Uniform Curriculum Structure
for
Two-Year B.Ed. Programme
in West Bengal

following
NCTE Regulations, 2014

Examined and Recommended

[signature]
28/7/2015
Prof. S.K. yadav
Former Head, Dcptt of Teacher Education
NCERT, New Delhi
& presently Academic Consult
an NCTE
New Delhi

Prepared by
The Curriculum Committee

Recommended
28/7/15

(C S chandra)
Academic Consult
NCTE

Constituted by the
HIGHER EDUCATION DEPARTMENT
Government of West Bengal
Bikash Bhavan, Salt Lake, Kolkata - 700091

Original message --------
From: Cp
Date:05/08/2015 17:48 (GMT+05:30)
To: Mita Banerjee
Subject: RE: Names of Expert

Dear Professor Banerjee:

Thank you very much for this email, and for informing us that you have formulated detailed syllabus for B.Ed. and M.Ed. which shall be implemented all over West Bengal. I must note that NCTE does not approve any syllabus for which the respective affiliating bodies/state governments are responsible.

However, we had facilitated your process by suggesting a list of experts and sending the draft syllabus being finalised by NCTE. The respective affiliating bodies have also liberty to adapt the model syllabus to local contexts to some extent. Since you have finalised the syllabus based on expert guidance provided by experts and which confirms to 2-year equivalent credit hours and number of marks as given in NCTE draft model syllabus, you may like to go ahead to implement from 2015-16 session as you deem fit.

We shall be glad to further facilitate such and other processes in teacher education in future.

Warm regards,

Prof. Panda

Chairperson

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CURRICULUM STRUCTURE FOR TWO-YEAR TEACHER EDUCATION PROGRAMMES (B.ED &M.ED) IN WEST BENGAL

FOLLOWING NCTE REGULATIONS, 2014

Prepared by the Curriculum Committee Constituted by the

Higher Education Department

Government of West Bengal

BikashBhavan, Salt Lake, Kolkata – 700091.

CURRICULUM STRUCTURE FOR TWO-YEAR B.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

Prepared by the Curriculum Committee Constituted by the

Higher Education Department Government of West Bengal

BikashBhavan, Salt Lake, Kolkata – 700091

REGULATIONS FOR 2 YEAR B.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

In exercise of the powers conferred by the Government of West Bengal (Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April, 2015), the Curriculum Committee hereby makes the following Regulations:

These regulations shall be called the Regulations (for the B.Ed. Programme), with effect from 2015.They shall apply to every candidate applying for admission, registration, conduct and conferment of the B.Ed. degree within the jurisdiction of this State i.e. West Bengal.

Admissions, registrations, and conferment of B.Ed. Degree shall be guided by these regulations.

1. Course Structure:

The duration of this program is two academic years consisting of four semesters. The academic year shall commence from July 1st of every year. Each semester is roughly of 6 months duration including regular classes, assignments, practice teaching, and examinations. The program structure is as follows:

B.ED ACADEMIC CALENDAR

Semester	Duration (Tentative)	Activities
I	**1st July to 31st December (1st Year)**	
	❖ 1st July to 30thNovember	Theory Class, Engagement with Field and EPC 1
	❖ 1st December to 15th December	**Examination:** Theory, Engagement with Field and EPC 1 Practical
	❖ 16th December to 31st December	**Evaluation and Publication of Result (Semester Break for the Students)**
II	**1st January to 30th June (1st Year)**	
	❖ 1st January to 15thApril	Theory Class, Engagement with Field and EPC 2
	❖ 16thApril to 15thMay	Teaching Internship (No External Evaluation)
	❖ 16th May to 31stMay	Sharing the Experience with the Teacher Educators and engage with other Co-curricular activities
	❖ 1stJune to 15th June	**Examination:** Theory, Engagement with Field and EPC 2 Practical
	❖ 16th June to 30th June	**Evaluation and Publication of Result (Semester Break for the Students)**
III	**1st July to 31st December (2nd Year)**	
	❖ 1st July to 30thJuly	Theory Class, Orientation in College for Pedagogy files of School subjects and Internship Teaching Skills.
	❖ 1stAugust to 30th November	Four months school Internship
	❖ 1stDecember to 15th December	Evaluation of School Internship
	❖ 16th December to 31st December	**Evaluation and Publication of Result (Semester Break for the Students)**
IV	**1st January to 30th June (2nd Year)**	
	❖ 1st January to 31stMay	Theory Class including Optional course, EPC 3 and EPC 4, Engagement with Field
	❖ 1stJune to 15th June	**Examination:** Theory, Engagement with Field and EPC 3 & 4 Practical
	❖ 16th June to 30th June	**Evaluation and Publication of Result (Semester Break for the Students)**

2. Admission criteria for B.Ed. Programme:

Any candidate who has obtained **50% marks** in Bachelor Degree /Master's Degree in Science/Social Science /Humanities**or**Bachelor's in Engineering or Technology with specialization in Science and Mathematics with **55% marks** are eligible **for admission in B.Ed Programme**. For admission, the Institution follows the prevalent rules as prescribed by The NCTE Regulations, 2014(published in The Gazette of India: Extraordinary, Part –III, Sec-4, dated 01.12.2014). Mode of

admission is based on the total score obtained from his/her Secondary, H.S, Graduation and Post-Graduation.

Relaxation of the percentage of marks for reserved category candidate will be as per State Govt. rules. Intake capacity is as per NCTE, State Govt. & other statutory bodies.

3. Registration:

As per University guidelines.

UNIFORM CURRICULUM STRUCTURE AND EXAMINATION PATTERN FOR 2 YEAR B.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

COURSE & CODE	COURSE NAME	MARKS		Marks(Credit)	Class Teaching Hour
		Theory	Engagements with the Field		
SEMESTER-I					
Course-I (1.1.1)	Childhood and Growing Up (1st&2nd half)	50+50	25	100+25 (4+1)	64+32
Course-II (1.1.2)	Contemporary India and Education (1st&2nd half)	50+50	25	100+25 (4+1)	64+32
Course-IV (1.1.4)	Language across the Curriculum	50	50	50+50 (2+2)	32+64
Course-V (1.1.5)	Understanding Discipline and Subjects	50	50	50+50 (2+2)	32+64
CourseEPC-1 (1.1EPC1)	Reading and Reflecting on Texts	25	25	25+25 (1+1)	16+32
	TOTAL	325	175	500(13+7)	208+224
	Full Marks: 500 (Credit : 20)				
SEMESTER-II					
Course-III (1.2.3)	Learning and Teaching (1st& 2nd half)	50+50	25	100+25 (4+1)	64+32
Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	50	50	50+50 (2+2)	32+64
Course-VIII-(A) (1.2.8A)	Knowledge and Curriculum- Part-I	50	25	50+25 (2+1)	32+32
Course-IX (1.2.9)	Assessment for Learning (1st& 2nd half)	50+50	50	100+50 (4+2)	64+64
CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	25	25	25+25 (1+1)	16+32
	TOTAL	325	175	500(13+7)	208+224
	Full Marks: 500 (Credit : 20)				
SEMESTER-III					
Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject- Part-II	50	100	50+100 (2+4)	32+128
	School Internship		350	350 (14)	448
	TOTAL	50	450	500(2+18)	32+576
	Full Marks: 500 (Credit : 20)				
SEMESTER-IV					
Course-VI (1.4.6)	Gender, School and Society	50	25	50+25 (2+1)	32+32
Course-VIII(B)(1.4.8B)	Knowledge and Curriculum- Part-II	50	25	50+25 (2+1)	32+32
Course-X (1.4.10)	Creating an Inclusive School	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Vocational/Work Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Health and Physical Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Peace Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Guidance and Counselling	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Environmental and Population Education	50	25	50+25 (2+1)	32+32
Course-XI (1.4.11) Optional	Yoga Education	50	25	50+25 (2+1)	32+32
CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT	50	50	50+50 (2+2)	32+64
CourseEPC-4(1.4EPC4)	Yoga Education: Self Understanding and Development	50	50	50+50 (2+2)	32+64
	TOTAL	300	200	500(12+8)	192+256
	Full Marks: 500 (Credit : 20)				
Total Marks: 2000 (Credit : 80)					

Note:

a) *Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education, Yoga Education.

b) Course codes are abbreviated in the following manner:

        1st Digit –Course

        2nd Digit – Semester

        3rd Digit/ Digits – Course No.

Example: 1.4.11 – 1(B.Ed).4 (4th Semester). 11(Course No. XI).

- Semester means effective teaching work of 16 weeks excluding admission and semester end examination period.
- One credit of teaching activities means one hour effective teaching of theory course in each week for 16 weeks: Total 16 hours teaching per credit.
- One credit for Practicum / Field work / Internship means two hour effective work in each week for 16 weeks. Total 32 hours of practicum per credit.

SEMESTER -WISE DETAILS CURRICULUM AND ASSESSMENT PATTERN:

1st Year

Semester- I: Full Marks 500 (Credit - 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.1.1	Childhood and Growing Up	50+50	4	64	-	30	70
1.1.2	Contemporary India and Education	50+50	4	64	-	30	70
1.1.4	Language across the Curriculum	50	2	32	-	30	70
1.1.5	Understanding Disciplines and Subjects	50	2	32	-	30	70
1.1. EPC1	Reading and Reflecting on Text	25	1	16	-	60	40
Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.							
Engagement with the Field (Credit-7) (Marks = 175) (224 Hours) Childhood and Growing Up (Credit-1= 25 Marks) Contemporary India and Education (Credit-1=25 marks) Language across the Curriculum (Credit-2=50 marks) Understanding Disciplines and Subjects (Credit-2=50 Marks) Reading and Reflecting on Text (Credit1 =25 Marks) **NOTE: All practical activities will have both Internal as well as ExternalAssessment (Internal-60%, External-40%)**							

Semester- II :Full Marks: 500 (Credit - 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.2.3	Learning and Teaching	50+50	4	64	-	30	70
1.2. 7a	Pedagogy of a School Subject- I	50	2	32	-	30	70
1.2. 8a	Knowledge and Curriculum- I	50	2	32	-	30	70
1.2.9	Assessment for Learning	50+50	4	64	-	30	70
1.2. EPC2	Drama and Art in Education	25	1	16	-	60	40
Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.							
Engagement with Field (Credit-7) (Marks = 175) (224Hours) Learning and Teaching (Credit -1 = Marks 25) Pedagogy of a School Subject- I (Credit-2 =Marks 50) Knowledge and Curriculum- I (Credit-1 =Marks 25) Assessment for Learning (Credit-2 =Marks 50) Drama and Art in Education (Credit-1= Marks 25) **NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)**							

2nd Year

Semester- III: Full Marks: 500 (Credit: 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.3.7b	Pedagogy of a School Subject –II	50	2	32		30	70
	School Internship	350	14	-	448	50	50

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.
Engagement with the Field (Credits-4) (Marks = 100) (128 Hours)
Pedagogy of a school Subject (Credit-1 = Marks 25)
Community-based Activities (Credit-3 = Marks 75)

NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

Semester- IV:Full Marks: 500 (Credit: 20)

Course Code	Course Name	Marks	Credit	Class Teaching Hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.4.6	Gender School and Society	50	2	32	-	30	70
1.4.8b	Knowledge and Curriculum –II	50	2	32	-	30	70
1.4.10	Creating an Inclusive School	50	2	32	-	30	70
1.4.11	Optional Course*	50	2	32	-	30	70
1.4. EPC3	Critical Understanding of ICT	50	2	32	-	30	70
1.4. EPC4	Understanding the Self	50	2	32	-	30	70

Practicum/Hands on Experience/ Students Activity /Seminar/Workshop etc.
Engagement with Field (Credit8) (Marks = 200) (256 Hours)
Gender School and Society (Credit 1= Marks 25)
Knowledge and Curriculum –II (Credit 1 = Marks 25)
Creating an Inclusive School (Credit 1= Marks 25)
Optional Course* (Credit 1 = Marks 25)
Critical Understanding of ICT (Credit 2 = Marks 50)
Understanding the Self (Credit 2= Marks 50)

NOTE: All practical activities will have both Internal as well as External Assessment (Internal-60%, External-40%)

*The Optional Courses are :
1.Vocational/Work Education
2. Health and Physical Education
3. Peace Education
4. Guidance and Counselling
5. Environmental and Population Education
6. Yoga Education

4. Examination policy:

a. **Pattern of questions for theoretical examination:**
   (For 50 marks)
   2 marks X 5 Objective type questions (Out of 7) = 10 marks

   5 marks X 6 Short type/Short note questions (Out of 8) = 30 marks

   10 marks X 1 Essay type question (Out of 3) = 10 marks

   (For 25 Marks)

   2 marks X 5 Objective type questions (Out of 7) = 10 marks

   5 marks X 3 Short type/Short note questions (Out of 5) = 15 marks

b. The Semester examination will be conducted in the combination of Semester I/III along with Semester II/IV (Supplementary) in December and Semester II/IV along with Semester I/III (Supplementary) in June of the year.

c. Spot evaluation procedures are to be followed for examining the theory course in respective semester and the result for each semester is to be published before commencement of following semester.

d. A candidate shall have to clear his B.Ed course of studies within the Six (6) consecutive chances (i.e within three year from his/her date of admission).

e. A candidate shall have to secure 40% marks separately in each course of each Semester to be declared as successful in B.Ed. Examination.

f. A Candidate shall have to secure the requisite pass marks (50%) in the theory paper / practicum/ viva (in each module) separately.

g. A candidate who fails to secure 50% marks in one or two courses in a semester shall be declared as back candidate in that semester.

h. A candidate who fails to secure 50% marks in more than two courses in a semester shall be declared as failed in that semester.

i. A candidate if failed in a particular semester shall have to appear the whole semester. In case the candidate passes in practicum and viva-voce in any Semester examination then his /her practicum/ viva-voce marks may be carried forward.

j. A candidate who has duly filled in his examination form and paid the fees, but remain absent in any course(s) of any of the semester examinations will be deemed to have failed in that/those course(s).

k. If any candidate does not enrol himself for appearing at any Semester examination he/she shall be deemed to have lost one chance.

l. A back paper candidate shall have to clear his/her back course(s) within two more consecutive chances such that his/her total number of appearance in all the semester never be more than six(as stated in 4 b).

m. In any stage it is found that the candidate cannot complete all the semesters within stipulated six chances, immediately the candidate will be declared as Disqualified (DSQ) candidate and the candidate shall have to leave or discontinue the course.

n. After appearing at any Semester examination, a candidate may opt for cancellation of his/her enrolment at the said examination for which he has to write to the Controller of Examinations through the Head of the Institution to which he is attached within 15 (fifteen) days of completion of theory examination as well as before the publication of the result.

o. Each candidate appearing in the B.Ed. examination shall submit the examination form duly filled in together with prescribed fees within stipulated time period before each semester.

p. A candidate should get enrolled /registered for the first semester examination. If enrolment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

q. The proposed curriculum of B. Ed. programme as per NCTE Regulations, 2014 shall replace the existing content and structure of B. Ed. programme.

r. Notwithstanding anything covered in the above regulations, Hon'ble Vice Chancellor shall have the authority to exercise his/her decretory power from time to time.

5. **School Internship:**

- No external evaluation during the Internship of one month(2nd semester)
- In 3rd Semester 150 marks to be awarded by University appointed External Examiner.
- Internal Evaluation 150 marks (Method teacher-100, Principal/ Head of the Institution -50)
- Files/report submitted-50.Both external and internal examiners shall sign the files and evaluation will be made by them with equal weightage.

Six point grading system for evaluation is adopted, which is as follows:

Performance	%	Letter Grade	Grade Points
Excellent	90-100	A	5
Very Good	80-89.99	B	4
Good	70-79.99	C	3
Average	60-69.99	D	2
Fair	50-59.99	E	1
Failed	Below 50	F	0

6. **Duration of Examination:**

In written examination for B.Ed., all 50 marks paper will be of two hours and all 25 marks paper will be of one hour duration.

7. **Medium of instructions & writing in examination:**

In all the examinations, question papers shall be framed bilingually (except Language method)and answers should be written in English or Bengali (except Language).

8. **Eligibility for appearing semester exams:**

As per University & NCTE guidelines.

Condonation: Student must have 80% of attendance in Theory and 90% attendance in practicum in each course for appearing the examination. Students who have 79% to 65% of attendance shall apply for Condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for Condonation in prescribed form with the prescribed fee along with the Medical Certificate/ any other certificate with reasonable ground. Students who have below 50% of attendance are not eligible to appear for the examination.

- In addition to the above clause, for B.Ed., to be eligible for filling up forms of 4th semester examination candidate should complete 16 weeks of internship programme.
- Submission of all the components of internal assessment (assignments, projects etc.) is the essential precondition for appearing semester end examinations under normal circumstances.

9. **Promotion to the next semester:**

The student will automatically be promoted tothe next and subsequent semester immediately after completion of one semester course irrespective of the performance at the examination concerned provided he/ she has appeared in the preceding semester examinations or filled up the form for that particular semester examination.

10. **Rules for Review:**

Candidates seeking review may apply to the Institution in a prescribed form along with requisite fees within 7 working days from the date of issue of mark-sheet subject to the following conditions:

a. Application for review shall be restricted to theoretical papers only, and no application for re-examination in any practical / oral / internal assessment / dissertation / project / seminar/field work, etc. , shall be entertained.

b. A candidate will have the option of getting his answer scripts reviewed in not more than one full paper or not more than two half papers of a semester if he secures at least 40% of the total marks in remaining papers/half papers of that semester.

c. In case marks awarded in a paper on review exceeds the original marks obtained by more than 15% of the total marks in the paper or falls more than 15% of the original marks in the paper, the script will be referred to a third examiner and the candidate will be awarded based on the average of the best two of the marks awarded by the two examiners.

11. Rules and procedure for providing the Photocopy(ies) of assessed answer book/s:

    a. The facility of showing Photo copy/ies of assessed answer-book/s to the examinee is extended with a view to bring transparency in the examination system and ensure its credibility.

    b. This facility shall be applicable for theory papers only.

    c. The prescribed application form for showing Photocopy/ies of answer books shall have to be filled and signed by the applicant examinee only.

    d. Collection & submission of application form along with requisite fees should be within seven working days from the declaration of results

12. Supplementary Examination:

12.1. If a candidate is unsuccessful at the examination on account of failure to secure pass marks or unfit for appearing the examination for unforeseen situation, there will be a provision of supplementary examination. If the candidate obtains pass marks in the subject(s) at the supplementary examination he shall be declared to have passed the examination as a whole. For seeking supplementary examination candidate should apply to the Controller of Examinations, in a prescribed form along with requisite fees.

12.2. If a candidate is unsuccessful at the 1st semester examination he/she can apply for supplementary examination held during 3rd semester examination provided he has obtained at least 40% marks in the aggregate of other theoretical papers (Passed) excluding the marks of failed subjects. If the candidate is unsuccessful at the 2nd semester examination then he/she can apply for appearing in the 4th semester examination. If he/she passed in it he shall be declared to have passed the examination as a whole without losing his year but he shall lose his/her rank of merit.

12.3. If a candidate is again unsuccessful in 1st semester supplementary examination then he/she can apply for appearing next semester examination and if he/she passes in it he/she shall be declared to pass the examination as a whole and his/her rank of merit shall be lost.

12.4. If a candidate is again unsuccessful in the first supplementary examination he/she will apply for appearing supplementary examination which will be held along with: 1st sem. Examination in next session for 1st semester Course/papers and 2nd semester Examination in next session for 2nd sem. Course/papers.

12.5. The candidate shall be required to clear all back papers within three academic years from the year of the admission into the programme. If however, those who fail to clear within the above period,

they shall be required to appear all the papers in subsequent years as per the rules and regulation prevalent during that period but their internal assessment marks shall be carried over.

12.6. If a candidate is unsuccessful in any practical papers in first semester examination he/she can apply for supplementary examination held along with next semester end examination. His/Her previous semester end examination marks (Theory) shall be carried over.

❖ **Rules for the Tabulation of Results (*One mark deficiency rule*):**

If a candidate fails in any course (Theory/ practicum/ viva voice) by 1 mark only then he/she shall be awarded that deficient mark to pass the examination and that shall not be shown in the mark-sheet but shall be shown in the Tabulation Rolls by adding (+) 1 mark to the Course/ Practicum / Viva-voce score.

The candidates who have failed in one or more subjects for deficiency of one mark only or missed to obtain 60% (1st class) or 55% in aggregate(in all the semesters)by one mark only, be given one mark and allowed to pass in the subject/s or be placed in the aforesaid status. One mark should be added by plus sign in the subject/s or in the aggregate in the tabulation sheet but in the mark-sheet only totalized marks should be shown. The same shall be applicable for SC/ST candidates only, who have missed to obtain 50% marks in aggregate by one mark only.

13. Issuance of Degree:

After declaration of final result of the B.Ed. program each successful candidate shall receive a Degree/Certificate in prescribed format with the seal and signature of the Vice-Chancellor of the University.

14. Revision of regulation and Curriculum:

The competent authority may from time to time revise, amend and change the regulations and the curriculum, if found necessary.

15. Discipline:

- All students shall be required to conduct themselves in a manner befitting the students of a national institution of high reputation, within and outside the precincts of the institution.
- Unsocial activities like **ragging** in any form shall not be permitted within or outside the precincts of the institution and the students found indulging in them shall be dealt with severely and dismissed from the institution.

COURSE DETAILS:

SEMESTER-I

Course-I (1.1.1)	Childhood and Growing Up	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	**Development and its Characteristics**				
Objectives	The student teachers will be able to :- 1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence. 2. Know about the developmental characteristics 3. Be aware of influence of heredity, environment including socio cultural factors on developmental process 4. Develop the skills of applying the principles of development in improving the teaching learning process.				

COURSE CONTENT /SYLLABUS		
Unit I	**Growth and developmental pattern of learners**: • Concept of growth and development • General characteristics of Growth and Development • Stages and sequence of Growth and Development • Social factors that affect growth and development-poverty, lack of opportunities, deprivation, disrupted family, poor neighborhood, poor housing	7 hrs.
Unit II	**Stages of development:** • Different stages of development- infancy, childhood, adolescence, Adulthood. • Adolescence- Physical development, Emotional development, Cognitive development. • Needs and problems of adolescents, their guidance and counseling	7 hrs.
Unit III	**Different types of Development:** • Cognitive development- Piaget's theory and its educational implications. • Psycho-sexual development – Freud's Theory. • Psycho social development – Erikson's theory of psychosocial development. • Moral and pro social development- Kohlberg's theory • Development of self-concept and personal identity • Communication and speech development- paralinguistic and linguistic stages of development.	7 hrs.
Unit IV	**Individual differences:** • Role of heredity, environment including physical and socio cultural factors, • Nutrition, • Child rearing practices and Family.	5 hrs.
Unit V	**Development of personality:** • Concept of Personality,types and traits of personality, • Trait theories (Eysenck and Cattell's 16 factor, Five factor) • Measurement of personality (Self-report and projective techniques).	6 hrs.
Suggested Readings	1. Berk, L. E. (2005). Development through life span. 6th ed. Pearson. 2. Berk ,L. E (2006) Child development. Pearson and Allyn. 3. Ray, Sushil. (2012). Shiksha manovidya. Kolkata : Soma Book Agency. 4. Ghosh, Arun: Shiksha-shrai Monobigyan. 5. Sengupta, Pramodbandhu & Sharma, Prasanta: Shiksha manobigyan. 6. Rogoff, B., *et. al*. (1995). Development through participation in socio-cultural activity. *New Directions for Child and Adolescence Development*. Vol. 67; 45-65. 7. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? *In* T. S. Saraswati, (Ed). *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage. 8. Chakraborty,U (2014) Bises Chahida Sampanna Shisu O Antarbhuktimulak Shiksha,Aaheli Publishers. 9. Sharma, N. (2003). Understanding adolescence. NBT. India. 10. Sternberg, R. J. (2013). Intelligence, competence, and expertise. *In* A. J. Elliot & C. S. Dweck, (Eds). *Handbook of competence and motivation*. Guildford Publications. 11. Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata. 12. Chakraborty Sonali (2009). Sikshar Monosttawik Vitti. B. B. Kundu Publications. Kolkata. 13. ChakrobortyP.K.,SarkarBijan(2014),*ShikhonOMonobidya,*AaheliPubli	

	sher
	14. Ghosh Sanat Kumar (2010). Nirdeshanamulak Monovidya. Classics Books.
	15. Mondal Bhimchandra (2015). Adhunik Siksha Monovidyar Ruprekha. Rita Book Agency

2ⁿᵈ Half	**Aspects of Development**	
Objectives	The student teachers will be able to :- 1. Know about various aspects related to development. 2. Acquainted with theories, types and factors of motivation, attention and interest. 3. Understand the nature of intelligence and know various theories related to it. 4. Develop skills for identifying and nurturing creativity.	
	COURSE CONTENT /SYLLABUS	
Unit I	**Various aspects related to development:** • Instincts and Emotions • Emotional Intelligence • Attitude and attachment	6 hrs.
Unit II	**Motivation:** • Extrinsic and Intrinsic Motivation • Theories of Motivation- Maslow, Weiner and McClelland. • Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.	7 hrs.
Unit III	**Attention and Interest:** • Concept of attention, determinants of attention and their class room application • Attention span and its fluctuation, distraction Interest and its relation with attention	6 hrs.
Unit IV	**Intelligence:** • Concept and nature, its distribution across population • Factor theories of intelligence (Guilford, Thurston and Gardner's theory of Multiple Intelligence,) • Measurement of intelligence (Verbal and non-verbal tests of intelligence) • Intelligence quotient and education	7 hrs.
Unit V	**Creativity:** • Concept of creativity • The components of creativity • Its identification and nurturance.	6 hrs.
Engagement with Field / Practicum	Any one of the following :- i. Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. ii. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour. iii. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. iv. Development of Question Box activities (can be carried out by student trainees during practice teaching). (a)To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents. (b)To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by	32 hrs

	them to face or cope with these unfavourable situations. (Smoking, injecting drug etc.) v. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same. vi. Observe some successful individuals and list down the behavioural characteristics which impress you. vii. Take interview of five low achievers and five high achievers and find out their ways of learning. viii. List down few (classroom) learning situations involving insightful learning.
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Audio-Video, Film Show.
Suggested Readings	1. Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman. 2. Bigge, M. L. (1982). Learning Theories for Teachers, (4th edition). New York, Harper and Row Publishers, P.P. 89-90. 3. Chauhan S. S. (2004). Advanced educational psychology. New Delhi :Vikas Publishing House. 4. Mangal, S. K. (2008). Advanced educational psychology. New Delhi : Prentice Hall of India. 5. Snowman, J. and Biehler, R. (2002). Psychology applied to teaching. New York : Houghton Mifflin. 6. Woolfolk A. R. (1995). Educational psychology. 6th ed. Boston: Allyn & Bacon. 7. Ghosh Sanat Kumar (2014). Sikshar Monostatwik Vitti. Classics Books. 8. Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.

Course-II (1.1.2)	Contemporary India and Education	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	**Education in Post-Independent India**				
Objectives	The student teachers will be able to :- 1. Comprehend the various constitutional provisions 2. Develop the knowledge about the recommendations of various commissions and National Policies of Education. 3. Examine the problems and solutions of elementary and secondary education and find out probable solution. 4. Acquire the skill to eradicate inequality, discrimination and marginalization in education. 5 Develop an idea about National Values.				
	COURSE CONTENT /SYLLABUS				
Unit I	**Educational provision in the Constitution of India:** • Fundamental Rights • Directive Principles of State Policy • Fundamental Duties • Centre-State Relationship • Language Issues	7 hrs.			
Unit II	**Recommendations of various commissions after independence:** • Indian University Commission(1948-49) • Secondary Education Commission(1952-53) • Indian Education Commission(1964-66) • National Policy of Education(1986,1992)	8 hrs.			
Unit III	**Equalization and universalization of Elementary and Secondary Education:** • Concept • Problems	5 hrs.			

	• Probable solutions • Views of Swami Vivekananda	
Unit IV	**Inequality, Discrimination and Marginalization in education:** • Concept • Causes • Probable solutions	6 hrs.
Unit V	**Issues of Contemporary relevance and National Values:** • Concept • Characteristics • Relevance in education • Relation with international understanding. • Views of Swami Vivekanada in case of the followings: a) Mass Education b)Women Education c) Technical and Vocational Education d) Culture and Education	6 hrs.
Suggested Readings	1. Banerjee,J.P(2010) History of Education in India,Kolkata. 2. Chaube,S.P(2008) History and Problems of Indian Education,AgarwalPublications,Agra 3. Chaudhry,N.K(2012) Indian Constitution and Education,SHIPRAPublications,New Delhi 4. Chakraborty,A&Islam,N(2014) SiksharItihas O SampratikGhatanaprabaha,ClassiqueBooks,Kolkata 5. Ghosh,R(2014) YugeYugeBharaterSiksha,Soma Book Agency,Kolkata 6. Sharma,R.N(2010) History of Education in India,Atlantic,New Delhi 7. Thakur,D.K.&Haque S.H(2010) AdhunikBharatersiksharDhara,Rita Book Agency,Kolkata 8. Mukhopadhyay,D, Sarkar, B and Halder,T(2014) Bharoter chalaman Ghatanabali,Aaheli Publishers,Kolkata. 9. Halder,K. & Nath,I (2014)Bharotyer shikshar Samprotik Bisoy.K.Chakraborti Publications,Kolkata. 10. Tarafdar,M (2012) Swadhin Bharater Siksha Bikasher Dhara,K.Chakroborty Publications,Kolkata	
2nd Half	**Policy Framework for Education in India**	
Objectives	The student Teachers will be able to :- 1. Realize the policy framework for Education in India 2. Know the contemporary issues in education 2. Develop the knowledge about various policies on education 3.Examine the role and functions of different monitoring agencies of education 4. Understand community participation and development in education 5. Acquire skill to develop educational planning and management.	
	COURSE CONTENT /SYLLABUS	
Unit I	**Contemporary issues of education:** • Unemployment • Poverty • Population explosion • Student unrest	7 hrs.
Unit II	**Policies on education:** • SSA • RTE (2009) • NCF (2005) • NKC(2009) • RMSA • NCF-TE (2009)	7 hrs.
Unit III	**Monitoring agencies:** • UGC • NAAC	6 hrs.

	• NCTE • NUEPA • NCERT • IASE • CTE • SCERT • DIET	
Unit IV	**Community participation and development:** • Women education • Dalit education • Tribal education • Adult and Continuing Education • Distance and Open Education • Government initiatives towards educational policies	6 hrs.
Unit V	**Educational Planning and Management:** • Educational Planning • Institutional Planning • Leadership • Administrative structure of Secondary Education • Quality Management • Supervision	6 hrs.

