

**S. N. D. T Women's University**  
**Faculty of Education**



**Department of Education,  
S. N. D. T Women's University  
1, Nathibai Thakersey Road,  
New Marine Lines, Mumbai 400 020**

**Master in Education Syllabus  
2017**

## STRUCTURE OF M. Ed. Two years programme, 2015

Faculty: Education

Name of the Programme: Master in Education

Duration: 2 year Full time

Semester: Four

**Credits: 80 Total marks: 2000**

### Major components:

- Common core: Perspective courses (24 credits) Tool courses (12 credits) and Teacher education courses (12 credits)
- Specialization branches: stage specific (Elementary/Secondary & Sr. Secondary school stage) (24 credits)
- Internship/field attachment: (200 marks /8 credits)
- Dissertation. (200 marks /8 credits)

Semester I	Marks	Semester II	Marks	Semester III	Marks	Semester IV	Marks
Perspective Course I (Area A) History and Philosophical perspective of Education (1101)	100 (50+50)	Perspective Course IV (Area A) Advanced Sociology of Education (2104)	100 (50+50)	Teacher education course I Perspectives, Research and issues in Teacher Education (3301)	100 (50+50)	Specialisation course III Assessment and Evaluation in Elementary/ Secondary and senior Secondary Education (4403/4503/4603)	100 (50+50)
Perspective Course II (Area A) Psychology of Learning and Development (1102)	100 (50+50)	Perspective Course V (Area A) Political Economy of Education (2105)	100 (50+50)	Teacher education course II * Policies in Teacher Education ( <b>open course</b> ) (3302)	100 (50+50)	Specialisation course IV Instructional technology for elementary /Secondary and Senior Secondary education (4404/4504/4604)	100 (50+50)

Perspective Course III (Area A) Education studies (1103)	100 (50+50)	Perspective Course VI (Area A) *Curriculum development (2106) <b>(open course)</b>	100 (50+50)	Specialisation course I Perspectives in Elementary/secondary, senior secondary education. (3401/3501/3601)	100 (50+50)	Specialisation course V *Open and Distance learning in Teacher education <b>(open course)</b> (4401)	100 (50+50)
Tool Course I (Area B) Quantitative Research Methodology in Education (1201)	100 (50+50)	Tool Course III (Area B) Qualitative Research Methodology in Education (2203)	100 (50+50)	Specialization course II Administration, Management and Leadership in Elementary/Secondary & senior. Secondary education (3402/3502/3602)	100 (50+50)	Internship in TEI's (Specialized area) (4802)	100
Tool Course II (Area B) *Self development Skills <b>(Open course)</b> (1202)	100 (50+50)	Internship in Teacher Education Institutions (2801)	100	Dissertation (Research Proposal presentation, review and tool preparation) (3901)	100	Dissertation (Data collection, analysis and report writing) (4902)	100
<b>Total</b>	<b>500</b>		<b>500</b>		<b>500</b>		<b>500</b>

**\*indicates open courses.**

**The open courses will be offered to the students from other departments. As per NCTE our student cannot take open courses from other field in lieu of courses in M. Ed.**

# General Rules and Regulations

## 1. Eligibility for Admission to the M. Ed. Course

The Candidate should be women with an Indian National and should have passed Bachelor's Degree and should have passed Bachelor's Degree in Education from National Council for Teacher Education (NCTE) approved College of Education (B. Ed. College) affiliated to recognized Non Agricultural University in

- (1) B. Ed.,
- (2) B. A. B. Ed. /B. Sc. B. Ed., (Four Year Integrated Course)
- (3) B. El. Ed., with minimum 50% Marks
- (4) D. T. Ed. /D. Ed. /D. El. Ed. with an under graduate degree (with 50% Marks in Diploma and Undergraduate Degree/Post Graduate Degree (in each) (Minimum 45% Marks in case of Backward Class Categories belonging to the State of Maharashtra.

## 2. Selection procedure:

Admission to the eligible candidate will be given as per the selection procedure laid down by Government of Maharashtra from time to time.

## 3. Certificates or Documents for Admission:

A candidate shall be required to submit the following certificates/documents at the time of admission

- a. (i) Certificate of passing the qualifying Examination as recognized by the University Rule 1, specified above.  
(ii) Its attested Xerox copy.
- b. (i) B. Ed. Degree Certificate.  
(ii) Its attested Xerox copy.
- c. (i) CET score card  
(ii) Its attested Xerox copy.
- d. (i) Migration Certificate (in case of students having passed the last examination from the University other than the S. N. D. T. Women's University).  
(ii) Certificate for the change in the name on account of marriage (in case of student having passed the qualifying examination under her maiden name). This certificate shall be from a Special Executive Magistrate or a Magistrate bearing his office seal. Alternatively, a copy of the Government Gazette in which the change of name has been notified; may be submitted.  
(iii) Caste certificate (if applicable).

## 4. Duration:

The duration of the M. Ed. Regular Course will be four consecutive academic semesters.

## **5. Medium:**

(a) Medium of Instruction –

The medium of instruction for the M. Ed. Course will be English.

(b) Medium of Dissertation –

The students, with prior permission, have option for the medium of the dissertation as Gujarati, Marathi, English or Hindi irrespective of the medium of Instruction, but not different from the medium of the M. Ed. Examination.

(c) Medium of Examination –

The medium of the Examination shall be Gujarati or Marathi or English or Hindi. With prior permission, the students will have the option to write their theory papers in any of the above media irrespective of their medium of Instruction.

## **6. Dissertation:**

a) Subject-

The Departmental Committee shall finalize the Proposals of the Dissertations submitted by the M. Ed. Students and the respective Head of the Department shall communicate the approval to the students, within one month from the commencement of the course.

b) Submission of Dissertation-

The M. Ed. Student shall submit a copy along with the soft copy of her dissertation, duly certified by the recognized guide, to the Head of the respective Department before commencement of the Final Examination, on the date decided by the Head of the Department. On recommendation of the Guide, a student may be granted permission by the Head, to submit her dissertation after the Examination but not later than four weeks after the date of the end of the Examination.

(c) Viva voce of the Dissertation-

The viva voce will be based on the dissertation submitted by the M. Ed. Student and it will be held before or after the M. Ed. Theory Examination at the respective Department.

(d) Assessment of Dissertation-

1. The B. O. E. shall appoint two referees, one of whom shall always be the recognized guide of the student, to assess the dissertation. Each dissertation, including the viva, will be assessed individually by each referee and the average of their assessment marks will be taken as the final result of the dissertation.

2. The viva voce of each candidate will be conducted jointly by both the referees and average of their individual assessment will be taken as the final result of the viva voce.

## **7. Eligibility of Admission to the M. Ed. Examination:**

At least 80% of attendance of the total number of working days in each semester.

## 8. Internal Work:

a) Completion of all items of internal work in each semester is to be done by each student individually and / or jointly in a group, as prescribed in the syllabus before appearing for the semester. In case student fails to complete the internal work in the first semester (First, second and third semester in case of part time students) the HOD may grant her permission to appear in semester examination, but she will have to complete it before last semester without which she cannot appear for the last semester.

b) In case the student is sanctioned absence on medical grounds, she has to complete the items of internal yearly work that she may have missed during her absence, as may be re- arranged by the department.

c) The Head of the Department shall send the Internal assessment marks to the C. O. E. of the University before the commencement of the examination.

## 9. Standard of Passing:

To pass the examination candidate must obtain at least 40 % marks in each component ( theory, related practical work, internship and dissertation). The candidate must pass theory and practical separately.

### Class:

Class	Percentage
First class with distinction	70 % and above
First class	60 % and below 70 %
Second class	50 % and below 60 %
Pass class	40 % and below 50 %

## 10. Scale down:

At the time of finalization of result a minimum of 20 % difference will be allowed between aggregate internal and aggregate external marks. In case of excess marks in internal, automatic scale down will be applied. That is applicable to those students who have appeared for external examination of all courses

## 11. Rules for Re-appearing in Examination: -

- i) Student teachers who do not pass examination of a particular course/s in three attempts will have to re-enroll for the entire program.
- ii) Student teacher has to complete M. Ed. degree in three years. For instance, a student enrolling for a two year M. Ed. program in 2015-17 will have to complete the program by 2018-19.

When the syllabus changes, question papers of old syllabus will be set for the four times along with the question paper for new syllabus. If a student is unable to complete the M. Ed. program within two years after the first examination when syllabus is changed, she will have to appear for examination of the new course

## **12. Refund of Fees:**

- (a) The Candidate shall apply online for cancellation and submit duly signed copy of system generated application for cancellation of admission to the institution.
- (b) After receiving duly signed admission cancellation request from the Candidate, the institution shall cancel the admission immediately and generate online acknowledgement of cancellation of admission through institution login and issue a signed copy to the Candidate.
- (c) The refund of fees before cut-off date of admission shall be made within two days i. e. total fee minus the processing charges of Rs. 1, 000, or refund rule shall be as per the guidelines of the appropriate authorities or the State Government, as the case may be.
- (d) If the admission is cancelled after the cut-off date of admission declared by the Competent Authority, there shall be no refund except the Security Deposit and Caution Money Deposit.

