VEER NARMAD SOUTH GUJARAT

UNIVERSITY, SURAT

Syllabus

For

M.Ed. Education

(Two Year M.Ed. Programme)

(CBCS Pattern)

Effective From::: 2016 ((Revised For New Batches))) Page 2

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M. ED. CURRICULUM FRAMEWORK 2016 (Revised For New Batch)

(M.ED.) Full Time: Two Years Course

The purpose of M.Ed. programme is to prepare learners for higher level function in education including teacher education

who have a broad understanding of contemporary concerns of education like philosophical, psychological, sociological

foundations of education along with Tool Courses, Specific Specialization and Elective Specialization and research. So on so

forth as delineated under the course of study below in both the semesters. The purpose is to develop an educational leader

with vision.

GENERAL ORDINANCES FOR THE DEGREE OF MASTER OF EDUCATION

1. The examination for the degree of Master of Education (M.Ed.) shall be held under Semester system consisting of Four

semesters at such dates and time as the university may prescribe.

2. The examination for the degree of Master of Education (M.Ed.) shall be open to the candidate who has, (i) after

graduation passed the B.Ed. or B.Ed.(special) Examination or an equivalent examination held by a State Government or

by any University in India recognized by law of the place in which it is situated or of any University or body which the

Academic Council may from time to time recognize for this purpose with at least 50% marks in Theory, and (ii) persued

for one/two session (two/four semesters) the prescribed course of study in the University or satisfies the conditions laid

down as here below.

3. The examination for the degree of Master of Education (M.Ed.) will include Papers, Practicum, Dissertation, and Field

Based Experience.

4. The minimum attendance of students shell be 80 % for Theory Courses and Practicums and 90 % for internship. Page 4

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Entry/Admission Qualifications for M. Ed.

1. B. Ed.

2. B. A. B.Ed., B.Sc., B.Ed.

3. B.El.Ed.

4. D.El.Ed. with an undergraduate degree (With 50% marks in each)

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shell

be as per the rules of Gujarat State Government.

Programme Structuer:

The M.Ed. Programme is a full time course and consisted of four semesters as shown in table 1 to 5. Semester comprises of 16 to

18 Weeks.

1. COURCES:

A. PERSPECTIVE COURSES:

1. Psychology of Learning And Development

2. History and Political Economy of Education

3. Education Studies

4. Philosophy of Education

5. Sociology of Education

6. Curriculum Studies

B. TOOL COURSES:

Core Courses

1. Introduction to Research Methods

2. Advanced Research Methods

Practicals

1. Seminar on current issues in Education

2. ICT Skills

3. Yoga

4. Library Skills

5. Communication Skills

6. Community Services and Reporting

7. Research Paper Writing Workshop and Presentation Page 5

5

C. TEACHER EDUCATION COURSES

1. Teacher Education – I: Pre-Service and In-Service Teacher Education

2. Teacher Education-II : Perspectives, Research and Issues in Teacher Education

D. SPECIALIZATION COURSES

Specialization at Elementary Level

1)

System, Structure, and issues in elementary education

2)

Curriculum, Management and Pedagogy in elementary education

Specialization at Secondary and Senior Secondary Level

1)

System, Structure, and issues in secondary education

2)

Curriculum, Management and Pedagogy in secondary education

Practical

1)

Preparation of Reflective report of any two educational articles published in newspaper related with specialization

Specialization/Elective Courses:

1) Elective Specialization Thematic course -1

(Any one of the following)

a.

Pedagogy and Assessment

b.

Educational Management and Leadership

c.

Inclusive Education

d.

Educational Policy and Policy Research

e.

Educational Finance in India

2) Elective Specialization Thematic course -2

(Any one of the following)

a.

ICT in Education

b.

Educational Administration and Leadership

c.

Guidance and counseling

d.

Value Education and Human Rights

e.

Planning in Education Page 6

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2. INTERNSHIP/FIELD ATTACHMENT

1. Specialization related Teacher Education Institute (B.Ed./ B.A.B.Ed./B.Sc.B.Ed./B.El.Ed./D.El.Ed. etc…).

2. Interning at/Associated with a field site relevant to the Area of Specialization. (School relevant to the area of specialization,

International/National/State level Organizations involved in the Development of Innovative Curriculum and Pedagogic Practice, viz.

NCTE/NCERT/NUEPA/UGC/MHRD/SCERT/SITE/SIE/Text Book Development Bureau)

Internship: Points to Ponder:

1. Each internship has duration of 04 Weeks

2. Should be Design with the previous concern, guidance and collaboration of the Host Institute about suggesting aspects for

study/work/focus.

3. Faculty and Mentor Teacher of the Host institution should be consulted in advance.

4. It should be seen as a mentor component by a Faculty and a Mentor Teacher from the Host Institution to guide a group of 3 - 5 students.

5. Orientation for students and Mentor Teacher and faculty should be organized before organizing the Internship.

6. Develop Field Networking with Teacher Education Institutes and other cognate sites (such as Schools, SCERT, etc.) with a fleshed-out plan of

field mentoring and structure of field based assignment/attachments.

7. Internship Assessment should include following components:

Regular attendance

Engagement in the Field Sites

Discussion with mentors (during pre-planning and during and after the internship)

Reflective reportPage 7

7

3. RESEARCH PROJECT (DISSERTATION)

1. Compulsory

2. To be carried out under close mentorship/guidance of a Faculty member

3. To be submitted in the form of a Written Report/Dissertation/Thesis

4. Various skills expected to be developed:

Articulating and formatting a research problem and research questions

Designing a research plan

Executing the plan

analysing and writing the findings in academic fashion

Presenting the Research Report

Defending Viva-voce

5. All stages should be given due weightage

6. Daily regular guidance cum tutorial period should be there.

7.. Dissertation Assessment should be done in all semesters.

8. Research Dissertation can be held on the basis of Core Courses taught or related to Specialization Subjects or may be Need base or may be

related to Current Educational issues.

FORMAT OF ASSESSMENT

• For Theory Courses:

70 % External (Semester Examinations)

30% Internal (Composed of: (1) Midterm Test = 05 Marks; (2) Practicum =15 Marks; (3) Viva-voce of Practicum : 10 Marks; Total 30 Marks)

• For Practical and Inter Semester Break Courses:

Internal Assessment should be done according to the student's submission AND/OR presentation. Weightage of each course is given in

the table 1 to 4.

•

For Internship External Assessment should be done by Faculty and Mentor Teacher of the Host institution. Weightage of each internship

is given in the table 1 to 4

•

For Research Project (Dissertation):

o Semester 1 to 3 : Internal Assessment should be done. Weightage is given in the table 1 to 3

o Semester 4: External Assessment (100 Marks – 70 Marks Dissertation assessment by external referees and 30 Marks Viva Voce)Page 8

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Credit

• There are two types of Credits, (1) Theory Credit and (2) Practical Credit

• 1 Theory credit (T Cr) = 1 Hour of Classroom Teaching per Week

• 1 Practical credit (P Cr) = 2 Hours of seminar/group work/tutorial/laboratory work/ practical work/ field work/ workshop/ Teaching (Guidance)

per week

Standards of Passing

• To pass the M. Ed. Degree examination a candidate must ;

o (a)

Obtain minimum 50% marks in internal assessment as well as external assessment.

o (b) In courses having both internal and external assessments: obtain at least 40% of marks in internal assessment as well as

the external examination. In addition a candidate must secure in aggregate 50% of marks in the internals as well as external

examination.

• If a candidate passes in the dissertation but fails in the papers, the marks obtained by him /her in the dissertation shall be carried over

to the subsequent semester or semesters Examination and he/she will be allowed to appear at the University Examination only.

• If a candidate passes in the papers but fails in the dissertation the marks obtained by him /her in the papers shall be carried over to

the subsequent semester Examination and he/she will be at liberty to revise and resubmit the dissertation in the subsequent

semester or semesters.

• Similarly the marks of viva-voce and internal Assessment etc. will be carried over to the subsequent semester or semesters.

• Note : The student will have to complete the course within 03 years Page 9

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Table: 1

Semester 1

Paper Code

Subjects /Curriculum component	Credit		Internal Assessment (marks)	External Assessment (marks)	Total Marks (marks)
	T cr	P cr			
Semester – I					
101 PCC Philosophy of Education	4 3	1	30	70	100
102 PCC Education Studies					

4

3

1

30

70

100

103 TECC

Teacher Education – I: Pre-Service and

4

3

1

30

70

100

In-Service Teacher Education

104 TCC

Introduction to Research Methods

4

3

1

30

70

100

105 TCP

Seminar on current issues in Education

1

1

25

25

106 TCP

ICT Skills

1

1

25

25

107 TC P

Yoga

1

1

25

25

108 RPD

Dissertation Guidance(Research Proposal

1

1

25

25

Preparation, Draft of First Chapter)

Total

20

12

08

220

280

10

Table: 2

Semester 2

Paper Code

Subjects /Curriculum component

Credit

T

P

Internal

External

Total

cr

cr

Assessment

Assessment

Marks

(marks)

(marks)

Semester – II

201 PCC

Psychology of Learning And Development

4

3

1

30

70

100

202 PCC

Curriculum Studies

4

3

1

30

70

100

203 TECC

Teacher Education-II : Perspectives, Research and

4

3

1

30

70

100

Issues in Teacher Education

204 TCC

Advanced Research Methods

4

3

1

30

70

100

205 TCP

Library Skills

1

0

1

25

25

206 SCCEP/SCCSP

Communication Skills

1

0

1

25

25

207 RPD

Dissertation Guidance (Draft of second and

2

2

50

50

third Chapters)

Total

20

12

08

220

280

11

Table: 3

Semester 3

P

Internal

External

Total

Paper Code

Subjects /Curriculum component

Credit T Cr

Assessment

Assessment

Marks

cr

(marks)

(marks)

Inter Semester Break

301 SCCEP/SCCSP

Community Services and Reporting

1

1

25

-

25

Semester – III

302 PCC

Sociology of Education

4

3

1

30

70

100

303 SCCE /SCCS

Specialization Core Course – 1

(Select any one of the following)

1) System, Structure, and issues in

4

3

1

30

70

100

elementary education (SCCE-1)

2) System, Structure, and issues in

secondary education (SCCs-1)

304 SCCE /SCCS

Specialization Core Course – 2

(Select any one of the following)

1) Curriculum, Management and Pedagogy

4

3

1

30

70

100

in elementary education (SCCE-2)

2) Curriculum, Management and Pedagogy

in secondary education (SCCS-2)

305 TE –FE

Internship – Teacher Education Institution

4

4

100

100

306 SCCEP/SCCSP

Research Paper Writing Workshop and

1

1

25

25

Presentation

307 SCCEP /SCCSP

Preparation of Reflective report of any two

1

1

25

-

25

educational articles published in newspaper

related with specialization

308 RPD

Dissertation Guidance: (Draft of Fourth

Chapter)

1

1

25

25

Total

20

09

11

190

310

500Page 12

12

Table: 4

Semester 4

Paper Code

Subjects /Curriculum component

P

Internal

External

Total

Credit

T Cr

Assessment

Assessment

Marks

Cr

(marks)

(marks)

401 PCC

History And Political Economy of Education

4

3

1

30

70

100

402 ESTC

Elective Specialization Thematic course -1

(Select any one of the following)

1. Pedagogy and Assessment

2. Educational Management and Leadership

4

3

1

30

70

100

3. Inclusive Education

4. Educational Policy and Policy Research

5. Educational Finance in India

403 ESTC

Elective Specialization Thematic course -2

(Select any one of the following)

1. ICT in Education

2. Educational Administration and Leadership

4

3

1

30

70

100

3. Guidance and counseling

4. Value Education and Human Rights

5. Planning in Education

404 TE –FE

Internship – Related to Specialization

4

4

100

100

405 RPD

Dissertation G u i d a n c e , Submission and Viva-voce

4

4

100

100

Total

20

9

11

90

410

13

Table: 5

Summary

Sr.

