

M.Ed. II YEAR

PAPER- I ADVANCED RESEARCH METHODOLOGY AND STATISTICS

OBJECTIVES-

Students will be able to:-

- Select and explain the method appropriate for a research study.
- Conduct a literature search and develop a research report.
- Explain the process of constructing different research tools.
- To develop writing skills for good Academic writing.
- Select and use appropriate statistics for analysis and interpretation.
- Familiarise with educational statistics so as to make them better equipped to read educational research and literature.

COURSE CONTENT

UNIT - I METHODS OF RESEARCH

- (A) Case Study Method
- (B) Experimental and quasi Experimental Studies
- (C) Developmental Method (including Genetic Method)
- (D) Ex-post-facto Research

UNIT - II TOOLS AND TECHNIQUES OF DATA COLLECTION -

- (A) Construction and use of the following tools and techniques of data collection: Questionnaire, Check List, Different types of scales - Rating Scales; Attitude Scales; Interview; Observation.
- (B) Item Analysis, Reliability and Validity of tools

UNIT – III WRITING SKILLS AND FORMAT OF RESEARCH REPORT

- (A) Meaning, concept and nature of different kinds of writings and writing styles.
- (B) Meaning, concept and need of academic writing.
- (C) Essential requirements of academic writing & distinguishing a good academic writing from others.
- (D) Meaning, type, refer and analysis of academic sources.
- (E) Meaning, concept and style of citing a source, paraphrase and acknowledging the source & editing one's own writing.
- (F) Preparation of Research Report
- (G) Format of the thesis
- (H) Styles of presenting- Quotations, Footnotes and bibliographical references; Table and illustrations; Matters of styles - abbreviations, capitalization, Punctuation, use of numbers etc.

UNIT- IV BASIC STATISTICAL TECHNIQUES

- (A) Levels of significance, confidence limits and intervals, degrees of freedom, types of error- Types I, Type II;
- (B) Test of Significance of difference between Means (t-test)
- (C) Standard Scores

UNIT- VADVANCE STATISTICAL TECHNIQUES.

- (A) Concepts- Bi-serial, point bi-serial- partial and multiple correlation, tetra choric, Phi-coefficient, Contingency coefficient
- (B) Association of Attributes - Yule's Coefficient, and chi-square test,
- (C) Analysis and Variance

SESSIONAL WORK/ PRACTICUM-

Attempt Both-

- 1) Review of a completed Research at the Ph.D. or M.Ed. Level.
- 2) Construct any one research tool basing it on any variable/theme of your choice.

REFERENCES-

- Aggarwal, Y.P. : Statistical Methods. New Delhi: Sterling, 1989
- Ary, D., Jacob, L.C. and Razavich, A.: Introduction to Research in Education, Holt Rinchart and Winton Inc., New York, 1972
- Best, J.W. : Research in Education, Prentice Hall of India, New Delhi, 1963
- Buch, M.B. (ed.): A Survey of Research in Education, CASE, First, Second, Third, Surveys, Baroda, 1974
- Cohen, L.: Educational Research in Classrooms and Schools (A manual of materials and methods), Harper & Row Ltd., London, 1976
- Garret, H.E. : Statistics - In Education and Psychology. Bombay: Vakils, Feffer and Simons, 1978
- Gilford, L.P. & Frunchter, R.: Foundational Statistics in Psychology and Education, McGraw Hill & Co., New Delhi, 1978
- Hemstadter, G.C.: Research Concepts in Human Behaviour, Education, Psychology, Sociology, Appleton Century Crofts, New York, 1970
- Kerlinger, Fe: Foundation of Behavioural Research, Surjeet Publications, Delhi, 1978
- Sinha, H.: Shekshik Anusandhan, Vikas Publication Hours Pvt. Ltd., New Delhi, 1979
- Slakter, M.J.: Statistical Inference Educational Research, Addison Wesley, New York, 1971
- Tuchman, B.W.: Conducting Educational Research, Harcourt Jovanovich, New York, 1978

PAPER- II PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

OBJECTIVES-

Students will be able to:-

- Understands the perspectives and Policies on Teacher Education
- Understands the Structure and Management of Teacher Education
- Understands different avenues of Research in Teacher Education
- Understands different Problems and Issues in Teacher Education
- Understands different types of Partnerships in secondary teacher education
- Understands role of different agencies in imparting in-service teacher education.
- Understands present practices and avenues in the Professional development of teachers and teacher educators

COURSE CONTENT

UNIT- I PERSPECTIVES AND POLICY ON TEACHER EDUCATION

- (A) Teacher Development – Concept, Factors influencing teacher’s development – personal, contextual.
- (B) Teacher Expertise – Berliner’s stages of development of a teacher.
- (C) Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- (D) National and state policies on teacher education – a review
- (E) Different organisations and agencies involved in teacher education – their roles, functions and networking
- (F) In-service teacher education under DPEP, SSA and RMSA
- (G) Preparation of teachers for art, craft, music, physical education and special education– need, existing programmes and practices
- (H) Initiatives of the NGOs in designing and implementing in-service teacher education programmes

UNIT –II STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION

- (A) Structure of teacher education system in India – its merits and limitations
- (B) Universalization of Secondary Education and its implications for teacher education at the secondary level
- (C) Preparing teachers for different contexts of school education – structural and substantive arrangements in the Teacher Education programmes
- (D) Vertical mobility of a school teacher - avenues
- (E) Professional development of teachers and teacher educators – present practices and avenues
- (F) Systemic factors influencing the quality of pre and in-service education of secondary school teachers

UNIT - III RESEARCH IN TEACHER EDUCATION

- (A) Paradigms for research on teaching – Gage, Doyle and Shulman.
- (B) Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme

(C) Methodological issues of research in teacher education – direct versus indirect inference, generalise findings, laboratory versus field research, scope and limitations of classroom observation

(D) Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

UNIT- IV PROBLEMS AND ISSUES IN TEACHER EDUCATION

(A) Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,

(B) Sufficiency of subject matter knowledge for teaching at the senior secondary level,

(C) Single subject versus multiple subject teachers – implications for subject

Combinations in initial teacher preparation

(D) Issues related to enhancing teacher competence, commitment and teacher Performance

UNIT- V PARTNERSHIPS IN SECONDARY TEACHER EDUCATION

(A) TEI (Teacher Education Institutes) with school and community,

(B) Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education

SESSIONAL WORK/PRACTICUM-

Any Two of the following-

(A) Study of the Annual Reports of SIERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.

(B) Select any one current practice in teacher education and trace the background of its formulation as a policy and prepare a report.

(C) A review of researches in any one area of teacher education and write the policy implications

(D) A review of a research article related to teacher education and write implications for Practitioner

REFERENCES-

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
- Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J. et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.

- Linda Darling, Hammond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
- Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
- Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

SPECIALIZATION (GROUP-A)
AREA-I ELEMENTARY EDUCATION
PAPER – I ELEMENTARY TEACHER EDUCATION

OBJECTIVES :-

Students will be able to:

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence, reflect on the relevance of strategies and programmes of UEE.
- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- reflect on the need and importance of work experience, art education, health physical education and working with the community.
- understand the importance of teaching of language and mathematics at elementary level
- develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
- develop research insight for curriculum development in elementary education.
- Gain insight into the need and objectives of elementary teacher education,
- Understand the development of elementary teacher education in post-independent India
- Gain insight into the existing pre-service teacher education programmes and their organisational aspects
- Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education
- Develop understanding of status of elementary teachers, the problems and issues related to professional growth.
-

COURSE CONTENT

UNIT-I PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION

(A) Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred)

(B) Influence of home, school and community related factors on child's development.

(C) Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.

UNIT-II DEVELOPMENT OF ELEMENTARY EDUCATION

(A) Nature and focus of Elementary Education after independence.

- (B) Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
- (C) Constitutional provision for education and Directive Principles related to elementary education and their implications.
- (D) Right to Education as fundamental right ; provision in RTE Act and related issues.
- (E) Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

UNIT-III UEE , OBJECTIVES AND CHALLENGES

- (A) Concept, objectives, meaning and justification of UEE.
- (B) Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.(With Reference to Rajasthan)
- (C) Access and enrolment of different types of learners-issues and challenges.
Enrolment and drop out : meaning and assessment and related issues and dropout achievement level of different types of learners- status and issues.(With Reference to Rajasthan).
- (D) Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

UNIT- IV STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION

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

Unit -VCURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION

- (A) Principles of Elementary School Curriculum : Curriculum , Objectives, Planning , Organisation
- (B) Evaluation of Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education. And also preparation and use of different types of curricular material

SESSIONAL WORK/ PRACTICUM-

Any Two of the following activities-

- (A) Prepare a training plan (design) for the in-service training of specified target group on a specified theme
- (B) Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions and prepare a report.
- (C) Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- (D) Evaluation of art education/health and physical education programmes as existing in any school
- (E) Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction.

REFERENCES-

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (2001): Convention on the Right to the child. New Delhi.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.

- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

SPECIALIZATION (GROUP-A)
AREA-I ELEMENTARY EDUCATION
PAPER -II EARLY CHILDHOOD CARE AND EDUCATION

OBJECTIVES:-

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

- understand the need and significance of early childhood care and education
- understand the policy perspectives on ECCE in India and world
- understand social and personal development of children (3-6 years)
- understand the quality dimensions i.e. curriculum, programmes and work force for ECCE develop knowledge and skills for research and evaluation in ECCE and training of personnel.

COURSE CONTENT

UNIT -I ECCE: POLICY AND PERSPECTIVES

(A) Concept, Significance and Objectives of ECCE.

(B) ECCE in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)

(C) ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT- II PSYCHO-SOCIAL CONTEXT OF PRE-SCHOOL EDUCATION

(A) Developmental characteristics and norms – physical, cognitive, language and socio-emotional during early childhood.

(B) Transition from home to school – issues and concerns.

(C) Socio-cultural contexts in school and home and child-rearing practices in different cultures.

UNIT- III CURRICULUM FOR PRE-SCHOOL EDUCATION

(A) Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches

(B) Different types of pre-school curriculum/ Montessori, Kindergarten, Balawadi and Anganwadi Centres

(C) Support of workforce: teachers, parents and community support in functioning of ECCE centers

UNIT- IV STRATEGIES/ APPROACHES AND RESOURCES

(A) Characteristics of programmes for different settings – Pre-primary and early primary grade children – needed emphasis and rationale

(B) General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, method of transaction in specific contexts.

(C) Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and

characteristics; community involvement in effective implementation of ECCE programmes
Informal evaluation through observation & remediation; training of ECCE workers.

UNIT- V TRAINING, RESEARCH AND EVALUATION IN ECCE

- (A) Need and significance of personnel involved in ECCE programme.
- (B) Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.
- (C) Areas of research studies in ECCE.
- (D) Evaluation of ECCE programmes, methodology and implications.

SESSIONAL WORK/ PRACTICUM-

The students may undertake any Two of the following activities and prepare a report:

- (A) Case study of Anganwadi, pre-school centers
- (B) Assignment on a selected theme from the course
- (C) Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992)
- (D) Survey of play materials and comparing with the socio-cultural set-up
- (E) Survey of child rearing practices in different cultures

REFERENCES-

- Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.
- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
- NCERT (2005). National Curriculum Framework, New Delhi.
- NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
- NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
- Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
- Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
- Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
- Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
- UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
- UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.

SPECIALIZATION (GROUP-A)

AREA-II SECONDARY AND SENIOR SECONDARY EDUCATION PAPER I PREPARATION OF SECONDARY AND SENIOR SECONDARY TEACHERS: PRE-SERVICE AND IN-SERVICE

OBJECTIVES:-

Students will be able to:

- understand the nature-scope and systems of secondary and senior secondary education
- understand the problem and challenges related to secondary and senior secondary education
- understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- identify the problems issues of secondary school teachers
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
- Understand the nature of education for multiple intelligence
- Understand the modalities of secondary education management information system
- examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- use various methods and techniques for transaction of curriculum, identification of training needs, the evaluation of in-service teacher education programmes,
- develop understanding regarding organization and supervision School Experience Programme
- critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country
- develop understanding of the process of in-service teacher education,
- reflect on issues, concerns and problems of teacher in-service education of the teachers.
- appreciate the use of ICT for the professional development of the teachers.

COURSE CONTENT

UNIT-I SECONDARY AND SENIOR SECONDARY EDUCATION- INTRODUCTION

- (A) Nature, Scope, function and systems of Secondary and Senior Secondary Education
- (B) Exposure to integrated and subject specific streams guidelines ; and counselling strategies to meet changing physiological and sociological requirements.
- (C) Education for Multiple Intelligence.

UNIT-II PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION

- (A) Problems and challenges related to universalisation of Secondary Education
- (B) Problems and Strategies of Alternative Schooling at Secondary Stage
- (C) Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities, Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problem
- (D) Classroom problems- discipline, under achievement, lack of motivation, slow learners, delinquency and maladjustment
- (E) Issues of quality Management in secondary and senior secondary education
- (F) System of secondary education, - State and District Level.

