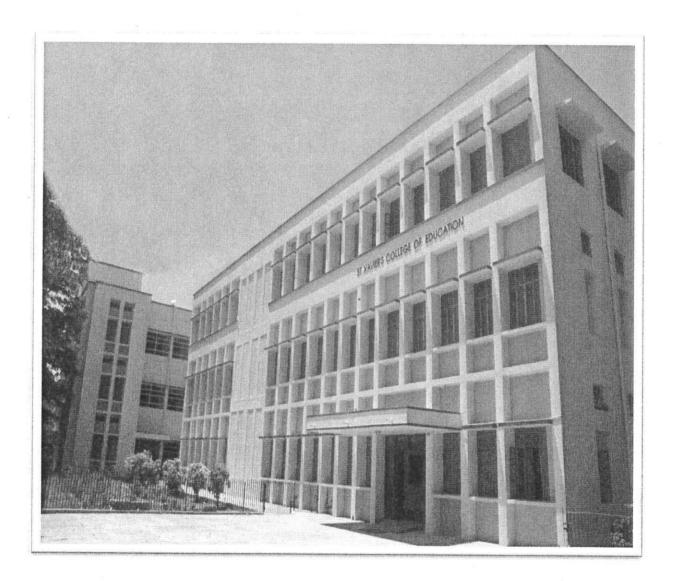
ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS) PATNA

NAAC Accredited with 'A' Grade (3rd Cycle) Aryabhatta Knowledge University



Syllabus for Master of Education (M.Ed.)
Choice Based Credit System (CBCS)

(Approved by Board of Studies, dated 10.07.2021 and Academic Council Meeting, dated 24.07.2021)

Syllabus of Master of Education (M.Ed.) Semester Wise

(As per Regulation of 2-Years M.Ed. Course approved by the Governor's Secretariat, Bihar in pursuance of the guidelines of NCTE - 2014)



ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)

NAAC Accredited 'A' Grade (3rd Cycle)
ARYABHATTA KNOWLEDGE UNIVERSITY

M.Ed. Program Goals (PG):

- PG 01.Knowledge and scholarly formation
- PG 02.Research and methodological skills relevant to the field
- PG 03.Communication skills
- PG 04.Leadership and collaborative skills
- PG 05. Cultural competence and global context formation of the field
- PG 06.Leadership in the field of Education
- PG 07.Imbibe passion for learning and teaching
- PG 08. Adventure partnership in the field of research
- PG 09. Agents of educational and social reforms
- PG 10. Source of empathetic warriors in Education
- PG 11.Disseminate Value Education
- PG 12.Critical analysers
- PG 13. Worthy teacher educators
- PG 14.Good administrators of education
- PG 15.Promoter research in education
- PG 16.Promoter innovative practices

Program Learning Outcomes (PLOs):

- **PLO1. Professional Capacity Building:** Apply the knowledge of Philosophy, Sociology, Psychology, Management, and ICT to set the context of teaching profession and advances the capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.
- PLO2. Academic Integrity and Professional Ethics: Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational setting and Teacher Education Institutes.
- **PLO3. Resilience and cope up with Complex issues:** Demonstrate spirit of work in diversified situations and apply knowledge & skills to cope up educational issues in complex situations with appropriate consideration for the rules, norms and the Social, cultural, and environmental context.
- **PLO4.** Academic Administration and Management Capacities: Apply the knowledge of Educational administration & management and other allied subjects like Philosophy, Sociology, Psychology etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms, and standards.

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- PLO5. Continuous Academic Development: Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.
- PLO6. Commitment towards Society and National Goals: Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.
- PLO7. Sensitivity for Emerging Issues: Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive, and creative thought process.
- PLO8. Research and Knowledge Creation: Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.
- PLO9. Independent and Teamwork Capacities: Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.
- PLO10: Professional Communication Skills: Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.

Program-based Student Learning Outcomes (PSLOs):

Through the M.Ed. programme the prospective teacher educators will be able to:

- **PSLO 01.** understand the nature of education as discipline/area of study
- PSLO 02. encourage understanding of the basic concepts/issues of education especially with reference to the kind of concerns that NCF2005, NCEFT 2009 & NEP 2020 has raised in the context of understanding-oriented teaching
- PSLO 03. understand how concepts, theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management could be used/practiced suitably in the perspectives of teaching-learning
- PSLO 04. appreciate the challenge of theorizing education and identify relationship between theory and practices
- PSLO 05. understand the need of teacher education in the context of changing needs of school education

- **PSLO 06.** learn the skills required for playing a leadership role in different areas of school education
- PSLO 07, understand the linkage between education and national development
- PSLO 08. gain an understanding on Cognitive Psychology and the process of learning
- PSLO 09. develop a rational conceptualization of educational research
- PSLO 10. reflect on the multiple contexts in which the schools and teacher education institutions are working
- PSLO 11. integrate information and communication technology to teaching learning and training transaction
- PSLO 12. develop skills to manage internship, practical and in-service training programmes
- PSLO 13. develop competency for the development of curriculum, syllabus, textbooks, and instructional materials
- PSLO 14. evaluate and assess curriculum, syllabus, textbooks, and instructional materials
- PSLO 15. develop ability to analyse and reflect upon her/ his professional experience
- PSLO 16. equip the students with different innovative modes of training transaction
- PSLO 17. understand the process of school education and teacher education and the various factors enriching the processes
- PSLO 18. understand the emerging vision of school education
- PSLO 19. sharpen epistemological, axiological, and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education.
- PSLO 20. develop specialized knowledge and understanding about the philosophical and sociological bases of education
- PSLO 21. develop ability to understand human behaviour and personality, and capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively
- PSLO 22. develop national and international perspective about educational theory and practice to enable the learners to visualize the inter-linkages and dependency among different educational systems
- PSLO 23. develop a working knowledge of ICTs and their application in formal and nonformal systems of education and for teacher empowerment
- PSLO 24. develop knowledge and understanding of management, planning, and financing of education to develop managerial and administrative capabilities and skills to effectively manage educational institutions

PSLO 25. develop knowledge and understanding of the process of educational research and aptitude for conducting research in specialized areas of education and thus generate knowledge or critically evaluate existing knowledge; and

PSLO 26. generate awareness and understanding of some specialized areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, value education and human responsibility so as to widen the horizon of understanding of modern educational practices and to develop critical thinking pertaining to issues related to education.

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ST. XAVIER'S COLLEGE OF EDUCATION **Autonomous**

ARYABHATTA KNOWLEDGE UNIVERSITY

NAAC Accredited 'A' Grade (3rd Cycle)

Syllabus for Master of Education (M.Ed.) SEMESTER I, II, III & IV

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COURSES OF STUDY

	SEMES	TERI				
Course Code	Subjects	Credits	Internal	External	Total	Page No.
MCC-01	Psychology of Learning and Development	04	30	30 70	100	18
MCC -02	Historical, Political and Economic Perspectives of Education	04	30	70	100	24
MCC -03	Relevance of Teachers Education in Changing Times	04	30	70	100	29
MCC -04	Fundamentals of Educational Research	04	30	70	100	33
MEPC- 01	A. Communication and Expository Writing	01				37
	B. Personality Development	01	50		50	3/
Total	Semester-I	18	170	280	450	

SEMESTER II						
Course Code	Subjects	Credits	Internal	External	Total	Page No.
MCC - 05	Sociological and Philosophical Perspectives of Education	04	30	70	100	38
MCC - 06	Teacher Education: Issues and Challenges 04 30	30	70	100	43	
MCC - 07	Curriculum Studies	04	30	70	100	48
MCC - 08	Innovative Teaching-Leaning	04	30	70	100	53
MCC - 09	Dissertation	04	30	70	100	57
MEPC- 02	Internship in a teacher Education Institution	04	50		50	60
Total	Semester-II	24	200	350	550	,

	SEMES'	TER III				
Course Code	Subjects	Credits	Internal	External	Total	Page No.
MSC- 01	Elementary/Secondary Education for differently-abled	04	30	70	100	61
MSC - 02#	Curriculum, Pedagogy and Assessment in Elementary Education	04	30	70	100	65
MSC - 02##	Curriculum, Pedagogy and Assessment in Secondary Education	04	30	70	100	68
MCC- 10	Advanced Research Methodology	04	30	70	100	72
MCC- 11	Creativity and Value Education	04	30	70	100	76
MCC- 12	Environment and Education	02	15	35	50	79
MEPC- 03	Internship	04	50		50	81
Total	Semester-III	22	200	350	500	
Course Code	SEMES' Subjects	Credits	Internal	External	Total	
Course Code		Credits	Internal	External	Total	Page No.
MSC- 03#	Policy, Economics and Planning in Elementary Education	04	30	70	100	82
MSC- 03##	Policy, Economics and Planning in Secondary Education	04	30	70	100	85
MSC- 04	Educational Management and Administration in Elementary/Secondary Education	04	30	70	100	88
MSC- 05	Education Technology and ICT	04	30	70	100	94
MCC - 13	Dissertation	04	100(60 Report+ 40 Viva)		100	97
MEPC-04	Seminar, Group Activities, Laboratory Work, Field Work, Workshops (16 weeks)	04	100		100	99
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CO: Course Outcomes

Is for Elementary (VIII) Specialisation and ## for Secondary (IX-XII) Specialisation

MCC: M.Ed. Core Course MSC: M.Ed. Special Course

MEPC: M.Ed. Enhancing Professional Capacity

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REGULATIONS

1. **About the Course**

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 specialisation in either elementary education or secondaryand senior secondary education.

Any student who has obtained atleast 50% marks or an equivalent grade in B.Ed., B.A. BEd., BSc. B.Ed., B.El.Ed. or D.El.Ed. with UG degree with at least 50% marks in each may be admitted to the examination for the degree of Master of Education.

2. **Duration of Course**

- 2.1 The M.Ed. programme shall be of two academic years (having four semesters of six months each).
- 2.2 The end-semester examination shall be held after the completion of the semester on the dates notified by the College.
- 2.3 Working Days
 - There shall be at least 90 working days each semester inclusive of classroom transaction, practicum, field study and conducting experimentation.
 - 2.3.2 The institution concerned shall work for thirty six hours (five or six days) in a week, during which physical presence in the institution of all the teachers and student-teachers shall be necessary to ensure their availability for interaction, dialogue and consultation, and for mentoring students.
 - 2.3.3 The minimum attendance of each student shall have to be 80% for all course work and 90% for the field attachment.

2.4 Curriculum

The 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 specialisation in either elementary education or secondary education. The curriculum of 2-year M.Ed. Program will consist of the following components:

2.4.1 Field Immersion/attachment/Internship: There shall be core courses dissertation with about 40% of credits.

(which shall have about 60% of credits) and specialisation courses and

3. Admission to the Course

A candidate should have a minimum of 50% marks at B.Ed. degree course or an equivalent grade to be eligible for admission to M.Ed. Admission to the course will be given on the basis of Entrance Examination, Interviews and marks of eligibility degree.