Semester

Credit

Credit

Assessments

T Cr

P Cr

Internal

External

Total Marks

(Marks)

(Marks)

1

Semester 1

20

12

08

220

280

500

2

Semester 2

20

12

08

220

280

500

3

Semester 3

20

09

11

190

310

500

4

Semester 4

20

09

11

90

410

500

Total

80

42

38

720

1280

2000

ABBREVITIONS

PCC : Perspective Core Course

TC C : Tool Core Course

TCP : Tool Course Practical

RPD : Research Project (Dissertation)

TECC : Teacher Education Core Course

TE –FE : Teacher Education Field Experience

SCCE : Specialization Core Course in Elementary Education

SCCS : Specialization Core Course in Secondary Education

ESTC: Elective Specialization Thematic Course

SCCEP: Specialization Core Course in Elementary Education Practical

SCCSP: Specialization Core Course in Secondary Education Practical

T Cr : Theory Credit

P Cr: Practical Credit

FORMAT OF EXTERNAL QUESTION PAPER

• Each Question Paper Contains 70 marks.

• Each Question Paper Contains total 5 questions.

Question-1 (A) Objective Type Question

10 Marks

(10 Questions, each weighing 1 mark)

(B) Answer briefly in 30 to 40 words (Answer any 5 out of 7)

10 Marks

Question-2

Answer briefly in 150 to 180 words (Answer any 5 out of 7)

20 Marks

Question-3

Essay type question (300 to 400 words)

10 Marks

OR

Question-3

Essay type question (300 to 400 words)

10 Marks

Question-4

Essay type question (300 to 400 words)

10 Marks

OR

Question-4

Essay type question (300 to 400 words)

10 Marks

Question-5

Essay type question (300 to 400 words)

10 Marks

OR

Question-5

Essay type question (300 to 400 words)

10 Marks

Total 70 MarksPage 15

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FORMAT OF MIDTERM QUESTION PAPER

• Each Question Paper Contains 50 marks.

• Each Question Paper Contains total 4 questions.

Question-1 (A) Objective Type Question

08 Marks

(08 Questions, each weighing 1 mark)

(B) Answer briefly in 30 to 40 words (Answer any 5 out of 7)

10 Marks

Question-2

Answer briefly in 150 to 180 words (Answer any 3 out of 5)

12 Marks

Question-3

Essay type question (300 to 400 words)

10 Marks

OR

Question-3

Essay type question (300 to 400 words)

10 Marks

Question-4

Essay type question (300 to 400 words)

10 Marks

OR

Question-4

Essay type question (300 to 400 words)

10 Marks

Total 50 MarksPage 16

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SEMESTER

I Page 17

17

SEMESTER - I

CBCS: 101 : PCC

PHILOSOPHY OF EDUCATION

COURSE OBJECTIVES

After completion of the course the student teachers will be able to:

1.

Understand the nature and functions of philosophy of education.

2.

Do Logical analysis, interpretation and synthesis of various

concepts, proposition and philosophical assumptions about

educational phenomena.

3.

Understand and use of philosophical methods in studying

educational data.

4.

Do Critical appraisal of contributions made to education by

prominent educational thinkers– Indian and Western.

5.

Analyse and evaluate the fundamental postulates of the discipline

of philosophy of Education and its relevance for Education.

COURSE CONTENTS

UNIT – I

PHILOSOPHY OF EDUCATION : ITS NATURE

1.

Philosophy A Liberal Discipline. It's Nature, Definition,

Concept.

2.

Methods, Content and Function – Speculative, Normative,

Analytical

3.

Relationship between Philosophy and Education Meaning,

Definitions and Significance of Philosophy

4.

Fundamental philosophical Issues:

Meta physical Issues : The issues with special reference to

ontology, cosmology and theology

Epistemological Issues: The issues special reference to Reality

&objectivity, worth of knowledge and Truth.

Axiological Issues: Ethics and aesthetic branch. Its origin and

scope. Page 18

18

UNIT – II

PHILOSOPHICAL VIEWS ON EDUCATION

1.

Historical Overview and Key Concepts:

Indian perspectives of Education: Vidya, Gnyan and Darshan.

Western perspectives of Education: Information, Knowledge and

Wisdom.

2.

Education for Science, Values and Citizenship

Education for Science

Education for Values :Moral, Spiritual, Intellectual, Social

Education for Citizenship

3.

Education for Self, Society and Humanities

4.

Contribution of Modern Thinkers: Mahatma Gandhi, Tagore, J.

Krishnamurti, John Dewey

UNIT – III

SCHOOLS OF PHILOSOPHY-I

1.

Sankhya, Vedanta, Upnishad, Bhagavadgita, Buddhism, Jainism,

Islam and Christianity

UNIT – IV

SCHOOLS OF PHILOSOPHY-II

1.

Idealism, Realism, Pragmatism, Existentialism, Naturalism,

Humanism

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Group discussion, Self Study, Seminar/ Presentation.

2

Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Visit to Institutes working on Philosophical Ideologies such as

Gandhian, Arvindo, Rajnish, Kabir , Christ ,etc.

2

Assignment on the comparative philosophies of the saints such as

Kabir, Tulsi, Meera, Shri Rang Avadhoot,Narsinh Mehta etc.

3

Students will be preparing a term paper on any given topic in the

syllabus (directly or indirectly related to the syllabus) by specifically

referring to latest journal articles as well as well known references.

4

Prepare a paper on comparison of different school of philosophy taken

in pairs.

5

Prepare a report on the extent which democratic principles of education Page 19

are maintained in institutions governed by different managements

6

Prepare a report on social composition and structure of a chosen school

and social interaction amongst different groups

7

Write an ethnographic description of interaction in an elementary

classroom

8

Write a paper on efforts of the central and state governments for access

equity and Excellence in educational Instition.

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The Indian Publication. Page 20

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SEMESTER - I

CBCS: 102 - PCC

EDUCATION STUDIES

COURSE OBJECTIVES

1.

To understand education as a phenomenon and as a field of study with

a body of knowledge.

2.

To examine education as interdisciplinary knowledge

3.

To analyze the philosophical, social and the cultural dimensions of

education.

4.

To analyze the concept and the relevance of education by reflecting

on various educational thoughts and visions

5.

To understand and apply knowledge with institutions, systems and

structures of education and flagging the contemporary concerns of

education policy and practice.

6.

To gain insight on various challenges and opportunities in education.

COURSE CONTENTS

UNIT – I

Education as a Discipline

1.

Concept of Education studies

2.

Education as a discipline of study

3.

Education as a socially contrived system influenced by social,

cultural, political, economic, and technological factors.

4.

Meaning and importance of: School, Curriculum, Syllabus,

Textbook, Assessment, Pedagogy, Morality, Value, knowledge,

construction of knowledge

5.

Pedagogical Content Knowledge (PCK)

6.

Interdisciplinary nature of education; relationships with

disciplines/subjects such as philosophy, psychology, sociology,

management, and economics.

UNIT – II

Philosophical and Sociological Understanding of Education

1.

Critical analysis of thoughts of following great thinkers with

reference to curriculum, textbook, pedagogy, school, assessment, Page 21

21

discipline: Shri Aurobindo, Gijubhai Badheka, Acharya Vinoba

Bhave, Nanabhai Bhatt, Jawaharlal Nehru, Dr. Zakir Husain

2.

Role of school, parents, peer group and the community in

socialization of a child.

3.

Social purpose of Education; Understanding Indian society with

reference multicultural and multilingual classrooms; Educational

challenges of a multicultural and a multilingual society

4.

Concept of Inclusive education and learning disabilities

5.

Role of Education in addressing cultural diffusion, cultural

acculturation, Cultural lag, and Cultural conflict.

UNIT – III

Education in Independent India

1.

Aims of education (National Focus Group 2006 by NCERT)

2.

Relevance of the aims of education in context of democratic and

secular society.

3.

Constitutional provisions of education

4.

Present structure of education in India from pre-school to

university.

5.

Functions of UGC, NCERT, NCTE, CBSE, SCERT & DIET.

6.

Introduction of various schemes (Aims-Objectives-features): Sarva

Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan

(RMSA), Rashtriya Uchchatar Shiksha Abhiyan (RUSA),

Gunotsav.

UNIT – IV

Challenges and Opportunities of Education

1.

Concept, merits and demerits of Globalization, Privatization (in

context of education)

2.

Right to Education Act, 2009 and its implementation

3.

Education for sustainable development

4.

Education of socio-economically deprived groups

5.

ICT in Education

6.

Teacher's autonomy and academic freedom

7.

Human Rights and Education

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Group discussion, Self Study, Seminar/ Presentation.

2

Group and individual field-based assignments Page 22

22

3

Library readings on selected theme followed by group

discussion

PRACTICUM

The students may undertake any one of the following activities and present the report:

1.

Readings of original texts of Shri Aurobindo, Gijubha Badheka, Acharya Vinoba Bhave, Nanabhai Bhatt, Jawaharlal Nehru, Dr. Zakir Husain and presentation on linkage of various theoretical concepts with pedagogy and practices.

2.

Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.

3.

Visit to a rural/tribal school, observation of activities and preparation of a reflective diary.

4.

Preparation of Power-point presentation with reference to Sociological/ Cultural/ perspectives on purpose of Education study.

5.

Collect views on any one challenge and opportunity of contemporary education.

6.

Any other relevant practicum.

