

MASTER OF EDUCATION (M. Ed.)

Two Year (Four Semesters) Programme

Choice Based Credit System (CBCS)

Regulations and syllabus

Effective from

Academic session 2023 – 24 onwards



CENTRAL UNIVERSITY OF KARNATAKA

**Department of Education
School of Education and Training
Central University of Karnataka
Kalaburagi – 585367**

1. PREAMBLE

Master of Education (M.Ed.) is a two year programme that aims at empowering students to become a highly skilled and knowledgeable educator in the field of education. M.Ed. programme is designed to provide learners with advanced theoretical and practical training, enabling them to excel in educational leadership, curriculum development, instructional design, and certain specialized areas within education. In today's rapidly evolving world, education plays a pivotal role in shaping individuals and societies. The M.Ed. programme recognizes the significance of quality education and strives to prepare professionals who can make a lasting impact on the lives of learners. Whether they aspire to become a classroom teacher, an educational administrator, a curriculum specialist, or a researcher, this programme offers a comprehensive and flexible learning experience designed to specific goals and interests. As a participant in the M.Ed. programme, candidates will be part of a vibrant and diverse community of learners, where they will have the chance to interact with fellow educators from various backgrounds, cultures, and perspectives. This rich diversity will enhance their understanding of global education issues, broaden their horizons, and encourage them to embrace inclusivity and cultural sensitivity in practice. Upon completion of the M.Ed. programme, students will be equipped with the knowledge, skills, and dispositions necessary to become an effective educator and leader.

2. PROGRAMME LEARNING OUTCOMES

The Master of Education (M.Ed.) programme aims to equip its clientele with advanced knowledge and skills in the field of education. The programme focuses on enhancing teaching practices, curriculum development, educational leadership, and research in education. Here are some potential learning outcomes for an M.Ed. programme:

1. Advanced Pedagogical Knowledge: Students will demonstrate an in-depth understanding of educational theories, instructional strategies, and assessment techniques, enabling them to design and deliver effective and engaging learning experiences.
2. Curriculum Development and Instructional Design: Students will be able to critically analyze, develop, and evaluate curriculum frameworks and instructional materials that are aligned with educational standards and meet the diverse needs of learners.

3. Educational Leadership and Management: Students will possess the skills and knowledge necessary to assume leadership roles in educational settings. They will be able to effectively manage educational organizations, lead teams, make informed decisions, and promote a positive school culture conducive to learning and growth.
4. Research and Evidence-Based Practice: Students will be competent in utilizing research methodologies to investigate educational issues, evaluate existing practices, and contribute to the advancement of knowledge in the field. They will be able to apply evidence-based approaches to inform decision-making and enhance educational outcomes.
5. Cultural Competence and Inclusive Education: Students will demonstrate a deep understanding of cultural diversity and inclusive practices. They will be able to create inclusive learning environments that respect and value the diverse backgrounds, abilities, and identities of all learners.
6. Educational Policy and Advocacy: Students will have a comprehensive understanding of educational policies and systems. They will be able to critically analyze educational policies, advocate for equitable practices, and contribute to shaping educational policies at local, regional, or national levels.
7. Professional Development and Lifelong Learning: Students will recognize the importance of ongoing professional development and continuous learning. They will possess the skills to engage in reflective practice, seek out opportunities for professional growth, and adapt to emerging trends and challenges in education.
8. Ethical and Professional Conduct: Students will adhere to high ethical standards and professional codes of conduct. They will demonstrate integrity, respect, and a commitment to promoting the well-being and rights of learners, colleagues, and the broader educational community.

3. ORDINANCES OF M. ED. PROGRAMME

3.1 Eligibility Criteria for Admission

Candidates with a B.Ed. degree / four year integrated B.A. Ed./ B.Sc. Ed./ B.Com. Ed. of any university recognised by the UGC as equivalent thereto with a minimum of 50% of marks in the aggregate are eligible for seeking admission to the M.Ed. Course. There is no age limit for admission.

3.2 Admission procedure

The candidates shall have to appear for CUET PG examination for admission to the M. Ed. Programme.

3.3 Intake

One unit of 50 seats.

3.4 Duration of the Programme

Two academic year with four semesters and three inter-semester breaks.

3.5 Working Days

Total 200 working days excluding holidays and examination days in an academic year.

3.6 Attendance

Every student must have minimum 80% attendance in Theory classes and Practicum and 90% attendance in Field attachment.

3.7 Medium of Instruction

The medium of instruction shall be English.

3.8 Examination Fees

As per the rules of Central University of Karnataka.

3.9 Scheme of Evaluation

Weightage of 40% to internal assessment and 60% to university evaluation will be given. Practicum evaluation will be 100% internal. Dissertation will be assessed by both internal and external examiners.

3.10 Publication of Results

As per the rules of Central University of Karnataka.

3.11 Upward Movement

As per the rules of Central University of Karnataka.

4. CREDIT STRUCTURE FOR M. ED. PROGRAMME

4.1 Semester wise Credit Structure

Semester	Weeks	I. A. Marks	U. E. Marks	Total Marks	Credits
Semester I	18	220	330	550	22
Semester II	18	200	300	500	20
Semester III	18	370	180	550	22
Semester IV	18	260	240	500	20
Total	72	1050	1050	2100	84

4.2 Course Category wise Credit Structure

Sr. No.	Course Category	Course Short Form	Credits
1	Discipline Specific Core Courses	C	44 (11*4)
2	Discipline Specific Minor Courses	M	8 (2*4)
3	Skill Enhancement Courses	S	16 (4*3 + 2*2)
4	Internship	I	8
5	Dissertation	R	8
Total Credits			84

5. PROGRAMME OUTLINE

5.1 Discipline Specific Core Courses (C)

There are in all eleven Discipline Specific Core courses. Each course will carry four credits. The total credits will be forty four.

Sr. No.	Course Title	Credits
1	Educational Studies	4
2	Philosophy of Education	4
3	Sociology of Education	4
4	Psychology of Education	4
5	Teacher Education	4
6	Curriculum Studies	4
7	Introduction to Research Methodology	4
8	Advanced Research Methodology	4
9	Educational Evaluation and Psychometrics	4
10	Instructional Design	4
11	Advanced Educational Technology	4
Total Credits		44

6. SEMESTER-WISE PROGRAMME STRUCTURE

Semester – I (22 Credits)

Sr. No.	Course Category	Course Title	Course Credits	I. A. Marks	U. E. Marks	Total Marks
1	PEDTC10001	Educational Studies	4	40	60	100
2	PEDTC10002	Philosophy of Education	4	40	60	100
3	PEDTC10003	Sociology of Education	4	40	60	100
4	PEDTC10004	Psychology of Education	4	40	60	100
5	PEDTC10005	Introduction to Research Methodology	4	40	60	100
6	PEDTS10001	21 st Century Skills	2	20	30	50
Total			22	220	330	550

Semester – II (20 Credits)

Sr. No.	Course Category	Course Title	Course Credits	I. A. Marks	U. E. Marks	Total Marks
1	PEDTC20006	Teacher Education	4	40	60	100
2	PEDTC20007	Advanced Research Methodology	4	40	60	100
3	PEDTC20008	Advanced Educational Technology	4	40	60	100
4	PEDTM20001	Fundamentals of guidance and Counselling	4	40	60	100
	PEDTM20002	Educational Administration, Management and Leadership – I				
	PEDTM20003	Inclusive Education – I				
5	PEDRR20001	Dissertation Proposal	2	20	30	50
6	PEDTS20002	Academic Writing	2	20	30	50
Total			20	200	300	500

Semester – III (22 Credits)

Sr. No.	Course Category	Course Title	Course Credits	I. A. Marks	U. E. Marks	Total Marks
1	PEDTC30009	Educational Evaluation and Psychometrics	4	40	60	100
2	PEDTC30010	Curriculum Studies	4	40	60	100
3	PEDTM30004	Practicing guidance and Counselling	4	40	60	100
	PEDTM30005	Educational Administration, Management and Leadership – II				

	PEDTM30006	Inclusive Education – II				
4	PEDRR30002	Tool Development and Data collection	2	50	-	50
5	PEDIA30001	Internship	8	200	-	200
Total			22	370	180	550

Semester – IV (20 Credits)

Sr. No.	Course Category	Course Title	Course Credits	I. A. Marks	U. E. Marks	Total Marks
1	PEDTC40011	Instructional Design	4	40	60	100
2	PEDTS40003	Wellness Management	4	40	60	100
3	PEDTS40004	Educational Entrepreneurship	4	40	60	100
4	PEDTS40005	Technology Enabled Learning	4	40	60	100
5	PEDRR40003	Dissertation Report	4	100		100
Total			20	260	240	500

7. COURSE CODES

Sr. No.	Course Category	Course Title	Course Code	Page No.
1	C	Educational Studies	PEDTC10001	11
2	C	Philosophy of Education	PEDTC10002	14
3	C	Sociology of Education	PEDTC10003	18
4	C	Psychology of Education	PEDTC10004	22
5	C	Introduction to Research Methodology	PEDTC10005	25
6	S	21 st Century Skills	PEDTS10001	29
7	C	Teacher Education	PEDTC20006	32
8	C	Advanced Research Methodology	PEDTC20007	38
9	C	Advanced Educational Technology	PEDTC20008	42
10	M	Discipline Specific Minor Course – I		
11		Fundamentals of guidance and Counselling	PEDTM20001	45
12		Educational Administration, Management and Leadership – I	PEDTM20002	48
13		Inclusive Education – I	PEDTM20003	52
14	R	Dissertation Proposal	PEDRR20001	-
15	S	Academic Writing	PEDTS20002	55
16	C	Educational Evaluation and Psychometrics	PEDTC30009	59
17	C	Curriculum Studies	PEDTC30010	62
18	M	Discipline Specific Minor Course – II		
19		Practicing guidance and Counselling	PEDTM30004	66
20		Educational Administration, Management and Leadership – II	PEDTM30005	69
21		Inclusive Education – II	PEDTM30006	73
22	R	Tool Development and Data collection	PEDRR30002	-
23	I	Internship	PEDIA30001	-
24	C	Instructional Design	PEDTC40011	78
25	S	Wellness Management	PEDTS40003	81
26	S	Educational Entrepreneurship	PEDTS40004	85
27	S	Technology Enabled Learning	PEDTS40005	88
28	R	Dissertation Report	PEDRR40003	-

SEMESTER – I SYLLABUS

**EDUCATIONAL STUDIES
(PEDTC10001)**

Year: I		Semester: I
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

INTRODUCTION:

After studying this paper students will gain deep insight in to foundations of education, perspective views on Indian education system, Indian education system and structure, and policies and practices of Indian education system.

COURSE OUTCOMES:

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

- Acquire the nature of education studies and map the fields.
- Understand certain selected seminal educational texts representing the foundational perspectives.
- Realize Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- Develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.

Unit: 1 Foundations of Education

1.1 Concept of Education Studies as a discipline

1.2 Semantics of Education: Including Broad and Narrow meaning of Education

1.3 Interdisciplinary nature of Education w.r.t Philosophical principles, Political

Psychological evidences, Sociological foundations. Management Science, Political sciences and Economics.

1.4 Conceptual analysis: Equality of Educational opportunity. Open learning (distance, online) learning society and Secularism

Unit: 2 Perspectives on Education system in India

2.1 Educational and sociological Perspectives of Indian social reformers on the national system of Education.

2.2 Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Aurbindo, Radhakrishnan Dr. BR Ambedkar, Zakir Hussain, Durgbhai Deshmuk, Dayanand Saraswathi, Balagangadhar Tilak, Dhondo Keshav karve, Shri Mali, Lakshmana Swami Mudaliar.

Unit-3 Educational System and Structure

3.1 Historical perspective on the educational system in India and its development a. Education in pre-independence India b. Evolution of Indian system of Education in post-independence.

3.2 Conceptual frame work on the Structure, Aims and Functions

- Elementary School system
- Secondary School system
- Higher Education system
- Alternative (Educational) System of Education
- Non-Formal System of Education
- Open Learning
- Distance Education
- Adult and Continuing Education
- Vocational Education
- Inclusive Education

Unit: 4 Contemporary Concerns of Policies and Practices

4.1 Nature and Focus of Education after Independence

4.2 Different commissions - NPE (1986), POA (1992)

4.3 Report of the committee of review of NPE (Rama Murthy)

4.4 SSA, RMSA, RUSA

4.5 Constitutional provisions and directive principles related to Education and their Implementation

4.6 Right to Education - Right to information act

4.7 Delors commission, National Knowledge commission, NCF for school and Teacher Education

4.8 Issues and Challenges in Indian Education.

PRACTICUM

- Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
- Seminar on Field of Educational studies

SUGGESTED READINGS:

- Blackwell, Fritz (2004), India: A Global Studies Handbook, United States of America: ABC-CLIO, Inc., ISBN 1-57607-348-3.

- Desai, Sonalde, Amaresh Dubey, B.L. Joshi, Mitali Sen, Abusaleh Shariff and Reeve Vanneman. 2010. India Human Development in India: Challenges for a Society in Transition. New Delhi: Oxford University Press.
- India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Informat...
- India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, ISBN 978-81-230-1557-6.
- Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23-28, Thomson Gale:ISBN 0-684-31351-0.
- Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", International Journal of Constitutional Law, 2 (1): 148-158, Oxford University Press.

**PHILOSOPHY OF EDUCATION
(PEDTC10002)**

Year: I		Semester: I
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

INTRODUCTION

By studying this paper students will develop deep knowledge about basic concept of philosophy, basic concepts and reflections in education, nature of knowledge , eastern and western ideology, Indian value system, and western ethical views.

COURSE OUTCOMES

After a successful study of course, the students will be able to:

- Understand and appreciates the theoretical development in Education in their proper perspectives.
- Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions.
- Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.
- Critically examine the normative dimension of Education in perpetuating values.
- Identify the purpose of education in general and teaching in particular.
- Evaluate current educational theories and practice against a background of logical alternatives.
- Acquire principles for critical analysis of educational assumptions.
- Discover alternative dimensions of meaning that conventional wisdom have missed in guiding theory and practice in Education.
- Establish a link between philosophical deliberation and educational theory and practice.
- Expose and analyses assumptions underlying theory and practice of Education.
- Enquire into questions of value, meaning and truth as they relate to Education.

Unit 1: Understanding Philosophy

1.1 Concept of Philosophy-Philosophy as analyzed by different philosophers. Modern Concept: Analysis- Logical analysis, Logical empiricism and Positive relativism- (Morris Prigged).

1.2 The scope of Philosophy: Metaphysics, Epistemology and Axiology;

1.3 Methods of philosophy and their relevance to education. (a) Descriptive method and (b) Prescriptive method (c) Analytic method and (d) Critical method e) Reflective (phenomenological) method and (f) Speculative method- Relevance and application of each method in the educational context.

Unit 2: Basic Concepts and Reflections on Education

2.1 Reflections on different educational thoughts and visions of great educators from classical to the contemporary (like Plato, Froebel, Rousseau, John Dewey, Montessori, Paulo Friere, Gandhi, Tagore, Krishnamurthi and Sri Aurobindo)

2.2 Concept of education according to different schools of thoughts: essentialism, idealism, realism, pragmatism, naturalism, Existentialism and Phenomenology Reflections on the meanings, criteria and justifications- analytical schools (based on RS Peters, Paul Hirst, O'Connor and Dearden)

2.3 Conceptual analysis: Meaning and Importance. Procedure of Conceptual Analysis, Conceptual analysis of Concepts that are unique to education: Schooling, Curriculum, Text Books, Teaching, Initiation. Training, Instruction, Indoctrination, Educated person, Freedom of the child and the teacher, Authority. Learner and Learning, Autonomy and Authority, Teaching Learning Process, Knowledge, Skills- and their linkage to Pedagogy and Practices.