4. Examination

- **4.1** Master of Education (M.Ed.) Programme would follow Semester System with continuous and comprehensive assessment as an integral part.
- **4.2** To be permitted to appear in the semester-end examination for the Degree of the Master of Education (M.Ed.) a candidate must have:
- (i) Completed the courses of study prescribed for the M.Ed. Programme.
- (ii) Registered with the College as a student.
- (iii) Completed 80% attendance in theory classes and 90% in internship and practicum of the total classes held.
- (iv) Completed the M.Ed. course in a maximum of three years from the date of admission to the programme.
- **4.3** A candidate of Master of Education degree shall be examined in 22 (twenty two) papers carrying total of 2000 marks.

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4.4. Scheme of Study

	SEMES	TER I			
Course Code	Subjects	Credits	Internal	External	Total
MCC -01	Psychology of Learning and Development	04	30	70	100
MCC -02	Historical, Political and Economic Perspectives of Education	04	30	70	100
MCC -03	Relevance of Teachers Education in Changing Times	04	30	70	100
MCC -04	Fundamentals of Educational Research	04	30	70	100
MEPC- 01	A. Communication and Expository Writing	01	50		50
	B. Personality Development	01			***************************************
Total	Semester-I	18	170	280	450
	SEMES				***************************************
Course Code	Subjects	Credits	Internal	External	Total
MCC -05	Sociological and Philosophical Perspectives of Education	04	30	70	100
MCC -06	Teacher Education-Issues and Challenges	04	30	70	100
MCC - 07	Curriculum Studies	04	30	70	100
MCC -08	Innovative Teaching-Leaning	04	30	70	100
MCC -09	Dissertation	04	30	70	100
MEPC- 02	Internship in a teacher Education Institution	04	50		50
Total	Semester-II	24	200	350	550
*INTER S	SEMESTER BREAK-II- Dis	sertationre	elated activ	rities will b	e done
	SEMES'	TER III			
Course Code	Subjects	Credits	Internal	External	Total
MSC-01	Elementary/Secondary Education for differently-abled	04	30	70	100
MSC-02#	Curriculum, Pedagogy and Assessment in Elementary Education	04	30	70	100
MSC-02##	Curriculum, Pedagogy and Assessment in Secondary Education	04	30	70	100
MCC-10	Advanced Research Methodology	04	30	70	100
MCC-11	Creativity and Value Education	04	30	70	100
MCC-12	Environment and Education	02	15	35	50
MEPC-03	Internship	04	50		50
Total	Semester-III	22	200	350	500

SEMESTER IV						
Course Code	Subjects	Credits	Internal	External	Total	
MSC- 03#	Policy, Economics and Planning in Elementary Education	04	30	70	100	
MSC- 03##	Policy, Economics and Planning in Secondary Education	04	30	70	100	
MSC- 04	Educational Management and Administration in Elementary/Secondary Education	04	30	70	100	
MSC- 05	Education Technology and ICT	04	30	70	100	
MCC - 13	Dissertation	04	100(60 Report+ 40 Viva)		100	
MEPC-04	Seminar, Group Activities, Laboratory Work, Field Work, Workshops(16 weeks)	04	100		100	
Total	Semester-IV	20	290	210	500	
Grand Total	Semester I+II+III+IV	84	860	1190	2000	

CO: Course Outcomes

Is for Elementary (VIII) Specialisation and ## for Secondary (IX-XII) Specialisation

MCC: M.Ed. Core Course MSC: M.Ed. Special Course

MEPC: M.Ed. Enhancing Professional Capacity

There shall be a Departmental Internal Assessment Committee which will meet periodically to carry out and monitor internal assessment programme.

- 4.5 a. There shall be total **84 credits** which are distributed as follows: Core papers: 42 credits, Special papers: 20 credits Field internship and Practical activities: 14 credits [4 credits in teacher education institution (Internship –I), 4 credits in specialization (Internship –II), 6 credits for different practical activities (MEPC-01 & MEPC-04)] and 8 credits for research leading to Dissertation.
 - Each credit in a taught course is credited to one hour of teaching or two hours of seminar/group work/laboratory work/field work/workshop per week for sixteen weeks.
 - c. Among 11 core papers, 10 papers carry 100 marks and 1 paper carries 50 marks.
 - Among 4 EPC papers, one paper carries 100 marks & 3 papers carry 50 d. marks each. All these 4 papers will be evaluated internally by the examiners appointed by the College.

- e. There are 5 Special papers each carrying 100 marks (70% marks for external & 30% marks for internal assessment)
- f. All the M.Ed. students are required to go for Dissertation and Internship as prescribed in the curriculum. The weightage of internal assessment for engagement with the field shall be 100 percent.
- g. Total Dissertation will be carrying 200 marks
- **4.6** The written examination in each of the theoretical core papers, special papers & elective papers shall be of three hours duration.
- **4.7** For the evaluation of dissertation there shall be provision of one examination to be conducted by the College after completion of Internship programme.
- **4.8** Courses of study for Master of Education examination shall be the same as incorporated in the Regulation.
- 4.9 A candidate who, after having completed the course, in case fails to appear at the examination or fails to pass the examination, shall be allowed to take subsequent examination of the same semester on payments of prescribed examination fee without being required to repeat/complete the course again. However, this opportunity shall be given only in one more examination of the next succeeding session only.
- 4.10 A candidate shall be allowed to appear in the final examination of Master of Education course only if he/she clears the 1st, 2nd & 3rd semester examinations. If he/she fails to clear the 1st, 2nd & 3rd Semester examinations of the succedding session, he/she will not be allowed to appear in the final (4th semester) examination.

5. Conduct of Examination and Moderation of Results

- 5.1.1 All the Four Semester-end Examinations shall be conducted by the College which shall also finalize the programme for these examinations. The approved examination fee shall be charged.
- 5.1.2 Answer sheets shall be Coded before being sent to the Examiners, and shall be decoded before tabulation of marks.
- 5.1. 3 In order to pass Master of Education examination, a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately. A candidate, not securing the above qualifying marks, shall be declared as fail.

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- 5.1. 4 (a) Final result of M.Ed. Course shall be published on the basis of candidate's performance in all the papers spread over all Four Semesters.
 - (b) The Final result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the Regulations.
- 5.1.5 Evaluation Scheme for Core, Special, Dissertation and EPC's.

Core and Special Paper of Sems. -I, II, III and IV

EXTERNAL Exam: Core and Special Paper

Full N	Marks: 70
Time	: 3 Hours
UNIT-I-	14 MARKS
Q. 1 Or Q.2	LONG QUESTION
UNIT-II-	- 14 MARKS
Q. 3 Or Q.4	LONG QUESTION
UNIT-III	- 14 MARKS
Q. 5 Or Q.6	LONG QUESTION
	- 14 MARKS
Q. 7 Or Q.8 1	LONG QUESTION
Q.9 - 10 Short ques	stion, one has to answer
	f 2 marks each

		Full Marks: 35
	7	Time: 1.5 Hours
	UN	IIT-I- 14 MARKS
Q. 1	Or Q. 2	LONG QUESTION
	UN	IT-II- 14 MARKS
Q. 3	Or Q.4	LONG QUESTION

Q.5 - 10 Short question, one has to answer 7 of them of 1 mark each

EPC'S	DISSERATATION

EPC'S EVAL	UATION
(PRACTIO	CUM)
INTERNAL EV	ALUATION
MEPC-01-	50
MEPC-02-	50
MEPC-03-	50
MEPC-04-	100

CC-13-DISSE	RATION	
F.M.: 1	00	
EVALUATION OF	Viva-Voce:	40
DISSERTATION: 60	Marks	
Marks		

INTERNAL Exam: Core and Special Paper

TASKS	F.M.: 30	F.M.: 15
ASSIGNMENTS, ACTIVITIES AND PROJECTS	15	08
PRESENATATION	10	05
ATTENDANCE, REGULARITY AND PUNCTUALITY	05	02

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5.2 Promotion

- 5.2.1 A student who fails in not more than Two papers (Theory + Practical) in First Semester Examination, he/she may be promoted to Second Semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- 5.2.2 Like wise, If a Second Semester student fails in not more than Two Papers, he/she may be promoted to 3rd Semester; but all such students will have to clear their backlog papers of 1st and 2nd both Semesters in the next succeeding examination of that semester.
- 5.2.3 No student shall be promoted to 4th Semester, unless he/she has cleared all the backlog papers.
- 5.2.4 The name of successful Candidates shall be arranged in order of merit as follows:

Percentage of Marks	Grade		
86 and Above	O(Outstanding)		
76 to 85	A+(Excellent)		
66 to 75	A(Very Good)		
56 to 65	B(Good)		
45 to 55	C(Average)		
Less than 45	D(Fail)		

Calculation of Semester Grade Point Average (SGPA)

The Semester Grade Point Average (SGPA) are to be calculated on the following basis:

SGPA (S_i)= $\sum (C_i \times G_i)/\sum C_i = \underline{\text{Sum of grade points of all courses of the particular semester}}$ Total credit of the semester

C_i = Number of Credits of the ith course; G_i = Grade points Score in the ith course

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Semester - I M.Ed. Examination

Course	Marks	Percentage	Grade	Credit	Credit Grade
No.	obtain/100	of Marks	Point		Point
MCC-1 (Comp. paper)	69	69	8	4	32
MCC-2 (Comp. paper)	71	71	8	4	32
MCC-3 (Comp. paper)	56	56	7	4	28
MCC-4 (Comp. paper)	47	47	6	4	24
MEPC-1(50 marks)	30	60	7	2	14
Total	273			18	130

Semester Grade Point Average

$$SGPA = 130$$
 $18 = 7.2$

Suppose,

(SGPA) for M.Ed. student in semester-I = 7.2 Total Credits = 18

(SGPA) for M.Ed. student in semester-II = 6.2Total Credits = 22

(SGPA) for M.Ed. student in semester-III = 7Total Credits = 24

(SGPA) for M.Ed. student in semester-IV = 7.5Total Credits = 20

Now we will calculate CGPA of the student:

Cumulative Grade Point Average (CGPA)= $\sum (C_i \times S_i)/\sum C_i$

 $S_i = SGPA$ of the ith Semester; Ci= total credits in the ith semester

$$= \frac{7.2 \times 18 + 6.2 \times 22 + 7 \times 24 + 7.5 \times 20}{84}$$

CGPA = 6.95

The cumulative grade point average will be calculated as per the formula given above For the award of the class CGPA shall be calculated on the basis of:

- (a) End Semester External Examination Marks
- (b) Total Marks obtained (End Semester External Examination Marks + (Marks For internal assessment) for each course.

The final Class for M.Ed. Degree shall be awarded on the basis of CGPA obtained on the basis of the four semesters

Classification of Final Result

Classification of Final Result	CGPA From - to
First class with Distinction	7.5 and Above
First Class	6.00 - 7.49
Second Class	4.5 – 5.99
Dropped or Fail	Below 4.5

Dropped or Fail

Below 4.5

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Conversion of CGPA into Percentage

To convert CGPA into percentage of a candidate, he/she has to multiply his/her CGPA score by 9.5. For example, if he/she has obtained 9.4 CGPA then the equivalent percentage of marks would be $9.4 \times 9.5 = 89.3\%$.