## **13. Objectives of M. Ed. Programme:**

1. To acquire advance knowledge about philosophy, sociology and psychology of education.
2. Develop knowledge and understanding of the process of educational research and skill in conducting research in the field of education.
3. Explore, reflect on and develop one's own teaching practice.
4. Develop insight into one's knowledge of and update oneself about one's academic discipline or other areas of curriculum.
5. Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counseling.

## **14. Evaluation of M. Ed. internship and Research Project:**

- A) Internship (200 marks)  
Details are given in Internship Manual
- B) Research Project (200 marks)
  - i. Internal Assessment (100 marks)
    - a. General Assessment (50 marks)
      - Punctuality
      - Sincerity
      - Perseverance
      - Commitment
      - Attitude
      - Library reference work
      - Use of ICT in Research
      - Communication
    - b. Research work Assessment (50 marks)
      - Research proposal and presentation
      - Review and bibliography
  - ii. Joint Assessment (100 marks)
    - Research Report
    - Viva Voce

**Perspective Course I (Area A)**  
**History and Philosophical perspective of Education (100 marks, 4 Credits)**  
**Semester I**

**Module 1: Historical Perspectives of Education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Discuss the development of education.
- Discuss the role of different commission in education

**Content:**

- Development of Education in India Ancient, Medieval, Modern (Development of Primary, Secondary and Higher Education in India).
- Different commissions and its role in development of education.
- Recommendations of Kothari commission, National policy on Education, NCF-2005, Right to Education-2009 act

**Module 2: Great periods in Education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Discuss the education system in different periods.
- Reflect on education system in these eras

**Content:**

- Great periods in Education: Christian and Islamic Education
- The Renaissance, Protest and Reformation
- Christian Missionary education
- Islamic Education and its impact
- Educational scenario across world as reflected in UNESCO policy
- 21<sup>st</sup> century Millennium goals for future

**Module 3: Philosophical Perspective of education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Relate philosophy and education.
- Understand concepts in philosophy of Education.
- Reflect on educational thoughts of thinkers.

**Content:**

- Philosophy of Education: It's Nature – A directive Doctrine, A liberal discipline, An activity.
- Functions – Speculative, Normative and Analytical.
- Modern concept of Philosophy – Logical Analysis, Logical Empiricism and Positive relativism.
- Epistemology and Education: Methods of acquiring valid knowledge with special reference to Analytical Philosophy, Dialectic approach, scientific inquiry, Nyaya, Yoga.
- Axiology and Education:



- Indian Thinkers on Education: J. Krishnamurthy. Arbindo with special reference to epistemology, metaphysics and axiology.

#### **Module 4: Philosophies and its implications to education.**

(Credits: 1, Hours: 15 Marks: 25)

##### **Objectives:**

The learners will be able to

Understand major Philosophies and its influence on education

- Humanism
- Existentialism
- Essentialism
- Progressivism

##### **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Visit a school which is established minimum fifteen years ago and write a report on its development with analysis. (15 marks)
2. Open book assignment on module 2 (10 marks)
3. Write a reflective thoughts in approximately 1000 words on any educationist (12 marks)
4. Philosophical Analysis of a course curriculum and write a report (13 marks)

##### **References:**

- Dearden R F (1984) *Theory and practice in Education* Routledge K Kegan & Paul
- Palmer, Joy A, (2001) *Fifty Modern thinkers on education: From Piaget to the present Day* Routledge Flamer London USA Canada
- Peters, RS (ed), (1975) *The Philosophy of education* Oxford University Press, London
- Peters, RS (1967), *The Concept of education*, Routledge, United Kingdom
- Beyer, LE (Ed) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice* New York: Teachers College Pressed) Boston: Allynand, Becon
- Bruubacher, John S; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi
- Butchvarov, P (1970) *The Concept of knowledge* Evanston, Illinois, North Western University Press
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia
- Delors, Jacques, et al; (1996) *Learning: The Treasure within* report of the international commission on education for 21century, UNESCO
- Freire, Paulo (1970) *Pedagogy of the oppressed* New York: Continuum
- Freire, P and Shor, I (1987) *A Pedagogy of liberation* London, Macmillan.

**Perspective Course II (Area A)**  
**Psychology of Learning and Development (100 Marks, 4 credits)**  
**Semester I**

**Course objectives:**

The learners will be able to

- Apply theories of learning in classroom situation
- Apply cognitive theories in classroom situation
- Suggest application of theories for personality development

**Module 1-Reflecting on Learning Process**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to

- Explain theories of learning
- Apply theories of learning in classroom situation
- Explain concept and types of learning
- Differentiate between cognition and metacognition

**Content:**

- Learning theories: Constructivism- (9E approach) Lave and Wenger's theory of Communities of practice (constructivism), Siemen's Theory of Connectivism.
- Learning styles: Concept, Types, Learning styles and teaching,
- Metacognition: Concept, differences between cognition and meta-cognition, Models of Meta cognition: Flavell's model, Brown's model, Developmental processes in Meta cognition.

**Module 2 Reflecting on Cognitive process**

(Credits: 1, Hours: 15, Marks 25)

**Objectives:**

The learners will be able to

- Explain the meaning and types of cognitive processes
- Explain Cognitive theories of Learning
- Apply cognitive theories in classroom situation

**Content:**

- Meaning and various cognitive processes, Neural basis of cognition, structure and functions of human brain
- Cognitive theories of Learning Information Processing Theory of Newman Sweller's Theory of Cognitive load, Situated cognition theory by Brown, Collins and Duguid
- Application of Cognitive theories in classroom.

**Module 3: Reflecting on Teaching Process**

(Credits: 1, Hours: 15, Marks 25)

**Objectives:**

The learners will be able to:

- Explain theories of teaching
- Discuss implications of brain research in teaching
- Explain concept and need of inclusive education
- Prepare a lesson plan for inclusive classroom

**Content:**

- Teaching and teaching process: Meaning
- Theories of teaching: Formal, Descriptive and Normative
- Carroll's Model of Mastery learning: Assumptions, Components and implications
- Slavin's QAIT model and its educational implication
- Bruner's theory of Instructions: Four guiding principles
- Implications of brain research in teaching
- Inclusive education: Concept and need, strategies for inclusive classroom

**Module 4-Human Development**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The The learners will be able to

- Explain various aspects of human development
- Suggest strategies for human development

**Content:**

- Social development Erikson's psycho-social stages of development
- Moral development Kohlberg's description of moral development, Gilligan's view of identity and moral development
- Emotional development Bridge's genetic theory of emotions
- Personality development: Big 5 model of personality, Jung's theory of personality with specific reference to MBTI

**Assignments for internal assessment:**

1. Prepare a session plan based on constructivist learning theory (15 marks)
2. Administer cognitive style inventory on five students and suggest teaching strategies (10 marks)
3. Prepare a lesson plan for inclusive classroom (10 marks)
4. Prepare a profile of yourself by administering tool to assess moral, emotional and personality development aspect and reflect on it. (15 marks).

**References:**

- Agrawal. J. C I (2004): *Psychology of learning and Development* shipla publication, New Delhi.
- Bernard H (1978), *Psychology of Learning and Teaching*, McGraw Hill: New York.
- Dandapani, S (2001) *Advanced educational psychology, (2nd edition)*: New Delhi, Anmol publications pvt Ltd
- Dicapro, N. S. (1976). *Personality Theories*, New York: Harper, Gibson
- Janice T. (1990) *Psychology for the Classroom*. Prentice Hall of India: New Jersey.
- Hergenhahn, B. R. (1976). *An Introduction to Theories of Learning*. Englewood Cliffs, New York; Prentice Hall.
- Hilgard, E. R. And Bower, G, (1977). *Theories of Learning*. New Delhi: Prentice Hall of India Ltd.
- Hurlock E. B., (1974): *Personality Development*, Tata Mc Graw Hill publishing Company Ltd., New Delhi.
- Hurlock E. B. 1 (1999): *Developmental Psychology*, Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
- John p. De Cecco and William Craw Ford (1998): *The Psychology of learning and Instruction; Educational Psychology*, 2nd Edition, prentice Hall of India Pvt. Ltd., New Delhi.
- Krause, K. -L., Bochner, S., & Duchesne, S. (2006). *Educational psychology for learning and teaching* (2nd ed.). South Melbourne, VIC., Australia: Thomson.

- Mangal S. K (2002): Advanced Educational Psychology, prentice Hall of India. Pvt. Ltd., New Delhi.
- Rao. N. S (1990): Educational Psychology, Wiley Eastern Limited, New Delhi. Splinth Hall Norman. A and Sprinath Hall, Richard. C (1990): -Educational Psychology a Development approaches – 5th Edition – International Edition., Mc. Graw Hill. New Delhi.
- Reynolds, A. G., & Flagg, P. W., (1993). Cognitive Psychology, Boston; Little Brown.
- Stephen L. Yelon an Grace W. Wein Steen (1977): A Teacher’s world – Psychology in the classroom International Student Edition – Mc Graw – Hill New Delhi.
- Wilson, A. R., Roebeck. M. C. and Michael, M. B., (1979). Psychological Foundations of education, New York; McGraw Hill Book Comany.