Engagement with Field / Practicum	Any one of the following :-
	  i. Study the impact of Right to Education Act on schools
	  ii. Critical Analysis of Different Committees and Commissions on Education
	  iii. Study of Educational Process in Private Schools
	  iv. Planning and Implementation of Activities –
	     • Eco-Club,
	     • instructional material to inculcate values,
	     • field visit to vocational institutes to make reports,
	     • awareness development about population explosion in rural / slum areas,
	     • creating awareness among SC/ST students about various schemes and scholarships available to them,
	     • survey of schools to see the implementation of various incentives of government to equalize educational opportunities
	     • Preparing a presentation on rich cultural heritage of India
		32 hrs

Mode of Transaction	Lectures, discussions, assignments, films on educational thinkers	
Suggested Readings	1. Aggrawal,J.C. (2010). Educational administration and management. New Delhi : Vikas Pub. House. 2. Ahuja,R. (2013) Social problems in India. New Delhi :RawatPublications. 3. Chakraborty,D.K. (2010). Sikshay byabsthapana o parikalpana. Kolkata :K. Chakraborty Publications. 4. Dash,B.N. (2013). School organization, administration and management. New Delhi :Neelkamal Publications. 5. Mohanty,J. (2012). Educational administration, management and school organization. New Delhi : Deep &Deep Publications. 6.Pal,D. *et al*. (2014) Siksha byabsthapana. Kolkata :Rita Book Agency. 7.Sing,R.P. (2007). Educational finance and the planning challenge. New Delhi :Kanishka Publishers. 8. Mondal & Kar (2012). Sikshay Byabasthapona o Prjukti vidya, Rita Book. 9.Bhatia, K. & Bhatia, B. (1983). *The philosophical and Sociological foundation of Education*. New Delhi: Doaba House. 10. Siddiqui, M. H. (2009). *Philosophical and Sociological foundation of Education*. APH Publishing Corporation, APM Publication Corporation, New Delhi.

Course-IV (1.1.4)	Language across the Curriculum	Theory	Engagement With the Field	Credit	2+2

		50	50	**Class Hours**	**32+64**
Objectives	The student teachers will be able to :- 1. Recognize nature, function and role of language across the curriculum 2. Acquaint with obstacles in language usage while using the language and ways to overcome them. 3. Understand importance and use of first and second language, multilingualism and impact of culture. 4. Acquire knowledge about the communication process and verbal and nonverbal communication skills. 5. Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities for developing these skills				
COURSE CONTENT /SYLLABUS					
Unit I	**Theoretical Background of Language Usage**: • Language – Meaning and Concept • Functions of Language • Role of Language across curriculum • A brief historical background of language development. • Theories of language development – Bloomfield, Chomsky, Saussure • Theoretical understanding of Multilingualism.				7 hrs.
Unit II	**Understanding the Language Background**: • Understanding home language and school language. • Power dynamics of 'standard' language vs. 'home language'. • Dialects.				7 hrs.
Unit III	**Different Strategies for Language Development**: • Nature of classroom discourse. • Develop strategies for using language in the classroom – oral and written • Discussion as a tool for learning.				6 hrs.
Unit IV	**Language Interaction in the classroom**: • Nature of questioning in the classroom. • Types of questions – Teachers' role. • Multicultural classroom – Teachers' role.				6 hrs.
Unit V	**Nature of Reading Comprehension in the Content Areas**: • Reading proficiency in the content areas – Social Sciences, Sciences, Mathematics. • Schema Theory. • Different Texts – Expository, Narrative, Transactional. Reflexive.				6 hrs.
Engagement with Field / Practicum	Any two of the following :- i. School Visit to Find out Communication Problem/Apprehension in Students ii. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills iii. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech iv. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming v. Assignments on Developing Listening Skills – Listening to speech, directions.				64 hrs.
Mode of Transaction	Lecture, discussion, exercises, assignments, language games In pedagogy of school subjects, illustrations on content based methodology may be provided				
Suggested	1. Bennett, W.A. (1969). Aspects of language and language teaching.				

Readings	London : Cambridge University Press 2. Braden, K. (2006). Task based language education: From theory to practice.London: Cambridge University Press. 3. Britton, James. (1973). Language and learning. London: Penguin Books. 4. Byrnes, Heidi (2006). Advanced language learning: The contribution of Halliday and Vygotsky. Continuum International Publishing Group. 5.Pearson, J. .C. et al. (2011). *Human Communication.* (4th ed.). New York: McGraw Hill Companies Inc. 6.Floyd, K. (2009). *Interpersonal Communication.* New York: McGraw Hill Companies Inc. 7.Fromkin, V, Rodman, R &Hyms, N. (2011). *Introduction to Language.* (9th ed.). Canada: Cengage Learning. 8.Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication.* (6th ed.). Cambridge: MIT Press. 9.Fasold, R. &Connor-Linton, J. (2013). *An Introduction to Language and Linguistics.* (6th ed.). Cambridge: Cambridge University Press.

Course-V (1.1.5)	**Understanding Discipline and Subjects**	**Theory**	**Engagement With the Field**	**Credit**	**2+2**
		50	**50**	**Class Hours**	**32+64**

Objectives	The student teachers will be able to :- • Know the basis of knowledge and branches of emerging knowledge. • Be aware of the emergence of various disciplines • Develop among the teacher trainees an understanding of science as a discipline. • Understand nature of Mathematics as a discipline. • Develop among the teacher trainees an understanding of language as a discipline. • Develop among the teacher trainees an understanding of social science as a discipline.

COURSE CONTENT /SYLLABUS	

Unit I	**Discipline and Subject:** • Education as Inter-disciplinary Field of Study • Nature and Characteristics of a Discipline • Emergence of Various Disciplines from Education • Merger of Various Disciplines into Education • Interrelation and Interdependence amongst Various School Subjects	6 hrs.
Unit II	**Science as a Subject and Discipline:** • Nature and history of science • Scientific method; a critical view • Knowledge, understanding and science • The socio cultural perspective and the ethical consideration • Science as a discipline, place of scientific knowledge in the schema of school curriculum • Study of emergence of school science in relation to the social political and intellectual and historical context. • Curriculum syllabus and textbooks ; the paradigm shifts in the discipline , the changing notion of scientific knowledge and the need to redefine school science	6 hrs.
Unit III	**Language as a Subject and Discipline:** • Centrality of language in education • Role of language in children's intellectual development and learning • Language in the school curriculum; aims issues and debates • Policy issues and language at school • Language as a Medium of Communication • Phases of Language Development	6 hrs.
Unit IV	**Mathematics as a Subject and Discipline:**	

	• Nature and History of Mathematics • Place of Mathematics in School Curriculum • Mathematics in Day-to-day life • Relationship of Mathematics with Other Subjects	7 hrs.
Unit V	**Social Science as a Subject and Discipline:** • Nature and Philosophy of Social Science • Social Science as an Area of Study • Need of Studying Social Science through Interdisciplinary Perspectives • Place and Relevance of Social Science in School Curriculum	7 hrs.

Engagement with Field / Practicum	Any two of the following :-
	  i. Policy analysis National curriculum frame works
	  ii. Identification of core, hidden, null and latent curriculum in textbooks.
	  iii. Review of the books for constructing an activity curriculum.
		64 hrs.

Mode of Transaction	Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, field visits and sharing of experiences In pedagogy of school subjects, illustrations on content based methodology may be provided	
Suggested Readings	1. National Curriculum Frame Work. 2005. New Delhi: NCERT. 2. National Curriculum Frame Work Teacher Education. 2009. New Delhi : NCTE. 3. Purkait, B. R. (2010). Milestones of ancient, mediaeval education in India. Kolkata: New Central Book Agency. 4. Purkait, B. R. (2010). Milestones in modern Indian education. Kolkata: New Central Book Agency. 5. Mukhopadhyay, Nrisingha Prasad. Ancient Indian education 6. Mukherjee, R. K. Ancient Indian education. 7. Chakravarti, U. (1998). Rewriting history: The life and times of Pandita Ramabai. Zubaan. 8. Ghosh, S. C. (2007). History of education in India. Rawat Pub. 9. Sidhu, K. B. (1974). *The Teaching of Mathematics.* New Delhi: Sterling Pub. (p). Ltd. 10. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. 11. Binning A.C. & Binning A.H. : Teaching Social Studies in Secondary Schools, New York, McGraw Hill & Co.	

Course EPC –1 (1.1EPC1)	Reading and Reflecting on Texts	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	The student teachers will be able to :- • Know the meaning, process, importance and characteristics of reading. • Appreciate and apply different levels, types, techniques and methods of reading. • Acquaint with the skills of reading different types of texts. • Develop different types of reading skills through various activities and met cognition • Learn the skills of reading comprehension and to enhance vocabulary. • Acquaint with the problems of reading across curriculum				
	COURSE CONTENT /SYLLABUS				
Unit I	**Introduction to Reading:** • Reading – Meaning and Process • Importance of Reading across Curriculum • Characteristics of Reading	3 hrs.			
Unit II	**Reading Skills:**	3 hrs.			

	• Levels of Reading- literal, interpretative, critical and creative • Types of Reading – intensive and extensive reading, Oral &Silent Reading • Reading Techniques – Skimming and Scanning. • Methodology of Reading	
Unit III	**Reading the Text:** • Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes • Importance of Different Texts in Curriculum	4 hrs.
Unit IV	**Developing Reading Skills:** • Developing Critical Reading Skills • Developing Reflective Skills • Activities for Developing Reading Skills • Developing Metacognition for Reading	3 hrs.
Unit V	**Reading Comprehension:** • Developing Reading Comprehension • Developing Vocabulary for Reading • Problems of Reading	3 hrs.
Engagement with Field / Practicum	Any one of the following :- i. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text ii. Divide the group and provide one text and suggest students to make different interpretations iii. Design vocabulary games to enhance your vocabulary iv. Read the text and provide a five words summary to each paragraph v. Reading and comprehension exercises vi. Skim through the text and give suitable title to the text vii. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.	32 hrs.
Mode of Transaction	Lecture, Discussion, Exercises, Games, round table study circle, Reflective questioning, Creative literary activities, journaling, writing diary etc	
Suggested Readings	1. Bright, J. A., and McGregor, G. P. (1970). *Teaching English as a Second Language.* ELBS: Longman. 2. Doff, A. (1988). *Teach English: Training Course for Teachers.* Cambridge: Cambridge University Press. 3. Hill, L. A., and Dobbyn, M. A. (1979). *Training Course, Trainer's Book.* London: Cassell. 4. Hubbard, P., and Hywel, J. et al. (1983). *A Training Course for TEFL.* Oxford University Press.. 5. Mukalel, J. C. (1998). *Approaches to English Language Teaching.* New Delhi: Discovery Publishing house. 6. Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching.* New Delhi: Discovery Publishing house. 7. Mukalel, J. C., and Ahmed, S. B. (1984). *Teaching English in India.* New Delhi: Arya Book Depot. 8. Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques.* Calcutta: Orient Longman. 9. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). *Approaches and Methods in Language.* Cambridge University Press. 10. Venkateswaran, S. (1995). *Principles of Teaching English.* New Delhi: Vikas Publishing House. 11. Willis, J. (1981). *Teaching English through English ELBS.* England: Longman Ltd.

SEMESTER-II

Course-III (1.2.3)	Learning and Teaching	Theory	Engagement With the Field	Credit	4+1
		50+50	25	Class Hours	64+32
1st Half	Learning				

Objectives	The student teachers will be able to :- 1. Comprehend the range of cognitive capacities among learners. 2. Reflect on their own implicit understanding of the nature and kinds of learning. 3. Gain an understanding of different theoretical perspectives on learning 4. Demonstrate his/her understanding of different skills at different phases of instruction

COURSE CONTENT /SYLLABUS		
Unit I	**Understanding Learning:** • Nature of learning: learning as a process and learning as an outcome • Types of learning: factual, associations, conceptual, procedural, generalizations, Principles and rules. • Remembering and Forgetting – Factors of remembering - encoding, storage and retrieval. Information processing approach; Causes of forgetting; Strategies for effective memorization.	7 hrs.
Unit II	**Factors Influencing Learning:** • Concept, nature and types of motivation – intrinsic, extrinsic and achievement. • Role of teacher in addressing various factors influencing learning–a few strategies – cooperative learning, peer tutoring, collaborative learning.	6 hrs.
Unit III	**Learning Paradigms:** • Behavioristic Learning– Concept of connectionism (Thorndike) and conditioning (Pavlov & Skinner) and their educational implications. • Cognitive Learning – Concept of Gestalt and its educational implications; Discovery learning (Bruner), Cognitive Constructivist Learning (Piaget) • Social Cognitive Learning – Concept (Bandura), nature and implications. Teacher as role model. • Social Constructivist Learning – Concept of Vygotsky, nature and implications. • Humanistic Viewpoint of Learning - Carl Rogers (Self Concept Theory)	7 hrs.
Unit IV	**Transfer of learning:** • Concept, Importance, Nature and Types of Transfer of Learning • Theories of Transfer of Learning • Methods of enhancing Transfer of Learning	6 hrs.
Unit V	**Organization of Learning Experiences: Issues and Concerns:** • Role of school – Guidance, Mental health, Co-curricular activities. • Strategies for organizing learning for diverse learners- Brainstorming, Within class grouping, Remedial teaching, Enrichment programme	6 hrs.
Suggested Readings	1. Mangal, S.K. (2002). Essentials of teaching learning crand information technology. Ludhiyana: Tandon Publishers. 2. Mangal,S.K. (2006). Advanced educational psychology. New Delhi: Prentice hall of India. 3. Mohanty. (1992). Educational technology. New Delhi: Deep and Deep Publications. 4. Roy, Sushil. Siksha manobidya. Kolkata :Soma Book Agency. 5. Vygotsky, L. (1997). Interaction between learning and development.	

In M. Gauvain & M. Cole, (Eds). *Readings on the development of children*. New York: W. H. Freeman & Co.
6. Chatterjee, Kaushik. (2012). Siksha prajuktibidya. Kolkata : Rita publication.
7. MaityN.C.,GangulyAmlan(2014),*NibirShikkhonerMonostattya,*AaheliPublisher
8. Kumar, K. (2004). What is worth teaching? 3rd ed. Orient Black Swan.
9. Holt, J. (19964). How children fail? Rev. ed. Penguin.
10. Hall, C & Hall, E. (2003). Human relations in education. Routledge.

2nd Half	Teaching for Learning	
Objectives	The student teachers will be able to :- 1. Understand the process of teaching 2. Understand and efficiently used different models of teaching. 3. Engage in teaching with proper approach. 4. Develop skills required for teaching	
	COURSE CONTENT /SYLLABUS	
Unit I	**Understanding Teaching:** • Teaching: Concepts, definition, nature and characteristics factors affecting teaching. • Relation between Teaching, Instruction and Training. • Maxims of teaching. Role of teacher in effective teaching.	6 hrs.
Unit II	**Models of Teaching:** • Concept Attainment Model (CAM) • Advance Organizer Model (AOM) • Inquiry Training Model (ITM)	6 hrs.
Unit III	**Task of Teaching**: • Task of teaching: meaning, definition and variables in teaching task. • Phases of teaching task: pre - active, inter-active and post-active. • Essentials of effective teaching	6 hrs.
Unit IV	**Levels & Approaches of Teaching**: • Levels of Teaching: memory, understanding and reflective levels of teaching • Approaches to Instruction: Constructivist approach to teaching, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar. • Programmed Instruction (PI) & Computer Assisted Instruction (CAI)	7 hrs.
Unit V	**Skills of Teaching** : • Skills of Teaching: Concepts, definition. • Micro-teaching: Meaning and Procedure • Developing Teaching skills: Introducing the lesson, Questioning, Use of teaching aids, Reinforcement and Illustration. • Modification of Teacher Behavior-Flanders Interaction Analysis of Category System (FIACS).	7 hrs.
Engagement with Field / Practicum	Any one of the following :- • Simulated Teaching Practical (5 lessons) • Presentation of Innovative Teaching	32 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.	
Suggested Readings	1. Aggarwal, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Pub House. 2. Bower, G. M. (1986). The Psychology of learning and motivation. Academic Press. 3. Chauhan, S. S. (2000). Advanced educational psychology. New Delhi. : Vikas Publishing House.	

4. Pal,Debasish*et al.* (2012). Sikhaner manostatwa. Kolkata : Rita Book Agency.
5. DeCecco, J,P. & Crawford, W. (1977). Psychology of learning and instruction. New Delhi: Prentice hall of India
6. Sen, Molay Kumar. Siksha prajuktibigyan. Kolkata : Soma Book Agency.
7. Mete, Jayanta, Deb, Ruma & Ghosh, Birajlakshi: Bikash oshikhaner manostatwa. Kolkata : Rita Book Agency.
8. Joyce, M. & Others. (1992). Models of teaching. New York: Holt Rinehart and Winston.
9. Sarkar,B (2014) Shikharthi O Shikhan.Aaheli Publishrers,Kolkata.
10. Nayak, A. K. (2002) *Classroom teaching* A.P.H
11. Ohles, J.F. (1970). *Introduction to Teaching*. New York: Random House, INC.
12. Siddiqui, Mujibul Hasan(2005) *Techniques of classroom teaching* A.P.H

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Language Teaching	**Bengali, English, Sanskrit, Hindi, Urdu & Arabic**				
Objectives	The student teachers will be able to :- 1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal 2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills 3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson 4. Work out and practice strategies for teaching language skills and communication skills 5. Credit working acquaintance with concepts of language learning assessment 6. Turn in to resourceful user of different kinds of Language Test 7. Become efficient in construction of Test and Test Items 8. Explore and experience various resources for target language learning 9. Try out various means of organizing various resources for target Language Learning.				
COURSE CONTENT /SYLLABUS					
Unit I	**Foundations of Language Teaching:** • Historical background and present status of language teaching in India. • Origin of different languages (At least two including 1st Language) • Significance of Mother tongue/ Target Language • Concept of 1st Language, 2nd Language and 3rd Language in West Bengal • Relation between language and dialect. • Language position and importance in Secondary School Curriculum in West Bengal. • Analysis of the objectives of teaching language at secondary level in West Bengal. • Aims and objectives of Language Teaching.	6 hrs.			
Unit II	**Strategies of Language Teaching: (As per language concerned):** • Theories of Language Teaching • Concept and importance of pedagogical analysis of language. • Language Teaching Skills • Learning Design: definition, characteristics, importance • Behavioural/Instructional objectives of Language Teaching • Teaching strategies for Language • Relevance of Teaching Model for Language Teaching	7 hrs.			

Unit III	**Brief overview of Methods &Approaches of Language Teaching (As per language concerned):**
	• Methods and Approaches of Language Teaching:
	o Concept, Characteristics, Procedure, Importance and Limitations.
	• Approaches to Language Teaching:
	    Teaching different content areas- objectives, importance and procedure:
	    o Prose,
	    o Poetry,
	    o Drama
	    o Grammar,
	    o Composition
	• Spelling mistake – causes and method of correction
		7 hrs.

Unit IV	**Assessment of Language Teaching:** • Assessment (elementary concepts of Evaluation and Measurement). • Achievement Test • Properties (elements) and Areas (aspects) of a language Test. • Principles for constructing a Language Test. • Characteristics of a good Test – usability, reliability, validity. • Construction of a language question paper including general instruction with nature of options, overall coverage and marking scheme.	6 hrs.
Unit V	**Learning Resources in Language Teaching:** • Meaning, type, functions, preparation and utilization of learning resources in language: Text Books, Models, Charts, Pictures, Reference Books, Computer Assisted Learning. • Language Laboratory – Component, planning, developing required activities and organizing for use. • Designing Learning activities: School Magazine, School Debating Society, Dramatization • Designing Language Games in grammatical context of language. • Creative writing: composition, short story, poem (on given clues or independently).	6 hrs.
Engagement with Field / Practicum	Any two of the following :- • Speech and Speech Mechanism • Word Formation • Syntax • Phonetic Transcription • Identifying General and Specific Objectives with Learning Outcome • Task analysis and Content Analysis • Developing Instructional (Teaching Learning) Material • Planning Instructions	64 hrs.
Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar etc.	
Suggested Readings	1. Bright, J. A &McGragor, G. P. (1978). Teaching English as a second language. London : ELBS & Longman. 2. Brumfit, C J & Johnson, K. (1978). The Communicative approach to language teaching. Oxford : OUP, 3. Carrol, J B. (1953). The Study of Language. Massachusets : Harvard University Press. 4. Heaton, J B. (1982). Language testing. London : Modern English Publications Ltd. 5. Heaton, J. B. (1991). Writing English language tests. Hongkong: ELBS. 6. Hornby, A. S. Oxford advanced learner's dictionary of current English, Oxford :OUP.	

7. Howatt, A. P. R. (1984). A History of English language teachingOxford : OUP.
8. Johnson, J: The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
9. Johnson, K. (1982). Communicative syllabus design and methodology. Oxford : Pergamon Press.
10. Ur, P. (1996). Grammar practice activities – A Practical guide for teachers. Cambridge : CUP.
11. Ur, P & Wright, A: Five-minute Activities- A Resource Book for Language Teachers. Cambridge : CUP.
12. Verma, S. K. (1994). Teaching English as a Second Language in India.*In*R K Agnihotri&A L Khanna (Eds). *Second Language acquisition.* New Delhi,
13. Weir, C. (1993). Understanding and Developing Language Test. New Delhi :Prentice Hall International Ltd.
14. Widdowson, H. (1978). Teaching language as Communication. Oxford :OUP.
15. RahaSujata,BasuBaisaly(2014),*BanglaSikhonPorikrama,*AaheliPublisher
16. Das,G, Choudhury,N (2014) Nabarupe Sanskrit Shikshan Padhati, Aaheli Publishers ,Kolkata
17. DasGita,ChowdhuryNivedita(2014),*NabarupeSanskritShikkhanPoddhoti,* AaheliPublisher
18. Sharma, R A (1983): Technology of Teaching, International Publishing House, Meerut.
19. SardarSudhakar(2014),*Thoughts&PracticeinTeachingEnglish,*AaheliPublisher

Course-VII-(A) (1.2.7A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Social Science Teaching	**History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology**				
Objectives	The student teachers will be able to :- 1. Appreciate the significance of teaching Social Science. 2. Be acquainted with the approaches & Methods of Teaching Social Science. 3. Be used to the application of knowledge and skills in Social Science. 4. Be acquainted with various practical aspects of Social Science.				

COURSE CONTENT /SYLLABUS

Unit I	**Foundation of Social Science Teaching:** • Aims and objectives of Social Science Teaching. • Social Science Curriculum, Values of Social Science Teaching. • Inter relationship of various branches of Social Science • Innovations in Social Science teaching • Inculcation of National Integrity through social science teaching.	6 hrs.
Unit II	**Strategies of Social Science Teaching:** • Features, Limitations and comparison of different methods • Lecture Method, • Interactive Method • Demonstration- observation method, • Regional Method • Heuristic Method, • Project Method • CAI	7 hrs.
Unit III	**Learning Resource in Social Science Teaching:** • Meaning, type and importance of Learning Resources. • Quality of good social science text book.	6 hrs.

	• Teaching aids in Social Science. • Improvisation of Teaching Aids. • Planning and organization of Social Science Laboratory	
Unit IV	**Social Science Teacher:** • Qualifications and qualities of social science Teachers. • Professional growth of Social Science Teacher.	6 hrs.
Unit V	**Evaluation in Social Science Education:** • Evaluation devices, evaluation programme in social studies • Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.	7 hrs.

Engagementwith Field / Practicum	Any two of the following :-
	
	➢ Visit to
	    • Historical Places
	    • Ecological Places
	    • Commercial Places
	    • Political Places
	➢ Organization of Programmes
	    • Environment Awareness
	    • Social Awareness
	    • Election Awareness
	    • Blood donation
	    • Exhibition
	    • Demonstration of Lab-based activities wherever applicable
		64 hrs.

Mode of Transaction	Lecture, discussion, project work, field trip, assignment, seminar, Demonstration etc.	
Suggested Reading	1. Arora, G. L (1988), Curriculum and Quality in Education, NCERT, New Delhi. 2. Binning and Binning. (1952). Teaching Social Studies in Secondary Schools. New York : McGraw Hills. 3. David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. Falmer, London : Routledge. 4. Kent,Ashley. (2001). Reflective Practice in Geography Teaching. Paul Chapman Educational Publishing, Ltd. 5. Pathak,Avijit. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi : Rainbow Publishers. 6. Singer, Alan J. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey. 7. HalderTarini(2014),*Itihas-Niti,PoddhotiOKausal,*AaheliPublisher 8. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi. 9. Bhattacharya, S. & Darji, D.R. (1996) Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda. 10. Mete Jayanta, Dasgupta Jayarati (2014), *Adhunik Bhugol Shikkhan Poddhoti,*AaheliPublisher

		Theory	Engagement With the Field	Credit	2+2
Course-VII-(A) (1.2.7A)	**Pedagogy of a School Subject Part-I**	**50**	**50**	**Class Hours**	**32+64**
Pedagogy of Science	**Physical Science, Life Science, Computer Science & Application**				

Teaching	
Objectives	The student teachers will be able to :- 1. Appreciate the significance of teaching Science. 2. Be acquainted with the Approaches & Methods of Teaching Science. 3. Be used to the application of scientific knowledge and skills. 4. Be acquainted with various practical aspects of science.

	COURSE CONTENT /SYLLABUS	
Unit I	**Foundation of science Teaching:** • Aims and objectives of science Teaching. • Science Curriculum, Values of Science Teaching. • Inter relationship of various branches of science. • Scientific aptitude and attitude • Innovations in science teaching	7 hrs.
Unit II	**Strategies of Science Teaching:** • Features, Limitations and comparison of different methods • Lecture Method, • Demonstration method, • Heuristic Method, • Laboratory Method, • Project Method • CAI • Problem Solving Method.	8 hrs.
Unit III	**Planning of Science Laboratory:** • Importance of Science Laboratory • Organization / Planning a Science Laboratory. • Equipment of Science Laboratory.	5 hrs.
Unit IV	**Learning Resource in science Teaching:** • Meaning, type and importance of Learning Resources. • Quality of good Science text book. • Teaching aids in Science. • Improvisation of Teaching Aids.	6 hrs.
Unit V	**The Science Teacher:** • Qualifications and qualities of Science Teachers. • Professional growth of Science Teacher.	6hrs.
Engagement with Field / Practicum	Any two of the following :- • Preparation of lesson/unit plan by following different methods of teaching. • Preparation of materials & programmes to inculcate scientific attitude. • Script writing for Radio/TV/Video on science topics. • Demonstration of Science Experiments.	64 hrs.
Mode of Transaction	Lecture, discussion, demonstration, project work, field trip, presentation by students, seminar etc.	
Suggested Readings	1. Gupta, S. K. (1991). Teaching of Physical Science in secondary schools. New Delhi: Sterling Publications 2. Nag, S. (2015). Teaching of Life Science.Kolkata :Rita Publications. 3. Sharma, R. C (1999). Modern Science Teaching. New Delhi: DhanpatRaiPublcation Co. 4. Vaidea, N. (1996). Science Teaching for 21st Century. New Delhi. Deep & Deep Publication. 5. De,K.K (2010) Bhoutabignye sikshak o Siksharti,Soma Publishers , Kolkata 6. Pal, S. Nagchowdhury, D. P., Ganguly, A. Haowladar, M. (2014) JibanBiggyanShikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata	

7. Pandey, P. (2014). Teaching of Computer Studies. Belur, Kolkata : RKMSM
8. Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap –lambert publishing house.
9. Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO.
10. JanaP.K.,BhatS.C.(2014),*VautobigyanShikkhan,*AaheliPublisher

Course-VII-(A) (1.2.7-A)	Pedagogy of a School Subject Part-I	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	32+64
Pedagogy of Mathematics Teaching	**Mathematics**				

	Objectives	
Objectives	The student teachers will be able to :- 1. Understand the nature of mathematics and mathematics education 2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books. 3. Understand Teaching methodologies in mathematics education. 4. Apply Mathematics education in cross-cultural perspectives. 5. Understand the Assessment and evaluation in the teaching learning of mathematics.	

COURSE CONTENT /SYLLABUS

Unit	Content	Hours
Unit I	**Nature and Theoretical aspects of Mathematics Education:** • The nature of mathematics • Correlation of mathematics with other disciplines • Scope of mathematics education • Values of teaching mathematics • History of Mathematics in India • Teaching-learning of Mathematics from the view point of Skinner, Piaget, Bruner, Vygotsky&Dienes	7 hrs.
Unit II	**Aims and objectives of teaching Mathematics and preparation of relevant curriculum and text books:** • Aims and objectives of teaching mathematics at upper primary stage, secondary stage and higher secondary stage. • Principles of curriculum construction • Principles of text book preparation	7 hrs.
Unit III	**Mathematics Teacher and Teaching learning process in Mathematics:** • Teaching methods in mathematics- e.g. Inductive & Deductive Method, Method of analysis and synthesis, Project method, Mathematical induction, Heuristic method, Problem Solving Method. • Learning Resources in relation to Teaching of mathematics with special reference to calculator and computer. • Pedagogical analysis and learning designing. • Qualities and professional growth of Mathematics teacher.	7 hrs.

Unit IV	**Mathematics education in a cross-cultural perspective:** • Anxiety associated with learning of Mathematics • Maths laboratory • Maths club • Connecting mathematics to the environment • Management of learning of slow and gifted learners	5 hrs.
Unit V	**Assessment and Evaluation:** • Assessment and evaluation-meaning, scope & Types • Different types of test items • Techniques of Evaluation in Mathematics • Basic principles of construction of test items • Continuous and Comprehensive Evaluation (CCE)	6hrs.
Engagement with Field / Practicum	Any two of the following : • Write an essay on nature of Mathematics and contribution of Indian Mathematicians. • Preparation of various teaching aids. • Preparation of programmed learning material for selected Units in Mathematics. • Evaluation of Mathematics text book. • Construction of various types of test items. • Construction of achievement and diagnostic tests. • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematics. • Use of Mathematics activities for recreation. • Development and use of Mathematics laboratory. • Prepare mathematical activities in the context of socio-cultural aspects.	64 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Readings	1. Teaching of Modern Mathematics – S.M. Agarwal 2. Anice, J. (2008). *Methods of Teaching Mathematics.* New Delhi: Neelkamal Publications. 3. Butler, C. H., Wren F. L. and Banks, J. H. (1971). *The teaching of Secondary Mathematics.* New York : McGraw Hill. 4. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). *Dynamics of Teaching Secondary School Mathematics.* Boston: Houghton - Mifflin co. 5. Ediger, M., and Rao, B. (2000). *Teaching Mathematics successfully.* New Delhi: Discovery Publishing House. 6. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). *The Laboratory Approach to Mathematics.* Chicago: Science Research Associates Inc. 7. Kinney, L. B., and Purdy, C. R. (1965). *Teaching of Mathematics in Secondary School.* New York; Holt, Rinchart and Winston. 8. Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds)., *Handbook of technological pedagogical content knowledge (TPACK) for educators* . New York: Routledge. 9. PramanikSurapati(2014),*AdhunikGanitShikhanOShikkhon,*AaheliPublisher 10. Kolb, J. R., and Bassler, O. C. (1979). *Learning to teach secondary School Mathematics.* London: In text Educational Pub. 11. Kothari, R. G., and Mistry, H. S. (2012). *Diagnosis of Learning*

		Difficulties on Fractions and Decimals: A study on the students of upper primary schools. Germany: Lambert Academic Publishers.			