6. Award of Degree

The Students/Candidates, who complete the program successfully, shall be awarded Master of Education degree by the University in prescribed format specifying the lass/Division/Grade in which s/he has been placed.

SEMESTER-I

MCC-01: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To acquaint learners with the nature and processes of development and assessment of various traits and abilities;

CO2: To appreciate common characteristics, educational needs and behavioural problems of learners at successive stages of development.

CO3: To help students understand the implications of various psychological theories for education.

CO4: To acquaint learners with the nature and concepts of individual differences, Intelligence and emotional intelligence.

CO5: To familiarize students with the structure, functioning, and development of personality and their implications for education.

CO6: To understand the emotional behavior and balancing their emotions.

CO7: To understand the process of adjustment and stress management.

COURSE CONTENTS

UNIT I: HUMAN DEVELOPMENT AND THEORIES

- Human Growth and Development: Meaning and relation, General principles and stages of development, problems of each stage (with special reference to adolescence). Influencing processes and factors of development and their relative role
- Cognitive development: meaning of cognition, development of thought and knowledge constructivist theory (of Piaget and Vygotsky), and its educational significance
- Social and Emotional Development: meaning and context (Family, Parenting style, peer, school and school family linkage). Emotion Meaning, nature, and kinds of emotions (Anger, love, fear, frustration and anxiety) and their significant educational implications. Theory of social development (Erickson's), Socio Emotional Classroom Climate
- Moral development and Moral Education: meaning and influencing factors. Theory of moral development (Kohlberg's). Educational approaches to moral education and role of school

UNIT -II: LEARNING AND MOTIVATION

- Learning: Concept, Kinds, and Levels (Gagne's hierarchy of learning / conditions of learning.)
- Cognitive and Information processing views about learning and instruction (Bruner, Ausubel and Piaget) and their educational implications
- Theories of learning Gestalt and Sign Gestalt Theories (Tolman's). Kurt Lewin's Field Theory; Bandura's Social Learning Theory
- Motivation: Concept, nature and relationship with learning; strategies of motivation

UNIT -III: INDIVIDUAL DIFFERENCE

- Individual Variations: concept and aspects; intra and inter differences, determinants (heredity and environment); Learning styles and teaching strategies to suit individual differences
- Intelligence: Meaning, identification and measurement. Theories of Intelligence: Early views and theories of intelligence (one factor, two factor, multifactor, Group factor theories, Structure of Intellect Model (Guilford); Later views and theories of multiple intelligence (Sternberg's theory, Gardner)
- Emotional Intelligence: concept and dimensions; implications for teachers and students

UNIT -IV: PERSONALITY AND MENTAL HEALTH

- Personality: concept, development, structure and dynamics of personality; Personality
 Theories: Trait Theories Allport and Cattel, Psychoanalytic theory Freud;
 Humanistic approach Roger, Maslow
- Mental Health and Hygiene: nature, concept, scope and principles; factors affecting mental health and hygiene, measures used to promote mental health (preventive, constructive): educational implications of mental health
- Mechanisms of Adjustment: defence, escape, withdrawal and compensatory
- Introduction to common forms of neurosis, psychosis and somatic disorders

TRANSACTION MODE

Lecture-cum-discussion; peer group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion

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SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- Case study of one student with adjustment problems
- Studying the personality characteristics of some successful individuals
- Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report
- Project work on identified themes
- Test on Personality, Aptitude and Creativity
- Identification of IQ, EQ, and SQ
- Administering and interpreting the results of two tests of intelligence verbal, non-verbal or performance
- A case study of an exceptional child and suggesting how to provide education for the particular child
- Assignments and tests
- Seminar and symposium

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SEMESTER-I

MCC-02: HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

No. of Credits: 4 Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To acquaint the students with the general development and progress of education prior to independence.

CO2: To acquaint the students with general development and progress of education after independence.

CO3: To enable the students to understand the concept and meaning of problems of Education (social, economic, political)

CO4: To enable the students to understand the various problems of education at different stages (Primary, Secondary, Higher Secondary, higher education) with special reference to different Commissions and Committees.

CO5: To enable the students to find out the reasons and evaluate the solutions of education for different stages.

CO6: To enable the students to understand the problems related to the policies of Government and to find out remedies.

CO7: To acquaint the students with the relationship between the financial support of education and quality of education.

CO8: To familiarize with the various sources of financing education in India.

CO9: To enable the students to locate human and material resources and utilise them to the maximum benefit for education.

COURSE CONTENT

UNIT-I: HISTORY OF INDIAN EDUCATION-I

- Progress of Education in Ancient and Medieval period
 - Vedic Education System
 - Buddhist Education System
 - o Jain Education System
 - Islamic Education System

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UNIT-II: HISTORY OF INDIAN EDUCATION-II

- Education in the early years of the 19th century:
 - o Charter act of 1813, 1833
 - o Role of Missionaries in Education
 - o Macaulay's Minutes
 - o Wood's Dispatch 1854
 - o Indian Education Commission 1882 (Hunter Commission)
- Education in the 20th century:
 - Lord Curzon's policy of education 1904
 - o Recommendations of Dr. Jakir Hussain Committee for Basic Education
 - o Seargent Plan 1944

UNIT-III: EDUCATIONAL PROVISIONS IN FREE INDIA

- Constitutional Provision: Articles, Sections, Subsections, additions and reviews for Education
- Radhakrishnan Commission Recommendations
- Education Commission of 1964-66
- National Policy on Education 1986 and 1992
- National Knowledge Commission 2005
- Yashpal Committee Report 2009
- NITI Aayog 2015
- NEP 2020

UNIT-IV: ECONOMICS OF EDUCATIONAL SYSTEM AND CHALLENGES

- Economics of Education: Concept, Nature and Scope
- Need and significance of Educational Finance
 - i. Rising Unit costs and resource constraints
 - ii. Demand for Education
 - iii. Supply of Education
- Return of Investment in Education
- Sources of Finance:
 - 1. Government grant (central, state, local)
 - 2. Tuition fees
 - 3. Taxes
 - 4. Endowments, Donation and gifts
 - 5. Foreign aids
- Critical review of present grant-in-aid System

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TRANSACTION MODE

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

SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- Assignment/term paper on selected theme from the course.
- A study of the functioning and contribution of a VEC/SMC/PTA.
- Critical analysis of grant in aid schemes of the state and the centre
- Funding scheme under RUSA
- Prepare a plan for the mobilization of different types of resources from the community.
- Analysis of School Education Act of a state.
- Case studies of School Education Act of state high results at the secondary/senior secondary levels.
- Indentifying Social Problem and its solution for one B.Ed. College
- Critical Study of National policy of Education (1986).
- Manifestos of political parties on education

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- गुप्ता, एस. पी. एवं अलका गुप्ता, आधुनिक भारतीय शिक्षा की समस्याएँ, शारदा पुस्तक भवन यूनिवर्सिटी रोड, इलाहाबाद – 2
- गुप्ता, एस. पी. एवं अलका गुप्ता, भारत में शिक्षण प्रणाली का विकास, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद - 2
- गुप्ता, एस. पी. एवं अलका गुप्ता, भारतीय शिक्षा का इतिहास, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद - 2
- गुप्ता, एस. पी., भारतीय शिक्षा का इतिहास, विकास और समस्याएँ, शारदा पुस्तक भवन, यूनिवर्सिटी रोड,
 इलाहाबाद 2
- गुप्ता, एस. पी., समकालीन भारत और शिक्षा, इलाहाबाद शारदा पुस्तक भवन
- जायसवाल, सीताराम, भारतीय शिक्षा का विकास और समय, प्रकाशन केंद्र, लखनउ
- जैन, कपूर चंद, भारतीय शिक्षा का इतिहास, विनोद पुस्तक मंदिर, आगरा
- तरूण, हरिवंश, भारतीय शिक्षा और उसकी समस्याएँ, विश्व की शिक्षा प्रणालिया
- त्यागी, जी. एस. डी., आधुनिक शिक्षा का इतिहास, विनोद पुस्तक मंदिर, आगरा
- छेहल, प्रदीप सिंह, समकालीन भारत और शिक्षा, मेरठ आर, लाल बुक डिपो
- पांडे, रामशकल, भारत में शिक्षा व्यवस्था का विकास, आगरा अग्रवाल प्रकाशन
- पांडे, रामशकल, विश्व के श्रेष्ठ शिक्षा-शास्त्री, विनोद पुस्तक मंदिर, आगरा-3
- पाठक, पी. डी., भारतीय शिक्षा और उसकी समस्याएँ, विनोद पस्तक मंदिर, आगरा-3
- पूनम, मदन., समकालीन भारत और शिक्षा, आगरा अग्रवाल प्रकाशन
- विशिष्ट, विजेद्र कुमार, भारतीय शिक्षा का इतिहास, अर्जुन प्रकाशन हाउस, अंसारी रोड, दिरयागंज, एन. डी.
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- सहारन, सुरेंद्र कुमार, समकालोन भारत और शिक्षा, जयपुर जैन प्रकाशन मंदिर

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SEMESTER-I

MCC-03: RELEVANCE OF TEACHER EDUCATION IN CHANGING TIMES

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To understand the concept, objectives and principles of teacher education.

CO2: To acquaint the students with the innovative practices in teacher education.

CO3: To develop professional ethics and commitment to the profession.

CO4: To acquaint with different agencies of teacher education in India and their rules and functions.

CO6: To understand the role of professional organization of teacher educators.

CO7: To understand major issues and problems of teacher education.

CO8: To acquaint the students with the research orientation in teacher education program.

CO9: To enable the student to understand the need for continuing education of teachers and teacher educators.

CO10: To enable the student to understand planning, administration and financing of teacher education.