UNIT-III TEACHER EDUCATION IN INDIA AT SECONDARY AND SENIOR SECONDARY LEVEL

- (A) Pre-Service and In-service Teacher Education: concept, nature, objectives and scope.
- (B) Development of teacher education in India at secondary and senior secondary level, recommendations of various commissions and committees concerning teacher education system. Impact of NPE1986 and its POA on teacher education system.
- (C) The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level:
- (D) Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.

UNIT-IV SECONDARY EDUCATION MANAGEMENT INFORMATION SYSTEM (SEMIS)

- (A) Structure of MIS School mapping at secondary level
- (B) Course- mapping at senior secondary level
- (C) Interactive technologies-teleconferencing, e-learning, designing of e-content.
- (D) EDUSAT for teacher professional development programme.
- (E) Challenges and limitations of interactive technologies for INSET.

UNIT-V : Role of Various Agencies

- (A) Roles and functions of IASEs, CTE.
- (B) Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, CABE, etc.
- (C) RBSE and CBSE

SESSIONAL WORK/ PRACTICUM-

Any two of the following-

- (A) Preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
- (B) Preparing a report on the existing status of the teachers, method of recruitment and salary structure
- (C) Visits of different types of secondary schools and preparation of school profiles
- (D) Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- (E) Observation of in-service teacher education programme at secondary level and preparation of a report

REFERENCES-

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press
- Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CAFE Committee, New Delhi References
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- Linda Darling, Harmond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
- Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
- National Curriculum Frameworks for Teacher education, 2009
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Reimers, Eleonora Villegas (2003): Teacher Professional *development: an international review of the literature*. UNESCO: IIEP, Paris.
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- Report of the Delors Commission, UNESCO, 1996
- Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.
- The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

Specialization (Group-A)

AREA-II Secondary and Senior Secondary Education PAPER II Curriculum and Evaluation at Secondary and Senior Secondary Level

OBJECTIVES :-

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

- develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
- Understands the role of ICT in transaction.
- develop research insight for curriculum development in Secondary and Senior Secondary education.
- understand the nature and uses of different types of tools and techniques of evaluation in education
- acquire the skill to construct the achievement and diagnostic tests administer the tests and interpret the best scores and its implication to students and parents
- undertake action research and interpret the results

COURSE CONTENT

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

- (A) Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; designing integrated and interdisciplinary learning experiences at different levels
- (B) Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; its relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges

UNIT-II TEACHERS AND CURRICULUM TRANSACTION STRATEGIES

- (A) Thematic & Constructivism base of curriculum
- (B) Joyful learning, Teachers and Pedagogical Attributes
- (C) Research in curriculum
- (D) Life skill education & creativity
- (E) Analysis of Secondary Education Curriculum
- (F) Role of I.C.T.
- (G) Research Trends in Secondary and Senior Secondary Education.
- (H) Critical appraisal of present Secondary School curriculum in the state.

UNIT- III ASSESSMENT AND EVALUATION AT SECONDARY SCHOOL LEVEL.

- (A) Meaning nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.
- (B) New trends in evaluation – grading , internal assessment, CCE
- (C) Critical appraisal of the present evaluation system at secondary school level.

UNIT- IV TOOLS OF EVALUATION

- (A) Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading.
- (B) Characteristics of good test-objectivity, reliability, validity, usability, written, oral and observation, planning of tests; content-analysis, writing objective in behavioural terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis, difficulty value and discrimination power, construction of a diagnostic test-steps and guidelines
- (C) Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results - norm-referenced and criterion-referenced, use of tests.

UNIT- V ASSESSMENT PROCESS

- (A) Pupil Assessment Techniques
- (B) Concept of Evaluation & CCE
- (C) Types of evaluation
- (D) Diagnostic testing & remedial teaching
- (E) Student records
- (F) Cumulative records
- (G) Progress reports, grading system,

SESSIONAL WORK/PRACTICUM-

The students may undertake any two of the following activities-

- (A) Evaluation of assessment process in any school and write about its merit and demerits
- (B) Visit CTE/IASE of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- (C) Construct an Achievement test, administer it and analyse the items.
- (D) Critical analysis of a curriculum of any one subject Curriculum of your own choice.
- (E) Conduct continuous and comprehensive evaluation in scholastic and non-scholastic areas and write your experiences.

REFERENCES-

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.

- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

SPECIALISATION GROUP-B

Specialization any one level: Elementary/secondary & senior secondary any one elective Max. Marks		Max. Marks		
		Ext.	Int.	Total
Area-I	Curriculum, Pedagogy and Assessment			
Paper-I	Advanced Curriculum Theory (Elementary level)	75	25	100
Paper-I	Advanced Curriculum Theory(Secondary level)	75	25	100
Advanced Level Subject Pedagogy and Assessment(any one)				
Paper-II	Pedagogy and Assessment of Science Education (Elementary level)	75	25	100
	Pedagogy and Assessment of Mathematics Education (Elementary level)	75	25	100
	Pedagogy and Assessment of Language Education (Elementary level)	75	25	100
	Pedagogy and Assessment of Social Science Education (Elementary level)	75	25	100
Paper-II	Pedagogy and Assessment of Science Education (Secondary level)	75	25	100
	Pedagogy and Assessment of Mathematics Education (Secondary level)	75	25	100
	Pedagogy and Assessment of Language Education (Secondary level)	75	25	100
	Pedagogy and Assessment of Social Science Education (Secondary level)	75	25	100
Area-II	EducationalPolicy, Economics and Planning			
Paper-I	Advanced course in Economics of Educationat Elementary level	75	25	100
Paper-II	Planning, Concerning and Financing of Elementary Education	75	25	100
Paper-I	Advanced course in Economics of Education atSecondary level	75	25	100
Paper-II	Planning, Concerning and Financing of Secondary And Senior Secondary Education	75	25	100
Area-III	Educational Management, Administration and Leadership			
Paper – I	Educational Management and Planning Of Elementary Education	75	25	100

Paper – II	Educational Administration and Leadership (Elementary)	75	25	100
Paper – I	Educational Management and Planning At Secondary and Senior Secondary Level	75	25	100
Paper – II	Educational Administration and Leadership At Secondary and Senior Secondary Level	75	25	100
Area-IV	Inclusive Education(For both Elementary and Secondary Level)			
Paper-I	Understanding Inclusive Education	75	25	100
Paper-II	Planning And Management Of Inclusive Education	75	25	100
Area-V	Education Technology(For both Elementary and Secondary Level)			
Paper-I	Educational Technology	75	25	100
Paper-II	Educational Technology And Instructional Process	75	25	100

AREA-I CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL PAPER- I ADVANCED CURRICULUM THEORY

OBJECTIVES-

Student-teachers will be able to:-

- To enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.
- To expertise/ specialize in curriculum theories, models and analyst of syllabus.
- To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- To understand appropriate text books, syllabus and other curriculum material.
- To play their role in refining curriculum after understanding curriculum theories and model of evaluation.

COURSE CONTENT

UNIT – I CURRICULUM THEORIES:-

- (A) Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure Empirical structure, Existential Structure.
- (B) Type of Curriculum at Elementary Level
- (C) Curriculum Theories:- Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

UNIT – II ANALYSIS OF SYLLABUS

- (A) Criteria for Analysing the syllabus
- (B) Analysis of the syllabi for the elementary education in India
- (C) Characteristics & Mechanism of the preparation of text book.
- (D) Criteria for Text book Evaluation:- Physical Aspects, presentation of content and its organization in the text books
- (E) Content and Organization of curriculum.
- (F) Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- (G) Difference between curriculum and syllabus.

UNIT – III ELEMENTARY CURRICULUMS IN INDIA

- (A) Critical analysis of curriculum :concept, importance and process
- (B) Study of different state curriculum
- (C) Difference of curriculum among different type of school
- (D) Curriculum and NCERT,SIERT

UNIT – IV MODEL OF CURRICULUM EVALUATION

Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.

UNIT- V PARAMETERS OF CURRICULUM EVALUATION

Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.

SESSIONAL WORK/PRACTICUM –

Any two of the Following-

- (A) Analyse the curriculum theories in chronological order, find out the reason of change and evolution in ideas.
- (B) Visit two schools, where different curricula are adopted and find out the differences.
- (C) Critical study of existing school curriculum of state (at any level), and give suggestions.
- (D) Review of any school text book, in the light of physical aspects, presentation of content and its organization.
- (E) Evaluate Elementary school level curriculum in the light of given parameters.

REFERENCES-

- Banks, J. A. (1995). Multicultural education and curriculum transformation. *The Journal of Negro Education*, 64(4), 390–400
- Dewey, J. (1902). *The Child and the Curriculum* (pp. 1-31). Chicago: The University of Chicago Press.
- Erickson, H.L. (2002): *Concept-based Curriculum and Instruction*. Crown Press, Inc. California. NCERT (2005): *National Curriculum Framework*, NCERT, New Delhi.
- Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury Publishing.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of teacher education-washington dc-*, 53(2), 106–116
- H.M. Kliebard (1989). Problems of Definition of Curriculum. *Journal of Curriculum and Supervision*, 5, 1, 1-5.
- Hamilton (1989) in W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc., p. 71.
- J.B. MacDonald (1971). Curriculum Theory. *The Journal of Educational Research*, 64, 5, 195-200.
- J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. *Stud Philos Educ*, 30, 285-301.
- Jabbar, A., & Hardaker, G. (2013). The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools. *Teaching in Higher Education*, 1–13. doi:10.1080/13562517.2012.725221
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
- NCERT (2005): *Position paper on Teacher Education for Curricular Renewal*, New Delhi.
- Smith, M. K. (1996, 2000) 'Curriculum theory and practice' the encyclopaedia of informal education, www.infed.org/biblio/b-curric.htm.
- W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc.,

AREA-I CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL

PAPER-II ADVANCE LEVEL SUBJECT PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL.

ANY ONE OF THE FOLLOWING- PEDAGOGY AND ASSESSMENT OF SCIENCE EDUCATION

OBJECTIVES:

Students will be able to:-

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- Understand the difference and relationship between Science and Technology;
- Understand the need to evaluate curricula;
- Know about and critical study of innovative curricular efforts in India;
- Understand diversity of instructional materials, their role and the need for contextualization in science education;
- Appreciate the role of Co-curriculum activities in science education;
- Understand the constructivist approach to science instruction;
- Understand the role of assessment in the teaching –learning process in science;
- Familiarize with innovative trends in assessment;
- Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

COURSE CONTENT

UNIT- I NATURE OF SCIENCE

- (A) Meaning, concept, scope and importance of science.
- (B) Historical Development of Science
- (C) Science - its origin and development Structure of Science – Syntactic, Process including Stretch Methods. Attitude, inquiring. Substantive: Facts, concepts, laws, theories, generalization
- (D) Correlation of science with other subjects.
- (E) Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- (F) Experiences in Science :Science Centres , Science museums , Science Clubs , Science fairs ,Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium

UNIT- II CURRICULUM OF SCIENCE EDUCATION

- (A) Meaning, concept and types of Curriculum, NCF – 1972, 77, 79 & 2005 related to Science.
- (B) Principle for curriculum development in Science Education.
- (C) Science curriculum at different stages of school education-at elementary level.
- (D) Instructional materials including textbook: contextualization, criteria and concerns.
- (E) Integrating Co-curriculum activities with science education.
- (F) Approaches to organization of science curriculum at elementary stage.
- (G) Recommendations of commissions and committees on curriculum of Science.
- (H) Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

UNIT- III APPROACHES TO TEACHING-LEARNING OF SCIENCE

- (A) Constructivist approaches to science learning: inquiry method, concept development; inductive method, project method and learner centered activity-based participatory learning. Activities, Discussion, group work, Role play, Field Visit, Collection of leaves, flowers, seed
- (B) Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments,
- (C) Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- (D) Use of ICT in teaching-learning of science.

UNIT- IV ASSESSMENT TOOLS AND CCE

- (A) Continuous and comprehensive evaluation in science
- (B) Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- (C) Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.

UNIT-V ASSESSMENT OF NON-SCHOLASTIC ASPECTS AND OBJECTIVITY IN EVALUATION

- (A) Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- (B) Types of test items, Preparation of test Items.
- (C) Weight age tables, Preparation of blue Print based on Competency.
- (D) Preparation of question bank
- (E) Unit tests, Projects and assignments
- (A) Analysis of tests and remedies

SESSIONAL WORK/PRACTICUM:-

Any two of the following-

- A. Development of a concept map of a selected topic in Physics/Chemistry/Biology.
- B. Develop science club in elementary school with help of their teachers, students and community. Conduct at least five activities related to club and report them.
- C. Analysis of curricular materials with reference to development of values
- D. A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.