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SEMESTER - I

CBCS: 103 : TECC

TEACHER EDUCATION – I

PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

COURSE OBJECTIVES

1.

To gain insight on concept, objectives and status of pre-service and in

service teacher education

2.

To be aware of historical background of teacher education in India

3.

To understand the different modes of teacher education.

4.

To examine the current pre-service and in-service teacher education

programmes in terms of various policy documents.

5.

To critically examine the role of various regulating agencies of

teacher education

6.

To explain structure, administration, curriculum

methodology and evaluation procedure of pre-service teacher training.

7.

Know methods and techniques for transaction of teacher education

curricula.

8.

Gain insight into the status of teachers in-service education in the

country

9.

Develop understanding of the process of in-service teacher education

COURSE CONTENTS

UNIT – I

Concept, and Components of Pre-service Teacher Education

1.

Concept, Need and Importance of Pre-Service Teacher Education

2.

Objectives of Pre-Service Teacher Education for pre-primary,

elementary, Secondary & senior secondary stages.

3.

Pre-Service Teacher education in Pre and Post-independent India. Page 26

26

4.

Modes of Pre-Service Teacher Education (Concept, merits and demerits) : Face to Face and Distance

5.

Curriculum Components of Pre-Service Teacher Education (With reference to NCFTE-2009)

6.

Teacher preparation for special needs education and physical education.

UNIT – III

In-service Teacher Education: Concept, Modes, and Models

1.

Concept, Significance, and Objectives of In-service Teacher Education.

2.

Thrusts and Limitations of In-Service Teacher Education

3.

Qualities and characteristics of an effective in-service teacher

UNIT – II

Organizational Pattern and Curriculum Transaction in Pre-Service Teacher Education

1.

Present Norms and Standards of Pre-Service Teacher Education Programmes leading to following degree/Diploma:

· Diploma in Preschool Education (DPSE)

· Diploma in Elementary Education (D.El.Ed.)

· Bachelor of Elementary Education (B.El.Ed.)

· Bachelor of Education (B.Ed.) : Full time, Part Time and

· through Open and Distance Learning System

· 4-year Integrated programme leading to B.A. B.Ed./ B.Sc.

B.Ed.

· Master of Education (M.Ed.)

· B.Ed. M.Ed. (3 year Integrated)

2.

Teacher Education Curriculum transaction practices proposed in

NCFTE 2009.

3.

Internship (Concept, objectives,the existing practices, organization

and duration. Activities and experiences in pre-internship,

internship and post-internship)

4.

Evaluation in Pre-Service Teacher Education:

· The Comprehensive Nature of Evaluation

· The Evaluation Protocol

· Tools (observational records, Reflective journal, checklists,

portfolio assessment, open-ended questionnaire and

interviews, oral andwritten tests, Rubrics, self-appraisal) Page 27

27

educator

4.

Modes of in-service teacher education (Concept, merits and

Limitations): face-to-face, online and mixed mode

5.

Models of in-service teacher education (Concept, merits and

Limitations): induction, one shot, recurrent, cascade, multi-site,

school based and course work.

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1.

Group discussion, Self Study, Seminar/ Presentation.

2.

Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1.

A —comparative study of state and national curricula of pre-service

teacher education in terms of their components, weightages, duration,

Organisation, transaction and assessment.

2.

Design, implementation and evaluation of a training in put in any one

course of pre-service teacher education

3.

Review the any university curriculum of teacher education from the

UNIT – IV

Planning and organizing In-service Teacher Education

1.

Organization and role of following agencies in the field of In-

service teacher education: UGC, NCERT, NCTE, GCERT, CTE,

IASE, DIET, CASE

2.

Planning and organization of various In-service teacher education

programmes conducted under SSA and RMSA.

3.

Designing an In-service teacher education programme (basic

guidelines in terms if purpose, duration, resources required, budget,

training curriculum, training material and assessment)

4.

Common problems of organizing In-service teacher education

programme. Page 28

28

point of view of NCFTE-2009.

4.

Critical study of an in-service teacher education programme in terms

of their need and relevance, duration, planning, organization and

outcomes.

5.

Interview of practicing teachers to identify then a ture of in-service

teacher education received and the felt needs.

6.

Visit and preparing report on teacher education institutes regarding

structure, infrastructure, teaching learning process, practice teaching,

co-curricular activities, &evaluation

7.

Study best practices of teacher education institutions

8.

Comparative Study of teacher education system in India and different

countries

9.

Preparation of a Proposal for Organizing an In-service teacher

education programme

10.

Any other relevant practicum

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પ્રશળક્ષણ. બાલનગય: શ્રી વયદાય ꠰ટેર વેલા ટ્રસ્ટ.Page 31

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SEMESTER - I

CBCS: 104 - TCC

INTRODUCTION TO RESEARCH METHODS

COURSE OBJECTIVES

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

1.

Understand research and its functions in the various fields of

educational endeavor.

2.

Understand the Place of Theory of Research work.

3.

Understand the meaning of Educational Research of various types.

4.

Acquaint the students with the methodology of Research of various

types.

5.

Develop the ability to state terms, concepts, hypothesis working

definitions clearly and explicitly.

6.

Learn to interpret educational research and investigation and to

examine the scope of application of research

7.

Describe the meaning, nature, purpose, scope, areas, and types of

research in education.

8.

Explain the characteristics and research paradigms in education:

quantitative, qualitative and mixed research.

9.

Review literature to plan a research study

10.

Identify research problem along with its specification in terms of

objectives, hypothesis, definitions, variables and delimitations.

11.

Select and explain the method appropriate for a research study

12.

Conduct a literature search and develop a research proposal Page 32

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13.

Explain about probability and non probability sampling design

and select appropriate one for a research study

14.

Explain various tools of research, design and procedure for collection

of data

COURSE CONTENTS

UNIT-I EDUCATIONAL RESEARCH: BASIC CONCEPT

1.

Educational research : Meaning, Nature, Scope, and Areas

2.

Types of educational research: basic & applied research, evaluation

research and action research, and their characteristics

3.

Research paradigms in education: qualitative, mixed and, quantitative,

and their characteristics

4.

Source of knowledge, The scientific approach to the knowledge

generation: basic assumptions of science, scientific methods, Theory,

nature and functions, The principle of evidence

5.

Qualities of good research and researcher- Constraints and limitations

Unit – II Selection of Research Problem and Drafting the Proposal

1.

Sources of research problem

2.

Characteristics of a good research problem

3.

Criteria used in a selecting the problem

4.

Narrowing the range of the problem

5.

Drafting a research proposal

UNIT–III APPROACHES OF QUALITATIVE AND QUANTITATIVE

RESEARCH

1.

Quantitative: experimental, Survey, Developmental, Correlational,

Historical.

2.

Qualitative Research: Case Study, Ethnography, Narratives.

Phenomenology. Page 33

33

UNIT –IV SAMPLING & TOOLS

1.

Population and Sample and its type, sample size, sampling error,

representative and biased samples, characteristics of a good sample

2.

Characteristics of Good Research tools

3.

Standardisation of a tool

4.

Standardized tests, Questionnaire, Opinionnaire, Interview,

Observation, Rating Scale, Attitude Scale, Check List

TRANSACTION MODE

Library study, Classroom discussion, Lecture, Panel discussion,

Field work, etc.

PRACTICUM

The student teacher may undertake any one of the following activities:

1.

Review of two research papers published in refereed international

journals, one quantitative and the other qualitative.

2.

Review of a Doctoral Thesis in Education.

3.

Develop a research tool following standard procedure.

4.

Develop a research proposal for M.Ed. Dissertation and its seminar

presentation.

5.

Selection of a problem and developing a research design.

6.

Prepare a paper interpreting graphical representation of data given in

an official research document like National Sample Survey

Organization (NSSO) database, Human Development Reports, Census

report, Economic Surveys etc.

7.

A critical presentation of the use of statistical techniques in testing

hypothesis in a research report.

8.

Preparation of research abstract (at least five).

9.

Preparation of a sample research article (area may be specified).Page 34

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SEMESTER

II Page 37

SEMESTER =- II

CBCS: 201 : PCC

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

COURSE OBJECTIVES

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

1.

Understand the meaning of Educational Psychology.

2.

Develop an awareness of the different schools of Psychology

3.

Get acquainted with the stages of growth and development; and to

understand its Psychological impact.

4.

Identify and choose the learning theory of their choice for teaching.

5.

Get acquainted with the process of Group Dynamics in

Instructional Settings.

6.

Develop an understanding of Different Paradigms of Cognitive

Theories.

7.

Apply Constructivism to classroom teaching –learning process.

8.

Understand Personality development, and Adjustment and

Maladjustment.

COURSE CONTENTS

UNIT – I

SCHOOLS OF PSYCHOLOGY & HUMAN DEVELOPMENT

1.

Educational Psychology : Definition and Meaning of Educational

Psychology

2.

Schools of Psychology with specific reference to changing Roles of

teacher and Students: Vedic school, Behaviorist school, Humanistic

school Page 38

38

3.

Stages of human growth and its Psychological impact

4.

Stage wise Human development : Mental, Social, Emotional

UNIT – II

LEARNING

1.

Learning : Nature and Concept, Laws of Learning, Levels of

learning and Motivation

2.

Theories of learning: Behaviorism: Trial and error-Thorndike,

Classical Conditioning-Pavlov, Operant Conditioning-Skinner,

Field theory-Kurt Lewin, Gestalt psychology -Kofka, Kohlar and

Werthemer Theory of Hull and Tollman

UNIT – III

COGNITIVE PARADIGMS AND CONSTRUCTIVISIM

1.

The Three Cognitive Paradigms:

Paradigm – I: Eric-Kendall –the cellular and molecular

contributions to Learning and Memory

Paradigm – II: Cognitive Theories – D.P. Ausubel: Verbal

Meaningful Learning, Gagne's conditions of learning , J. S.

Bruner: Cognitive Theory through Discovery, jean Piaget:

Genetic Epistemology and Cognitive Development.

Paradigm – III: Evolutionary view of Psychology of Learning.

2.

Constructivism: Meaning, Definition and Concept Constructivists'

Approaches to Learning, Implications of Constructivism in

Classroom Learning

UNIT – IV

PERSONALITY AND ADJUSTMENT

1.

Personality : Concept, development, types and measurement of

personality tools and techniques.

2.

Theories of Personality – Allport, Eysenck; Psychoanalytic

approach of Freud, Erickson; Behaviour approach – Miller, Dollard

and Bandura; Humanistic approach – Roger, Maslow

3.

Adjustment and Maladjustment : Concept and Understanding,

Implications for education : with respect to Special and Gifted

Children.