Unit 3: Knowledge Generation in Education

3.1 Nature of Knowledge - Meaning of Knowledge, Information, Belief and Truth and their comparison; Knowing Process: ways of knowing, Sources of Knowledge; Typology of Knowledge forms; Synthesis of Knowledge evidences for testing knowledge, inferential knowledge; educational implications of acquiring knowledge imparting effective knowledge.

3.2 Indian and western epistemological thoughts - Indian Epistemological Views - Pramanas: their sources from orthodox and heterodox philosophical systems, their validity; Western Epistemological views, their validity: Implications of different paradigms of Education to knowledge - Behaviourism, Functionalism, Humanism, Constructivism, Progressivism, and Existentialism.

3.3 Philosophy of Disciplines - Status of Education as a discipline - Interdisciplinary. Multidisciplinary; Philosophy and Structure of different disciplines - Science, Mathematics, Language, Social Science, Implications of Philosophy of disciplines to pedagogic subjects.

Unit 4: Normative Dimension of Education

4.1 Education as a normative endeavour - Meaning of values, types of values - spiritual, moral, social, aesthetic; National values as mentioned in the Indian Constitution & their educational implications; Value crisis and deterioration of values; Perpetuation of values through education, Potential of Education to contribute to transformation of values in society.

4.2 Indian value system - Reflection on Indian value system by taking illustrations from ancient Indian scriptures, their educational relevance: Indian ethical views: Purusharthas and Panchakoshas; Concept of value and values essential for man according to Heterodox Schools - Buddhism and Jainism; Kinds of values to be developed through education according to Gandhi and Tagore.

4.3 Western Ethical views Immanuel Kant's Categorical imperative; Implications of different paradigms of education to value system- Behaviourism, Functionalism, Humanism, Constructivism, Existentialism and Progressivism.

PRACTICUM:

- Make conceptual analysis of any two concepts of your choice and prepare a write up.
- A study of the characteristics of Basic and Applied Disciplines in the school context and a report.
- Make a study of the philosophy of an institution appreciating the efforts of the school (Any other relevant or suitable topics related to the syllabus) in education, in this regard, and prepare a write up.
- A study of any two schools from humanistic perspective and a report of the same.
- A study of the value priorities of a school from the basic value perspective.

SUGGESTED READINGS:

- Aggarwal, J. C. (1983). *Theory and Principles of Education*. Delhi: Vikas Publishing House Pvt. Ltd.
- Archambault, R. D. (1965). *Philosophical analysis and Education*. London: Routledge and Kegan Paul.

- Aswathi J. P., Sharma M. (1988). Classical Indian Philosophies and Their Practices in Education. National Psychological Corporation, Bhargava Book House, Agra.
- Arulsamy, S. (2013). Philosophical and Sociological Foundations of Education. New Delhi: Neelkamal Publications Pvt. Ltd.
- Bali, D. R. (1989). *Introduction to Philosophy*. New Delhi: Sterling Publishers Pvt. Ltd..
- Deaden. R.F (1984): Primary Education. Routledge K Kegan & Paul Dewey, J (1963) Democracy and Education, Macmillan, New York.
- Freire, P. (1970). Cultural Action for Freedom, Penguin Education Special, Ringwood, Victoria, Australia.
- Gregor, M. (Ed.). (1998). *Immanuel Kant: The Metaphysics of Morals*. Australia: Cambridge University press.
- Dewey, J. (1956). *The school and Society*. Chicago: University of Chicago Press.
- Freire, P. (1993): *Pedagogy of The Oppressed* (new revised edition). Penguin books.
- Hospers, J. (1988). An introduction to Philosophical analysis Illich, Ivan: Deschooling Society.
- International Encyclopedia of Education. (1994) 2nd edition. Vol. 10. Perganon Press.
- Chaube, N. (2011). *A Text Book of Educational Philosophy*. Delhi: Wisdom Press.
- Peters, R. S. (Ed) (1975). *The Philosophy of Education*. London: Oxford University Press.
- Vatsayan. (1992). Indian Philosophy, Kedar Nath Ramnath, New Delhi, Eleventh Revised Edition.

SOCIOLOGY OF EDUCATION
(PEDTC10003)

Year: I		Semester: I
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

INTRODUCTION

This paper provides a comprehensive understanding of the sociology of education, equipping students with the knowledge and skills to critically analyze educational phenomena within their social contexts and contribute to the pursuit of equality, social justice, and educational reform.

COURSE OUTCOMES

- Demonstrate an understanding of the sociological approach to education, including its meaning, concept, and scope in relation to social structure, social process, social control, and social change.
- Apply various methods of sociological analysis to analyze educational phenomena and understand their educational implications.
- Analyze the socio-cultural context of education, including the process and types of socialization, cultural characteristics, theories of socialization, and the influence of gender identities and social practices in family, school, and society.
- Evaluate the theories of social change and their relevance to education.
- Examine the nature of inequalities in Indian society, social stratification, and the measures taken by the government to promote equality and equity.
- Critically analyze international and national interventions aimed at gender sensitization and the empowerment of women.

Unit – 1: Sociological Approach to Education

- 1.1. Sociology of education - meaning, concept
- 1.2. Scope of sociology of education - social structure, social process, social control and social change.
- 1.3. Sociological inquiry: Nature of sociological inquiry, Authoritative, Rationalistic & Scientific inquiry and their educational implications.
- 1.4. Methods of Sociological Analysis – quantitative, qualitative, macro sociological, micro sociological, networking and their educational implications.

Unit – 2: Socio cultural context of Education

- 2.1. Socialization: Process and types of socialization – primary, secondary adult, anticipatory and Resocialization and their implications to education
- 2.2. Culture: Meaning, nature, characteristics of culture. Culture and civilization, Cultural growth, cultural lag, cultural conflict, cultural relativity, cultural pluralism, cultural diffusion and culture of poverty in relation to education
- 2.3. Theories of Socialization, Self-theory - Charles Cooley; Psycho- analytical Theory – Sigmund Freud; Cognitive theory – Lawrence Kohlberg
- 2.4. Gender identities and social practices in family, school and society.

Unit – 3: Social Change and Education

- 3.1 Social change - Meaning, concept and Nature
- 3.2 Theories of Social change: August Comte, Herbert Spencer, Vilfred Pareto and Pitrim Sorokin
- 3.3 Social mobility: Meaning, Definitions, Ascribed and achieved status; Types – horizontal & vertical Social mobility, and implications to education.
- 3.4 Education, Social change and modernization in India

Unit – 4: Equality and Social Justice

- 4.1. Nature of Inequalities in Indian society; Social Stratification
- 4.2. Equality & Equity; Measures taken by Government for equalizing opportunities in relation to caste, class, religion, disabilities and Gender
- 4.3. Gender sensitization: International and national interventions towards gender bias and gender discrimination.
- 4.4. Role of Government and NGOs towards empowerment of women.

FIELD ENGAGEMENT/ LEARNING ACTIVITIES/ PRACTICUM:

- Conducting Interviews with First Generation Learners: Engage in fieldwork by interviewing first-generation learners to identify their learning difficulties. Explore their experiences, challenges, and the factors that affect their educational journey. Analyze the social and cultural contexts that may contribute to their difficulties and propose potential solutions or support systems.
- Observing and Analyzing a School as a Social Institution: Select a school and conduct observations to analyze it as a social institution. Observe the interactions among students, teachers, administrators, and other stakeholders. Examine the school's

organizational structure, power dynamics, socialization processes, and the role of education in shaping social relationships within the institution.

- Parent-Teacher Interaction and Expectations Assessment: Arrange interactions with parents to understand their expectations from teachers and the school. Conduct interviews, surveys, or focus group discussions to gather their perspectives. Analyze the findings to identify common themes or patterns of expectations, and critically reflect on how these expectations impact the educational process.
- Field Visit to an NGO Working in the Education Sector: Visit an NGO that focuses on educational initiatives or supports marginalized students. Engage with the organization's representatives, learn about their programs, and observe their interventions. Reflect on the role of NGOs in addressing educational inequalities, understand the challenges they face, and explore potential collaborations or support mechanisms.

SUGGESTED READINGS:

- Bruner, J.S. (1996). *The Culture of Education*. Cambridge, M.A.: Harvard University Press.
- Broudy, H. S. (1977). Types of knowledge and purposes of education. In R.C.
- Anderson, R.J., Spiro and W. E. Montanague (eds) *Schooling and the Acquisition of Knowledge* PP. Hillsdale, NJ: Erlbaum.
- NCERT (2005). *National Curriculum Framework – 2005*. New Delhi: NCERT.
- Banrs, J.A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Allynand, Becon.
- Brubacher, John S.; (1969) *Modern Philosophies of education*, Tata McGrawHill, Publishing Company Pvt LTD, New Delhi.
- Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
- Delors, Jacques, et al; (1996). *Learning: The Treasure within* report of the international Commission on Education for 21st century, UNESCO.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Freire, P. and Shor, I. (1987). *A Pedagogy of Liberation*. London: Macmillan Education.

- International Encyclopaedia of Education. (1994). 2nd edition. Vol.10. Perganon Press.
- Matheson, D. (2004). *An Introduction to The Study of Education* (2nd edition). David Fulton Publish.
- Slattery, P. and Dana R. (2002). *Ethics and the Foundations of Education Teaching Convictions in a Postmodern World*. Allyn & Bacon.
- Wall, E. (2001). *Educational Theory: Philosophical and Political Perspectives*. Prometheus Books.

PSYCHOLOGY OF EDUCATION

(PEDTC10004)

Year: I		Semester: I
Total credits: 4		Contact hrs per week: 5
Internal marks:	External marks: 60	Total Marks: 100

INTRODUCTION

The human develops through multiple complex processes starting even before birth. This course introduces trainee teacher-educators to the study of psychological basis of education. The main focus in the course would be to enable trainee teacher-educators to develop an understanding about relation of education and psychology, a psychological perspective of learner development, and preparing teacher educator as guide and counsellor in the light of national Education Policy 2020. The trainee teacher-educators will learn about psychological foundations of learner development; develops interest in educational psychology research areas, designs, and methods. The course also highlights why it is essential for every teacher- educator to understand behavioural foundations of education.

COURSE OUTCOMES

On completion of this course, the teacher trainees will be able to

- understand the psychological basis of education.
- understand the educational implications of theories of psychology
- understand and apply the knowledge of psychology towards preparing trainee teachers.
- develop the skills to prepare teacher educator as guide and counsellor.
- understand and apply modern research issues and futuristic trends in psychological research.
- analyse NEP-2020 on special focus with learner as future entrepreneur.

Unit-1: Relation of Education and Psychology

- 1.1. Relevance of Educational Psychology for theory and practice of education
- 1.2. Schools of Educational Psychology in special focus with educational psychology; and it's educational implications
- 1.3. Research methods in Educational Psychology
- 1.4. Scope and recent trends in educational psychology
- 1.5. Scope of psychology in curriculum development

Unit-2: Framework for Learning Process

- 2.1. Educational Implications of theories of learning
- 2.2. Indian concept of individual development and Personality
- 2.3. Indian Knowledge Systems in Skill development of learner, special concerns with employability of ancient, medieval, and post-independence education
- 2.4. Hopes of family on child education and opportunities; comparative study with ancient, medieval, post-independence, and futuristic education
- 2.5. Study of NEP-2020 on special focus with learner as future entrepreneur

Unit-3: Teacher: A Psychological perspective of Learner Development

- 3.1. Role of teacher in learner development: Identifying individual differences, and facilitation
- 3.2. Role of teacher in learner development: Preparing learner for future in regards with employability
- 3.3. Psychological perspectives in developing trainee teachers with self-reliance
- 3.4. Preparing trainee teacher with potential to answer different learners' needs
- 3.5. Role of teacher educators in preparing trainee teachers: preparing trainee teachers towards identifying, nurturing, and developing skills of learners in regards with NEP-2020

Unit-4: Preparing Teacher Educator as Guide and Counsellor

- 4.1. Scope and importance of educational psychology researches
- 4.2. Futuristic trends in educational psychology research
- 4.3. Preparing teacher educators as psychological problem solvers
- 4.4. Perspectives of NEP-2020 in regards with career guidance and counselling
- 4.5. Applications of psychological testing in educational setting and in counselling and guidance

ENGAGEMENT

1. Getting Familiarized with Psychological Tests in collaboration with the Department of Psychology. Tools of Psychological Testing and Assessment: Testing of Intelligence; Testing of Personality; Testing of Emotional Intelligence; Testing of Aptitude; and others which useful in career guidance and counselling.
2. Administration of at least one group test and one individual test, from the areas of intelligence, creativity, personality, emotional intelligence, attitude or any other psychological construct, and prepare a report based on the profile of the subject.

3. Complete a course in SWAYAM in regards to Counselling and Career Guidance.
4. Analysis of NEP 2020 in regards with psychological perspectives.

SUGGESTED READINGS

- Agrawal, J. C. (2004): Psychology of learning and Development. Shipla publication, New Delhi.
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. United States: American Psychological Association.
- Cohen, R. J., & Swerdlik, M. E. (2014). *Psychological Testing and Assessment*. 8th Edition. New York: McGraw-Hill.
- Gregory R. J. (2004). *Psychological Testing History, Principles, and Applications* (4th Edition). New Delhi: Pearson Education.
- Kaplan, R.M., & Saccuzzo, D.P. (2004). *Psychological Testing: Principles, Applications and Issues*. Wadsworth Publishing.
- Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice-Hall of India Pvt. Ltd.
- Ministry of Human Resource Development. (2020). *National Education Policy 2020*. Ministry of Human Resource Development, Government of India.
<https://www.education.gov.in>
- Synder, C.R., & Shane J. L. (2007). *Positive psychology*. SAGE Publications. U.K.
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INTRODUCTION TO RESEARCH METHODOLOGY

(PEDTC10005)

Year: I		Semester: I
Total credits: 4		Contact hrs per week: 5
Internal marks:	External marks: 60	Total Marks: 100

INTRODUCTION:

The present course is designed to equip students with the knowledge and tools necessary to design, conduct, and analyse research effectively. It is a foundational course for students pursuing further research. The course is aimed to introduce students to the educational research focusing upon its various paradigms and processes. The course would help students to identify and define an educational research problem and develop an understanding of the variables involved in that problem. This course will enable them to select a research design for their research problem and develop tools and techniques for data collection. This course includes a practical component also which would allow students to apply the concepts and methods learned throughout the course.

COURSE OUTCOMES:

After completion of the course students will be able to

- Develop an understanding of the philosophical and epistemological basis of educational research reflected in the different paradigms of research.
- Understand the purposes of conducting educational research.
- Acquire an understanding of different research designs.
- Select a research problem from various sources.
- Identify variables and formulate hypothesis.
- Understand the different types of sampling techniques in drawing the representative sample.
- Develop the skills to construct tools and techniques for data collection of research.

Unit 1: Introduction to Educational Research

- 1.1 Educational Research:** Meaning and concept, purpose and scope of educational research, Steps involved in conducting an educational research, Limitations of educational research.
- 1.2 Paradigms of Research:** Positivist Paradigm and Post-positivist paradigm, Philosophical and epistemological basis of these paradigms.
- 1.3 Types of educational research:** Basic, applied & action research and their interrelationship. Ethical issues in educational research.