		Theory	Engagement With the Field	Credit	2+1
Course-VIII-(A) (1.2.8A)	**Knowledge and Curriculum- Part-I**	**50**	**25**	**Class Hours**	**32+32**

Objectives	The student teachers will be able to :- 1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education. 2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief. 3. Understand education in relation to constitutional goal, social issues and modern values. 4. Understand the concept, scope and objectives of education. 5. ofRealize the concepts of curriculum and syllabi. 6. Design curriculum in the context school experiences, evaluation, power, ideology, process and practice & its transactional modes.		
	COURSE CONTENT /SYLLABUS		
Unit I	**Epistemological bases of Education:** • Meaning of epistemology with reference to the process of knowledge building and generation. • Distinction and relationship between: Knowledge and skill. Teaching and training. Knowledge and information. Reason and belief.	6 hrs.	
Unit II	**Philosophical Foundation of Education:** • Significance of Philosophy in Education. • Brief account of the tenets of the following philosophers of education –Swami Vivekananda, Gandhi, Tagore, Aurobindo, Dewey, Dr.Sarvapalli Radhakrishnan and Sir Asutosh Mookherjee. • Relevance of the philosophy of the aforesaid philosophers in Indian education with regard to activity, discovery and dialogue.	7 hrs.	
Unit III	**Sociological bases of education:** • Constitutional goal for Indian Education. • Social issues in education –globalization, multiculturalism, secularism, education for sustainable development. • Nationalism, universalism and secularism – their interrelationship with education. • Illiteracy, poverty, socially disadvantaged groups gender inequality.	7 hrs.	
Unit IV	**Concepts and scope of education:** • Four pillars of education. • Aims of education: Personal, Social, Economic and National Development. • Education for generation, conservation and transmission of knowledge. • Agencies of education: home, school, community and media. • Types of education: formal, non-formal, informal and role of their agencies.	6 hrs.	
Unit V	**Dynamics of Curriculum Development:** • Determinants of curriculum development • Theories of curriculum development • Stage Specific Curriculum-Pre-primary, Primary, Secondary,	6hrs.	

	Higher Secondary • Curriculum reforms in India ; National Curriculum Frameworks	
Engagement with Field / Practicum	Any one of the following :- • Policy analysis National Curriculum Frame works. • Identification of core, hidden, null and latent curriculum in textbooks. • Designing an activity based curriculum. Analysis of School Curriculum at different stages	32 hrs.
Mode of Transaction	Group discussion, lecture-cum –discussion, pair and share , group work, panel discussion, symposium, assignments, school visits and sharing of experiences	
Suggested Reading	1. Bruner, J.S. (1960/1977). The Process of education. Cambridge: Harward University Press. 2. Edgerton, Susan Huddleston. (1997). *Translating the curriculum*: *Multiculturalism into the Cultural Studies*. London :Routledge. 3. Etta, R. Hollins (1996): *Transforming curriculum for a culturally Diverse Society*. New Jersey: Lawrence, Erlbaum Associates Publishers. 4. MHRD, GOI, *National policy on education*. 5. NCERT.(2005). National curriculum framework. 6. Noddings, Nel. (2007). *Critical lessons: what our schools should teach*. Cambridge : Cambridge University Press. 7. Bhatt, H. (2010). The diary of school teacher. An Azim Premji University Pub. 8. Batra, P. (2005). Voice and agency of teachers: Missing link in National Curriculum 2005. *Economic and Political Weekly*. *43* (47) - *47*(56). 9. Chakraborty Pranab Kumar (2012). Pathakram Niti o Nirman. Classic Books Publishers. Kolkata. 10. Tarafdar, M (2013) Sikshashrayi Samajbigyan, K.Chakraborty Publications, Kolkata. 11. Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher. 12. Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; Corwin press.	

		Theory	Engagement With the Field	Credit	4+2
Course-IX (1.2.9)	**Assessment for Learning**	**50+50**	**50**	**Class Hours**	**64+64**
1st Half	**Assessment of the Learning Process**				
Objectives	The student teachers will be able to :- • Get basic knowledge of assessment for learning. • Know the process of evaluation and it uses. • Write educational objectives. • Know different techniques of evaluation, tools of evaluation and their uses. • Know different characteristics of instruments of evaluation. • Know different types of teacher made tests and will construct them. • Compute simple statistics to assess the learning.				
	COURSE CONTENT /SYLLABUS				
Unit I	**Concept of Evaluation and Assessment:** • Meaning of Test, Measurement, Assessment and Evaluation	6 hrs.			

	• Distinguish among Measurement, Assessment and Evaluation • Nature and purpose of Evaluation	
Unit II	**Approaches and Techniques of Evaluation and Criteria of Assessment Procedure:** • Approaches-Formative and Summative; NRT and CRT • Techniques- observational, self-reporting, psychological and Educational tests • Validity- Meaning, Types and Measurement • Reliability - Meaning, Types and Measurement • Norm and Usability	7 hrs.
Unit III	**Psychological Test:** • Meaning and concept • Preliminary idea about – Intelligence test, Aptitude test, Interest Inventory, Attitude test, Creativity and Personality • Achievement test- meaning, characteristics, steps for construction and uses • Diagnostic and prognostic test	7 hrs.

Unit IV	**Evaluation:**
	• Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.
	• Scoring and Grading, Analysis of Score and Its Interpretation
	  a) Tabulation of data.
	  b) Graphical (Histogram, frequency Polygon)
	  c) Central Tendency (Mean, Median Mode)
	  d) Deviation – Standard.
		7 hrs.

UNIT V	**Problem – Learner:** • Problem – Learner; Concept and Types, • Identification of Problem – Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques/. • Remedial Measures – Guidance & Counseling, Life-Skill Training.	5 hrs.
Suggested Reading	1. Statistics in Psychology and Education – S. K. Mangal 2. Ebel, R.L. and Fresbie, D.A. (2009). *Essentials of Educational Measurement.* New Delhi: PHI Learning PVT. LTD. 3. Garrett, H.E. (2008). *Statistics in Psychology and Education.* Delhi: Surjeet Publication. 4. Gupta, S. K. (1994). *Applied Statistics for Education.* Mittal Publications. 5. Mehta, S. J., and Shah, I. K. (1982). *Educational Evaluation.* Ahmedabad: Anand Prakashan (Gujarati). 6. Chakraborty Pranab Kumar (2010). Vidyalaya Sikshay Mulyayan. B. B. Kundu and Grandsons. Kolkata. 7. BhatS.C.,JanaP.K.(2014),*ShikkherParimapOMullyanerGurutto*AaheliPublisher	
2ⁿᵈHalf	**Assessment of the Learning System**	
Objectives	The student teachers will be able to :- 1. Understand different aspects of the complexities of the learning system. 2. Know various school records designed for specific purposes. 3. Understand the relationship between school and the community. 4. Acquire knowledge about physical, infrastructural and human resources available in the schools. 5. Understand the curricular process in the school. 6. Evaluate the school effectiveness and other functional aspects of the schools. **7.** Explore the students support services available and achievements of the schools.	
	COURSE CONTENT /SYLLABUS	

Unit I	**Infrastructural facilities:** • Rooms (types and numbers), • Classroom furniture, • Sanitation facility, • Drinking water, • Playground etc. • Library	6 hrs.
Unit II	**Human Resource:** • Teaching staff (Full Time + Part Time + Para teacher) • Non –Teaching staff • Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children. • Teacher-student Ratio.	6 hrs.

Unit III	**Management & Record Maintenance:**
	• Managing Committee
	• Committees for Academic Purposes
	• Different Committees
	• Fee Structure,
	• Number of units/ School hour/ time table / periods
	• Students participation – student Self – Government.
	• Records:
	    ❖ Accounts related
	    ❖ Staff related
	    ❖ Student related
	    ❖ Curriculum related
		7 hrs.

Unit IV	**Special Service Provided:** • Mid-Day Meal • Book bank for poor students • Tutorial for weaker students • Remedial teaching • Parent Teacher Association • Staff Welfare Service • Health Programme • Conducting Talent Search Examination • Providing Scholarship	7 hrs.
Unit V	**School Community relationship:** • Community involvement in decision making. • Community Contribution to school • Meeting with community members • School response to parents.	6hrs.
Engagement with Field / Practicum	Any two of the following :- • Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives • Framing measurable and non-measurable learning outcomes • Determining the objectivity given an answer key • Determining the objectivity of a tool • Finding out the content validity of the given question paper • Designing Rating scale, Questionnaire, Interview Schedule in a given a topic • Framing Different types of questions • Preparation of Blue Print and a question paper • Prepare graphs and use statistics for analysis of test result	64hrs.
Suggested Readings:	1. School Planning and Management – T.K.D. Nair 2. School Organization& Management – J. Prasad 3. Educational Management – J.C. Agarwal 4. School Management – S.K. Kochar 5. Sengupta, Madhumala, Nag, Subir and others. (2014). Educational Management. Kolkata: Rita Book Agency.	

	6. Evaluation Framework for Govt., Govt. aided and Govt. sponsored Secondary Schools in India (2015) Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.

CourseEPC-2 (1.2EPC2)	Drama and Arts in Education	Theory	Engagement With the Field	Credit	1+1
		25	25	Class Hours	16+32
Objectives	The student teachers will be able to :- • Understand the use of 'Drama' as Pedagogy. • Use 'Role play' technique in the teaching learning process. • Understand the importance of dramatic way of presentation. • Integrate singing method in teaching learning process. • Understand various 'Dance forms' and their integration in educational practices. • Use art of drawing and painting in teaching learning process. • Develop creativity through different creative art forms. • Understand the efficacy of different art forms in education.				
	COURSE CONTENT /SYLLABUS				
Unit I	**Drama and its Fundamentals :** • Drama as a tool of learning • Different Forms of Drama • Role play and Simulation • Use of Drama for Educational and social change (Street play, Dramatization of a lesson) • Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation			3 hrs.	
Unit II	**Music (*Gayan and Vadan*):** • *Sur*, *Taal and Laya (Sargam)* • Vocal - Folk songs, Poems, Prayers • Singing along with "*Karaoke*" • Composition of Songs, Poems, Prayers • Integration of *Gayan* and *Vadan* in Educational practices			3 hrs.	
Unit III	**The Art of Dance:** • Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances. • Integration of Dance in educational practices (Action songs, *Nritya Natika*)			3 hrs.	
Unit IV	**Drawing and Painting:** • Colours, Strokes and Sketching- understanding of various means and perspectives • Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting • Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms			3 hrs.	
Unit V	**Creative Art:** • Creative writing -Story writing, Poetry writing • Model making - Clay modeling, Origami, Puppet making • Decorative Art - Rangoli, Ikebana, Wall painting (Mural) • Designing - Computer graphics, CD Cover, Book cover, Collage work • The use of different art forms in Education			4 hrs.	

Engagement with Field / Practicum	Any one of the following :- • Develop a script of any lesson in any subject of your choice to perform a Play / Drama. • Develop a script for the street play focusing on "Girl's education and Women empowerment". • Prepare a script of *Bhavai* based on some Socio-political issues. • Prepare a pictorial monograph on "Various folk dance of Gujarat". • Prepare a pictorial monograph on "Various Dance forms in India". • Prepare a calendar chart on "Various Musical Instruments in India". • Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language. • Prepare some useful, productive and decorative models out of the west materials. • Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning. • Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it. • Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it. • Develop a creative design based on your choice for CD Cover or Book cover. • Develop a design or picture based on collage work.		32 hrs.
Mode of Transaction	Lecture, Lecture cum discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation		
Suggested Reading	1. Theory of Drama by A.Nicoll 2. Natya Kala by Dhirubhai Thakar 3. Natya lekhan by Dhananjay Thakar 4. Natak desh videsman by Hasmukh Baradi 5. Gujarati theatre no Itihas by Baradi Hasmukh 6. Acting is Believing by Charls Mc.Gaw 7. Art of Speech by Kethlin Rich 8. Natya Sahity na swaroopo by Nanda kumar pathak 9. Bhavai by Sudahaben Desai 10. Bhavai by Krishnakant Kadkiya 11. Natya Manjari saurabh by G.K.Bhatt 12. Kramik Pustak Malika by Pt. Bhatkhande 13. Abhinav Geet Manjari by Ratanjankar 14. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre		

SEMESTER-III

		Theory	**Engagement With the Field**	**Credit**	**2+ (1+3)**
Course-VII-(B) (1.3.7B)	**Pedagogy of a School Subject Part-II**	**50**	**25+75***	**Class Hours**	**32+ (32+96)**
Pedagogy of Language Teaching	**English, Bengali, Sanskrit, Hindi, Urdu & Arabic**				
Objectives	The student teachers will be able to :- 1. Design appropriate teaching – learning strategy/approach suited to particular content. 2. Be at home with the principles of constructing content analysis of school curriculum. 3. Use ICT and various teaching aids in teaching of Languages.				

	4. Understand the historical development of Language Teaching. 5. Develop various skills related to language learning. 6. Prepare a blueprint before entering into a class.	
	COURSE CONTENT /SYLLABUS	
Unit I	**Pedagogical Analysis:** Concepts and Methods of Pedagogical Analysis; The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : Breaking of Unit into Sub-unit with no. of Periods; Previous knowledge; Instructional Objectives in behavioural terms; Sub-unit wise concepts Teaching- Learning Strategies Use of teaching aids Blueprint for criterion reference test Items.	6 hrs.
Unit II	**Teaching Skill (As per concerned subject):** Micro Teaching and Micro Lesson Simulated Teaching Integrated Teaching/ Teaching in classroom situation.	7 hrs.
Unit III	**LearningDesigning:** Concept, Importance and Types Steps of Learning Design Qualities of Good Learning Design	7 hrs.
Unit IV	**Activities in Language :** Fair and Exhibition, Field Trips / Excursion, Debate, Wall & Annual Magazine Sahitya Sabha Use of ICT Use of Dictionary, Encyclopaedia and Thesaurus	6 hrs.
Unit V	**Assessment of Teaching-Learning Material on Language:** Text book review and analysis / e-book Review Teaching learning material on Language learning	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- • Identify the slow learners, low achievers and high achievers in Language from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Language concepts. • Development and use of Language laboratory.	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Reading:	1. Bennett, W. A. (1969). Aspects of Language and Language Teaching. Cambridge: Cambridge University Press. 2. Braden K (2006). Task Based Language Education: From Theory to Practice. Cambridge: Cambridge University Press.	

3. Britton James (1973). Language and Learning. London: Penguine Books.
4. Hill, L.A. and Dobbyn, M.A. Training Course, Trainer's Book, Cassell, London, 1979.
5. Richard J. and Theodore S. Rodgers T.S. Approaches and Methods in Language, Cambridge University Press, 1986.
6. Wilkins, D.A. Linguistics in Language Teaching, Edward Arnold, London, 196. Mukalel, J.C. Creative Approaches to Classroom Teaching, Discovery Publishing house, New Delhi, 1998
7. Ryburn W.N. : Suggestions for the teaching of Mother tongue in India, Oxford University Press, Mumbai.
8. Mukerjee, S.N. : Rashtra Bhasha Ki Shiksha, Acharya Book Depot, Baroda, 1965.

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Social Science Teaching	History, Geography, Political Science, Economics, Education, Commerce, Sociology, Philosophy, Music, Fine Arts, Psychology				
Objectives	The student teachers will be able to :- 1. Be aware of teaching & learning of the subject concern. 2. Examine critically the major concept, ideas, principles & values relating the subject concern. 3. Engage the students into the methods of Teaching & learning the subject. 4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject.				
	COURSE CONTENT /SYLLABUS				

Unit I	**Pedagogical Analysis:**
	
	Concepts and Methods of Pedagogical Analysis;
	The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items :
	   Breaking of Unit into Sub-unit with no. of Periods;
	   Previous knowledge;
	   Instructional Objectives in behavioural terms;
	   Sub-unit wise concepts
	   Teaching- Learning Strategies
	   Use of teaching aids
	   Blueprint for criterion reference test Items.
		6 hrs.			

Unit II	**Teaching Skill (As per concerned subject):**
	   Micro Teaching and Micro Lesson
	   Simulated Teaching;
	   Integrated Teaching/ Teaching in classroom situation.
		7 hrs.			

Unit III	**Learning Designing:**
	   Concept, Importance and Types;
	   Steps of Learning Design.
	   Qualities of Good Learning Design.
		7 hrs.			

Unit IV	**Activities in Social Science:**
	   Fair and Exhibition,
	   Field Trips / Excursion,
	   Debate,
		6 hrs.			

	Wall & Annual Magazine and Subject Club		
Unit V	**Assessment of Social science learning:** Concept of Assessment and Evaluation; Achievement Test Text book Review	6 hrs.	
Engagement with the field/ Practicum	Any one of the following :- Preparation of Learning Design Preparation of Achievement Test Development of skill of map Development of skill of time line Project Case Study	32 hrs.	
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.	
Mode of Transaction	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided		
Suggested Reading	**1.** Alan J Singer (2003). Social Studies for Secondary Schools: Teaching to Learn, Learning to Teach. L E Association. New Jersey. 2. Arora. GL. (1988) Curriculum and Quality in Education. NCERT. New Delhi. 3. Agrawal, J.C. Teaching of Social Studies, Vikas Publishing House, New Delhi. 4. Binning, A.C. : Teaching Social Studies in Secondary Schools, McGraw Hill and Co., New York. 5. Bhattacharya, S. & Darji, D.R. : Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda, 1966. 6. Desai, D.B. : Samaj Vidyana Shikhan, Balgovind Prakashan, Ahmedabad. 7. Greene, H.A., Jozgensen, A.N. Gerberi, J.R. : Measurement and Evaluation in the Secondary School, Mongmans, Green and Co., New York, 1959. 8. Mathias, Paul : The Teacher's Handbooks for Social Studies, Blandford Press, London, 1973. 9. Mehlinger. Howard, D. (ed.) : UNESCO, Handbook for the Teaching of Social Studies, Gareem Helm, London, UNESCO, 1981. 10. The Association of Teachers of Social Studies : Handbook for Social Studies Teaching, Holt, Rinchart and Winston, INC, New York, 1967. 11. Konli, A.S. (1996). Teaching of Social Studies, Anmol Publications Pvt. Ltd., New Delhi.		

		Theory	Engagement With the Field	Credit	2+ (1+3)
Course-VII-(B) (1.3.7B)	**Pedagogy of a School Subject Part-II**	**50**	**25+75***	**Class Hours**	**32+ (32+96)**
Pedagogy of Science Teaching	**Life Science, Physical Science, Computer Science and Application**				
Objectives	The student teachers will be able to :- 1. Be aware of teaching & learning of the subject concerned. 2. Examine critically the major concept, ideas, principles & values relating to the subject concerned. 3. Engage the students into the methods of Teaching & learning the subject. 4. Make them competent to do the pedagogical analysis of the subjectconcerned .				
	COURSE CONTENT /SYLLABUS				

Unit I	**Pedagogical Analysis:** 　　Concepts and Methods of Pedagogical Analysis; 　　The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : 　　　　Breaking of Unit into Sub-unit with no. of Periods; 　　　　Previous knowledge; 　　　　Instructional Objectives in behavioural terms; 　　　　Sub-unit wise concepts 　　　　Teaching- Learning Strategies 　　　　Use of teaching aids 　　　　Blueprint for criterion reference test Items.	6 hrs.
Unit II	**Learning Designing:** 　　Concept and importance. 　　Qualities of good Learning Design. 　　Steps of Learning Design.	7 hrs.
Unit III	**Teaching skills:** 　　Micro-teaching 　　Simulated Teaching. 　　Teaching in class room situation 　　Laboratory practical based demonstration skill.	7 hrs.
Unit IV	**Assessment of Science Learning:** 　　Concept of assessment and evaluation; 　　Concepts of Achievement Test and Identification of Test Items under various criterion like knowledge, understanding and application and skill. 　　Construction of achievement tests and their administration. 　　Preparation of a continuous and comprehensive evaluation plan for a particular class (VI to XII).	6 hrs.
Unit V	**Practicum & Activities in Science:** 　　Importance of science activities 　　Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, science Exhibition, aquarium, bird watching etc. 　　Formation and activities of Science club in school.	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- • Analysis of Science Textbook. • Survey of Science Laboratory in a school. • Evolving suitable technique(s) to evaluate laboratory work. • Visit to Community Science Centre, Nature Park and Science City	32 hrs.
	* Community-based Activities 　(vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, Discussion, Demonstration, Fieldtrip, Presentation by students In pedagogy of school subjects, illustrations on content based methodology may be provided	
Suggested Reading	1.　Nag, S.(2012) Teaching of Life Science,Rita Publication,Kolkata 2.　Nagchowdhury, D. P., Pal, S., Ganguly, A., Haowladar, M. (2014) Jiban Biggyan Shikhshaner tattwa O Proyog, Aaheli Publishers, Kolkata. 3.　Joyce, B. and Weil, M. (2009). Models of teaching. USA: Pearson higher education. 4.　Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp. 5.　Vaidya, N. (2003). Science teaching for the 21st century. New Delhi:	

Deep and Deep.

6. NCERT. (2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.
7. Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
8. Teaching of Biological Science – Jasim Ahmad
9. Modern Teaching of Life Science – S.M. Zaidi
10. Teaching of Life Science – Pramila Sharme
11. Methods of Teaching Life Science – PHI Publication
12. Innovative Science Teaching for Physical Science Teacher- Radhamohan
13. Modern Science teaching – R.C. Sharma
14. Teaching of Computer Studies – PranayPandey

Course-VII-(B) (1.3.7B)	Pedagogy of a School Subject Part-II	Theory	Engagement With the Field	Credit	2+ (1+3)
		50	25+75*	Class Hours	32+ (32+96)
Pedagogy of Mathematics Teaching	**Mathematics Education**				
Objectives	The student teachers will be able to :- 1. Know about Mathematics curriculum and text-book preparation 2. Know how does Practical activities associated with mathematical concepts 3. Understand about assessment and evaluation related to mathematics teaching-learning. 4. Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing 5. Understand about Simulated and integrated lesson				
	COURSE CONTENT /SYLLABUS				
Unit I	**Mathematics curriculum and Text-book preparation:** Review of the existing curriculum of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of curriculum construction and its comparison with that of the CBSE. Review of the existing text books of mathematics of West Bengal Board of Secondary Education in the perspective of the principles of text-book preparation and its comparison with that of the CBSE.	6 hrs.			
Unit II	**Practical activities associated with Mathematics concepts:** Performance of the all the practical activities stated in the text books of West Bengal Board of Secondary Education and preparation of allied teaching-learning materials. Co-curricular activities (including Mathematics club and Mathematics laboratory) in relation to mathematics teaching.	7 hrs.			
Unit III	**Assessment and Evaluation related to teaching –learning of Mathematics:** Construction of achievement tests and their administration Preparation of a Continuous and Comprehensive Evaluation plan for a particular class (VI to X).	7 hrs.			
Unit IV	**Pedagogical Analysis and learning designing of Mathematics content of school level:** Concepts and Methods of Pedagogical Analysis; The Pedagogical knowledge of the content from various classes (Class -VI to VIII, IX-X,XI- XII) on the following items : Breaking of Unit into Sub-unit with no. of Periods;				

	Previous knowledge; Instructional Objectives in behavioural terms; Sub-unit wise concepts Teaching- Learning Strategies Use of teaching aids Blueprint for criterion reference test Items.	6 hrs.
Unit V	**Simulated and Integrated Lesson:** Simulated Micro Teaching and Integrated Teaching. Teaching in Classroom environment.	6 hrs.
Engagement with the field/ Practicum	Any one of the following :- • Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (Case study) • Conducting of Action Research for selected problems. • Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts. • Use of Computer in Teaching of Mathematics. • Use of Mathematics activities for recreation. • Development and use of Mathematics laboratory. • Prepare mathematical activities in the context of socio-cultural aspects.	32 hrs.
	* Community-based Activities (vide details at the end of Semester-III syllabus)	96 hrs.
Mode of Transaction	Lecture, Lecture cum Discussion, project work, Demonstration of A. V. Aid, Action Research, Visit, Group work and its Presentation	
Suggested Reading	1. Arora, S.K.(2000).*How to teach mathematics*. New Delhi: Sterling Publications 2. Kumar,S. &Jaidka, M.L. (2005). *Teaching of mathematics* .New Delhi : Anmol Publications 3. Mangal,S.K.(2003). *Teaching of mathematics.* Ludhiana: Tandon Publications 4. Sidhu, K.S.(1998). *Teaching of mathematics.* New Delhi: Sterling Publications 5. Banerjee,S. *GanitsikKhanpaddhati.* Kolkata: Rita Publications 6. Ghosh,S. *GanitsikKhan* .Kolkata:Sova Publications 7. Pramanik, S.(2014). *Adhunikganitsikhsn o sikshan.* Kolkata: Aaheli Publishers. 8. Anice, J. (2008). Methods of Teaching Mathematics. New Delhi: Neelkamal Publications. 9. Butler, C. H., Wren F. L. and Banks, J. H. (1971). The teaching of Secondary Mathematics. New York : McGraw Hill. 10. Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). Dynamics of Teaching Secondary School Mathematics. Boston: Houghton - Mifflin co. 11. Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House. 12. Kidd, P. K., Myers, S. S., Cilley David, M. (1970). The Laboratory Approach to Mathematics. Chicago: Science Research Associates Inc. 13. Kinney, L. B., and Purdy, C. R. (1965). Teaching of Mathematics in Secondary School. New York; Holt, Rinchart and Winston. 14. Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds.), Handbook of technological pedagogical content knowledge (TPACK) for educators. New York: Rutledge.

SEMESTER-III	School Internship	Theory	Engagement With the Field	Credit	14
		-	350	Class Hours	448

At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)

During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.

Student teachers will be able to recognize the needs of In-Service Programme.

Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.

School Internship

(*Community –based activities shall consist of the following)

- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening.
- Cleanliness of the campus and beautification
- Cleaning of furniture
- Assembly
- Community Games
- Cultural Programmes
- SUPW
- Scout & Guide /NSS
- Celebration of National Festivals, Teachers Day etc.
- First Aid
- Aesthetic development activities- decoration of classroom etc.

SEMESTER - IV

Course-VI (1.4.6)	Gender, School and Society	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Develop gender sensitivity among the student teachers. 2. Understand the gender issues faced by the schools. 3. Understand the paradigm shift with reference to gender studies. 4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).				
	COURSE CONTENT /SYLLABUS				
Unit I	**Gender issues: key concepts:** Definition of gender. Difference between gender and sex. Social construction of gender. Gender including transgender and third gender, sex, patriarchy. Gender bias, gender stereotyping, and empowerment Equity and equality in relation with caste, class, religion, ethnicity, disability and region.	6 hrs.			
Unit II	**Gender studies: paradigm shifts:** Paradigm shift from women's studies Historical backdrop: some landmarks on social reform movements of the 19th and 20th centuries with focus on women's experiences of education (with special reference to Raja Rammohan Roy, Pandit Iswar Chandra Vidyasagar, Swami Vivekananda, Rabindranath Tagore and Begam	7 hrs.			

	Rokeya).	
	A. Commissions and committees on women education and empowerment B. Policy initiatives (including current laws) for the recognition of the concept of transgender and third gender.	
Unit III	**Gender, Power and Education:** 　　Gender Identities and Socialization Practices in: 　　　Family 　　　Schools 　　　Other formal and informal organization. 　　Schooling of Girls and Women Empowerment	7 hrs.
Unit IV	**Gender Issues in Curriculum:** 　　　Curriculum and the gender question 　　　Construction of gender in curriculum framework since Independence: An analysis 　　　Gender and the hidden curriculum 　　　Gender in text and context (textbooks' inter- sectionality with other disciplines. 　　　Teacher as an agent of change	6 hrs.
Unit V	**Gender, Sexuality, Sexual Harassment and Abuse:** 　　　Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) 　　　Sites of conflict: Social and emotional 　　　Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions 　　　Agencies perpetuating violence: Family, school, work place and media (print and electronic) 　　　Institutions redressing sexual harassment and abuse.	6 hrs.
Engagement with the Field / Practicum	Any one of the following: • Visit schools and study the sexual abuse and sexual harassment cases. • Textbook analysis for identifying gender issues, gender biases reflected in it. • To undertake study of sex ratio and analysis of it state-wise. • Develop an awareness programme for female infanticide and foeticide, child marriages, dowry. Sexual abuse, work place harassment in terms of drama, street play, poster, documentary, power point presentation. • Prepare presentation on laws related to rape, dowry, re-marriage, divorce, property inheritance, trafficking etc. • Debate on women reservation bill. • Group activities on domestic violence and other personal issues and its remedies. • Visits to institutions like WSRC, dowry prohibition cell, women help line, NGO working for women etc.	32 hrs.
Mode of Transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	
Suggested Readings	1. Basu,R.&Chakraborty, B. (2011). *Prasanga: Manabividya*. Kolkata : Urbi Prakashan. 2. Bandarage, A. (1997). *Women Population and Global Crisis: A Political Economic Analysis*. London : Zed Books. 3. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 4. Boserup, E. (1970). *Women's Role in Economic Development*. New York : St. Martins Press. 5. Brock-Utne, B. (1985). *Educating for peace: A Feminist Perspective*, New York. 6. Ruddick, S. (1989). *Maternal Thinking: Towards a Politics of Peace*,	

London.
7. Di Stefano, C. (1983). 'Masculinity as ideology in political theory: Hobbesian man considered ', *Women's Studies International Forum*, Vol. 6.
8. Elshtain, J.B. (1981). Public man, private woman: woman in social and political thought, princeton.
9. Grant, R. & Newland, K. (Eds.). (1991). *Gender and International Relations. London.*
10. Viswanathan, Nalini. (1997). *Women, Gender and Development Reader,* London: Zed Publication.

Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Realize the concepts of curriculum and syllabi. 2. Discover the relationship between power, ideology and curriculum. 3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.				
	COURSE CONTENT /SYLLABUS				
Unit I	**Concept of Curriculum:** Meaning , Characteristics & Types of Curriculum Nature & Scope of Curriculum Necessity of curriculum. Principles of framing curriculum. Role of State in curriculum. Constitutional values and national culture in curriculum.			6 hrs.	
Unit II	**Relationship between curriculum and syllabi:** Relationship between curriculum framework and syllabi. Process of translating syllabus into text books. Representation and non-representation of various social groups in curriculum framing.			6 hrs.	
Unit III	**Designing curriculum, school Experiences and Evaluation:** Principles of selecting curriculum content. Principles of curriculum development, Highlights of NCFTE 2009-stage-specific and subject –specific objectives of curriculum. Methodology of curriculum transaction. Curriculum evaluation (formative, summative, Micro and Macro).			7 hrs.	
Unit IV	**Power, Ideology and Curriculum:** Relationship between powers, structures of Society and knowledge. Meritocracy versus elitism in curriculum.			7 hrs.	
Unit V	**Curriculum as process and practice:** Inculcation of values, disciplines, rules and			6 hrs.	

	reproduction of norms in the society. Necessity and construction of Time-Table Hidden curriculum and children's resilience. Critical Analysis of text books, teachers' handbooks, children's literature.	
Engagement with the field/ Practicum	Any one of the following :- • Textbook analysis • Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process. • Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level.	32 hrs.
Mode of Transaction	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	
Suggested Reading	1. Ornstein, Allen C. & Francis P. Hunkins. (2003). Curriculum, foundations, principles and issues. 2. Ornstein, Allen C., Edward F. Pojak& Stacey B. Ornstein. (2006). Contemporary issues in curriculum. Allyn& Bacon. 3. Slattory (1995).Curriculum development in postmodern Era. (Critical Education & Practice). 4. Wiles, Jon. (2004). Curriculum essentials- a resource for educators. Allyn & Bacon 5. Chakraborty, Pranab Kumar (2008) Pathkram Niti o Nirman, Classic Books Publishers, Kolkata. 6. Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications 7. Rajput, J. S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT. 8. Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH. 9. Sharma, R. (2002). Modern methods of Curriculum Organisation. Jaipur: Book Enclave. 10. Sharma, S. R. (1999). Issues in Curriculum Administration. New Delhi: Pearl Publishing House. 11. Sockett, H. (1976). Designing the Curriculum. Britain: Pitman Press. 12. Srivastava, H. S. (2006). Curriculum and methods of teaching. New Delhi: Shipra Publishers. 13. Taba, H. (1962). Curriculum development theory & practice. New York: Harcourt, Brace & World Inc. 14. Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers	

	Creating an Inclusive School	**Theory**	**Engagement With the Field**	**Credit**	**2+1**
Course-X (1.4.10)		**50**	**25**	**Class Hours**	**32+32**
Objectives	The student teachers will be able to :- 1. Sensitise to the concept of inclusive education and social inclusion 2. Familiarize with the legal and policy perspectives behind inclusion in education 3. Understand the types, probable causes, preventive measures and characteristics of different types of disability. 4. Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other				

	socioeconomically backward children. 5. Know how inclusion can be practiced in mainstream class.	
	COURSE CONTENT /SYLLABUS	

Unit I	**Introduction to inclusive Education:**
	    Concept & history of special education, integrated education and inclusive Education & their relation
	    Philosophical, Sociological, Economical &Humanitarian dimensions of inclusive education
	    Advantages of inclusive education for the individual and society.
	    Factors affecting inclusion.
		6 hrs.

Unit II	**Legal and policy perspectives:**
	    Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).
	    National initiatives for inclusive education – National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act(2009).
	    Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities.
		7 hrs.

Unit III	**Defining learners with special needs:**
	    Understanding differently abled learners – concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI
	    Preparation for inclusive education – School's readiness for addressing learner with diverse needs
	    Case history taking, Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP / ITP)
	    Identification and overcoming barriers for educational and social inclusion
		7 hrs.

Unit IV	**Inclusion in operation:**
	    Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM
	    Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc.
	    Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment , aids and appliances
		6 hrs.

Unit V:	**Teacher preparation for inclusive school:**
	    Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions.
	    Review of existing educational programmes offered in secondary school (General and Special School).
	    Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
	    Teacher preparation for inclusive education in the light of NCF, 2005.
	    Characteristics of inclusive school.
		6 hrs.

Engagement with the field/ Practicum	Any one of the following:
	• Collection of data regarding children with special needs from Municipal records.
	• Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same.
	• Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils.
	• Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).
	• Preparation of learning design, instruction material for teaching students with disability in inclusive school.
	• Developing list of teaching activities of CWSN in the school.
	• Case Study of one main streamed (Inclusive) student w.r.to
	   A) Role of a parent.
	   B) Role of a teacher: Special School Teacher, General School Teacher
	   C) Role of Counsellor.
	• Visits to different institutions dealing with different disabilities and their classroom observation.
		32 hrs.

Mode of transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	
Suggested Readings	1. Apple, M.W., &Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. 2. Basu, R.,& Chakraborty, B. (2011). Prasanga: manabividya. Kolkata : Urbi Prakashan. 3. Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165-181). New York: Teachers College Press. 4. Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. *The Reading Teacher*. 5. GOI. (1966). *Report of the education commission: Education and national development.* New Delhi: Managers of Publications, Ministry of Education. 6. GOI. (1986). *National policy of Education*. New Delhi: Managers of Publications, Ministry of Education. 7. Kothari, R. G, and Mistry, H. S. (2011). *Problems of students and Teachers of the special schools- A study of Gujarat state*. Germany: VDM Publication. 8. Meadow, K. P. (1980*). Deafruss and child development.* Berkley, C.A.: University of California Press 9. Mithu, A and Michael, B (2005) *Inclusive Education: From rhetoric to Reality*, New Delhi: Viva Books Pvt. Ltd. 10. Sinha,D.K (2014) Some aspects of Inclusive Education,Parichay Prakasan,Kolkata. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 11. Nanda,B.P.(2014) Sikhya Ekibhaban,Classiq Books,Kolkata. 12. Nanda,B.P.(2012) Challenged Children: Problems and Management.Ankush Prakashan,Kolkata. 13. Nanda,B.P.(2008) School without walls in 21st Century: From exclusion to inclusion practices in education. Mittal Publications, New Delhi. 14. Nanda,B.P. and Ghosh,S.(2010) Bishes Sikshar Itihas,Rabindra Bharati Prakasana,Kolkata. 15. Nanda,B.P. and Zaman,S.S.(2002) Batichrom dharmi Sishu. Mawola Brothers,Dhaca,Bangladesh	

Course-XI (1.4.11) Optional	Health and Physical Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32

| Objectives | The student teachers will be able to :-
 • Build a scenario of Health Education in India.
 • Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation.
 • Learn the Tech Related Health Risks & Learn How to Fix These.
 • Study the Health Education Vision & Mission of India. | | | | |

| | COURSE CONTENT /SYLLABUS | | | | |

Unit I	**Health Education Scenario in India:** • Introduction to the concept of health, significance and importance • Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, • Emerging Health & Total Quality of the Educational Institutions, • Status of Health Education in India from Pre-Natal Education through Higher Education, • Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure, • Total Health Quality of Educational Governors, Administrators, Teachers, Students, Supporters, Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads	6 hrs.
Unit II	**Most Common & Uncommon diseases in India:** • The most common diseases during the previous decade- • Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, • Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases • Beta Thal Major, Sickle Cell Anemia, Hemophilia, Diagnosis, Prevention & Prognosis.	6 hrs.
Unit III	**Tech-Related Health Risks & How to Fix Them:** • Identification of the technological health hazards- Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, • Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book, • The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment, • Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory Mechanisms.	7 hrs.
Unit IV	**Health Issues & Health Education: Vision & Mission:**	

	Fast Food Problems, Drinking Water Problems, Falling Heart & Brain Entrainment Ratio, Inflated Height Weight Index, High & Low Blood Pressure, Depression & Aggression, Adhyatmik Troubles, Adhi- bhoutik Troubles, Adhidaivik Troubles, along with these all sorts of Medical Practices Vision & Mission of Medical Council of India, Health Education Priorities, and immediate need of Health Education Policy of India. Games, Sports & Athletics, Yoga Education.	7 hrs.
Unit V	**First Aid- Principles and Uses:** • Structure and function of human body and the principles of first aid • First aid equipment • Fractures-causes and symptoms and the first aid related to them • Muscular sprains causes, symptoms and remedies • First aid related to haemorrhage, respiratory discomfort • First aid related to Natural and artificial carriage of sick and wounded person • Treatment of unconsciousness • Treatment of heat stroke • General disease affecting in the local area and measures to prevent them	6 hrs**.**
Engagement with the field Practicum	Any two of the following :- Surfing to know the diseases in India. Preventive & Ameliorative measures for health hazards. Playing Games Athletics Yoga Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People. Preparation of inventories on myths on exercises and different type of food Make an inventory of energy rich food and nutritious food(locally available) indicating its health value Make an inventory of artificial food and provide critical observations from health point of view Home remedies as health care Role of biopolymers(DNA) in health of child Medicinal plants and child health Strategies for positive thinking and motivation Preparation of first aid kit	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Reading	1. Bhattacharyya, A.K.(2010).*Dimensions of Physical Education Principles, Foundation & Interpretation.* Kolkata:Classique Books. 2. Bucher, C.A. *Foundation of Physical Education* St. Louis: The C.V. Mosby Co. 3. Bhattacharyya, A.K. &Bhowmick, S. Sarir*siksha.* Kolkata: PaschimbangaRajyaPustakParshad. 4. Bandyopadhyay, K. *Sarir siksha parichay.* Kolkata :Classique Books 5. Kar, Subhabrata& Mandal, Indranil. (2009). *Uchhatara sarir siksha.* Lalkuthipara, Suri, Birbhum :Sarir Siksha Prakashani. 6. Gharote, M.L. *Applied Yoga*Kaivalyadhama, S.M.Y.M. Samiti, Lonavla 7. Dasgupta, Rameswar, *Yoga Rashmi.* Kaivalyadhama, Lonava, Maharashtra. **8.** Kuvalananda, S *Asanas*Kaivalyadhama, Kaivalyadhama, Lonava,	

	Maharashtra.

Course-XI (1.4.11) Optional	Peace & Value Education	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Understand the meaning and role of peace education and value education in present context. 2. Understand the components of peace education. 3. Understand different perspectives of peace education. 4. Be acquainted with methods and evaluation of value education.				
	COURSE CONTENT /SYLLABUS				
Unit I	**Peace Education:** Peace Education – Meaning, Concept, Aims, Objectives, Nature, Scope and Importance. Barriers of Peace Education – Psychological, Cultural, Political. Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes. Violence in School, home and society. Role of Peace Education in present context.			6 hrs.	
Unit II	**Social Perspective of Peace Education** Justice – Social economics, Cultural and religions Equality – Egalitarianism, Education for all, equal opportunity Critical thinking: Reasoning and applying wisdom cooperation Learning to be and learning to live together Peace Education in Secondary Education curriculum.			6 hrs.	
Unit III	**Value Education** Meaning, Concept, Nature and Sources of values. Meaning, Concept, Nature and scope of Value Education. Philosophical perspective, psychological perspective and sociological perspectives of Value Education. Values in Indian Constitution and Fundamental Duties of citizens.			7 hrs.	
Unit IV	**General Idea about values** Classification of Values Personal and social values a) Intrinsic and extrinsic values on the basis of personal interest & social good. b) Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration Identification of Analysis of emerging issues involving value conflicts Design and develop of instructional material for nurturing values Characteristics of Instructional material for values.			7 hrs.	
Unit V	**Methods & evaluation of value Education** Methods & Evaluation of Value Education				

	a. **Traditional Methods:** Story Telling, Ramleela, Tamasha street play & folk songs. b. **Practical Methods:** Survey, role play, value clarification, Intellectual discussions Causes of value crisis : material, social, economic, religion evils and their peaceful solution Role of School Every teacher as teacher of values, School curriculum as value laden Moral Dilemma (Dharmsankat) and one's duty towards self and society	6 hrs.

Engagement with the field/ Practicum	Any one of the followings:
	      Develop / compile stories with values from different sources and cultures,
	      Organize value based co-curricular activities in the classroom and outside the classroom,
	      Develop value based learning designings,
	      Integrating values in school subjects.
		32 hrs.

Mode of Transaction	Different kinds of classroom activities like dialogues, reflective writings and presentations, meditation, anecdotes, role play, one act play, story-telling, group activities and group discussion can be used as teaching activities.	
Suggested Readings	1. Nel Noddings. Peace Education: How we come to love and hate war 2. J. Delors. (2001). Learning the treasure within. 3. Page, James, Page, James Smith. Peace Education: Exploring ethical and philosophical foundations. 4. R. P. Shukla. (2010). Value education and human rights. 5. Bernard Jessie.,The Sociological study of conflict" International sociological Association, The Nature of conflict, UNESCO Paris (1957) 6. Barash, P. David Approaches to Peace, Oxford University Press, New York (2000) 7. Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and civilization. 8. Sage Publications, New Delhi, 1996 9. Galtung, Johan,The Struggle for Peace Gujarat Vidyapith, Ahmedabad, 1984 10. Gandhi, M.k., Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad, 1944 11. Galtung, J., Searching for Peace- The road to TRANSCEND, sterling Virginia (2003) 12. Harris Ian. M, : "Peace Education" Mc Farland & company, Inc Publisher London, 1998 13. Howlett, Charles F., John Dewey and Peace Education, Encyclopedia of Peace Education , Teacher college, Columbia University 2008.	

Course-XI (1.4.11) Optional	Guidance and Counselling	Theory	Engagement With the Field	Credit	2+1
		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Understand guidance and counselling in details 2. Understand the mental health 3. Develop the knowledge about adjustment and maladjustment. 4. Acquire skill to develop tools and techniques.				

	5. Understand the idea about Abnormal Behaviour and Mental illness.	
	COURSE CONTENT /SYLLABUS	
Unit I	**Overview of Guidance and Counselling:** Definition & Functions Nature & Scope of Guidance and Counselling Difference between Guidance & Counselling Types of guidance and counselling Career& Vocational guidance Quality of a good counsellor	6 hrs.
Unit II	**Mental Health:** Concept Characteristics Role of home & School Mental health of a teacher	6 hrs.
Unit III	**Adjustment & Maladjustment:** Concept Purpose Techniques Criteria of good adjustment Causes, Prevention &Remedies of Maladjustment Maladjusted behaviours- Truancy,Lying,Timidity,Stealing,Anxiety,Phobia,Hysteria, OCD,Depression,Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.	7 hrs.
Unit IV	**Tools &Techniques:** Concept of Testing & Non-testing tools Tests to measure-Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC.	7 hrs.
Unit V	**Abnormal Behavior and Mental illness:** Meaning & Concept of normality and abnormality Casual factors of Abnormal Behaviour – Biological & Psychological. Classification of mental illness(DSM-IV)	6 hrs.
Engagement with the field/ Practicum	Project on: Maladjusted behaviour (any one; on the basis of case study)- Truancy,Lying,Timidity,Stealing,Anxiety,Phobia,Hysteria,OCD, Depression,Suicidal tendency, Substance Abuse Disorder, Anti-social Behaviour.	32 hrs.
Mode of Transaction	Group discussion, Lecture-cum –discussion, pair and share , group work, Panel discussion, Symposium, assignments, School visits and sharing of experiences	
Suggested Readings	1. 1.Agrawal,R.(2010). Guidance and counselling. New Delhi : Shipra Publications. 2. Ghosh,S.K. (2012). Sikshay sangati apasangati o nirdesana. Kolkata : Classique Books. 3. Gibson,R.L&Mitchel, M. H. (2006). Introduction to counselling and guidance. New Delhi: Pearson,PrenticeHall. 4. Nag,S&Dutt,G. (2014).Sangatibidhane paramarshadan onirdashana. Kolkata : Rita Book Agency. 5. Pal,A.K.(2013). Guidance and counseling. New Delhi : AbhijeetPublications. 6. Pal,D. (2014). Sikshay-brittite nirdeshana o paramarshadan. Kolkata 7. : RitaPublications.	

8. Shrivastava,K.K. (2007). Principles of guidance and counseling. New Delhi : Kanishka Publishers Distributors.
9. Nag, S. (2015). Guidance and counseling. Kolkata:Rita Publications.
10. Mondal (2011). Nirdeshana O Poramorshodaner Ruparekha. Rita.

Course-XI (1.4.11)	Work & Vocational Education	Theory	Engagement With the Field	Credit	2+1
Optional		50	25	Class Hours	32+32
Objectives	The student teachers will be able to :- 1. Make a teacher-trainee aware of the modern approaches to teaching of Work Education in the perspectives of its development from traditional approaches. 2. Make the teacher-trainee acquainted with the basic skills required for the inculcation of the modern approaches to teaching of Work Education. 3. Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education. 4. Make the teacher trainees acquainted with the ways and means for managing class-room from the stand point of inclusive education.				
	COURSE CONTENT /SYLLABUS				
Unit I	**Aims, Objectives and Bases:** Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level. Correlation of Work Education with other School Subjects. Bases of Work Education – Psychological, Sociological, Historical and Economical.	6 hrs.			
Unit II	**Development of the Concept and Work& Vocational Education Teacher:** Development of the concept of Work Education with Special reference to National Policy on Education (1986) Work **& Vocational** Education Teacher Qualities & Responsibilities. Need for Professional Orientation.	6 hrs.			
Unit III	**Approaches & Methods of Teaching Work & Vocational Education:** A. Inductive and Deductive approach B.Methods: Lecture Cum Demonstration Method Laboratory Method. Heuristic Method. Problem Solving Method, Project Method	7 hrs.			
Unit IV	**Aids, Equipment and Assistance in Teaching Work & Vocational Education:** i. Work Education Laboratory ii. Management of Work Units: - a) Selection of Work projects b) Budgeting and planning c) Time allocation d) Materials and Equipment e) Disposal of finished products f) Organizational co-ordination of different agencies monitoring Network through Resource Centers –	7 hrs.			

	problems thereof. iii. Excursion.	
Unit V	**Aspects of Teaching work Education:** A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage. Concept of improvisation; its use in the teaching of Work Education. Ares of work education, viz. socially useful productive work (as designed by I.B. committee), Occupational explorations and Innovative practices. Removal of social distances through Work Education.	6 hrs.
Engagement with the field/ Practicum	Project on any one: • Growing of Vegetables/ Fruit / Flower Household wiring and Electrical gadgets repairing Tailoring and Needle Work Bamboo Work and Wood craft Tie-Dye and Butik Printing Clay Modelling Fruit preservation Cardboard Work and Book Binding Soap, Phenyl and Detergent making Wallet mast making Paper making and paper cutting work Bicycle repairing	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Readings	1. Choudhury,J.,Deb,N.and Samanta ,A.(2014) Karmashiksha Shikhsan Bigyan Kala O Prajukti ,Aaheli Publishers, Kolkata. 2. Achilles, C. M.; Lintz, M.N.; and Wayson, W.W. "Observations on Building Public Confidence in Education." EDUCATIONAL EVALUATION AND POLICY ANALYSIS 11 no. 3 (1989). 3. Banach, Banach, and Cassidy. THE ABC COMPLETE BOOK OF SCHOOL MARKETING. Ray Township, MI: Author, 1996. 4. Brodhead, C. W. "Image 2000: A Vision for Vocational Education." VOCATIONAL EDUCATION JOURNAL 66, no. 1 (January 1991). 5. Buzzell, C.H. "Let Our Image Reflect Our Pride." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November–December 1987). 6. Kincheloe, Joe L. Toil and Trouble: Good Work, Smart Workers, and the Integration of Academic and Vocational Education. New York: Peter Lang Publishing. (1995) 7. Kincheloe, Joe L. How Do We Tell the Workers? The Socio-Economic Foundations of Work and Vocational Education. Boulder, CO: Westview Press. (1999) 8. Lauglo, Jon; Maclean, Rupert (Eds.) "Vocationalisation of Secondary Education Revisited". Series: Technical and Vocational Education and Training: Issues, Concerns and Prospects , Vol. 1. Springer. (2005) 9. O'Connor, P.J., and Trussell, S.T. "The Marketing of Vocational Education." VOCATIONAL EDUCATION JOURNAL 62, no. 8 (November–December 1987). 10. Ries, E. "To 'V' or Not to 'V': for Many the Word 'Vocational' Doesn't Work." TECHNIQUES 72, no. 8 (November–December 1997).

Course-XI (1.4.11)	Yoga Education	Theory	Engagement With the Field	Credit	2+1
Optional		**50**	**25**	**Class Hours**	**32+32**

Objectives	The student teachers will be able to :- 1. Understand the concept and principles of Yoga 2. Understand the ancient system of yoga 3. Develop awareness about the historical aspects of Yoga 4. Learn some meditational practices and techniques 5. Learn to maintain a healthy condition of body and mind 6. Learn the utility of yoga in modern life
	COURSE CONTENT /SYLLABUS

Unit I	**Introduction to Yoga and Yogic Practices:** • Introduction to yoga: concept & principles • Classical approach to yoga practices viz. Kriyas, Yama, Niyama, Asana, Pranayama, • Bandha, Mudra & dhyana as per yogic texts and research based principles of Yoga, • General guidelines for performing Yoga practices.	6 hrs.
Unit II	**Ancient Systems of Indian Philosophy and Yoga System:** • Ancient systems of Indian Philosophy • Yoga & Sankhya philosophy & their relationship	6 hrs.
Unit III	**Historical aspects of Yoga:** • Historical aspect of the Yoga Philosophy • Yoga as reflected in Bhagwat Gita	6 hrs.
Unit IV	**Introduction to Yogic texts:** • Significance to Yogic texts in the context of schools of yoga • Pantanjala Yoga Shastra: ashtanga yoga and kriya yoga in sadhna pada • Hathyogic texts (hatha pradaspika and ghera and sahita) • Complementarities between patanjala yoga and hathyoga • Meditational Procesess in Patanjala yoga sutras • Hathyogi practices : a List of selected Asana, Pranayama, Bandha, Mudra from Hathyogi texts for practical yoga sessions for advanced yoga practitioners	7 hrs.
Unit V	**Yoga and Health:** • Need of yoga for a positive health for the modern man • Concept of health and disease: medical & Yogic perspectives • Concept of Panch Kosa for an Integrated & positive health • Utilitarian Value of Yoga in Modern Age	7 hrs.
Engagement with the field/ Practicum	Any one of the following :- • Preparation of Teaching Aids on Yoga • Practical Asanas and Pranayam • Visit to Yoga Ashramas and Centres	32 hrs.
Mode of Transaction	Lecture, discussion, workshop, practical work	
Suggested Readings	1. Swami Shivananda Yoga Asanas : Divine Life Society, 1972. 2. Hatha Yoga Pradipika 3. Jha Vinay Kant (2015), Patanjalis Yoga Sutras – Commentary By Swami Vivekananda, Solar Books, Dariya Ganj, New Delhi 4. NCERT Yoga Syllabus 5. Raja Yoga-Vivekananda Swami-Adyar Publication, Madras	

		6. Universe of Swami Vivekanand & Complete Wholistic Social Development, www.icorecase.org 7. Yoga Education – Bachelor of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi 8. Yoga Education – Master of Education Programme (2015), NCTE Publication, St. Joseph Press, New Delhi			

Course-XI (1.4.11) Optional	**Environmental & Population Education**	**Theory**	**Engagement With the Field**	**Credit**	**2+1**
		50	**25**	**Class Hours**	**32+32**

Objectives	The student teachers will be able to :-
	    1. Understand the concept of population and environmental education
	    2. Know the objectives and methods of teaching environmental and population
	    3. Be aware of population and environmental education policies
	    4. Help teachers students analyse the various issues related to population and environmental education.				

	COURSE CONTENT /SYLLABUS				

Unit I	**Concept of population education:**
	    The characteristics and scope,
	    Methodology of population education and
	    Its importance
				6 hrs.	

Unit II	**Concept of environmental education**:
	    Its objectives and importance,
	    Developing environmental awareness,
	    Environmental attitude, values & pro-environmental behaviour.
				6 hrs.	

Unit III	**Population education policies:**
	    Population policy of the government of India (2000),
	    Implementation programmes, population control,
	    population dynamics in the context of India,
	    Population distribution, urbanization and migration.
				7 hrs.	

Unit IV	**Sustainable development:**
	    Concept of sustainable development and education for sustainable development
	    agenda 21,
	    United Nations Decade of education for sustainable development, programmes on environmental management
				6 hrs.	

Unit V	**Issues related to population and environmental education**:
	    Quality of life,
	    Sustainable life style,
	    Ecofeminism,
	    Empowerment of women,
	    Environmental and social pollution,
	    Effect of population explosion on environment,
	    Adolescent reproductive health.
				7 hrs.	

Engagement with the field/	Any one of the following :-				

Practicum	• Visits to polluted sites and preparation of report. • Interviewing people and reporting the inconveniences due to any of the Environmental problems. • To study innovations done by any organization to improve the local Environment. • To study the implementation of Environmental Education Programmes. • To prepare models and exhibits for general awareness of public regarding environmental hazards. • To prepare a programme for environmental awareness and to conduct the same, with school children. • To visit industries and study alternative strategies of Environmental management. • To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy. • To prepare quizzes and games on environmental issues. • To study the contribution of NGOs in improving the environment of the city.	32 hrs.
Mode of transaction	Lecture, lecture-cum-discussion, observation, debate, field visits, project, lab work, films, etc.	
Suggested Reading	1. Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation. 2. Singh,Y. K. (2009). Teaching of environmental science New Delhi: APH Publishing Corporation. 3. Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot. 4. Sharma, B. L., &Maheswari, B. K. (2008). Education for Environmental and Human value Meerut: R.Lall Books Depot. 5. Sharma, V. S. (2005). Environmental education. New Delhi, Anmol publication. 6. Pal,S. And Deb,N.(2014) Paribesh Siksha,Aaheli Publishers ,Kolkata 7. YadavSaroj (1988) "Population Education", Shree Publishing House, New Delhi. 8. Bhenda, A.A. &KavitkarTava (1985), "Principles of Population Studies", Himalaya Publishing House, Bombay. 9. Kuppuswamy B. (1975), "Population and Society in India", Popular Prakashan, Bombay.	

CourseEPC-3 (1.4EPC3)	Critical Understanding of ICT	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16 + 32
Objectives	The student teachers will be able to :- 1. Understand the social, economic, security and ethical issues associated with the use of ICT 2. Identify the policy concerns for ICT 3. Describe a computer system; 4. Operate the Windows and/or Linux operating systems; 5. Use Word processing, Spread sheets and Presentation software; 6. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools. 7. Operate on Internet with safety 8. Elucidate the application of ICT for Teaching Learning 9. Develop various skills to use computer technology for sharing the				

	information and ideas through the Blogs and Chatting groups	
	COURSE CONTENT /SYLLABUS	
Unit I	**Digital Technology and Socio-economic Context**: • Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; • Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; • Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, e Gyan Kosh; Virtual laboratory and Haptic technology.	4 hrs.
Unit II	**MS office**: • MS Word • MS Power Point • MS Excel • MS Access • MS Publisher	4 hrs.
Unit III	**Internet and Educational Resources**: • Introduction to Internet • E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; • Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. • General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, • Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); • Social networking	4 hrs.
Unit IV	**Techno-Pedagogic Skills**: • Media Message Compatibility • Contiguity of Various Message Forms • Message Credibility & Media Fidelity • Message Currency , Communication Speed & Control • Sender-Message-Medium-Receiver Correspondence	4 hrs.
Engagement with the field/ Practicum	Any two of the following :- • Installation of Operating systems, Windows, installation of essential Software and Utilities; • Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs. • Develop a report on preparing a learning designing on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, _figures(data), graphics, explanation and logic of the topic. • Teaching with a multimedia e-content developed by the student.	32 hrs.
Modes of Transaction	LCD Projection, Demonstration, Lecture,Web Surfing, Designing WBI	
Suggested Readings	1. Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.	

2. Brian K. Williams, Stacey Sawyer (2005)Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)
3. Informa tion Technology: The Breaking Wave, Tata Macgrow hill http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners.
4. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the InternetWorks, Prentice Hall,
5. DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT.

CourseEPC-4 (1.4EPC4)	Yoga Education: Self Understanding and Development	Theory	Engagement With the Field	Credit	2+2
		50	50	Class Hours	16 + 32

Objectives	The student teachers will be able to :- • Understand the meaning and importance of self-concept and self-esteem. • Be aware of different factors related to self-concepts and self-esteem. • Understand the concept and importance of yoga and well-being. • Be sensitized about the interrelationships of yoga and well-being. • Record a brief history of the history of development of yoga through the ages. • Discuss how yoga and yoga practices are important for healthy living. • Explain some important principles of yoga. • Know and develop their personality through various practices.	
	COURSE CONTENT /SYLLABUS	
Unit I	**Introduction to Yoga and Yogic Practices :** • Yoga: meaning and initiation • History of development of yoga • Astanga Yoga or raja yoga • The streams of Yoga • The schools of Yoga: Raja Yoga and Hatha Yoga • Yogic practices for healthy living	4 hrs.
Unit II	**Introduction to Yogic Texts :** • Historicity of yoga as a discipline • Classification of yoga and yogic texts • Understanding astanga Yoga of Patanjali • Hatha yogic practices • Meditational processes	4 hrs.
Unit III	**Yoga and Health :** • Need of yoga for positive health • Role of mind in positive health as per ancient yogic literature • Concept of health, healing and disease: yogic perspectives • Potential cause of ill health • Yogic principles of healthy living • Integrated approach of yoga for management of health • Stress management through yoga and yogic dietary considerations	4 hrs.
Unit IV	**Self-concept:** • Meaning and Definition of self-concept • Importance of self-concept	

	• Components of self-concept • Factors influencing self-concept • Development of self-concept • Impact of Positive and negative self-concept	2 hrs.
Unit V	**Self-esteem:** • Meaning and concept of self esteem • Importance of self-esteem • Types of self esteem • Strategies for positive behaviour • Keys to Increasing Self-Esteem	2 hrs.

Engagement with the field/ Practicum:	Any one of the following :-
	• General guidelines for performance of the practice of yoga for the beginners
	    Guidelines for the practice of *kriyas*
	    Guidelines for the practice of *asanas*
	    Guidelines for the practice of *pr y ma*
	    Guidelines for the practice of *kriya yoga*
	    Guidelines for the practice of *meditation*
	• Select yoga practices for persons of average health for practical yoga sessions
	    Supine position
	    Prone position
	    Sitting position
	    Standing position
	    Kriyas
	    Mudras
	    Pranayamas
	• Inspirational clips finding and understanding the meaning behind that.
	• Analysing the priority and scheduling priority to minimize the stress.
	• Designing and applying activities to develop self-esteem.
		32 hrs.

Mode of transaction	Lecture-cum-discussion, workshop sessions, assignments, presentations by the students	
Suggested Reading	1. Stevens, N. (2008). *Learning to Coach.* United Kingdom: Howtobooks. 2. Rohrer, J. (2002). *ABC of Awareness.* Oberurnen: UTD Media. 3. Adair, J. & Allen, M. (1999). *Time Management and Personal Development.* London: Hawksmere. 4. Simanowitz, V. and Pearce, P. (2003). *Personality Development.* Beckshire: Open University Press. 5. Stevens, N. (2008). *Learning to Coach.* United Kingdom: Howtobooks. 6. Rohrer, J. (2002). *ABC of Awareness.* Oberurnen: UTD Media. 7. Adair, J. & Allen, M. (1999). *Time Management and Personal Development.* London: Hawksmere. 8. NCTE (2015) Yoga Module: Bachelor of Education Programme. New Delhi: NCTE.	

CURRICULUM STRUCTURE FOR TWO-YEAR M.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

Prepared by the Curriculum Committee Constituted by the

Higher Education Department Government of West Bengal

BikashBhavan, Salt Lake, Kolkata – 700091

REGULATIONS FOR 2 YEAR M.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

In exercise of the powers conferred by the Government of West Bengal (Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April, 2015), the Curriculum Committee hereby makes the following Regulations:

These regulations shall be called the Regulations (for the M.Ed. Programme), with effect from 2015.They shall apply to every candidate applying for admission, registration, conduct and conferment of the M.Ed. degree within the jurisdiction of this State i.e. West Bengal.