TRANSACTIONAL MODE

1

Lecture, Symposium, Workshop, Panel

2

Discussion

3

Case Study Experiments Page 39

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4

Problem solving Film Show

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Engaging learner's in the process of knowledge construction in a

subject area following constructivist approach and presentation of paper

in a seminar.

2

Use of children's out of the school experience and local knowledge

during construction of knowledge in a subject area and presentation of a paper in a seminar.

3

Identification of group learning and self-learning strategies following constructivist approach and their field-testing.

4

Analysis of a case of maladjusted adolescent learner.

5

Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.

6

Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.

7

Conduct a Focus Group Discussion and present a Report.

8

Visit of observation home, juvenile home, Special education centers and reporting on its structure and functioning.
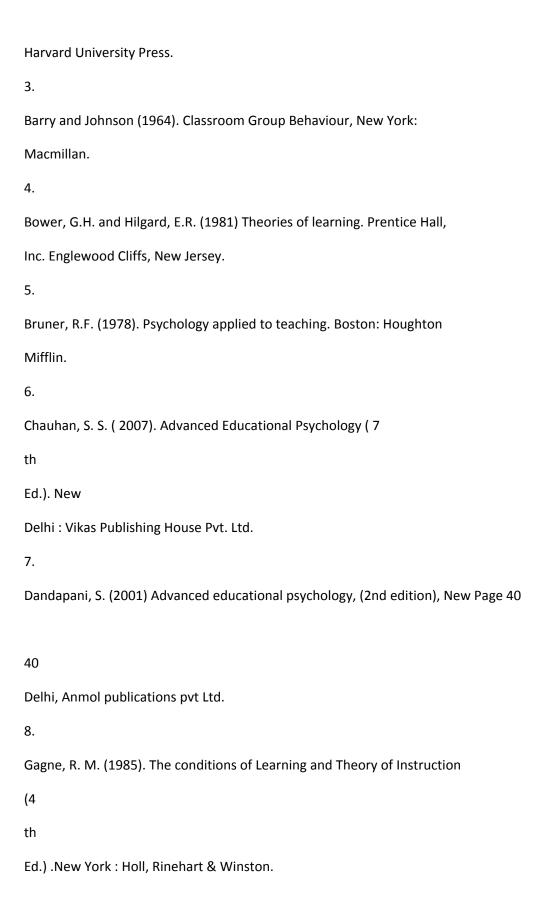
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SEMESTER - II

CBCS: 202 : PCC

CURRICULUM STUDIES

COURSE OBJECTIVES

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

1.

Define meaning of curriculum Transaction & Identify the

components of curriculum.

2.

Describe the various principles of curriculum development &

Explain various determinants of curriculum

3.

Describe and analyze various approaches to curriculum

development & Explain and compare various types of curriculum

4.

State the meaning of curriculum development & State major issues

to be addressed through curriculum

5.

Describe various modes of curriculum development & Explain various considerations for curriculum development

6.

Describe various methods/media for transaction & Discuss approaches of curriculum transaction.

7.

Explain role of ICT in curriculum Transaction & Define process of curriculum evaluation Differentiate between formative and summative evaluation Explain various tools used in curriculum evaluation.

8.

Identify the various stages of project evaluation & Describe issues in curriculum evaluation

COURSE CONTENTS

UNIT – I

NATURE, PRINCIPLES AND DETERMINANTS OF

CURRICULUM

1.

Meaning and concept of curriculum

2.

Curriculum as a body of organized knowledge, inert and live curriculum.

3.

Components of Curriculum: Objectives, content, transaction mode and evaluation

4.

Base/Foundations of Curriculum : Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests).

International Norms (bench marking). Axiological Issues: Ethics and aesthetic branch. Its origin and scope.

5.

Determinants of Curriculum : Objectives-Values enshrined in the Constitution such as social justice, equality and secularism, Explosion of knowledge- Information vs. Knowledge, Nurturing creativity, Social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.

Learner: growth and development

6.

Approaches to curriculum : Subject centered, Community centere, Learner Centered and interdisciplinary curriculum

UNIT – II

CURRICULUM DEVELOPMENT

1.

Principles of Curriculum development: Principles of integration, Relevance, flexibility, quality, continuality and plurality;

Conservative (Preservation of Culture etc.), Forward looking

principle

2.

Models of curriculum development: Hilda Taba 1962 model,

Nicholls and Nicholls -1972 model, Willes and Bondi-1989 model,

Goodlod's model, Need assessment model, Vocational/ Training

model

3.

Current Trends in Curriculum Development: Autonomy and

Curriculum Development, Curriculum for Inclusion, Curriculum

for International and Multicultural Education

UNIT – III

CURRICULUM TRANSACTION

1.

Curriculum transaction: Meaning and concept, Minimum

requirement for curriculum transaction (Duration, in-take,

eligibility of students, content, qualification of teaching staff,

infrastructure facilities, institutional facilities, classroom climate) Page 43

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2.

Relationship between Curriculum Transaction and Instruction:

Instructional Design and Instructional System, Use of various

methods & media in transaction with their strength and limitation,

Role of Communication in Curriculum Transaction and its element,

Enhancing curriculum transaction

3.

Certain issues with curriculum and its transaction: Designing

integrated and interdisciplinary learning experiences, Integration of

learning experience related to work experience, sensitivity to

gender parity, peace oriented values, health and needs of children

with disabilities, arts and India's heritage of crafts, Infusion of

environment related knowledge and concerns in all subjects and

levels, Centralized vs. decentralized curriculum, Diversity among

teachers in their competence, Participation of functionary and

beneficiaries in curriculum development, Learning to draw upon

resources other than text books, Problem of curriculum load

UNIT – IV

EVALUATION AND RESEARCH IN CURRICULUM

CONSTRUCTION

1.

Curriculum evaluation: Meaning, Concept, Nature, Purpose

&Objective, Types of Curriculum evaluation, Ideas for

Effectiveness, Criteria and Importance

2.

Curriculum evaluation Models : Tyler's Model, Stakes' Model,

Scriven's Model, Krikpatrick's Model

3.

Approaches to curriculum evaluation : Academic and Competency

Based

4.

Tools and Techniques of Curriculum evaluation: Observation, classroom interaction (with teacher and in peer group, group work), Oral: pretesting, diagnostic questions, Interview: consulting users of curriculum, An opinionnaire: Maintaining daily by the children as well as teachers, Project work: Peer evaluation maintaining portfolio of the work and their presentation.

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1.

Students are expected to study criteria/steps of Curriculum/Evaluation programme by consulting various books.

2.

Some can be presented in a symposium. Panel discussion, symposium be used by students after enough library work. Page 44

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3.

Students should locate the research studies related to Curriculum/Evaluation programme to have a familiarity with the process of evaluation.

4.

After arriving at definite criteria, they should try to evaluate a

course/programme/textbook; some can be presented in the form of seminar.

5.

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars;

6.

Self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.

7.

Hands- on-experiences at work situation and observation of training sessions and presentation etc.

PRACTICUM

The students may undertake any one of the following activities and present the report:

1.

Students will prepare an observation schedule for curriculum transaction in any one-school subject.

2.

Student will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.

3.

Student will integrate ICT for particular unit in teacher education course

to transact the same.

4.

Student will identify various issues in transacting Curriculum in

Teacher Education Institute.

5.

Critical appraisal/analysis of existing syllabi and textbooks on teacher

education developed by various agencies at national/state/local levels.

6.

Evolving criteria for development of syllabi and textbooks

7.

Maintaining of reflective diary on institutions i.e. SCERTs, School

Boards, National organizations, observed visited and analysis of the

own experiences.

8.

Evaluation of syllabus related to teacher education of any state either at

elementary or at secondary level.

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New Delhi.

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Sh. Rohit Dhankar, Chairperson of the National Focus Group set up

under NCF-2005 Process, CIET, NCERT, New Delhi. Page 46

SEMESTER - II

CBCS: 203 - TECC

TEACHER EDUCATION – II

PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

COURSE OBJECTIVES

1.

To understand the perspectives and policies on teacher education

2.

To appreciate the researches on various practices in teacher education

3.

To highlight the areas of research in teacher-education programme

and understand the problems faced in the areas of teacher-education.

4.

To understand the roles and responsibilities of teachers and teacher

educators

5.

To acquaint with various issues and innovations in teacher education

6.

To analyze current challenges of teacher education

7.

To understand the recent trends in teacher education

8.

To acquaint with quality standards in teacher education

9.

To gain insight on quality improvement in teacher education

10.

To acquaint with various innovations in teacher education

COURSE CONTENTS

UNIT – I

Perspectives and Policy of Teacher Education

1.

Concept of Teacher Development

2.

Factors influencing teacher development

3.

Berliner's stages of development of a teacher

4.

Teacher education in following policies and documents:

· NPE 1986 (Teachers and their training) Page 47

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· POA 1992 (Teachers and their training)

· NCFTE 2009 (Concept, Concerns and Vision of Teacher

Education)

· Vision of Teacher Education in India Quality and Regulatory

Perspectives – Justice Verma Commission Report vol.1 -

2012 (Quality of Pre-service and In-service teacher

education, Teacher Performance, Teacher Audit and

recommendations).

5.

Administrative Structure of Teacher Education at State and

National LevelStructure

UNIT – II

Research in Teacher Education

1.

Paradigms for research in teacher education (Walter Doyle, Pam

Grossman and Morva McDonald).

2.

Areas of research in teacher education.

3.

Methodological issues and challenges:

· direct versus indirect inference,

· laboratory versus field research,

· scope and limitations of classroom observation

· generalizability of finding

4.

Reviewofafewrecentresearchstudiesinteachereducationwith

reference to design, findings and policyimplications

UNIT – III

Challenges and issues in Teacher Education

1.

The concept of Andragogy and its principles.

2.

Code of Ethics for Teachers and Teacher educators.

3.

Issues related to: Admission Criteria, commitment and teacher

Performance (Assessment of Teacher Effectiveness), Curriculum

Concerns in Teacher Education, Establishing Theory Practice

Nexus, multiple subject teachers

4.

Innovations in Teacher Education: Community Partnership,

Effective classroom strategies, TQM in Teacher Education

UNIT – IV

Improving quality of Teacher Education

1.

Standards in Teacher Education:

· Unit standards by National Council for Accreditation of

Teacher Education (NCATE) Page 48

48

· Quality indicators for teacher education by National

Assessment and Accreditation Council (NAAC)

2.

Reflective Teaching (Concept, Nature, Need, Psychlogical

foundation of reflective teaching)

3.

Reflective teaching in Pre-service teacher education:

Concept, Models (Wellington and Austin's model, LaBoskey

Model)

4.

ICT in teacher education (use of ICT in admission, curriculum

transaction, practice teaching and internship, and assessment)

TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1.