COURSE CONTENTS

UNIT I: PERSPECTIVES AND POLICY ON TEACHER EDUCATION

- Teacher Education: Meaning, aim, need and scope, teacher education in a changing society, a brief historical perspective(Chattopadhyay Committee Report, 1983-85) and recent development in teacher education (NCFTE 2009 and Justice Verma Committee Report 2012, NEP 2020 with reference to Teacher Education)
- Teacher Development: Concept, Factors influencing teacher development (personal, contextual)
- Teacher Expertise: Berliner's stages of development of a teacher
- National and State policies on teacher education: a review
- Different organizations and agencies involved in teacher education (NCTE, NCERT, UGC, NIEPA, SCERT, DIET): their roles, functions and networking
- Preparation of teachers for art, craft, music, physical education and special education need, existing programmes and practices

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UNIT II: ORGANIZATION OF DIFFERENT COMPONENTS OF TEACHER EDUCATION CURRICULUM

- Organization, transaction and evaluation of different components of teacher education curriculum – existing practices
- Transactional approaches for the foundation courses Expository, Participatory, Collaborative, Peer Coaching, and Inquiry
- Scope and possibilities of the transactional approaches for organization and evaluation of teacher education curriculum
- Concept and scope of school-based practicum and internship the existing practices, nature, objectives, organization and duration. Activities and experiences in preinternship, internship and post-internship

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

- Concept, need for continuing professional development of a teacher areas of professional development. Purpose of in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- The structure for in-service teacher education sub-district, district, state, regional and national level agencies and institutions
- In-service teacher education under DPEP, SSA and RMSA
- Modes and Models of in-service teacher education:
 - Modes of in-service teacher education face-to-face, distance mode, online and mixed mode.
 - o Induction, one shot, recurrent, cascade, school based models: scope, merits and limitations of each of them

UNIT IV: PLANNING, ORGANIZING 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
- Qualities and characteristics of an effective in-service teacher educator

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TRANSACTION MODE

Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc.; preparation of reflective diaries and discussions with the peers and teachers;

Seminar reading- presentation by students on selected themes individually and collectively leading to discussion;

Library readings on selected theme followed by group discussion;

Study of documents and references, interaction with field staff and reflective interaction with the peer group

SESSIONAL ACTIVITY/ PRACTICUM

- A "comparative study of state and national curricula" of pre-service teacher education in terms of their components, weightage, duration, organization, transaction and assessment - document analysis
- Design, implementation and evaluation of a training input in any one course of preservice teacher education – mentored practicum
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcomes – document analysis
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs

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SEMESTER-I

MCC-04: FUNDAMENTALS OF EDUCATIONAL RESEARCH

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To understand the concept of research and educational research.

CO2: To understand the types and methods of educational research.

CO3: To understand the steps involved in educational research.

CO4: To understand the procedure to conduct the research in the educational field.

CO5: To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.

CO6: To examine the role of research tools in a research study.

CO7: To review the educational research articles.

CO8: To understand the role and use of statistics in educational research.

CO9: To understand the measures of central tendency and its uses.

CO10: To convey the essential characteristics of a set of data by representing in tabular and graphical forms.

COURSE CONTENT

UNIT-I: CONCEPT OF EDUCATIONAL RESEARCH AND NATURE OF A PROBLEM

- Meaning, nature, need, importance and scope of educational research
- Meaning and Characteristics of Scientific method: Replicability, Precision, Falsification and Parsimony
- Types of Scientific method: Exploration, Explanatory and Descriptive
- Areas of educational research and different source of generating knowledge
- Sources and criteria of selection of research problem- based on experience, discussion, literature survey
- Delimiting the Scope and Area of Study and stating problems in different forms

UNIT-II: TYPES OF RESEARCH AND ITS USES

- Types of Educational Research Fundamental, Applied and Action research
- Historical Research: Need, Significance, Types, Sources, Collection of data, Establishing validity and Interpretation of data

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- Descriptive Research Nature, Use, Steps and Interpretation of Survey Research, Developmental and Correlational Studies and Ex- Post Facto Research
- Experimental Research Need, nature, steps and validity: internal and external, different types of experimental designs: Pre-experimental, Quasi- experimental, True experimental, role of control in experimental designs

UNIT-III: VARIABLES, HYPOTHESES AND SAMPLE

- Concept, nature characteristics and types of variables- interrelationship of different variables
- Concept, importance, characteristics and forms of hypothesis- formulation and testing
- Population and Sample- Concept and Need; characteristics of good sample
- Sampling Method: Probability Sampling: Simple Random Sampling, Use of random number table, Cluster, Stratified and Multistage Sampling
- Non Probability Sampling (Quota, Judgment and Purposive)

UNIT-IV: SIMPLE DATA ORGANISATION TECHNIQUES AND STATISTICS

- Scales of Measurement: Nominal, Ordinal, Interval and Ratio
- Organization and tabulation of data
- Graphical Representation-(i) Histogram (ii)Bar Diagram (iii) Pictograph (iv) Cumulative Frequency Curve (v) Frequency Polygon (vi) Ogive (vii) Pie Chart
- Significance and uses of:
 - Measures of Central Tendency Mean, Median and Mode
 - Measures of Variability Range, Quartile Deviation & Standard Deviation.
 - Measures of Relative Positions: Deciles, Quartile, Percentile
 - Percentile rank
 - Standard Scores: Z-score, T-score, C-score, Stanine, Sten Score
- Correlation-Concepts, types and uses; assumption and uses of Rank difference, computation of Co-efficient of Correlation by Rank difference and Product Moment Method

TRANSACTION MODE

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

SESSIONAL ACTIVITY/ PRACTICUM: (any one)

- (i) Identification of a research problem and stating it in different forms
- (ii) A project on sample description using data organization techniques
- (iii) Tabulation and Graphical Representation of Data using spreadsheet

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SEMESTER-I

MEPC-01: ENHANCING PROFESIONAL CAPACITY

No. of Credits: 2 Full Marks: 50 Internal: 50

A. COMMUNICATION AND EXPOSITORY WRITING:

Communication skills, Expository writing and Academic writing involves the short workshop courses (or course) on communication skills and expository writing are intended to enhance the ability of the graduates to listen, converse, speak, present, explain and exposit ideas in groups and before an audience — as this is one of the essential expectations from all professionals in education. The workshops should also involve training in ICT and educational technology. The academic/Expository writing component is meant to focus on questions such as: What are the different kinds of writings and writing styles? What are the essential requirements of academic writing? What distinguishes a good academic writing from others? What are academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one's own writing?

B. PERSONALITY DEVELOPMENT:

These workshops should engage the students in reflecting on the linkages between the self and one's professional practice. Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven in the sessions.

The evaluation of both the component A and B of EPC-01 will be done by Internal Evaluation Process.

SEMESTER-II

MCC-05: SOCIOLOGICAL AND PHILOSOPHICAL PERSPECTIVES OF EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To acquaint students with sociological perspectives of education.

CO2: To enable students to understand how the 'Education' is embedded in social structure and culture.

CO3: To enable students to understand educational problems and issues related to educationally excluded/ disadvantaged groups.

CO4: To enhance capacities of students for the critical evaluation of the role of education in social change.

CO5: To apply the knowledge towards the promotion of National Integration and International understanding.

CO6: To enable students to understand the meaning of philosophy and philosophical foundations of education.

CO7: To develop the understanding of the nature and functions of philosophy of education.

CO8: To develop the skills of logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.

CO9: To develop critical appraisal of contributions of great thinkers to education and society.

CO10: To enable students to compare partially and holistically concepts of education between/among various philosophical schools/traditions.

COURSE CONTENTS

UNIT I: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

- Concept and nature of Sociology of Education, Difference between Sociology of Education and Educational Sociology
- Approaches to Sociology of Education (Symbolic interaction, Structural Functionalism and Conflict Theory)
- Culture Meaning and nature of culture, Role of education in cultural context, Education and cultural change
- Education and society Education as a social system, as a socialization process and a process of social progress and change; social stratification and social mobility

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UNIT II: SOCIOLOGICAL VALUES ENSHRINED IN CONSTITUTION AND SOCIAL REFORMS

- Equality of educational opportunity and excellence in education, Equality Vs equity in education, inequalities in Indian social system with special reference to social disadvantages, gender and habitation; measures to address them
- Education and democracy; constitutional provision of education, Nationalism and education, Education for national integration and international understanding

UNIT III: PHILOSOPHY OF EDUCATION & WESTERN PHILOSOPHICAL SYSTEMS

- Philosophy as General Frame of Reference: Meaning, definitions and functions of philosophy, Branches of philosophy and their relationship with educational problems and issues.
- Philosophy of Education: meaning, nature Directive Doctrine, a liberal discipline and its functions- Speculative, Normative and Analytical
- Major schools of philosophy with special reference to the concepts of reality, knowledge and values, and their educational implications: Idealism, Naturalism ,Pragmatism, Realism, Existentialism and Marxism
- Western Thinkers: Karl Marx, Rousseau, John Dewey, Kierkegaard and St. Ignatius of Loyola

UNIT IV: INDIAN PHILOSOPHIES OF EDUCATION

- Indian Schools of Philosophy with special reference to their concepts of reality, knowledge and values, and their educational implications: Bhagawat Gita, Buddhism, Jainism, Islamic and Christianity Traditions
- Indian Thinkers and their philosophical contribution in the field of education: Gandhi, Tagore, Aurobindo & J Krishnamurty and Dr. A. P. J. Abdul Kalam

TRANSACTION MODE

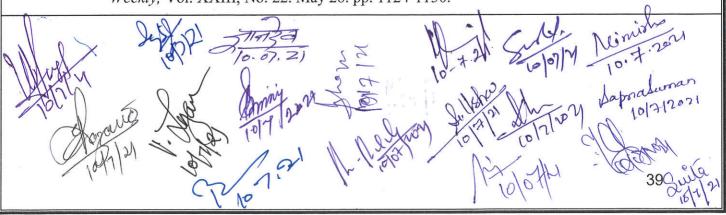
• Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations.

SESSIONAL ACTIVITY/ PRACTICUM

• Development of Assignment on the given topics and Presentation using suitable media.

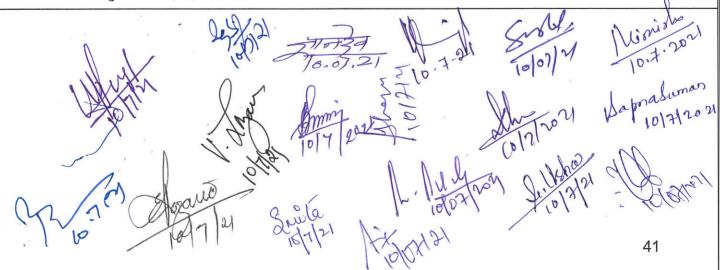
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SEMESTER-II

MCC-06: TEACHER EDUCATION: ISSUES AND CHALLENGES

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES

- To develop the understanding of the concept, objectives and principles of teacher education.
- To understand the professional development of teachers and teacher educators.
- To acquaint the student with the global context of teacher education.
- To acquaint the student with the role of professional organization of teacher educators.
- To help the student to understand major issues and problems of teacher education.
- To acquaint the student with the research orientation in a teacher education program.
- To develop understanding of paradigms for research on teaching.
- To understand the role of the partnership in teacher education.

