflections on the status of their programmes.
- Different Organisations and agencies involved in Teacher Education- their roles, functions and networking.
- In-service teacher education under DPEP, SSA, RMSA.
- Preparation of teachers for art, craft, music, physical education and special education- need, existing programmes and practices.
- Initiatives of the NGOs in designing and implementing in-service teacher education programmes.

Unit 2: Structure and Management of teacher Education.

- Competency Based Teacher Education (CBTE) - concept and implications & uses.

- Structure of teacher education system in India – stages & levels: vertical mobility, possibilities & issues.
- Universalization of secondary education and its implications for teacher education at the secondary level.
- Preparing teachers for different contexts of school education- structural and substantive arrangements in the Teacher Education programmes
- Professional development of teachers and teacher educators- present practices and avenues.
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers.
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers.
- Assessment of teacher performance in teacher education- methods & issues.

Unit 3: Research in teacher education

- Paradigms for research on teaching –Gage, Doyle and Shulman.
- Research on effectiveness on teacher education programme – Characteristics of an effective teacher education programme.
- Methodological issue of research in teacher education –direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation.
- Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications.

Unit 4: Problems and issues of teacher education

- Challenges in professional development of teachers –relevance to school education, improperly qualified teacher educators: quality assurance of teacher education program- criteria of QA by NAAC (assurance of quality of teacher education programmes
- Sufficiency of subject matter knowledge for teaching at the senior secondary combinations in initial teacher preparation
- Single subject versus multiple subject teachers –implications for subject combinations in initial teacher preparation.
- Issues related to enhancing teacher competence, commitment and teacher performance.
- Issue of stage-specific teacher education programme
- Issue of modeling the teacher Vs. teaching the model.
- Partnerships in secondary teacher education – TEL with school and community. Government agencies with university, with NGOs, between teacher education institutions preparing teachers for different levels of school education.

Mode of Transaction:

Lecture method, Discussion, Dialogue, Seminar, Interaction through Multimedia Resources, Web based interaction etc.

Practicum:

1. Study of the annual reports of SCERT / RIE / NCERT / NEUPA to identify the various programmes for professional development of teacher educators.
2. Select any one current practice in teacher education and trace the background of its formulation as a policy.
3. A review of a researches in any one area of research in teacher education and write the policy implications.
4. A review of a research article in teacher education and write implications for practitioner.
5. Study of reports of various committees and commissions with reference to professional development of teachers.
6. Select any one current practice in teacher education and trace the background of its formulation as a policy e.g. Internship in teaching.
7. A critical appraisal of researches in areas of teacher education
8. Critical review of at least one training material/package developed by the national / state / district level training institute.

Mode of Assessment:

Assignments, Class test, Semester examination, assessment of reports

References:

1. Canon, L. & Monin, L(1978). A guide to Teaching Fanciness. London: Methuen & Co. Ltd.
2. Comb, A.W.et al.(1974).: The professional Education of Teachers: A Humanistic Approach to Teacher Training, Boston: Allyn & Bacon Inc.
3. Flanders, N.A (1970), Analysing Teacher Behaviour. Massachusetts: Addison Wesley Publishing Co Reading.
4. Gage, N.L(1963). Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Co.
5. Joyce, B. & Showers, B. (1983). Power in Staff Development through Research on Training. Alexandria Virgin Is: ASCD.

PC5: History and Political Economy of Education

Credits: 4

Essence of the Course

This Course covers Historical, Political and Economic Perspective of Education in India. A Comparative status of Education in India and developing countries and developed countries has been presented.

Expected Learning Outcomes

At end of the course, the students will be able to

- Trace development of education in India during pre-independence and post-independence period.
- Analyses educational provisions influenced by political developments in Indian Society as visible in the form of constitutional amendments and Government initiative.
- Link economic reforms with Educational Developments.
- Analyse Educational policies and provisions India in Comparison to that of UK, USA, Japan, Russia, Australia and Germany.