REFERENCES-

- Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum*. Kraus International Publications
- Bhanumathi, S. (1994) *Small Scale Chemical Techniques – Chemistry Education* (April-June) 20-25.
- Black, P (1998). *Testing: Triend or Foe? Theory and practice of Assessment and Testing*. Falmer Press, London.
- Carey, S. (1986). *Cognitive Science and Science Education*. American Psychologist. 41 (10), 1123-1130

- Chalmers, A. (1999). What is the thing called Science.3rd Ed.Open University Press, Bucking ham?
- Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Open University Press, Buckingham.
- Gipps, C.V. (1994). Beyond Testing. Falmer Press, London.
- International Journal of Science Education.
- Journal of Research in Science Teaching (Wiley-Blackwell).
- Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, garland science. New York. Pp.1-32. Biology: Science & Ethics.
- Minkoff, E.C. and Pamela J. Baker (2004). Biology Today: An issues Approach. Garland Science New York pp. 1-32, Biology: Science and Ethics.
- NCERT, National Curriculum Framework- 2005, NCERT. New Delhi.
- NCERT, 'Focus Group Report' Teaching of Science (2005). NCERT New Delhi.
- Novak, J.D. & Gown, D.B. (1984). Learning how to learn; Cambridge University Press.
- Science & Children (NSTA's peer reviewed journal for elementary teachers).
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.
- Sutton, C. (1992). Words, Science and Learning. Open University Press, Buckingham.

AREA-I CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL PEDAGOGY AND ASSESSMENT OF MATHEMATICS EDUCATION

OBJECTIVES:

Students will be able to:-

- Appreciate the abstract nature of mathematics distinguish between science and mathematics
- Distinguish between the roles of pure and applied mathematics
- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in mathematics develop the skill of using various methods of teaching mathematics
- Develop problem solving skills
- Highlight the significance of mathematics laboratory.
- Enable to distinguish between induction and mathematical induction
- Develop the skills required for action research in mathematics

COURSE CONTENT

UNIT- I NATURE, DEVELOPMENT AND SIGNIFICANCE OF MATHEMATICS

- (A) Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization ; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.
- (B) Mathematical Reasoning: Processes of generalisation; pattern recognition and inductive reasoning process that enable formation of Hypothesis, Structure of Mathematics: Axioms, Definitions, Theorems, Validation process of mathematical statements: Proof; Counter-Example; Conjecture.
- (C) Algebra Thinking: Number Patterns, Functional relations, when and why we use variables, Forming and solving simple linear equations, Mathematical investigations/puzzles that rely on algebraic thinking.

UNIT- II CURRICULUM OF MATHEMATICS AT SECONDARY TO SENIOR SECONDARY SCHOOL LEVEL.

- (A) Principle for curriculum development in mathematics Education.
- (B) Mathematics curriculum at different stages of Elementary school education- Instructional materials including textbook: contextualization, criteria and concerns.
- (C) Integrating Co-curriculum activities with mathematics education.
- (D) Approaches to organization of mathematics curriculum at various stages of school education.
- (E) Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

UNIT- III OBJECTIVES AND STRATEGIES OF TEACHING-LEARNING MATHEMATICS

- (A) Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics;
- (B) constructivist approach in teaching of mathematics;

- (C) methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills (Polya method); competence based approach in teaching mathematics; teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion,

UNIT- IV RESOURCES OF LEARNING IN MATHEMATICS

- (A) Recreational aspect of mathematics- mathematical games, puzzles and amusements;
(B) computer aided learning and computer based instructions;
(C) Use and preparation of teaching aids; mathematics Laboratory and mathematics club

UNIT-V EVALUATION IN MATHEMATICS

- (A) Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test in mathematics such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics
(B) Open-ended questions and problems
(C) Assessment for evaluation of skills such as communication and reasoning

SESSIONAL WORK/PRACTICUM-

Any two of the following-

- Develop an action plan on an experiment for development of any mathematics concept at Elementary school level.
- Development of an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.
- Identify Mathematics phobia and coping with failure students at elementary level, giving them proper remedies. Prepare a report on effectiveness of the treatment.
- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.

REFERENCES-

- Alice F. Art and Eleanan Armaer Thomas. *Becoming a Reflective Mathematics Teacher*.
- Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*. California, Cummings Publishing Co.
- Bhanumurthy, I.S. (1992). *Ancient Indian Mathematics*. Wiley Eastern Ltd, New Delhi.
- Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.
- Heimer, R.T. and Trueblood, C.R. (1970) *Strategies for Teaching Children Mathematics*; Reading. Massachusetts: Addison Wesley Publishing C
- Kenneth, Kidd P, et al. (1970). *The Laboratory Approach to Mathematics*. Chicago, Science Research Associates.
- Lieback, Pamela (1984). *How Children Learn Mathematics*. Penguin Books.
- Polya, G (1957). *How to solve it*. 2nd edition, Garden City, N.Y.: Doubleday and Company.

- Polya, G *Mathematical Discovery on Understanding, Learning and Teaching Problem Solving*. John Wiley & Sons.
- Reasonik, L.B. and W.W. Ford (1980). *The Psychology of Mathematics for Instruction*. New Jersey: Lawrence Erlbaum Associates.

AREA-I CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL PEDAGOGY AND ASSESSMENT OF LANGUAGE EDUCATION

OBJECTIVES-

Students will be able to:-

- Understand of the nature, sanctions and the implications of planning for teaching language/languages.
- Understand the psychology of language learning.
- Understand in the pedagogy of language learning.
- Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language Education.
- Identify various problems with respect to language learning.
- Know and highlight factors affecting language policy.
- Gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- Survey various problems with respect to language learning.

COURSE CONTENT

UNIT- I CONCEPTUAL ISSUES LANGUAGE LEARNING

- (A) Language acquisition and communication -- factors affecting language learning and language acquisitions and communication
- (B) Linguistic, psychological and social processes involved in learning of languages.
- (C) Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.
- (D) Preservation of heritage language, home language & school language-problem of tribal dialects.
- (E) Issues of learning language in a multi-lingual/multi-cultural society: the multi-lingual
- (F) Teaching of first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching
- (G) Language teaching in India; key factors affecting second language acquisition

UNIT- II CURRICULUM OF LANGUAGE EDUCATION

- (A) Development of language curriculum.
- (B) Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- (C) Multilingual class room problem of curriculum text about development.
- (D) Three languages for rule constitution provision regarding language.
- (E) The text book: Critical literacy, personal response to poems and stories, adapting the textbook.

UNIT- III SKILLS AND STRATEGIES OF TEACHING-LEARNING LANGUAGE

- (A) Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc, socio- psychological factors (attitude, aptitude, motivation, needs, level of aspiration)

- (B) Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- (C) Communicative language teaching: focusing on meaning, role of text books and other resources, role of a teacher and classroom management

UNIT- IV META LINGUISTIC AND INNOVATIVE ASPECTS OF LANGUAGE

- (A) Meta linguistic awareness with a focus on listening, speaking, saving, comprehension at writing.
- (B) Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
- (D) Innovative techniques for teaching grammar, reading Comprehension and written Expression.
- (C) Beyond the textbook: including children's literature in the classroom (poems, stories, songs etc.)
- (D) Use of ICT in Teaching-learning language

UNIT –V EVALUATION IN LANGUAGE

- (A) Review of current assessment procedures - cursive writing, dictation, close, questions and answers, utilization of feedback.
- (B) Responding to content and form, using portfolios for subjective assessment, continuous and comprehensive assessment.
- (C) Assessing, speaking and listening - using interviews, story-telling, re-telling, assessing reading comprehension-using miscue analysis, meta-linguistic awareness.
- (D) Teacher's diary – anecdotal records, assessing writing - informal feedback from teacher, measuring progress.

SESSIONAL WORK/PRACTICUM –

Any two of the following-

- (A) A study of letters, news articles and narratives in the first language to study its organization in terms of Semantic Aspects.
- (B) A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- (C) Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- (D) Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?

REFERENCES-

- Bennett, W.A. (1969). *Aspects of Language and Language Teaching*. Cambridge University Press: London.
- Braden, K (2006). *Task Based Language Education: From Theory to Practice*. Cambridge University Press.
- Britton, James (1973). *Language and Learning*. Penguin Books, England.
- Byrnes, Heidi (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
- Gao, yuesong (andy), (2010). *Strategic language learning Multilingual matters* Canada.2010.

- Hodges and Rudolf (1972). *Language and Learning to Read – What language teachers should know about language*. Houghton Mifflin Co, Boston.
- Joyce and Banks (1971) *Teaching the Language Arts to Culturally Different Children*. Addison – Wesley, Pub Co., London.
- Kim yeong –seo (2009) “History of English Education in Korea”.
- Krashen, Stephen (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
- Kubota, k (1998) “ideologies of English in Japan” *World English’s* Vol.17 No.3, pp.295-306.
- Martinovic, Tic (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
- Ornstein, Jacob (1971). *Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems*. The Centre for Curriculum Development Inc, Philadelphia.
- Osherson, N Daniel & Howard Lasnik (1990). *Language an Introduction to Cognitive Science: - Vol.1*, Massachusetts Institute of Technology, USA.
- Pavelenko. Aneta et al (2001). *Multilingualism, Second Language Learning and Gender*. Walter de’ Gruyter GmbH & Co. KG, Berlin.
- Perez Milan’s, M (2013) *urban schools and English language Education in late modern china: Agritcal sociolinguistic ethnography*. New York & London: Rutledge.
- Schiffrin, Deborah. et. al.(2001). *The Handbook of Discourse Analyses*. Blackwell Publishing.
- Vygotsky, L.S. (1985). *Thought and Language*. Cambridge, MA: The MIT Press.
- Wilkinson, Andrew. (1971). *The Foundations of Language*. Oxford University Press: London.

AREA-I CURRICULUM, PEDAGOGY AND ASSESSMENT AT ELEMENTARY LEVEL PEDAGOGY AND ASSESSMENT OF SOCIAL SCIENCE EDUCATION

OBJECTIVES-

Students will be able to:-

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- To find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate methods for transaction of social science curriculum.
- Effectively use different Media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

COURSE CONTENT

UNIT- I CONCEPTUALIZATION OF SOCIAL SCIENCE EDUCATION

- (A) Concept, nature, and scope of social sciences.
- (B) Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education. Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- (C) Interdisciplinary & Intra -disciplinary correlation of social science.
- (D) Nature, types and factors of social change in historical cultural growth in 19th and 20th century in India.
- (E) Contemporary and current problems in India, perspective of elementary education

UNIT- II SOCIAL SCIENCE CURRICULUM

- (A) Meaning of Curriculum and Core Curriculum.
- (B) Approaches to Curriculum framing - concentric - spiral- Chronological -Topical and Unit approaches.
- (C) Curriculum - syllabus - Textbooks, workbook - Hand Book. Seminar/ Project work / Review
- (D) Principle for curriculum development in social Science Education.
- (E) Integrating Co-curriculum activities with social science education.
- (F) Methodology of development & evaluation of curricular materials viz., textbooks, workbooks, teacher handbooks.

UNIT-III APPROACHES TO PEDAGOGY

Methods of Teaching Social Studies: Lecturer method, Discussion and debate, Socialized recitation method, Problem solving method, Source method, innovative methods, Play way methods and activity based approaches.

UNIT-IV RESOURCES FOR TEACHING-LEARNING OF SOCIAL SCIENCE

Techniques: Observation, Questioning, Dramatization, Role Play, Simulation, Story Telling, Display & Exhibition, Survey, field trips, Educational games, Songs / Action

Songs, Data Collection and Data representation through graphs, tables, charts, maps and cartoons Pupperty

UNIT-V EVALUATION IN SOCIAL SCIENCE EDUCATION

- (A) Competency based evaluation, continuous and comprehensive evaluation, diagnostic test and remediation; construction of achievement test
- (B) Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- (C) Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- (D) Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.

SESSIONAL WORK/PRACTICUM:-

Any two of the following-

- A. Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- B. A critical study of social science curriculum of secondary school stage of Rajasthan.
- C. Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other Co-curriculum activities in schools.
- D. Critical appraisal/analysis of existing syllabi and textbooks on Elementary level developed by various agencies at national/state/local levels.

REFERENCES

- Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
- Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.
- David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*, Routledge Falmer, London.
- Digumarti Bhaskara Rao (ed.), *Techniques of Teaching Social Sciences*, Sonali Publications, Delhi.
- Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.
- GOI (1993), *Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education*, New Delhi.
- GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks : Taught in Schools Outside the Government System: A Report*, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
- Jack Zevin, (2000) *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*, Lawrence Erlbaum Associates, Mahwah, New Jersey.

- James Hemming (1953), Teaching of Social Studies in Secondary Schools, Longman Geen & Co, London.
- National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, National Council of Educational Research and Training, New Delhi.
- NCERT (1976), The Curriculum for the Ten-Year School: A Framework, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005
- NCERT (2006a), Syllabi for Secondary and Senior secondary Classes, National Council of Educational Research and Training, New Delhi.
- NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.
- Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) Teaching Economics: More alternatives to chalk and Talk, Edward Elgar Publishing, Northampton, USA.