Admissions, registrations, and conferment of M.Ed. Degree shall be guided by these regulations.

Course Structure:

The duration of this program is two academic years consisting of four semesters. The academic year shall commence from July 1st of every year. Each semester is roughly of 6 months duration including regular classes, assignments, practice teaching, and examinations. The program structure is as follows:

M.ED ACADEMIC CALENDAR

Semester	Duration (Tentative)		Activities
I	**1st July to 31st December (1st Year)**		
	❖	1st July to 30[th]November	Theory Class, Practicum,Communication and Expository Writing Yoga Education
	❖	1st December to 15th December	**Examination:** Theory, Communication and Expository Writing Yoga Education
	❖	16th December to 31st December	**Evaluation and Publication of Result (Semester Break for the Students)**
II	**1st January to 30th June (1st Year)**		
	❖	1st January to 31st May	Theory Class, Practicum and Internship in Teacher Education Institutions
	❖	1[st]June to 15th June	**Examination:** Theory, Evaluation of Internship
	❖	16th June to 30th June	**Evaluation and Publication of Result (Semester Break for the Students)**
III	**1st July to 31st December (2nd Year)**		
	❖	1st July to 1st December	Theory Class, Internship, Dissertation Related Work and Academic Writing
	❖	16th December to 31st December	**Examination Evaluation and Publication of Result (Semester Break for the Students)**
IV	**1st January to 30th June (2nd Year)**		
	❖	1st January to 31[st]May	Theory Class and Research Related Specialization dissertation submission
	❖	1[st]June to 15th June	**Examination:** Theory and Viva voce on Dissertation
	❖	16th June to 30th June	**Evaluation and Publication of Result**

CURRICULUM STRUCTURE FOR 2 YEAR M.Ed. PROGRAMME IN WEST BENGAL FOLLOWING NCTE REGULATIONS, 2014

COURSE & CODE	COURSE NAME	MARKS		Marks(Credit)	Class Teaching Hour
		Theory	Practicum		
SEMESTER-I					
2.1.1	**Educational Studies**	70	30	70+30 (3+1)	48+32
2.1.2	**Historical ,Political and Economic Perspectives of Education**	70	30	70+30 (3+1)	48+32
2.1.3	**Psychology of Learning and Development**	70	30	70+30 (3+1)	48+32
2.1.4	Pre- service and In- service Teacher Education	70	30	70+30 (3+1)	48+32
2.1.5	Communication and Expository Writing		50	25+25 (1+1)	32
2.1.6	Self Development through Yoga Education		50	25+25 (1+1)	32
	TOTAL	280	220	500(13+7)	512
Full Marks: 500 (Credit : 20)					
SEMESTER-II					
2.2.1	Philosophical Perspective of Education	70	30	70+30 (3+1)	48+32
2.2.2	Sociological Perspectives of Education	70	30	70+30 (3+1)	48+32
2.2.3	**Introduction to Research Methodology**	70	30	70+30 (3+1)	48+32
2.2.4	**Inclusive Education and gender Issues in Education**)	70	30	70+30 (3+1)	48+32
2.2.5	**Curriculum Studies**	35	15	35+15 (2)	48
2.2.6	Internship in Teacher Education Institutions		50	50(0+2)	0+32
	TOTAL	315	185	500(13+7)	400
Full Marks: 500 (Credit : 20)					
SEMESTER-III					
2.3.1	**Specialization Courses in Elementary Or Secondary Education**	**140**	**60**	**140+60) (5+3))**	**80+96**
	a) Institutions, Systems and Structures	35	15	35+25 (2)	16+32
	b) Stage Specific Status Issues and Concerns	35	15	35+25 (2)	16+32
	c) Policy and Practice Relating to Curriculum, Pedagogy and Assessment	70	30	70+30 (3+1)	48+32
2.3.2	Advance Research Methods(Including Statistical Techniques)	35	15	35+15 (2)	16+32
2.3.3	Internship		100	100 (0+4)	128
2.3.4	ICT in Education	35	15	25+25 (2)	16+32
2.3.5	Dissertation Related Work		50	50 (0+2)	0+32
2.3.6	Academic Writing		50	50 (0+2)	0+32
	TOTAL	**210**	290	500(7+13)	416
Full Marks: 500 (Credit : 20)					
SEMESTER-IV					
2.4.1	Perspectives and Issues and Research in Teacher Education	70	30	70+30 (3+1)	48+32
2.4.2 OR 2.4.3 OR 2.4.4	**Specialization (Any One)**	210	90	210+90 (9+3)	144+96
2.4.2 E OR 2.4.2 S	Educational Policy, Economics of Education and Educational Planning in the context of Elementary Education OR Secondary Education	70 70 70	30 30 30	210+90 (9+3)	144+96
	Educational Planning , Educational Administration and	70	30	210+90	144+96

2.4.3 E OR 2.4.3. S	Management, Leadership in the Context of Elementary Education OR Secondary Educatio	70 70	30 30	(9+3)	
2.4.4 E OR 2.4.4 S	Educational Technology and ICT in Elementary / Secondary Education	70 70 70	30 30 30	210+90 (9+3)	144+96
2.4.5	Dissertation		100	100 (0+4)	128
	TOTAL	280	220	500(12+8)	448
				Full Marks: 500 (Credit : 20)	
	Total Marks: 2000 (Credit : 80)				

Note:

b) *Optional Courses can be from among the following-Vocational/Work Education, Health and Physical Education, Peace Education, Guidance and Counselling, and Environmental and Population Education, Yoga Education.

c) Course codes are abbreviated in the following manner:

    1st Digit –Course

    2nd Digit – Semester

    3rd Digit/ Digits – Course No.

Example: 1.4.11 – 1(B.Ed).4 (4th Semester). 11(Course No. XI).

➢ Semester means effective teaching work of 16 weeks excluding admission and semester end examination period.

➢ One credit of teaching activities means one hour effective teaching of theory course in each week for 16 weeks: Total 16 hours teaching per credit.

➢ One credit for Practicum / Field work / Internship means two hour effective work in each week for 16 weeks. Total 32 hours of practicum per credit.

Course Structure

SEMESTER -WISE DETAILS CURRICULUM AND ASSESSMENT PATTERN

Semester I (July to December)

Semester-Wise Courses and Credits (M.Ed.)

SEMESTER- I (20 Credits) July to December

Course	Paper Title	Core/ Spl Core /Sec Core;EleSpcl/ Sec Spcl	Credit(s)/ Hours	Class Teaching	Practicum/ Hands on Experiences/Students Activity/Seminar/ Workshop etc	Internship	Project	Internal Assessment (Minimum Weightage in %)	External Exam if any (Maximum Weightage in %)
2.1.1	Educational Studies	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70
2.1.2	Historical ,Political and Economic Perspectives of Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70
2.1.3	Psychology of Learning and Development	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70
2.1.4	Pre-service and In-service Teacher Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70
2.1.5	Communication and Expository Writing	Tool Subject	2	0	1(32 Hrs)	0	0	50	0
2.1.6	Self Development Through Yoga	Tool Subject	2	0	1(32 Hrs)	0	0	50	0
Total			20					220 500	280

Semester II (January toJune) (20 Credits)

Course	Paper Title	Core; Elec Core/Sec Core; EleSpcl/Sec Spcl	Credit (s)/ Hours	Class Teaching	Practicum/ Hands on/Students Activity/Seminar/ Workshop/etc	Internship	Research Project	Internal Assessment (Minimum Weightage in %)	External Exam if any (Maximum Weightage in %)
2.2.1	**Philosophical Perspective of Education (4 credits)**	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70
2.2.2	**Sociological Perspectives of Education (4 credits)**	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70
2.2.3	**Introduction to Research Methodology**	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70
2.2.4	**Inclusive Education and gender Issues in Education**	Core	4	3(48Hrs)	0			30	70
2.2.5	**Curriculum Studies**	Core	2	3(48Hrs)	0	0	0	15	35
2.2.6	**Internship in Teacher Education Institutions**	Teacher Education	2	0		2(64 Hrs.)	0	50	0
Total			20					220	280
								500	

SEMESTER- III: July to December (20 Credits)

Course	Paper Title	Core; Elec Core/Sec Core; Ele	Credit (s)/ Hours	Class Teaching	Practicum/ Hands on/Students Activity/Seminar/	Internship	Research Project/ Proposal	Internal Assessment (Marks)	External Exam if any (Marks)
2.3.1	**Specialization Courses in Elementary Or Secondary Education**	Core within Specialization	2+2+4= 8	6 (96 Hrs)	2(64 Hrs)	0	0	15+15+30= 60	(35+35+70= 140
	(a) Institutions, Systems and Structures (2 Credits)		2	(16hrs)				15	35
	(b) Stage Specific Status Issues and Concerns (2 Credits		2	16				15	35
	(c) Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 Credits)		4	3 (48 Hrs)	1 (32 Hrs)	0		30	75
2.3.2	**Advance Research Methods(Including Statistical Techniques)**	Tool Subject	2	1 (16 Hrs)	1 (32 Hrs)	0		15	35

Course	Paper Title	Core; Elec Core/Sec Core;EleSpcl/	Credit (s)/ Hours	Class Teaching	Practicum/ Hands on/Students Activity/Seminar	Research Project	Internal Assessment (Marks	External Exam if any (Marks
2.3.3	Internship	Specialization	4		4 (128 Hrs)		100	0
2.3.4	Educational Technology and ICT in Education	Core	2	1(16 Hrs)			15	35
2.3.5	Dissertation Related Work	Research	2			2 (64 Hrs)	25	25
2.3.6	Academic Writing	Tool Subject	2		2 (64Hrs)		50	0
Total			20				290	210
							500	

Semester IV January to June (20 credits)

Course	Paper Title	Core; Elec Core/Sec Core;EleSpcl/	Credit (s)/ Hours	Class Teaching	Practicum/ Hands on/Students Activity/Seminar	Research Project	Internal Assessment (Marks	External Exam if any (Marks
2.4.1.	Perspectives and Issues and Research in Teacher Education	Core	4	3 (48 Hrs)	1 (32 Hrs)		30	70
2.4.2 OR 2.4.3	Specialization (Any One)	Specialization	12 credits	9 (144 Hrs)	3(96 Hrs)		90	210
2.4.2 2.4.2.E OR 2.4.2.S	Educational Policy, Economics of Education and Educational Planning in Education in the context of Elementary Education OR Secondary Education		4+4+4=12				30+30+30	70+70+70= 210
2.4.3 2.4.3.E OR 2.4.3.S 2.4.4E OR 2.4.4 S	Educational Planning , Educational Administration and Management, Leadership in the Context of Elementary Education OR Secondary Education Educational Technology and ICT in Education in Elementary Education OR in Secondary Education		4+4+4=12				25+25+25 =75	75+75+75=225
2.4.4	Dissertation	Research(Relating to Specialization)	4			4 (128 Hrs)	50	50
Total			20				150	350
							500	
Overall Total			80				950+1050 = 2000	

Note:

Course codes are abbreviated in the following manner:
   1st Digit –Course
   2nd Digit – Semester
   3rd Digit/ Digits – Course No.
Example: 2.4.1. – 2(M.Ed).4 (4th Semester). 1 (Course No.I)

Curriculum Transaction

1. The two years M.Ed. programme transaction will comprise, lectures, discussions, practicum, student presentations, group work, school based assignments, sessional tasks and seminars. ICT will be integrated with all activities.

2. As interns the students are expected to work as teaching assistants apart from other related tasks.

Examination and Evaluation

1. Master of Education (M.Ed.) Programme would follow Semester system with continuous and comprehensive assessment as an integral part.

2. The duration of Semesters shall normally be as follows: **Semester I: July to December, Semester II: January to June**, **Semester III: July to December and Semester IV: January to June**

3. Each semester shall end with a terminal examination i.e. Semester Examination. (a) In each theory course/paper, 30% of the total marks (30 marks out of 100) will be earmarked for continuous assessment.

4. A Course on Dissertation Course No.2.3.4 in (Semester – III) and Course No.2.4.3 in Semester IV is offered. The students shall have to complete and submit their dissertation within stipulated time.

5. Maximum eight students can be guided by a qualified & eligible faculty.

6. The supervisor (internal examiner), the Head and One External Expert will evaluate 50 marks through presentation of the synopsis by the candidate on calculating average marks given by Internal Examiner, Head & External Expert. This has to be completed before commencement of end semester examination of Semester III.

7. A set of two (02) examiners, the supervisor (internal examiner) and the external examiner, recommended by the competent authority will evaluate the dissertation for 100 (70 on thesis and 30 on viva) marks on calculating average marks given by both internal & external examiner .

8. Panel of paper setters, moderators, examiners(both internal and external as applicable) and review examiners of theory papers shall be recommended by the Board of Studies

9. (a) All faculty members teaching in M.Ed. course and Head/Principal as its chairman shall appoint the supervisors immediately after starting of third semester to the students to carry out their dissertation work. The list of students and their supervisors along with the titles of dissertations should be sent to the competent authority within three (3) months of beginning of 3rd Semester

   (b) For evaluating the Dissertation not more than ten students per external Examiner

   (c) Medium of dissertation shall be in English or Bengali with special permission from the competent authority.

10. Spot evaluation procedures are to be followed for examining the theory course in respective semester.

11. A Board of Moderators will be constituted by the competent authority to moderate the question papers for theory examination for each semester.

Examinations

a. The Semester examination will be conducted in the combination of Semester I/III along with Semester II/IV (Supplementary) in December and Semester II/IV along with Semester I/III (Supplementary) in June of the year.

b. **A candidate shall have to clear his/her M.Ed. course of studies within the Six (6) consecutive chances (i.e. within three year) from his/her date of admission.**

c. A candidate shall have to secure 40% marks separately in all courses in each Semester to be declared as successful in M.Ed. Examination.

d. A Candidate shall have to secure the requisite pass marks (50%) in that theory paper / practicum/ viva (in each course) separately.

e. A candidate who fails to secure 50% in one or two courses in a semester shall be declared as supplementary candidate in that semester.

f. A candidate who fails to secure 50% marks in more than two courses in a semester shall be declared as failed in that semester.

g. A candidate shall continue his/her course of study for higher semester examination without qualifying or without enrolment or without appearing at lower semester examination.

h. A candidate who is back in a particular semester shall have to appear at the whole semester. In case the candidate passes in practicum and viva-voce in any Semester examination then his /her practicum/ viva-voce marks may be carried forward.

i. A candidate who has duly filled in his examination form and paid the fees, but is absent in any course(s) of any of the semester examinations will be deemed to have failed in that/those course(s).

j. If any candidate does not enroll himself for appearing at any Semester examination he shall be deemed to have lost one chance.

k. A back candidate shall have to clear his back course(s) within two more consecutive chances such that his total number of appearance in all the semester never be more than six (as stated in 1b).

l. In any stage it is found that the candidate cannot complete all the semester with in stipulated six chances, immediately the candidate will be declared as Disqualified (DSQ) candidate and the candidate have to leave or discontinue the course.

m. After appearing at any Semester examination, a candidate may opt for cancellation of his enrolment at the said examination for which he has to write to the Controller of Examinations through the Head of the Institution to which he is attached within 15 (fifteen) days of completion of theory examination as well as before the publication of the result.

n. *One mark deficiency rule:* If a candidate fails in any course (Theory/ practicum/ viva voice) by 1 mark only then he shall be awarded that deficient mark to pass the examination and that shall not be shown in the mark-sheet but shall be shown in the Tabulation Rolls by adding (+) 1 mark to the Course/ Practicum / Viva-voce score.

o. A candidate failing to obtain 50% or 55% or 60% marks in the aggregate of all the Semesters by one mark only shall be given the benefit of one additional mark in the result of the final semester and the same shall be reflected both in the Tabulation Roll as well as in the mark sheet.

p. **Letter Grades and Grade Points**

Performance	%	Letter Grade	Grade Points
Excellent	90-100	A	5
Very Good	80-89.99	B	4
Good	70-79.99	C	3
Average	60-69.99	D	2
Fair	50-59.99	E	1
Failed	Below 50	F	0

Course Details

Semester I

Course 2.1.1	Education Studies (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks
Objectives:	After completion of the course the students will be able to- • Understand the nature of education as a discipline/an area of study. • Examine issues related to education as interdisciplinary knowledge. • Understand the socio-cultural context of education. • Reflect on the multiple contexts in which the school and teacher education institutions are working. • Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised. • Discuss the emerging dimensions of school and teacher education.		
Unit I:	**Theoretical Perspectives of Education** • Education as a system developed by the society based on: social, cultural, political, economic, and technological factors. • Critical analysis of concepts, principles, theories, assumptions and contexts related to education. • Sustainable education, curriculum, syllabus, text books, assessment, teaching-learning process etc. and its application to pedagogy and practices.		
Unit II:	**Education as a Discipline** • Critical analysis of education as a discipline/area of study • The aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.		
Unit III:	**Education as Interdisciplinary Knowledge** • Interdisciplinary nature of education; relationships with the disciplines / subjects such as philosophy, psychology, sociology, anthropology and languages. • Science and Technology in Education and challenges ahead. • Axiological issues in education: role of peace and other values, aesthetics in education.		

	• Dynamic relationship of education with the political process. • Interrelation between education and development.
Unit IV:	**Socio-cultural Context of Education** • Social purposes of education. • Understanding Indian society-with reference to its multilingual and multicultural nature and other diversity, appropriate approaches for teaching young children in this context • Process of socialization and acculturation of the child: -Critical role of school, parents, peer group and the community. • Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social equality. • Education of deprived group children
Unit V:	**Support Systems of Education** • Principles and guidelines in organizing the support systems. • Teacher education and contemporary issues as reflected in NCF (2005). • Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy.
Unit VI	**Role of Media** • Complementarities in participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community. • Re-conceptualism of learning resources –textbooks, supplementary books, workbooks, multimedia and ICT, School library etc.
Unit VII	Knowledge about Education system in India • Education system in Ancient and Medieval India • Educational policies during British period • Determinants of Educational Policies in India • Major educational policies of the Government of India • Possibilities, Challenges and Opportunities for future.
Practicum	• Assignments based on self-study on identified themes such as- • Policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State • Vision of school education in India • Process of socialization of the child • Critical analysis of the ways in which schooling**,** teaching-learning and curriculum contribute to social equality • Visit to a school, observation of activities and preparation of a reflective diary and interaction in a group.
Suggested Readings	▪ Bruner, J S (1996) The culture of education Cambridge, MA :Harward University press.

- Broudy, H.S (1977) Types of knowledge and purpose of education In R.C. Anderson, R.J Spiro and W.E Montanaque (eds) schooling and acquisition of knowledge (P.P. Hilldale, N J : Erlbaum)
- Dearden, R. F (1984). Theory and practice in education. Routledge K. Kegan & Paul
- Dewey, J (1916/1977) Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.
- Peters, R.S (ed), (1975). The philosophy of education. Oxford University press, London
- Peters R.S (1967). The concept of education. Routledge: United Kingdom.
- Pandey, R.S. Preface to Indian philosophy of Education. S.K Publishers & Distribution, Aligrah.
- Curtis, S.J (1968) Introduction to the philosophy of education. London University, Tutorial Press.
- Kneller, G.F (1971) Introduction to the philosophy of Education. New York, John Willey & Sons.

Course - 2.1.2	Historical,Political and Economic Perspectives of Education (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks
Objectives:	After completion of the course the students will be able to • Develop an understanding about the historical evolution of education in our country (ancient, medieval and emergence of modern system of education. • Develop a grasp of political perspectives of Indian system of education • Learn about group diversity and its implication to education • Understand the economics of education in Indian context • Grasp the implication of Human Resource and Human Development Index		
Unit I:	**Historical Perspectives of Education**: • Education and national development: Indian perspective; • Contemporary Indian education system, structure, policies, practices and major challenges; • Constitutional and legal basis underlying educational policies and practices; • The evolution of national system of modern education in India; • Educational philosophy and ideals of Indian thinkers and social reformers;		
Unit II:	**Political Perspective of Education** • Relationship between education and democracy, Education and political development; Role of the State and civil society in education; Role of teachers' union/organisations in education development. • Group diversity and politics of inclusion in education; Equity and inclusion in education; Education and national integration; Education for citizenship building. • Rights-based approach to education: Education as a human right; Rights, claims and entitlements; Claim holders and duty bearers; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative		

	action for promoting equal rights in education.
Unit III	**Economic Perspective of Education** • Education- Public good, basic need, human right; • Education and economic development;Education as investment; • Education and economic growth, poverty, inequality; • Education and human development, Human Development Index (HDI), human capability approach to education; • Impact of market failures on edcation development, neo-liberal perspectives and education development
Practicum	Practicum activities will include • Term paper. • Library Studies. • Group presentation
Suggested Readings :	• Banerjee J.P.(1982) History of Education Central Libraray Kolkata • Aggarwal, J.C. Landmarks in the History of Modern Education, Vikas Publishing House Pvt Ltd. Delhi • Shukla, S.C. & Kumar, K: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985. • Natarajan S. 9 1993) Introduction to Economics of Education. Sterling Publishers Pvt Ltd. • Purkait, B.R. Milestones in Modern Indian Education. New Central Book Agenci, Kolkata • Bhatt, B.D. & Sharma, S. R: Sociology of Education, Kanishka Publishers House, 1993. • N. Jayavam : Sociology of Education in India, Raaat Publication, Jaipur, 1950. • Sharma, S. N : Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995. • Sharma, K. L. : Social stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997 • Talesra, H: Sociological foundations of Education: Kanishka Publishers, New Delhi, 2002. • Sharma, Y. K: Philosophical & Sociological foundations of Education, Kanishka Publishers, New Delhi, 2004. • Chakraborty Sonali (2014). Sikshar Samajtattwik Vitti. Sova Publication. Kolkata. • **Manual for Commissions for Protection of Child Rights - How to implement The Commissions for Protection of Child Rights Act, 2005** Swagata Raha, Dr. Archana Mehendale, Arlene Manoharan Editor: Arlene Manoharan Year of Publication: 2012 ISBN No: 978-81-925521-6-3

Course-2.1.3	Psychology of Learning and Development (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks
Objectives:	After completion of the course the students will be able - • To understand the process of development of a child. • To understand the theories of Learning and their Utility in the Teaching		

	Learning Process.
	• To understand the Changing Concept of Intelligence and its application.
	• To enable the learner to understand implication of Psychological theories for education.
	• To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality..
Unit I:	**Learning and Human Development**
	• Introduction to the developmental constructs and principles derived from psychological theories and the socio-political contexts that influence growth and development of young children, adolescents and youth.
	• Changing perspective of psychological theories of human development;
	• Neuroscience perspective of learning and development;
	• Holistic approach to promoting learning and development: Importance of linking all aspects of development (physical, intellectual, social and emotional development) in the education process to promote growth and development and to facilitate the acquisition of appropriate development stage-specific cognitive and non-cognitive skill.
	• Self concept and identity in adolescence.
Unit II:	**Different aspects of development**
	• Intelligence**:** Nature and Evaluation of the Concept.
	• Theories of Intelligence: (i) Psychometric theories with special reference to the Guilford's SOI Model. (ii) The Information Processing Approach with special reference to Sternberg's Triarchic Theory. (iii) Howard Gardner's Multiple Intelligence Theory,
	• Implications of theories of Intelligence in Education
	• Measurement of Intelligence: Individual and Group, Verbal, Non-Verbal and Performance Tests for measuring intelligence.
	• Creativity
	• Stages of psychosocial development- Erikson
	• Moral development- Kohlberg's Stages of Moral Development, Gilligan's ethics of caring.
	• Stages of language development.
Unit III:	**Emotion, Motivation and Attention**
	• Instincts and Emotions, Emotional Intelligence: Concept, Meaning with special reference to Daniel Golemen, Relationship between Intelligence and Emotional Intelligence, Implications of EI in day to day life.
	• Motivation- Extrinsic and Intrinsic Motivation, Theories of Motivation- Maslow, Weiner and McClelland. Factors affecting Motivation –Self Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications.
	• Attention and Interest , their class room application

Unit IV:	**Influence of Culture and Diversity on Learning**
	• Significance of contextualising education; of linking child's existing knowledge and skills with learning process in school; importance of situating learning in the context of learner's socio-cultural context/evironment.
	• Implications of culture and diversity for learning and development; lImportance of linking schooling processes with the socio-cultural environment of the learner
	• Implications of culture and diversity for designing learning experiences
Unit V:	**Comparative Analysis/Perspective of Theories of Learning**
	• Changing perspectives in theories about human learning (Behaviourism, Cognitivism, Constructivism);
	• Implications of different learning theories for curriculum planning and development, including designing of pedagogical practices (teaching-learning and learnng assessment processes.
Unit VI	**Transfer of Learning and Memory**
	• Transfer of Learning – Concept, Importance, Nature & Types. Contemporary views of general transfer & specific transfer. Theories. Methods of enhancing transfer.
	• Mechanism of memory, types of memory, economy and training in memory
	• Causes of forgetting
Practicum	Practicum (any one)
	1. Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications.
	2. Development of a profile of students of a class by using appropriate Assessment procedures.
	3. Analyze the type of strategies adopted by a classroom teacher in organizing learning.
Suggested Readings :	Ausubel D.P. and Robison F.G.: School learning: An introduction to Educational Psychology, New York Holt, Rinehart & Winston Inc 1969.
	Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.
	Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia.
	Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited, New Delhi
	Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill B.
	Biehler R.F. and Jack Snowman: psychology Applied to Teaching Houghton Miffin Company, Boston, 1986.
	Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata
	C.L. Kundu: Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989.
	Cloninger, S. C. (2008). Theories of Personality: Understanding Persons (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
	Daniel Goleman: Emotional Intelligence, Bantam books 1995.

Douglas J. Hacker,JohnDunlosky, Arthur C. Graesser .(editors) (1998) *Metacognition in Educational Theory and Practice,* Lawrence Erlbaum Associates. Mahwah, New Jersey. Edition, 1988.

Gage and Berlinger: Educational Psychology, Boston Houghton Miffins Company 1984.

Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinoins. The DorseyJayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay.Jersey, 1989.

Mangal S.K Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd; 1993

Course - 2.1.4	Pre service and In service Teacher Education (Credit 4)	Internal Assessment 30 marks	External Assessment 70 marks
Objectives:	After going through this course the student teachers shall be in a position - To critically analyse the needs and relevance of pre-service and in-service teacher education programmes in the context of quality enhancement of school system vis-a vis development of professionalism among school teachers. - To understand the logistics involved in organisation of teacher education curriculum and its implementation. - To comprehend the dynamics of various schemes and programmes meant for professional development of in-service teachers and its impact.		
Unit I:	**Structure, Curriculum and modes of Pre-service Teacher Education** - Roles and functions of School Teachers. - Pre-service teacher education: Needs, objectives and scope - Vision of Teacher Education Curriculum as envisaged in UNESCO, NCERT and NCTE documents. - Curriculum areas of initial teacher preparation: Foundation Courses, curriculum and pedagogy, Practicum, school internship. - Modes of pre service teacher education- Face to Face mode and Open Distance Mode Learning. Needs and significance.		
Unit II:	**: Organisation of Different Components of Teacher Education Curriculum** - The student teachers as adult learners' and their characteristics. The concept of andragogy and its principles. - Organisation, transaction and evaluation of different components of teacher education curriculum; model practices. - Transactional approaches for the foundation courses in teacher education programmes individualized, Group based, Teacher Centred and blended Approach.		

Practicum (continued top rows)	• Transactional approaches for the skill and competency development courses: Micro teaching, Simulated teaching, Models of Teaching, Teaching in real classroom situation, Peer presentation and Feedback, Tutor observation etc. • Concept and scope of school based practicum and internship-objectives, organisation and duration. Activities and experiences in pre-internship, internship and post internship; model practices.
Unit III:	**In-service Teacher Education Concept, Structure and models** • Need for continuous professional development of teachers; Areas of professional development. Purpose of In-service teacher education programmes; orientation, refresher, workshop, seminar and conference- their meaning and objectives. • Agencies of In-service teacher education: Local Level, District Level, State Level and National Level. • Modes and Models of in-service teacher education: Face to face mode; Open Distance Learning mode and Blended approach. • Induction, one shot, cascade, mentoring and action research based approach for professional development of teachers. • Role of Teacher Educators in different modes of In-service teacher education.
Unit IV:	**Planning, Organisation and Evaluation of In-service Teacher Education** • Planning In-service Teacher education programme: context, purpose, duration and budget. • Designing In-service teacher education programme: assessment of training needs, formulation of training curriculum, preparation of course materials, evaluation of curricular inputs. • Organisation of In-service teacher education programme: common problems faced by teacher education institutions. • Effectiveness of in-service education programmes: impact on development of professional competencies among practicing teachers and impact on curricular practices at school level.
Practicum	Any One of the following • Interview of in-service teachers on training needs and the impact of pre-service training programme. • Comparison of curriculum of pre-service teacher education university wise/ state wise NCTE norms and guidelines. • Workshop on writing objectives of teacher education courses and identifying relevant teacher education institution wise in the context

	of content areas.
Suggested Readings :	• Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson
	• Singh L.C. (Ed 1990), teacher education in India, New Delhi, NCERT
	• Smith B.D. (1980) A Design for a School Pedagogy, U S Govt. Washington, D.C.
	• Furlong John (2013), education an anatomy of the Discpline, Routledge, London.
	• Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, new Delhi, concept.
	• Sahoo P.K. et al (eds) (2014) Quality education in India Vol I & Vol II New Delhi, concept
	• Passi B.K. (eds) (1976), Becomming better Teacher, Ahmedabad, Sahityamudranalaya
	• Allen D & Ryan K (1969), microteaching reading Mass, Addison-wesley.NCERT, New Delhi (2006), 6thy survey of Research in Education
	• Flanders N.A. (1970) Analyzing Teaching Behaviour, reading, Addispn-welsey, mass
	• Gardener H. (1983), frame of Mind; the theory of multiple intelligences, Basic Books, New York
	• NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi
	• NCTE (2014) Norms and Guidelines of Teacher Education Programme
	• NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.