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

- Pre-service teacher education concept, nature, objectives and scope
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Modes of pre-service teacher education face-to-face (linear and integrated), distance and online – relative merits and limitations
- Modification of teacher behavior- Microteaching, Simulated teaching, Flander's Interaction Analysis Category System (FIACS)
- Concept and characteristic of the student teacher as an adult learner, Concept of Andragogy and its principles

UNIT II: STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION

- Structure of teacher education system in India its merits and limitations
- Universalization of Secondary Education and its implications for teacher education at the secondary level
- Vertical mobility of a school teacher avenues

- Professional development of teachers and teacher educators present practices and avenues. Professional Ethics and Quality Enhancement for professionalization of teacher education
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers
- Quality assessment of Teacher Education

UNIT III: RESEARCH IN TEACHER EDUCATION

- Paradigms for research on teaching Gage, Doyle and Shulman
- Research on effectiveness of teacher education programmes characteristics of an effective teacher education programme
- Methodological issues 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 and innovations: Teacher education in global context, Integrating Technology in teacher education, Preparing teachers for Inclusive Education

UNIT IV: PROBLEMS AND ISSUES IN TEACHER EDUCATION

- Challenges in professional development of teachers relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes
- Sufficiency of subject matter knowledge for teaching at the senior secondary level
- Issues related to enhancing teacher competence, commitment and teacher performance
- Partnerships in secondary teacher education TEI with school and community, Government Agencies with University, NGOs and teacher education institutions, Preparing teachers for different levels of school education

SESSIONAL ACTIVITY/ PRACTICUM

- Study of the Annual Reports of SCERT/RIE/NCERT/NIEPA to identify the various programmes for professional development of teacher educators.
- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- A review of researches in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for practitioner.

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EVALUATION

Whereas the evaluation of the taught on-campus courses would involve tests, assigned readings, seminar and project in the same way as in other taught courses; the internship would be evaluated differently. This may involve performance rating through

- Observation of performance in transacting a unit from the teacher education curriculum.
- Cumulative assessment by the mentor teacher educator on dispositions and developmental aspects such as professionalism,
- Outcomes of activities such as designing training material and

 Records submitted on reflections during internship, study of the teacher of

Records submitted on reflections during internship, study of the teacher education institution on instructional and evaluation practices.

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SEMESTER-II

MCC-07: CURRICULUM STUDIES

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To understand the underlying basis, principles, and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved which must be taken into account when developing a curriculum.

CO2: To understand the foundations of curriculum development.

CO3: To be acquainted with various curricular types and their designs, process and construction.

CO4: To know about curricular content, curriculum implementation and the process of curriculum evaluation.

CO5: To know and understand issues, trends and researches conducted in India in the area of curriculum and curriculum development.

CO6: To design and develop a curricular framework with given objectives in a particular field of formal study.

CO7: To understand the concept and principles of curriculum development.

CO8: To understand and appreciate curriculum as a means of development of the individual.

CO9: To appreciate the need for continuous Curriculum reconstruction.

CO10: To develop skills in framing curriculum for subjects of teaching, analyzing curriculum

CO11: To analyze teaching-learning process and developing course contents in the subjects of teaching.

COURSE CONTENT:

UNIT I: CURRICULUM CONCEPT AND FOUNDATIONS

- Curriculum, Syllabus and Textbooks: concept, meaning, differences and preparations
- History of curriculum development
- Bases, determinants and motives of curriculum development—Philosophical,
 Psychological, Sociological and discipline oriented considerations
- Approaches to Curriculum theories: Behaviouristic, Scientificand Humanistic

UNIT II: TYPES OF CURRICULUM DESIGN

- Categories and Types of Curriculum: Teacher centered, subject centered, child-centered, society centered, peripheral, Enrichment, Special, Integrated, Correlated, Fused, Interdisciplinary, Window-shopping, Frontline, Crash, Spiral
- Curriculum design and organization: Components, sources, principles and approaches.
- Role of UGC, NCTE and Universities in Curriculum Development and Implementation

UNIT III: MODELS OF CURRICULUM DEVELOPMENT

- Curriculum Construction –Approaches; deduction of curriculum from aims and objectives of education
- Models of curriculum: Different models of curriculum development Tyler's model, Grassroot-level planning (Hilda Taba), System-analysis
- Curriculum Implementation: Models and Strategies, Leadership role and community participation
- Role of curriculum support materials and types and place of materials and media (aids) to be used

UNIT IV: CURRICULUM EVALUATION AND RESEARCH

- Curriculum Evaluation: Meaning and Importance
- Approachesof Curriculum Evaluation: Scientific- Positivist vs. Humanistic-Naturalistic
- Models and Types of Curriculum Evaluation and Interpretation of evaluation results: Formative Vs. Summative, Tyler's Model, Stakes' Model, Provu's Model, CIPP Model. Scriven's Model, Kirkpatrick's Model
- Issues and Trends in curriculum development and curriculum researches in India.

TRANSACTION MODE

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, commissions and committees on secondary Education and Curriculum related issues and reflective discussion on the recommendations could be done. Hands on experience at work situation and observation of training sessions and presentation etc could constitute the different forms of curriculum transaction.

Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods; attempts needs to be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues in curriculum development could be originalised.

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Field visits to places of curricular other sites i.e. Museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers.

As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.
- Evolving criteria for development of syllabi and textbooks Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Evaluation of a primary class text book.
- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.

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SEMESTER-II

MCC-08: INNOVATIVE TEACHING AND LEARNING

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To nurture among the students the meaning, nature and scope of a constructive learning environment

CO2: To enhance the students to understand their role in a constructive classroom.

CO3: To develop the ideas about the new learning paradigms in education

CO4: To develop the skills about different new learning models in education and how to use them.

CO5: To generate the ideas about the use of technology and the virtual learning environments in teaching and learning

CO6: To understand different assessment mechanisms and use of technology in assessment.

COURSE CONTENT

UNIT I: CONSTRUCTIVISM THE WAY OF LEARNING

- Constructivism as shift from teaching to learning: Theory, Principles, Role of teacher, and Uses
- Theories on Constructivism: Piaget, Vygotsky, Bruner and Dewey
- Elements of Constructivism: Construction of learning environment and learning advice, Importance of Experiences and active engagement, variety of Situations and multiplicity of methods
- Understanding that Children construct their Own Knowledgeininteractive and collaborative learning involving 5E model, ICON model and Koohang Model

UNIT II: TEACHING LEARNING METHODS

- Student centred approach: Collaborative and Co-operative learning, Activity Based Learning, Team teaching and Learning
- Active learning and learning strategies: Performance tasks, Flipped Learning, Blended Learning
- Self-organised and self-directed learning: Programmed Instruction, Spaced Learning, Teacher for the day, Peer Learning, Field Visit, Pair-group learning
- Techniques for Creative Teaching: Brainstorming, Concept Mapping, Role playing, Storyboarding

Storyboarding

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UNIT III: TECHNOLOGY AND VIRTUAL LEARNING ENVIRONMENTS

- Technology and Digital Platforms
- Digital Content: Synchronous and Asynchronous
- Teachers and Learners and Information and Communication Technology
- Internet tools and Web Tools, Courseware and LMS
- Massive Open Online Courses (MOOCs), SWAYAM
- Distance Online courses and International Collaboration
- Open Educational Resources (OER), National Repository of OER

UNIT IV: ASSESSMENT REFORMS AND PRACTICES IN NEW LEARNING PARADIGM

- Direct and Authentic Assessments
- Continuous and Comprehensive Evaluation
- New trends in Assessment: On-Demand Examination, Choice Based Credit Systems, Grading System, Portfolios, Open book system, Open Ended/Flexible Answered Examination, Self and Peer Assessment.
- Technology supported Evaluations-Test (OMR's, MCQ's), Preparation, Conduction and Evaluation, Online Tests, WebQuest.
- Feedback and Reporting, Evaluation Rubrics
- Product vs Process based evaluation
- Subject/Person vs of Subject/Discipline based Evaluation

TRANSACTION MODE

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

SESSIONAL ACTIVITY/ PRACTICUM

Students can initiate and organize any two of the following teaching learning situations.

- Collaborative learning
- Cooperative learning
- Activity Based Learning
- Team teaching and Learning
- Performance tasks
- Flipped Learning
- Blended Learning
- Programmed Instruction
- Spaced Learning

- Teacher for the day
- Peer Learning
- Field Visit
- Pair-group learning
- Brainstorming
- Concept Mapping
- Role playing
- Storyboarding

Martin Molle Sonot 2017 10/7/2021

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SEMESTER-II

MCC-09: DISSERTATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- To develop the basics of a research proposal
- To develop the concept of different sections of a research proposal
- To develop the concept of tools and techniques
- To develop the basics of a good research tool
- To develop items of a research tool
- To perform Item Analysis of the test items
- To develop the skill of research report writing
- To acquaint them with different referencing styles.
- To review the educational research articles.
- To use the library, Internet services and other sources of knowledge for educational research purposes

COURSE CONTENTS

UNIT-I: RESEARCH PROPOSAL

- Basics of a Research Proposal
 - Conceptual Framework
 - O Selection & finalization of an educational research problem
 - Operational and functional terms
 - Review of related literature
 - Objectives, assumptions, hypothesis, research questions
 - Selection of method, sample and tools
 - o Data analysis method
 - o Chapterization
 - o Time budgeting, financial budget
- Evaluation of a research proposal

UNIT-II: RESEARCH TOOL BASICS

- Tools and Techniques of Educational Research- meaning and concept
- Basics of a Good/Standardised Research Tool

Reliability and its types with examples

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- Validity and its types with examples
- Item Analysis: Item Difficulty, Discriminating Power with Examples

UNIT-III: PREPARATION OF A RESEARCH TOOL

- Steps of Preparation and standardisation of research tool
- Questionnaire, Rating Scales, Checklist
- Observation Schedule, Interview schedule
- e-tools email, Online survey tools, fax, website, Internet, e-conferencing platforms
- Achievement Tests
- Objective test Items (MCQ's, Match the Following, True-False Items and Fill in the Blanks)

UNIT-IV: RESEARCH REPORT

- Educational Research Report Writing
- Purpose and need at different stages of research
- Source and types of Review material
- Recording of various references- notes taking
- On line/ off line references
- Format, Style, content and chapterisation of a Research Report
- Reference Style: APA, MLA, CHICAGO
- Bibliography, Appendices
- Characteristics of a good research report
- Evaluation of a research report

TRANSACTION MODE

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

SESSIONAL ACTIVITY/ PRACTICUM

- The students have to prepare a research proposal.
- The students have to prepare atleast one of the tool and standardized it. This covers selection of the items, item-analysis, reliability, validity, discriminating index, difficulty index, scoring procedure, blue-print, and try-out related activities. The Evaluation in this area consists of final presentation of the research tools and approval by the team of experts internally.

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- गुप्ता, एस. पी., गुप्ता, अलका, (2018), आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद
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SEMESTER-II

MEPC-02: INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

No. of Credits: 4

Full Marks: 50 Internal: 50

The internship has been conceptualised in two parts or 4 credits each. *First part involves a compulsory attachment with a teacher education institution during the Semester II.* The second part involves interning at/associating with a field site relevant to the area of specialization to be held during Semester-III. The internship will be for duration of three to four weeks each.

The internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done. 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. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

The evaluation of MEPC-02 will be done by Internal Evaluation Process.

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SEMESTER-III

MSC-01: ELEMENTRY/SECONDARY EDUCATION FOR DIFFERENTLY ABLED

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: Explain the concept and content of differently abled children and education.