Unit 2: Approaches and Methods of Research

- 2.1 Quantitative Research:** Meaning, nature, and characteristics of quantitative research, Quantitative research designs- Descriptive or Normative Survey, Correlation Method, Casual Comparative Method, Experimental Research Designs: (True experimental, single group pre-test, post-test design; two-group experimental-control group design, Solomon four-group design, rotational group design; factorial design), Quasi- experimental designs), ex post facto research, internal and external validity of the research designs, Historical Research.
- 2.2 Qualitative Research:** Meaning, nature, and characteristics of qualitative research, Qualitative research designs- naturalistic enquiry, hermeneutics, phenomenology, symbolic interactionism, grounded theory, ethnography Case Study and development studies.
- 2.3 Mixed Method Research, Interdisciplinary Research, Trans-disciplinary Research.**

Unit 3: Identification & Specification of research problem

- 3.1 Identification of research problem:** Selection and sources of a research problem, statement of a research topic, objectives and operationalization of key terms, Review of Related Literature (Meaning, Importance and sources of related literature), Data Source-Primary, Secondary and e-resources.
- 3.2 Variables:** Meaning, Importance & Types of variables (Independent, Dependent, Moderate, Intervening and Extraneous).
- 3.3 Hypothesis:** Meaning, Importance, Characteristics, Types, Formulation and testing.

Unit 4: Sampling, Tools & Techniques in Research

4.1 Population and sample: Meaning, Importance and Characteristics, Criteria for determining the sample size, Probability sampling (Simple random sampling, Systematic sampling, Cluster sampling, Stratified and Multi-stage sampling), Non-probability sampling (Incidental, Quota, Purposive and Snowball sampling), Sampling errors.

4.2 Tools of data collection: Achievement test, Psychological test, Aptitude test, Attitude scale, Rating scale, Questionnaires (construction and standardisation of these tools), Validity (Meaning, purpose and types of validity), Reliability (Meaning, purpose and types of establishing reliability).

4.3 Techniques of data collection: Sociometry, Projective techniques, Observation and Interview.

PRACTICUM:

- Preparation of a sampling design given the research questions, objectives, hypothesis, delimitations for the selected topic.
- Identification of variables of a research study and their classification in terms of functions and level of measurement.
- Developing various tools and techniques of research.
- Evaluations of various research proposals.
- Critical review of related studies/literature including online literature.

SUGGESTED READINGS :

- Best W. John (1982), Research in Education, Prentice Hall of India Private Ltd., New Delhi.
- Cohen, L. & Manion L. (1980). Research Methods in Education. London: Groom Helm Ltd.
- Festinger L and Katz D (eds) (1953), Research Methods in Behavioral Sciences, Holt, Rinehart and Winston Inc., New York.
- George A Ferguson (1981), Statistical analysis in Psychology and Education. McGraw-Hill, Kogakusha Ltd., London, Tokyo.
- Gilbert Sax (1979), Foundations of Educational Research, Prentice Hall Incorporation, Englewood Cliffs, New Jersey.
- Good, G.V. and Hatt (1965), Research Methods in Social Sciences, New Delhi: TataMcGraw Hill Book Company.

- Guilford, J.P. and Freachter, B. (1978). Fundamental statistics in psychology and Education (6th Ed). Tokyo: Mc Graw Hill, Kegakusha Ltd.
- Keeves, P., (1990), Educational Research, methodology and Measurement: An International Handbook, Oxford, New York, and Pergamum Press.
- Kerlinger, Fred N (1969), Foundations of Behavioral Research. Educational and Psychological Inquiry, Holt Rinehart and Winston, New York.
- Kaul, L. (1994). Methodology of Educational Research. New Delhi: Vikas Publishing House.
- Moser and Kalton, (1980), Survey Methods in Social Investigation, London, Heinemann Educational Books Ltd.
- Singh A. K. (1997), Tests; Measurement and Research Methods in Behavioral Sciences, Bharathi Bhavan Publishers, Patna.
- Turney, L. Billy and P.Robb George (1971), Research in Education: an introduction, Dryden Press Inc., Illinois.
- Van, Dalen, Deobold, B., and Meyer, William J., (1979), Understanding Educational Research: An Introduction. New York, McGraw Hill Co.

21ST CENTURY SKILLS (PEDTS10001)

Year: I		Semester: I
Total Credits: 2		Contact Hours per week: 3
Internal Marks: 20	External Marks: 30	Total Marks: 50

INTRODUCTION

The 21st century is marked by rapid advancements in technology, globalization, and evolving workplace demands. This course is designed to equip learners with essential skills necessary for success in the modern world. It focuses on cultivating critical thinking, creativity, collaboration, communication, digital literacy, and adaptability. Through a combination of theoretical concepts, real-world applications and engagement activities, students will develop the skills needed to thrive in the 21st century.

COURSE OUTCOMES:

After completing the course students will be able to:

1. Understand the importance of 21st century skills in personal, academic and professional contexts.
2. Develop critical thinking skills to analyze and evaluate information effectively.
3. Foster creativity and innovative thinking to solve complex problems.
4. Enhance collaboration and teamwork abilities to work effectively in diverse groups.
5. Cultivate adaptability and resilience to thrive in an ever-changing world.

Unit – 1:

- 1.1 Definitions, Meaning and Need of 21st Century Skills
- 1.2 International and National Documents for 21st Century Skills
- 1.3 Categories of 21st Century Skills: Learning Skills, Literacy Skills, Life Skills

Unit – 2:

- 2.1 Key 21st Century Skills – Learning and Innovation Skills; Information, Media and Technology Skills; Life and Career Skills
- 2.2 Integration of 21st Century Skills – Curriculum Development; Assessment and Evaluation; Professional Development

PRACTICUM

1. Presentation and demonstration with illustration for any one skill form the set of 21st century skills.
2. Organize workshop to spread awareness about 21st century skills.
3. Analysis of present school curriculum in the light of 21st century skills.
4. Prepare an outline for integrating 21st century skills with the subject content.

SUGGESTED READING

- Ananiadou, K., and Claro, M. (2009). *21st Century Skills and Competences for New Millennium Learners In OECD Countries* EDU Working paper no. 41. Paris: OECD.
- Central Board of Secondary Education. (2020). *21st Century Skills A Handbook*. New Delhi: CBSE.
- P21 (2009). *P21 Framework Definitions. Partnership for 21st Century Skills (P21)*.
- P21 (2015). *Framework for 21st Century Learning. The Partnership for 21st Century Skills*.

SEMESTER – II

SYLLABUS



**TEACHER EDUCATION
(PEDTC20006)**

Year: I		Semester: II
Total Credits: 4		Contact Hours per week: 5
Internal Marks: 40	External Marks: 60	Total Marks: 100

INTRODUCTION:

Teacher education course aims at developing a thorough understanding of teacher preparation programmes among the prospective teacher educators. The course aims to address the unique needs and challenges faced by teacher educators. It would equip the students with the understanding of different models of teacher education programs, curriculum development, its organisation and transaction methods, assessment technique for pre service and in service teachers. The teacher education course combines theoretical knowledge with practical experiences to prepare competent teacher educators. Overall, teacher education course aims to produce well-rounded, knowledgeable, and skilled educators who are equipped to meet the diverse needs of students, inspire learning, and contribute to the advancement of education.

COURSE OUTCOMES:

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

1. Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
2. Examine the nature and objectives of teacher education
3. Discuss the growth and the development of teacher education in the country.
4. Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum.
5. Reflect on various issues and concerns related to teacher education
6. Use various methods and techniques for transaction of curriculum.
7. Develop understanding for organizing and supervising school experience programme(SEP)
8. Use various strategies for the professional development of teachers through in service teacher education programs.
9. Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality teacher education

Unit 1: Introduction of Teacher Education

1.1 Teacher Education in India: Meaning, nature and scope, The changing roles and responsibilities of teachers and its demands from teacher education.

1.2 Growth and development of Teacher Education in India: Vision and recommendations for Teacher education in National Policies, Reports and Documents (NPE 1968, 1986, POA 1992, Report of National Knowledge Commission 2007, NCTE November 2013 report, NEP 2020).

Unit 2: Teacher Education Programmes and Institutions

2.1 Models of pre-service teacher education: Foundation stage teacher education programs, Elementary stage teacher education programs (Diploma in Elementary Education, Bachelor in Elementary education), Secondary stage teacher education programs (B.Ed. One Year, B.Ed Two Years, B.Ed. Special Education, B.Ed. Integrated Four Years, ITEP model).

2.2 Teacher education institutions and their functions: Vision of NCERT & NCTE towards teacher education, their Role and Responsibilities, Functions of RIEs, Colleges of Education, University's Departments of Education, Elementary Teacher Education Institutions, ECCE Teacher education institutions, institutions established under Centrally Sponsored Scheme of Teacher Education namely, IASEs, CTEs, DIETs, BRCs and CRCs.

Unit 3: Pre-service teacher education curriculum

3.1 Development of Teacher education curriculum: Curricular Structure at Different Stages as suggested by different curriculum frameworks for teacher education (NCFTE 1978, 1988, 1998, 2006, NCFTE 2009 and 2023).

3.2 Organization of Teacher Education Curriculum: Characteristics of student teachers as adult learners, Concept of Andragogy and its principles, Components of pre-service teacher education (foundation courses, subject specialisation and pedagogy, special fields, school experience program, School internship), weightages for theory and internship in the curriculum.

3.3 Transactional approaches for Teacher Education Curriculum:

3.3.1 Foundation courses – expository, participatory, collaborative, peer coaching and inquiry approach. **Ways and Means for Transaction-** Lecture-cum-Discussion, Group Discussion, seminar, Use of Multimedia/ICT and E-resources.

3.3.2 Skill and competency development courses – Need for awareness, modelling, analysis, practice, feedback cycle. **Ways and Means for Transaction:** Project Methods, workshops, team

teaching, case study. Evaluation through practicum records, observation in field engagement and portfolio assessment.

3.3.3 School experience programme: Lesson Planning, Supervision of Practice Lessons, Feedback to Student-teachers **Ways and Means for Transaction-** Microteaching and simulated teaching, Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment, observing Classroom Processes during internship.

Unit 4: In Service Teacher Education in India

4.1 In-service Teacher Education : Concept & Significance, In service teacher education programmes (Orientation, refresher, workshop, seminar and conference) their meaning and objectives, Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode. Varieties of in- service teacher education programmes - one shot, recurrent, cascade, multi-site, school based.

4.2 Organising INSET and Extension education: Concept and methodology, training need assessment strategies; formulation of programme proposal, development of content for training modules, organization of training; preparation of Self-Learning Material (SLM), monitoring, evaluation and impact assessment. Researches and Innovations in Teacher Education

PRACTICUM:

Each student is required to do any TWO of the following and submit the report:

- Prepare a detailed concept map explaining the history of teacher education in India including its trends, developments and forces that shaped teacher education.
- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis.
- Writing review of at least one book related to teacher education.
- Writing supervisory remarks for student teachers of Pre service teacher education programmes.
- Preparation of Training Plan for INSET giving the rationale, target group, costing of resources and phases of training
- A comparative analysis of teacher education Curriculum frameworks-1978, 1988, 1998, 2006, 2009, 2023.

SUGGESTED READINGS:

- Bose, K., and Srivastava, R.C. (1973). Theory and Practice. Teacher Education in India. Allahabad: Chug Publication.

- Byrne, H.R. (1961).Primary Teacher Training. London : Oxford University Press.
- Chaurasia, G. (1967).New Era in Teacher Education. New Delhi : Sterling Publishers.
- Chaurasia, G. (1977).Challenges and innovations in Education. New Delhi: Sterling Publications (Pvt.) Ltd.
- Cohen L and Manion L. (1977). A Guide to Teaching Practice. Methuen: London.
- Dash B. N. (2003). Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi.
- Dave, R.H., and Crofley, A.J. (1978). Life Long Education and the Training of Teachers. Oxford: Hamburg and Pergamon Press.
- Epstein, H.T. (1970).A strategy for Education. London : Oxford University Press.
- Hillard, F.H. (1971).Teaching the Teachers. Trends in Teacher Education. London: George Allen and unwin Ltd.
- J. S. Raput&Walia, K. (2002). Teacher Education in India. Sterling Publishers Private Limited: New Delhi.
- Jangira, N.K. (1978).An Experiment in Teacher Education and Teacher Effectiveness. Delhi : Frank Brothers and Co.
- John, M.N. (1971).Towards Accountable Teachers, their appraisal and Improvement. New York : Holt, Rine Hart and Winston.
- Kauts, A. (2013). Quality Concerns in Teacher Education. Patiala: 21st Century Publications.
- Kinney, L.B. (1964).Certification in Education. London: Englewood Cliffs.
- Kothari, R. G. and Patel, J, B (2011).In-service Teacher Education: Training programme for Primary Teachers. Germany:VDM Verlag Publisher.
- Lomax, D.E. (1973).The Education of Teachers in Britain. London : Johnwiley and Sons.
- Mangla, S. (2002).Teacher Education- Trends and Strategies. New Delhi: Sage Publishers.
- Mukerji, S.N. (1968).Education of Teachers in India (vol. 1 and 11). New Delhi: Sultan Chand and Co.
- National Council for Teacher Education. (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. New Delhi: Member Secretary, National Council for Teacher Education.

- 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 Curriculum Framework for Teacher Education (2006) NCTE
- NCERT (1991) Secondary Teacher Education Curriculum : Guidelines and Syllabus. New Delhi, NCERT.
- NCERT (1991a) Elementary Teacher Education Curriculum – Guidelines and Syllabus. New Delhi, NCERT.
- NCERT. (1979) Teacher Education curriculum – A Framework. New Delhi.
- NCTE (1988) National Curriculum for Teacher Education – A Framework. New Delhi.
- NCTE (1978) Teacher Education Curriculum. A Framework. New Delhi, NCERT.
- National Education Policy (2020). Ministry of Human Resource Development. Government of India.
- National Policy of Education (1968). Ministry of Human Resource Development. Government of India.
- National Policy of Education (1986). Ministry of Human Resource Development. Government of India.
- Panigrahi, S. C., and Biswal, A. (2012). Teacher Education. New Delhi: APA Publishing Corporation.
- Pires, E.A. (1959). Better Teacher Education. New Delhi: University Press.
- Rao, D. (2002). Teacher Education in India. New Delhi: Discovery Publishing House.
- Rao, D. (2003). Teachers in a changing world. New Delhi: Discovery Publishing House.
- Rao, R. (2004). Methods of Teacher Training. New Delhi. Discovery Publishing House.
- Report of the Secondary Education Commission (1954)
- Report of the University Education Commission (1947-48)
- Sharma, R.A. (1999). Teacher Education. Meerut: Loyal Book Depot.
- Sharma, S. P. (2003). Teacher Education. New Delhi: Kanishka Publishers (Pvt.) Ltd.
- Smith, E.R. (1962). Teacher Education. A Reappraisal. New York : Harper Row Publishers.
- Stinnet, T.M. (1965). The Profession of Teaching. New Delhi: Prentice Hall of India (Pvt.) Ltd.

- Stone, J.C. (1970). Breakthrough in Teacher Education. San Francisco : Jossey Bass Inc.
- UNESCO, (1978). Developing Instructional Models for Teacher Education. Bangkok: Regional office for Education in Asia and Oceania.
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

ADVANCED RESEARCH METHODOLOGY (PEDTC20007)

Year: I		Semester: II
Total Credits: 4		Contact Hours per week: 5
Internal Marks: 40	External Marks: 60	Total Marks: 100

INTRODUCTION:

This course is significant in the terms of understanding the basics of mixed methodology approach of research. The statistical evaluation and interpretation of the research data are covered. It enables the students to choose the best statistical test and analysis method based on the nature of the data. The research writing process and a few difficulties with source authenticity will be covered in the course content.