COURSE CONTENT

Unit 1: Historical Perspectives of Education:

- Brief History of Educational development in India Vedic, Medieval and Modern India.
- Education and national development: Indian perspective; Commission and Committee reports: Pre Independence and Post-Independence India.
- Contemporary Indian education system, structure, policies, practices and major challenges;
- Constitutional and legal basis underlying educational policies and practices; during post-Independence Period.
- The evolution of national system of modern education in India;
- Educational philosophy and ideals of Indian thinkers and social reformers;

Unit 2: Political Perspective of Education

- Relationship between education and democracy, Education and political development; Role of the State and civil society in education; Role of teachers' union/organizations in education development.
- Group diversity and politics of inclusion in education; Equity and inclusion in education; Education and national integration; Education for citizenship building.
- Rights-based approach to education: Education as a human right; Rights, claims and entitlements; Claim holders and duty bearers; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education.

Unit 3: Economic Perspective of Education

- Education- Public good, basic need, human right;
- Education and economic development; Education as investment;
- Education and economic growth, poverty, inequality; economics reform and education.

- Education and human development, Human Development Index (HDI), human capability approach to education;
- Impact of market failures on education development, neo-liberal perspectives and education development;
- Globalisation and Education in contemporary India.

Unit 4: Comparative Status of Education

Comparison of Policies, Provisions and Status of Education in India with UK, USA, Japan, Russia and Australia in the context of School education and Higher Education.

Modes of Transaction:

Lecture, Projects, Self-Study, group discussion

Practicum:

- Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
- Study of primary and secondary source literature on Education.
- Analysis of evaluation study reports on Govt. sponsored schemes
- Projects on Secondary data base on educational developments in India and abroad.

Mode of assessment:

Assessment of Reviews, Projects, Presentation and Written Test

References:

1. Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
2. Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi
3. Baskin, Wade. (1966). *Classics in Education*. Vision: Press London.
4. Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
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13. Narvane, V.S. (1978). *Modern Indian Thought*. New York: Orient Longmans Ltd.
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PC6: Curriculum studies**Credits: 4****Essence of the Course**

This course covers theoretical and practical dimensions of curriculum studies. It deals with various approaches of curriculum development and evaluation.

Expected Learning Outcomes

At end of the course, the students will be able to

- Understand the concept, nature and forms (types) of curriculum
- Understand the foundations, basics of foundation and determinants of curriculum
- Understand and apply various principles of curriculum development
- Know the various stakeholders their role and manner of participation in curriculum development
- Identity criteria and instruments of curriculum evaluation
- Differentiate between formative and summative evaluation
- Undertake the evaluation of various curriculum instruments- text-books, work books and teachers guides and laboratory manuals.
- Describe issues in curriculum planning and evaluation
- Explain the role of headmaster, teachers and school in successful implementation/transaction of curriculum.

COURSE CONTENT**Unit 1: Basics of Curriculum**

Curriculum: meaning and definitions – Forms (Types) of curriculum. Evolution and Functions of Curriculum as Product, Process and Programme. Curriculum: Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences (PLEs). Structures of Curriculum: Frameworks, Courses of Studies, Syllabus. Approaches to translate Curriculum: Behavioral, Systems, Intellectual, Humanistic, Re-conceptualist. Indian Perspective with regard to Curriculum Policy and Schemes.

Unit 2: Foundations of Curriculum and Curriculum Planning:

Philosophical, Sociological, Psychological, Linguistic and Historical foundations of Curriculum– Curriculum Policies in India at national, state, region, religion, language, caste and class level – Levels of Curriculum Planning: National, State, System Wide, Institutional, Teacher-Team and Individual Teacher level – Principles of Curriculum Planning – Improvement of Curriculum Planning – A Review of NCF 2000 and 2005

Unit 3: Curriculum theory

Curriculum theory: Meaning, rationale and importance – Perspectives in curriculum theory: Herbartian theory, Social Efficiency Movement (John Bobbitt, Edward L. Thorndike, Frederick Winslow Taylor, W.W. Charters), Progressive Reform Movement (Colonel Francis Parker, John Dewey, John Mayer Rice and Lester Frank Ward), Multicultural Education Movement and Critical theory – Paradigms – Empirical, Analytic Paradigm, Critical Praxis Paradigm, Postmodern Anti-paradigms