AREA-I-CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY & SENIOR SECONDARY LEVEL. PAPER-I ADVANCED CURRICULUM THEORY

OBJECTIVES-

Students will be able to:-

- To enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.
- To expertise/ specialize in curriculum theories, models and analyst of syllabus.
- To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- To understand appropriate text books, syllabus and other curriculum material.
- To play their role in refining curriculum after understanding curriculum theories and model of evaluation.

COURSE CONTENT

UNIT – ICURRICULUM THEORIES

- (A) Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure Empirical structure, Existential Structure.
- (B) Type of Curriculum at secondary school level.
- (C) Curriculum Theories:- Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

UNIT – IIANALYSIS OF SYLLABUS

- (A) Criteria for Analysing the syllabus
- (B) Analysis of the syllabi for the Secondary education in India
- (C) Characteristics & Mechanism of the preparation of text book.
- (D) Criteria for Text book Evaluation:- Physical Aspects, presentation of content and its organization in the text books
- (E) Content and Organization of curriculum.
- (F) Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- (G) Difference between curriculum and syllabus.

UNIT – IIISECONDARY CURRICULUM IN INDIA

- (A) Critical analysis of curriculum :concept, importance and process
- (B) Study of different state curriculum
- (C) Difference of curriculum among different type of school
- (D) Curriculum and NCERT,SIERT

UNIT – IVMODEL OF CURRICULUM EVALUATION

- (A) Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.
- (B) Perspectives to curriculum transaction and their synthesis – behavioristic, cognitive and constructivist.

UNIT- V PARAMETERS OF CURRICULUM EVALUATION

- (A) Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.

- (B) Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

SESSIONAL WORK/PRACTICUM:-

Any two of the following:-

- A. Review of any school text book, in the light of physical aspects, presentation of content and its organization.
- B. Visit two schools where different curricula are adopted, find out differences.
- C. Comparative study of status of secondary education in two states.
- D. Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
- E. Write a term paper on Principles of School Curriculum Development at Secondary and Senior secondary school level.

REFERENCES-

- Banks, J. A. (1995). Multicultural education and curriculum transformation. *The Journal of Negro Education*, 64(4), 390–400
- Dewey, J. (1902). *The Child and the Curriculum* (pp. 1-31). Chicago: The University of Chicago Press.
- D'Souza, D. (1991). *Illiberal education: The politics of race and sex on campus*. Simon and Schuster
- Freire, P. (2000). *Pedagogy of the oppressed*. Bloomsbury Publishing.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of teacher education-washington DC-*, 53(2), 106–116
- Hamilton (1989) in W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc., p. 71.
- H.M. Kliebard (1989). Problems of Definition of Curriculum. *Journal of Curriculum and Supervision*, 5, 1, 1-5.
- Jabbar, A., & Hardaker, G. (2013). The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools. *Teaching in Higher Education*, 1–13. doi:10.1080/13562517.2012.725221
- J.B. MacDonald (1971). Curriculum Theory. *The Journal of Educational Research*, 64, 5, 195-200.
- J.J. Wallin (2011). What is ?Curriculum Theorizing: for a People Yet to Come. *Stud Philos Educ*, 30, 285-301.
- McGee Banks, C. A., & Banks, J. A. (1995). Equity pedagogy: An essential component of multicultural education. *Theory into Practice*, 34(3), 152–158
- Smith, M. K. (1996, 2000) 'Curriculum theory and practice' the encyclopaedia of informal education, www.infed.org/biblio/b-curric.htm.
- W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc.

AREA-ICURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY & SENIOR SECONDARY LEVEL.

PAPER-II ADVANCE LEVEL SUBJECT PEDAGOGY AT SECONDARY TO SENIOR SECONDARY LEVEL.

ANY ONE OF THE FOLLOWING-

PEDAGOGY AND ASSESSMENT OF SCIENCE EDUCATION

OBJECTIVES-

Students will be able to:-

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour;
- Understand the difference and relationship between Science and Technology;
- Understand the need to evaluate curricula;
- Know about and make a critical study of innovative curricular efforts in India;
- Understand diversity of instructional materials, their role and the need for contextualization in science education;
- Appreciate the role of Co-curriculum activities in science education;
- Understand the constructivist approach to science instruction;
- Understand the role of assessment in the teaching –learning process in science;
- Familiarize with innovative trends in assessment;
- Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

COURSE CONTENT

UNIT- I NATURE OF SCIENCE

- (A) Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific temper; scientific method.
- (B) Science and technology, relationship between science and technology; Science and Mathematics and their relationship, role of mathematics in Science.
- (C) Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- (D) Concept, nature, and scope of sciences.
- (E) Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

UNIT- II CURRICULUM OF SCIENCE EDUCATION

- (A) Principle for curriculum development in Science Education.
- (B) Science curriculum at different stages of school education- secondary and senior secondary.
- (C) Instructional materials including textbook: contextualization, criteria and concerns.
- (D) Integrating Co-curriculum activities with science education.
- (E) Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

UNIT- III APPROACHES TO TEACHING-LEARNING OF SCIENCE

- (A) Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development; inductive method, project method and learner centered activity-based participatory learning.
- (B) Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments,
- (C) Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- (D) Use of ICT in teaching-learning of science.

UNIT- IV CONTRIBUTIONS AND INNOVATIONS IN THE FIELD OF SCIENCE

- (A) Contribution of women scientists.
- (B) Scientific and technological literacy.
- (C) Ethical aspects of science.
- (D) Innovations and creativity in science.

UNIT-VASSESSMENT & CONTEMPORARY ISSUES IN SCIENCE EDUCATION

- (A) Continuous and comprehensive evaluation in science
- (B) Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- (C) Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills

SESSIONAL WORK/PRACTICUM :-

Any two of the following:-

- A. Visit to science centre/science museum and presenting the report
- B. Development of a lesson design based on constructivist approach in a collaborative mode.
- C. Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of physics
- D. Conduct a continuous evaluation in scholastic and non-scholastic areas
- E. Prepare, administer and interpret a diagnostic test.
- F. Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction

REFERENCES-

- Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum*. Kraus International Publications
- Bhanumathi, S. (1994) *Small Scale Chemical Techniques – Chemistry Education* (April-June) 20-25.
- Black, P (1998). *Testing: Triend or Foe? Theory and practice of Assessment and Testing*. Falmer Press, London.
- Carey, S. (1986). *Cognitive Science and Science Education*. *American Psychologist*. 41 (10), 1123-1130
- Chalmers, A. (1999). *What is the thing called Science*. 3rd Ed. Open University Press, Buckingham.

- Driver, R, Leach, J, Millar, R and Scott, P. (1996). *Young Peoples' Image of Science*. Open University Press, Buckingham.
- Gipps, C.V. (1994). *Beyond Testing*. Falmer Press, London.
- *International Journal of Science Education*.
- *Journal of Research in Science Teaching* (Wiley-Blackwell).
- Minkoff, E.C.& Baker, P.J. (2004). *Biology Today: An Issues Approach*, Garland science. New York. Pp.1-32. *Biology: Science & Ethics*.
- Minkoff, E.C. and Pamela J. Baker (2004). *Biology Today: An issues Approach*. Garland Science New York pp. 1-32, *Biology: Science and Ethics*.
- NCERT, *National Curriculum Framework- 2005*, NCERT. New Delhi.
- NCERT, 'Focus Group Report' *Teaching of Science* (2005). NCERT New Delhi.
- Novak, J.D. & Gown, D.B. (1984). *Learning how to learn*; Cambridge University Press.
- *Science & Children* (NSTA's peer reviewed journal for elementary teachers).
- *Science Teacher* (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
- Sutton, C. (1992). *Words, Science and Learning*. Open University Press, Buckingham.

AREA-I-CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY & SENIOR SECONDARY LEVEL. PEDAGOGY AND ASSESSMENT OF MATHEMATICS EDUCATION

OBJECTIVES-

Students will be able to:-

- Appreciate the abstract nature of mathematics distinguish between science and mathematics
- Distinguish between the roles of pure and applied mathematics
- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in mathematics
- Develop the skill of using various methods of teaching mathematics
- Develop problem solving skills
- Highlight the significance of mathematics laboratory.
- Enable to distinguish between induction and mathematical induction
- Develop the skills required for action research in mathematics

COURSE CONTENT

UNIT- I NATURE, DEVELOPMENT AND SIGNIFICANCE OF MATHEMATICS

- (A) Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization ; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.
- (B) Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction.

UNIT- II CURRICULUM OF MATHEMATICS AT SECONDARY TO SENIOR SECONDARY SCHOOL LEVEL.

- (A) Principle for curriculum development in mathematics Education.
- (B) Mathematics curriculum at different stages of school education-at secondary, senior secondary.
- (C) Instructional materials including textbook: contextualization, criteria and concerns.
- (D) Integrating Co-curriculum activities with mathematics education.
- (E) Approaches to organization of mathematics curriculum at various stages of school education.
- (F) Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

UNIT- III OBJECTIVES AND STRATEGIES OF TEACHING-LEARNING MATHEMATICS

- (A) Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics;
- (B) constructivist approach in teaching of mathematics;
- (C) methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills , competence based approach in teaching mathematics; teaching gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion

UNIT- IV RESOURCES OF LEARNING IN MATHEMATICS

- (A) Recreational aspect of mathematics- mathematical games, puzzles and amusements;
- (B) computer aided learning and computer based instructions;
- (C) Use and preparation of teaching aids;
- (D) mathematics Laboratory and mathematics club

UNIT-V EVALUATION IN MATHEMATICS

- (A) Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures;
- (B) Types of test items in mathematics such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and

SESSIONAL WORK/PRACTICUM-

Any two of the Following-

- (A) Analyse famous quotations on mathematics and prepare a report.
- (B) A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. i.e. discovery of the zero; the development of Pythagoras theorem etc.
- (C) Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- (D) An action plan for adopting a multi-sensory approach to teach mathematics to students with special needs.
- (E) Development of criteria for evaluation of laboratory work and using it in the laboratory.
- (F) Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.

REFERENCES-

- Alice F. Art and Eleanan Armaer Thomas. *Becoming a Reflective Mathematics Teacher*.
- Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*. California, Cummings Publishing Co.
- Bhanumurthy, I.S. (1992). *Ancient Indian Mathematics*. Wiley Eastern Ltd, New Delhi.
- Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.
- Heimer, R.T. and Trueblood, C.R. (1970) *Strategies for Teaching Children Mathematics*; Reading. Massachusetts: Addison Wesley Publishing C

- Kenneth, Kidd P, et al. (1970). *The Laboratory Approach to Mathematics*. Chicago, Science Research Associates.
- Lieback, Pamela (1984). *How Children Learn Mathematics*. Penguin Books.
- Polya, G (1957). *How to Solve it*. 2nd edition, Garden City, N.Y.: Doubleday and Company.
- Polya, G *Mathematical Discovery on Understanding, Learning and Teaching Problem Solving*. John Wiley & Sons.
- Reasonik, L.B. and W.W. Ford (1980). *The Psychology of Mathematics for Instruction*. New Jersey: Lawrence Erlbaum Associates.

AREA-I -CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY & SENIOR SECONDARY LEVEL.PEDAGOGY AND ASSESSMENT OF LANGUAGE EDUCATION

OBJECTIVES-

Students will be able to:-

- Understand of the nature, sanctions and the implications of planning for teaching language/languages.
- Understand the psychology of language learning.
- Understand the pedagogy of language learning.
- Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language Education.
- Identify and reflect on factors affecting language policy.
- Know and highlight factors affecting language policy.
- Gain an understanding of the nature, functions and the implications of planning for teaching language/languages

COURSE CONTENT

UNIT- I CONCEPTUAL ISSUES LANGUAGE LEARNING

- (A) Language acquisition and communication -- factors affecting language learning and language acquisitions and communication
- (B) Linguistic, psychological and social processes involved in learning of languages.
- (C) Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.
- (D) Preservation of heritage language, home language & school language-problem of tribal dialects.
- (E) A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Make a comparison with writings in English.
- (F) Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.

UNIT- II CURRICULUM OF LANGUAGE EDUCATION

- (A) Development of language curriculum.
- (B) Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- (C) Multilingual class room problems of curriculum text about development.
- (D) Three languages for rule constitution provision regarding language.

UNIT- III SKILLS AND STRATEGIES OF TEACHING-LEARNING LANGUAGE

- (A) Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school levels.

- (B) Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- (C) Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
- (D) Pedagogical study of languages at secondary and senior secondary.

UNIT- IV META LINGUISTIC AWARENESS AND INNOVATIVE TECHNIQUES

- (A) Meta linguistic awareness with a focus on listening, speaking, comprehension at writing.
- (B) Innovative techniques for teaching grammar, reading Comprehension and written Expression.
- (C) Use of ICT in Teaching-learning language

UNIT- V EVALUATION IN LANGUAGE

- (A) Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic).
- (B) Types of mistakes in language, their identification and analysis with a purpose of preventing and remedial measures.
- (C) Types of test items in language such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items.

SESSIONAL WORK/PRACTICUM-

Any two of the Following-

- (A) Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of language.
- (B) Development of criteria for evaluation of language laboratory work and using it in the laboratory.
- (C) Conduct An Action research on any Class room problem related to English
- (D) Write a term paper on Meta linguistic awareness and Innovative techniques.