Group discussion, Self Study, Seminar/ Presentation.

2.

Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and

present the report:

7.

Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to

identify the various programmes for professional development of

teacher educators.

8.

Select any one current practice in teacher education and trace the

background of its formulation as a policy.

9.

A review of researches in any one area of research in teacher

education and write the policy implications.

10.

A review of a research article in teacher education and write

implications for practitioner.

11.

Seminar on the paradigms for research on teaching research on

effectiveness of teacher educationprogrammes.

12.

Case study on innovative Institutions in teacher education

13.

Development of tools for evaluation of practice teaching programme

14.

Develop lesson plans for reflective teaching

15.

Prepare a rubric on the bases of selected standards for teacher

education

16.

Any other relevant practicum Page 49

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SEMESTER - II

CBCS: 204 - TCC

ADVANCED RESEARCH METHODS

COURSE OBJECTIVES

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

1.

Understand the scope and application of educational statistics.

2.

Acquire himself with statistical theories and its application in

Educational Research.

3.

Appropriate the role of parametric and non-parametric statistics in

various types of educational research.

4.

Understand the importance of educational statistics and its

relationship with of educational

5.

Gain understanding of the concepts and methods used in Statistical

analysis of test scores.

6.

Gain idea about the concept of qualitative and quantitative data .

7.

Understand the concept of Inferential and Descriptive Statistics.

8.

Test specific hypotheses about populations based on their sample data

9.

Use appropriate procedures to analyze qualitative data Page 52

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10.

Interpret results obtained through different techniques of analysis of

data

11.

Give insight into research embedded instruction

12.

Report the research work is accordance with the current trends and

procedure of report writing

COURSE CONTENT

UNIT-I ADVANCED RESEARCH

1.

Research ethics & it's Important.

2.

Digging data from Survey Archives, Written Records - Recording

Content Analysis of Documents/text books and Case studies

3.

Concept and uses of following methods:

(i) Ex-Post-Facto;

(ii) Laboratory experiment;

(iii) Field Studies and Field Experiment

(iv) Ethnographic and Documentary Analysis.

4.

Research Report writing.

UNIT-II INTRODUCTION TO STATISTICS IN EDUCATIONAL

RESEARCH- I

1.

Use of statistics for managing data

2.

Nature and Types of educational data

3.

Organization and tabulation of data.

4.

Frequency distributions

5.

Graphic Representation of data - Histogram, Frequency Polygon,

Frequency curve, Ogives, Pie diagram and Bar Diagram- Advantages

and uses of Graphic representation of data

6.

Measures of Relative Position- Meaning, Concept and Uses of

Percentiles, Quartiles and Percentile Rank, z-scores

UNIT-III INTRODUCTION TO STATISTICS IN EDUCATIONAL

RESEARCH- II Page 53

53

1.

Measures of Central Tendency and Dispersion- Concept and Uses

of Measures of central tendency, Concept and Uses of Measures of

Dispersion

2.

Measures of Relationship: Concept and Uses of Measures of:

Correlation, item analysis, Estimation of reliability and validity.

3.

Regression and Prediction: Concept of Simple Linear Regression

and Regression Equations – Standard Error of Estimate as accuracy of

prediction.

4.

Normal Probability Distributions Characteristics, Uses (Only

Concept), Skewness & Kurtosis (Only Concept).

UNIT–IV INFERENTIAL ANALYSIS OF QUANTITATIVE &

QUALITATIVE DATA

1.

Null-Hypothesis: Concept & Testing.

2.

Significance of Statistics : Concept of Standard Error, Estimating

Confidence Limits of Mean (Small and Large Sample).

3.

Parametric test: Concept and uses of t-test, Analysis of Variance

and Covariance.

4.

Testing of null hypothesis and non parametric methods: Concept

& Uses of Chi-Square test, Sign test, Median Test,

5.

Factor Analysis: Concept & it's Importance

6.

Qualitative data Analysis: Concept and types.

TRANSACTIONAL MODE

Lecture-cum-Discussion, Brain Storming, Group Discussion,

Presentations; Panel discussion; Seminar presentations, research exercises.

PRACTICUM

The student teacher may undertake any one of the following activities:

1.

A critical assessment of statistical techniques used in a research report

2.

Preparation of graphic designs of data obtained in a research study

3.

Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis

4.

Analysis of data using statistical Packages Page 54

54

5.

Review of two published papers one quantitative and the other qualitative

6.

A critical presentation of the use of statistical techniques in testing hypothesis in a research report

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SEMESTER Page 57

III

SEMESTER - III

CBCS: 302: PCC

SOCIOLOGY OF EDUCATION

COURSE OBJECTIVES

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

1.

Understand the social context of education

2.

Appreciate the relationship between education and society

3.

Understand the role of education in a changing social context

4.

Decipher the nature and scope of sociological inquiry in education

5.

Appreciate the role of education in the context of national

development

6.

Provide an understanding of certain current problems and issues in

the social context Page 58

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COURSE CONTENT

UNIT – I

SOCIOLOGY

OF

EDUCATION:

CONCEPTUAL

FRAMEWORK

1.

Meaning , Definition , Concept, Scope, Nature, Function and

Understanding of Sociology of Education

2.

Difference between: Sociology of Education, Educational

Sociology and Social Foundations of Education

3.

Social purpose of education and Dynamic relationship of education

with society

4.

Education as an Institution;, a social sub system, as a socialization

process and a process of social progress; Major roles and status

(Students, teachers and administrators interrelationships)

UNIT – II

SOCIAL CHANGES AND EDUCATION

1.

Meaning and Nature of Social change, Relationship between

Education and Social change.

2.

Factors promoting Social change: Family, religion, school and mass

media.

3.

Social stratification: Castes and Creeds, Social Groups and Social

Class and it's Impact of Education

4.

Constraints on social change : Caste, Class, Language, Religion,

Population and Regionalisms.

5.

Social control: Education of socially and economically

disadvantaged section of society with special reference to :

Scheduled Caste, Scheduled Tribes, Women and Rural Population.

6.

Factors influencing Social Change and Education: Social Mobility

(Westernization, Sanskritisation, Urbanization and Industrialization

and Modernization), Social organizations, Social institutions,

Modern Trends, Attitude and Values.

UNIT – III

SOCIAL EDUCATIONAL OUTCOMES

1.

Culture : Concepts of Culture, Sub-Culture and Multiculturalism ,

Difference between culture and civilization, Enculturation and

Acculturation, Cultural compression and reproduction and

contextual role of Education; Role of Education in transmission of

the cultural heritage

2.

Moral and Religious bases of Education: Secularism and

religious Education, Moral and spirituals Education, Education for Page 59

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national integration and international understanding

3.

Politics: Concept of Democracy, Welfare state, Equity and

Education.

UNIT – IV

EDUCATIONAL & SOCIAL DEVELOPMENTS -

CONTEMPORARY ISSUES

1.

Literacy: Constitutional Provisions and its implications for

education; Code of Conduct / /Professional Ethics for Teachers and

Students; Approaches to professionalization of higher education

2.

Globalization and Privatization : Concept, Overview of its

impact on Education and Society.

3.

Peace Education: Concept, Overview of its impact on Education

and Society.

4.

Right based approach to Education: Human Rights Education,

Child Rights, Right to Education Act, Rights for women, destitute,

ICDS in bringing equity and protecting rights

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Group discussion, Self Study, Seminar/ Presentation.

2

Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Prepare a report on the extent which democratic principles of education

are maintained in institutions governed by different managements

2

Prepare a report on social composition and structure of a chosen school

and social interaction amongst different groups

3

Write an ethnographic description of interaction in an elementary

classroom

4

Write a paper on efforts of the central and state governments for access

equity and excellence in Educational Instituions.

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SEMESTER – III

CBCS: 303 - SCCE -1

SYSTEM, STRUCTURE AND ISSUES IN ELEMENTRY

EDUCATION

COURSE OBJECTIVES

After completion of the course the student teachers will be able to:

1.

Understand the context of elementary education.

2.

Understand the concept, objectives, rationale, challenges and extent

of success of Universal Elementary Education (UEE) Page 62

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3.

Understand the importance of elementary education envisaged in

different education reports and policies.

4.

To develop understanding about different constitutional provisions

related to education

5.

Understand the positive impact of the UEE on Indian primary

education

6.

Understand management structure of elementary education at

different level

7.

Develop understanding of status of elementary education, its issues

and innovations.

COURSE CONTENT

UNIT – I

PERSPECTIVES AND CONTEXT OF ELEMENTARY

EDUCATION

1.

Concept of primary education: General Aims and Objectives,

Nature and Characteristics, Scope and Functions

2.

Historical Perspectives of Elementary Education in Pre -

Independent India (brief review)

3.

Nature and focus of Elementary Education in Post-Independent

India (brief review)

4.

Meaning, need and significance of elementary education in India -

Focus of elementary education as envisaged in different education

commissions and policies (Kothari Commission, NPE 1986, POA

1992) - Elements of Quality Primary Education.

5.

Recommendations of Delors commission in terms of four pillors of

education

UNIT – II

STUCTURE OF ELEMENTARY EDUCATION

1.

1997 - 86th Constitutional Amendment Bill (RTE) - EFA-

Education For All with special reference to Early Childhood

Education, improving Schooling and financing quality education

2.

Structure and Status of Elementary Education in India Page 63

63

with context to different Boards: State Boards, CBSC, ICSE,

IGCSE and International Boards- Purpose and Functions

with context to different types of Schools: Government / aided /

Unaided, Public, Kendrividyalaya, NavodayaVidyalaya,

International Sc

with context to different levels: National and State level, NCERT,

SCERT, KV, NVS etc.

with context to Open schooling: National and State Open schools-

Objectives and Functioning

with context to Nature and forms of inequality: including

dominant and minor groups , gender inequality in schooling, public

- private schools, rural - urban - tribal schools

3.

Management Structures of Elementary Education at Different

Level: National, State, District (including Municipal Corporation)

Block, Cluster, School

4.

Global Perspectives: Elementary Education in England, France,

USA, Australia, Japan, Russia, China.

UNIT – III

ELEMENTARY EDUCATION IN INDIA

1.

Critical appraisal of the Current Status of Elementary Education in

India: (Universal access to enrolment of elementary education,

Retention of children in the age group of 6 to 14, Improvement in

quality of education to enable all children to attain essential levels

of life)

2.

Universalizing elementary education UEE in India. (Concept,

objectives, meaning and justification of UEE)

3.

Positive Impacts of Universalization of Education with reference to

the equity principles (Bridging the gender and social gaps, Getting

rid of poverty and social discrimination nexus, Breaking inter

generation cycle of illiteracy, Developing self confidence in new

generation, taking care of migrant population)

4.