CO2: Describe the concept, nature and assessment of different disabilities.

CO3: Explain the policies and legislation on differently abled education at national and international levels at elementary/secondary level.

CO4: Enumerate current trends and future perspectives in differently abled education at elementary/secondary level.

CO5: Explain the importance of equal educational opportunities for differently abled at elementary/secondary level.

CO6: Understand the schemes and programmes of the education of the differently abled children at elementary / secondary level.

COURSE CONTENTS

UNIT I: CONCEPT OF DIFFERENTLY ABLED

- Exceptionality and problems of classification and labelling
- Need and scope of differently abled
- Sociological perspectives of differently abled
- Normalization, Deinstitutionalization
- Integration, Mainstreaming, Inclusion
- Models of Integration and Inclusive Education
- Open Distance Learning System for differently abled

UNIT II: DIFFERENT DISABILITIES: CONCEPT, NATURE AND LEGISLATIVE PROVISIONS

 Visual Impairment, Hearing Impairment, Communication Disorders, Physical Disabilities, Learning Disabilities, Intellectually Challenged, Emotional and Behavioral Disorders, Autism, Multiple Disabilities

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- Policy and legislative provisions for special needs-Education and rehabilitation
 - o NPE-1986; POA-1992
 - o RCI Act -1992
 - o PWD Act 1995, RPWD Act 2016, RPWD, 2019 (Amendment) Rules
 - National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999
 - o National Policy for Persons with Disabilities -2006
 - o International Legislation for differently abled: UN-ESCAP, UNCRPP
 - o Sarva Shiksha Abhiyan, Rastriya Madhyamik Shiksha Abhiyaan
 - o Right to Education Act, 2009

UNIT III: REHABILITATION SERVICES AT ELEMENTARY/SECONDARY LEVEL

- Meaning, definition and types of rehabilitation at elementary/secondary level
- Types of Rehabilitation Programmes Institution Based Rehabilitation and Community Based Rehabilitation at elementary/secondary level
- Role of family and community in the rehabilitation process at elementary/secondary level
- Appropriate vocational counseling and training, different techniques in counseling
- Current trends and issues in differently abled education at elementary/secondary level:
 - o Early identification and intervention
 - o Individualized instruction
 - o Advocacy
 - o LRE
 - o Collaboration
 - o Attitudes and Awareness

UNIT IV: EDUCATIONAL INSTRUCTION AND PROGRAMMES FOR DIFFERENT DISABILITIES AT ELEMENTARY/SECONDARY LEVEL

- Educational programming at elementary/secondary level
- Specialized Instruction and Assistance from special teachers at elementary/secondary level
- Curricular modifications at elementary/secondary level
- Modifications in the learning environment
- Role of UN in promoting Human Rights
- Human Rights for the disabled
- Declaration of the Rights of the disabled
- Women with disabilities
- Role of UNESCO, WHO and UNICEF in education and rehabilitation of the disabled

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TRANSACTION MODE

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion

SESSIONAL ACTIVITY/ PRACTICUM

Critical observation of Resource Room/Special/Inclusive School

SELECTED READINGS

- A Handbook For Parents of Children With Disabilities, Government of India Planning Commission (Education Division) Calcutta: Wiley Eastern Publishing
- Chapman, P. (2001). *Theories of Inclusive Education*. Sage Publications, New Delhi:
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- Dubey, S.N. (2001). Education Scenario in India-2001. Authors Press.
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- Hallahan, D. & Kauffman, J. M. (1991). Exceptional Children: Introduction to special Education. Englewood, NJ: Prentice Hall
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- T. Riggar and D. Maki, Handbook of rehabilitation Counselling, Springer Publishing Co., New York, 2004.
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- Yesseldyke, J. E., Algozzine, & Thurlow, M. L. (1998). Critical Issues in Special Education
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- झा, मदनमोहन, समवेशी शिक्षा, प्रकाशन संस्थान, दयानंद मार्ग, दिरयागंज, नई दिल्ली ।
- मंगल, एस. के. और मंगल, उमा, समेकित विद्यालय की स्थापना, टंडन प्रकाशन, लुधियाना ।

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SEMESTER-III

Special Paper- Elementary Education

MSC-02#: CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

CO1: Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.

CO2: Reflect on the need and importance of work experience, art education and health and physical education.

CO3: Understand the importance of teaching of language and mathematics at elementary level.

CO4: Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level.

CO5: Develop research insight for curriculum development in elementary education.

COURSE CONTENT

UNIT I: PRINCIPLES OF ELEMENTARY SCHOOL CURRICULUM

- Concept, components and determinants of curriculum; principles of curriculum construction
- Criteria for selection and organisation of content and learning activities
- Different perspectives to curriculum and their synthesis behaviouristic, cognitive and constructivist
- Evaluation of curriculum: formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processes and motor abilities
- The relevance of NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges

UNIT II: WORK EXPERIENCE, ART EDUCATION AND HEALTH & PHYSICAL EDUCATION

• Place of Work Experience in curriculum, objectives, planning and organisation of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas

- Place of Health and Physical Education in the elementary school curriculum; objectives knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education issues
- Evaluation of different programmes in elementary schools work experience, art education, health & physical education

UNIT III: LANGUAGE(S) AND SOCIAL SCIENCES

- Place of language in elementary school curriculum, objectives of teaching in mother-tongue/language(s); listening, reading, speaking and writing; psycholinguistic and socio-linguistic aspects of language
- Learning and factors influencing language development; listening skills: nature, types, guidelines for teaching listening listening sessions and activities; speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills.
- Evaluation and remedial teaching with reference to the above language skills
- Need for developing environmental awareness, population awareness, family welfare awareness; place of social sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the social world and environment of the child
- Evaluation in Social Sciences and Preparation of curricular material

UNIT IV: MATHEMATICS AND ENVIRONMENTAL STUDIES/ NATURAL SCIENCES

- Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching
- Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics; diagnosis and remediation of difficulties in learning mathematics
- Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies and natural sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the environment of the child, evaluation of student's learning in EVS programme
- Preparation and use of different types of curricular material; Evaluation of Science Learning and Process Skills

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TRANSACTION MODE

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

SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programme as existing in any school

SUGGESTED READINGS

- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills Theory to Pracitce. Rand Menally& Co., Chicago.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988),
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- National Curriculum for Elementary and Secondary Education (1998) A Framework, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N. York.
- The Study of Primary Education A Source Book, Volume I & II, 1984.
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SEMESTER-III

Special Paper- Secondary Education

MSC-02##: CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY AND SENIOR SECONDARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES

- CO1: Develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage.
- CO2: Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- CO3: Understand the importance of teaching of language, science and mathematics at secondary level.
- CO4: Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level.
- CO5: Develop research insight for curriculum development in secondary education.
- CO6: Understand the nature and uses of different types of tools and techniques of evaluation in education.
- CO7: Acquire the skill to construct the achievement and diagnostic tests.
- CO8: Administer the tests and interpret the best scores and its implication to students and parents.
- CO9: Undertake action research and interpret the results.

COURSE CONTENT

UNIT I: PRINCIPLES OF SCHOOL CURRICULUM DEVELOPMENT AT SECONDARY AND SENIOR SECONDARY LEVEL

- Concept, components and determinants of curriculum; principles of curriculum construction
- Criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist;
- Evaluation of curriculum formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities
- The relevance of NCF-2005 and autonomy in developing curriculum with regard to local specific issues and challenges

UNIT II: LANGUAGE AND SOCIAL SCIENCES CURRICULUM

- Focus on three-language formula emphasising the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction
- Need of English to get equal importance with other Indian Languages
- Concept of multilingualism: Benefits of multilingualism in education, multilingual character of the classroom
- Focus on conceptual understanding rather than lining up facts, ability to think independently and reflect critically on social issues
- Nature of Social science at secondary stage: Social Sciences comprising history, geography, civics and economics in composite form
- Nature of Social science at + 2 stage: Social Science as separate discipline like political science, geography, history, economics, sociology and psychology

UNIT III: SCIENCE AND MATHEMATICS CURRICULUM

- Science in the school curriculum: NCF-2005
- Science as a composite discipline at secondary stage, Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Biology at higher secondary stage
- Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology
- Concerns in maths education: NCF-2005, content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics and science; diagnosis and remediation of difficulties in learning mathematics and science

UNIT IV: EDUCATIONAL EVALUATION - TOOLS AND TECHNIQUES

- Meaning, nature and functions of evaluation
- Inter-relationship between measurement, assessment, test, appraisal and examination
- Types of evaluation formative and summative evaluation, continuous and comprehensive evaluation.
- Testing and Non-testing tools of evaluation: essay type, short answer and objective type of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records.
- Characteristics of a good test
- Planning and preparation of a test

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TRANSACTION MODE

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

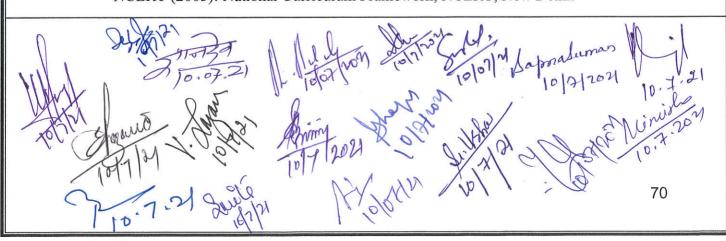
SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Critical analysis of a curriculum
- Preparation, administration and interpretation of a diagnostic test
- Preparation of SES scale for 30 students of a class, collection, classification, tabulation and graphical representation of data as well as interpretation of data
- Conducting a case study
- Critical analysis of examination papers
- Construction and tryout of classroom tests

SUGGESTED READINGS

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
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- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice.
 Pearson Publication.
- यादव, संगीता और सिंधु पुनम (2014): पाठ्यक्रम विकास और अनुदेश, अर्जुन प्रकाशन, नई दिल्ली।
- पल हंसराज और पल राजेंद्र (2006): पाठ्य चर्या कल आज और कल, शिप्रा प्रकाशन, दिल्ली।
- रावत म.स. (२००९): गणित शिक्षण, आगरा ।
- लता सुमन एवं खत्री एच. एच. पाठ्यक्रम, शिक्षण शास्त्र एवं मूल्यांकन, शिप्रा प्रकाशन, दिल्ली ।
- यादव सियाराम (2007): पाठ्यक्रम विकास, अग्रवाल प्रकाशन, आगरा ।
- चतुर्वेदी स्नेहलता (2017): विज्ञान शिक्षण, आगरा चतुर्वेदी।
- स्नेहलता (2017): पाठ्यक्रम में भाषा, अग्रवाल प्रकाशन, आगरा चतुर्वेदी स्नेहलता (2015): पाठ्यक्रम में भाषा, अग्रवाल प्रकाशन, आगरा।

SEMESTER-III

MCC-10: ADVANCED RESEARCH METHODOLOGY

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To develop understanding on qualitative research design.

CO2: To use appropriate procedures to analyse qualitative data.