COURSE OUTCOMES:

On completion of the course students will be able to

1. Develop skills in data collection, analysis, and interpretation.
2. Gain practical experience in designing and conducting research studies.
3. Conceptualize the data analysis techniques.
4. Understand the difference between various types of data.
5. Cultivate effective communication skills through written and oral presentations of research findings.
6. Realize the significance of research ethics.

Unit 1: Mixed Method Research

- 1.1 Philosophical underpinnings of mixed method designs, importance and appropriateness
- 1.2 Types of mixed method designs: Sequential Explanatory Design, Sequential Exploratory Design, Sequential Transformative Design, Concurrent Triangulation Design, Concurrent Embedded Design, Concurrent Transformative Design

Unit 2: Quantitative Data Analysis Techniques

- 2.1 Descriptive Statistics: Types of data, Sources of data, scales of measurement, presentation of data in tabular and graphical representation; Measures of central tendency, Normal probability curve, deviation from normality and its causes, skewness and kurtosis, Measures of dispersion, Percentile, percentile rank, Z score and T score; Correlation – Meaning and computation of coefficients of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, Biserial Correlation, Point Bi-Serial Correlation, Partial

Correlation; Regression: Concept of linear regression, regression equations - computation and application, prediction in relation to correlation.

2.2 Inferential Statistics: Concept of Inferential statistics: Meaning of Inference, Central Limit theorem and its need, Standard Error Of Mean, Degree of Freedom, Levels of Confidence, Concept of Confidence Interval (Fiduciary Limits), Type I and Type II Error; Parametric Statistics: Meaning and assumption for parametric statistics, t test, ANOVA, ANCOVA; Non Parametric Statistics: Meaning and assumption for non-parametric test, Chi Square Test, Mann Whitney Test, Median Test, Spearman rho

Unit 3: Qualitative Data Analysis Techniques

3.1 Nature of qualitative data and strategies: Ongoing Analysis versus Analysis at the End, Structured and Open Ended Analysis

3.2 Components of Qualitative Data Analysis: Data Reduction, Data Display, Drawing Verifying Conclusion

3.3 Data Analysis Techniques: Codification – types of codes, Categorization, Classification

3.4 Content Analysis: Approaches to Content Analysis, Procedure of Content Analysis, Techniques – Summarizing, Explicating and Structuring

3.5 Triangulation: Triangulation of methods, Triangulation of sources, Analyst triangulation, Theory / Perspective Triangulation.

Unit 4: Report Writing

4.1 Mechanics of Reporting Quantitative/Qualitative Research: Format, Language, Style, Bibliography/Referencing, Appendix, Variation in the scheme of Reporting, Tables and figures, Footnotes, Bibliography, Pagination Typing and Font, Format of Report Writing; APA reference style

4.2 Ethical consideration in research: Accuracy, credibility, confidentiality, transparency, honesty, originality, informed consent, protecting authenticity, plagiarism.

PRACTICUM:

- Preparation of detailed plan of data analysis for the dissertation study.
- Apply suitable technique and conduct analysis to the given set of data.

- Prepare interpretation and findings after analysis of the given set of data.
- Write research report in APA style.
- Assess the originality of the research report using suitable software.

SUGGESTED READINGS

- Aggarwal, Y.P. (1998). *Statistical Methods Concept, Application and Computation*. New Delhi: Sterling Publishers (Pvt.) Ltd.
- American Psychological Association. (2019). *Publication Manual of the American Psychological Association (7th ed.)*. American Psychological Association.
- Best, J. W. and Kahn, J. V. (2009). *Research in Education*. Delhi: PAI Learning Pvt. Ltd.
- Creswell, J.W. (2011). *Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research*. New Delhi: PHI learning Pvt. Ltd.
- Engelhart, M. D. (1972). *Methods of Educational Research*. Chicago: Rank Mcnallg Company.
- Flick, U. (2012). *An Introduction to Qualitative Research*. London: Sage Publication.
- Garrett, H.E. (1966). *Introduction to Statistics in Psychology and Education*. New York: Longman's Green and Co.
- Gay, L.R., Mills, G. E., and Airasian, P. (2009). *Educational Research. Competencies for Analysis and Applications*. New Jersey: Merrill and Pearson.
- Good, C. V. (2010). *Introduction to Educational Research*. New Delhi: Surjeet Publications.
- Guilford, J.P. (1978). *Fundamentals of Statistics in Psychology and Education*. New York: McGraw Hill Series.
- Gronlund, N.E. and Linn, R.L. (1990). *Measurement and Evaluation in Teaching*. New York: McMillan Company.
- Guthrie, G. (2010). *Basic Research Methods- An entry to Social Science Research*. New Delhi: Sage Publications.
- Jaccard, J. and Becker, M. A. (1990). *Statistics for the Behavioural Sciences*. Belmont: Wadsworth Publishing Company.
- Kerlinger, F.N. (1967). *Foundations of Behavioural Research, Education and Psychological Inquiry*. New York: Richard and Winston.
- Miles, M. B. and Huberman, A. M. (1994). *Qualitative Data Analysis – An Expanded Source Book (2nd ed.)*. New Delhi: Sage Publications.
- Patton, M. Q. (1990). *Qualitative Research & Evaluation Methods (3rd ed.)*. New Delhi: Sage Publications.

- Siegel, S. (1956). *Nonparametric Statistics for the Behavioural Sciences*. London: Mc graw Hill Kogakusha Ltd.
- Tesch, R. (1990). *Qualitative Research: Analysis Types and Software Tools*. London: The Falmer Press.
- Travers, R. M. W. (1969). *An introduction to Educational Research*. London: Macmillan Publishing Company.
- Weirsmas, W., and Jurs S.G. (2009). *Research Methods in Education - An Introduction*. New Delhi: Pearson Education.
- Yin, R. K. (2018). *Case Study Research and Application: Design and Methods (6th ed.)*. Los Angeles: SAGE.

ADVANCED EDUCATIONAL TECHNOLOGY

(PEDTC20008)

Year: I		Semester: II
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

INTRODUCTION:

The course on Advanced Educational Technology explores the integration and application of technology in educational settings. It focuses on the advanced concepts, theories, and practices of leveraging technology to enhance teaching and learning experiences. The course addresses emerging trends and technologies in educational technology, their pedagogical implications, and the ethical considerations associated with their use. Student educators will develop a deep understanding of how to design and implement technology-enhanced learning environments that promote student engagement, critical thinking, and creativity.

The rapid advancements in educational technology have opened up endless possibilities for enhancing teaching and learning experiences. From interactive multimedia tools to online collaboration platforms, educators now have a vast array of resources at their disposal to create engaging and personalized learning environments. However, harnessing the full potential of these tools requires a deep understanding of their capabilities, applications, and implications.

COURSE OUTCOMES:

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

- Understand concept, scope and relevance of educational technology
- Appreciate the use of various Digital tools and techniques in education
- Know different instructional design for the development of e-content.
- Develop innovative pedagogies with digital technology
- Explore open and distance education.
- Use web resources and mobile apps effectively for teaching, learning and research.

Unit 1: Introduction to Educational Technology

- 1.1 Basics of Educational Technology: Concept and evolution of educational technology and information and communication technologies
- 1.2 Recent Trends in Learning Systems: Policies and priority areas

- 1.3 National Policies and Programs for Promotion of Educational Technology; Agencies working for the promotion of Educational Technology: CIET, SIET, EMRC, IGNOU, EDUSAT. etc.

Unit 2: Innovative Pedagogies with digital technology

- 2.1 Instructional design for development of e-content- ADDIE Model, ASSURE Model, ARCS Model etc.
- 2.2 Technological Pedagogical And Content Knowledge (TPACK). Learning Management Systems (LMS and Course Management Systems (CMS): Moodle, Sakai etc.
- 2.3 Metaverse technology: Augmented Reality, Virtual Reality, Blended Learning, Flipped Classroom, Gamification
- 2.4 Social Media for Pedagogical Innovation
- 2.5 Digital tools for Assessment and Feedback: Assignment, task, Quiz, Test; Informative feedback and Immediate Feedback

Unit 3: Technology enhanced Open and Distance Learning

- 3.1 Concept, Principles and Philosophy; Modes of instructional delivery
- 3.2 Historical development and Policy Implements: National scenario, Generations of Distance Education, Evolution of ODL and Pedagogy
- 3.3 Organization and Delivery: Components and Types of ODL System

Unit 4: Advanced Technology for Knowledge Construction and Dissemination

- 4.1 Massive Online Open Course (MOOC): SWAYAM, and other courses.
- 4.2 Open Educational Resources (OER): Creative Common License, OER repositories, e-textbooks, e-journals, Digital Library.
- 4.3 E-Content Development initiatives in India: NPTEL, NMC-ICT - Role of UGC - CEC and EMMRC's funding for E-Content Development.
- 4.4 Artificial Intelligence –AI to promote personalisation and better learning outcome, AI for research, AI policies in India. Nation AI Portal of India.

FIELD ENGAGEMENT/ LEARNING ACTIVITIES/ PRACTICUM:

- Enroll and complete any MOOC course of interest.
- Develop open online course in the Learning Management System.
- Practice Google applications and Mobile apps for education.
- Create classroom blogs, wiki and site.
- Make a group discussion in an online platform.

SUGGESTED READINGS:

- Agarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.
- Atkinson, E.,(1996).Open/Flexible Learning and the Open Learning Initiative. Proceedings of the 2nd International Conference on Open Learning. 4-6 December 1996. Brisbane, Queensland, Australia, 45-48.
- Barron, A. (1998). Designing Web-based training. British Journal of Educational Technology, 29(4), 355-371.
- Bates, A.W., (1991). In Models of Distance Education and Related Delivery Technologies.STRIDEHandbook1,IGNOU.[http://webserver.ignou.ac.in/institutelhandbookll section%203.pdf](http://webserver.ignou.ac.in/institutelhandbookll%203.pdf)
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- Dececon, John, P. (Ed.) (1964) Educational Technology. New York, Holt
- Hilliard, F.H. (1971), Teaching of Teachers, George Allen Publishers, London.
- Ko, S., Rossen,S. (2017). Teaching Online A Practical Guide, 4th Edition, Routledge, New York and London.
- Kulkarni, S.S. (1986) Introduction to Educational Technology, New Delhi:Oxford & IBH.
- Kumar. K.L. (1997) Educational Technology. New Delhi: New AgeInternational (P) Ltd.
- Leith G.O. et.al (1996) A Hand Book of Programmed Learning, University of Birmingham.
- Michael Allen's Guide to E-Learning, Michael W. Allen, Michael Allen, Wiley Publication, 2002
- Rinebert Winston. . Skinner, B.T. (1968). The Technology of Teaching. New York: Applenton, Century Crofts.

**FUNDAMENTALS OF GUIDANCE & COUNSELLING
(PEDTM20001)**

Year : I	Semester : II	
Total Credits : 4	Contact Hrs per week : 5	
Internal Marks : 40	External Marks: 60	Total : 100 Marks

INTRODUCTION :

Guidance and counselling of students is an integral component needed for the holistic development of the students. Guidance and counseling services and programs promote the socio-personal, educational, and career development of all students.

Kothari Commission (1964-66), recommended that school teachers should perform the role of both an educator and a counselor.

In addition to that **Right to Education Act (RTE), 2009** it is mandatory to have a counselor in every school. Further, School Management Committee (SMC's) as mandated to be set up in every school, the school counselor should focus on planning, designing and implementation of the school guidance program in consultation with SMC's.

National Education Policy 2020 has recommended revised curricular transforming and academic structure (5+3+3+4) to promote skill and competency-based learning by minimizing rote learning. Further, emphasize on experiential, inquiry and discovery-based teaching learning method with integrating life skills, pre-vocational and vocational skills, career guidance at all levels with suitable & appropriate methods.

Hence, this course will enable learners to understand the basic concepts in the field of guidance and counseling and acquaint them with the historical beginnings of guidance vis-a-vis the present status & use of guidance and counseling in education space.

COURSE OUTCOMES:

This paper imparts necessary preparation to learners in dealing with various dimensions of guidance and counselling and its use in school education as well as society in general.

Learner will be able to understand and acquire ;

- Understand the concept, principles, and dynamics of guidance / counselling.
- Understand the relation between education and guidance and counselling and its application.
- Acquire techniques and methods for various services of the school guidance programme

- Develop a comprehensive guidance and counselling program in relation to school/college

UNIT 1: FUNDAMENTALS OF GUIDANCE AND COUNSELLING

- 1.1 Concept and Scope of Guidance and Counselling; meaning, definition, need & importance with reference to school education as well as in modern Indian society.
- 1.2 Status of guidance and counselling in India at the various levels of education (Middle and Secondary Stage)

UNIT 2: ESSENTIAL GUIDANCE SERVICES

- 2.1 Types of guidance –Educational, Vocational and Personal.
 - Educational guidance – nature, scope, curricular choices, and problems of students related to educational guidance.
 - Vocational guidance – nature, scope, approaches to career guidance, employment trends and vocational guidance.
 - Personal guidance – nature, scope, problems of students which need personal guidance.
 - Essential characteristics of a guidance teacher and his role in organizing guidance & counselling services in school/college.
- 2.2 Identification of needs of Behavioural problems of students; gifted, underachievers, Children with special needs and disadvantage children etc.

UNIT 3: TOOLS AND TECHNIQUES IN GUIDANCE AND COUNSELLING

- 3.1 Standardized tools / testing's – intelligence, aptitude, achievement tests, personality, adjustment, and interest etc.
- 3.2 Other tools & techniques – Questionnaire, Observation, Sociometry Autobiography, rating scales, anecdotal record, case study, cumulative record and interviews etc.

FIELD ENGAGEMENTS / LEARNING ACTIVITIES

Each learner is required to get familiar with various psychological tests, administer the below listed tests/tasks, and submit a comprehensive report.

- Intelligence, Aptitude, Achievement Tests, Personality, Adjustment, and Interest etc.
- Organization of School guidance Programme-Pre-requisites, planning and

guidance activities for a school / college

SUGGESTED READINGS

- Aggarwal, J. C. (2002). Educational Guidance and Counseling. Delhi: Doaba House Booksellers and Publishers
- Ashok Bhatnagar & Nirmala Gupta (eds.) (1988) Guidance and counselling: A Theoretical perspective Vol. I, Vikas, New Delhi.
- Bor, R., Ebner-Landy, Gill, S. and Brace, C. (2002). Counseling in Schools. New Delhi: Sage Publications
- Chandra, R. (2002). Guidance and Counseling. Delhi: Kalpaz Publications
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**EDUCATIONAL ADMINISTRATION, MANAGEMENT AND
LEADERSHIP
(PEDTM20002)**

Year : I	Semester : II	
Total Credits : 4	Contact Hrs per week : 5	
Internal Marks : 40	External Marks: 60	Total : 100 Marks

INTRODUCTION:

Educational administration, management and leadership are essential components of effective educational institutions and systems. These fields involve the planning, organization, and coordination of educational activities to ensure the smooth functioning and success of schools, colleges, universities and other educational organizations. These are the interrelated disciplines that contribute to effective functioning and development of educational institutions. Employing effective administrative practices, utilizing management principles and exhibiting strong leadership skills that promote good leadership skills among students.

COURSE OUTCOMES:

- Comprehend theoretical as well as practical aspects of Educational Management in existing and emerging scenario.
- Understand the meaning, types, nature of educational management.
- Understand the chronological development of educational management / administration in Pre-Independence and Post – Independence Era.
- Understand the leadership, meaning and styles of leadership
- Analyze their role in quantitative and qualitative improvement of educations
- Deal with the day to day problems concerning education in general and school education in particular
- Understand Educational, Planning, Approaches and Alternatives.

Unit-1: Introduction to Educational Administration and Management

- 1.1 Meaning, Nature, Scope and functions of Educational Administration and Management
- 1.2 Historical perspective of Educational Management in India
- 1.3 Theories, Models and Practices of educational Management.