Critical appraisal of current status of UEE (access, enrolment, and retention): differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population). Page 64

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5.

Programmes Measures towards realization of UEE (Universalization of Elementary Education)

UNIT – IV

CHALLENGES IN ELEMENTARY EDUCATION

1.

Major Issues and Challenges in UEE in India

· Enrolment and dropout

· Migration of parents

· Making education assessable to remote areas Availability of Subject Specialized teachers

· Primary education of SC, ST and Gifted Children and attempts of adjustment

Teacher Student Ratio at primary and upper primary level

2.

Critical appraisal of the elementary teacher education programmes in the GUJARAT: Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multi grade contexts.

3.

Innovations in Elementary Education

4.

SSA (SarvaSikshaAbhiyan) objectives & functions

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Lecture-cum-discussion, Discussion and reflection in groups;.

2

Assignments based on reference to resources-library and internet

followed by presentations in seminars; field visit followed with report.

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Each student is required to prepare and present in a seminar a status

report on elementary education in a chosen state or district with

reference to classroom process, access, enrolment, retention/

participation, dropout and learning achievement and present in a

seminar.

2

Prepare a report on the evaluative studies of SSA, DPEP, PECR, OB, Page 65

65

PMOST, EDC etc

3

Collect news paper evidences related to violation of child rights.

Analyse the evidences and suggest some measures to prevent it

4

Survey the status of elementary education.

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SEMESTER - III

CBCS: 303 - SCCS-1

SYSTEM, STRUCTURE AND ISSUES IN

SECONDARY EDUCATION

COURSE OBJECTIVES

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

1.

Know the evolution of secondary and higher secondary education

in India.

2.

Understand the concept of secondary and higher secondary

education

3.

Know and analyze the different Structures of Secondary and Higher

Secondary Education

4.

Understand the Global Perspectives of Secondary and Higher

Secondary Education

5.

Understand the nature-scope and systems of secondary and senior

secondary education

6.

Understand the problem and challenges related to secondary and

senior secondary education

7.

Understand the interventions to solve the problems and issues

related to alternative schooling at secondary schools.

8.

Identify critical issues related to universalization of secondary

education

9.

Visualize the impact of Rights of children to free and Compulsory

Education Act, 2009 to universalization of Secondary Education

10.

Know the New Trends and Innovation in Secondary and Higher

SecondaryEducation

COURSE CONTENT

UNIT – I

PERSPECTIVE AND CONTEXT OF SECONDARY AND

69

1.

Concept of Secondary and Higher Secondary Education: General

Aims and Objectives, Nature and Characteristics, Scope and

Functions

2.

Historical Perspectives of Secondary and Higher Secondary

Education in Pre - Independent India (brief review)

3.

Nature and focus of Secondary and Higher Education in Post-

Independent India (brief review)

4.

Recommendations of Commissions and Policies on Secondary and

higher secondary Education: Mudaliar commission, Kothari

commission Yashpal Committee NPE 1986, POA 1992

5.

Recommendations of Delors commission in terms of four pillors of

education

UNIT – II

STUCTURE OF SECONDARY AND HIGHER SECONDARY

EDUCATION

1.

Rights of children to free and Compulsory Education Act, 2009 to

universalization of Secondary Education(NCF - 2009)

2.

Structure and Status of Secondary and higher secondary Education

in India: with context to different Boards: State Boards, CBSC,

ICSE, IGCSE and International Boards- Purpose and Functions,

with context to different types of Schools: Government / aided /

Unaided, Public, Kendrividyalaya, NavodayaVidyalaya,

International Schools and schools for weaker sections, with context

to different streams: Arts, Commerce, Science and Vocational;

their significance, with context to different levels: National and

State level, NCERT, SCERT, KV, NVS etc, with context to Open

schooling: National and State Open schools-Objectives and

Functioning, with context to Nature and forms of inequality:

including dominant and minor groups , gender inequality in

schooling, public - private schools, rural - urban - tribal schools

3.

Management system of secondary education - role of Department

of Education, Directorate, Inspectorate and NGO's.

4.

Global Perspectives: Secondary and Higher Secondary Education in

England, France, USA, Australia, Japan, Russia, China,

UNIT – III

PROBLEMS AND CHALLENGES OF SECONDARY AND

HIGHER SECONDARY EDUCATION

1.

Universalisation of Secondary Education

2.

Alternative Schooling at Secondary Stage Page 70

70

3.

Problems / challenges / strategies / intervention in relation to

access, enrolment, wastage and stagnation, achievement and

equality of Educational opportunities

4.

Education for girls, disadvantaged and differently able children and

slow learners and interventions to solve the problems

5.

Classroom discipline, under achievement, lack of motivation,

delinquency and maladjustment

6.

Teaching-learning for adolescents

7.

Exposure to integrated and subject specific streams, guidelines and

counseling strategies to meet changing physiological and

sociological requirements.

8.

Education for Multiple Intelligence

UNIT – IV

NEW TRENDS AND INNOVATION IN SECONDARY AND

HIGHER SECONDARY EDUCATION

1.

Universalization of Secondary and Higher Secondary Education:

Need, Challenges and Actions.

2.

Rashtriya Madhamik Shiksha Abhiyan (RMSA)- Objectives and

Functioning

3.

Innovations in Teaching learning at Secondary and Higher

Secondary Education- Blend of ICT, Competency Based teaching,

Project based learning

4.

Innovation in examinations: Innovations in Board Examinations,

Continuous and comprehensive evaluation, Use of ICT in

Examination, Semester System, Grading, Open Book Examination,

On-line Examination, No Examination

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Group discussion, lecture-cum-discussion, panel discussion,

symposium, preparation of reports research journals, school visits and

sharing of experiences, presentation of case studies and individual

group assignments in a seminar.

PRACTICUM

The students may undertake any one of the following activities and

present the report: Page 71

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1

Demonstrating a training technique with peers followed by discussion

2

Constructing

a

tool

for

evaluation

of

specified

skills/understanding/attitudes

3

Preparing status report on secondary education in a chosen

block/district with reference to enrolment, equity and achievement

4

Preparing a report on the existing status of the secondary school

teachers, method of recruitment and salary structure

5

Conducting a survey of secondary schools on the chosen area such as

causes of under achievement and suggest improvement there of

6

Visits to different types of secondary schools and preparation of school profiles

7

Conduct interview on teachers/students/parents of different schools and prepare a report on problems they face.

8

Identification of dedicated and sincere teachers and preparation of their profiles

9

Visit to alternative education centers at secondary level and preparation of a report

10

Survey of educational needs of disadvantages/disabled students at secondary level,

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Modification and their POA's, MHRD, Dept. of Education.

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Needs NCERT, New Delhi.

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India.

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Delhi. Mittal Publications

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Documentation. NCTE New Delhi.

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Education for Quality School education: Pre-Service Education. New

Delhi. Page 73

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SEMESTER - III

CBCS: 304 : SCCE-2

CURRICULUM, MANAGEMENT AND PEDAGOGY IN

ELEMENTARY EDUCATION

COURSE OBJECTIVES

1.

To develop insight for curriculum in elementary education

2.

To develop an understanding of underlying principles of curriculum

development at elementary stage

3.

To understand administration and management at elementary school

level

4.

To acquaint with child centered pedagogy

5.

To understand effective uses of various methods and approaches of

teaching language, mathematics, science, social/environmental

science, arts and physical education at elementary level

COURSE CONTENTS

UNIT – I

Curriculum

1.

Meaning and Concept of Curriculum at Elementary School Level

(Standard 1 to 8)

2.

Aims and Objectives of Curriculum at Elementary School Level

3.

Guiding principles of curriculum development for elementary

education

4.

Planning of curriculum for curricular areas (as suggested in NCF

2005)

· Language

· Mathematics

· Science

· Social Sciences

· Art Education

· Health and Physical Education Page 74

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5.

Material and Aids for curriculum transaction at elementary School

Level : Textbooks, Reference Books, Teachers' handbook, Library,

Laboratories, Teaching Aids, Digital Recourses (characteristics,

UNIT – II

Management

1.

School Management (Meaning, Concept, Need, Importance)

2.

Management structure at different level (Institutions, their

organization, functions, roles and responsibilities) : National, State,

District (including Municipal Corporation), Block, Cluster, School

(including SMC)

3.

Availability and Management of Resources:

· Physical Resource Management – Management of the School

plan

· Human Resource Management – Management of the School

Staff,

· Delegation of Roles and Responsibilities (Need and

Relevance)

· Democratic Decision Making: Need and Purpose

· Financial Resource Management : Process and Procedure

4.

School Supervision: Concept, Need, Purpose

5.

Appointment process of Principals and Teachers at Elementary

School Level in Gujarat

6.

Assessment and Accreditation initiative in Gujarat: Gunotsav

merits and demerits)

UNIT – III

Pedagogy- I

1.

Child centered pedagogy: Concept, Learners in Context,

Development and Learning

2.

Process of knowledge construction for development of concepts,

understanding, logical reasoning, critical thinking and problem

solving

3.

Pragna Approach_ at Elementary School level

4.

Language(s): factors influencing languagedevelopment, objectives

of teaching mother-tongue/language(s)& Secondary languages,

5.

Language Skills Development:Pedagogy for development of

listening skills, speaking skills, reading skills, and writing skills Page 75

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UNIT – IV

Pedagogy- II

1.

Mathematics: objectives of teaching mathematics for elementary

school, problems in mathematics education, strategies for teaching

concepts, principles, computational and drawing skills and

problem solving abilities in mathematics; laboratory

approach to learning mathematics

2.

Science: objectives of teaching science for elementary school,

Constructivist approaches and methodsfor teaching science

(Experimental Method, Project Method, Problem Solving

Method, Guided Discovery Method, Brain storming, Simulation,

Role play)

3.

Social Science/Environmental Studies: objectives of teaching

Social Science/Environmental Studies for elementary

school,organization of learning experiences, observation,

investigation and exploration of the social world and environment

of the child

4.

Art Education and Health & Physical Education: Objectives and

instructional strategies

5.

School based Continuous and Comprehensive Evaluation at

Elementary School Level(Present Practice)

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1.

Group discussion, Self Study, Seminar/ Presentation.

2.

Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1.

Elementary School level curriculum related research – review any 5

research studies and prepare a report on it.

2.

Visit any Elementary school and collect the information about types

of material and aids available in it.

3.

Visit any Elementary school and collect the information about Pragna

Abhigam. Page 76

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4.

Visit any Elementary school and prepare a Report on School based

Continuous and Comprehensive Evaluation sheet used at Elementary

School level.

5.

Design an instructional plan of a unit in a subject at elementary level,

implement the plan and prepare a reflective report.

6.