**Perspective Course III (Area A)**  
**Education studies (100 marks, 4 Credits)**  
**Semester I**

**Module 1: Understanding Education as a discipline**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Discuss the nature of education as a discipline/an area of study.
- Analyze basic concepts of education.

**Content:**

- Education as a system and Factors influencing education system (social, cultural, political, economic, technological)
- Understanding Pedagogy Critical Pedagogy, Pedagogy of Oppressed.
- Androgogy, Pedagogy and Heutagogy
- Critical analysis of concepts, principles, assumptions and context related to education discipline (sustainable education, schooling, curriculum, syllabus, text book, assessment and its linkage to pedagogy)
- Changing role of education in Multicultural society

**Module 2: Education as interdisciplinary knowledge**

(Credits: 2, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Discuss the interdisciplinary nature of education
- Discuss the role of political processes in education

**Content:**

Interdisciplinary nature of education:

- Relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- Interrelationship between education and development
- Relationship between political processes and education
- Contribution of science and technology to education and to face future challenges

**Module 3: School education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Discuss the need, challenges and vision of school education.
- Suggest the strategies to overcome challenges in school education

**Content:**

- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- Need for a vision of school education and teacher education (transformation of national aims, personality development of child, discipline)
- School education: Contemporary challenges
- Procedure of bridging gap in the process of knowledge construction between:

- a) Content knowledge and Pedagogy knowledge
- b) School knowledge and out of the school knowledge
- c) Experiential knowledge and empirical knowledge
- d) Knowledge on action and reflection on outcome of action
- e) Theoretical knowledge and practical knowledge
- f) Universal knowledge and contextual knowledge
- Role of teacher education in bridging gap in processes of knowledge.

#### **Module 4: Support system of Education**

(Credits: 1, Hours: 15 Marks: 25)

##### **Objectives:**

The learners will be able to

- Discuss the role of various agencies in education
- Prepare a plan for learner friendly school

##### **Content:**

- Role of Ministry and other government agencies.
- Role of academic institutes and issues related to control and autonomy
- Participation of various stakeholders in school education (NGO's, Civil society groups, teacher organizations, family and local community)
- Monitoring and evaluation of schools
- Nurturing learner friendly environment

#### **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Interview 2 socially deprived students and analyse it in the context of Paulo freier's thoughts. (20 marks)
2. Open book assignment on module 2 (10 marks)
3. Visit and prepare a report on any one experimental school with reference to aims, methods of teaching, assessment and its special features. (20 marks)

##### **References:**

- Beyer, L. E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
- Banrs, J. A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Alynand, Becon.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
- Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
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- Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.
- Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education Teaching Convictions in a postmodern world*. Allyn & Bacon.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London.

**Tool Course I (Area B)**  
**Quantitative Research Methodology in Education (100 marks, 4 Credits)**  
**Semester I**

**Course Objectives:**

The learners will be able to

- Differentiate between approaches to research
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

**Module 1: Concept and nature of research in education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Explain the concept & nature of research in education
- Explain the terms associated with research

**Content:**

- Nature of knowledge, different methods of acquiring knowledge,
- Characteristics and functions of science, Thesis formation (steps in theory development)
- Importance of review of related literature & research Recording of the references, notes taking, use of cards Online, offline references
- Different terms: Objectives, Assumptions, Hypothesis-types & characteristics, Variables types & control, Operational definitions, Limitations & Delimitations
- Types of Research: Fundamental, Applied, Action

**Module 2: Research methods**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Explain the methods of research In education
- Apply appropriate methods of research In education

**Content:**

- Research Methods:
  - i) Historical ii) Causal comparative iii) Survey Method iv) Co relational
- Experimental Method: Internal & External validity meaning and threats to internal and external validity of experiment
- Experimental Designs—Pre experimental, True experimental, & Quasi Experimental (One group pre test design, the static group design, the post test only equivalent groups design, Solomon four group design, Pre testpost testnon equivalent group design, time series design—with single group, with two groups, factorial design)

### **Module 3: Data collection procedures**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The learners will be able to

- Explain, construct & to administer the tools & techniques of data collection
- Explain the concepts of & difference between sample & population,
- Select sample by proper sampling methods

#### **Content:**

- Techniques of data Collection: Observation, Interview, Projective & Sociometric
- Tools of Data Collection: Achievement test, intelligence test, check list, rating scale, anecdotal records, attitude test, Aptitude Test, Personality Test  
Questionnaire – Merits & limitations
- Reliability & validity of tools & techniques: meaning, types of validity and Reliability
- Sampling: Sample & population - Meaning, Need, sampling error, determining sample size
  - a) Probability sampling methods (random—simple, systematic, cluster, stratified, multistage, quota)
  - b) Non probability sampling methods (incidental, purposive)

### **Module 4: Data analysis & Report writing**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The learners will be able to

- Explain & select appropriate technique of data analysis to test the hypothesis
- Apply the knowledge of report writing

#### **Content:**

- Descriptive analysis:
  - a. Different scales (nominal, Ordinal, Interval, Ratio)
  - b. Uses of graphs in the analysis of data,
  - c. Measures of Central tendency (concept & uses)
  - d. Measures of variability (concept & uses)
  - e. Correlation and its types -meaning & uses in research (Multiple, Biserial, point biserial, *Pearson's r*, *tetrachoric r*, *Phi coefficient*, *partial r* and *Spearman's rho*)
- Inferential Analysis: Levels of significance, Degree of freedom, Type I & Type II error, Standard error of mean One tailed & two tailed test Power of Statistical test and effect size
  - a) Parametric tests: t test, analysis of variance, co-variance
  - b) Non Parametric tests-Mann Whitney U test, Chi square test, sign test, median test
- Report Writing-format, style, content & chapterization, References, appendices
- Characteristics of a good research report
- Evaluation of a research

#### **Assignments for internal assessment**

1. Preparing & presenting a research proposal with detailed review of related literature of the dissertation topic (13 marks)
2. Review one research study of descriptive type and one experimental type (2 Research studies) (12 marks)
3. Preparing a tool for data collection (item writing, experts opinions, item editing, tryout on10) (12 marks)
4. a) prepare a reference list of your topic (5marks)



b) Computer training in data analysis (8 marks)

**References:**

- Best J. W (1999) Research in Education, New Delhi: Prentice Hall of India Pvt Ltd
- Borg, WR and Gall, MD (1983) Educational Research – An Introduction, New York: Longman, Inc
- Christensen, L (2007) Experimental Methodology Boston: Allyn & Bacon
- Fraenkel, JR, Wallen, NE (1996) How to Design and Evaluate Research in Education New York: McGraw Hill
- Kaul, Lokesh (1984) Methodology of Educational Research New Delhi: Vikas Publications
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- Kirkpatrick, DL (2005) Evaluating training Programmes: The four Levels San Francisco: Brrett-Kochler
- Jill Porter & Penny Lacey (2005) Researching Learning Difficulties A Guide for Practitioners Paul Chapman Publishing
- Sharma, Bharti (2004) Methodology of Educational Research New Delhi: Vohra Publishers and Distributors
- Sharma, SR (2003) Problems of Educational Research New Delhi: Anmol Publications Pvt Ltd
- Travers, Robert MW (1978) An Introduction to Educational research (4th edition) London:MacMillan.

**Tool Course II (Area B)**  
**Self Development Skills (Open course) (100 marks, 4 Credits)**  
**Semester I**

**Course objectives:**

The The learners will be able to

- Write an academic article, report, research paper, newspaper article, summary and present it.
- Write an article based on expository form of writing
- Demonstrate presentation skills
- Perform exercises (breathing, asanas)

**Module 1: Understanding academic writing**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Explain nature and characteristics of academic writing
- Write an academic article, report, research paper, newspaper article, summary

**Content:**

- Academic writing: Meaning, Need and significance.
- Characteristics of Academic writing
- Forms of academic writings (Reports, policy documents, articles, thesis, resume)
- Steps in academic writing.
- Formal style of academic writing
- Criteria of evaluating academic writing.

**Module 2: Understanding Expository writing**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Explain nature and characteristics of Expository writing
- Write an article based on expository form of writing

**Content:**

- Expository writing: Meaning, Need and significance.
- Characteristics of Expository writing
- Forms of expository writings (narrative, informative, explanatory, descriptive, comparative, critical, argumentative, *Reflective writing etc.*)
- Steps in Expository writing.
- Criteria of evaluating Expository writing.