Course - 2.1.5	Communication and Expository Writing (Credit 2) Tool subject	Internal Assessment 50	External Assessment 0
Objectives:	After completion of the course the students will be able understand • Meaning of effective and understandable writing • Meaning and essence of Nature, Purpose, Perspective, sensitivity to Catch and Hold attention, connectivity and relation and use of clarity, brevity, • Organize simple academic representation to express and appreciate the sense of effective writing.		
	• Course content- Exemplary illustrations or narrations or comprehensive pieces for reading and exercises • Group discussion on important issues related to education		

Course - 2.1.6	Self Development Through Yoga Education) (Credit 2) Tool Subject	Internal Assessment 50	External Assessment 0
Objectives	After going through this modulethe students will be able to: • Illustrate the yogic concept of personality in terms of Pancako a and Trigu a theories. • Explain the meaning and dimensions of an integrated personality. • Explain how the practice of yoga can help you develop an integrated personality. • Discuss the concept of stress in terms of its causes, symptoms and consequence. • Relate the role or contribution of yoga practices in coping with stress. Elucidate the concept if self-development and the role of human values		
Unit I	**Introduction to Yoga and Personality Development** • Introduction • Learning objectives •Yogic concepts of personality •Dimensions of integrated personality •Yoga for integrated personality development		
Unit II	**Yoga and Stress Management** • Introduction • Learning objectives • Concept of stress • Stress – a yogic perspective • Yoga as a way of life to cope with stress • Yogic practices for stress management • Cyclic meditation for stress management • Summary • Unit-end questions/exercises		
Unit III	**Yoga and Self Development** • Concept and nature of self-development • The concept of values and value education • Spirituality and its role in human self-development—*yamas* and *niyamas* • Helping children develop values • Yoga and human excellence • Summary • Unit-end questions/exercises		
Practicum	Any two of the following :- • Preparation of Teaching Aids on Yoga		

	• Practical Asanas and Pranayam
	• Visit to Yoga Ashramas and Centres
	•Unit-end questions/exercises
Suggested Readings	1. Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributiors.
	2. Bhattacharya, R. S. (1985). An Introduction to the Yogasutra.Delhi: BharatiyaVidyaPraksana.
	3. Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Freeperson press.
	4. Datta, A. K. (1981). Bhaktiyoga. Bombay: BharatiyaVidyaBhawan.
	5. Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.
	6. Desai M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd.
	7. Dynamics of Yoga (1989). Monghur :BiharSchool of Yoga.
	8. Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints.
	9. Kapur C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh.
	10. Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd.
	11. The Science of Yoga (1988). Monghur: BiharSchool of Yoga.
	12. Yoga Asanas in theory and practice (1975). Monghur: BiharSchool of Yoga.
	13. Yoga for health and peace (2001). Mumbai: Yoga

Semester –I   Internal Assessment 220 and External Assessment 280   Total – 500

Semester II (20 credits)

Course - 2.2.1	**Philosophical Perspectives of Education (credit4)**	**Internal Assessment 30 marks**	**External Assessment 70 marks**
Objectives:	After completion of the course the students will be able to		
	• Develop an understanding about the contribution of Philosophy to education as a discipline;		
	• Develop capacity to grasp the Indian Philosophy of Education		
	• Acquaint themselves with the educational contributions of some great thinkers(both Western & Indian) on education		
	• Understand, interpret and evaluate the concepts related to social philosophy of education;		
	• To develop knowledge about Education & Society.		
	• To enable learners to correlate Education & Sociology;		
	• To understand sociological theories and its practices in our educational system.		

Unit I:	**Educational Philosophy and Educational Sociology** • Meaning, Nature and Scope of Educational Philosophy • Meaning, Nature and Scope of Educational Sociology • Relationship of Education and Philosophy; • Relationship of Education and Sociology
Unit II:	**Schools of Philosophy**: • Nyaya, Sankhya, Yoga, C rvaka, Vaiseshika, Vedanta, with special reference to their educational implications; • Idealism, Realism, Naturalism, Pragmatism with special reference to aims,curriculum and methods of teaching. • Existentialism, Essentialism, Humanism, Progressivism, Realism with special reference to their educational implications for aims, contents and methods of teaching. • Analysis – logical analysis; logical positivism and positive relativism.
Unit III:	**Educational Philosophy** Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, M.K. Gandhi; J. Krishnamurthy, J.J. Rousseau and J. Dewey, Bertrand Russell and A.N. Whitehead,Paulo Freire
Unit IV:	**Philosophy of Applied Education: Indian Spiritual Traditions** • Educational Implications of Buddhist and Yoga Philosophies • Educational Philosophy as reflected in Tirikural of Tiruvalluvar • Educational Implications of Sufi and Bhakti Philosophical thoughts
Practicum	The students will write two term papers on Philosophical bases of education
Suggested Readings :	• Foundation of Education : O.P. Dhiman • An Introduction to Indian Philosophy S.C. Chatterjee and D.M. Dutta • Four Philosophies and their practice in Education : D.J. Butler • Philosophy of Education : Rupert Lodge • Philosophical Bases of Education : R.R. Rusk • Studies in Philosophies of Education: V, Verma. • Outlines of Indian Philosophy: J. Sinha. • Philosophical Foundations of Education: K.K. Shrivastava. • Educational Thoughts and Practice: V.R. Taneja. • Great Educators: R.R. Rusk • Chube, S. P: Philosophical & Sociological foundation of Education, Vinod • Pustak Mandir, Agra, 1981. • Sharma, S. N : Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995. • Sharma, Y. K: Philosophical & Sociological foundations of Education • Bandopadhyaya Archana. Shiksha Darshan. B.B. Kundu Publication Kolkata

Course - 2.2.2	Sociological Perspectives of Education (Credit 4)	Internal Assessment 30 marks	External Assessment 70 marks
Objectives	Objectives of the course are- It is expected that on completion of the paper, the students will be able to • Comprehend Sociological Foundations of Education • Familiarize with the sociological inquiry and its relevance in the process of education • Interpret social structure, culture and social inequality in Indian society • Recognize the role of Education in a changing social context • Provide an understanding of certain current problems and issues of Education in the social context. • Recognize the contribution of Sociology towards the Discipline, Education • Recognize the relevance of Educational Sociology as forming ground of the discipline, 'Education' • Analyze the sociological and cultural dimensions of Education and the related issues in pretext of present era.		
Unit I	**Sociological Perspectives of Education** • Concept of sociology and educational sociology • Relationship between sociology and education • Educational sociology: nature, scope, function, and its importance • Social Organization: Concept and factors of influence • Dynamic characteristics of social organizations and their Educational Implications.		
Unit II	**Functions of Education for Social Change** • Social change: Meaning, nature and impact on Modernization, Development and Technology. • Relationship between Education and social change • Factors (agencies) promoting social change: Family, religion, school and media • Social stratification: Meaning, nature, types and factors • Social change and impact of Modernization , Technology and DevelopmentPrinciples of teaching and learning in a multicultural society. • Education for peaceful co-existence		
Unit III	**Role of Education for Socialization** • Concept and nature of socialization • Role of education in the process of socialization • Agents of socialization: family, school, religion, community, politics, culture, and economy • Education as a social system, as a social process and a process of social progress • Socialization and Caste, Class, Language, Religion, population and regionalism		
Unit IV	**Current trends and impact of Education: Democracy, LPG, Social mobility and allied issues** • Education and Democracy: Concept of secularism and its Educational implications • Globalization and privatization: Concept, Overview of their impact on education and society • Politicization of education: political control, interference in the institutional administration • Education as a potential equalizing social force: Equality of educational		

	opportunities • Meaning, factors and types in social mobility: Role of education in social mobility • Education for socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women, Transgender and Rural population
Practicum	• Workshop sessions. • Seminar presentations Assignments based on self-study on identified themes as assigned by course teacher
Suggested References	• Anand, C. L. et. al. (1983). The Teacher and Education in Emerging Indian society, NCERT, New Delhi. • Bhattacharya and Srinivasan. (1962). Society and Education. Calcutta: Academic Publishers. • Blackledge, David and Hunt, Barry. (1985). Sociological Interpretations of Education. London: Croom Helm. • Bowen, J and Hobson, P.R. (1974). Theories of Education. London: John Wiley and sons. • Brookoner, W.B. and Gottlieb, D. (1964). A Sociology of Education. New York: American Book Company. • Brown, S. I. (1947). Educational Sociology. New Delhi: Prentice Hall. • Bruner, J.S.(1964).The Process of Education. Delhi: Atmaram and Sons.

Course - 2.2.3	Introduction to Research Methodology 4 (Credit)	Internal Assessment 30 marks	External Assessment 70 marks
Objectives	Objectives of the course are • To develop the concept of research methodology and its importance in education • To learn about different types of research and research design. • To understand the various aspects of research process • To know about sampling and tools of data collection. • To understand descriptive and inferential statistics and learn their application		
Unit I	**Educational Research :** (a) Sources of Acquiring Knowledge: Learned authority,tradition, experience, scientific method. (b) Meaning, steps and scope of educational research. (c) Meaning, steps and assumptions of scientific method. Aimsand characteristics of research as a scientific activity. (d) Ethical Considerations in Educational Research. (e) Paradigms of educational research: Quantitative and Qualitative. (f) Types of research Fundamental, Applied and Action. Types of research		
Unit II	**Research Design** (a) Meaning, definition, purposes and components of researchdesign. (b) Difference between the terms research method and researchmethodology. (c) Research Proposal: Its Meaning and Need.		

	i) Identification of a research topic : Sources and Need
	ii) Review of related literature
	iii) Rationale and need of the study
	iv) Definition of the terms: Real, nominal and Operational.
	v) Variables.
	vi) Research questions, aims, objectives and hypotheses,
	vii) Assumptions, if any.
	viii) Methodology, sample and tools.
	ix) Scope, limitations and delimitations.
	x) Significance of the study.
	xi) Techniques of data analysis and unit of data analysis.
	xii) Bibliography.
	xiii) Time Frame.
	xiv) Budget, if any.
	xv) Chapterisation.
Unit III	**Variables and Hypotheses**
	(a) Variables :
	i) Meaning of Variables
	ii) Types of Variables (Independent, Dependent,
	Extraneous, Intervening and Moderator)
	(b) Hypotheses :
	i) Concept of Hypothesis
	ii) Sources of Hypothesis
	iii) Types of Hypothesis (Research, Directional, Nondirectional,
	Null, Statistical and Question-form)
	iv) Formulating Hypothesis
	v) Characteristics of a good hypothesis
	vi) Hypothesis Testing and Theory
	vii) Errors in Testing of Hypothesis
Unit IV	**Sampling :**
	(a) Concepts of Universe and Sample
	(b) Need for Sampling
	(c) Characteristics of a good Sample
	(d) Techniques of Sampling
	i) Probability Sampling
	ii) Non-Probability Sampling
Unit V	**Tools and Techniques of Research**
	(a) Classical Test Theory and Item Response Theory of Test
	Construction.
	(b) Steps of preparing a research tool.
	i) Validity (Meaning, types, indices and factors affecting

	validity)
	ii) Reliability (Meaning, types, indices and factors affecting reliability)
	iii) Item Analysis (Discrimination Index, Difficulty index)
	iv) Index of Measurement Efficiency
	v) Standardisation of a tool.
	(c) Tools of Research
	i) Rating Scale,
	ii) Attitude Scale,
	iii) Opinionnaire
	iv) Questionnaire
	v) Aptitude Test
	vi) Check List
	vii) Inventory
	viii) Semantic Differential Scale
	(d) Techniques of Research
	i) Observation
	ii) Interview
	(Tools to be used for collecting data using thesetechniques to be discussed in detail.)
Practicum	The students will be required to present a term paper on any one topic in the content
	They will also be assessed on the basis of statistical analysis of the given data, and statistical practice exercises
Suggested References	• Best. J. W. & Kahn. J. V. (2008).Research in Education (10th edition). Delhi: Pearson Education.
	• Burns, R. B. (2000) Introduction to Research Methods. New Delhi : Sage Publication.
	• Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.
	• Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication.
	• Koul, L. (2008). Methodology of Educational Research. New Delhi: Viksha publishing House Pvt. Ltd.
	• Lichtman, M. (2010).Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.
	• Lunenburg, F. C. (2008). Writing a Successful Thesis. California: Corwin Press.
	• Machi, L. A. (2009).The Literature Review. California: Corwin Press.
	• McNiff, Jean. (2009). Doing and Writing Action Research. Lon Angles: Sage.
	• Mertens, D. M.(1997).Research Methods in Education and Psychology.

	New Delhi: Sage Publication.
	• N.C.E.R.T. (1997).Fifth Survey of Educational Research: 1988-92. (Vol. I).New Delhi: NCERT.
	• N.C.E.R.T. (2006).Sixth Survey of Educational Research: 1993-2000. (Vol. I).New Delhi: NCERT.
	• N.C.E.R.T. (2007).Sixth Survey of Educational Research: 1993-2000.(Vol. II).New Delhi: NCERT.
	• Sax, Gilbert. (1979). Foundations of Educational Research. New Jersey : Prentice – Hall .
	• Schmuck, R. A. (2006). Practical Action Research. California: Corwin Press.
	• Seigal, Sydne, Y. (1978).Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.
	• Singh, Arun Kumar. (1986). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.
	• Singh, S.P. (2002). Research Methods in Social Sciences. Kanishka: New Delhi.
	• Thomas, R. Murray. (2008). Thesis and Dissertation. California: Corwin Press.
	• Tuckman. B. W. (1979).Conducting Educational Research (2dn edition). New York: Harcourt Brace Javanovich Inc.
	• Van Dalen, D. B. & Meyer, W.J. (1979).Understanding Educational Research. New York: Mc-Grow-Hill Book Company.
	• Walford, Geoffrey. (2005).Doing Qualitative Research. London: Continuum.
	• Wiersma, W. &Jurs, S.G.(2009).Research Methods in education.(9th edition). Delhi: Pearson Education.

Course - 2.2.4	Inclusive Education and Gender Issues in Education	Internal Assessment 30 Marks	External Assessment 70 marks
Objectives	• To acquire the concept, Need, Importance and Objectives of inclusive education. • To explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities. • To analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive ractice. • To acquire basic knowledge on Teaching Learning Strategies, Vocational		

	Training, Curriculum Adjustment for Disabled • develop understanding and familiarity with key concepts like gender, gender bias, gender stereotyping, empowerment, gender parity equity and equality patriarchy and feminism • learn landmarks in connection with gender and education from the perspective of historical development and contemporary period. • Understand the gender issues in school, curriculum and textual materials • Understand how gender, power and sexuality relate to education in terms of access, curriculum and pedagogy.
Unit I	**Inclusive Society: Overview** • What is meant by an inclusive society? • Elements necessary for creating an inclusive society • Exclusion and Inclusion in Education: Conceptual overview • Understanding social inclusion: role of education
Unit II	**Educational Reforms for Inclusive Society**. • Building an Inclusive school: desired changes in System, Structure, Practice and • Culture, • Education for a multicultural society, • Principles of teaching and learning in a multicultural society. • Education for peaceful co-existence
Unit III	**Assessment and Teaching Learning Strategies for the Disabled** • Need and process of early identification and assessment Special, Integrated and Inclusive Education • Curriculum adjustment and adaptation, Classroom Management, Peer tutoring, assistive devices, Barrier free Environment and Teaching Strategies • Vocational Training, Employment and Rehabilitation, Individualized Education Programme and Computer Assisted Instruction. Use of Information and Communication Technologies, Audio-Visual Aids, Multi-Sensory Approach, Individualized Education Programme, Computer assistive Instruction
Unit IV	Concept & Historical Perspectives of Gender Issues • Gender, sex, sexuality, patriarchy, masculinity and feminism • Gender bias, gender stereotyping, and empowerment • Equity and equality in relation with caste, class, religion, ethnicity regions. • Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's education • Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plan
Unit V	Gender Identities and Socialisation Practices in: • Family

	• Schools
	• Other formal and informal organisation.
	Schooling of Girls:
	   • Inequalities and resistances (issues of access, retention and exclusion
	   • Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions

Unit VI	Curriculum and gender issues
	   • Curriculum and the gender question
	   • Construction of gender in curriculum framework since Independence: An analysis
	   • Gender and the hidden curriculum
	   • Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)
	   • Teacher as an agent of change
	   • Development of life skill and sexuality

Practicum	Visit any one Institution for Children with visual impairment, Hearing Impairment, Mental Retardation or Orthopedically Handicapped and make a Report. The report must include reflections on problems faced by Disabled Children, resources, infrastructure, assistive devices, aids and appliances and support services
Suggested Reading	• Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India. • Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs NCERT Publication. • Sharma P.L. (2003) Planning Inclusive Education in Small Schools, RIE Mysore • CowelsMilly (1969): Perspectives in the education of Disadvantaged children. • Beg, M.A. (2014).*Inclusive Growth*, New Delhi: A.K. Publishers • Ministry of Law and Justice (2009) Right to Education. Govt of India
Practicum	• Debates and discussions on violation of rights of girls and women • Analysis of video clipping on portrayal of women
Suggested Reading	• Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, • Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing • Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House • Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications Ministry of Education (1959). Report of National Committtee of Women's Education. New Delhi: MERuhela, S. (1988). • Understanding the Indian Women Today; Delhi: Indian Publishers Distributors • Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block) Vikash publishing House Delhi

Course - 2.2.5	**Curriculum Studies**	**Internal assessment** **15 marks**	**External Assessment** **35 marks**

		(Credit 2)		
Objectives	On completion of this course the Prospective Teacher Educators will be able to- • Understand the concept, nature and forms (types) of curriculum • Understand the foundations, basics of foundation and determinants of curriculum • Understand and apply various principles of curriculum development • Know the various stakeholders their role and manner of participation in curriculum development • Identity criteria and instruments of curriculum evaluation • Differentiate between formative and summative evaluation • Undertake the evaluation of various curriculum instruments- text-books, work books and teachers guides and laboratory manuals. • Describe issues in curriculum planning and evaluation • Explain the role of headmaster, teachers and school in successful implementation / transaction of curriculum			
Unit I	**Meaning and Concept of Curriculum** • Nature, Meaning, Concept, Forms (Types) of curriculum • Evolution and Functions of Curriculum as Product, Process and Programme • Curriculum: Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences(PLEs) • Structures of Curriculum: Frameworks, Courses of Studies, Syllabus • Approaches to translate Curriculum: Behavioral, Systems, Intellectual, Humanistic, Re-conceptualist. • Indian Perspective with regard to Curriculum Policy and Schemes.			
Unit II	**Foundations of Curriculum and Curriculum Planning:** • Philosophical, Sociological, Psychological, Linguistic and Historical foundations of Curriculum. • Curriculum Politics in India at national, state, region, religion, language, caste and class level • Levels of Curriculum Planning: National, State, System Wide, Institutional, Teacher-Team and Individual Teacher level • Principles of Curriculum Planning Improvement of Curriculum PlanningA Review of NCF 2000 and 2005			

Unit III	Curriculum Construction & Evaluation
	• Concept and principles of curriculum development
	• Processes of curriculum construction: Situational Analysis, Selection of curriculum objectives, Selection of content and learning activities, Organization of content and learning activities, Selection of instructional procedures/methods, Evaluation
	• Concept, Nature, Scope, Purpose and Approaches of Curriculum Evaluation
Practicum	Any two from the following
	• Critical analysis of existing elementary/secondary/ higher secondary school curriculum
	• Development of guidelines for writing of school text-book, work-book, teachers' hand-book, and laboratory manual
	• Evaluation of school text-books, work-books, teachers' hand-book, and manuals
	• Status of science/mathematics/social studies/languages education in NCF-2000, and NCF-2005.
Suggested Reading	• Agarwal, J. C. I. (1990) Curriculum Reform in India. Delhi: Doaba.
	• Brent, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Unwin.
	• Das, R. C. (1987). Curriculum and Evaluation. New Delhi: NCERT.
	• Dell, Ronald C. (1986). Curriculum Improvement: Decision Making &Process. (6th ed.). London: Allyn& Bacon Inc.
	• Diamond, Robert M. (1989). Designing & Improving Courses & Curricula in Higher Education: A Systematic Approach. California: Jossey Bass Inc. Publishers. .
	• Erickson, H. L. (2000). Concept based Curriculum and Instruction. CA: Corwin Press, Sage Publications, Thousand Oaks.
	• Flinders D. J. (1977).The Curriculum studies. New Delhi: Atlantic Publisher.
	• Kridel, Craig. (2010). Encyclopedia of Curriculum Studies. New Delhi: Sage.
	• MamidiMallaReddey&Ravishankar (eds.) 1984). Curriculum Development & Educational Technology. New Delhi: Sterling Publishers.
	• McNeill, John D. & Wiles, John. (1990).The Essentials of Teaching: Decisions Plans and Methods. New York: Macmillan
	• NCERT. (1984). Curriculum & Evaluation. New Delhi: NCERT.
	• NCERT. (1988). National Curriculum for Elementary & Secondary Education: A Frame Work. New Delhi: NCERT.
	• NCERT. (2005). National Curriculum Framework 2005. New Delhi: NCERT.
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Media. London: Kogan Page.

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- Trum J. Lyod. (1967). Secondary School Curriculum Improvement. New York: Prentice-Hall.

- Tyler, Ralp W. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc.

- Tyler, Ralp W. (1974). Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press.

  UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO

- Chakrabarty, P.K. (2011)Pathkram Niti o Nirman. Classic Books Publishers, Kolkata

Course - 2.2.6	Internship in Teacher Education Institution (Credit 2)	Internal Assessment 50	External Assessment
Objectives	After going through this course the student teachers shall be in a position to: - Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes. - To analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution. - To develop competencies in organising various kinds of teacher education curriculum specific activities. - To develop an understanding of the needs and relevance of in-service teacher education practices.		
Internship Activities:	These will be divided into three sections **Part A: Observation of activities-** - Class room teaching - Micro teaching practice - Preparation unit plans - Preparation of lesson plans - Model lesson - Assembly - Co curricular activities - Seminar presentation		

	• Student council
	• Community work
	• Organisation of In-service education programme
	Part B: Assisting B.Ed. students-
	• Assisting B.Ed. students in lesson plan preparation
	• Assisting B.Ed. students in daily development of teaching learning strategies (Unit Plans)
	• Assisting B.Ed. students in giving seminar paper presentation
	• Assisting B.Ed. students in TLM preparation
	• Assisting B.Ed. students in SUPW activities
	• Assisting B.Ed. students in organising exhibition
	• Assisting B.Ed. students in organising community work
	Part C:
	Interviews of pupil teachers, in service teacher trainees, teacher educators, school management heads, administrative authorities etc.
Evaluation of Internship	The internship would be evaluated by performance rating on following basis; • Under the supervision of M.Ed. teacher in charge and mentors student teachers will maintain a Diary for all observations. • Cumulative Assessment by mentor teacher • Outcome of the activities • Records submitted on reflections during internship • Submission of reports. • Study of teacher education institution on instructional and evaluation practices
Modes of Transaction	The internship in-charge(s) shall divide the groups on the basis of their specialisation/ areas of interest. The teacher educators shall facilitate the internship programmes in consultation with the Heads of the teacher education institutions. They will monitor the in-service activities on day-to-day basis and maintain diaries

Semester –II   Internal Assessment 220   and External Assessment 280   Total - 500

Semester III (20 credits)

Course - 2.3.1	Specialization Courses in Elementary Or Secondary Education **Group A-Institutions, System and Structure (2 Credits)**	Internal Assessment **60 marks** **15**	External assessment **140 marks** **35**

	Group B- Stage Specific Status Issues and Concerns (2 Credit)	15	35
	Group C- Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 Credits) Total 8 credits	30	70
Course - 2.3.1.E- A	Specialization Courses in Elementary Group A-Institutions, System and structure (2 Credits)	Internal assessment 25	External assessment 35
Objectives	The objectives of the course are to help students- • Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education • Understand the functioning of various support services at Elementary Level • Develop critical understanding about issues and challenges in elementary education • Understand the significance of EMIS and Research in bringing positive changes in elementary education • Provide opportunity to develop critical understanding about significance of transitions in elementary education		
Unit I	**Introduction to Elementary Education and Recommendation of Committees and Commissions** a) **Introduction to Elementary Education** • Concept, need and importance and objectives **elementary education** • Status of elementary education in India • Growth and development of elementary education in historical perspectives • Daker Summit and Millennium Development Goals b) **Recommendation of Committees and Commissions** • Radha Krishna Commission 1948 • Modhuliar Commission 1953-54 • Khotari commission 1964-66 • National Policy on Education 1986 • Programme of Action 1992 • NCF 2000 and NCF 2005		
Unit II	**Organisations, Institutions and Agencies of Elementary Education** • Organizations and Institutions in administration and management of elementary education -		

	a) National level –Ministry of Human Resource Development (CABE, NEUPA, NCERT & RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs b) State level - State department of Education, Directorates and Secretariats, SCERTs / SIEs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT), c) District and sub district levels - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association), • International Agencies – UNICEF, UNESCO, WHO, IBE • NGOs, Civil Society and Advocacy groups –focus areas, importance and functions
Course - 2.3.1.E.B	**Group B Group B- Stage Specific Status Issues and Concerns (2 Credit)**
Unit III	**Status of Elementary Education** • Status of Elementary Education- National Scenario in terms of enrolment, retention, dropout, Out of school children • Status of Infrastructural facilities- classrooms, library, Separate toilets for boys and girls, Kitchen sheds • Status of qualified and professionally trained teachers • Achieving UEE - Universal access, retention and success • Quality concerns in elementary education – classroom processes, learning achievement, teacher and teacher preparation • Language formula and its implementation - medium of instruction, multilingual approach at primary level • Matching local conditions with reference to cultural practice and language - utilising family and community resources • Implementation of Right of Children to Free and Compulsory Education Act 2009 • Co-ordination among and between different ministries for ensuring effective inclusive elementary education
Unit-IV	**Issues and Concerns** • Enrolment, Retention, Dropout, Gross Enrolment Ratio, Net Enrolment Ratio • Access- Physical, Social, and Gender • Quality of Access -Physical, Social, and Gender • Equity and Equality • Student Teacher Ratio • Community Participation

	• Inclusive Education • Inclusive Education- Enrolment of CWSN, Resource Teachers, Provisions for CWSN • Child Rights • Child Rights Conventions,(CRC 1959, 1989) Basic Rights of the Child (10 Basic rights), Child Rights Legislation in India (National Policy on Children 1974, Ratification of CRC 1992, Juvenile Justice act 1986, and its amendments in 2000, 2006, 2015, Child Labour Prohibition and Regulation act 1986, Protection of Children from Sexual Offence 2012)		
Course - 2.3.1. E. C	**Group-C** **Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 credits)**	**Internal Assessment** **30marks**	**External Assessment** **70 marks**
Unit - I	**Unit-I: Planning, Policies and Administration of Elementary Education** • Constitutional provision; recommendations of Education Commission, National Policies of Education • Five year National Development Plans– shift in focus on elementary education, budget consumption of elementary education • Decentralization of authority and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA • The leading role of Central Government for guiding policy, transferring national initiatives and resources to states. Regulation of private school; matching supply-demand aspect of elementary education. • Right to Free and Compulsory Education Act 2009 • Role of authority and civil society in programme implementation		
Unit II	**Curriculum, Pedagogy and Assessment in Elementary Education** • Principles of Curriculum development at Elementary Level • National Curriculum Frameworks of Secondary Education, Common Core Curriculum • Relevance. integration, flexibility, contextuality and plurality determinants of curriculum at elementary level • Pedagogy relevant at the elementary level • CCE at elementary stage • School based assessment: preparation of scheme and guidelines		
Unit III:	Curriculum Evaluation: • Importance of evaluation of curriculum; • Models of curriculum evaluation; • Interpretation of evaluation results and method.		
Unit IV	Instructional System & Pedagogical Concerns • Theoretical Paradigm of Instructional Objectives. • Teacher Controlled Instruction; Learner Controlled Instruction; Group Controlled. • Instruction; Instructional Planning- Issues in Instructional Planning, Steps in		

	Instructional Planning. • Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; System Approach.
Practicum	**Any two from the following** • Preparation of status report on elementary education in a district with reference to access, enrolment, participation and learning achievement • Observation Report on the implementation of any one of programme in two elementary schools to improve quality. • Preparation and presentation of a seminar paper on philosophy and practices of elementary education as advocated by different educationists • Preparation of a short write-up on "initiatives to bridge gender gap in elementary education" and discuss • Survey on the opinion of elementary school teachers on the policy of 'inclusive education' • Visit report on one or two elementary schools in the neighborhood to observe midday meal scheme and recommendations • inclusive environment and prepare a report on its implementation and offer suggestions • Writing a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program of US • Comparison of the National and International curriculum of elementary education and discuss • Analysis of the grade wise or subject wise curriculum of any two States
Suggested Reading	• Aggarwal, J.C. (2004), Development of Education System in India. New Delhi: Shipra. • Aggarwal, J.C. (2005), Recent developments and trends in education. New Delhi :Shipra Publication. • Child rights Convention – UNICEF – 2000 • Education for All (1993): The Indian Scene,New Delhi, Department of Education, Ministry of Human Resource Development, Government of India. • Foure E. and others: Learning to be UNESCO, Delhi, Sterling Publishers, 1973. • Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi • Duggan R C and Pole C J (1996) Reshaping education in the 1990s: Perspectives on Primary schooling Falmer Press UK. • Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi. • Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education. • Govt. of India (2005). National Plan of Action for Children, 2005:

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- Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.

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- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi

- National Policy of Education 1986/1992.

- National Curriculum Framework on school education, 2005

- Naik, J.P. (1965) Elementary Education in India (The Unfinished Business) Bombay: Asia Publishing House.

- Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied Publishers, New Delhi.

- National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.

	• National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers. • National Policy of on Education, 1986 (With modifications of Action 1992)New Delhi:MhRD, 1992 • National Policy of on Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992 • NCERT: National curriculum Frame work (2005). • NCTE (2009) NCF for Teacher Education: New Delhi **Universalisation of School Education –The road ahead** Dr.Niranjanaradhya V. P.Year of Publication: 2004

Course - 2.3.1.S. C	**Specialization Courses in Secondary and Higher Secondary Education**	**Internal Assessment** **60**	**External** **assessment** **140**
	Group A-Institutions, System and structure (2 Credits)	**15**	**35**
	Group B- Stage Specific Status Issues and Concerns (2 Credit)	**15**	**35**
	Group C- Policy and Practice Relating to Curriculum, Pedagogy and Assessment (4 Credits) **Total 8 credits**	**30**	**70**
2.3.1.S:	**Specialization Courses in Secondary and Higher Secondary Education** **Group A-Institutions, System and structure (2Credits)** **Group B- Stage Specific Status Issues and Concerns (2Credits)**	**Internal Assessment** **30**	**External** **Assessment** **70**
Objectives	After completion of the course the prospective teacher educators will be able to: • understand the status of secondary and higher secondary education in India • know different commissions and policies on secondary and higher secondary education in India • analyze the issues of secondary and higher secondary education in different aspects • interpret the outcome of different programmes in different levels. • examine condition of teacher education programmes in secondary and higher secondary level.		

	• investigate the emerging needs of teacher education programme at secondary and higher secondary level.
	  • develop critical understanding about current status of Secondary education in India
	  • understand policy perspectives in decentralization of administration and management of secondary and senior secondary education
	  • understand organizational structure and functions of institutions in administration and management of Secondary education at various levels
	  • analyze various secondary education curricula exist in India and review with a focus on its criticality
	  • develop perspective of inclusive education
	  • analyse the role of various organisations, institutions and agencies in Secondary Education
	  • develop perspective on transition from elementary education to secondary education

Unit I	**Introduction to secondary and higher secondary education.** • Concept, Need, Aims and Objectives of Secondary and Higher Secondary Education • Growth and Development of Secondary and Higher Secondary Education • Status of Secondary and Higher Secondary Education in India • Universalisation of Secondary Education • Norms for Secondary and Higher Secondary Schools • Structure, Approaches and Strategies for Secondary and Higher Secondary Education • Secondary Education in 5 year Plans • Policy perspectives in decentralization of administration and management of secondary and senior secondary education- Local Bodies, SDMC, PTA • Administration responsibility of different levels of central and state government; types of schools, Regulation of private school; matching supply-demand aspect of secondary education. • CABE Committee on Universalization of Secondary Education – recommendations.