REFERENCES -

- Bennett, W.A. (1969). *Aspects of Language and Language Teaching*. Cambridge University Press: London.
- Braden, K (2006). *Task Based Language Education: From Theory to Practice*. Cambridge University Press.
- Britton, James (1973). *Language and Learning*. Penguin Books, England.
- Byrnes, Heidi (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
- Gao, yuesong (andy), (2010). *Strategic language learning Multilingual matters Canada*.2010.
- Hodges and Rudolf (1972). *Language and Learning to Read – What language teachers should know about language*. Houghton Mifflin Co, Boston.
- Kim yeong –seo (2009) “History of English Education in korea”.
- Kubota, k (1998) “ideologies of English in Japan” *world English’s* Vol.17 No.3, pp.295-306.
- Joyce and Banks (1971) *Teaching the Language Arts to Culturally Different Children*. Addison – Wesky, Pub Co., London.

- Krashen, Stephen (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
- Martinovic, Tic (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
- Ornstein, Jacob (1971). *ProgramM.Ed. Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems*. The Centre for Curriculum Development Inc, Philadelphia.
- Osherson, N Daniel & Howard Lasnik (1990). *Language an Introduction to Cognitive Science: - Vol.1*, Massachusetts Institute of Technology, USA.
- Pavelenko. Aneta et al (2001). *Multilingualism, Second Language Learning and Gender*. Walter de' Gruyter GmbH & Co. KG, Berlin.
- Perez Milan's, M (2013) *urban schools and English language Education in late modern china: Agritical sociolinguistic ethnography*. New York & London: Rutledge
- Schiffrin, Deborah. et. al.(2001). *The Handbook of Discourse Analyses*. Blackwell Publishing.
- Vygotsky, L.S. (1985). *Thought and Language*. Cambridge, MA: The MIT Press.
- Wilkinson, Andrew. (1971). *The Foundations of Language*. Oxford University Press: London.

AREA-I-CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY & SENIOR SECONDARY LEVEL.PEDAGOGY AND ASSESSMENT OF SOCIAL SCIENCE EDUCATION

OBJECTIVES-

Students will be able to:-

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- To find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate for transaction of social science curriculum.
- Effectively use different media materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

COURSE CONTENT

UNIT- I CONCEPTUALIZATION OF SOCIAL SCIENCE EDUCATION

- (A) Concept, nature, and scope of social sciences.
- (B) Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.
- (C) Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- (D) Interdisciplinary & Intra -disciplinary correlation of social science.
- (E) Science and technology, relationship between social science and technology.
- (F) Nature of social science; characteristics of different disciplines of social science, their interrelationship and integration.

UNIT- II SOCIAL SCIENCE CURRICULUM

- (A) Principle for curriculum development in social Science Education.
- (B) Social science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- (C) Instructional materials including textbook: contextualization, criteria and concerns.
- (D) Integrating Co-curriculum activities with social science education.
- (E) Approaches to organization of social science curriculum at various stages of school education.
- (F) Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

UNIT-III APPROACHES TO PEDAGOGY OF SOCIAL SCIENCE

- (A) A critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach.
- (B) A critical appraisal of various teaching learning strategies viz., lecture cum discussion, project method, investigative project, field survey problem solving, field visits and case studies; action research etc.
- (C) Pedagogical analysis of social science.

UNIT- IV RESOURCES FOR TEACHING-LEARNING OF SOCIAL SCIENCE

- (A) Integration of ICT in teaching-learning of social science.
- (B) Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- (C) Development of low cost improvised teaching aids.

UNIT- V EVALUATION IN SOCIAL SCIENCE EDUCATION

- (A) Competency based evaluation, continuous and comprehensive evaluation, diagnostic test and remediation; construction of achievement test
- (B) Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- (C) Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- (D) Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- (E) Assessment of curricular activities.

SESSIONAL WORK/PRACTICUM-

Any two of the following-

- (A) Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other Co-curriculum activities in schools and report them.
- (B) Visit a social science Centre/museum and present the report
- (C) Development of an action plan for organization of a social science exhibition at different levels, framing guidelines on a selected theme and various sub-themes.
- (D) An action plan for adopting a multi-sensory approach to teach social science to students with special needs.
- (E) Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Analyse it and prepare a report.

REFERENCES-

- Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
- Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.
- David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*, Routledge Falmer, London.
- Digumarti Bhaskara Rao (ed.), *Techniques of Teaching Social Sciences*, Sonali Publications, Delhi.
- Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.
- GOI (1993), *Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education*, New Delhi.

- Jack Zevin, (2000) *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- James Hemming (1953), *Teaching of Social Studies in Secondary Schools*, Longman Geen & Co, London.
- *National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition*, National Council of Educational Research and Training, New Delhi
- NCERT (2001), *National Curriculum Framework for School Education, Reprint Edition*, National Council of Educational Research and Training, New Delhi
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks)*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), *Syllabi for Secondary and Senior secondary Classes*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006b), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.

GROUP- B AREA-II
AREA- EDUCATIONAL POLICY, ECONOMICS AND PLANNING
(AT ELEMENTARY LEVEL)
PAPER-I ADVANCED COURSE IN ECONOMICS OF EDUCATION

OBJECTIVES-

Student will be able to:-

- Reflect on financial sources and funding mechanism of elementary education at various levels.
- Understand economics of education and relation between education and economics.
- Reflect upon economics of elementary education.
- Implement their knowledge about school finance and budget in real social or professional life.
- Develop own perception about school in social context on the basis of knowledge about financial contribution of community to school.

COURSE CONTENT

UNIT-I INTRODUCTION TO ECONOMICS OF EDUCATION

- (A) Concept of Economics and Education & Economics of Education.
- (B) Meaning, Nature & Area of Economics of Education.
- (C) Relation between Economics and Education.
- (D) Relation among Economics, Economics of Education & Education's contribution to Economics.
- (E) Basic Education of Mahatma Gandhi

UNIT-II FINANCING ON ELEMENTARY EDUCATION-

- (A) Historical review and present status of Contribution to Elementary Education funding: Three level; Federal, State and Local.
- (B) State school system and financial resources.
- (C) Relationship of financing & quality of education.

UNIT-III ECONOMICS OF ELEMENTARY EDUCATION

- (A) Mapping Change in Elementary Education
- (B) Challenges of Public Finance and private provisions
- (C) Cost and financing of elementary education in Rajasthan.
- (D) Central and state level expansion on Elementary Education & girl education

UNIT-IV ECONOMIC ASPECTS AND DEVELOPMENT

- (A) Capacity and credibility of the public education system
- (B) Educational organizations, especially in the backward and difficult areas.
- (C) Curriculum and a massive fiscal commitment to funding UEE, & Implementation of RTE Act.
- (D) Models of development based on free market economies

UNIT-V ECONOMICS OF ELEMENTARY SCHOOL

- (A) Type of School & Finance and Budget
- (B) Public Finance in Education
- (C) Financing general and vocational educational.
- (D) Cost analysis in education, student fees and loans.
- (E) Physical and Human resources of school.
- (F) Financial Contribution of community to school.

SESSIONAL WORK/PRACTICUM:-

Any two of the following-

- A. Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- B. Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- C. In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives does it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of success?
- D. Analyse similarities & differences of thoughts of Indian & western economists on economics of education.

REFERENCES-

- Blaug. Mark (1972): An Introduction to Economics of Education, Allen lane. London, Penguin. Cohn E and T.
- Gaske (1989), Economics of Education, Pergamon Press, London.
- Coombs, P.H and Hallak.J (1988) Cost Analysis in Education: A Tool for Policy and Planning, Baltimore: John Hopkins Press.
- G. Psacharopoulos (1987): Economics of Education: Research and Studies, New York: Pergamon Press.
- Mehrotra,Santosh(2006) The Economics of Elementary Education in India,The Challenge of public finance,private provision and household costs,sage publication,New Delhi.

GROUP- B AREA-II
AREA- EDUCATIONAL POLICY, ECONOMICS AND PLANNING
(AT ELEMENTARY LEVEL)
PAPER-II PLANNING, CONCERNING AND FINANCING OF
ELEMENTARY EDUCATION

OBJECTIVES-

Students will be able to:-

- Gain insight into the vision and mission of Elementary Education in the country.
- Develop understanding for enhancing learner's achievement.
- Reflect on various concerns of elementary education
- Gain insight into factors promoting success and participation in quality in elementary education.
- Develop understanding about quality dimensions of elementary education
- Examine the existing reports to gain insight into concerns of elementary education.
- Reflect on various issues related with elementary education.
- Understand the policies and programmes of elementary education
- Contribute to reform in the elementary education system of India.

UNIT- I VISION AND MISSION

- (A) Vision and Mission of Elementary Education
- (B) School Systems across the States
- (C) 12th Five-Year Plans –Objectives, key issues and focus.
- (D) Constitutional Provisions, Right to Education and its implications
- (E) Quality Assurance in Elementary Education
- (F) Responsibility between the Union Government and the States.

UNIT- II CONCERNS IN ELEMENTARY EDUCATION

- (A) School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School, quantity & quality of trained teachers.
- (B) Innovative Approaches: Activity Based learning, Experiment .

UNIT-III SYSTEMATIC REFORMS AND MANAGEMENT OF RESOURCES-

- (A) Systemic Reform- Strengthening Community Participation; Role of PTC(Parent Teacher Club) / School Management Committee(SMC)
- (B) Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
- (C) Inspection, Supervision and Monitoring.

UNIT- IV POLICIES & PROGRAMS OF ELEMENTARY EDUCATION

- (A) District elementary education programme-goals and strategies.
- (B) Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- (C) Monitoring, research and evaluation of specific schemes like mid-day meals, and different incentive schemes and achievement levels.

UNIT-V FINANCING AND PLANNING OF ELEMENTARY EDUCATION

- (A) Meaning, nature and scope
- (B) Economic development and financing of education
- (C) Financing of education in India: Center- State relationship, mobilization of resources

SESSIONAL WORK/PRACTICUM-

Any two of the following-

- (A) Case study of a school or some innovative practice under SSA.
- (B) Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- (C) Critical Analysis of Research Studies on any program / policy related to elementary education.
- (D) Write a report on Criteria of resource mobilization and resource utilization

REFERENCES-

- Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Elementary Education by 2015. A Chance for Every Child. World Bank Publications.
- De, Anuradha & Dreze, Jean (1999). Public Report on Basic Education in India. Oxford University Press. USA.
- Kumar, Ravi (2006). The Crisis of Elementary Education in India. Sage Publications Pvt. Ltd.
- Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy (1st edition) Oxford University Press.
- Mehrotra, Santosh (2006). The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs. Sage Publications. New Delhi.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. 26
- Hayes, Denis (2008): Elementary Teaching Today: An Introduction. Routledge Publications, U.K.

- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi

GROUP- B AREA-II
AREA- EDUCATIONAL POLICY, ECONOMICS AND PLANNING
(AT SECONDARY & SENIOR SECONDARY SCHOOL LEVEL).

PAPER –I ADVANCED COURSE IN ECONOMICS OF EDUCATION

OBJECTIVES-

Student-teachers will be able to:-

- Understand the relationship between the financial support of education and quality of education.
- To develop familiarities with various sources of financing in India.
- To develop in them the understanding of school accounting and developing skill in school budgeting;
- To develop appreciation of the financial problems of educational administration.
- critically analyse the policies of educational finance and its implications for efficiency of the system.
- Discuss the linkages of various state, district and local level functionaries .

COURSE CONTENT

UNIT-I INTRODUCTION TO ECONOMICS OF EDUCATION

- (A) Concept of Economics and Education & Economics of Education.
- (B) Meaning, Nature & Area of Economics of Education.
- (C) Relation between Economics and Education.
- (D) Relation among Economics, Economics of Education & Education's contribution to Economics.

UNIT-II FINANCING ON SECONDARY EDUCATION

- (A) Educational Expenditure: Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- (B) School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.

UNIT - III ECONOMICS OF EDUCATIONAL SYSTEM

- (A) Cost of Education: Introduction
- (B) Increase in per pupil cost and its relation to per capital income.
- (C) Methods of determining educational costs, unit costs, direct cost, opportunity costs.
- (D) Decisive factors on costs: Size of class, teaching load, enrolment at different levels etc.
- (E) Salary of teachers.

UNIT - IV EDUCATIONAL EXPENDITURE

- (A) The Determinants of expenditure on education : Public expenditure as a percentage of GDP, Education Expenditure in relation to government revenue. Inflation and public expenditure on education.
- (B) Clarification of Educational expenditure.
- (C) Direct and indirect objects of expenditure :
 - Direct objects: Elementary, higher secondary, professional and technical education.
 - Indirect objects: Direction and Inspection, stipends and scholarships, building, furniture and equipment, boards of secondary education etc.