1.4 Growth and development of Modern concept of educational administration from 1900 to present day.

1.5 Management of Innovations in Educational Management: Human relations approach to Educational Administration.

Unit-2: Educational Administration in India

2.1 Education and the Indian constitution

2.2 Educational Administration at the National Level

2.3 Educational Administration at the National level; Role of NGOs in Expansion of Education and Quality Retention.

2.4 Structure of Education in India from pre-primary-Education to Post-Doctorate level.

2.5 Administrative Setup of Education.

Unit-3: Leadership in educational Management

3.1 Meaning, Nature and Functions of Leadership

3.2 Theories and Styles of Leadership

3.3 Transformational Leadership in Educational Management

3.4 Communication: Meaning, Importance, verbal and Non-verbal Communication Direction of communication, communication Network, barriers to communication, overcoming barriers to communication.

3.5 Decision making-Nature of decision making, models of Decision making, factors influencing decision making, group Decision making techniques.

Unit-4: Emerging Trends in educational Management

4.1 Globalization and Internationalization and their impact on educational policy, Planning and management

4.2 Total Quality Management (TQM); Role of quality issues in Educational Management

4.3 Human Resource Development

4.4 Monitoring and evaluation system in Educational Management

4.5 Institutional Autonomy & Accountability.

ENGAGEMENT:

- Review and reflect on structure and functioning of CAGE, UGC, NAAC, NCTE, and NIEPA in Educational Management.
- Critically reflect on the educational programmes in India to develop human resources.
- Review NAAC's SSR reports of different universities placed on the university's website & write your critical reflections.
- Critically reflect on the Institutional Autonomy & Accountability in the existing autonomous colleges.
- Visit a school / College and Study the Leadership behavior of a School Headmaster.

SUGGESTED READINGS:

- Agarwal, J.C. (2007): Development of educational system in India), (revised Edition) Shipra publications 115-A, Vikas marg, Shakarpur, Delhi.
- Khan Sharif and Saleem Khan (2007): Educational Publishing Corporation, 4435-36/7, Ansari Road, Darya Ganj, New Delhi.
- Khanna S.D. et.al.(2000): Educational Administration, Planning . Supervision and Financing, Doaba House, Book sellers & Publishers, Delhi.
- Laxmi Devi (1998): Educational Planning, (Encyclopedia of Educational development and planning Services), Institute for sustainable development, Lucknow and Anmol Publications private Limited, New Delhi.
- Lepousky A (1965): Administration – The art and science of Organization and management. Oxford & I.B.H. Publishing Company, Calcutta.
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- Mishra R.C. (2007): History of education Administration, S.B. Nangia A.P.H. Publishing Corporation, 5., Ansari Road, Darya Ganj, New Delhi.
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- Prakash, (2005): Educational Planning Gyan Publishing house, 5, Ansari road. New Delhi. 11) Sharma R.N. (2007): Educational Administration, Management and Organization, Subject publications, Delhi.
- Singh Rajendra Prasad (1997): Educational Finance and the planning Challenge, (A Critical approach to Sectoral Strategy).



INCLUSIVE EDUCATION – I

(PEDTM20003)

Year: I		Semester: II
Total credits: 4		Contact hrs per week: 5
Internal marks:	External marks: 60	Total Marks: 100

INTRODUCTION

Inclusive education refers to the practice of providing equal educational opportunities and support for all students, regardless of their diverse abilities, backgrounds, or characteristics. It aims to create an inclusive learning environment that values diversity, promotes respect, and ensures that every student can participate and succeed. Inclusive education is an approach that aims to ensure all students, including those with diverse abilities, backgrounds, and learning needs, receive quality education within mainstream schools. Teacher educators, who are responsible for preparing and training future teachers, play a crucial role in promoting inclusive education. For teacher educators, there are several reasons why inclusive education is essential. As it promotes equity, recognizes learner diversity, creates inclusive environments, enhances teaching effectiveness, supports professional development, and fulfils legal and ethical responsibilities. By prioritizing inclusive education, teacher educators can help build a more inclusive and equitable education system.

COURSE OUTCOMES:

On completion of this course, the teacher trainees will be able to

- understand the philosophical, sociological and rights perspective of inclusive education.
- understand children with diverse needs for intellectual, learning disabled, rural, tribal, and girls.
- understand the modes and approaches of inclusive education and approaches of identification for children with diverse needs.
- preparation for a diversified school needs.

Unit-1: Introduction to Inclusive Education

- 1.1 Concept, Definition, Nature, Principles, and Characteristics of Inclusive Education
- 1.2 Aims, Objectives, Benefits, Features, and Need for Inclusive Education
- 1.3 Historical perspective of Inclusive education globally and in India
- 1.4 Difference between special education, integrated education and inclusive education.

1.5 Type of Schools: Integrated Education; Mainstream Education

Unit-2: Differences in Learners

- 2.1 Deprived
- 2.2 Disabled
- 2.3 Gifted and Talented
- 2.4 Slow Learner
- 2.5 Backward Learner
- 2.6 Mentally Retarded
- 2.7 Juvenile Delinquents

Unit-3: Inclusive Instructional Strategies

- 3.1 Teaching Techniques in Inclusive Education
- 3.2 Remedial Teaching; Team Teaching; Buddy System; Cooperative Learning; Collaborative Learning; Blended Learning; Peer Tutoring; Reflective Teaching; Multisensory Teaching; and any Innovative latest Strategies
- 3.3 Characteristics of Inclusive School
- 3.4 Infrastructural Facilities for an Inclusive School
- 3.5 Inclusive Classroom Management
- 3.6 Challenges for Inclusive School
- 3.7 Role of teacher educators in preparing trainee teachers: preparing trainee teachers towards identifying, nurturing, and developing skills of learners in regards with inclusive education in the context of NEP-2020

Unit-4: Teachers' Role in Inclusive School

- 4.1 Qualities of Inclusive Teacher
- 4.2 Role of Teacher Educator in Enhancing Capacities of Trainee-Teacher in Inclusive Education
- 4.3 Assistive Technologies
- 4.4 Skills and competencies of teachers, and teacher educators for secondary education in inclusive settings
- 4.5 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
- 4.6 Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes
- 4.7 Training Programmes for Inclusive Teachers

ENGAGEMENT

1. Review of research in the area of inclusive education, research evidence on efficacy, best practices associated with inclusive education, and identify suitable research areas in inclusive education. Write your reflections in a journal.
2. Interview some teachers working at inclusive schools and report the practices.
3. Interact with parents, teachers from regular school and collect feedback on initiating an inclusive school.
4. Develop a differentiated lesson with content, process, and products adapted to suit a specific learner.
5. Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal.

SUGGESTED READINGS

- Carr, J. F., Herman, N., & Harris, D. E. (2005). *Creating dynamic schools through mentoring, coaching, and collaboration*. ASCD.
- Clough, P., & Corbett, J. (2000). *Theories of inclusive education*. Paul Chapman Publishing.
- Jha, M. (2002). *Inclusive education for all: Schools without walls* (2nd ed.). Pearson.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCe, University of New Hampshire.
- Mastropieri, M. A., & Scruggs, T. E. (2013). *The inclusive classroom: Strategies for effective instruction* (5th ed.). Pearson.
- Ministry of Human Resource Development. (2020). *National Education Policy 2020*. Ministry of Human Resource Development, Government of India.
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- Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school, association for supervision and curriculum development*. ASCD.
- Wade, S. E. (2000). *Inclusive education: A casebook and readings for prospective and practicing teachers*. Lawrence Erlbaum Associates.

ACADEMIC WRITING
(PEDTS20002)

Year: I		Semester: II
Total credits: 2		Contact hrs per week: 3
Internal marks:	External marks: 30	Total Marks: 50

INTRODUCTION

Academic Writing is an important course for teacher educators as they have to communicate any innovative idea, research findings, project outcomes among a wide range of field experts, researchers, academicians, etc. Therefore, Academic Writing course is designed to equip them with the necessary skills and techniques to effectively communicate their ideas in an academic setting. The course focuses on developing strong writing abilities, critical thinking skills, and proper citation and referencing practices. This course aims to develop in learners the skills for writing research proposals, dissertation, research report, conference abstract and book chapters/ book proposals. The course would enable them to identify and avoid the plagiarism in academic writing. They would develop an understanding of the process to get their academic work published in good reputed journals.

COURSE OUTCOMES

Upon completing the course, learners would be able to:

- Differentiate between various kind of academic writings.
- Practice the basic skills of managing literature review.
- Practice the basic skills of research paper, review paper and thesis writing.
- Write research proposals, conference abstract and book chapters/ book proposals.
- Identify and avoid the plagiarism in academic writing.
- Target the suitable journal and communicate with it for publication of academic work.
- Identify and manage the challenges to academic writing.

Unit 1: Introduction to Academic and Research Writing

Meaning, Concept and Importance of Academic and Research Writing, Basic Rules of Academic Paper Writing, Language in Academic Writing, Managing Literature review, Research Proposal Writing, Writing a Review paper, Writing a research article, Thesis writing, Conference paper/ Chapter/Book Writing, Referencing, Citations, Submission of academic writing, Post Submission communication.

Unit 2: Challenges in Academic Writing

Quantity and Quality of Academic Writing, Availability of resources, Team and Time Management, Academic Integrity, Plagiarism : Meaning and Concept, Types of Plagiarism, Tools for detection of plagiarism, Avoiding Plagiarism, Selecting Journals for



publication, Journal Metrics, Author Metrics.

PRACTICUM:

- Identify theme and write an article on the selected theme using academic integrity
- Critically analyse a research paper or article.
- Organize a discussion session on academic writing ethics.
- Prepare a dissertation proposal.

SUGGESTED READINGS:

- American Psychological Association. (2009). Manuscript structure and content. In Publication manual of the American Psychological Association (pp. 21-60). Washington, DC
- Bourdieu P, Passeron JC, Martin MS (1994), Academic Discourse Linguistic Misunderstandings and Professorial Power : Polity Press.
- Charles J. Margerison (1995), Team Management: Practical New Approaches, Dick McCann Management Books.
- Citations reference from Duke Libraries website:<http://library.duke.edu/research/citing/index.html>
- Faber J. (2017), Writing scientific manuscripts: most common mistakes, Dental Press J Orthod.
- Patrick Forsyth (2007), Successful Time Management, Kogan Page Publishers.
- The basics of APA style: <https://www.apastyle.org/learn/tutorials/basics-tutorial>
<http://www.apastyle.org/products/asc-landing-page.aspx>
- The Handbook of Academic Writing: A Fresh Approach By Rowena Murray (2006); Sarah Moore Open University Press.
- <https://integrity.mit.edu/handbook/academic-writing/summarizing>
- https://onlinecourses.swayam2.ac.in/cec20_ee29/course
- <https://study.com/academy/lesson/what-is-academic-writing-definition-examples-quiz.html>

SEMESTER – III

SYLLABUS

EDUCATIONAL EVALUATION AND PSYCHOMETRICS
(PEDTC30009)

Year: II		Semester: III
Total credits: 4		Contact hrs per week: 5
Internal marks:	External marks: 60	Total Marks: 100

INTRODUCTION:

Educational Evaluation and Psychometrics are focus on assessing and measuring educational processes and outcomes. Improving educational practices, ensuring the quality and fairness of assessments and promoting effective teaching and learning.

COURSE OUTCOMES:

After completion of the course students will be able to:

1. Understand tools and techniques of measurement and evaluation.
2. Develop skills and competencies in constructing and standardizing a test.
3. Understand how various requirements of education are measured, evaluated, and interpreted; and how their results are recorded for helping the learners.
4. Develop an in-depth understanding about higher level statistical techniques focusing upon their application in various situations based upon their advantages.

Unit-1: Introduction to Educational Evaluation and Psychometrics

1.1 Concept, scope, need of educational measurement and evaluation - Difference among Test, Assessment, Measurement and Evaluation. Types of evaluation, Taxonomy of Educational Objectives (with special reference to Bloom's, NCERT and other contemporary ideas); Scales of Measurement. Types of tests i) Psychological tests ii) Educational tests iii) Sociological measurements.

Unit-2: Tools of Measurement

2.1 Subjective and Objective tools- essay test, objective test, questionnaires, schedules, interviews, inventories and performance tests. - Uses and limitations of Achievement tests, - Teacher Made Test and Standardized Achievement test, Aptitudes tests, Intelligence tests, Attitude scales, Personality tests and Interest inventories.

2.2 Reliability & Validity: Concepts, types and different procedures; Latent Trait Theory, ICC and ROC curves; and current developments in Measurement Norms: Concept, types (age, grade, percentile, sigma scores, Z-scores, T-scores, Sten scores and Stanines) and their preparation.

Unit-3: Test Construction in Educational Research

3.1 General principles of Test Construction and steps involved in Test Standardization: Writing test items - Objective type, essay type, and interpretative type- Pilot study (try out)- Item analysis: Item difficulty and Item discrimination- Inter-item correlation, Item-total correlation.

3.2 Correlation : Concept and methods- Bi-serial, Point bi-serial, Tetrachoric, Phi coefficient, Correlation ratio, tau, partial and multiple correlation, Non-parametric Tests of Association.

3.3 Regression: Concept and methods: least squares, Bi-variate and Multivariate regression analysis.

UNIT 4: Trends in Educational Evaluation

4.1 Various steps involved in evaluation-Examination and evaluation-3D Model, Total reflection model& individual judgement model. New trends in Evaluation Credit system, Grading system, semester system, continuous internal assessment. Uses of computers in evaluation. : Concepts and analysis data using relevant.

PRACTICUM:

1. Developing a test and developing appropriate norms.
2. Interpretation of computer output pertaining to multiple regressions.
3. Preparing test items and conducting pilot study, item analysis.

REFERENCES:

1. Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education
2. American Psychological Association. (2010). Publication Manual of the American Psychological Association. United States: American Psychological Association.
3. Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th Ed). New Delhi: Prentice Hall.
4. Chadha, N.K. (2009) Applied Psychometry New Delhi: Sage Publications
5. Ebel, R.I. and Frisbie. D.A (1991) . Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd
6. Gregory R. J. (2004) Psychological Testing History, Principles, and Applications (Fourth Edition) , New Delhi: Pearson Education
7. Kaplan, R.M., & Saccuzzo, D.P. (2004). Psychological Testing: Principles, Applications and Issues. Wadsworth Publishing
8. Kline, J., B., T. (2005) Psychological Testing: A Practical approach to design and Evaluation New Delhi: Sage Publications

9. Singh, A.K. (1997) Tests, Measurement and Research Methods in Behavioural Sciences. (Second edition). Patna: Bharathi Bhawan Publishers and Distributors
10. Cohen, R. J., & Swerdlik, M. E. (2014). Psychological Testing and Assessment, 8th Edition. New York: McGraw-Hill.
11. Reynolds C R., Livingston R. B. & Willson V. (2011): Measurement and Assessment in Education. PHI Learning Pvt. Ltd. New Delhi.
12. Linn R. L. Gronlund N. E. (2000): Measurement and Assessment in Teaching. Pearson Education Inc. Delhi.

CURRICULUM STUDIES
(PEDTC30010)

Year : II	Semester : III	
Total Credits : 4	Contact Hrs per week : 5	
Internal Marks : 40	External Marks: 60	Total : 100

INTRODUCTION :

Curriculum is perhaps as old as the word education, and it is fundamental for learning. In fact, curriculum is the most explicit path through which goals and ideals of education can be achieved. A sound understanding about various concepts related to curriculum, curriculum theories, design and evaluation models and approaches are specifically important for those are interested in the process of curriculum development. It acts as threshold to learners to get in a vast area of research related to curriculum studies and thereby empower them construct their own perception about the basic features and functions of a curriculum. The results of such empowerment will have a rippled effect leading to contextualization of the curriculum. The present course is designed to develop a conceptually sound and strong understanding of transition.