Interview with an elementary school principal, teacher, SMC member,

BRC Co- ordinator, CRC co- ordinator about the administration and

management process.

7.

Any other relevant practicum

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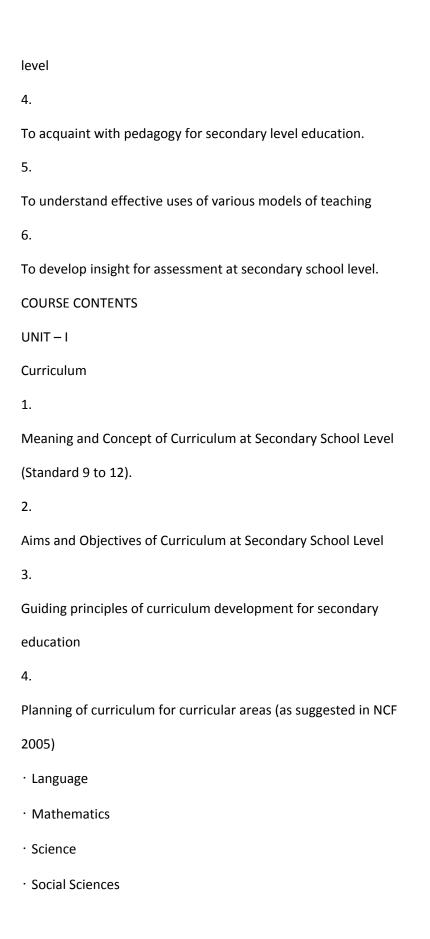દલે, જે., ⬜ટેર, એભ., ⬜ટેર, લી., બેરત, એન., ને જોળી, ⬜ી.(૧૯૮૭). અધ્મા⬜ન

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SEMESTER - III

CBCS: 304: SCCS-2

CURRICULUM, MANAGEMENT AND PEDAGOGY IN

SECONDARY EDUCATION

COURSE OBJECTIVES

1.

To develop insight for curriculum in secondary education

2.

To develop an understanding of underlying principles of curriculum

development at secondary stage

3.

To understand administration and management at secondary school

level

4.

To acquaint with pedagogy for secondary level education.

5.

To understand effective uses of various models of teaching

6.

To develop insight for assessment at secondary school level.

COURSE CONTENTS

UNIT – I

Curriculum

1.

Meaning and Concept of Curriculum at Secondary School Level

(Standard 9 to 12).

2.

Aims and Objectives of Curriculum at Secondary School Level

3.

Guiding principles of curriculum development for secondary

education

4.

Planning of curriculum for curricular areas (as suggested in NCF

2005)

· Language

· Mathematics

· Science

· Social Sciences

· Art Education

· Health and Physical Education

5.

Material and Aids for curriculum transaction at secondary School Page 79

79

Level : Textbooks, Reference Books, Teachers' handbook, Library,

Laboratories, Teaching Aids, Digital Recourses (characteristics,

merits and demerits)

UNIT – III

Pedagogy- I

1.

Child centered pedagogy: Concept, Learners in Context,

Development and Learning

2.

Concept of critical pedagogy

3.

Constructivism and Social Constructivism (Concept, implication

for secondary school curriculum transaction)

4.

Process of knowledge construction for development of concepts,

understanding, logical reasoning, critical thinking and problem

solving

5.

Instructional Objectives: Bloom's taxonomy, Revised Bloom's

taxonomy (Anderson and Krathwohl), Ways to state and use

instructional objectives (Mager's recommendations, Gronlund's

recommendations) Formulation of instructional objectives (Gro

6.

Information Processing Theory and Model

UNIT – IV

Pedagogy- II

1.

Learning Tactics: Rehearsal, Mnemonic Device, Self-Questioning,

Note taking

2.

Models of Teaching: Concept, characteristics, and importance

3.

Models of Teaching:

· Self-Control Model

· Concept Attainment Model

· Inductive Thinking Model

· Advance Organizer Model

UNIT – II

Management

1.

School Management (Meaning, Concept, Need, Importance)

2.

Management structure at different level (Institutions, their

organization, functions, roles and responsibilities) : National, State,

District (including Municipal Corporation), School

3.

Availability and Management of Resources: Physical Resources,

Human Resources and Financial Resources

4.

School Supervision: Concept, Need, Purpose

5.

Appointment process of Principals and Teachers at Secondary

School Level in Gujarat

6.

Assessment and Accreditation initiative in Gujarat Page 80

80

· John Keller's ARCS Model of Motivational Design

4.

School based Continuous and Comprehensive Evaluation at

Elementary School Level (Present Practice)

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1.

Group discussion, Self Study, Seminar/ Presentation.

2.

Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and present the report:

1.

Secondary School level curriculum related research – review any 5 research studies and prepare a report on it.

2.

Visit any secondary school and collect the information about types of material and aids available in it.

3.

Visit any secondary school and prepare a Report on School based Continuous and Comprehensive Evaluation sheet used at secondary school level.

4.

Conduct a comparative study of Bloom's taxonomy and Revised Bloom's taxonomy and critically reflect on your observations.

5.

Design instructional plans (on the bases of any two models of teaching) of a unit in a subject at secondary level, implement the plan and prepare a reflective report.

6.

Interview with an secondary school principal, and teacher about the administration and management process.

7.

Interview with a science teacher about their experience, views,

and expectations related with Methods and techniques for

secondary school.

8.

Any other relevant practicum

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SEMESTER

IV Page 83

83

SEMESTER – IV

CBCS: 401 : PCC

HISTORY AND POLITICAL ECONOMY OF EDUCATION

COURSE OBJECTIVES

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

1.

To develop knowledge and understanding of the history of

education

2.

To understand the historical foundation of education as manifest in

the historical documents such as the reports of different

commissions and committees

3.

To get acquainted with the different aspects of growth of the

national system of education

4.

To get acquainted with the role of politics in education

5.

To get acquainted with the role of education in economic

development

COURSE CONTENTS

UNIT – I

HISTORY OF EDUCATION IN INDIA

1.

Need and importance of History of Education.

2.

Education in Ancient India: Vedic, Buddhist, Jain, Islamic (aim,

objective, curriculum, method of teaching and evaluation, impact

on present education) Page 84

84

3.

Education in Medieval India: Macaulay's Minute, Woods Dispatch,

Sargent commission (merit- demerit ,impact on present education)

4.

Discontentment against western system of education

UNIT – II

NATIONAL EDUCATIONAL MOVEMENT

1.

Brief Review: University Education Commision:1948, Secondary

Education Commission: 1952-53, Indian Education Commission:

1964-66, National policy on education 1968, New education policy

1986

2.

New National Policy of Education: 1992(POA), Review of NCF

2005, and NCFTE 2009, Review of Yashpal committee report on

Indian Higher education 2009, Review of RTE Act 2009

UNIT – III

POLITICS IN EDUCATION

1.

Relationship between education and political systems.

2.

Education in democracy with reference to multicultural &

multilingual societies.

3.

Constitutional provisions for education in India

4.

New trends, problems and their possible solution of Indian

Education system (primary to higher education)

5.

Globalization and politics of Education

UNIT – IV

EDUCATION AND ECONOMIC DEVELOPMENT

1.

Concept and Importance of Human Capital, Education and Human Capital Formation

2.

Contribution of Education to Economic growth: Critical and Empirical Analysis, Social and Private Cost, Opportunity Cost and Unit Cost

3.

Constitutional provisions for education in India

4.

Education as an Investment, Returns/Benefits from Educational Investment

5.

Manpower approach for Educational planning, management and finance

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TRANSACTIONAL MODE

The course would be transacted through participatory approaches including

1

Lecture, Symposium, Workshop, Panel Discussion, Case Study

2

Experiments , Problem solving Film ShowPage 85

85

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Prepare slide show on education in ancient period and medieval period

2

Paper Presentation on critical analysis of education system in ancient

period and medieval period

3

Collect information regarding the education institutions in medieval

period.

4

Collect information and make presentation on different types of

universities.

5

Critical analysis of selected educational policy of India

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SEMESTER - IV

CBCS: 402 : ESTC (ELECTIVE PAPER –1)

PEDAGOGY AND ASSESSMENT

COURSE OBJECTIVES

After completion of the course the student teachers will be able to:

1.

To know concept of Pedagogy.

2.

To Understand the Techniques of Pedagogy.

3.

To Know the Assessment of teaching-learning.

4.

To Know the Tools and Techniques of Assessment.

COURSE CONTENTS

UNIT – I

CONCEPT OF PEDAGOGY

1.

Pedagogy: Meaning, Scope and Objective

2.

Child centered pedagogy: Development of Concept, Understanding,

Logical, reasoning, Critical, Thinking and problem solving.

3.

Devices of teaching: Meaning, Importance & Types. (Teaching-

Fixed)

UNIT – II

TECHNIQUES OF PEDAGOGY

1.

Techniques of Teaching: Lecture, Questioning, Project, Team Page 88

Teaching, Workshop, Panel Discussion & Assignment.

2.

Memory Level (Herbetian Model), Understanding Level (Morrison

Teaching Model) & Reflective level (Biggs and Hunt teaching

Model)

3.

Use of Blogs, YouTube, Digital Encyclopedia & Ted talks.

UNIT – III

ASSESSMENT IN TEACHING-LEARNING

1.

Assessment-History, concept, Difference between – Measurement,

Evaluation & Assessment.

2.

Importance of Assessment.

3.

Formative and Summative Assessment.

4.

Assessment for Learning: Concept & Principles.

UNIT – IV

TOOLS & TECHNIQUES OF ASSESSMENT

1.

Characteristics of Good Assessment Tools.

2.

Assessment Tools: Teacher made Test, Diagnostic Test, Checklist,

Rubric and Portfolio.

3.

Assessment Techniques: Writing, Oral, Observing, Projects,

Interview, Continues & Comprehensive Assessment.

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Lecture, Classroom interaction.

2

Debate, Library search, Field work

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Study Pedagogy and Assessment and its major points

2

Conduct Assessment Seminar and Report it.

3

Develop One Assessment Tools and Submit it.

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SEMESTER – IV

CBCS: 402 - ESTC (ELECTIVE PAPER : 2)

EDUCATIONAL MANAGEMENT AND LEADERSHIP

COURSE OBJECTIVES

After completion of the course the student teachers will be able to:

1.

Understand Meaning, Nature, Functions, Principles of Educational Management.

2.

Get acquainted with the process of Educational Management.

3.

Oriented towards the procedure of improvement in the field of Education.

4.

Understand the meaning and importance of Communication in

Educational Management.

5.

Get acquainted with the meaning, importance and principles of

human relations in education.

6.

To develop an understanding of concept of and need for

management of education. Page 91

91

7.