**Module 3: Communication skills**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Demonstrate presentation of given topic

**Content:**

Listening, Strategies to improve listening

- Spoken (oral Communication): Use of appropriate language in Conversations, Phone calls, Requests Preparing for interviews, Viva.
- Presentation skills: Gestures : Facial Expressions, Actions, Voice Tone, Silence, Posture (workshop mode, *Power point Presentation*)

**Module 4: Introduction of Yoga Bandhas & Mudras**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Perform asana
- Do meditation

**Content:**

- Warming up---Movements of hands, Legs, Waist, jogging, Surya namaskar, SukshmaVyayam
- Asanas-
  - a) Standing Position: Vrikshasan, Tadasan, Trikonasan, Ardhashchakrasan
  - b) Seating position: Paschimottanasan, Gomukhasan, ardhmachindrasan Baddhakonasana, Shashankasan, Ushtrasana, Vakrasana-
  - c) Sleeping on Stomach: Bhujangasana, Dhanurasana, Makarasana, Shalabhasana
  - d) Sleeping on back: Ardha-Halasan, Pawanmuktasana, Setubandhasana, Shawasana, sarvangasana
- Breathing exercises (Pranayama): Pranav—Omkar chanting, Deerghshwasana, Bhasrika, Kapalbhata, Anulom Vilom, Bhramari
- Meditation (Dhyana) Sinhasana, Hasyasana, Shantipath.

**Assignments for internal assessment**

1. Write and present an academic article on current education concern (15 marks)
2. Evaluate one research or any one expository form of writing (10 marks)
3. Make presentation on given topic (10 marks)
4. Yoga Practical (15 marks)

**References:**

- Cholib M (2007) *Towards Academic English: Developing Effective Writing Skills* Kolkata; Foundation books
- Savage A, Mayer P (2013) *Effective Academic Writing* Second Edition Oxford; OUP Oxford
- Crème, P. and M. Lea. 2003. *Writing at University: A guide for students*. Open University Press.
- Murray R, Moore S. (2006) *The Handbook of Academic Writing: A Fresh Approach* Madainhead: McGraw Hills open university press
- Marciconda, B ( ) *Step by step strategies for teaching expository writing*
- Saraswati, Swami SatyanandaAsana, Pranayama, Mudra, BandhaBihar School of Yoga, Munger
- Gharote M. and others (2008) *Application in Yoga*Lonavla.

**Perspective Course IV (Area A)**  
**Advanced Sociology of Education (100 Marks, 4 credits)**  
**Semester II**

**Course Objectives:**

The The learners will be able to

- Explain the concept, nature and scope of Sociology of Education
- Explain Classical Theoretical Perspective on Sociology of education.
- Explain New Theoretical Perspective on Sociology of education
- Explain different approaches to the Study of Society.
- Analyze gender in Indian Context.
- Discuss Status of Women in India

**Module 1: Sociology of Education and Theoretical Perspective**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Explain the concept, nature and scope of Sociology of Education
- Explain Classical Theoretical Perspective on Sociology of education.
- Explain New Theoretical Perspective on Sociology of education.

**Content:**

- Sociology of Education meaning nature and scope
- Sociology of Education and Classical Theoretical Perspectives
- Karl Marx: Marx's Methodology: Dialectics, Principles and Laws, Transition from Pre-Capitalist to Capitalist, Social Formations, Capitalism and Commodity Production, Class and Class Conflict Marx's theory of Surplus Value; Theory of Alienation and Educational implications.
- Max Weber: Weber's Methodological Approach: Sociology as an Interpretative science; Religion and Social Change, Weber's Theory of Authority: Power and Authority', Types of Authority, educational implications.
- Emile Durkheim: The Division of Labour: Transition from Mechanical to Organic Solidarity, causes and functions of Division of Labour, Forms of Division of Labour. Theory of Religion: Definition of religion, Social functions of religion. Educational implications
- Sociology of Education and New Theoretical Perspectives

**Module 2: Approaches to the Study of Society**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Explain different approaches to the Study of Society.
- Discuss the views of Michel Foucault, Jacques Derrida on post modernism.

**Content:**

- Structural Functional Theory -Talcott Parsons: Functional dimensions of Social System, Functional Pre-requisites of Social system. R. K. Merton : Social functions and dysfunctions, Manifest and Latent functions
- Conflict Theories – The origin of conflict, principle assumptions of conflict theory Conflict theory of Karl Marx, Functional analysis of Conflict – Levis Coser, Conflict Theory of R. Dharendorf, Conflict and Social Change R. Collins.

- Interactionist Perspective Symbolic Interactionism, Meaning and Nature, Contribution of G. H. Mead and Blumer in symbolic interaction theory.
- Post-Modernism: Views of Michel Foucault, Jacques Derrida and Lyotard on Post Modernism.

### **Module 3: Sociology of Gender**

(Credits: 1, Hour: 15 Marks: 25)

#### **Objectives:**

The The learners will be able to

- Explain the concept of Gender ideology and Gender inequality.
- Explain different feminist theories.
- Analyze gender in Indian Context.
- Discuss Status of Women in India.

#### **Content:**

- Gender in Sociological Analysis Gender ideology, Gender inequality, Gender stereotyping, Gender differentiation
- Feminist Theories: Liberal feminism, Marxist feminism, Radical feminism, Socialist feminism
- Analysis of Gender in India Education: Equal Access and Gender Sensitive Curricula.
- Women Participation in Economy & Polity: Women in Organized and Unorganized Sector, Understanding Reservation for Women, Political Participations of women, Political empowerment of women.
- Status of Women in India, Critical Appraisal of Status reports, Women's movements in contemporary India: Issues, problems and prospects.

### **Module 4: Role of Social reformers and Non Government Organizations in social reconstruction**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The The learners will be able to

- Explain role of Social Reformers and NGO's in social reconstruction.

#### **Content:**

- Indian renaissance social reformers:
  - (a) Raja Ram Mohan Roy (1772-1833)
  - (b) Ishwar Chandra Vidyasagar (1820-1891)
  - (c) Mahatma Jotirao Phule (1827-1890)
  - (d) Dr. Babasaheb Ambedkar (1891-1956)
- Role of NGO's in uplifting society through education
- Projects contributed significantly in the field of education (Eklavya, Hoshingabad)

#### **Practical/ internal Assignment:**

- Write reflective thoughts on any one sociologists (Karl Marx, Max Weber, Emile Durkheim) in 1000 words (12 marks)
- Open book assignment on module 2 (13 marks)
- Visit any on NGO working for cause of Education of deprived sections of society and write a report (12 marks)
- Analyse any secondary textbook in the light of gender issues and write a report. (13 marks)

**References:**

- Ahuja, R (2005) Society in India: Concepts, Theories and Social Change, Rawat, New Delhi.
- Atal, Y (2006) Changing Indian Society, Rawat, Jaipur.
- Don Martindale (2001) The Nature and Types of Sociological Theory, Rawat Publications, Jaipur
- Giddens, Anthony (2001) Sociology (4th edition) U. K – Polity Press
- Halsey A. H. (2002) Education. Culture, Economy, Society, Oxford: Oxford University Press.
- Ritzer George (2000) Sociological Theory, McGraw Hill, New York.
- Tucker K, N (2002) Classical Social Theory, Blackwell Publication, Oxford, .
- Weber, M. (2002) The Protestant Ethic and the Spirit of Capitalism. Los Angeles: Blackwell Publishers.

**Perspective Course V (Area A)**  
**Political Economy of Education (100 Marks, 4 Credits)**  
**Semester II**

**Course Objectives:**

The The learners will be able to

- Explain the concept of Political Economy
- Explain political and economic aspects of policy
- Explain Political and economic determinants of education
- Explain approaches to educational planning
- Identify issues related to education policies

**Module 1: Introduction to Political Economy**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Explain the concept of Political Economy
- Explain type of government and its role in education
- Explain political and economic aspects of policy

**Content:**

- Concept of political economy
- Type of government and its role in education
- Political and economic aspects of Education
- Human development index and its indicators and their relationship
- Financing of education (public and private investment) and education preferences

**Module 2: Political and economic determinants of education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Explain Political and economic determinants of education
- Explain role of type and ideology of government on education
- Explain role of social structure on education

**Content:**

- Political determinants of education
  - a) Political system and political decision making
  - b) Type of government and their ideology
  - c) Interest groups, pressure groups and public opinion
  - d) Constitutional framework, laws and policies Social structure, norms, cultural pluralism
- Economic determinants of education
  - a) Resource availability
  - b) Resource allocation
  - c) Accessibility and availability of resources for education

### **Module 3: Approaches to Educational planning**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The The learners will be able to

- Explain approaches to educational planning
- Use appropriate approach for educational planning

#### **Content:**

- The social demand approach
- Rate of Return approach
- Human Resource development approach
- Social Justice approach
- Need Based Approach (International, National, Social and individual needs)

### **Module 4: Public policies in education**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The The learners will be able to

- Identify issues related to education policies
- Impact of Public Private Partnership on Education

#### **Content:**

- Meaning, Importance and Characteristics of Public policy
- Different schemes for education, its impact on education and related Issues
- Concept of Public Private Partnership (ppp) and education
- Per child funding, school voucher, teacher incentives and its role
- Schemes for Minority groups
  - a) Maulana Azad National Fellowship for research
  - b) NayaSavera
  - c) NayiRoshani
  - d) PadhoPardesh
  - e) Minority Cybergram
  - f) NayiUdaan
  - g) NayiManzil
  - h) HamariDharohar
  - i) Prime Minister's 15 point programme

#### **Assignments:**

1. Visit a school and study implementation of a scheme and write a report. (12 marks)
2. Analyze the approach of educational planning in a country. (13marks)
3. Analyze level wise allocation of funds for Education in Five year plans and write a report. (12 marks)
4. Analyze data on human resource index from sources for a country and write a report. (13 marks)

#### **References:**

- Agarwal, J. C. (2007): Development of Educational system in India, (Revised Edition) Shipra publications 115-A, Vikasmarg, Shakarpur, Delhi.
- AmrishAhuja Kumar (2007): Economics of Education, Authors Press, New Delhi.
- Gunderson, M. and Phillip Oreopoulos (2010) –Returns to Education in Developed Countries, II in Dominic Brewer and Patrick McEwan, eds., Economics of Education, pp. 37-43.