COURSE OUTCOMES :

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

- Understand the major concepts, principles, and scope of the curriculum studies.
- Acquire curriculum development process and bases of Philosophical, Sociological, Psychological etc.
- Gain clarity on models of curriculum design with respect to traditional and Contemporary models.
- Analyse the curriculum evaluation models and understand the process of curriculum evaluation.
- Able to relate and realize the role of students, teachers and educational administrators in curriculum change and improvement.

UNIT 1. CONCEPT, BASES AND PROCESS OF CURRICULUM DEVELOPMENT :

- 1.1. Meaning and principles of curriculum; Concept of core curriculum, hidden curriculum, spiral curriculum, activity-based curriculum, and their relevance.
- 1.2. Types of Curriculum - Subject-centered; Learner-centered; Community centered; Environment centered;
- 1.3. Strategies and bases of curriculum development - philosophical bases (national & democratic), sociological basis (socio cultural reconstruction), Psychological bases (learner's needs and interests); role of national level statutory bodies- UGC, NCTE, NCERT, and University in curriculum development.
- 1.4. Curriculum considerations: Educational objectives, learners characteristic, teachers expectations and concerns, multilingual, environmental concerns, gender, inclusiveness, social sensitivity, value concern.
- 1.5. Curriculum framework : Need and importance; ramification of curriculum framework into, curriculum, syllabus, units and textbooks; Curriculum frameworks for school education and Teacher education.

UNIT 2: MODELS OF CURRICULUM DESIGN

- 2.1 Models of curriculum design- Traditional and Contemporary models -academic /discipline based model, competency based model, social functions/activities model (social reconstruction), individual needs & interests model, Outcome based integrative model, intervention model and CIPP model (context, input, process, product model)
- 2.2 Laws and principles of curriculum construction; curriculum development as a continuous and cyclic process.
- 2.3 Meaning and types of curriculum change, factors affecting curriculum change, approaches to curriculum change, role of students, teachers & educational administrators in curriculum change & improvement; scope of curriculum research & types of research in curriculum studies

UNIT 3: IMPLEMENTATION OF CURRICULUM IN SCHOOL

- 3.1 Teacher's role in curriculum transaction and research
- 3.2 Instructional system and instructional techniques & materials in enhancing curriculum transactions.
- 3.3 School as site for curriculum implementation- available infrastructure; curricular resources (text book, teacher's hand book, library, laboratory, school playground, neighborhood etc.)

- 3.4 Role of external agencies in providing curriculum and pedagogical supports to teachers within, schools-local, regional (SCERT, DIET, BRC and other Government and non-institutions/ organization etc).

UNIT 4 : CURRICULUM EVALUATION:

- 4.1 Meaning of curriculum evaluation- tools and techniques of curriculum evaluation; observation; classroom interaction (with teacher and in peer group, group work), oral, pretesting, diagnostic questions; interview-consulting users of curriculum through an open questionnaire.
- 4.2 Approaches to evaluation of curriculum- formative and summative evaluation -concept, scope, importance, validity and significance of course content, consistency with social reality
- 4.3 Models of curriculum evaluation; Tyler's model, Stakes model, Scriven's model and Kirkpatrick's model and CIPP model of curriculum evaluation.

FIELD ENGAGEMENTS/LEARNING ACTIVITIES :

- Submit an assignment on the role of resource persons (DIET faculties / Block Resource Co-Ordinator (BRC) /Block Resource Persons (BRP) /Cluster Resource Persons (CRPs)/ Subject Experts) from department of education for transition of curriculum and pedagogical supports to teachers. **OR**
- Detailed study of National Curriculum Framework of teacher education and followed by seminar presentation. **OR**
- Detailed study of National Curriculum Framework of Secondary Education and followed by seminar presentation. **OR**
- Reading of selected position paper of core school subjects and followed by seminar presentation.

SUGGESTED READING :

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.

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- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
- NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
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- NCTE (2009) National Curriculum Framework for Teacher Education.
- Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
- Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962).Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Whecker D.K. (1967) Curriculum Process, University of London Press.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

PRACTICING GUIDANCE AND COUNSELLING
(PEDTM30004)

Year : II	Semester : III	
Total Credits : 4	Contact Hrs per week : 5	
Internal Marks : 40	External Marks: 60	Total : 100

INTRODUCTION :

Guidance and counselling services and programs promote the socio-personal, educational, and career development of all students. Hence, the present course offers with basic skills and counselling process, approaches of counselling and required qualities to be a counselor etc. The course provides ample opportunities for learners to practice various skills through field engagements & learning activities.

COURSE OUTCOMES:

This paper imparts necessary preparation to learners in dealing with various dimensions of guidance and counselling and its use in school education as well as society in general.

Learner will be able to understand and acquire ;

- the concept, approaches, and theories of counselling.
- techniques and types of counselling and its effective use in school programme
- the relation between education and guidance & counselling and its application.
- Develop a comprehensive guidance and counselling program in relation to school / college.

UNIT 1: BASIC SKILLS IN THE COUNSELLING PROCESS

- 1.1 Establishing the relationship, basic communication skills, empathy, and genuineness
- 1.2 Approaches to counselling – Cognitive-Behavioural (Albert Ellis-REBT) & Humanistic, Person centred counselling (Car, Rogers);
- 1.3 Theories of counselling – Behaviouristic, Rational, Emotive and Reality

UNIT 2: APPROACHES AND TYPES OF COUNSELLING

- 2.1 Directive Counselling – concept, procedure, advantage & limitations
- 2.2 Non-directive Counselling - concept, procedure, advantage & limitations and
- 2.3 Eclectic Counselling - concept, procedure, advantage & limitations approach to counselling;
- 2.4 Study of the Group and individual counselling

UNIT 3: PEER COUNSELLING AND CAREER DEVELOPMENT

- 3.1** Qualities of Peer Facilitators, emergence of the Peer Facilitator, setting up a Peer counselling Programme, Evaluating the Peer Facilitator Programme
- 3.2** Guidance for promoting self-discipline in a school and self-management.
- 3.3** Job analysis – Meaning, Functions and principles; Placement and Follow up services
- 3.4** Assessment and appraisal for career development- meaning, purpose, principles, and process.

FIELD ENGAGEMENTS / LEARNING ACTIVITIES

Each learner is required to get familiar with various psychological tests, administer the below listed tests or assignments given below and submit a comprehensive report.

- Learners could be asked to visit career fairs or few organizations who are working on emerging career options in India and eligibility & challenges around to getting better career options.
- Learner could be asked to document the experience of school counselor by visiting few schools with respect to the program benefits & challenges at secondary school level.
- Use of various tests in guidance and counselling and submit a comprehensive report.

SUGGESTED READINGS

- Aggarwal, J. C. (2002). Educational Guidance and Counseling. Delhi: Doaba House Booksellers and Publishers
- Ashok Bhatnagar & Nirmala Gupta (eds.) (1988) Guidance and counselling: A Theoretical perspective Vol. I, Vikas, New Delhi.
- Bor, R., Ebner-Landy, Gill, S. and Brace, C. (2002). Counseling in Schools. New Delhi: Sage Publications
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- Daresh, J. C. (2003), Teachers mentoring Teachers. A practical approach to helping new and experienced staff. CA: Corwin press Inc.
- Kochhar, S. K. (1997). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publishers Pvt. Ltd.
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**EDUCATIONAL ADMINISTRATION, MANAGEMENT AND
LEADERSHIP
(PEDTM30005)**

Year : II	Semester : III	
Total Credits : 4	Contact Hrs per week : 5	
Internal Marks : 40	External Marks: 60	Total : 100

INTRODUCTION:

This paper delves into the fundamental principles and practices that govern the effective management and administration of educational institutions. It provides a comprehensive understanding of the key concepts, theories, and models related to educational management and leadership, as well as the significance of quality assurance in education. By studying this paper, students will gain a comprehensive understanding of the principles, theories, and practices that underpin effective educational management, administration, and leadership. They will develop the knowledge and skills necessary to navigate the complex challenges and demands of educational institutions while ensuring the delivery of quality education.

COURSE OUTCOMES:

After completion of the course students will be able to:

1. Understand the principles and functions of educational management and its significance in educational institutions.
2. Evaluate different approaches to leadership in educational administration, including trait-based, transformational, transactional, and value-based models.
3. Analyze the concept of quality in education from both Indian and international perspectives, including the evolution of quality, quality control, quality assurance, and the contributions of quality gurus.
4. Apply the principles of change management in educational settings, including the three-step model of change and the Japanese models of change.
5. Recognize the role of quality assurance agencies in education, such as NAAC and the Quality Council of India, and their objectives, functions, and initiatives in maintaining educational standards.

Unit – 1: Educational Management and Administration:

- 1.1 Management: Meaning, Principles, Functions and importance. POSDCORB, SWOT analysis, Taylorism, CPM, PERT, Management as a system.

- 1.2. Management as a system
- 1.3. Administration as a process and as a bureaucracy.
- 1.4. Human relations approach to Administration, Organizational compliance, Organizational development, Organizational climate.

Unit – 2: Leadership in Educational Administration

- 2.1. Leadership: Meaning and its Nature, Various Approaches to leadership (Some important points include Trait, Transformational, Transactional, Value-based, Cultural, Psychodynamic, and Charismatic, Models, of Leadership).
- 2.2 Models of leadership such as Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's model, etc.

Unit-3: Concept of Quality and Quality in Education

- 3.1. Indian & International Perspective about Quality in Education.
- 3.2. Discussion on concept of Evolution of Quality including Inspection, Quality Control, Quality Assurance, Total Quality Management, Six Sigma.
- 3.3. Viewpoints of Quality Gurus: Walter Stewart, Edward Deming, C.K Pralhad, etc.

Unit – 4: Change Management:

- 4.1. Meaning and Need for Planned change.
- 4.2. Three- Step-Model of Change: Unfreezing, Moving, Refreezing
- 4.3. The Japanese Models of Change.
- 4.4. Cost of Quality: Appraisal Costs, Failure costs, and Preventable costs, Cost-Benefit Analysis, Cost Effective Analysis, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives NAAC, Performance Indicators, Quality Council of India, International Network for Quality Assurance Agencies in Higher Education.

FIELD ENGAGEMENT/ LEARNING ACTIVITIES/ PRACTICUM:

- Case Study Analysis: students are provided with real-life case studies of educational institutions facing management and administration challenges. Students should analyze the cases, identify key issues, and propose strategies for effective management and leadership.
- SWOT Analysis Exercise: Students are divided into groups and will be assigned different educational institutions. Each group have to conduct a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for their assigned institution,

focusing on its management and administration practices. Students can present their findings and recommendations to the class.

- Leadership Styles Workshop: A workshop where students explore different leadership styles discussed in the syllabus. Divide them into small groups and assign each group a leadership style to research and present. Students are encouraged to demonstrate how each style can be applied in educational settings.

SUGGESTED READINGS:

- Alvesson, Mats & Billing, Yvonne Due. (1997). Understanding Gender and Organisations, London: Sage Publications
- Klenke, K. (2011). Women in Leadership: Contextual Dynamics and Boundaries, Bingley, UK: Emerald Group Publishing Limited.
- Robbins, S. P., Judge, T. A., & Sanghi, S. (2007). Organizational Behavior, New Delhi: Pearson Education.
- Stogdill, R.M. (1974). Handbook of Leadership: A Survey of the Literature, New York: Free Press.
- Mehta, Deepa - Educational Administration, APH Publishing Corporation, New Delhi-2
- Mishra, Rahul, Srivastava, Anoop, Chaurasia, Kamal - General Management, Mohit Publication, New Delhi -2
- Raghuram, RK - Educational Administration, Crescent Publishing Corporation, New Delhi-2.
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- Agarwal, J.C. (2007): Development of educational system in India, (revised Edition) Shipra publications 115-A, Vikas marg, Shakarpur, Delhi.
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- Lepousky A (1965): Administration – The art and science of Organization and management. Oxford & I.B.H. Publishing Company, Calcutta.
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- Mishra R.C. (2007): History of education Administration, S.B. Nangia A.P.H. Publishing Corporation, 5., Ansari Road, Darya Ganj, New Delhi.
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- Ostrander Raymond H, Ray C. Deity (1968): A Values approach to Educational Administration, American Book Company, New York.
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INCLUSIVE EDUCATION-II
(PEDTM30006)

Year: II		Semester: III
Total credits: 4		Contact hrs per week: 5
Internal marks:	External marks: 60	Total Marks: 100

INTRODUCTION

Inclusive education refers to the practice of providing equal educational opportunities and support for all students, regardless of their diverse abilities, backgrounds, or characteristics. It aims to create an inclusive learning environment that values diversity, promotes respect, and ensures that every student can participate and succeed. Inclusive education is an approach that aims to ensure all students, including those with diverse abilities, backgrounds, and learning needs, receive quality education within mainstream schools. Teacher educators, who are responsible for preparing and training future teachers, play a crucial role in promoting inclusive education. For teacher educators, there are several reasons why inclusive education is essential. As it promotes equity, recognizes learner diversity, creates inclusive environments, enhances teaching effectiveness, supports professional development, and fulfils legal and ethical responsibilities. By prioritizing inclusive education, teacher educators can help build a more inclusive and equitable education system.

COURSE OUTCOMES:

On completion of this course, students will be able to

- understand children with diverse needs for intellectual, learning disabled, rural, tribal, and girls.
- develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
- develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel and analyse special education, integrated education, mainstream and inclusive education practices, identify and utilize existing resources for promoting inclusive practice.

Unit-1: Legal and Policy Perspectives

A critique not limited to below, and any latest during this course time

- 1.1. International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990), and any latest during this course time.
- 1.2. International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)
- 1.3. International Frameworks: Salamanca Framework (1994)
- 1.4. National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006), and National Education Policy (2020)
- 1.5. National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)

Unit-2: National and International Institutes for Special Learners

- 2.1. Role of different national and international agencies {institutions, universities} in promoting inclusive education. (Not limited to: National Institute for the Empowerment of the Persons with Visual Disabilities (NIVH), Dehradun; National institute for Locomotor Disabilities; National Swamy Vivekananda Institute of Rehabilitation Training and Research (SVNIRTAR); Pt Deendayal Upadhyaya National institute for Persons with Physical Disabilities (Divyagjan); and similar.

Unit-3: Practice and Support System for Inclusive Setup

- 3.1. Components of Inclusive Classrooms and Schools
- 3.2. Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and learning disability.
- 3.3. Tips for Classroom Teachers to Create and Nurture an Inclusive Environment
- 3.4. Pedagogical Strategies to respond to Individual Needs of Learners in Classroom: Peer Tutoring; Cooperative Learning; Social Learning
- 3.5. Indian Knowledge Systems in Inclusive Education

Unit-4: Support Service and Partnership in teaching

- 4.1. School-Community Partnership: Nature, and Benefits
- 4.2. School-Home Partnership: Importance, Factors in Making Successful, Tips for Developing Positive Relationship

4.3. Teaching and Co-Teaching: Benefits, Models, Important Steps

4.4. Assistive and Adaptive Techniques in Inclusive Set Up

4.5. Role of Counsellor in Inclusive Education

ENGAGEMENT

1. Review of research in the area of inclusive education, research evidence on efficacy, best practices associated with inclusive education, and identify suitable research areas in inclusive education. Write your reflections in a journal.
2. Visit inclusive schools, and observe practices, observe classroom transaction in any inclusive classroom, and report.
3. Critically review the policy documents and write about the recommendations related to inclusion.
4. Assess and prepare Five children's profiles.
5. Develop a differentiated lesson with content, process, and products adapted to suit a specific learner.
6. Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal.