Unit II	**Organisations, Institutions and Agencies in Secondary Education**
	  • National level Organisations and Institutions in administration and management of secondary education
	    - Ministry of Human Resource Development (CABE, CBSE, ICSE, NEUPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS);
	    - Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs
	  • State level Organisations and Institutions in administration and management of secondary education
	    - State departments of education, Directorates and Secretariats, State

	Boards of School Education,
	- SCERT / SIE, State Institute of Educational Technology (SIET),
	- State Institute of Educational Management and Training (SIEMAT) ,
	• District and sub district levels Organisations and Institutions in administration and management of secondary education
	- District Education Office,
	- Block Education Office,
	- Department of Public Instruction ,
	- SMC (School Management Committee), PTA (Parent Teacher Association)
	• International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE
	• NGOs, Civil Society and Advocacy groups –focus areas, importance and functions
2.3.1.S:B	**Group B**
Unit III	**Status of Secondary Education** • Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout, and out of school children • Status of Infrastructural facilities- classrooms, library, Separate toilets for boys and girls, Kitchen sheds • Status of elementary school teachers in terms oq qualification and professional training teachers. • Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty, Quality Improvement in Schools. • Issues relating to drop out of students at Secondary and Higher Secondary Level • Equity, Equality and Social Justice in Secondary and Higher Secondary Education • Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education • Objectives, levels and structures of Teacher Education Programme at Secondary and Higher Secondary Level • Issues and Concerns of Pre-Service and In-Service Teacher Education at Secondary and Higher Secondary Education Role of NCTE and RCI in Secondary and Higher Secondary Teacher Education Programme
Unit IV	**Programmes and implementation strategies of Secondary Education** • Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of

	Secondary education • RMSA for achieving Universalization of Secondary Education – programmes and strategies, its impact on quality enhancement • National Vocational Education Qualification Framework (NVEQF) • Role of authority and civil society groups in programme implementation • Centrally sponsored schemes and state projects and programmes – the changes it brought in secondary education		
2.3.1.S:C	**Group C** **Policy and Practice Relating to Curriculum, Pedagogy and Assessment** **(4 credits)**	**Internal Assessment** **30 marks**	**External** **Assessment** **70 marks**
Unit I	**Curriculum, Pedagogy and Evaluation in Secondary Education** • Undifferentiated and Differentiated Curriculum • Essential Features and Components of Curriculum: Language Curriculum, Science Curriculum, Mathematics Curriculum, Social Science Curriculum and Commerce Curriculum • Relevance of Sex Education in Education at Secondary Level • Principles of Curriculum Construction at Secondary Level • Approaches and Strategies of Secondary Education: Access, Quality and Equity • Provisions of Secondary and Higher secondary education in NCF 2000 and 2005 • Rashtriya MadhyamikShikshaAbhiyan (RMSA)/ Universalization of Secondary Education • Gender parity in Secondary Education • Inclusive Curriculum at Secondary Stage • National Curriculum Frameworks of Secondary Education, Common Core Curriculum incorporating work centred pedagogy. • Relevance, integration, flexibility, conceptuality and plurality determinants of curriculum at secondary level.		

Unit II	**Pedagogical Practices at Secondary and Higher Secondary Level** • Validity and Significance of course content, Consistency with social reality, Situational Analysis of the Curriculum contexts at secondary and higher secondary level • Pedagogy relevant at the secondary education level • Methods of Teaching: Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar, Field Work. • Transaction of issues i.e. gender issue, value and peace education. • Pedagogical content knowledge for different subjects • Collaborative Learning-meaning and its role in curriculum transaction • Cooperative learning-meaning & its role in Curriculum transaction • Approaches of Teaching :Multidisciplinary and Interdisciplinary Approaches • Subject, Learner and Activity cum Experience Centered Curriculum Design • SMART schools in KendriyaVidyalayas and NavodayaVidyalayas acting as Technology Demonstrators, ECTLT(Electronic Comprehensive Teaching Learning Tool) • Information and Communication Technology in Schools (ICT @ Schools) • Significance of INSPIRE in promotion of Science and Technology • National Talent Search Examination(NTSE) • Use of various methods & media in transaction
Unit III:	Curriculum Evaluation: • Importance of evaluation of curriculum; • Models of curriculum evaluation; • Interpretation of evaluation results and method.
Unit IV:	Instructional System & Pedagogical Concerns • Theoretical Paradigm of Instructional Objectives. • Teacher Controlled Instruction; Learner Controlled Instruction; Group Controlled. • Instruction; Instructional Planning- Issues in Instructional Planning, Steps in Instructional Planning. • Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; System Approach.
Practicum	**Any two from the following** • Analyse the All India Education Survey Report through the indicators and interpret the results • Visit a secondary/higher secondary school and investigate the quality of the school based on the recommended norms • Survey on enrolment, drop out and retention rate of the secondary/higher secondary school at the local area. • Analysis of the social aspects of girl's education at secondary/higher secondary through survey or interviews. • Preparation of a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement

	• Writing of a critical report on the implementation of any one of the programmes to improve secondary education • Collection, evidence based practices, Case study on the sustainability of the any one of the programmes of improving Secondary Education • Analysis of RMSA in the backdrop of CABE committee on USE • Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE) • Group work and presentation on innovative assessment technique • Preparation of a report on the existing status of the teachers, method of recruitment and salary structure • Survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve • Preparation of school profiles of different types of secondary schools. • Conducting an interview with teachers/students/parents of different schools and preparation of a report on problems of secondary education. • Survey of educational needs of disadvantaged/students with disabilities • View films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education) • Conducting of a survey to assess the status of Implementation of ICT at School Scheme in Secondary schools. • The sessional activates are only suggestive. The Institutes may design suitable activities based on the units of the course. This may also be given as group work and discussions could be held during tutorial sessions
Suggested Reading	• Aggarwal, J.C. (1988) : Teachers Role, Status, Service Conditions and Education in India, (Doaba House) • Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra. • Aggarwal, J.C. (2005) Recent developments and trends in education. New Delhi :Shipra Publication. • Child Rights Convention – UNICEF – 2000 • Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT • Committee on the Impact of the Changing Economy on the Education System, National Research Council. ().The Knowledge Economy and Postsecondary Education. • Coombs P.H. (1985): World Crisis in Education: The View Form Eighties, Oxford University Press, New York. • Education for All (1993): The Indian Scene,New Delhi, Department of Education, Ministry of Human Resource Development, Government of India • Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.Govt. Of India (1953) Report of Secondary Education Commission, New Delhi.

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- Khanna, P.K. (2005) Education in the New Millennium. Jaipur : ABD
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- Kochhar S.K. (1981) Pivotal issues in Indian education
- Kumar, I. and Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala.
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- Mukerji, S.N., Secondary School in Administration
- Mukerji, S.N., . Secondary School in India
- Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.
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- Naik, J.P., (1975): Some Perspective on Non-Formal Education, Allied

2.3.2	Publishers, New Delhi. • National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers. • National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers. • National Policy of Education, 1986 (With modifications of Action 1992)New Delhi:MhRD, 1992 • National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992 • NCTE (2009) NCF for Teacher Education: New Delhi • National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education • National Policy of Education 1986/1992. • National Curriculum Framework on school education, 2000 and 2005 • NCERT (1997) Code of Professional Ethics for Teachers. • NCERT, New Delhi Govt. of India (1953) Report of Secondary Education Commission, New Delhi Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi Govt. of India - (1986/1992) . • NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi • Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi • Report of the Education Commission (1964-66). • Report of the National Commission on Teachers (1983-85). • Report of the Delors Commission, UNESCO, 1996 • Ramaniyam, P.R. (2006) Globalisation, Education and Open distance learning. New Delhi :Shipra Publication. • Rao, V.V. (2004) Education in India : DPH. • Report of Indian secondary education commission 1952-53 • Report of Ramamurti commission 1992 • SudeshMudhopadyay and Anil Kumar • K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi **Right of Children to Free & Compulsory Education Act-Miles to Go…A Case Study of a Gram Panchayat** Author: Dr. Niranjanaradhya VP & Abhinav Jha • Year of Publication: 2013

Course - 2.3.2	**Advanced Research Methods (Including Statistical Techniques) (2 credits)**	**Internal Assessment** **15 marks**	**External Assessment** **35 marks**
Objectives:	After completion of the course the students will be able to- **1.** To develop understanding and skills in using various quantitative and qualitative techniques of data analysis.		

	2. To develop understanding and skills to analyze & interpret data.
	3. To develop competencies in Research reporting& Research Synthesizing.
Unit-I	**Quantitative Data Analysis-part l** - Scales of Measurement - Descriptive Statistics: Data Tabulation, Frequency Distribution, Graphical Representation, Measures of Central Tendency and Variability, Percentile, Percentile Rank & Ogive , Standard Score, Probability, Normal Probability Curve and its Properties, Deviation from normality and underlying causes, Meaning, Computation and Interpretation of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, Coefficients of Determination and Alienation.
Unit II	**Quantitative Data Analysis-part II** • Inferential Statistics: Logic of inferential process, Cause and Effect relation, Single Cause, Multiplicity of Causes , Testing hypothesis- Null or Directional, Qualitative & Statistical Difference and Relationship Testing, Meaning of Statistical Significance, Levels of Significance, Two types of Error, Power of a Test, One and Two Tailed Tests, Degrees of Freedom, Testing significance of Difference between Means and other Statistics, t-test, ANOVA, ANCOVA, Chi- Square Test, Inference and Generalization, Emerging Laws, Principles and Theories • Utilizing Software Packages for quantitative analysis (Use of SPSS, MS Stats, MS Excel)
Unit IIl	**Qualitative Data Analysis** - Techniques of qualitative data analysis-Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences - Utilizing Packages for qualitative analysis (Use of Anthropack)
Unit IV	**Writing of Research Report & Synthesizing Research** - Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/ Referencing, Appendix, Variation in the scheme of Reporting - Synthesizing Research -Quantitative, Qualitative, Trend Analysis, Narrative Approach, Vote Counting Method, Combined Significance Method, Effect Magnitude Method.
Practicum	The students will be required to present a term paper on any one topic in the content. They will also be assessed on the basis of statistical analysis of the given data and statistical practice
Suggested Reading	• Best. J. W. & Kahn. J. V. (2008).Research in Education ([10th] edition). Delhi: Pearson Education. • Burns, R. B. (2000) Introduction to Research Methods. New Delhi : Sage Publication.

- Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.
- Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication.
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- McNiff, Jean. (2009). Doing and Writing Action Research. Lon Angles: Sage.
- Mertens, D. M.(1997).Research Methods in Education and Psychology. New Delhi: Sage Publication.
- N.C.E.R.T. (1997).Fifth Survey of Educational Research: 1988-92. (Vol. I).New Delhi: NCERT.
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- Schmuck, R. A. (2006). Practical Action Research. California: Corwin Press.
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- Singh, Arun Kumar. (1986). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.
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- Thomas, R. Murray. (2008). Thesis and Dissertation. California: Corwin Press.
- Tuckman. B. W. (1979).Conducting Educational Research (2dn edition). New York: Harcourt Brace Javanovich Inc.
- Van Dalen, D. B. & Meyer, W.J. (1979).Understanding Educational Research. New York: Mc-Grow-Hill Book Company.
- Walford, Geoffrey. (2005).Doing Qualitative Research. London: Continuum.

Wiersma, W. &Jurs, S.G.(2009).Research Methods in education.(9th edition). Delhi: Pearson Education.

Course - 2.3.3	Internship (4 credits)	Internal Assessment 50	External Assessment 50
Objectives	After going through this course the student teachers shall be in a position to: • Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes. • To analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution. • To develop competencies in organising various kinds of teacher education curriculum specific activities. • To develop an understanding of the needs and relevance of in-service teacher education practices.		
Internship Activities:	These will be divided into three sections **Part A: Observation of activities-** • Class room teaching • Micro teaching practice • Preparation unit plans • Preparation of lesson plans • Model lesson • Assembly • Co curricular activities • Seminar presentation • Student council • Community work • Organisation of In-service education programme **Part B: Assisting B.Ed. students-** • Assisting B.Ed. students in lesson plan preparation • Assisting B.Ed. students in daily development of teaching learning strategies (Unit Plans) • Assisting B.Ed. students in giving seminar paper presentation • Assisting B.Ed. students in TLM preparation • Assisting B.Ed. students in SUPW activities • Assisting B.Ed. students in organising exhibition • Assisting B.Ed. students in organising community work **Part C:** Interviews of pupil teachers, in service teacher trainees, teacher educators, school management heads, administrative authorities etc.		
Evaluation of Internship	The internship would be evaluated by performance rating on following basis- • Under the supervision of M.Ed. teacher in charge and mentors student teachers will maintain a Diary for all observations. • Cumulative Assessment by mentor teacher		

	• Outcome of the activities • Records submitted on reflections during internship • Submission of reports. • Study of teacher education institution on instructional and evaluation practices
Modes of Transaction	The internship in-charge(s) shall divide the groups on the basis of their specialisation/ areas of interest. The teacher educators shall facilitate the internship programmes in consultation with the Heads of the teacher education institutions. They will monitor the in-service activities on day-to-day basis and maintain diaries

Course 2.3.4	ICT in Education (2 Credit)	Internal Assessment 15 marks	External Assessment 35 marks
Objectives	The objectives of the course – • To understand the Concept, need and importance of ICT. • To prepare the students to become ICT skilled teachers. • To get acquainted with ICT supported teaching learning strategies. • To prepare the students to select to appropriate ICT facilities. • To get acquainted with the new trends in ICT. • To comprehend the meaning of system and instructional systems. • To realize the importance of instructional systems.		
UnitI	**Digital Technology & Socio-Economic Context** (2 Hours) • Concept of ICT • Technological Determinism & Developmental Challenges • Technology Integrated Education: Management Information System Series • Media Crowd & Media Culture • High Tech & High Touch		
Unit II	**Information Age Skills** • **Info-Savvy Skills**: Asking, Accessing, Analyzing, Applying & Assessing • **Techno-Pedagogic Skills:** Media-Message Compatibility, Media Designing, Integration of message, media and modes, Proximity of Message Forms, Media Language Proficiency, Media Choice, Media Credibility & Message Authenticity • **Digital Skills:** Functional Literacy skills, Scientific Literacy skills, Technological Literacy skills, Functional Literacy, Information Literacy skills, Cultural Literacy skills, Global Awareness skills		

Unit III	: **ICT Integrated Education** • On line Admissions • Digital Lesson Designing • Evaluation Rubrics • E-Portfolios of Learners • Time-Space-Personnel Management • Learning Resources Management • Web Based Instruction • Office Automation • Online Research • E-guidance & counselling • E-modules • E-learning Resources
Unit IV	**ICT supported teaching learning strategies** • E-Learning and Web base learning–concept, features and educational application • Co-operative and Collaborative Learning –concept, features and educational application • Project based Learning -–concept, features and educational application • Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups
Unit V	New trends in ICT • .Virtual Classroom - concept, elements, advantages and limitations • Smart class room – concept, elements, advantages and limitations • Edusat - concept, elements, advantages and limitations • Online Learning Resources: e- Library, Websites, Apps, and Web 2.Technology Social networking as an effective communication tool
Practicum	**Practicum: As follows** 1. Designing, Developing & Disseminating e-news letter, e-Journal & e-book 2. Designing, Development & Implementing The following Computer Based Systems: ➢ Online Testing ➢ Learning Resources Management ➢ Time-Space-Personnel Management ➢ Laboratory Management ➢ Guidance & Counselling 3. Programming CALM, CAI & WBI 4. Development of e-content/e-module .

Suggested Reading	- Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge - Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi - Evant, M: The International Encyclopaedia of Educational Technology. - Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE - Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012)Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD:Denver - Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK - Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU - W.J. Pelgrum and N. Law (2003). ICT in Education around the world- Trends, Problems and Prospects. UNESCO: Paris - MHRD. (2012). National policy on information and communication technology (ICT) in school education. MHRD, Government of India. - National Mission in Education through ICT www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf - Panda B.N.(2013). Open Educational Resources, RIE, NCERT, Bhubaneswar, Odisha, India - Rosenberg, M.J. (2001) e-learning New York: McGraw Hill. - Schank, R.C. (2001) Virtual Learning New York: McGraw Hill. - Senapaty H.K. (2010), Package on ICT Mediated Constructivist Learning for Professional Development of Teacher Educators, RIE, NCERT, Bhubaneswar, Odisha, India

Course - 2.3.5	**Dissertation Related Work (2 credits)**	**Internal Assessment** 50	**External Assessment**
Objectives	After completing this component of dissertation the prospective teachers will be able to- - understand the purpose and importance the review of related studies in any kind of research. - analyse the existing research and be able to establish the need of their study in the background of studies reviewed. - learn how to organize the review chapter/section - learn basic criteria for selection of tool(s) from the available standardized tools. - learn guidelines, principles and procedures for the development of		

	various tools.
	• understand the various intricacies of data collection.
	• learn to tabulate data according to the objectives of the study
	Framework/Structure of Report on Review and Data Collection The prospective teacher educators are expected to undertake the following activities and write a report covering the following aspect- • A brief write up on need and importance of review of related studies • Writing and classifying the research abstracts under different variables of study. • Analysis of studies reviewed • Relevance of the study in hand in relation to the studies reviewed • Justification and description of various tools and techniques adopted/ developed for collection of data. • Methods and procedures adopted for collection of primary and secondary data. • Tabulation of data and titles of tables.
Practicum	• Collection of related studies and writing of their abstracts. • Analysis of related studies and establishing the need of one's study in the background studies already conducted. • Organisation of a group discussion on the need and importance of literature review. • Arranging debates on different styles/approaches on the organisation of review chapter/section • Listing of various sources of review of related studies. • Organisation of seminar on tools and techniques of data collection in quantitative and qualitative research. • Development/construction of tools for collection of data. • Defining strategies for collection of primary and secondary data. • Collection of data and tabulation as per objectives of the study.

Semester –III   Internal Assessment 290 and External Assessment 210   Total - 500

SEMESTER IV (20 credits)

Course - 2.4.1	Perspectives, Issues and Research in Teacher Education	Internal Assessment	External Assessment

	(4 credits)	30	70
Objectives	After going through this course the student teachers will be in a position to: • Develop a holistic perspective of teacher education in the country • Analyse the implications of education policies on reforms in teacher education and its norms and guidelines. • Identify the problems of teacher education programmes and teacher effectiveness. • Understand the significance of research for knowledge generation in the area of teaching and teacher development with methodical perspectives.		
Unit I	**Teacher Education as Professional Education** • Teacher development- concept, factors influencing teacher development- personal and contextual. Professionalism in Teacher Education • Teacher education in India: historical perspective • Approaches to teacher development- Traditional, Academic, Personalistic, Competency, Social Reconstructionist, synthetic view. • NCTE: Structure and Functions. • Scope of Teacher Education Programmes as enlisted in NCTE Regulations, Stage specific and area specific teacher education programme.		
Unit II	**Structure and Management of Teacher Education** • Universalisation of elementary education and universalisation of secondary education and its implications for teacher education at school stage. Viz. Pre-primary, elementary, Secondary, Higher Education, Physical education, Music Education, Visual arts Education, Special Education ect. • Preparing teachers for different context of School Education. State Level planning, Demand and Supply of Qualified Teachers at different stages. • NCTE Norms and Standards for Teacher Education Programmes at elementary level, secondary level and masters' degree level. • Management of Teachers at State level; Qualification of Teachers, Teacher recruitment Policies, Professional development of Teachers and vertical mobility of teachers.		
Unit III	**Problems and Issues in Teacher Education** • Problem of pre-service teacher education: Bureaucratisation; inadequate planning; privatization and commercialization, economics of teacher education. • Challenges of professional development of teachers such as its relevance to school education. Improperly qualified teacher educators, assurance of quality of teacher education programmes. • Teacher educators' Leadership competencies in planning, implementation and evaluation of pre-service and in-service teacher education programmes. • Issues related to enhancing teacher educators competency. • Networking of teacher education; Teacher Education Institutions;		

	Universities; Government agencies; Regulatory bodies and community for preparing teachers for different levels of school education.
Unit IV	**Research and Development in Teacher Education** • Education of Teacher Educators; Preparatory Programme and Professional development of Teacher Educators at different stages. • Paradigms for research and Teaching: Gage, Doyle and Shulman. • Research and effectiveness of teacher education programme. • NAAC-NCTE criteria for assessment of Teacher Education Institutions. • Methodological issues of research in teacher education- Theoretical research versus Applied research, Participatory action research and teaching effectiveness. • Trends of research in Teacher education.
Practicum	• Study of the annual report of the SIEMAT/SCERT/RIE/NCERT/NUEPA, universities teacher education institutions, ASCs etc. • Describe any current practice in teacher education with its background. • A review of researchers in any one areas of research in teacher education and write the policy implications. • Review of research article in teacher education and implications for practitioner teachers etc.
Suggested reading	• Bruce R Juice et al (2014), *Models of Teaching* (9th edition), London; Pearson • Singh L.C. (Ed 1990), *Teacher education in India*, New Delhi, NCERT • Smith B.D. (1980) *A Design for a School Pedagogy*, U S Govt. Washington, D.C. • Furlong John (2013), *Education an anatomy of the Discpline*, Routledge, London. • Sahoo P.K. et al (eds) (2010), *Professionalism in Teacher Education*, new Delhi, concept. • Sahoo P.K. et al (eds) (2014) *Quality education in India* Vol I & Vol II New Delhi, concept • Passi B.K. (eds) (1976), *Becoming better Teacher*, Ahmedabad, Sahityamudranalaya • Allen D & Ryan K (1969), *microteaching reading Mass*, Addison-wesley. • NCERT, New Delhi (2006), *6th survey of Research in Education* • Flanders N.A. (1970) Analyzing Teaching Behaviour, reading, Addispn-welsey, mass • Gardener H. (1983), Frame of Mind*; the theory of multiple intelligences*, Basic Books, New York • NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi • NCTE (2014) Norms and Guidelines of Teacher Education Programme • NCTE (1979) Organization of Core Teaching Programme Package, NCERT,

	New Delhi
	• NCTE Publications on Teacher Education Like:
	- Teacher Education in India: A Critique. (English and Hindi)
	- Yadav, M.S., & Lakshmi T.K.S. ……..

Course - 2.4.2	Title: Education Policy, Economics of Education and Educational Planning (12 credits)(In the context of Elementary Education or Secondary Education)	Internal Assessment (Marks) 30+30+30= 90	External Assessment 70+70+70= 210
1. E	Educational Policy in the context of Elementary Education (4 Credits)	Internal Assessment 30	External Assessment 70
Objectives	The objectives of the course are to enable students • Understand the concept of Educational Policy • Develop concept into dynamics of policy • Learn about determinants of educational policy in Elementary Education • Know about schemes and programmes in five year plans • Develop insight into various problems of Elementary Education		
Unit I	Educational Policy in India • Issues related to framework of educational policy- democratic princ development and social context • Constitutional provisions and interventions on educational policy formulat respect of Elementary Education • The role of National Development Council and Central Advisory Boa Education in framing policy in Elementary Education • Centre State relationship and its implication in policy formulation		
Unit II	Dynamics of Policy making in Elementary Education • Issues related to right to education, Inclusive education, equity in educ accreditation, language policy, teacher education. • Gender issues in education and empowerment, interventions by the governm address gender disparity		
Unit III	Elementary Education and Five Year Plans • Educational policies regarding Elementary Education in Five year Plans special reference to current Five year Plan		
Unit IV	Historical aspects of policy reform in education in India in respect of Elementary Education • Education Commissions and Committees that influenced education policy in India; • National Policy on Education 1968 & 1986/92; • Right to Eductaion Act (2009)		
Unit V	• Current policy-related challenges: • Expansion of educational facilities to reach the hither-to-unreached; en{		

	equity and inclusion;; • enhancing employability of the products of the education system; • promoting life-long learning opportunities; • improving governance and management of elementary education; • Problem of Retention and Drop Out in Elementary Education • Enhancing Quality of Elementary Education • Teacher quantity and quality in Elementary Education • Technology aided instruction in elementary education • Mid day meal programme • Monitoring and supervision of elementary education .
Practicum	Any one from the following • Preparation of status report on elementary education in a district with reference to access, enrolment, participation and learning achievement • Observation Report on the implementation of any one of the programmes in two elementary schools to improve quality. • Preparation and presentation of a seminar paper on philosophy and practices of elementary education Preparation of a short write-up on "initiatives to bridge gender gap in elementary education" and discuss • Survey on the opinion of elementary school teachers on the policy of 'inclusive education' • Visit report on one or two elementary schools in the neighborhood to observe midday meal scheme and recommendations to improve it • Inclusive environment and prepare a report on its implementation and offer suggestions • Writing a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program of US
Suggested Reading	. Aggarwal, J.C. (2005), *Recent Developments and Trends in Education.* New Delhi : Shipra Publication. Child rights Convention – UNICEF – 2000 Coombs P.H. (1985)*World Crisis in Education: The View Form Eighties.* Oxford University Press, New York. Education for All (1993) *The Indian Scene,*New Delhi, Department of Education, Ministry of Human Resource Development, Government of India. Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi. Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi. Government of India, MHRD, Department of School Education and Literacy (2001, 2007, 2011). Sarva Shiksha Abhiyan: frame work for implementation

Harmon, D., Jones, T. ().Elementary Education: A Reference Handbook (Contemporary Education Issues)

Jha, P.K., Das, S., Mohanty, S.S., Jha, N. K. ().Public Provisioning for Elementary Education in India.

Khan, R.S & Ahammed. I. (1997). Elementary Education & the Teacher, Delhi: IASC, Jamia Millia Islamiya

Kochhar S.K. (1981) Pivotal issues in Indian education

Kumar, I. & Kumar R. (2006): Development of Educational System in India. 21st century Publication, Patiala

Lazear, E.P. ().Education in the Twenty-First Century

MHRD (2001): Convention on the Right of the child. New Delhi.

Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.

Mehrotra, S. ().The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs

Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi: Sterling Publishers Pvt. Ltd.

Mohanty, J. (2002). Primary and Elementary Education. New Delhi: Deep & deep publications, Pvt. Ltd.

Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:Acharya Book Depot.