CO3: To have a positive disposition about research ethics.

CO4: To understand intentional or unintentional Plagiarism.

CO5: To understand the role and use of statistics in educational research.

CO6: To examine relationship between and among different types of variables of a study.

CO7: To select the appropriate statistical methods in educational research.

CO8: To test specific hypotheses about populations based on their sample data.

CO9: To use computers for data analysis.

CO10: To demonstrate competence in the use of statistical packages for analysis of data.

COURSE CONTENT

UNIT-I: QUALITATIVE RESEARCH DESIGNS AND EMERGING TRENDS

- Grounded Theory (GT) Designs: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT
- Narrative Research (NR) Designs: Meaning and key Characteristics, Steps in conducting NR design
- Case Study (CS): Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses of CS
- Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses of ethnographic research
- Mixed Method (MM) Designs: Characteristics, Types of MM designs -Triangulation, explanatory and exploratory designs, Steps in conducting a MM designs, Strengths and weakness of MM research

UNIT-II: RESEARCH ETHICS AND MODERN TRENDS IN RESEARCH

- Ethical issues: Plagiarism and copyright rules
- Publication in reputed journal: Impact factor,h-index,UGC-Care list, Scopus Index

- Different agencies and sources of funding research in education UGC, ICSSR, PMMMNMTT, NIEPA, SCERT and Local Bodies
- Academic and research social media platforms: Academia, Google Scholar, ORCID, ResearchGate

UNIT-III: DESCRIPTIVE STATISTICS

- NPC: Properties and its applications
- Skewness, Kurtosis, Moments
- Correlation: Concepts- Bi-serial, point bi-serial- partial and multiple correlation
- Regression equation and predictions
- Power of a test and effect size

UNIT-IV: INFERENTIAL METHODS

- Concept of parameter, statistic, sampling distribution, sampling error, and standard error
- Levels of significance and confidence, degrees of freedom, types of error- Type I,
 Type II, limitations of sampling, interval of limitations, tests of significance of mean and of difference between means (both large and small samples) one and two tailed tests
- F-test (ANOVA), ANCOVA and Factor Analysis
- Parametric and Non-Parametric Statistics: uses and computation of Chi-square test and Contingency coefficient
- Data analysis using computer Spread Sheet/SPSS

TRANSACTION MODE

Presentation, Demonstration and discussion, reading additional resources provided on webbased students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

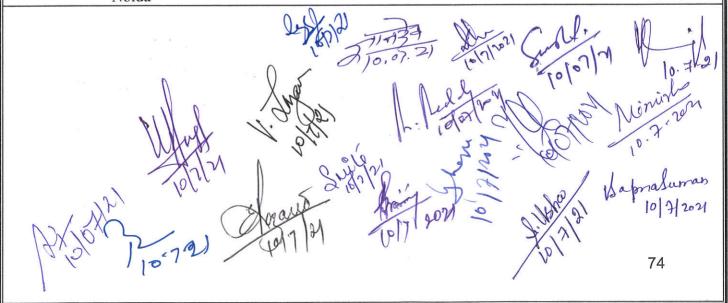
SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- Identification of variables of a research study and classify them in terms of functions and level of measurement
- Data analysis using spreadsheet and SPSS
- Creating an account in academic and research social media platform

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 प्राइवेट लिमिटेड, नई दिल्ली

SEMESTER-III

MCC-11: CREATIVITY AND VALUE EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To be acquainted with scientific and sound principles and theories of education.

CO2: To understand the concept, nature and scope of creativity in education.

CO3: To gain knowledge about different educational strategies for enhancing creativity.

CO4: To be familiarized with different assessment techniques for scaling Creativity and CT.

CO5: To acquire knowledge about the concept of value and its types.

CO6: To expose the students towards moral education and its assessment.

COURSE CONTENT

UNIT-I: CREATIVITY: AN OVERVIEW

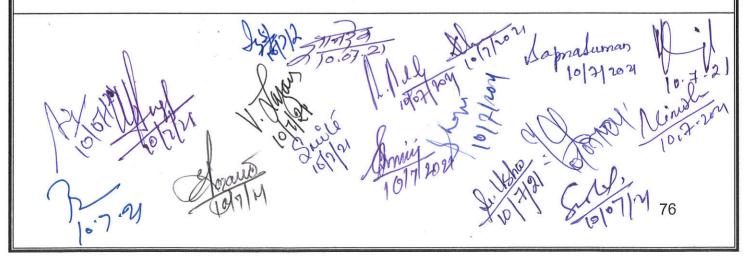
- Meaning, Nature, Process and Characteristics of Creativity
- Meaning, Nature, Process and Characteristics of Creative Thinking
- Factors affecting Creativity and Creative Thinking
- The Impact of Rewards on Creativity
- Instructional Approaches to enhance Creativity and Creative thinking

UNIT-II: ASSESSMENT OF CREATIVITY AND OTHER ISSUES

- Assessment of Creativity and Creative thinking
- Cross Cultural Issues in Creativity and Critical Thinking
- The Relationship between Metacognition and Creativity and Critical Thinking
- Creativity and Creative thinking in Advanced Learning Technologies
- Issues of Transfer in Creativity and Critical Thinking

UNIT-III: VALUE EDUCATION

- Concept of Values, Morals and Ethics
- Meaning of human values and their determinants
- Different Types of values: intrinsic and extrinsic
- Concept, Need and Importance of Value Education
- Realization of values through Education –Role of family, school and teachers
- Values enshrined in the Constitution of India.



UNIT-IV: MORAL EDUCATION AND ASSESSMENT OF MORAL MATURITY

- Moral Education Vis-à-vis religious education; moral instruction, moral training and moral indoctrination
- Models of Moral Education
 - o Rationale Building Model
 - The consideration Model
 - Value clarification Model
 - o Social Action Model
 - o Just Community Intervention Model
- Concept of moral maturity and moral dilemma; Assessment of moral maturity via moral dilemma resolution

TRANSACTION MODE

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion

SESSIONAL ACTIVITY/ PRACTICUM

The students are advised to take up a case study to study the creativity of a child or specific group and suggest measures to develop the creativity. The students also have to participate in meaningful discussion on the topics of value decision, morality and justice.

SUGGESTED READINGS

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SEMESTER-III

MCC-12: ENVIRONMENT AND EDUCATION

No. of Credits: 2

Full Marks: 50

Internal: 15 External: 35

Course Outcomes:

CO1: To develop awareness about environment.

CO2: To nurture the skills for taking steps towards sustainable development.

CO3: To develop awareness towards environmental problems.

CO4: To understand the different environmental educational practices in schools.

CO5: To develop the ideas about the environmental projects from various countries.

COURSE CONTENTS

UNIT I: UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL ISSUES

- Concept of environment, ecosystem and Sustainable development
- Natural system earth and biosphere, abiotic and biotic components
- Natural resources, biotic and abiotic resources
- Concept, objectives and importance of Environmental Education
- Environmental hazards and disasters
- Environmental pollution: physical, air, water, noise, chemical
- Extinction of flora and fauna, deforestation, soil erosion
- Need for conservation, preservation and protection of rich environmental heritage; Environmental Acts and laws

UNIT II: ENVIRONMENTAL EDUCATION: CURRICULUM AND APPROACHES

- Features of curriculum for environmental Education; Green Curriculum
- Programme of Environmental Education for primary, secondary and higher education institutions
- Strategies, Methods and Approaches of Environmental Education: Integrated and interdisciplinary approaches
- Treating Environmental Education as a separate subject, topical units
- Relationship between man and environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system industrial growth, scientific and technological inventions and their impact on the environmental system.
- Comparative study of environmental projects from various countries.

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TRANSACTION MODE

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

SESSIONAL WORK/PRACTICUM

Students will prepare a project/Assignment on Environmental Education

SUGGESTED READINGS

- Bandhu, Desh, Education for Environmental Planning and Conservation, Natraj Rajpur Road, Dehradun
- Bhargava, V.K., Environmental Education and Society Impacts. Global Publications, New Delhi.
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- लक्ष्य, एम. के., पर्यावरण शिक्षण, अग्रवाल पब., आगरा
- शिमरे, चोंग, पर्यावरण शिक्षण भारत में रूझान एवं प्रयोग, सेज पब्लिकेशंस इंडिया लिमिटेड, नई दिल्ली
- छोकर, किरण, बी., पंडया, म., रघुनाथन, म., पर्यावरण बोध, सेज पब्लिकेशंस इंडिया लिमिटेड, नई दिल्ली

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SEMESTER-III

MEPC-03: INTERNSHIP IN THE AREA OF SPECIALISATION

No. of Credits: 4

Full Marks:50 Internal: 50

The internship has been conceptualized in two parts or 4 credits each. I. First part involves a compulsory attachment with a teacher education institution. The second part involves interning at/associating with a field site relevant to the area of specialization in Semester III. The internships will be for a duration of three to four weeks each. It is suggested that the institutions develop a network of partner organisations where the students can intern. The host organisations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

Further, level based specialisations (such as ECCE, Elementary, Secondary and Tertiary) would necessitate that the internship for students with these specialisations are organised in institutions at the relevant level only. For example, Students with specialisation in elementary education will be placed in Elementary School/Elementary Teacher Education institution, those with secondary education will be placed in Secondary School/Secondary Teacher Education Institution.

This also implies that the internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done. 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. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organizing the internship.

The evaluation of MEPC-03 will be done by Internal Evaluation Process.

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SEMESTER-IV

Special Paper- Elementary Education

MSC-03#: POLICY, ECONOMICS AND PLANNING IN ELEMENTARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: Understand the context of elementary education.

CO2: Understand the structure and policies on elementary education.

CO3: Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE).

CO4: Discuss the development of elementary education in India for elementary education.

CO5: Discuss the success of SSA and DPEP for elementary education.

COURSE CONTENTS

UNIT I: STRUCTURE OF ELEMENTARY EDUCATION

- Elementary Education System: Concept, features, need and importance
- Aims & Objectives of Elementary Education: Linkage with Early Childhood Care education –off shoots of primary schools
- Management and administration of Elementary schools role of local panchayats
- Functions of Elementary schools, role of elementary education in the professional development of human resources

UNIT-II: DEVELOPMENT OF ELEMENTARY EDUCATION: THE POLICY FRAMEWORKS

- Nature and focus of Elementary Education after independence
- Relevance of educational thoughts of Mahatama Gandhi and Tagore to elementary education
- Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right)
- Elementary education as referred to in NPE-1986, POA-1992, NCF-2005, NEP-2020

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UNIT III: CHALLENGES AND ECONOMICS OF ELEMENTARY EDUCATION

- Problems of wastage and stagnation, Single teacher schools, Improper infrastructure, Financial problems of the students, Rural class teaching
- Free and compulsory primary education
- Financing of education by the central, state and local bodies
- Dropout rate-meaning and computation; reasons for drop out
- Achievement levels of different types of learners-status and issues
- Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution

UNIT IV: STRATEGIES AND PLANNING FOR QUALITY ELEMENTARY EDUCATION

- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving goals of UEE
- ECCE programme, women empowerment as support services
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts
- District primary education programme-goals and strategies
- Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and states to improve access, enrolment, retention/participation and achievement
- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels

TRANSACTION MODE

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

SESSIONAL ACTIVITY/ PRACTICUM

Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

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- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
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- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
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SEMESTER-IV

Special Paper- Secondary Education

MSC-03##: POLICY, ECONOMICS AND PLANNING IN SECONDARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: Understand the context of secondary education.