UNIT-V SCHOOL BUDGET

- (A) Type of school & Budget making process ,Budget as an instrument of Educational Planning , Capital Improvement
- (B) Planning a school budget in relation to Govt., grants, resources from the society, tuition fees, donations and local endowments etc.
- (C) EWS(Economically Weaker Sections) according to RTE

SESSIONAL WORK/PRACTICUM-

Any two of the following-

- (A) Prepare a note on education thoughts on economics of education and analyse any economist.
- (B) Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- (C) Establish a Temporary guidance cell in school for special guidance to students on fees, finance, scholarships and loans. Write Your Experiences Focusing on type of queries and Suggestions given.
- (D) Prepare a report on the existing status of the secondary school teachers, method of recruitment and salary structure.

REFERENCES-

- Azad, Jagdishlal Financial 1975 of Higher Education in India, New Delhi, Sterling Publishers,.
- Blaug. Mark (1972): An Introduction to Economics of Education, Allen lane. London, Penguin. Cohn E and T.
- Coombs, P.H and Hallak.J (1988) Cost Analysis in Education: A Tool for Policy and Planning, Baltimore: John Hopkins Press.
- Gaske (1989), Economics of Education, Pergamon Press, London.
- Misra, Atmanand Financing Education in India, Bombay: Asia Publishing Co., 1964.
- G. Psacharopoulos (1987): Economics of Education: Research and Studies, New York: Pergamon Press.
- Mehrotra,Santosh(2006) The Economics of Elementary Education in India,The Challenge of public finance,private provision and household costs,sage publication,New Delhi.
- Mort, P. R. and Reusser, 1960 W.C. Public School Finance, New York: McGraw Hill.

- Musgrave, R. A., Theory of public Finance: A Study of Public Economy, New York: McGraw Hill.
- Saxton, P. G. 1961 Education and Income, New York : Viking Press,.
- UNESCO Financing of Education, Paris : 1961.
- Vaizeg, J. 1964 Costs of Education, London : Allen and Union,.

**AREA-II EDUCATIONAL POLICY, ECONOMICS AND PLANNING
(AT SECONDARY & SENIOR SECONDARY SCHOOL LEVEL).
PAPER-II PLANNING, CONCERNING AND FINANCING OF
SECONDARY & SENIOR SECONDARY EDUCATION**

OBJECTIVES-

Students will be able to:-

- Acquaint with the need, scope and purpose of educational planning in terms of national and community needs.
- Determine and implement objectives of planning on the basis of individual needs of the students.
- Develop in them the skills in planning and implementing conventional administrative procedures.
- Understand the relationship between the financial support of education and quality of education,
- Develop familiarities with various sources of financing in India;
- Develop in them the understanding of school accounting and developing skill in school budgeting;
- Develop appreciation of the financial problems of educational administration.
- To locate human and material resources and utilize them to the maximum benefit for education

COURSE CONTENT

UNIT- I VISION AND MISSION

- (A) Vision and Mission of Secondary and Senior Secondary Education
- (B) 12th Five-Year Plans –Objectives, key issues and focus.
- (C) Constitutional Provisions, Right to Education and its implications
- (D) Responsibility between the Union Government and the States.

UNIT- II PRINCIPLES, TECHNIQUES AND APPROACHES OF EDUCATIONAL PLANNING

- (A) Guiding principles of educational planning
- (B) Methods and techniques of educational planning.
- (C) Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach
- (D) Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

UNIT- III PLANNING MECHANISMS AND FIVE-YEAR PLAN IN EDUCATION

- (A) Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- (B) Priorities to be given at central and state levels.
- (C) Perspective plan for education in the 12th Five Year plan.
- (D) District level planning: recent initiatives.
- (E) Institutional Planning.

- (F) School mapping exercises
- (G) Availability of educational statistics at central, state and district levels.
- (H) Main features of five year plans with special reference to education, impact of five year plans on education.

UNIT- IV EDUCATIONAL FINANCE:

- (A) Need, Significance, Principles and Concept of Educational Finance.
- (B) Educational Financing in India: Historical Perspective
- (C) Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education, Supply of education, Constitutional responsibility for providing education.
- (D) Principles of educational finance: Allocation of resources-economic and social basis for allocation of resources in education.
- (E) Financing education for equality of education-social justice Efficiency-cost-minimization and quality improvement, Productivity-relevance of education to the world of work and create qualified and productive manpower.

UNIT-V SOME PROBLEMS AND ISSUES OF EDUCATIONAL FINANCE

- (A) Tuition fees : Merits and demerits of uniform, tuition fees.
- (B) Additional resources for education.
- (C) The factors affecting increasing the financial burden on local governments.
- (D) Ways and means of controlling funds.

SESSIONAL WORK/ PRACTICUM–

Any two of the following-

- (A) Prepare a status report on Secondary education in a chosen city with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement (Select Any -3 Schools)
- (B) Conduct Awareness programme on RTE act and provision of tuition fees among students and report your experiences.
- (C) Contact a nearby Secondary/ Senior Secondary school (At-least three) to determine what steps teachers are taking to improve achievement among low-income and / or minority students. Compare your findings with those of your classmates. You may wish to work together in identifying ideas and approaches to use them in your own classroom.
- (D) Write a term paper on Approaches to educational planning.

REFERENCES-

- Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Elementary Education by 2015. A Chance for Every Child. World Bank Publications.
- Celin Richards (1984). The Study of Elementary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. 26

- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy (1st edition) Oxford University Press.
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi

SPECIALISATION GROUP-B
AREA-III EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
(AT ELEMENTARY)
PAPER-I EDUCATIONAL MANAGEMENT AND PLANNING OF ELEMENTARY EDUCATION

OBJECTIVES-

Students will be able to:-

- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- Gain insight on school planning and educational management.
- Understand planning, policies, research and innovation at the school level.
- Contribute to enhance innovation in school & educational management & planning.
- Understand structure & programme of UEE.

COURSE CONTENT

UNIT-I MANAGEMENT OF ELEMENTARY EDUCATION-

- (A) Meaning, concept, need and nature of management & management of education.
- (B) Present policies and operational strategies of central, state Govt., district & local level for Elementary Education.
- (C) Management pattern of various kind of school: Private ,central, Navodaya, International ,public etc.
- (D) Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
- (E) District-Planning and management of Education.
- (F) Machinery of Local management DISE (District Information system for Education)
- (G) Evaluation of management of SSA activities in a district.

UNIT-II PLANNING & SCHOOL MANAGEMENT

- (A) Planning, site & location- Design and Dimension, Equipment and infrastructure required for Elementary schools.
- (B) Student teacher ratio, profession development programme for Elementary teachers.
- (C) Managing committee: - Role. Constitution and functions
- (D) Inspecting offices; Role, Duties, and functions.
- (E) Parents Teachers Association (PTA)- Need, Importance, formation and contributions
- (F) School based Indicators, facility Indicators Teacher related Indicators.

UNIT-III UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE)

- (A) Meaning, concept importance nomenclature and present position of Elementary Education in India, measures for the promotion of UEE strategies for achieving RTE & UEE.
- (B) Pattern of Education structure up to class VIII, overview of Elementary Education in India.
- (C) Control and support to Elementary schools.
- (D) Right to Free and compulsory Education Act 2009.
- (E) Elementary Education, Comparative study of various countries.

UNIT-IV PROGRAMMES & POLICIES FOR ELEMENTARY EDUCATION

- (A) Mid-day-meal
- (B) DPEP (District elementary Education programme)
- (C) Centrally sponsored programs for Elementary Education:-
- (D) SSA, *Kasturba Gandhi Avasiya Balika* School,
- (E) Role & responsibility of DEO, BEO, DD, Head masters & SMC (School Managing Committee) etc.

UNIT-V PERFORMANCE AND RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS

- (A) Monitoring of school performance.
- (B) Performance appraisal of the teachers.
- (C) Scientific principles of management- PERT (Program Evaluation Review Technique), CPM (Critical Path Method), PPBS (Planning, Programming Budgeting System) system approach.
- (D) Financial and administrative management of educational institutions.
- (E) Nature and characteristics of resources available in education. - need for(resource management in education.
- (F) Material resources, human resource, financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- (G) Quality assurance in material and human resources.

SESSIONAL WORK/PRACTICUM:-

Any two of the following-

- (A) Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- (B) Review research on educational management or management of elementary schools and prepare an analytical report
- (C) Collect data from relevant sources on student & teachers ratio for elementary level school of your district. Is it according to provision of RTE act? Prepare a report
- (D) Make a comparative study of PTA of any one Govt and private school.

REFERENCES-

- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. *Journal of Educational Planning and Administration*. VII (2). April.
- Bush, Tony (1986): *Theories of educational management*. London: Harper & Row Publishers.
- Bush, Tony & Les, Bell (2002): *The principles & Practice of educational management*. London: Paul Chapman Publishing.
- Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
- Govt. of India - (1986/1992) *National Policy of Education, 1992 Modification and their POA's*, MHRD, Dept. of Education
- Griffiths, V. L. (1963). *Educational Planning*. London, O. U. P.
- Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
- Hough J.R. (1990): *Education, Policy-An International Survey*. Croom Helm, London.
- Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomic*.
- Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance*. Routledge.
- Mukhopadhyay, M. (2005): *Total quality management in education*. New Delhi: Sage Publications.
- Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
- Narayan, D. (2005): *Local Governance without Capacity Building: Ten Years of Panchayat Raj*. *Economic and Political Weekly*, June 25, pp. 2822-.
- Psacharopolous, G. (ed.) (1985): *Planning of Education: Where Do We Stand?* Washington, World Bank.
- Psacharopolous, G. (ed.) (1987): *Economics of Education* Oxford, Pergamon.
- Scheerens, Jaap (2000): *Improving School Effectiveness*. Paris: International Institute for Educational Planning.
- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.
- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.

SPECIALISATION GROUP-B
AREA-III EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
(AT ELEMENTARY)
PAPER-II EDUCATIONAL ADMINISTRATION AND LEADERSHIP

OBJECTIVES-

Students will be able to:-

- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To analyse their active role to enhance school community relationship
- To critically evaluate policies related to local and state authorities, which play important role in shaping school performance.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize themselves about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.
- To equip the students with the leadership skills needed to emerge as Leaders.
- Understand school leadership and build a vision for change and improvement.
- To bring about a shift in understanding of their current role as functional managers to proactive and innovative leaders.
- To prepare a critical mass of experts to take leadership development forward in the respective States.
- To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships .
- Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster, block and district

COURSE CONTENT

UNIT – I EDUCATIONAL ADMINISTRATION AT NATIONAL & STATE LEVEL

- (A) Meaning concept, nature and types of structure of educational administration at national level.
- (B) Role and responsibilities of center govt.
- (C) National grants, to state Govt.
- (D) Bureaus/ divisions of the ministry of HRD, Department of Education, Major activities and organization of Department of Education of MHRD.
- (E) Kendriya Vidyalaya Sangathan,
- (F) State level administration: - Need importance and limitations
- (G) Recommendations of committees on role of state and local bodies.
- (H) Issues, Concern & challenges-Issues and challenges in elementary educational administration of at national, state and local level; Local bodies:- District boards and Municipalities. Present position of local administration in elementary education.; Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

UNIT – II SCHOOL COMMUNITY RELATIONSHIP

- (A) Traditional and Modern view of School
- (B) School as a miniature of society
- (C) Ways and means of improving school community relationship
- (D) New Act, Oct, -2006 (School Management Committee) & RTE 2009, Education funds – Parent Teachers Association (PTA), Mothers Association, Old Students Association.
- (E) Professional organization of teachers
- (F) Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- (G) Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other departments.

UNIT – III SCHOOL ADMINISTRATION

- (A) Need for school administration, objectives, and Influencing factors.
- (B) Main changing concept and scope of school administration, role and responsibilities of the principal & Teacher (with special reference to free and compulsory act)
- (C) Organization of Elementary school – Meaning, type and its impact on shaping school performance.
- (D) School Management Committee (SMC) and school administration

UNIT-IV INTRODUCTION TO ACADEMIC LEADERSHIP

- (A) Meaning, Concept, Need Importance and Nature of Academic Leadership in Elementary Education.
- (B) Meaning, Need and Importance to shift from management of schools to Leadership of school.
- (C) Role and responsibilities of leadership (in reference to RTE & CCE)
- (D) Component and characteristics of high quality school leadership.
- (E) Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- (F) School leadership- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels.
- (G) School & Community– Inter-linkage, Role and responsibilities.
- (H) School as a learning organization
- (I) Developing a vision for school - vision for school transformation, assessing context and constraints.

UNIT-V LEADERSHIP ROLES: CHALLENGES, PERSPECTIVES AND INNOVATION & LEADERSHIP

- (A) Values, vision and moral purpose in educational leadership
- (B) Leading and managing educational change and improvement
- (C) Leadership for the learning community
- (D) Developing leadership and management skills and insights
- (E) Issues of diversity in educational organizations, including issues related to gender and multiculturalism
- (F) Work Ethos: Meaning, nature, and transformation in present scenario.
- (G) Right of child in school: Equality, non-discrimination and respect for all.