National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education

Course - 2. E	Economics of Education (In the Context Elementary Education) (4 credits)	Internal Assessment 30 marks	External Assessment 70 marks
Objectives	After completion of the course student will be able to • To make the resource development. • To understand the extent various types and levels students understand the concepts of economics of education, economic development human capital, and human of education contribute to economic development. • To know and understand how to forecast human power, estimate cost-benefits of education, and analysis of cost-effectiveness in Elementary Education • To comprehend the processes of generating and utilizing sources and resources of finances for education		
Unit I	**Education and Economics** • Concept and Scope of Economics of Education; Concepts of Education as Consumption • Education as Investment; Recent Trends in Economics of Education • Economic Growth and Economic Development Education as a Prerequisite to Economic Development		
Unit II	**Education and Human Capital** • Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; • Process of Human Capital Formation; Human Capital Theory; • Quality of Life And Economic Growth;		

	Investment Criteria on Education; Rate of Return;
Unit III	**Education and Manpower Planning with reference to** Elementary Education • Concepts of Human Development Index (HDI) • Millennium Development Goals (MDG) • Need and Techniques (Employer's opinion, Manpower output ratio, and International comparison method) of Manpower Approach to Forecast Requirements of Human Resource Types and Levels of Education in Developed and Developing Countries
Unit IV	**Cost-Benefits Analysis of Education in Elementary Education** • Taxonomy of Cost of Education: Social & Private, • Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social And Private); Indirect Benefits (Spill-Over and Externalities); • Correlation, Residual, Rate of Return Approaches to Measure Cost-Benefits of Education; • Criteria for Financing Education; Input-Process-Output Model of Educational Production System in the Context of Cost Effectiveness of Analysis in Education.
Practicum	**The students will write two seminar papers on any above mentioned topics**
Suggested Reading	• Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication. • Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press. • Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd. . • Harbison & Myers .(1968). Education, Manpower and Economics growth. New Delhi: Oxford & IBH. • Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley. • Nagpal, C. S.& Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications. • Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT • Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA. • Pscharo Pulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher. • Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press. • Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publication. • Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications. • Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications. Vaizey John. (1962). Economics of Education. London: Faber & Faber

Course 2.4.2.3. E	**Educational Planning in the context of Elementary Education (4 Credits)**	**Internal** **Assessment** **30 marks**	**External** **Assessment** **70 marks**
Objectives	After complition of the course student will be able to		

	• Define Educational Planning • Types of Educational Planning • Approaches of Educational Planning Methodology of Educational Planning
Unit I	**Educational Planning:** Concepts and theoretical foundations of educational planning; types of Educational Planning;
Unit II	**Approaches of Educational Planning with special reference planning in the field of Elementary education** • Approaches; sector-wide approaches to educational planning; • Changing landscapes of educational planning; • social context of educational planning; • Essential conditions for effective educational planning;
Unit III	**Strategic planning in Education in Elemntary Education** • Concept and methodology of strategic planning in education; • Education-sector analysis/diagnosis; • Identification of education development issues and priorities; • Setting plan targets and estimation of financial and human resource requirements; • Budgeting technique; Results-based planning and management framework.
Unit IV	**Educational Planning in India with special reference to Elemnetary Education** • Decentralization of educational planning in India, • Legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India; • Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning; • Formulating district education development plans and institutional development plans; appraisal of education development plans.
Practicum	**The students will write two seminar papers on above topics**
Suggested Reading	1. Safaya, R.N., Shaida, B.D School Administration and Organization. . DhanpatRai Publishing Company, New Delhi 2. Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi 3. Josephine Y School Resource Planning and Management. Shipra Publication, Delhi 4. Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi. 5. Bhatnagar, R.P. Educational Administration 6. Aggrawal, V. International Publishing House. Meerut. 7. Sindhu, I.S Educational Administration & Management. Pearson New

	Delhi		
OR			
2.4.2. 1. S	**Educational Policy in the context of Secondary Education (4 Credits)**	**Internal Assessment 30 marks**	**External Assessment 70 marks**
Objectives	The objectives of the course are to enable students • Understand the concept of Educational Policy • Develop concept into dynamics of policy • Learn about determinants of educational policy in **Secondary** Eeducatio • Know about schemes and programmes in five year plans • Develop insight into various problems of **Secondary** Education		
Unit I	Educational Policy in India • Issues related to framework of educational policy- democratic princ development and social context • Constitutional provisions and interventions on educational policy formulat respect of **Secondary** education • The role of National Development Council and Central Advisory Boa Education in framing policy in **Secondary** education • Centre State relationship and its implication in policy formulation		
Unit II	Dynamics of Policy making in **Secondary** Education • Issues related to right to education, Inclusive education, equity in educ accreditation, language policy, teacher education. • Gender issues in education and empowerment, interventions by the gover to address gender disparity		
Unit III	Secondary Education and Five Year Plans • Educational policies regarding **Secondary** Education in Five year Plans special reference to current Five year Plan		
Unit IV	Historical aspects of policy reform in education in India in respect of **Secondary** Educatio • Education Commissions and Committees that influenced education policy in India; • National Policy on Education 1968 & 1986/92; • RMSA		
Unit V	• Current policy-related challenges: • Expansion of educational facilities to reach the hither-to-unreached; en: equity and inclusion;; • enhancing employability of the products of the education system; • promoting life-long learning opportunities; • improving governance and management of **Secondary** Education; • Problem of Vocationalization, Retention and Drop Out in **Secondary** Education • Enhancing Quality of **Secondary** Education • Teacher quantity and quality in **Secondary** Education • Technology aided instruction in **Secondary** Education		

	• Monitoring and supervision of **Secondary** Education.
Practicum	**Writing two term papers on above mention issues**
Suggested Reading	• Roy, Kumkum. (2015). Decoding "New education policy". Economic and Political Weekly, L(19) (Web exclusives). • Sadgopal, A. (2006). Dilution, distortion and diversion: A post-Jotien reflection on education policy. In The crises of elementary education in India (Ed. Ravi Kumar), pp 92-136. New Delhi: Sage. • Kumar, K. and Sarangapani, P. (2004). History of the quality debate. *Contemporary Education Dialogue*, 2(1), pp. 30-52. • Sarangapani, P. M. (2009). Quality, feasibility and desirability of low cost Private schooling, EPW, 44(3), 67-69. • Singh, Ajay Kumar. (2009). In lieu of political rights: How fundamental is the fundamental right to education? In A. Kumar and A. P. Singh (Eds.), Elementary education in India: Isues and challenges (pp. 256-271). New Delhi: Uppal Publications. • National and state level policy documents. .
Course - 2.4.2.2. S	**Economics of Education (In the Context Secondary Education) (4 credits)**	**Internal Assessment** **30 marks**	**External Assessment** **70 marks**
Objectives	After completion of the course student will be able to • To make the resource development. • To understand the extent various types and levels students understand the concepts of economics of education, economic development human capital, and human of education contribute to economic development. • To know and understand how to forecast human power, estimate cost-benefits of education, and analysis of cost-effectiveness in Secondary Education • To comprehend the processes of generating and utilizing sources and resources of finances for education
Unit I	**Education and Economics** • Concept and Scope of Economics of Education; Concepts of Education as Consumption • Education as Investment; Recent Trends in Economics of Education • Economic Growth and Economic Development Education as a Prerequisite to Economic Development
Unit II	**Education and Human Capital** • Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; • Process of Human Capital Formation; Human Capital Theory; • Quality of Life And Economic Growth; Investment Criteria on Education; Rate of Return;
Unit III	**Education and Manpower Planning with reference to Secondary** Education • Concepts of Human Development Index (HDI) • Millennium Development Goals (MDG)

	• Need and Techniques (Employer's opinion, Manpower output ratio, and International comparison method) of Manpower Approach to Forecast Requirements of Human Resource • Types and Levels of Education in Developed and Developing Countries
Unit IV	**Cost-Benefits Analysis of Education in Secondary Education** • Taxonomy of Cost of Education: Social & Private, • Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social And Private); Indirect Benefits (Spill-Over and Externalities); • Correlation, Residual, Rate of Return Approaches to Measure Cost-Benefits of Education; • Criteria for Financing Education; Input-Process-Output Model of Educational Production System in the Context of Cost Effectiveness of Analysis in Education.
Practicum	**The students will write two seminar papers on any above mentioned topics**
Suggested Reading	• Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication. • Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press. • Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd. • Garg, V. P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co. • Harbison & Myers .(1968). Education, Manpower and Economics growth. New Delhi: Oxford & IBH. • Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley. • Nagpal, C. S.& Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications. • Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT • Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA. • Pscharo Pulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher. • Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press. • Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publication. • Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications. • Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications. • Vaizey John. (1962). Economics of Education. London: Faber & Faber

Course	Educational Planning	Internal	External
2.4.2. 3. S	the context of	Assessment	Assessment
	Secondary Education (4 Credits)	**30 marks**	**30 marks**
Objectives	After completion of the course student will be able to • Define Educational Planning • Know about Types of Educational Planning • Understand the Approaches of Educational Planning		

	• Learn about Methodology of Educational Planning
Unit I	**Educational Planning:** • Concepts and theoretical foundations of educational planning; types of Educational Planning;
Unit II	**Approaches of Educational Planning with special reference planning in the field of Secondary Education** • Approaches; sector-wide approaches to educational planning; • Changing landscapes of educational planning; • Social context of educational planning; • Essential conditions for effective educational planning; Changing approached to educational planning.
Unit III	**Strategic planning in Education in Secondary Education** • Concept and methodology of strategic planning in education; • Education-sector analysis/diagnosis; identification of education development issues and priorities; • Setting plan targets and estimation of financial and human resource requirements; • Budgeting technique; Results-based planning and management framework.
Unit IV	**Educational Planning in India with special reference to Secondary Education** • Decentralization of educational planning in India, • Legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India; • Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning; • Formulating district education development plans and institutional development plans; appraisal of education development plans.
Practicum	**The students will write two seminar papers on above topics**
Suggested Reading	1. Safaya, R.N., Shaida, B.D School Administration and Organization. . DhanpatRai Publishing Company, New Delhi 2. Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi 3. Josephine Y School Resource Planning and Management. Shipra Publication, Delhi 4. Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi. 5. Bhatnagar, R.P. Educational Administration 6. Aggrawal, V. Educational Administration International Publishing House. Meerut. **7.** Sindhu, I.S Educational Administration & Management. Pearson New Delhi

Course - 2.4.3	**Title:** Educational Planning , Educational Management and Educational Administration, Leadership in the Context of Elementary Education OR Secondary Education	**Internal Assessment** 30+30+30+90	**External Assessment** 70+70+70 = 210
2.4.3. 1.E	**Educational Planning in the context of Elementary Education (4 Credits)**	**Internal Assessment** **30 marks**	**External Assessment** **70 marks**
Objectives	After complition of the course student will be able to - Define Educational Planning - Types of Educational Planning - Approaches of Educational Planning - Methodology of Educational Planning		
Unit I	**Educational Planning:** Concepts and theoretical foundations of educational planning; types of Educational Planning;		
Unit II	**Approaches of Educational Planning with special reference planning in the field of elementary education** approaches; sector-wide approaches to educational planning; Changing landscapes of educational planning; social context of educational planning; Essential conditions for effective educational planning; Changing approached to educational planning.		
Unit III	**Strategic planning in Education in Elemntary Education** Concept and methodology of strategic planning in education; Education-sector analysis/diagnosis; identification of education development issues and priorities; setting plan targets and estimation of financial and human resource requirements; Budgeting technique; Results-based planning and management framework.		
Unit IV	**Educational Planning in India with special reference to Elemnetary Education** Decentralization of educational planning in India, legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India; Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning; Formulating district education development plans and institutional development plans; appraisal of education development plans.		
Practicum	**The students will write two seminar papers on above topics**		
Suggested Reading	- Safaya, R.N., Shaida, B.D School Administration and Organization. . DhanpatRai Publishing Company, New Delhi - Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi - Josephine Y School Resource Planning and Management. Shipra Publication, Delhi - Mohanty. J., Educational Administration, Supervision and School management.		

	Deep and Deep Publications (P) Ltd.,New Delhi. • Bhatnagar, R.P. Educational Administration • Aggrawal, V. International Publishing House. Meerut. • Sindhu, I.S Educational Administration & Management. Pearson New Delhi		
Course - **2.4.3.2 E**	**Educational Management and School Leadership (In the Context Elementary Education) (4 credits)**	**Internal Assessment** **25**	**External Assessment** **75**
Objectives	The objectives of the course are the following • The student teachers will be able to understand the concepts of educational management. • They will be able to develop concepts of human resources, financial resources with special reference to Elementary Education • They will gain insight into the Educational Management and its different aspects • They will acquire knowledge about different issues related to management of Elementary Education		
Unit I	**Educational Management** • Concept of Educational Management and its importance • Theories related to Educational Management (Classical, Behaviouristic, Humanistic and Systems Approach) • Aspects of Educational Management - planning, organizing, supervising, motivating and controlling, decision making. 　• Leadership in Management - Schools as learning organizations; 　• Importance of School head and teachers as leaders in transforming schools into learning organizations; 　• Transformative leadership 　• Servant leadership		
Unit II	**Educational Management system in India** • Educational directives and other provisions in the Constitution of India with reference to secondary education • The role of central , State and Local Bodies in Educational Management Agencies involved in the Management of Elementary Education • Role of State government and local bodies in Management of Elementary Education		
Unit III	Management of Resources in Education • Concept of human resource and human capital and its development with reference to educational personnel • Teacher as resource-performance appraisal and professional development • Management of Finance-allocation and sources of educational finance, budgeting its concept, PPBS, school budget. Grant –in – aid and mobilization of local resources		

Unit IV	Modern techniques of management
	- TQM - SWOT - PPBS
Practicum	**The students will write two seminar papers on any above mentioned topics**
Suggested Reading	Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII (2), April, pp. 197-214.
	Bray Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2nded), Paris: UNESCO, IIEP.
	Fullan, Michael (2005). Fundamental Change: International Handbook of Educational Change, Springer, the Netherlands.
	Gronn, Peter (2003), New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman.
	Hoffman, Allan M. And Summers Randal W (eds.) (2000). Managing Colleges and Universitities: Issues for Leadership, Westport: Bergin and Avery.
	Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). Management, Processes in Elementary Education: A Study of Existing Practices in Selected States'in India. New Delhi: The European Commission.
	Koontz, H. And O'Donneil, C. (1968), Principles of Management, an Analysis of Management Functions. USA : McGraw Hill Book Company
	Kowalski, Theodore, J (2001). Case Studies on Educational Administration (3rded.) New Yourk, Longman.
	Latchem, C. And Hanna, D (2001). Leadership for 21st Century Learning: Global Perspectives from Educational Innovations, London: Kogan Page.
	Mathur S.S (1990). Educational Administration and Management, The Indian Publications, India
	National Institute of Educational Planning and Administration. Survey Reports of Educational Administration in different States and UTs 1991-2001, New Delhi.
	Owings, William A and Kaplan, Leslie S (2003). Best Practices, Best Thinking, and Emerging Issues in School Leadership. California: Sage.
	Pareek, Udai. Institution Building: the Framework for Decision-making in Ravi Mathai, Udai Pareek and T.V. Rao (eds.). Institution Building in Education and Research: From Stagnation to Self-Renewal, All India Management Association, New Delhi.
	Ramachandran Padma and R. Vasantha (2005). Education in India. New Delhi, National Book Trust.
	Shukla P.D. (1983). Administration of Education in India, New Delhi: Vikas Publishing House.
	Tilak, J.B.G. (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.

Course 2.4.3.3. E	Educational Administration (4credits) in the context of Elementary Education (4 Credits)	Internal Assessment 30 marks	External Assessment 70 marks
Objectives	After complition of the course student will be able to • Define EducationalAdministration • Know Types of Educational Administartion • Learn about Educational Administartion in India • Understand problems related to educational administration		
Unit I	Educational Administration • Concept of educational administration and its importance • Theories related to educational administration (Classical, Behaviouristic, Humanistic and System approach) • Aspects of educational administration - planning, organizing, supervising, motivating and controlling, decision making. • Leadership in administration		
Unit II	Educational Administrative system in India • Educational directives and other provisions in the Constitution of India with reference to Elementary Education • The role of central , State and Local Bodies in educational administration • Agencies involved in the administration of Elementary Education • Role of State government and local bodies in administration of Elementary Education		
Unit III	• Recent Schemes and Activities of the Govt. of India in the field of Elementary Education • NIOS • SSA and EFA • SEMIS (Secondary Education management Information System) • Private Public Partnership in secondary education		
Unit VI	Some administrative problems in elementary education • Access, equity and universalization of elementary education • Rationale for Public Investment in elementary education • Quality and Efficiency of elementary education • Teacher accountability and absenteeism • Local politics • Problem of monitoring and supervision		
Practicum	**The students will write two seminar papers on above topics**		
Suggested Reading	• Safaya, R.N., Shaida, B.D School Administration and Organization. . DhanpatRai Publishing Company, New Delhi • Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi • Josephine Y School Resource Planning and Management. Shipra Publication,		

	Delhi
	• Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi.
	• Bhatnagar, R.P. Educational Administration
	• Aggrawal, V. International Publishing House. Meerut.
	• Sindhu, I.S Educational Administration & Management. Pearson New Delhi

	OR		
2.4.3. 1.S	**Educational Planning in the context of Secondary Education (4 Credits)**	**Internal Assessment 30 marks**	**External Assessment 70 marks**
Objectives	After completion of the course student will be able to • Define Educational Planning • Types of Educational Planning • Approaches of Educational Planning • Methodology of Educational Planning		
Unit I	**Educational Planning:** • Concepts and theoretical foundations of educational planning; types of Educational Planning;		
Unit II	**Approaches of Educational Planning with special reference planning in the field of Secondary Education** • Approaches; sector-wide approaches to educational planning; • Changing landscapes of educational planning; • Social context of educational planning; • Essential conditions for effective educational planning; Changing approached to educational planning.		
Unit III	**Strategic planning in Education in Secondary Education** • Concept and methodology of strategic planning in education; Education-sector analysis/diagnosis; identification of education development issues and priorities; setting plan targets and estimation of financial and human resource requirements; Budgeting technique; Results-based planning and management framework.		
Unit IV	**Educational Planning in India with special reference to Secondary Education** • Decentralization of educational planning in India, legal provisions, institutional framework and planning machinery supporting decentralized educational planning in India; • Techniques in preparing local-level education development plans (school mapping, micro-planning and school improvement planning; • Formulating district education development plans and institutional development plans; appraisal of education development plans.		
Practicum	**The students will write two seminar papers on above topics**		
Suggested Reading	• Safaya, R.N., Shaida, B.D School Administration and Organization. .		

DhanpatRai Publishing Company, New Delhi

- Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi

- Josephine Y School Resource Planning and Management. Shipra Publication, Delhi

- Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi.

- Bhatnagar, R.P. Educational Administration

- Aggrawal, V. International Publishing House. Meerut.

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- Coombs, P.H (1969). What is Educational Planning? Paris, International Institute of Educational Planning (IIEP)
- Kaufman, Herman, Watters (eds.). (1996) Educational Planning: Strategic Tactical Operational Technomic.
- Naik, J.P. (1965). Educational Planning in India. New Delhi: Allied.
- Psacharopolous, G (1985). Planning of Education : Where Do we Stand? Washington, World Bank
- Varghese, N.V. (1987). Set of Modules on District Planning in Education, New Delhi : NIEPA.
- Boyd W L & Kerchner CT (eds.) (1987). The Policies of excellence and Choice in Education; New York: The Falmer Press
- Hallack, J (1977). Planning the Location of Schools: An Instrument of Educational Policy, Paris, International Institute of Educational Planning.
- Lauglo, Jon (1995). Forms of Decentralization and Their Implication for Education, Comparative Education, 21 (1). Magnen, A. (1991) Educa
- Harbison, F. And Myers, C.H., Education, Manpower and Economic Growth, 1964.
- Hunter, Guy., Higher Education and Development in South East Asia, Paris.
- Lauwerys, Joseph A. (Ed.) The World Year Book of Education – Educational Planning, London: Evans Brothers Ltd., 1967.
- UNESCO, Manpower Aspects of Educational Planning, Paris: I.E.E.P., 1967.
- UNESCO, Fundamentals of Educational Planning
- No. 1, What is Educational Planning? (Philip H. Coombs)
- No. 2, The Relation of Educational Plans to Economic and Social Planning
- No. 3, Educational Planning and Human Resource Development (F. Harbison)
- No. 4, Demographic Aspects of Educational Planning (Ta Ngoc Chau)
- No. 5, The Analysis of Educational Costs and Expenditure (J. Hallack)
- No. 6, Cost – benefit Analysis in Educational Planning (Maureenb Woodhhali)

Course - 2.4.3.2 S	Educational Management and School Leadership (In the Context Secondary Education) (4 credits)	Internal Assessment 30 marks	External Assessment 70 arks
Objectives	The objectives of the course are the following • The student teachers will be able to understand the concepts of educational management.		

	• They will be able to develop concepts of human resources, financial resources with special reference to **Secondary Education** • They will gain insight into the Educational Management and its different aspects • They will acquire knowledge about different issues related to management of **Secondary Education**

Unit I	**Educational Management**
	
	• Concept of Educational Management and its importance
	
	• Theories related to Educational Management (Classical, Behaviouristic, Humanistic and Systems Approach)
	
	• Aspects of Educational Management - planning, organizing, supervising, motivating and controlling, decision making.
	
	    • Leadership in Management Leadership in Management - Schools as learning organizations;
	    • Importance of School head and teachers as leaders in transforming schools into learning organizations;
	    • Transformative leadership
	    • Servant leadership

Unit II	**Educational Management system in India** • Educational directives and other provisions in the Constitution of India with reference to **Secondary Education** • The role of central , State and Local Bodies in Educational Management Agencies involved in the Management of secondary education • Role of State government and local bodies in Management of **Secondary Education**
Unit III	Management of Resources in Education • Concept of human resource and human capital and its development with reference to educational personnel • Teacher as resource-performance appraisal and professional development • Management of Finance-allocation and sources of educational finance, budgeting its concept, PPBS, school budget. Grant –in – aid and mobilization of local resources
Unit IV	Modern techniques of management • TQM • SWOT • PPBS
Practicum	**The students will write two seminar papers on any above mentioned topics**
Suggested Reading	Ayyar, R.V. Vaidyanatha (1993). 'Educational Planning and Administration in India: Retrospect and Prospect'. Journal of Educational Planning and Administration, VII (2), April, pp. 197-214. Bray Mark, (2000). Double Shift Schooling: Design and Operation for Cost-effectiveness (2nded), Paris: UNESCO, IIEP. Fullan, Michael (2005). Fundamental Change: International Handbook of

Educational Change, Springer, the Netherlands.

Gronn, Peter (2003), New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform, London: Paul Chapman.

Hoffman, Allan M. And Summers Randal W (eds.) (2000). Managing Colleges and Universitities: Issues for Leadership, Westport: Bergin and Avery.

Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V. (2001). Management, Processes in Elementary Education: A Study of Existing Practices in Selected States'in India. New Delhi: The European Commission.

Koontz, H. And O'Donneil, C. (1968), Principles of Management, an Analysis of Management Functions. USA : McGraw Hill Book Company

Kowalski, Theodore, J (2001). Case Studies on Educational Administration (3rded.) New Yourk, Longman.

Latchem, C. And Hanna, D (2001). Leadership for 21st Century Learning: Global Perspectives from Educational Innovations, London: Kogan Page.

Mathur S.S (1990). Educational Administration and Management, The Indian Publications, India

National Institute of Educational Planning and Administration. Survey Reports of Educational Administration in different States and UTs 1991-2001, New Delhi.

Owings, William A and Kaplan, Leslie S (2003). Best Practices, Best Thinking, and Emerging Issues in School Leadership. California: Sage.

Pareek, Udai. Institution Building: the Framework for Decision-making in Ravi Mathai, Udai Pareek and T.V. Rao (eds.). Institution Building in Education and Research: From Stagnation to Self-Renewal, All India Management Association, New Delhi.

Ramachandran Padma and R. Vasantha (2005). Education in India. New Delhi, National Book Trust.

Shukla P.D. (1983). Administration of Education in India, New Delhi: Vikas Publishing House.

Tilak, J.B.G. (1993). External and Internal Resource Mobilization for Education for All; Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.

Course 2.4.3.3. S	Educational Administration (4credits) in the context of Secondary Education (4 Credits)	Internal Assessment 30 marks	External Assessment 70 marks
Objectives	After completion of the course student will be able to • Define EducationalAdministration • Know Types of Educational Administartion • Learn about Educational Administartion in India • Understand problems related to educational administration		
Unit I	Educational administration • Concept of educational administration and its importance • Theories related to educational administration (Classical, Behaviouristic,		

	Humanistic and System approach)
	• Aspects of educational administration - planning, organizing, supervising, motivating and controlling, decision making.
	• Leadership in administration
Unit II	Educational Administrative system in India
	• Educational directives and other provisions in the Constitution of India with reference to **Secondary Education**
	• The role of central , State and Local Bodies in educational administration
	• Agencies involved in the administration of **Secondary Education**
	• Role of State government and local bodies in administration of **Secondary Education**
Unit III	Recent Schemes and Activities of the Govt. of India in the field of **Secondary Education**
	• NIOS
	• RMSA
	• SEMIS (Secondary Education management Information System)
	• Private Public Partnership in secondary education
Unit VI	Some administrative problems in **Secondary Education**
	• Access, equity and universalization of secondary education
	• Rationale for Public Investment in secondary education
	• Vocationalization of secondary education
	• Quality and Efficiency of secondary education
	• Teacher accountability and absenteeism
	• Local politics
	• Problem of monitoring and supervision
Practicum	**The students will write two seminar papers on above topics**
Suggested Reading	• Safaya, R.N., Shaida, B.D School Administration and Organization. . DhanpatRai Publishing Company, New Delhi
	• Verma, R., Educational Administration. Anmol Publications Pvt.Ltd. New Delhi
	• Josephine Y School Resource Planning and Management. Shipra Publication, Delhi
	• Mohanty. J., Educational Administration, Supervision and School management. Deep and Deep Publications (P) Ltd.,New Delhi.
	• Bhatnagar, R.P. Educational Administration
	• Aggrawal, V. International Publishing House. Meerut.
	• Sindhu, I.S Educational Administration & Management. Pearson New Delhi

Course 2.4.4. E	**Educational Technology and ICT in Elementary Education**	**Internal Assessment** **30 marks**	**External Assessment** **70 marks**

Objectives	• Differentiate various terminologies associated with educational technology • Appreciate the emergence and evolution of various educational media • Explain various approaches to educational technology • Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD) in Elementary Education • Analyse and apply principles and practices associated with technology enhanced learning • Assess various problems and issues related to information and communication technologies and its integration in education
Unit I	• Meaning and nature of • Educational technology • Instructional technology • Information and communication technology • Emergence of educational technology as a discipline • Definitions, scope, functions/objectives of educational technology • Approaches to educational technology: • Physical science (media approach) • Communication (audio visual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology • Cybernetics (system approach) - origin of system concept, characteristics and stages of instructional system, general and instructional system theory

Unit II	Instructional Design: with reference to Elementary Education
	• meaning and need
	• Implications of learning theories for Instructional design
	    o Behavioural Learning Theories
	    o Social Learning Theories
	    o Cognitive and constructivist Learning Theories
	• Theory of multiple intelligences and its implications for instructional design
	• Developing a personal learning theory
	• Types of Learning and learning styles Instructional Design Models
	    o ADDIE Model
	    o System model
	    o ASSURE Model
	    o ARCS Model

Unit III	ICT in Elementary Education
	• Characteristics of digital learners
	• Need and importance of digital Literacy
	• ICT (MS/Approach)
	• Relationship between ICT, culture and learning
	• Technology and pedagogy
	    o Techno pedagogical content knowledge (TPCK)
	    o Open Source Management and Software
	    o Approaches and strategies to integrating ICT in teaching and learning

Unit IV	Current Trends in ICT in Elementary Education
	• Promising Trends
	    o Increased online access and connectivity
	    o Mobile access- ubiquitous computing
	    o Free and Open Source Software (FOSS)
	    o Convergence of Hardware and software
	    o Technological sophistication and affordability
	    o Digital assistive technology
	• Problems
	• Equity issues and the digital divide
	• Social, ethical, and security issues
	• Limitations of technology integration: A critical look at the impact of technology integration
	• Technology dependence and learner autonomy

Practicum	Any two • Seminar presentation on approaches to educational technology.

	• Seminar presentation on Evolution of Educational Media. • Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at www.teem.org.uk/ • Comparative study of ICT syllabus of school education and teacher education of various organizations. • A study of EDUSAT and teleconferencing
Suggested Redaing	Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi Evant, M: The International Encyclopaedia of Educational Technology. Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012)Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD:Denver Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU W.J. Pelgrum and N. Law (2003). ICT in Education around the world-Trends, Problems and Prospects. UNESCO: Paris.

Course 2.4.4. S	Educational Technology and ICT in Secondary and Higher Secondary Education	Internal Assessment 30 marks	External Assessment 70 marks
Objectives	• Differentiate various terminologies associated with educational technology • Appreciate the emergence and evolution of various educational media • Explain various approaches to educational technology • Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD) in Secondary and Higher Secondary Education. • Analyse and apply principles and practices associated with technology enhanced learning • Assess various problems and issues related to information and communication technologies and its integration in education		
Unit I	• Meaning and nature of • Educational technology • Instructional technology • Information and communication technology • Emergence of educational technology as a discipline • Definitions, scope, functions/objectives of educational technology • Approaches to educational technology: • Physical science (media approach) • Communication (audio visual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology • Cybernetics (system approach) - origin of system concept, characteristics and stages of instructional system, general and instructional system theory		

Unit II	Instructional Design with reference to Secondary Education
	• meaning and need
	• Implications of learning theories for Instructional design
	    o Behavioural Learning Theories
	    o Social Learning Theories
	    o Cognitive and constructivist Learning Theories		

	• Theory of multiple intelligences and its implications for instructional design
	• Developing a personal learning theory
	• Types of Learning and learning styles Instructional Design Models
	   o ADDIE Model
	   o System model
	   o ASSURE Model
	   o ARCS Model

Unit III	ICT in Secondary Education
	• Characteristics of digital learners
	• Need and importance of digital Literacy
	• ICT (MS/Approach)
	• Relationship between ICT, culture and learning
	• Technology and pedagogy
	   o Techno pedagogical content knowledge (TPCK)
	   o Open Source Management and Software
	   o Approaches and strategies to integrating ICT in teaching and learning

Unit IV	Current Trends in ICT in Secondary Education
	• Promising Trends
	   • Increased online access and connectivity
	   • Mobile access- ubiquitous computing
	   • Free and Open Source Software (FOSS)
	   • Convergence of Hardware and software
	   • Technological sophistication and affordability
	   • Digital assistive technology
	• Problems
	   • Equity issues and the digital divide
	   • Social, ethical, and security issues
	   • Limitations of technology integration: A critical look at the impact of technology integration
	   • Technology dependence and learner autonomy

Practicum	Any two • Seminar presentation on approaches to educational technology. • Seminar presentation on Evolution of Educational Media. • Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at www.teem.org.uk/ • Comparative study of ICT syllabus of school education and teacher education of various organizations. • A study of EDUSAT and teleconferencing
Suggested Redaing	Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi Evant, M: The International Encyclopaedia of Educational Technology. Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012)Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD:Denver Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU W.J. Pelgrum and N. Law (2003). ICT in Education around the world-Trends, Problems and Prospects. UNESCO: Paris.

Course - 2.4.5   Dissertation (Report Writing and Viva Voce)

(Marks 100 and Credits 4)

Brief Overview

The dissertation is a compulsory course of 8 credits and 200 marks; however, 2 credits 50 marks each have been earmarked for dissertation related work in Second and Third Semesters. Thus the course on dissertation in Fourth Semester will carry the remaining 4 credits and 100 marks. The purpose of dissertation is to provide basic understanding to prospective teacher-educators (with close mentorship/guidance of a faculty member) in how 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.

Expected Learning Outcomes

After the completion of their dissertation the student-teachers will be able to:

- Establish linkages between education theory (transacted through taught courses) and research.
- Develop various skills of: articulating and formulating a research problem and research questions.
- articulate and formulate a research problem,
- formulate objectives, hypotheses and research questions
- Design and execute the research plan, which includes engaging with the relevant body of literature and theory (/ies).
- develop various tools and techniques for data collection
- Understand the primary and secondary sources of data.
- learn the techniques and strategies for the analysis and interpretation of data in quantitative and qualitative research
- Learn the intricacies of writing of research report including footnotes, references and bibliography etc.
- Take up independent research projects.

Course Content

The specialization area or perspectives or teacher education from which the topic for dissertation has been selected will broadly constitute the content area for the dissertation paper. Besides, the content will also include all topic covered under two courses on research methods and statistics covered in first and third semester.

Selection of Topic for Dissertation

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

Process of Conduct of Dissertation

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.

Submission of Dissertation

While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early as suggested below:

i)   Second Semester:

Students are required **to** select topic for their dissertation and prepare & present a detailed research proposal in second semester which will carry 2 Credits, and 50 marks. Evaluation of the research proposal will be done internally by board examiners comprising of at least two faculty members from within the institution.

ii)   **Third Semester**:

Review of Related literature and Development of Tools carrying 2 Credits, and 50 marks. This component should also be examined by a board of at least two to three

iii)   **Fourth Semester:**

Conducting of Field Study/ Intervention Study/Literary Work, Data Analysis, Interpretation and Writing of research Report (4 Credits and 100 marks).

Support to Students

For successful completion of dissertation within the time frame the department/institution offering the M.Ed. programme should apart from mentoring and supervision should also organize the following:

a) Orientation programme to explain the expectations, processes, roles of the prospective teacher educators and research mentors,

b) Workshops on developing research proposals, doing fieldwork, taking field-notes, referencing and editing, etc.

c) Research seminars (where the M.Ed. student's present work-in-progress and other researchers are invited to present their work) should be organised.

d) 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.

Concept Note

It is strongly recommended that a department/institution 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.

Assessment of Rubrics

The evaluation of the dissertation in fourth semester be done by an external examiner to be decided by the affiliating university from the panel of examiners approved by its academic bodies. The evaluation of the dissertation shall be based on the quality of research report carrying 50 marks, and comprehensive viva-voce examination carrying 50 marks.

Suggested Readings

- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.

- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.

- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.

- Clive Opie. (2004). Doing Educational Research- A Guide for First time   researchers. New Delhi: Vistar Publications.

- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.

- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.

- Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.

- Good, Carter, V. Methodology of Educational Research.New York: Appleton Century Crafts.

- Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.

- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.

- Kerlinger, F.N. (1973). Foundations of BehaviouralResearch.New York: Holt, Rinehart and Winston.

- Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.

- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication

- Mertens, D.M. (1998). Research Methods in Education and Psychology. New Delhi: Sage Publications.

- Pamela Maykut& Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.:TheFalmer Press.

- Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.

- Scott, David & Usher, Robin (1996). Understanding Educational Research. Rout ledge. London and New York.

- Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi:Vohra Publishers and Distributors.

- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.

- Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.

- Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.

- Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.

- Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.

- Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.

- Van,Dalen,B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.

- Wiersma, W. (2000).Research Methods in Education(7th edition).Allyn & Bacon.

- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication.

Semester –IV   Internal Assessment 220 and External Assessment 280   Total – 500
Total – practicum 950 + theory 1050= 2000 marks (Four Semesters)