CO2: Understand the structure and policies of secondary education.

CO3: Understand the concept, objectives, rationale, challenges in secondary education.

CO4: Discuss the development of secondary education in India since independence.

CO5: Discuss the program implementation of RMSA for secondary education.

COURSE CONTENTS

UNIT I: STRUCTURE OF SECONDARY EDUCATION

- Secondary Education System: Concept, features, need and importance
- Aims & Objectives of Secondary Education: Linkage with elementary education
- Management and Administration of Secondary Schools role of local panchayats
- Functions of Secondary schools, role of secondary level education in the professional development of human resources
- Concept of School mapping and micro planning

UNIT II: DEVELOPMENT OF SECONDARY EDUCATION: THE POLICY FRAMEWORKS

- Nature and focus of Secondary Education after independence
- Educational Policy: Need, Issues and Analysis Formulations
- Relationship between Educational Policy and Planning
- Constitutional Provisions and Directive Principles related to Education and their implications
- Secondary Education as referred to in NPE-1986, POA-1992, NCF-2005, NEP 2020

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UNIT III: CHALLENGES AND ECONOMICS OF SECONDARY EDUCATION

- Problems of wastage and stagnation, Single teacher schools, Improper infrastructure, Financial problems of the students, Rural class teaching
- Dropout rate-meaning and computation; reasons for drop out
- Achievement levels of different types of learners-status and issues
- Economics and Secondary Education: Concept, purpose and issues
- Financing of education by central government, state government and local bodies

UNIT IV: STRATEGIES AND PLANNING FOR QUALITY SECONDARY EDUCATION

- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving Quality Secondary Education
- Open and Alternative Schooling-NIOS, BBOSE
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts
- Rastriya Madhyamik Siksha Abhiyan: Mission, Goal, Objectives, Functioning, Financing and Implementation
- Samagra Shiksha Abhiyan: features and framework
- Monitoring, research and evaluation of specific schemes like scholarships and different incentive schemes for disadvantaged classes and its uses
- CBSE, ICSE and State Boards: their functions for successful secondary education program and certifications

TRANSACTION MODE

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

SESSIONAL ACTIVITY/ PRACTICUM

Each student is required to prepare and present in a seminar, a status report on secondary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

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SEMESTER-IV

MSC-04: EDUCATIONAL MANAGEMENT AND ADMINISTRATION IN ELEMENTARY/SECONDARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To understand the principles of scientific management.

CO2: To identify the recent trends in educational management.

CO3: To develop the skills in planning and using a variety of administrative strategies at elementary/secondary level.

CO4: To explain the role and contribution of different agencies educational planning at elementary/secondary level.

CO5: To study educational management system in India with specific reference to national, state, district and village levels structures in at elementary/secondary education.

CO6: To recognize the importance of Educational Resources and their effective management for quality education at elementary/secondary level,

CO7: To understand the issues and challenges in educational management and administration in India at elementary/secondary level.

COURSE CONTENT

UNIT-I: EDUCATIONAL MANAGEMENT AT ELEMENTARY/SECONDARY LEVEL

- Management: Meaning and principles of management by Fayol
- Educational Management Practice in Present Day Context at elementary/secondary level
- Meaning, nature, scope and principles of modern scientific management (Taylorism)
- Systems Approach to Educational Management at elementary/secondary level
- Recent trends in Educational Management: MBO, Decision making, PERT & CPM, SWOC analysis, TQM and Six sigma
- Educational Management as Process: POSDCORB

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UNIT II- PRINCIPLES, TECHNIQUES AND APPROACHES OF EDUCATIONAL PLANNING AT ELEMENTARY/SECONDARY LEVEL

- Educational Planning and its types: Perspective planning and Institutional Planning at elementary/secondary level.
- Guiding principles of Educational Planning at elementary/secondary level.
- Approaches to Educational Planning: Social demand approach, Man-power approach, Return of Investment approach
- Process of district level planning including micro level planning exercise
- Critical Analysis of Educational Planning in India at elementary/secondary level

UNIT III- ADMINISTRATION OF ELEMENTARY/SECONDARY EDUCATION

- Centralization and Decentralisation Agencies of Elementary/secondary education
- Elementary/secondary education Boards/ Councils Staff Personnel Administration; Teacher morale, Job-satisfaction, School Community relationships
- School budget, sources of income, Management
- Leadership in Educational Administration: Meaning and Nature, Approaches to Leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic; Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model)

UNIT IV-PERFORMANCE AND RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS

- Monitoring of school performance at elementary/secondary level
- Performance appraisal of teachers at elementary/secondary level
- Financial and administrative management of educational institutions
- Nature and characteristics of resource in education.
- Need for resource management in elementary/secondary education: Material resources, Human resource, Financial resource
- Procurement, utilization and maintenance of resources at elementary/secondary level
- Roles of state, central and local agencies for Management at elementary/secondary level

TRANSACTIONAL MODE

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



SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities: Assignment/term paper on selected theme from the course.

- A study of the functioning contribution of a VEC/SMC/PTA.
- Prepare a plan for the mobilization of different types of resources for a school from the community.
- Analysis of School Education Act of a state.
- Case studies of School Education Act of states with better results at the elementary/secondary levels.
- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro-level educational survey.
- Formulation of a school mapping exercise for location of schools in an identified area.
- Preparation of plan for instructional management in a elementary/secondary school. Preparation of an institutional plan.
- Critical analysis of an educational project.
- Evaluation of management of DPEP activities in a district.

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SEMESTER-IV

Special Paper

MSC-05: EDUCATIONAL TECHNOLOGY AND ICT

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

Course Outcomes:

CO1: To understand the concept of Educational Technology.

CO2: To understand the importance and need of communication through ICT.

CO3: To develop skills of using Educational and Communication Technology in classrooms.

CO4: To develop an understanding of the concept of Instructional System.

CO5: To understand the importance and need of Instructional System Design.

CO6: To develop awareness of process of different Instructional Strategies.

CO7: To make the learners skilled in using different Instructional Models.

CO8: To develop an understanding of the concept of ICT in Education.

CO9: To develop an understanding of the new trends and technology in ET and ICT.

COURSE CONTENTS

UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

- Meaning, Nature, Scope and Significance of ET
- Components of ET: Software, hardware.
- Educational Technology and Instructional Technology
- Programmed Instruction (linear/branching model) Origin and types, Development of Programmed Learning Material

UNIT II: INSTRUCTIONAL TECHNOLOGY

- Designing Instructional System: ADDIE, ASSURE, Dick and Carey Model
- Formulation of Instructional Objectives
- Task analysis: Cognitive vs. Hierarchical, Importance of TA for teachers
- Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

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UNIT III: TEACHING LEVELS, STRATEGIES & MODELS

- Memory, Understanding and Reflective levels of teaching
- Teaching strategies: Meaning, Nature, Functions and Types
- Models of teaching: Meaning, Nature, Functions and Types: Glaser Basic Teaching model, Concept Attainment model, Inquiry Trainning model, Mastary Learning model, Advance Organizer model, Integrated Pedagogy Paradigm (I.P.P.)
- Modification of teacher behavior: Micro teaching, Flanders Interaction Analysis, Simulation, Galloway's system of interaction analysis

UNIT IV: EMERGING TRENDS IN ET AND ICT

- Concept, Meaning and Importance of Information and Communication Technology
- Difference between Educational Technology and ICT
- Challenges in integrating ICT in School Education
- Computer Assisted Instruction, E-inclusion (Assistive technology)
- On-line Learnings (Synchronous and Asynchronous), e-learning, Online learning
- Emerging trends in ET and ICT: Smart-boards, CAI, Virtual Classroom, Web 2.0 Technology and Tools

TRANSACTION MODE

- Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc. in preparation and selection of Educational technology and Instructional Technology
- Seminar reading- presentation by students on selected themes individually and collectively leading to discussion;
- Working with assignment on CAI and Programmed Instruction
- Group activities in understanding Web Technology and tools.

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SEMESTER-IV

MCC-13: DISSERTATION

Dissertation Credits: 4

Full Marks:100

Internal: 100 (Dissertation (60) + Viva Voce (40))

The dissertation is a compulsory 4 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 a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. 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.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory(/ies), analyzing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise.] The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses.

Semester 4 of the programme, is where the student has to submit the final dissertation for which he/she has initiated the work from Semester 2 onwards. After the preparation of the proposal and also the research tools, at this semester they will be developing the first draft, finalize the dissertation and present it in a viva-voce situation. All these stages should be given due weightage in the assessment of the dissertation.

For supporting the students through these processes, apart from mentoring by faculty, timely orientations (to explain the expectations, processes, roles of the students and research mentors, and assessment), workshops (for example: on doing fieldwork, taking field-notes, referencing and editing, etc.) and research seminars (where the MEd students present work-in-progress, and other researchers are invited to present their work) should be organised. Sessions guiding students to understand the interfaces between theory (transacted through taught courses) and the dissertation must also be planned. These could be in the form of special tutorials in relevant courses.

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

SEMESTER-IV

MEPC-04: SEMINAR, GROUP ACTIVITIES, LABORATORY WORK, FIELD WORK, WORKSHOP

No. of weeks: 16 weeks

Credits: 4

Full Marks: 100

Internal: 100

Two Year M.Ed. Course is research based postgraduate course. It is meant to develop the research capability among the students in the area of teacher education and in general education system. The program has been as suggested by NCTE and the state stakeholders should be consisting of rigorous field based activities as well as academic deliberations beside the theory courses. This Enhancing Professional Capacity or MEPC-04 course as it is popularly referred as is to develop the competencies among teacher educators through seminar, field work, workshop etc. in the area of education.

There should be at least *two seminars* conducted, organized or participated by the students during the entire course which in turn be evaluated internally by the examiner appointed by the Institution in terms of their contribution.

The group work is again in terms of some group tasks, group projects, and performance tasks assigned and evaluated internally by the examiner appointed by the Institution in terms of their contribution. There should be a compulsory *one group activity* during the entire course. Laboratory work and Field Work can be the part of the students Internship and Dissertation Work and evaluated internally by the examiner appointed by the Institution in terms of their contribution. Again *one Laboratory work/Field Work* is a must for the teacher educator course.

Organizing and participating in Workshop develops lots of research skills among the individual students. The student has to contribute in at least *two workshops* during the entire course, and is evaluated internally by the examiner appointed by the Institution in terms of their contribution

The evaluation of MEPC-04 will be done by Internal Evaluation Process.