- (H) Innovation and research in leadership
- (I) Culture of innovation in school- At all levels of school, at classroom, student & teacher as innovators.
- (J) Professional development of teachers-Issues, concerns, programmes and practices at International, National & Local level.

SESSIONAL WORK/PRACTICUM-

Any two of the following-

- (A) Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt. school.
- (B) Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).
- (C) Prepare a report on role and responsibilities of the principal & Teachers (with special reference to Right to free and compulsory act 2009)
- (D) Survey of at least five schools to identify the most popular leadership style. Analyze the reason of its popularity.

REFERENCES-

- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New
- Ediger, Prof. Morlow and Dr. Digumarti Bhaskara Rao, (2006), school Organisation , Discovery Publishing House, New Delhi-110002
- Luthens, Fred. (1981), Organizational Behavior, Mcgraw Hill, Tokyo
- Mathur, S.P. (2001): Financial Administration and Management. Indian Publications, India.
- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
- Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc,
- Mishra, R.c, (2010), “ class room management APH Publishing corporation Darya Gang, New Delhi-110002-
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NIEPA.
- Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
- Sindhu, I.S.(2008), “ Educational Administration and management International Publishing House, Meerut

SPECIALISATION GROUP-B
AREA-III EDUCATIONAL MANAGEMENT,ADMINISTRATION AND LEADERSHIP
(AT SECONDARY AND SENIOR SECONDARY SCHOOL LEVEL)
PAPER-I EDUCATIONAL MANAGEMENT AND PLANNING AT SECONDARY AND SENIOR SECONDARY SCHOOL LEVEL.

OBJECTIVES-

Student-teachers will be able to:-

- To acquaint themselves with the need, scope and purpose of educational planning in terms of national and community needs.
- To determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop an insight into the perspectives of management in the light of practices in education.
- To study educational management system in India with specific reference to national, state, district and village levels structures.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand the issues and challenges in educational management and administration in India.

COURSE CONTENT

UNIT - I CONCEPT, NEED AND PROCESS OF EDUCATIONAL PLANNING

- (A) Concept, scope and nature of Educational Planning
- (B) Need and importance of Educational Planning
- (C) Types of Educational Planning
- (D) Process of Educational Planning in various type school in India.

UNIT – II PLANNING AT CENTRAL, STATE AND LOCAL LEVELS

- (A) Perspective planning at central, state and local levels.
- (B) Priorities to be given at central and state levels.
- (C) Schools for all and schools for the selected few
- (D) Determine facilities to the needs : School programme, School Building, Teaching training facilities, Location of Schools.

UNIT - III SOME PROBLEMS OF EDUCATIONAL PLANNING:

- (A) Calculating cost of education at various type of school.
- (B) Comprehensive approach vs. Selective approach.
- (C) Public sector vs. Private sector.
- (D) Educational planning and exceptional children- gifted, backward and handicapped.
- (E) Educational planning for qualitative improvement.
- (F) Educational expenditure & planning.

UNIT- IV PERFORMANCE IN EDUCATIONAL INSTITUTIONS

- (A) Monitoring of school performance.
- (B) Performance appraisal of the teachers.
- (C) Scientific principles of management- PERT (Program Evaluation Review Technique), CPM (Critical Path Method), PPBS (Planning, Programming Budgeting System) approach.
- (D) Financial and administrative management of educational institutions.

UNIT-V RESOURCE MANAGEMENT IN EDUCATIONAL INSTITUTIONS

- (A) Nature and characteristics of resource available in education. - need for resource management in education.
- (B) Material resources, human resource, financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- (C) Quality assurance in material and human resources.

SESSIONAL WORK/PRACTICUM -

Any two of the following-

- (A) Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
- (B) Make a comparative study of PTA of any one Govt. and private school.
- (C) Comparative study of problems related to educational planning in Public sector and private sector.
- (D) Analyse the quality of financial and administrative management in any rural and urban school.

REFERENCES-

- Fletcher, B. A. 'Planning of Education', Leeds, Institute of Education, 1963.
- Government of India Five Year Plans.
- Griffiths, V. L. 'Educational Planning', London, O. U. P. 1962.
- Hanson, A. H. The Process of Planning: A Study of India's five year Plans (1950-1964) London : Oxford University Press, 1966.
- Krojsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.
- Naik, J. P. Educational Planning in India, India : Allied Publishers, 1965.
- Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi: Asian Institute of Educational Planning and administration, 1969.
- Rao, V.K.R.V. Education and Human Resources Developments, Delhi, Allied Publishers, 1966.
- Schultz, T. W. Education and Economic Growth, University of Chicago, 1960.

SPECIALISATION GROUP-B
AREA-III EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
(AT SECONDARY AND SENIOR SECONDARY)
PAPER-II EDUCATIONAL ADMINISTRATION AND LEADERSHIP
AT SECONDARY AND SENIOR SECONDARY LEVEL.

OBJECTIVES:

Student-teachers will be able to:-

- To handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practise/and suggest appropriate types of educational administration according to situations.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.
- To equip the students with the leadership skills needed to emerge as Leaders.
- To understand school leadership and build a vision for change and improvement
- To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.
- To prepare a critical mass of experts to take leadership development forward in the respective States and UTs.
- To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships .
- Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster block and district levels.
- Create Professional Learning Communities of school leaders, across the district, state and region to generate collective learning experience for effective implementation of leadership development in the country

COURSE CONTENT

UNIT – I EDUCATIONAL ADMINISTRATION AT NATIONAL AND STATE LEVEL

(A) Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes

(B) National grants, to state Govt.

(C) Bureaus/ divisions of the ministry of HRD, department of education.,Major activities and organization of department of education of MHRD.

(D) NCTE, Kendriya Vidyalaya Sangathan,

(E) Suggestions regarding Administrative reforms at the central level.

(F) State level administration: - Need importance and limitations. Recommendations of committees on role of state and local bodies.

(G) Local bodies:- District boards and municipalities. Present position of local administration in Secondary education.

(H) Division of Authority between state and local bodies with respect to the administration of Secondary education. State grants to local bodies.

UNIT – II TYPES OF EDUCATIONAL ADMINISTRATION

(A) Totalitarian Educational Administration, Merits of Totalitarian Education, Demerits of Totalitarian Education

(B) Democratic Educational Administration

(C) Factors Determining the Character of Administration - Personal Factors, Environmental Factors

(D) Professional organization of teachers

(E) Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.

(F) Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other

UNIT – III ISSUES IN EDUCATIONAL ADMINISTRATION

(A) Authority and Control: Centralization and Decentralization

(B) Bureaucrat and Politicism / Bureaucrat and the Technocrat

(C) Educational Administrator - Qualities of the Administrator, Duties of the Administrator, Human Relations

(D) Need for school administration, objectives, and Influencing factors.

(E) Main changing concept and scope of school administration, role and responsibilities of principal & Teacher (with special reference to Right to free and compulsory act 2009)

(F) Organization of Elementary school – Meaning, type and its impact on shaping school performance.

UNIT-IV NATURE OF ACADEMIC LEADERSHIP

(A) Meaning, Concept, Need, Importance and nature of Academic Leadership.

(B) Leadership Styles and its evaluation

(C) Functions of Educational Leader/Manager.

(D) Meaning, need and Importance to shift from management of schools to Leadership of school.

(E) Role and responsibilities of leadership (in reference to RTE & CCE)

(F) Concept of Academic Leadership, Measurement of Leadership

UNIT-V SCHOOL LEADERSHIP: RESEARCH AND INNOVATION & LEADERSHIP

(A) Curriculum framework outline key areas for leadership development in secondary schools:- (capacity building to transform function at managerial level to school leaders)

(B) Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.

(C) School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels as well as SMC and other community members.

(D) School & Community: - Inter linkage, Role and responsibilities.

- (E) School as a learning organization
- (F) Developing a vision for school: - vision for school transformation, assessing context and constraints.
- (G) Innovation and research in leadership -Culture of innovation in school:- At all levels of school, at classroom, student & teacher as innovators.
- (H) Seminar on Professional development of teachers:-Issues, concerns, programmes and practices at International, National & Local level..

SESSIONAL WORK/PRACTICUM-

Any two of the following-

- (A) Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt School.
- (B) Find out the most influencing factors of school administration after interaction with at least 5 administrative officers.
- (C) Prepare a report on role and responsibilities of principal & Teacher (with special reference to RTEact2009)
- (D) Write a report on the best theory of leadership in the light of humanistic approach.
- (E) Survey of at least five schools to identify the most popular leadership style and analyze the reason of its popularity.

REFERENCES-

- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
- Ediger, Prof. Morlow and Dr. Digumarti Bhaskara Rao, (2006), school Organisation , Discovery Publishing House, New Delhi-110002
- Luthens, Fred. (1981), Organizational Behavior, Mcgraw Hill, Tokyo.
- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
- Mathur, S.P. (2001). Financial Administration and Management. Indian Publications, India.
- Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.
- Mishra, R.c, (2010), “ class room management APH Publishing corporation Darya Gang, New Delhi-110002
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NIEPA.
- Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
- Sindhu, I.S.(2008), “ Educational Administration and management International Publishing House, Meerut

SPECIALIZATION PAPER – GROUP-B

AREA- V: INCLUSIVE EDUCATION (FOR BOTH ELEMENTARY AND SECONDARY LEVELS)

PAPER –I UNDERSTANDING INCLUSIVE EDUCATION

OBJECTIVES-

Students will be able -

- To enable the learner to understand Inclusive, Integrated and special education, need of inclusive education and its practices.
- To enable Diverse learner and Diverse Learner's needs and challenges related to Diverse Learners.
- To develop awareness of learner towards inclusive education and its practices.
- To enable the learner to understand inclusive instructional design and collaborative instruction to promote inclusion.
- To enable the student to organize inclusive classroom

COURSE CONTENT

UNIT- I DIVERSITY IN THE CLASSROOM AND INCLUSIVE EDUCATION:

(A) Diversity in the classroom: Diversity- Meaning and definition; Disability – Legal definition, discrimination; Giftedness.

(B) Inclusive Education: Inclusive, Integrated and Special education- concept, meaning and difference, Benefits of Inclusion.

UNIT –II INTRODUCTION TO INCLUSION

(a) Meaning of Access, Equity, Diversity, Empowerment, Human rights and Social Justice

(b) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners- Including Marginalised group and Learners with Disabilities)

(c) Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education

(d) Readiness of School and Models of Inclusion

UNIT-III ATTITUDES AND INCLUSION AND POSITIVE BEHAVIOUR FOR INCLUSION

(A) Attitudes and Inclusion: Attitudes, Values, Ideologies, Facing disability & Realizing plan.

(B) Positive Behaviour for Inclusion

(C) Challenging Behaviour:, Violence & Touching, Class Meetings, Developing action plan.

UNIT- IV LEGISLATIVE FRAMEWORKS AND PROGRAMMES

(A) Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992) Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial)

(B) Rehabilitation Council of India Act (1992)

(C) Inclusive Education under Sarva Shiksha Abhiyan (SSA)

(D) Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

UNIT-V TRENDS AND ISSUES IN INCLUSIVE EDUCATION IN INDIA

- (A) Researches in Inclusive Education in India
- (B) Current Status and Issues of inclusive education in India
- (C) Trends and Issues in Inclusive Education in India

SESSIONAL WORK/ PRACTICUM-

Any two of the following-

- (A) Write a term paper on Evolution of the Philosophy of Inclusive Education.
- (B) Prepare an analytical report on Researches in Inclusive Education in India.
- (C) Visit Five Schools and study the diversity in Classroom with reference to inclusion.
- (D) Interview at-least 10 teachers to know their opinion about inclusive education.

REFERENCES-

- Baquer, A. and Sharma, A. (1997). *Disability: Challenges vs. Responses*. CAN Pub.
- Bartlett, L. D. and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company
- Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, RoutledgeFalmer, 2004.
- Gargiulo, R. M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D. D. (1997) *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Gathoo, V. (2004) *Curriculum Strategies and Adaptations for Children with Hearing Impairment*. RCI, New Delhi: Kanishka Publishers.
- Giuliani, G. A. & Pierangelo, R. (2007) *Understanding, Developing and Writing IEPs* Corwin press: Sage Publishers.
- Gore, M. C. (2004) *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002) *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
- Hollahan and kauffman (1978). *Exceptional Children: An Introduction to Special Education*. Prentice Hall.
- Jha, M. M. (2002). *School without Walls: Inclusive Education for All*, Oxford: Heinemann Education.
- J. S. (1991). *Successful Mainstreaming*, Allyn and Bacon
- Karant, P. & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- Lewis, R. B. & Doorlag, D. (1995) *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey, Pearson
- Loreman, Deppeler and Harvey- Inclusive Education, Allwen & Unwin Australia.

- Mike Adams & Sally Brown – *Towards Inclusive Learning in Higher Education*, Routledge, 2006.
- Mathew, S. (2004) *Education of Children with Hearing Impairment*. RCI, New Delhi: Kanishka Publications.
- McCormick, Sandra. (1999) *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson
- Nind, Sheehy and Simms, *Inclusive Education – Learners and Learning Context*, David Fulton
- Peter Mittler- *Working towards Inclusive Education*, David Fulton Publishers, 2000.
- Premavathy and Mittal, *Integrated and Inclusive Education*, R C I, 2006.
- Panda, K. C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publications.