- Glewwe, Paul and Sylvia Lambert (2010) –Education Production Functions: Evidence from Developing Countries, || In Dominic Brewer and Patrick McEwan, eds., Economics of Education, pp. 137-147.
- Hanushek, Eric (2010). –Educational Production Functions: Evidence from Developed Countries, || In Dominic Brewer and Patrick McEwan, eds., Economics of Education, pp. 132-136.
- KhannaS. D, et. al., (2000): Educational Administration, planning. Supervision and Financing, Doaba House, book sellers & publishers, Delhi.
- McMahon, Walter (2010) –The External Benefits of Education, in Dominic Brewer and Patrick McEwan, eds., Economics of Education, pp. 68-80.
- Patrinos, Harry and George Psacharopoulos (2010) –Returns to Education in Developing Countries, || In Dominic Brewer and Patrick McEwan, eds., Economics of Education, pp. 44-51.

**Perspective Course VI (Area A)**  
**CURRICULUM DEVELOPMENT (100 Marks, 4 Credits)**  
**Semester II**

**Course Objectives:**

The learners will be able to

- Explain the concept of curriculum and process of curriculum development
- Apply models in the development of curriculum
- Identify the methods and media to be used for curriculum transaction.
- Evaluate the curriculum on the basis of appropriate model.

**Module 1: Curriculum Development: An Introduction**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Explain the concept of curriculum and process of curriculum development.
- State the components of curriculum. Explain the foundations of curriculum.

**Content:**

- Meaning and concept of curriculum
- Understanding curriculum as a
  - a) Body of knowledge to be transmitted.
  - b) as a product.
  - c) as a process.
  - d) as a praxis.
- The elements of the curriculum
- Foundations of Curriculum: (Philosophical, Social and Psychological) and its role in curriculum Development
- Knowledge as a base of curriculum development
- Principles of curriculum development

**Module 2 Models of Curriculum Development**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Explain the various models of curriculum development.
- Apply models in the development of curriculum.

**Content:**

- Hilda Taba's model
- Ralph Tyler's model
- Wheeler's cyclic model
- Hunkin's Decision Making model
- Weinstein and Fantini model
- Fink's model of integrated course design

**Module 3 Curriculum Transaction**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Explain the principles and criteria for developing learning opportunities.

- Identify the methods and media to be used for curriculum transaction.
- Explain the use of ICT in curriculum transaction.

**Content:**

- Planning curriculum implementation.
- Criteria for selecting learning opportunities
- Use of Learner-centred methods and media with their strength and limitation.
- ICT as a mode of curricular transaction with their strengths and limitation:
  - a) Computer based learning
  - b) Online learning
  - c) Blended learning
- Models of curriculum implementation
  - d) ORC mode I (overcoming resistance to change)
  - e) Linkage model
- Factors influencing effective curriculum implementation.

**Module 4: Curriculum Evaluation**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Explain the various models of curriculum evaluation.
- Evaluate the curriculum on the basis of appropriate model.

**Content:**

- Curriculum evaluation: concept and meaning
- Models of curriculum evaluation
  - Tyler's Goal attainment model
  - Stufflebeam's CIPP model
  - Scriven's Goal free model
  - Kilpatrick's 4 level model
- Curriculum improvement through problem solving model

**ASSIGNMENTS:**

1. Develop curriculum for one credit course for any subject by using appropriate model of curriculum development. Write its philosophical, sociological determinants and the type of knowledge (20 marks)
2. Observe one lesson to study the effectiveness of curriculum implementation. (10)
3. Evaluate any curriculum of four credits by using appropriate model of evaluation and write a report. (20 marks)

**References:**

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Erickson, H. L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U. K.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- SaritaKumari (2005) Curriculum and Instruction, Isha Books, Delhi

- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc. Wiles, J. W. & Joseph
- Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication
- [http://www.theideacenter.org/sites/default/files/Idea\\_Paper\\_42.pdf](http://www.theideacenter.org/sites/default/files/Idea_Paper_42.pdf)
- <http://www.brad.ac.uk/educational-development/course-and-module-design/characteristics/>

**Tool Course III (Area B)**  
**Qualitative Research Methodology in Education (100 Marks, 4 Credits)**  
**Semester II**

**Course Objectives:**

The learners will be able to

- Design Research proposal for qualitative research
- Select appropriate research design
- Construct appropriate tool for data collection
- Analyze and interpret data and write a report

**Module 1: Introduction to Qualitative research**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Explain the characteristics, nature, need and importance of Qualitative research in education
- Identify the research problems for Qualitative research

**Content:**

- Concept, nature and characteristics of Qualitative research
- Principles of Qualitative research
- Identification of a research problem in Education for Qualitative research
- Conceptualizing and writing qualitative research proposal

**Module 2: Methods of Qualitative Research**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Explain the types of qualitative research
- Apply appropriate methods of research

Content:

- Ethnographic Research
- Narrative Research
- Phenomenological research
- Mixed method design: Importance of mixed method research design in Education, Types of mixed method designs

**Module 3: Data collection procedures**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The The learners will be able to

- Explain, construct & use appropriate techniques of data collection
- Prepare field notes and transcripts

**Content:**

- Different Types of data in qualitative research.
- Steps in collecting qualitative data.
- Techniques of data in qualitative research: Observation technique, Interview technique.
- Preparing qualitative data collection guideline
- Procedure for recording data.
- Preparing field notes and transcripts

**Module 4: Data analysis & Report writing**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Identify codes, themes from data
- Apply the knowledge of report writing

**Content:**

- Qualitative data management and analysis:
- Steps in the process of Analyzing & interpreting qualitative data.
- Prepare & organize the data for analysis.
- Coding the data. (types of codes) Analytical induction & constant comparison.
- Report Writing
- Evaluation of qualitative research

**Assignments for internal assessment**

1. Preparing a proposal for a qualitative research (10 marks)
2. Interview two students and prepare transcript or Observe and record classroom interactions (minimum for a day) and analyse (15 marks)
3. Collect narrative of student on her school experience and prepare a report (15marks)
4. Review a article based on qualitative research (10 marks)

**References:**

- Balnaves, M., & Caputi, P. (2001). *Introduction to qualitative research methods: An investigative approach*. Thousand Oaks, CA: Sage.
- Barbash, I., & Taylor, L. (1997). *Cross-cultural filmmaking: A handbook for making documentary and ethnographic films and videos*. Berkeley: University of California Press.
- Boeije H. (2010)*Analysis in Qualitative Research*, London; SAGE
- Cresswell J. W. (2003) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* SAGE Publications
- Forrester M. (2010)*Doing Qualitative research in Psychology*, Washington; SAGE
- Pole C. & Morrison M. (2003) *Ethnography for Education*. UK; Berkshire open university press

**Semester II  
Internship  
(Credit 4, Hours 120, Marks 100)**

This internship needs to be carried out in Teacher Education Institute.

**Objectives:**

To enable the student teachers to:

- Facilitate classroom learning.
- Conduct the workshop on current concerns in education
- Conduct workshop on aspect of personality development
- Guide student teachers for lesson planning
- Observe lessons and give feedback to student teachers
- Develop competency of good teaching by observing the lessons of the teacher trainees of B.Ed/D.Ed colleges.
- Prepare the lesson timetable.
- Organize and conduct competitions / exhibition in teacher training institutes
- Gain understanding about functioning of teacher education institutes.

**Job description of activities to be conducted in Internship Programme:**

- Lesson Guidance to minimum five student teachers (3 lessons for school based content and 2 simulation lessons)
- Lesson observation of five student teachers
- Preparation of lesson time table
- Conducting Workshop on current concerns in education
- Organization of competition/exhibition in teacher education institution related to their area of specialization in Semester I
- Conducting workshop on any one aspect of personality development such as self awareness, time management, stress management, conflict management, and student content orientation.
- Observation of 5 lectures given by the B. Ed. College Teachers.
- 2 Lectures to be delivered by the internee in any theory course of the B. Ed. Program
- Conducting one lesson using Team Teaching strategy.
- Conducting one lesson integrating ICT
- Participation in day to day activities of the college.

Student teachers will maintain diary and write reflections in it. Submit the diary at the end of internship. Students will prepare file of all relevant documents and report based on internship experiences and submit it.