Unit 4: Curriculum design

Components and Sources for Curriculum design – Laws and principles of curriculum construction – Curricular Approaches: Subject area, Broad field, Problem centered and Learner centered Approach – Models: Grass root Model vs Administrative Model, Technical vs Non-Technical Models – Dimensions of Curriculum Development: Elements & Levels of Decision making Processes – Subject, Learner and Activity cum Experience Centered Curriculum Design

Unit 5: Evaluation of Curriculum, Curriculum Change, Reforms and Innovations

Curriculum Evaluation: need and importance – Curriculum Evaluation: Principles – Curriculum Evaluation: Benchmarks & Standards, Qualitative Evaluation, Testing & Measurement – Concept, Nature, Scope, Purpose and Approaches of Curriculum Evaluation – Types of curriculum evaluation – Phases/stages, Participants, Characteristics and Instruments of curriculum evaluation.

Concept of Curriculum Change, Improvement and Innovations. Barriers to Curriculum Change – Participants in Curriculum Change: Curriculum Specialists, Administrators, Teachers, Students - Teacher as Curriculum Leader and Decision makers – Curriculum Reforms

Mode of Transaction:

Lecture method, Discussion, Dialogue, Seminar, Comparative Study, Field study etc.

Practicum:

1. Critical analysis of existing elementary/secondary/ higher secondary school curriculum
2. Development of guidelines for writing of school text-book, work-book, teachers' hand-book, and laboratory manual
3. Evaluation of school text-books, work-books, teachers' hand-book, and manuals
4. Status of science/mathematics/social studies/languages education in NCF-2000, and NCF-2005
5. Role of NCERT and SCERT in curriculum development.
6. Suggestion of Innovations in curriculum field
7. Application of Situational Analysis and specify at least five local needs to be reflected in Curriculum
8. Survey of students' opinion regarding the present system of evaluation and curriculum transaction
9. Designing of a curriculum of at least ten activities to teach a subject (Language, mathematics, Science & Social Science) at elementary level of education
10. Identification of co-curricular activities
11. Critical analysis of exercises given in text-books and work books
12. Development of work book and teachers guide for One Unit/Chapter in a text-book.

Mode of assessment:

Assignments, Class test, Semester examination, Observing practical and assessment of reports

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TC5: Academic writing**Credits: 2****Essence of the Course:**

This course aims to develop familiarity with academic writing and its styles and structure. The course will help students understand the norms of academic writing.

Expected Learning Outcome:

At end of the course, the students will be able to

- Understand academic writing
- Practice writing skills
- Evaluate academic writing critically.

COURSE CONTENT

1. Introduction to academic writing
2. Styles of writing: Through exploration of different sources (journals, books, academic, magazines, working papers, etc.)
3. Essentials of good academic writing.
4. Paraphrasing and acknowledging
5. Editing and Proof reading
6. Referencing as per an accepted referencing style guide (APA etc.)

Modes of Transaction:

- Practical course with self-learning
- Exposure to academic writing with experts
- Presentation by professional editors
- Review and Editing

Learning Activities

1. The course will be entirely actively based with presentation.
2. Assessment Rubrics
3. Practicals on scripts and assessing merits
4. Critical appreciation of a document

References:

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2. Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
3. Murray, R (2004) Writing for Academic Journals, Maidenhead: Open University Press.
4. Strunk William and Whyte C.B. (Ed.) (1959). The elements of style.

DSSN3: Dissertation Part III**Credits: 4****Research leading to Dissertation and Viva (Semester IV)**

- i. The dissertation is a compulsory 8 credit component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor.
- ii. Related to specialisation / foundations Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.(8 Credits)
- iii. The word limit for the dissertation may be between 15,000 to 20,000 words.
- iv. Each student has to submit a Dissertation on a topic, preferably from the Specialisation Courses or in the areas introduced in the perspective courses at the end of the M.Ed. course before the commencement of the Theory Examination
- v. While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early on, ideally in the Semester 2 onwards. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the research, developing the first draft, finalising the dissertation and presenting it in a viva-voce situation. All these stages should be given due weightage in the assessment of the dissertation.