SPECIALIZATION PAPER – GROUP-B

AREA- V: INCLUSIVE EDUCATION (FOR BOTH ELEMENTARY AND SECONDARY LEVELS)

PAPER –II PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION

OBJECTIVES-

Students will be able to–

- Understand Inclusive classroom.
- Understand the essentialities of Inclusive Instructional Design..
- Develop awareness of learner towards inclusive education and its practices.
- Understand inclusive instructional design and collaborative instruction to promote inclusion.
- Organize inclusive classroom
- Understand Assessment techniques with reference to inclusive education.
- Understand the collaboration of community in achieving the aim of inclusion.

COURSE CONTENT

UNIT- I INCLUSIVE CLASSROOM

- (A) Physical Layout of Inclusive Classroom.
- (B) Special assistance to children.
- (C) Medication in the classroom.

UNIT- II INCLUSIVE INSTRUCTIONAL DESIGN

- (A) Inclusive – Curriculum,
- (B) Linking individual objectives and the classroom curriculum,
- (C) Inclusive Lesson Planning,
- (D) Inclusive Instructional Strategies.

UNIT -III COLLABORATIVE INSTRUCTION FOR INCLUSION

- (A) Collaboration,
- (B) Co-operative Learning,
- (C) Peer-mediated instruction and interventions.
- (D) Use of Information Communication Technology (ICT) in inclusive classroom
- (E) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and
- (F) Process (Individualized Education Plan (IEP), Remedial Teaching),

UNIT –IV TEACHER- BASED ASSESSMENT OF EXCEPTIONAL STUDENTS

- (A) Classroom Evaluation Practices
- (B) Achievement test,
- (C) Teacher based assessments.

UNIT-V COLLABORATIVE PRACTICES IN INCLUSIVE SET UPS

- (A) Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers
School Management, Community
- (B) Skills and Competencies of Inclusive School Teachers for Collaborative Practices
 - i). Professional Development
 - ii). Professional Ethics

SESSIONAL WORK/PRACTICUM-

Any two of the following-

- (A) Design a physical layout of inclusive classroom. Write its essential features.
- (B) Plan an ICT based lesson for inclusive classroom and teach it. How far you were successful in Executing your planning, report your experiences.
- (C) Write a reflective journal on 'Skills and Competencies of Inclusive School Teachers for Collaborative Practices'
- (D) Prepare an Achievement test considering inclusive classroom

REFERENCES-

- D. N. Dasgupta, Communication and Education, Pointer Publishers
- Madan Lal, Essentials of Educational Technology, Anmol Publications
- Mahesh Varma, Murari Lal Online Teaching Tools and Methods, & Sons
- N. Sareen Information and Communication Technology, , Anmol Publication
- O. P. Dahama, O. P. Bhatnagar Education and Communication for development, , Oxford & IBH Publishing company, New Delhi
- Rangasayee, R.& Gathoo, V. (2007). *Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers*. AYJNIHH Publishers.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Sedlak, R. A. & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon
- Shelly, cashman, gunter and gunter Integrating Technology in the classroom, publication by Thomson course technology
- Son Naidu e-learning a Guidebook of principals, Procedures and practices, , Commonwealth of Learning, Commonwealth Educational Media Centre for Asia
- Stow L. & Selfe, L. (1989) *Understanding Children with Special Needs*. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey Prentice-Hall. Inc.
- Vlachou D. A. (1997) *Struggles for Inclusive Education: An ethnographic study*. Philadelphia, Open University Press
- Westwood P. (2006) *Commonsense Methods for Children with Special Educational Needs-Strategies for the Regular Classroom*. 4th Edition, London RoutledgeFalmer-Taylor & Francis Group.

SPECIALISATION PAPER GROUP – B

AREA-VI : EDUCATION TECHNOLOGY (FOR BOTH ELEMENTARY AND SECONDARY LEVELS)

Paper-I EDUCATIONAL TECHNOLOGY

OBJECTIVES-

Students will be able to-

- Understand the concept , types and scope of Educational Technology
- Understand the role of Educational Technology in modern education.
- Understand the ways of writing instructional objectives.
- Understand System approach in education.
- Understand role of communication in education.
- Prepare CRT and NRT
- Understand the role of ICT and E-Learning in education.
- Understands the basics of Programmed Instruction.

COURSE CONTENT

UNIT – I EDUCATIONAL TECHNOLOGY: AN OVER VIEW

- (A) Concept of educational technology - its definition and scope.
- (B) Components of Educational Technology –Hardware and software..
- (C) Types of Educational Technology.
- (D) Role of educational technology in modern time.
- (E) Research and innovations in educational technology in India.

UNIT - II SYSTEM APPROACH AND COMMUNICATION

- (A) System approach - Definition, characteristics, education as a system
- (B) Communication in education - communication process, components of communication process, teaching learning as a communication process

UNIT - III PLANNING AND TESTING

- (A) Formulation of educational objectives, traditional vs. modern approach
- (B) Content analysis, task analysis, criterion reference test and Norm Referenced Test.

UNIT -IV TECHNIQUES AND MEANS OF INSTRUCTION

- (A) Programmed Learning - Basic principles, types, uses and limitations of programmed material and teaching machines .
- (B) Computer (meaning and definition), Types of computers, Applications of computers in Education.
- (C) Computer Assisted Learning (CAL) and Computer Assisted Instruction (CAI)

UNIT – V ICT AND E-LEARNING

- (A) Information and Communication Technology (ICT)- meaning, and its relationship with Instructional Technology
- (B) Prospects of e- Learning- Concept of e- learning, Approaches to e- learning, Offline, Online; Synchronous, Asynchronous; Blended learning, Mobile learning (M learning)

(C) Learning Management Systems: Media and Materials- Open Educational Resources, Social Networking Sites, Spoken Tutorial and Cam-studio.

SESSIONAL WORK/ PRACTICUM-

Any two of the following-

(A) Preparation and administration of programmed learning materials (at least 20 frames).

OR

Development of a Computer Programme on a topic

(B) Preparation of any two communication aids.

(C) Teach an ICT based Lesson in the Class and find out its effectiveness by Knowing Reactions of student through structured interview.

REFERENCES-

- Amidon, Edmund, J. and John. B. Hough : Interaction Analysis : Theory Research and Application, Addison Wesley Publication Co., Reading Massachusetts, London, 1967
- Bajpal, A.C. and Leedham, J.F.: Aspects of Educational Technology, Part-IV, Pitman Publishing Co., New York.
- Bhatnagar, R.P. and Bhatnagar, Suresh: Shikshan Shilp Vigyan, Puneet Press, Meerut, 1977
- Bush, M.B. and Santhanam, M.R.: Communication in Classroom, CASE, Baroda
- Davis, Ivor, K. and James (ed.): Contributions to an Educational Technology, London, 1972
- Dunn, W.R. and Holoryd, C.: Aspects of Educational Technology, Vol.-II, Pitman, London
- Flanders Ned. A.: Analysing Teaching Behaviour, Addison Wesley Publishing Co., London, 1972
- Joyace, Bruce and Weimansha: Models of Teaching, Prentice Hall, Englewood Cliffs, New Jersey
- Knivi, F.G. and Childs John, W.: Instructional Technology, Holt Rinehart and Winston, New York.
- Sharma, R.A.: Technology of Teaching, Modern Publications, Meerut, 1972
- Thomas, C.A.: Programme Learning in Perspective - A Guide to Programme Writing Banking Essex, Adclphi, 1963

SPECIALISATION PAPER GROUP B
AREA-VI : EDUCATION TECHNOLOGY
(FOR BOTH ELEMENTARY AND SECONDARY LEVELS)

**PAPER-II EDUCATIONAL TECHNOLOGY AND INSTRUCTIONAL
PROCESS**

OBJECTIVES-

Students will be able to-

- Understand the concept of instructional process and its effectiveness
- Understand the concept of Instructional Technology and Instructional Design
- Select the Appropriate method and media for instruction.
- Understand role of communication in education.
- Analyse teachers, classroom behaviour
- Understand the concept and role of Teaching models in achieving objectives

COURSE CONTENT

UNIT - I INSTRUCTIONAL PROCESS AND ITS EFFECTIVENESS

(A)Instructional Process: Teaching and instruction, components of instructional process, objectives, content media, method, learner, teacher and evaluation, efficiency and effectiveness.

(B) Formulation of Instructional objectives: Behavioural superification entering and terminal behaviour. Objectives in the three domains of behaviour (cognitive, efficiency and effectiveness).

(C)Stages of Teaching- Pre-active, Inter-active and Post-active.

UNIT – II INSTUCTIONAL TECHNOLOGY AND INSTRUCTIONAL DESIGN

(A) Concept of Instructional Technology

(B) Overview of Behaviorist, cognitive and constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)

(C) Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non- formal groups)

(D) Selection of appropriate media - synchronous and asynchronous – for formal, informal andnon-formal settings.

(E) Concept and Components of Instructional Design (ID)

a) Systems Approach to Instructional Design

b) Gagne’s Nine Events of Instruction and Five ‘E’s of Constructivism

c) Nine Elements of Constructivist Instructional Design

d) Instructional Design for Training

UNIT - III TEACHING METHODS AND MEDIA

(A) Method and media: Criteria for selection of methods and media, multimedia approach to instruction,

(B) Teaching at different levels and strategies-

(i) Memory, understanding and reflective of teaching.

(ii) Teaching Strategies-Meaning, Nature, Functions and Types, Seminar, Panel

Discussion, Team-teaching, Brain-storming, tutorial, Symposium, Work-shop, Conference.

(iii) Instructional techniques: Lecture, discussions, seminar, Panel discussion, team-teaching, brain storming and tutorial.

Instructional techniques involving student's activities: role playing, library work, field work and educational games.

(C) Communication media in education, mass media, T.V., Radio, Films, Tape-recorder, Computer and other accessories.

UNIT - IV MODIFICATION OF TEACHER BEHAVIOUR AND INTERACTION ANALYSIS -

(A) Teaching or Teacher Behaviour

(B) Modification of teaching or teacher behaviour

(C) Techniques for the modification

(D) Classroom Interaction analysis techniques, Encoding and Decoding Procedure, interaction models.

UNIT – V MODELS OF TEACHING

Models of Teaching-Concept, different families of teaching models with special reference to concept attainment model, Advance organizer model and inquiry-Training Model, Synetics Model, Information Processing model.

SESSIONAL WORK/PRACTICUM:

Any two of the following -

1. Preparation and operation of any lesson on team-teaching.

2. Preparation, Radio, T.V. Lessons script.

3. Observe, Analyse and Interpret the Teacher's Behaviour using Flander's Interaction Analysis Category System.

REFERENCES-

- Amidon, Edmund, J. and John. B. Hough : Interaction Analysis : Theory Research and Application, Addison Wesley Publication Co., Reading Massachusetts, London, 1967
- Bajpal, A.C. and Leedham, J.F.: Aspects of Educational Technology, Part-IV, Pitman Publishing Co., New York.
- Bhatnagar, R.P. and Bhatnagar, Suresh: Shikshan Shilp Vigyan, Puneet Press, Meerut, 1977
- Bush, M.B. and Santhanam, M.R.: Communication in Classroom, CASE, Baroda
- Davis, Ivor, K. and James (ed.): Contributions to an Educational Technology, London, 1972
- Dunn, W.R. and Holoryd, C.: Aspects of Educational Technology, Vol.-II, Pitman, London
- Flanders Ned. A.: Analysing Teaching Behaviour, Addison Wesley Publishing Co., London, 1972
- Joyce, Bruce and Weimansha: Models of Teaching, Prentice Hall, Englewood Cliffs, New Jersey
- Knivi, F.G. and Childs John, W.: Instructional Technology, Holt Rinehart and Winston, New York.
- Sharma, R.A.: Technology of Teaching, Modern Publications, Meerut, 1972
- Thomas, C.A.: Programme Learning in Perspective - A Guide to Programme Writing Banking Essex, Adclphi, 1963

INTERNSHIP (IN SCHOOL)

FOUR WEEKS

A journal should be maintained by the student in which he/she records one's experiences, observations, and reflections during internship.	10
Preparing a suggested comprehensive plan of action for some aspects of school improvement	10
The student shall also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.	10
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment	10
Observe minutely the in-disciplinary habits of the student and prepare the report.	10
Prepare and execute at least 10 lesson plans - different methods in which 5 must involve students. Student could develop their own method (fusion based) with the help of teacher educator and deliver in school	20
Delivery of Four lessons in a school teaching subject (After each lesson of practice teaching student need to discuss with subject teacher on their pedagogy and new practices.	10
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.	10
Conduct a Co-Curricular/ Extracurricular programme in school	10
TOTAL MARKS	100