**Teacher Education Course I**  
**Perspectives Research and Issues in Teacher Education (100 marks, 4 Credits)**  
**Semester III**

**Course Objectives:**

The learners will be able to:

- Examine the existing pre-service and in-service teacher education programmes and its relevance to the demands of present day school realities
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher education
- Reflect on the issues and problems related to teacher education
- Develop competence in organization and evaluation of various components of a pre service and in-service teacher education programmes
- Discuss the research perspective on various practices in teacher education

**Module 1 Perspectives in Teacher Education**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to:

- Explain the concept of teacher education
- Examine the nature and objectives of teacher education
- Suggest strategies for Promoting Reflective Teaching

**Content:**

- Concept, nature, need, objectives and types of teacher education
- National Curriculum framework for Teacher education (2010)
- Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke, and Habermas
- Preparation of teachers for art, craft, music, physical education and special education need, existing programmes and practices
- Models of Teacher Education: Behavioristic, Competency-based and Inquiry Oriented Teacher Education
- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Reflective models and practices in teacher education

**Module 2 – Structure and management of Teacher Education**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to:

- Explain levels of teacher preparation
- Discuss need for professional development of teacher
- Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality of Teacher Education
- Gain insight and reflect on the status of teacher education

**Content:**

- Structure of teacher education curriculum and its vision in documents of NCFTE and NCTE
- NCTE norms and standards for teacher education programme at elementary, secondary and master's degree level
- *Planning, organising and evaluating Internship and shadowing*



- Reconstructing and Strengthening of Teacher Education: roles and functions of NCTE, IASEs, SCERT, CTE, DIETs', *Human Resource Development Centre (Earlier academic Staff college)* in Strengthening Teacher Education

### **Module 3 – Developing Effective Professionals**

(Credits: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to:

- Explain the concept of teacher effectiveness
- Evaluate teacher effectiveness
- Analyze Berliner's stages of development of teacher expertise
- Explain the approaches to teacher development
- Become effective professional

#### **Content:**

- Concept, need and components of teacher effectiveness
- Procedure for evaluating teacher effectiveness: Use of sign system, category system, portfolio assessment, academic performance indicators
- Teacher expertise: Berliner's stages of development of teachers
- Teacher Development: Concept, factors influencing teacher development: Personal and Contextual
- Approaches to teacher development: Self-directed, cooperative or collegial, change oriented
- Concept and characteristics of a profession
- Professional ethics and code of conduct for teachers

### **Module 4 – Research and development in Teacher Education**

(Credits: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to:

- Discuss the research perspective on various practices in teacher education
- Reflect on methodological issues of research in teacher education
- Explain various trends of research in teacher education

#### **Content:**

- Paradigms for research on teaching – Gage, Doyle and Shulman *Dunkin and Biddle Model*
- Research and innovations in Teacher education: Present status
- Research and effectiveness of teacher education programmes.
- Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation.
- *Researches required in the field of teacher education*

#### **Assignments:**

1. Study the revised norms and regulations of NCTE of any one teacher education programme and critically analyze its role in enhancing quality of teacher preparation (12 marks)
2. Conduct Interview of practicing teachers (2-3) to identify the nature of in-service teacher education Programme (13 marks)
3. Observe one lesson of peer by using category system and write a report (13 marks)
4. Review of two recent research studies in the area of teacher education. (12 marks)

**References:**

- Anderson, L. W. (1995) International Encyclopedia of Teaching and Teacher Education (Second Edition). Elsevier Science Ltd. Oxford.
- Arora G. L. (2002) Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi.
- Caggart, G. L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004) A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Chaurasia, G (2000) Teacher Education and Professional Organizations Delhi, Authors press.
- Dash B. N. (2003) Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi.
- Dunkin, M, J. (1987) The International Encyclopaedia of Teaching and Teacher Education Oxford, Pergamon Press.
- Lampert, M. (2001) Teaching problems and the problems of teaching. NewHaven: Yale University Press.
- Linda D. H & Bransford, J. (2005): Preparing Teachers for a Changing World. Jossey Bass, San Francisco.
- Mohanty, J (2000) Teacher Education in India, Himalaya Publishing, New Delhi.
- NCTE (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.
- NCTE (1998): Perspectives in Teacher Education.
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
- Singh, R. P. (Ed.) (2002) Teacher Education in Turmoil: Quest for a Solution, New Delhi, Sterling Publishers Privatization. Ltd. 46.
- Singh, R. P. (2006) Training Teachers: Problems and Issues New Delhi, Gyan Publishing House.

**Teacher education course II**  
**\*Policies in Teacher Education (100 marks, 4 Credits)**  
**Semester III**

**Course Objectives:**

The learners will be able to:

- Explain the policies of teacher education
- Explain the impact of recommendations of commissions on teacher education
- Explain quality indicators of teacher education
- Discuss the issues and problems related to teachers
- Analyze the role of stake holders in policy framing
- Identify issues related to education policies
- Suggest ways of improving conditions for successful policy implementation

**Module 1: Policy perspectives on Teacher education**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to:

- Explain the policies of teacher education
- Explain the impact of recommendations of commissions on teacher education

**Content:**

- Education Policy: *Meaning of Policy and its Importance. Education Policy cycle*
- *Relationship between policy, strategies and plan*
- Contextual, institutional perspectives of educational policies.
- Normative, structural, constitution, and technical dimensions of policy making
- Recommendations of Commissions on Education, and its important implications for teacher education: Kothari Commission (1966), the Chattopadyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005). The Right of Children to Free and Compulsory Education (RTE) Act, 2009.
- *Quality Indicators for Teacher Education (Role of indicator in bringing quality)*

**Module 2: Roles and Responsibilities of Relevant Bodies in the Formulation of a National Teacher Policy**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to:

- Analyze the role of stake holders in policy framing

**Content:**

- Teachers and their representatives (teacher union)
- Teacher/teaching regulatory bodies (e. g. teacher Councils)
- Government – including Ministry of Education and Ministry of Finance (In federal states, regional/provincial/ state governments)
- Scholars and Researchers, 'THINK TANKS' (e. g., policy and research institutes)
- School leaders (head teachers and deputy head or coordinators teachers)
- Parents and their representatives (e. g., Parent-Teacher Associations)
- Students and their representatives (e. g., Student Representative Councils)
- Private sector (Represents the needs and interests of companies and businesses in policy development.)
- International agencies

### **Module 3: successful teacher policy development and implementation**

(Credits: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to:

- Identify issues related to education policies
- Suggest ways of improving conditions for successful policy implementation

#### **Content:**

Conditions for Successful Teacher Policy Development

- Consistency between new policy and existing policies and structures
- Comprehensive strategic planning
- Engaging teachers
- Evidence-informed policy development
- Country ownership

Policy implementation

- Legislative Process and Approval
- Executive or Administrative Decisions
- Tools and Schedule of Work
- Monitoring and Evaluation
- Organizational Arrangements for Implementation
- Costing Implementation

### **Module 4: Policy Analysis**

(Credits: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to:

- Explain the dimensions of Policy Analysis
- Suggest the appropriate model for Policy Analysis

#### **Content:**

- Policy Analysis: Meaning of Policy and its Importance
- Dimensions of Public Policy Analysis and its interrelationship: (Effect: Effectiveness, Unintended effect, Equity) and (implementation: Cost, Acceptability and Feasibility)
- Practical Principles of Policy Analysis
- Process of Policy Analysis (Steps in Policy Analysis)
- Types of Policy Analysis (Analytical Descriptive, Value Critical, Value Committed) Public Policy Analysis Model: Institutional, Elite, Game theory, rational

#### **Assignments:**

1. Analyze the historical development in teacher education policy. (10 marks)
2. Analyze the data on demand and supply by NCTE and write a report. (10marks)
3. Collect data of Teaching and Learning International survey (TALIS) from <http://gpseducation.oecd.org/> for any one country, Analyze and reflect on the status mentioned. 15 marks)
4. Visit a teacher education institute collects the information regarding implementation of B. Ed or D. Ed programme from teachers, students, principal and write a report. (15 marks)

**Assignments to be replaced by**

1. Analyze the historical development in teacher education policy and its impact on Teacher Education. (12 marks)
2. Interview a School teacher and collect information about strategies for home work assignment and completion and write a report. (13 marks)
3. Collect data of Teaching and Learning International survey (TALIS) from <http://gpseducation.oecd.org/> for any one country, Analyze and reflect on the status of education (12marks)
4. Analyze a policy document of NCTE (norms given for any one teacher Education Programme) and write your reflections (13 marks)

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**Specialization Course I**  
**Perspectives in Secondary and Senior Secondary Education (100 marks, 4 Credits)**  
**Semester III**

**Course Objectives**

The learners will be able to:

- Explain the context of secondary and senior secondary education
- Explain the concept, objectives, rationale, challenges and extent of success of RashtriyaMadhyamikShikshaAbhiyan (RMSA)
- Reflect on the relevance of strategies and programmes of RMSA
- Reflect on the issues and concerns of secondary and senior secondary education.
- Explain the structure and curriculum of secondary and senior secondary education of different boards
- Critically analyse current status of RMSA
- Explain the RMSA with respect to : objectives, guidelines, norms and action plans