SUGGESTED READINGS

- Carr, J. F., Herman, N., & Harris, D. E. (2005). *Creating dynamic schools through mentoring, coaching, and collaboration*. ASCD.
- Clough, P., & Corbett, J. (2000). *Theories of inclusive education*. Paul Chapman Publishing.
- Jha. M. (2002). *Inclusive education for all: Schools without walls* (2nd ed.). Pearson.
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- Mastropieri, M. A., & Scruggs, T. E. (2013). *The inclusive classroom: Strategies for effective instruction* (5th ed.). Pearson.
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<https://ncert.nic.in/focus-group.php?ln=>
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- Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Pearson.
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- Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school, association for supervision and curriculum development*. ASCD.
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SEMESTER – IV

SYLLABUS



INSTRUCTIONAL DESIGNS (PEDTC40011)

Year: II		Semester: IV
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

INTRODUCTION:

The paper "Instructional Designs" offers a comprehensive exploration of the foundational theories and perspectives of learning and instructional design, providing students with the necessary tools to design effective learning experiences. Throughout the course, students will gain a conceptual understanding of instructional design principles and learn how to apply them in a practical context. The syllabus is structured to cover various aspects of instructional design, starting with an examination of different schools of thought, such as behavioristic, cognitivist, and constructivist, and their implications for instruction. Additionally, students will delve into the instructional design process, including needs analysis, goal setting, and the selection of appropriate instructional strategies. They will also explore and compare different instructional design models. The syllabus also emphasizes the application of instructional design principles in various educational contexts, including classrooms, training environments, distance education, and e-learning. By the end of the course, students will have developed the skills to create well-structured instructional materials tailored to specific requirements and contexts, contributing to effective and impactful teaching and learning experiences.

COURSE OUTCOMES:

After completion of the course students will be able to:

- Understand the foundational theories and perspectives of learning and instructional design.
- Demonstrate a conceptual understanding of instructional design principles and their application in designing effective learning experiences.
- Apply the instructional design process, including needs analysis, task analysis, goal setting, instructional strategies selection, and assessment design, to develop well-structured instructional materials.
- Examine and compare different instructional design models, and utilize them appropriately in instructional design projects.
- Utilize the ADDIE approach (Analyze, Design, Develop, Implement, and Evaluate) to guide the instructional design process and create effective instructional materials.
- Consider learners' characteristics, learning styles, and diverse learner needs when designing learning experiences, and incorporate appropriate strategies to promote learner engagement and achievement.
- Apply instructional design principles and techniques in various educational contexts and adapt instructional materials to meet the specific requirements of each context.

Unit-1: Foundations of Learning and Instructional Design

- 1.1. Learning and Instruction: Behaviouristic, Cognitivist, Constructivist School of Thoughts, Implications to Instruction.
- 1.2. Instructional Design: Conceptual Understanding and Principles.
- 1.3. Instructional Design Process.
- 1.4. Systems Approach to Instructional Design.

Unit – 2: Instructional Design: Models

- 2.1. Gagne's Nine Events of Instruction
- 2.2. Banathy's Design of Instructional Systems
- 2.3. Keller's Motivational Design of Instruction
- 2.4. Dick and Carey Model
- 2.5. Bergman and Moore Model
- 2.6. Smith and Ragan Model
- 2.7. ASSURE Model

Unit – 3: Instructional Design Processes

- 3.1. The ADDIE Approach (Analyze, Design, Develop, Implement and Evaluate)
- 3.2. Learners' Characteristics, Learning Styles and Designing Learning
- 3.3. Development of Learning Resources
- 3.4. Evaluation of Learning

Unit – 4: Instructional Design in Practice

- 4.1. Instructional Design in Classroom.
- 4.2. Instructional Design in Training
- 4.3. Instructional Design in Distance Education
- 4.4. Instructional Design in e-Learning

FIELD ENGAGEMENT/ LEARNING ACTIVITIES/ PRACTICUM:

- Task Analysis and Instructional Materials Development: Students will select a specific instructional goal or learning objective and conduct a task analysis to identify the necessary steps or skills required to achieve the objective. Based on the task analysis, they will design and develop instructional materials such as lesson plans, handouts, or multimedia resources to support the learning process.
- Comparative Analysis of Instructional Design Models: Description: Students will research and analyze various instructional design models mentioned in the syllabus (e.g., Gagne's Nine Events of Instruction, Dick and Carey Model, etc.). They will create a comparative analysis chart highlighting the key components, strengths, and weaknesses of each model. Based on their analysis, they will select an appropriate model for a given instructional design project and justify their choice.
- Designing Instructional Strategies for Diverse Learners: Students will be given a case scenario with a diverse group of learners (e.g., different age groups, cultural backgrounds, learning disabilities). They will analyze the learners' characteristics and needs and develop instructional strategies that accommodate the diverse learners. They will propose modifications or adaptations to instructional materials and activities to ensure inclusivity and maximize learner engagement and achievement.

- Instructional Design Project in a Specific Context: Students will choose an educational context such as a K-12 classroom, corporate training, distance education, or e-learning. They will identify a specific instructional goal within that context and apply the ADDIE approach (Analyze, Design, Develop, Implement, and Evaluate) to design an instructional unit or module. Students will consider the unique characteristics and requirements of the chosen context while developing instructional materials and assessments.

SUGGESTED READINGS:

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- Savery, John R. (2006) Overview of Problem-based Learning: Definitions and Distinctions, *Interdisciplinary Journal of Problem-based Learning* 1(1)
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- Taylor, R.S. (1986). *Value-added processes in information systems*. Norwood, NJ: Ablex. (ISBN: 0-89391-273-5)
- Wlodkowski, R.J. (1981). "Making sense our of motivation: A systematic model to consolidate motivational constructs across theories," *Educational Psychologist*, 16(2), 101-110.
- Dick, W., Carey, L. and Carey, J.O. (2001). *The Systematic Design of Instruction*. (5th Edition). Addison-Wesley Educational Publishers, Inc

WELLNESS MANAGEMENT
(PEDTS40003)

Year: II		Semester: IV
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

INTRODUCTION:

In today's fast-paced and interconnected world, the concept of wellness has gained significant recognition and importance. Wellness encompasses more than just physical health; it encompasses a holistic approach to well-being that encompasses various aspects of an individual's life, including their physical, mental, emotional, and social dimensions. As a result, the field of wellness management has emerged as a vital discipline, focused on promoting and maintaining well-being in individuals and communities.

Wellness management is gaining enormous importance steadily due to the changing trend in the attitude of people towards health. Health and fitness are now highly talked issues. People started realising the importance of preventive measures from diseases. A palpable change has occurred in people with respect to not only having good health but also being able to enjoy life with energy and fitness. This tendency is making the people show interest in knowing the ways and means to achieve the same. Nevertheless, it is not that simple to know the science behind preventive strategies with respect to disease, as there are factors that have an impact on the health status of an individual. Especially, the modern day human beings are in the midst of abundant information regarding any issue but the science of wellness management is highly confusing if not properly assorted. Across the globe, this specialised assortment of different domains of human life is being done to find out the best strategies for prevention of disease and to keep the human being fit and energetic.

COURSE OUTCOMES:

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

- Identify and analyze lifestyle behaviors that contribute to health and well-being.
- Recognize the relevance of physical wellness in disease management and overall well-being.
- Evaluate physical fitness components and their impact on maintaining a healthy lifestyle.
- Employ stress management techniques for emotional well-being.

- Collaborate effectively with colleagues, families, and communities.
- Identify factors contributing to occupational satisfaction and well-being and foster a positive and supportive work environment

Unit 1: Introduction to Wellness Management and Health

- 1.1. Wellness management: Meaning, Need and Importance.
- 1.2. Health requisites for communicable and non-communicable diseases: Immunity, Innate and Acquired Immunity Mechanism, Environment, Nutrition and Other Factors, Integrated Physical and Physiological Functional Efficiency, Physical Condition and Fitness, Psychological and Emotional Condition, Sociological Excellence,
- 1.3. Lifestyles Behaviors for Health, Wellness Management and Wellness Continuum.

Unit 2: Physical Wellness

- 2.1 Impact of physical activity on various systems of body- Circulatory system, Muscular system, Skeletal System, Respiratory system
- 2.2 Physical Wellness: Relevance of Physical Wellness and Disease Management, Physical Fitness, Physical Fitness Components: Strength, Flexibility, Endurance, Balance and Coordination, Speed, Agility
- 2.3 Specific Physical wellness programs for identified non-communicable diseases: Metabolic Diseases and Physical Wellness, Aerobic Physical Activity and its Concepts, Obesity Problems and Physical Wellness, Cardio-vascular Disorders Physical Wellness, Respiratory Disorders and Physical Wellness, Musculo-skeletal Disorders and Physical Wellness, Cancer Prevention and Physical Wellness.

Unit 3: Emotional, Social and Occupational wellness

- 3.1 Emotional Wellness: Factors responsible for Stressful Emotions or Negative Emotions, Stress Management Techniques.
- 3.2 Social wellness: Ensuring family relations, Belief in harmonious living, Social activities and hobbies to friends and well-wishers, Respect self-esteem of others, develop support groups and individuals or live in support groups and with individuals.
- 3.3 Occupational Wellness: self-satisfaction

Unit 4: Nutritional Wellness

4.1 Exercise Nutrition: Pre-exercise, During Exercise, Post-exercise.

4.2 Macro-nutrients: Carbohydrates, Proteins, Fats, Water

4.3 Micro-nutrients: Vitamins, Dietary Minerals, Other Micro-nutrients

FIELD ENGAGEMENT/ LEARNING ACTIVITIES/ PRACTICUM:

- Activities for development of physical fitness: Brisk walking, Jogging, Cycling, Hiking, Gardening etc.
- Practicing various traditional and recreational games.
- Activities to develop balance, strength, coordination, agility, endurance.
- Physical fitness and battery test.
- Strength training exercises.
- Practicing various exercise techniques.
- Performing various Yoga Asanas
- Practicing Pranayama and Meditation techniques.

SUGGESTED READINGS:

- Barouki, R. et al. (2012). Developmental origins of non-communicable disease: Implications for research and public health. *Environmental Health*. 42-25.
- Bielemann, R.M., et al. (2013). Physical activity during life course and bone mass: a systematic review of methods and findings from cohort studies with young adults. *BMSC Musculoskeletal Disorders*. 14, 77-82.
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- Ho, S.S., et al. (2012). The effect of 12 weeks of aerobic, resistance or combination exercise training on cardiovascular risk factors in the overweight and obese in a randomized trial. *BMC Public*.
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- Koponen, A. et al. (2012). Nutrition economics: towards comprehensive understanding of the benefits of nutrition. *Microbial*.
- Lappalainen, R., et al. (2014). The effectiveness of applicability of different lifestyle interventions for enhancing wellbeing: the study design for a randomized controlled trial for persons with metabolic syndrome risk factors and psychological distress. *BMC Public Health*.14, 310.
- Mann, S., et al. (2013). Differential effects of aerobic exercise, resistance training and combined exercise modalities on cholesterol and the lipid profile: Review, synthesis and recommendations. *Sports Medicine*, 44(2), 211-221.
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- Slavin, J.L. (2012). Health benefits of fruits and vegetables. *Advances in Nutrition*. 3(4), 506-516.
- Vasques, P.E., et al (2011). Acute exercise improves cognition in the depressed elderly: the effect of dual tasks. *Clinics*. 22 (9), 1553-1557.
- Venkata, R. K. (2016). *Wellness Management: A Lifestyle Approach for Health, Fitness and Energy*. India: Notion Press.
- Zhang, X., Gao, F. (2014). Natural antioxidants for health promotion and disease prevention. *Frontiers in Pharmacology*.

EDUCATIONAL ENTREPRENEURSHIP
(PEDTS40004)

Year: II		Semester: IV
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

INTRODUCTION:

This paper will develop among the students a strong foundation in educational entrepreneurship, gaining the necessary knowledge, skills, and practical experience to thrive in the field. They will be equipped with the tools to identify opportunities, navigate through different phases of entrepreneurship, and contribute to the growth and development of educational institutions and society as a whole.

COURSE LEARNING OUTCOMES:

- Identify and analyze the characteristics and competencies required to become a successful educational entrepreneur.
- Apply principles of innovation and creativity in the context of educational entrepreneurship, including idea generation and the creative process.
- Evaluate the role of innovation in educational entrepreneurship and its impact on educational institutions.
- Analyze the different phases of educational entrepreneurship, including the startup phase, growth phase, and later growth phase.
- Examine strategies for expansion and growth in the later growth phase of educational entrepreneurship.

UNIT 1: Introduction to Educational Entrepreneurship

- 1.1. Conceptual Understanding of Entrepreneurship and Educational Entrepreneurship; Need, Importance and Scope of Educational Entrepreneurship, Characteristics and Competencies of an Educational Entrepreneur.
- 1.2. Innovation and Creativity in Educational Entrepreneurship: Idea Generation, the Creative process, Principles of Innovation, Role of Innovation in Educational Entrepreneurship.

UNIT – 2: Phases of Educational Entrepreneurship

- 2.1. Startup Phase: Identification of Opportunity, Setting -up Mission, Vision and Goals, Understanding Implications of Government Regulations.
- 2.2. Growth Phase: Feasibility study –Marketing Plan, Financial Planning, Human Resource Planning, Operations and Output Planning, Resource Mobilization.
- 2.3. Later Growth Phase: Strategies for expansion and growth, Leadership style, Educational leaders and Educational Institutions –Case studies, Ethical Issues, Legal Issues - copy rights, patents, trademarks, IPR [Intellectual Property Rights]

UNIT – 3: Educational Management and Administration

- 3.1. Institutional building, POSDCORB, CPM, PERT.
- 3.2. Management as a system, SWOT analysis, Taylorism.
- 3.3. Administration as a process.
- 3.4. Administration as a bureaucracy.
- 3.5. Human relations approach to Administration.

UNIT – 4: Leadership in Educational Administration: Meaning and Nature,

- 4.1 Approaches to leadership
- 4.2. Models of Leadership

FIELD ENGAGEMENT/ LEARNING ACTIVITIES/ PRACTICUM:

- To facilitate student's attainment of the objectives in this course teachers are encouraged to engage students in the following teaching and learning activities.
- Review of media/local environment (for example, trade shows) to identify potential areas of entrepreneurial opportunities and how this will aid in national development.
- Debate on the essential characteristics of an entrepreneur.
- Group presentations and discussions on case studies related to different situations requiring entrepreneurial skills.
- Invite entrepreneurs to share their experience; and/or use audio visual presentations of successful and/or unsuccessful entrepreneurs.
- Study visit by students to any enterprise of own choice. With the help of a schedule/questionnaire the students will record observation regarding- the background of entrepreneur, reasons for selection the entrepreneurial career, stating the enterprise, the type of enterprise, the process of setting this enterprise, products/ services, production process, investment made and marketing practices followed, profit or loss, growth and development, problems faced, institutions/organizations which offer support and entrepreneur's level and type of satisfaction.

- Preparation of a brief project report based on the observations made during study visit to an enterprise.

SUGGESTED READINGS:

- Barringer, B.R., and Ireland, D. (2011). Entrepreneurship: Successfully Launching New Ventures, 4th Edition. New Jersey: Pearson Education.
- Drucker, P.F. (2006). Innovation & Entrepreneurship. London: Harper Business
- Holt, D.H. (2002). Entrepreneurship: New Venture Creation. New Delhi: Prentice Hall Private Limited.
- Spinelli, S., & R. Adams (2011). New Venture Creation, Entrepreneurship for the 21st Century, 9th Edition. New York: McGraw Hill/Irwin.
- Verstraete, T. & Jouioson-Laffitte, E. (2012). A Business Model for Entrepreneurship. Cheltenham: Edward Elgar Publishing Ltd.