**Module 1: Perspectives in Secondary and Senior Secondary Education**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to:

- Explain the context of secondary and senior secondary education
- Explain Constitutional provision and Directive Principles of Secondary Education
- Explain the concept of Universalization of Secondary Education

**Content:**

- Secondary and Senior Secondary Education - Concept, Objectives, Need and Significance
- Constitutional provision for education and Directive Principles related to secondary and senior secondary education and its implications
- Secondary and Senior Secondary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005
- Norms for secondary and senior secondary schools

**Module2: New trends structure and curriculum of Secondary and Senior Secondary Education**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to:

- Discuss the structure and curriculum of secondary and senior secondary education
- Reflect on present practices in Secondary and Senior Secondary Education

**Content:**

- Learner centered approach
- Constructivist approach,
- Freedom and discipline in Secondary and Senior Secondary Education
- Structures and curriculum of Secondary and Senior Secondary Education
- Curriculum for secondary and senior secondary under different boards- SSC, CBSE, ICSE, IB.
- Reflection on present practices in Secondary and Senior Secondary Education

### **Module 3: Organizations and Programmes and schemes in Secondary and Senior Secondary Education**

(Credits: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to:

- Explain the role of various organizations at national, state and district level for secondary and senior secondary education
- Reflect on the programmes and schemes in secondary and senior Secondary Education

#### **Content:**

- National Level (CABE, NEUPA, NCERT), Ministry of Human Resource Development
- State Level (SCERT, SIET, state department of school education, state board of school education)
- District level (District education office, Block education office, PTA)
- Inclusive Education for Disabled at Secondary Stage (IEDSS)
- Scheme of Vocational Education
- Incentives to Girls for Secondary Education
- National Scholarships

### **Unit 4: Status, issues and concerns of Secondary and Senior Secondary Education**

(Credits: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to:

- Explain the status, issues and concerns of secondary and senior secondary education
- Reflect on Current status of RMSA
- Suggest measures towards realization of RMSA
- Explain the RMSA with respect to : objectives, guidelines, norms and action plans

#### **Content:**

- Status of Secondary and Senior Secondary Education – National Scenario in terms of access, enrolment, retention, drop out, out of school children
- Status of infrastructural facilities- classrooms, library, separate toilets for boys and girls
- Status of secondary and senior secondary school teachers in terms of qualification and professional training
- Issues and challenges in Secondary and Senior Secondary Education -Access and enrolment of students, problems of wastage, stagnation, drop- outs
- Access and enrolment of different types of learners-issues and challenges.
- Critical Appraisal of Current status of RMSA
- Universalisation of Secondary Education- Rashtriya Madhyamik shiksha Abhiyan (RMSA)- Objectives, guidelines, norms, action plans

#### **Assignments:**

1. Prepare and present a status report on secondary and senior secondary education in any one district of Maharashtra with reference to classroom process, access, enrolment, retention/participation, dropout and learning and achievement (13 marks)
2. Compare curriculum of different boards and reflect on its implementation (12 marks)

3. Interview the Principal of Secondary school and collect information on steps taken by the school for providing education to deprived section of society (13 marks)
4. Critically analyse status of RMSA of any one district of Maharashtra (12 marks)

### **References**

- Government of India (1986) National Policy on Education, New Delhi, MHRD.
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- Kabra, K. M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
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**Specialization Course II**  
**Administration, Management and Leadership in Secondary and Senior Secondary**  
**Education (100 marks, 4 Credits)**  
**Semester III**

**Course Objectives:**

The learners will be able to:

- Explain the concept of administration and management of secondary and senior secondary education
- Analyze role of leader in organization
- Explain the process of institutional planning
- Suggest Strategies to develop HRD for secondary and senior secondary education
- Explain the concept of total quality management in secondary and senior secondary education
- Conduct SWOT analysis of educational institute
- Reflect on quality issues in secondary and senior secondary education
- Develop a plan for organizational development

**Module 1: Management and administration in Secondary and Senior Secondary Education**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to:

- Explain the concept of administration and management of secondary and senior secondary education
- Discuss new trends in Education management of secondary and senior secondary education
- Explain functions of Educational Manager
- Discuss process of building vision and mission of the institution

**Content:**

- Development of concept of Education management
- Administration of secondary school Education at national, state and district level
- Management of secondary school Education at national, state and district level
- Functions of Educational manager at secondary and senior secondary level
- Emerging trends in Education management of secondary and senior secondary education
- Building vision and mission of secondary and senior secondary school

**Module 2: Leadership in secondary and senior secondary education**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to:

- Analyze the role of leader in organization
- Discuss the theories of leadership
- Analyze role of leader as motivator

**Content:**

- Leadership in education management
- Factors influencing leadership
- Leadership styles, situational leadership
- Organization behavior: concept, nature of Organisation Behaviour

- Theories of motivation : Mc Clelland, theory X theory Y, Equity theory, and role of leader
- Group dynamics and team building by leader

### **Module 3: Institutional Planning**

(Credits: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to:

- Discuss the process of institutional planning
- Suggest Strategies to develop HRD for secondary and senior secondary education
- Explain importance of learning organization
- Conduct SWOT analysis of educational institute

#### **Content:**

- Institutional planning: meaning and components and its implementation of institutional plan
- Management of Resources: Administrative, Infrastructural, Human resource, student support system.
- Strategies to develop HRD in secondary and senior secondary school
- Professional development of teachers : Meaning and strategies
- Learning organization: Meaning and characteristics
- Development a learning organization
- Institutional appraisal and SWOT analysis

### **Module 4: Total Quality Management in secondary and senior secondary Education**

(Credits: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to:

- Discuss the indicators of quality
- Reflect on quality issues in secondary and senior secondary education
- Prepare a plan for organization development
- Prepare a plan for organization development

#### **Content:**

- School quality : concept and dimensions or indicators of school quality
- Quality Assurance, Quality Control and Quality Improvement : meaning and difference
- Quality Management system in Education: International Organization for Standardization (ISO)
- Quality issues in secondary and senior secondary education: Pedagogy, Teacher Training And Capacity Development For Quality Improvement
- Role of RMSA in quality: Some Significant Interventions Under RMSA For Quality Enhancement
- Approaches to quality improvement: Kaizen, Six sigma, system thinking

#### **Assignments:**

1. Administer a tool on a principal of secondary/senior secondary school and prepare a profile of leadership style (10 marks)
2. Visit a Secondary school, carry out SWOT analysis and prepare institutional plan. (20 marks)

3. Collect data for quality indicators of a school and rate a quality of school and give suggestions for improvement (20 marks)

### References

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**Semester IV Specialization Course III**  
**Assessment and Evaluation in Secondary and Senior Secondary Teacher Education**  
**(100 marks, 4 Credits)**

**Objectives:**

The learners will be able to

- Discuss the role of Assessment and Evaluation in improving school education
- Discuss the different Approaches to Assessment
- Suggest an appropriate Assessment Approach
- Develop instrument for Assessment
- Prepare the Assessment plan
- Discuss issues in Assessment and Evaluation

**MODULE 1: UNDERSTANDING ROLE OF ASSESSMENT AND EVALUATION**

(Credit: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to

- Discuss the role of Assessment and evaluation in improving school education
- Discuss the relationship between student assessment and teacher performance

**Content:**

- Concept and need of Assessment, Evaluation and Appraisal
- Understanding classroom assessment as a system: INPUT – PROCESS-OUTPUT (OUTPUT: Desired outcome, INPUT AND ITS INTERDEPENDENCE: Assessment design, Clear learning target, gathering evidences, formative feedback, student's self- reflections, instructor's self-reflections, grading)
- Principles of assessment for learning
- Principles of assessment practice (Gardner et al 2010)
- Understanding Reliability, Validity, Dependability and Manageability of assessment
- Linkage between school evaluation, teacher evaluation and student assessment
- Role of teacher evaluation in improving school education
- Ethics in assessment

**MODULE 2: APPROACHES TO ASSESSMENT**

(Credit: 1, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to

- Discuss the different approaches to assessment
- Suggest an appropriate assessment approach

**Content:**

- Perspectives of Assessment: Assessment for learning; Assessment of learning; Assessment as learning (Meaning and importance)
- Relationship between assessment and curriculum
- Formative and Summative Assessment: Concept and strategies
- Continuous and Comprehensive Evaluation: Concept and Need
- Functions of evaluation: Improvement function and Accountability function
- Importance of National and International Assessment

### **MODULE 3: DEVELOPMENT OF ASSESSMENT INSTRUMENTS**

(Credit: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to

- Select appropriate instruments to be used
- Develop instrument for Assessment

#### **Content:**

- Assumptions of classroom assessment
- Objectives, Need and Importance of scholastic Vs Non-scholastic, norm referenced Vs Criterion referenced test
- Tools and techniques of Formative and summative evaluation: steps in development and significance: Norm referenced test, criterion referenced tests, Rubric, Anecdotal records, exhibitions, Situational Assessment, Portfolio, Learning logs, Reflective journals, vignette

### **MODULE 4: FEEDBACK MECHANISMS AND ISSUES IN ASSESSMENT**

(Credit: 1, Hours: 15, Marks: 25)

#### **Objectives:**

The learners will be able to

- Prepare the assessment plan
- Discuss issues in assessment

#### **Content:**

- Reporting of assessment and evaluation: Grading and Marking; Transcript
- Assessment, quality, standards and accountability
- Giving Effective Feedback:
  - a) Aspects of Feedback: Timing, amount, mode, audience
  - b) Feedback content: Focus, comparison, Function, valence, clarity, c) specificity, tone
  - c) Effective Oral Feedback to an individual and group
- 4. Issues in assessment: Paper leakage, quality of assessment (validity and reliability of Board and University examinations, paper setting, assessing and malpractices),
- 5. Use of ICT in assessment: Question bank, digital scanning and on-screen evaluation

#### **Assignments for Internal Assessment:**

1. Develop a rubric for student assessment (10 marks)
2. On the basis of student's data prepare comprehensive report (15 marks)
3. Visit a school and study the evaluation techniques used for co-curricular activities and write a report (15 marks)
4. Give feedback on assignment of student/ peer. (10 marks)

#### **References:**

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- Wynne Harlen Sandra Johnson (2014) A review of current thinking and practices in assessment in relation to the Primary Years Programme; Report submitted by Assessment Europe to the International Baccalaureate
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**Specialization course IV**  
**Instructional Technology for Secondary and Senior Secondary Education**  
**(100 marks, 4 Credits)**  
**Semester IV**

**Course Objectives:**

At the end of this course The learners will be able to:

- Prepare instructional design for the given content
- Use group centred instructional strategies for classroom
- Use models of teaching in the classroom
- Integrate ICT in teaching learning process

**Module I Instructional Design**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to:

- Explain the concept of Instructional design (ID)
- Describe steps in developing Instructional Design
- Select appropriate model of instructional design
- Explain the terms: Pedagogy, Andragogy and Heutagogy

**Content:**

- Concept of ID, Romiszowski's levels of ID
- Steps in developing ID
- Models of ID: ADDIE, Gagne's nine events of Instruction, Dick and Carry model, ARCS model, ASSURE model, Gerlach/Ely Model, Morrison, Ross and Kemp Model
- Pedagogy, Andragogy and Heutagogy

**Module II Group Centred instructional strategies**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to:

- Select appropriate group centred instructional strategies for classroom
- Use group centred instructional strategies for classroom

**Content:**

- Group Centered instructional strategy: Meaning, psychological base and strengths and their application
  - a) Case based teaching
  - b) Simulation
  - c) Discussion
  - d) Problem based learning
  - e) Cooperative learning strategy
  - f) Seminar

### **Module III Models of teaching**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The learners will be able to:

- Select appropriate model of teaching for classroom instructions
- Use models of teaching for classroom

#### **Content:**

- Models of teaching: families, syntax:
  - a) Role-play Model
  - b) Assertiveness training Model
  - c) Jurisprudential inquiry model
  - d) Social science Inquiry model
  - e) Group investigation model
  - f) Awareness training model

### **Module IV: ICT integration in teaching learning**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The learners will be able to:

- Explain the importance of integration of ICT in teaching learning process
- Discuss framework for ICT in teacher education
- Explain models for integration of ICT
- Use strategies for integration of ICT into teaching
- Explain models of blended learning

#### **Content:**

- Integration of ICT in teaching-learning process: Meaning, need and importance
- ICT competency framework for in teacher education
- Models for integration of ICT: i)Generic model for integration of ICT in teaching and learning ii)Welliver's Instructional Transformation Model for ICT usage in teacher education
- Strategies for integrating ICT into teaching: Webquest, Cyberguide, Online discussions
- Blended learning: Meaning, Models of blended learning

#### **Assignments for Internal Assessment**

1. Prepare ID for any one topic (10 marks)
2. Prepare session plan on group centred teaching methodology (10 marks)
3. Prepare lesson plan on any one model of teaching and implement on peer group and write a report (20 marks)
4. Prepare lesson plan for Webquest (10 marks)

#### **References:**

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- UNESCO (2011), UNESCO ICT Competency Framework for Teachers
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**Specialization course IV**  
**Open and Distance learning in Teacher Education (100 marks, 4 Credits)**  
**Semester IV**

**MODULE 1 DISTANCE LEARNING SYSTEM**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Explain the concept of Open and Distance learning for teacher education
- Explain the structure and functioning of open universities
- Establish need of study centers
- Discuss nature of Student counseling in Indian ODL systems
- Discuss theoretical basis of online learning
- Describe model of online learning

**Content:**

**A) Theoretical bases of ODL**

- a) Concepts of Open Learning, Flexible learning, Distance learning
- b) Historical perspective
- c) Functioning of Open Universities in India: National and State level
- d) Organizational structure
- e) Need and importance in Indian Context
- f) Philosophical basis of Distance Education

**B) Theoretical bases of online learning:**

- a) Implications of cognitivist, Constructivist and Connectivist school of learning b) Historical perspective
- c) Components of effective online learning
- d) Bases of online learning (towards theory of online learning)

**MODULE 2: DESIGNING MATERIAL**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learners will be able to

- Design Learning Context for Online as well as ODL mode
- Describe the principles for online designing
- Explain the characteristics of tools of online learning
- Discuss copyright issues in online learning
- Features of self-learning material

**Content:**

**A) For online environment**

- a) Media and Modes in Online Learning
- b) Seven principles by Mayor for online designing
- c) Open Educational resources (OER)
- d) Copyright Issues in Online Courses

**B) Designing print material**

- a) Meaning and features
- b) Evaluation of SLM

### **Module 3 Transacting curriculum in ODL**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The learners will be able to

- Explain inclusive student service process model
- Function as academic Counsellor
- Use LMS for offering online programme
- Function as e-tutor

#### **Content:**

##### **A) ODL**

- a) Structure and functions of Study centers
- b) Academic Counseling services: Counselling and tutoring; Functions of academic counselor: General counseling (Mentoring), Tutoring, assessment and evaluation
- c) Organizing personal contact programme

##### **B) For online environment**

- a) Learning Management Systems: Components, defined roles: Administrators, Editing Teacher, Non-editing teacher, Student
- b) Community of Learning Model of online learning
- c) Synchronous Communication tools: Audio-conferencing, Video-conferencing, Virtual Classroom
- d) Asynchronous Communication tools: Blogging, Discussion Forums, Groups
- e) Qualities of the e-Tutor

### **MODULE 4: Evaluation in and of ODL**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objective:**

The learners will be able to:

- Discuss challenges related to assessment in ODL
- Suggest appropriate assessment technique
- Evaluate online course

##### **A) Assessment and Evaluation of students:**

- a) Importance of assessment in ODL
- b) Challenges related to assessment in ODL: Quality of assignment, repetitions, orientation of practical work, copying
- c) Use of ICT tools in assessment
- d) Assessment techniques: Quiz, Tutor marked assignment, discussion forum, Evaluation rubrics, group assignments (steps in development)

##### **B) Quality of ODL:**

- a) Norms for recognition of ODL institutes
- b) Criteria for evaluating quality of online courses
- c) CIPP and Kirkpatrick Model of programme evaluation

#### **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

- Analyze and write a report on organizational structure of any one Open University in India or Enroll in any MOOC and write a report based on learning experience (10 marks)
- Conduct a small session/seminar of 15 minutes on topic from teacher education using any synchronous communication tool (10 Marks)

- Develop self- learning material on any one topic for in-service teacher training. (20 marks)
- Conduct discussion in peer group on any topic from teacher education by using discussion forum and assess the same with the help of rubric. (10 marks) Or In lieu of assignment no. 3 and 4:  
Conduct one credit online programme on any topic from teacher education

**References:**

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**Semester IV  
Internship  
(Credit 4, Hours 120, Marks 100)**

This is stage specific internship which is to be carried out in secondary/Senior Secondary school.

**Objectives:**

To enable student teachers to:

- Analyse the problems related to drop out/stagnation and absenteeism.
- Explain the interlinkages between vision and mission and curricular activities of the school.
- Give suggestions for improvement of school.
- Impart life skill education
- Evaluate teaching
- Prepare institutional profile.
- Maintain reflective journal.

S.N.	Activity	hours
1	Conduct case-study of at least two drop-out /stagnated students and write a report	10 hrs
2	Study the interlinkage between vision and mission and curricular activities of the school	5hrs
3	Conduct case study of the students having less than 50% attendance	10 hrs
4	Collect data for quality indicator for school (Shala Siddhi Project) and rate quality of school and give suggestions for improvement.	20 hrs
5	Implement 10 hours of life skill education programme for any one skill for secondary students.	20 hrs
6	Observe 10 lessons of one subject of one teacher using lesson observation proforma and prepare an evaluative report of teaching.	15 hrs
7	Conduct two lessons and audio record it. Prepare transcript and analyse using Flanders's Interaction Analysis scale of interaction.	10 hrs
8	Using MIPQ questionnaire, keep records of activities carried out in an institution and prepare a profile of the institution	25 hrs
9	Maintain Reflective Journal with reference to internship program.	5 hrs