TECHNOLOGY ENABLED LEARNING (PEDTS40005)

Year: II		Semester: IV
Total credits: 4		Contact hrs per week: 5
Internal marks: 40	External marks: 60	Total Marks: 100

INTRODUCTION:

Technology-Enabled Learning is a comprehensive course designed to explore the intersection of technology and education, with a focus on leveraging digital tools to enhance the learning process. This course introduces students to various technologies, platforms, and strategies that can be employed in educational settings to create engaging and effective learning experiences.

COURSE OUTCOMES:

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

- Explore different types of digital tools and resources available for technology-enabled learning.
- Develop the skills necessary to effectively integrate technology into instructional practices.
- Engage in self-directed learning and professional development to continuously enhance knowledge and skills in technology-enabled learning.

Unit 1: Introduction to Technology Enabled Learning

- 1.1 Introduction to Teaching into Technology - Technology in Education: National Education Policy (2020) Overview; The Crucial role of the teacher in TEL.
- 1.2 Learning Space: Teaching Environment; Teaching Learning principles, ICT Perspective Learning Theories
- 1.3 The Potential benefits of adopting TEL, Developing and Drafting Institutional policies, reviewing about institutional Capacity with respect to ICT, Institutional Policies, Reviewing about Institutional Capacity with respect to ICT, Institution preparedness for TEL.

Unit 2: Recent Trends in Technology Enabled Learning

- 2.1 Blend /Flipped Classroom & AI in classroom Teaching: Concepts of Blended Instruction, Blended Models, Implementation strategies of flipped classroom; Role of Artificial Intelligence in Education, Personalized learning, Role of Educators.
- 2.2 Digital Literacy, Copy Rights & Lifelong Learning (Webinar and MOOCs): Understanding Creative commons, handling copyright for online resources / Courses, Looking into insight about Research ID, ORCID, Scopus Author ID - Plagiarism tools and its implementation. Webinar, MOOCs, Strategies to Select MOOC, Step to Complete MOOCs.

- 2.3 Social Media in Education, Web 2.0 Technologies: Twitter, Wiki and Blogs, Using Blogs for Peer Feedback and Discussions Using online communities, Nurturing Collaboration.

Unit 3: Digital Literacy, Copy Rights & Lifelong Learning (Webinar and MOOCs)

- 3.1 Understanding creative commons, handling copyright for online resources / courses.
- 3.2 Looking into insight about Research ID, ORCID, Scopus Author ID, plagiarism tools, and their implementation.
- 3.3 Webinars, MOOCs, Strategies to Select MOOCs, and Steps to Complete MOOCs.

Unit 4: Recent Trends in Technology Enabled Learning

- 4.1 Social Media in Education.
- 4.2 Web 2.0 Technologies: Twitter, Wiki and Blogs, Using Blogs for Peer Feedback and Discussions Using online communities, nurture collaboration.
- 4.3 The Role of Artificial Intelligence in Education.

FIELD ENGAGEMENT/ LEARNING ACTIVITIES/ PRACTICUM:

- Participate and present research paper in the webinar.
- Develop open online course in the Learning Management System.
- Practice Google applications and Mobile apps for learning.
- Use technology for research, publication and personal/ professional growth.

SUGGESTED READINGS:

- M. D. Roblyer & Joan E. Hughes (2018) Integrating Educational Technology into Teaching, Pearson Education;
- Bethany Petty (2018), Illuminate: Technology Enhanced learning, EdTech Team.
- Aoun, J. E. (2017), Robot – Proof: Higher Education in the age of artificial Intelligence, Boston, MA: MIT Press
- Budhair, S.S & Skipwith, K. (2017). Best practices in engaging online learners through Active and experiential Learning strategies. London: Routledge
- Cooperman, L. (2017), The Art of Teaching online: How to start and how to succeed as an online instructor, Netherlands: Chandos
- Green, T. D. & Brown, A.H. (2017). The Educators guide to Develop new media and open education resources. London: Routledge
- Harasim, L. (2017). Learning Theory and online Technologies. London: Routledge
- Poritz, J.A. & Rees, J. (2017). Education is not an APP: the future of the university

teaching in the internet age. London: Routledge.

- Tracey Wilen- Daugenti (2017) Edu: Technology and Learning Environments in higher Education. Peter Lang Inc., International Academic Publishers
- Tobin, J.T., Mandernach, J. & Taylor, A.H. (2015). Evaluating Online Teaching – Best practices. San Francisco: Jossey- Bass
- Chip Donohue (Editor) (2014) Technology and Digital media in the early years: Tools for Teaching and learning Routledge
- Judy Lever – Duffy (2013) Teaching and Learning with technology, Pearson Education.

1. Answer any two out of three from the following questions. Each answer should be in about 300 words. Each question carries 5 Marks.

1.

2.

3.

II. Answer the following questions in a word or sentence. Each question carries 01 Mark.

4.

5.

6.

7.

8.

Item No. 06

Assigning teaching responsibility to designated Faculty members during on any kind

Leaves

All the faculty members have agreed to take on teaching responsibilities during any kind of leave.

Item No. 07

Dress code for Students - Uniformity

The following dress code committee members—Dr. Akhilesh M., Dr. Suresh A., Dr. Nisha Prajapati and Dr. P.B. Bagewadi—discuss the dress code and will inform the students accordingly within stipulated period.

Item No. 08

ICSSR sponsored CBP & RMC status updation

ICSSR sponsored CBP has been postponed to Dec. 2024 due to admissions in the department as well as the NAAC PT Visit.

Item No. 09

If any other item with the permission of the chair

1. M.Ed. III Semester Internship Syllabus (III Semester)

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Prof. G. R. Angadi, Prepared the Internship activities in consultation with the M.Ed. III Semester Internship Coordinator Dr Buchhireddy as follows-

The 8-Credit Internship needs to be split into:

Internship in Teacher Education Institutions (TEIs) - 4 Credits &

Internship in Specialized Course (To be Conduct in Schools) - 4 Credits

The detailed syllabus is as follows-

M.Ed. Semester-III

Internship in Teacher Education Institutions (TEIs) (PEDIA30001)

Maximum Marks: 100
Sessional Evaluation: 100
(4 Credits) (3/4 Weeks)

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

Course-learning Outcomes (COs):

This internship will enable students to

CO1: develop insight into the working of institution.

CO2: create an interface of theory and practice.

CO3: facilitate the development of professional competency to work as teacher educators.

CO4: strengthen the theoretical perspectives developed in the area of specialization.

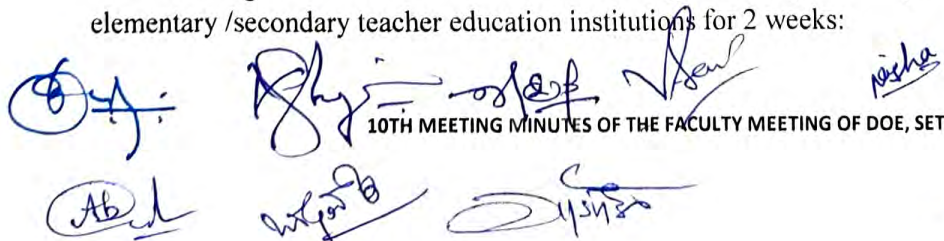
CO5: get firsthand experience in the field concerning their areas of specialization.

Assessment (100 marks for 4 credits) is based on the following activities and scheme of assessment:

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

1. Internship in Pre-service Teacher Education Institution: (80 Marks)

The following activities will be conducted during internship in this phase in the pre-service elementary /secondary teacher education institutions for 2 weeks:


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1.1 M.Ed. Students teaching the B.Ed. Students. (20 marks)

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

The Documents should be produced by each M.Ed. Student:

- Lesson plan signed by the faculty members of the college / school of education (at least two lesson plans).
- Observation record on teaching of peer student (at least two lessons).

Guidelines for evaluation

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

- i. Objectives – clarity, specificity, etc.
- ii. Teaching – learning activity:
 - Suitability / appropriateness.
 - Practicality.
 - Adequacy with reference to objectives.
 - Creativity.
 - Any suggestions for improvements.
- iii. Evaluation Procedure:
 - Relevance with reference to objectives.
 - Suitability.
 - Utility.
 - Any suggestions for improvement.

1.2 Prepare a case study of the institution focusing on the following points. (20 marks)

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

1.3 Maintenance of Diary–recording of everyday activities in the school and maintaining Reflective Journals. (20 marks)

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

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

- go through the syllabus for theory courses
- find out the adequacy of practical components
- find out the appropriateness of the linkages of theory & practice
- adequacy of time frame for various activities

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- interact with students about the strengthening of B.Ed., programme
- overall observation & suggestions for improvement of Teacher Education Programme

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

Students can be trained for observation and evaluation of B.Ed., students as per the guidelines given by the college of education (B.Ed.).

2. Internship in In-service Teacher Education: (Any four of the following) (20 marks)

The following activities will be conducted during internship in this phase in the in-service teacher education settings for third and/ fourth week (1or 2-week duration):

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

- 2.1 Identify the training needs of Teacher Educators through Interview.
- 2.2 Observe and analyze the problems, challenges, and opportunities of an in-service teacher education institution.
- 2.3 Review the TLM(s) available in the in-service teacher education institution and write a report.
- 2.4 Write a report on the laboratories available in the in-service teacher education institution.
- 2.5 Analyse the annual plan of in-service teacher education institution.
- 2.6 Write a report on the library and resource rooms available in in-service teacher education institution.

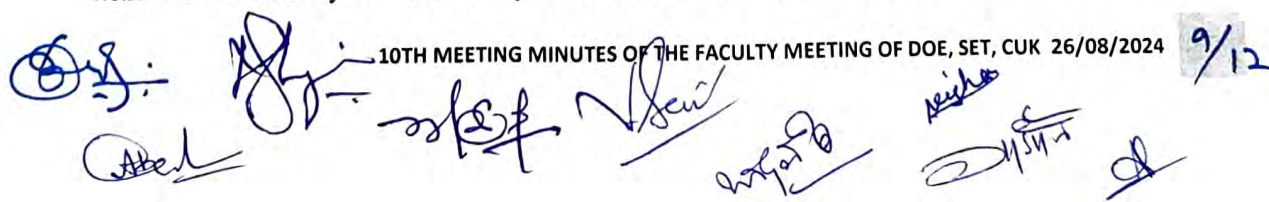
M.Ed. Semester-III

**Internship in Specialized Course
(To be Conduct in Schools)
(PEDIA30002)**

**Maximum Marks: 100
Sessional Evaluation: 100
(4 Credits) (4 Weeks)**

This is the second part of an internship carrying 4 credits in the area of specialization. The duration of this part of internship is for four weeks. This internship under specialization is meant to intensify the theoretical constructs learned by practicing them in the actual field which will in turn help the students to become professional as teacher educators. It involves an attachment with an elementary or secondary and higher secondary school, any other institutes or

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government departments related to their area of specialization. Students may also attach to any private organizations/institution related to their further specialization areas. Necessary orientation to the students and mentor teacher educators of the respective institutions of teacher education will be given before organizing the internship. During the internship, the students will be associated as interns in partner organization/ teacher education institutions. The activities students do in their field of association are related to the practicum listed in their course on specialization areas. However, the activities should have relevance to elementary or secondary and senior secondary school stage. Student can select any 4 activities listed under and carry-out the activities in their specific area of specialization. Each activity carries 25 marks to make a total of 100 marks. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. The internship should be seen as a mentored component whereby a faculty and a member from the host institution (field mentor) together can assess the field report. Students should prepare a report on each activity they take up and submit it to the teacher concerned.

Course-learning Outcomes (COs):

This internship will enable students to become expertise in their area of specialization to:

- CO1:** experience and understand the academic and social environment of school as social institution.
- CO2:** create an interface of theory and practice.
- CO3:** identify and workout practical solutions of different types of problems.
- CO4:** develop insight into the working of institution.
- CO5:** strengthen the theoretical perspectives developed in the area of specialization.
- CO6:** get firsthand experience in the field concerning their areas of specialization.

Assessment (4-activities each activity carries 25 marks total 100 marks for 4 credits) is based on the following activities to be conducted under each elective: (Any four)

1. Prepare a reflective log and write reflections on the day-to-day teaching – learning process in the school.
2. Blended learning Lesson Plan: Create a Blended Learning Lesson Plan on the topic suggested by the teacher
3. Identify the various criteria to evaluate curriculum of a particular class. Prepare a questionnaire for teachers and students based on those criteria. Collect data from teachers and students using the prepared tools and evaluate the curriculum.
4. Write report on the remedial programmes conducted by the school.
5. Write report on the various clubs/fairs organized/conducted by the school.
6. Write report on the subject laboratories of the school.
7. Prepare a report on institutional/school safety, health and hygiene.
8. Study the various committees of the school.
9. Write report on the guidance and counselling cell of the school.
10. Write report on the innovative practices adopted by the school.
11. Write report on the Alumni cell of the school.
12. Prepare a report on the Faculty Development Programs organized / conducted by the school.
13. Participate in the PTA meeting of the school and write a report.

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14. Write a report on the observation of the playground activities of the school.
15. Organise / conduct the school assembly and submit the report.
16. Analyse the examination pattern of the school and submit the report.
17. Take an interview of school principal focusing the admission, teaching - learning process and examination process of the school and submit the report.
18. Prepare a plan on any one co-curricular activity and execute the same. Submit the report of the same.
19. Prepare a plan on environmental awareness program and conduct the same in the school. Submit the report of the same.
20. Study the policy and practice of the Inclusion in the school.
21. Prepare an observation schedule for curriculum transaction in any of the subject of your interest. Use the same for observing the class of a teacher for a complete lesson/unit and prepare a report based on the observation.
22. Study the administrative pattern/ structure/ activities of any government department related to school education for a week and write an elaborate report on the different functions and activities like SSA programmes, different projects (ongoing and completed) undertaken. Prepare an interview schedule, interview the different stake holders including director of SSA/School Education Department and prepare a report.
23. Visit any central schools, state government schools and self-financing schools. Observe and collect information about the resources for financing of education of all the three schools. Compare the unit cost per child in three types of schools in relation to financial resources.

All faculty members deliberately discussed and agreed to consider the above syllabus for the M.Ed.III Semester Internship.

Item No. 09

If any other item with the permission of the chair

2. Based on the needs of the courses for B.Ed. I & III and M.Ed. I & III semesters, all faculty members discussed the calendar of events for the B.Ed. and M.Ed. 2024 odd semester. The School of Education Academic Calendar will submit soon by Dr. C. Mandala, in alignment with the CUK Academic Calendar of Events of the odd semester of 2024.
3. Planning for the Educational Psychology Lab will be handled by Dr. Mandal C.G. and Dr. Nisha Prajapati.
4. Course-wise TLM exhibitions will be organized by the respective POSS faculty members.
5. All faculty profiles and CVs are to be uploaded at the university website, Dr. Nisha Prajapati will coordinate this task.
6. NAAC visit tentative timings: September 18-21 (first slot), October 7-9 (second slot), October 28-30 (third slot).

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7. The responsibility for the mentor-mentee and parent-teacher association has been assigned to Dr. Ashalatha S.

The meeting ended with vote of thanks to the chair.

Minutes prepared by Dr. M. Sridevi



Prof. G. R. Angadi

Chairperson & Dean,

Department of Education, School of Education and Training,

Central University of Karnataka, Kalaburagi -585367