Develop an understanding of leadership in the context of education.

8.

Manage performance and information systems in education.

9.

Develop an understanding of planned change and information

management in education

10.

Understand time, crisis and anger management.

COURSE CONTENTS

UNIT – I

EDUCATIONAL MANAGEMENT

1.

Definition and concept of management

2.

Concept, Need and Objectives of Management of Education,

Fayol's Principles of Management

3.

POSDCORB (Planning, Organizing, Staffing, Directing, Co-

ordination, Reporting, Budgeting) and PODC (Planning,

Organizing, Directing, Control) approaches

4.

Organizational context of management

5.

Educational Manager: Functions, Mintzberg's Managerial Roles,

Competencies and Skills, Managerial Creativity, Managerial Ethics

UNIT – II

PERFORMANCE AND RESOURCE MANAGEMENT IN

EDUCATIONAL INSTITUTIONS

1.

Scientific principles of management-CPM

2.

Nature and characteristics of resource in education.

3.

Need for resource management in education. ..Resources: Material

resources, Human resource , Financial resource (concept, need,

principles)

4.

Staff Development : Need and Objectives of Staff Development,

Approaches (Fragmented, Formalized, Focused), Methods and

Process of Staff Development

5.

Managing People : Crisis Management: Types of Crisis on the

basis of Crisis, Responsibility, Stages of Crisis, Steps of Crisis

Management, Role of Crisis Manager, Anger Management: Sources

of Anger, Strategies for handling Anger, Time Management:

Obstacles to Time Management, Strategies for Effective Use of Page 92

92

Time, Maintaining Relationships with principal.

UNIT – III

EDUCATIONAL MANAGEMENT PRACTICE IN THE

PRESENT DAY CONTEXT

1.

Meaning, nature, scope and principles of modern scientific

management

2.

Systems approach to operational management in education

3.

Performance Management:

Performance Management:

Principles, Process and Concerns, Application of Performance

Management: Individual Performance and its Relationship with

Organizational Development, Concept of Pay for Performance in

Education, Measuring Performance: Performance Appraisal with

reference to its Purpose and Process, Tools and Techniques,

Performance Based Assessment System (PBAS) with reference to

Academic Performance

4.

Management of Information Systems: Concept of Integrated

Information- Management System, Types of Information Systems,

Five Sub Systems of an Institution, Uses of Management

Information System (MIS) in Education, Positive and Negative

Impacts of Information System, Knowledge Management: Concept,

Knowledge Management Process Model, The Japanese- Models-

of Change: Just in Time, Poka yoke, Consensus Consultation

Involvement, Kaizen, Flexibility and Teamwork

UNIT – IV

CONTROLLING AND LEADERSHIP STYLES

IN

EDUCATIONAL MANAGEMENT

1.

Centralization Vs. Decentralization styles in educational

management

2.

PERT, PPBS, Control and methods of controlling ,Control-

diameter, unity of command

3.

System Evaluation, Programme Evaluation and Evaluation of

Functionaries

4.

Leadership for effective management : Characteristics of Leader Page 93

93

and Manager, Effective and Successful Leader to Leadership: Trait,

Transformational, Transactional, Value Based, Cultural

5.

Theory and Practice: Blake and Mouton's Managerial Grid,

Fiedler's Model, Hersey and Blanchard's Model, Leader-Member

Exchange Theory, Path Goal Theory

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Group discussion, Self Study, Seminar/ Presentation.

2

Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Critical Analysis of school education Act of a State.

2

Preparation of questionnaire for micro-level educational survey.

3

Preparation of interview schedule for micro- level educational survey.

4

Formulation of a school mapping exercise for location of schools in an

identified area.

5

Preparation of plan for instructional management in a secondary school.

6

Preparation of an institutional plan.

7

Critical of an educational project.

8

Evaluation of management of DPEP activities in a district.

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SEMESTER – IV

CBCS: 402 : ESTC (ELECTIVE PAPER – 3)

INCLUSIVE EDUCATION

COURSE OBJECTIVES

On completion of this course the students will be able to

1.

Understand concept, meaning and significance of inclusive

education

2.

Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers

3.

Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,

4.

Understand the nature of difficulties encountered by children

5.

Preparation of teachers for inclusive schools,

6.

Analyze special education, integrated education, mainstream and inclusive education practices, Page 96

96

7.

Identify and utilize existing resources for promoting inclusive practice.

COURSE CONTENTS

UNIT – I

Introduction of Inclusive Education and Teacher Preparation

1.

Definition, concept and importance of inclusive education.

2.

Historical perspectives of inclusive education f or children with

diverse needs.

3.

Difference between special education, integrated education
and inclusive education.

4.

Advantages of inclusive education for education for all children in
the context of right to education.

5.

Teaching skills and competencies, Professional ethics

6.

Institution training teachers for inclusive education, Professional
growth of teachers and teacher educators

UNIT – II

National and International Initiatives-I

1.

Recommendations of the Indian Education Commission (1964-
66).

2.

Scheme of Integrated Education for Disabled Children

3.

National Policy on Education (NPE, 1986-92), The Persons with
Disabilities Act (PWD Act, 1995) & National Curriculum
Framework, 2005 NCERT

4.

The Convention on the Rights of the Child (Article 23, 28, 29 a2,

3, 6 and 10 &12).

5.

The World Declaration on the Survival, Protection and

Development of Children and the Plans of action (Outcome of

the UNICEF World Summit for Children, (1990).

6.

The World Conference on Special needs Education and the

Salamanca, 1994 Statement and framework for action on Special

Needs Education

UNIT – III National and International Initiatives-II

1.

Project PIED, IEDC Scheme 1974 AND 1981

2.

DPEP, SSA.

3.

Centrally sponsored Schemes, N.G.O involvement—teacher

preparation Page 97

97

4.

The Mental Health Act 1987.

5.

Rehabilitation Council of India Act, 1992

6.

The National Trust for the Welfare of Persons with autism,

cerebral palsy, mental retardation and Multiple Disabilities Act

1999.

UNIT – IV

Current Issues in Inclusive Education

1.

Inclusion of all children with diverse needs in existing schools

2.

Early identifications and placement in inclusion,

3.

Development of plus curriculum

4.

Coordination and utility of resources

5.

N.C.F and adaptation of teaching learning material

6.

Research priority in inclusive education

TRANSACTIONAL MODE

1

Lecture, Symposium, Workshop, Panel

2

Discussion

3

Experiments

4

Live Visit

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Do some Research work based on Inclusive Education.

2

Prepare draft report of some inclusive education institution.

3

Visit Inclusive Education Institution and Do some Teaching work there

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SEMESTER – IV

CBCS: 402 : ESTC (ELECTIVE PAPER : 4)

EDUCATIONAL POLICY AND POLICY RESEARCH

COURSE OBJECTIVES

At the end of this course the student teachers will be able to:

1.

Understand the formulation of educational policy

2.

Know the procedure of policy implementation

3.

Learn about the monitoring of the issues involved

4.

Understand the policy research

5.

Understand the Linkage between education policy and national

development policy

COURSE CONTENTS

UNIT – I

FORMULATION OF EDUCATIONAL POLICY

1.

Type of Education Policy - national, state level, institutional, short-

term, long-term Page 99

99

2.

Need and importance of educational policy

3.

Determinant of Educational Policy

4.

Educating policy vis-à-vis development policy

5.

School development policy

UNIT – II

POLICY IMPLEMENTATION

1.

Formulation of Plan of Action

2.

Policy parameters - formulation of programmes and strategies

3.

Identification of implementation agencies

4.

Role of civil society and NGO in policy implementation

5.

Issues involved in implementation

UNIT – III MONITORING AND EVALUATION OF POLICY

IMPLEMENTATION

1.

Monitoring - issues involves

2.

Evaluation strategies

3.

Setting evaluation criteria

UNIT – IV

POLICY RESEARCH

1.

Concept

2.

Analysis of documents

3.

Research Surveys

4.

Evaluation studies, impact evaluation, process evaluation

5.

Linkage between education policy and national development

policy

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Lecture, Classroom interaction.

2

Debate, Library search, Field work

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Study one educational policy and elicit its major points Page 100

100

2

Conduct a policy survey

3

Develop one illustrative educational policy for one school

4

Study a national policy and write a report

REFERENCES

1.

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SEMESTER – IV

CBCS: 402 : ESTC (ELECTIVE PAPER: 5)

EDUCATIONAL FINANCE IN INDIA

COURSE OBJECTIVES

At the end of the completion of this course the student teachers will
be able to:

1.

Understand the objectives of expenditure and source of finance
during post independence in India.

2.

Get acquainted with the meaning, concept, importance and
principles of educational finance.

3.

Get acquainted with the meaning and types of Grants- in-aid.

4.

Prepare school budget.

5.

Get acquainted with the relationship between the financial support
of education and quality of education,

6.

Develop familiarities with various sources of financing in India

7.

Develop in them the understanding of school accounting and
developing skill in school budgeting Page 102

COURSE CONTENTS

UNIT – I

EDUCTIONAL FINANCE IN INDIA

1.

Meaning, Concept, Need, Significance, Principles & Importance of

educational finance

2.

Meaning of Grant-in aid

3.

Types of Grant-in aid

4.

Financing education for: equality of education-social justice

5.

Efficiency-cost-minimization and quality improvement

UNIT – II

OBJECTS OF EXPENDITURE

1.

Direct Objects : Primary education, Secondary education, Higher

education, Professional education

2.

Indirect Objects : Direction and Inspection, Building and

Scholarship and financial concessions, Hostel expenditure

3.

Education and economical development

UNIT – III

SOURCE OF FINANCE

1.

Contribution of Central & State Government

2.

Contribution of Local Institutions: Contribution of Municipalities,

Contribution of Panchayats, Contribution of Private and Self-

financed educational Institutions.

3.

Educational finance in last three five-year plans in India

4.

Monitoring of expenditure control and utilization of funds,

accounting and auditing.

5.

Central-State Relationship in Financing of Education

UNIT – IV

SCHOOL BUDGET, PROBLEMS AND SOLUTIONS OF

EDUCATIONAL FINANCE IN INDIA

1.

Planning of school budget

2.

Budget making process

3.

Functions of University Grants Commission (UGC)

4.

Problems regarding educational finance in India

5.

Solutions regarding problems of educational finance in India.

TRANSACTIONAL MODE

1

Lecture, Symposium, Workshop, Panel

2

such a group discussion; self study, seminar presentations Page 103

103

3

Case Study Experiments

4

Film Show

PRACTICUM

The students may undertake any one of the following activities:

1

Estimation of institutional cost of a secondary school.

2

Estimation of unit cost of education in a school taking student as an

unit.

3

Estimation of opportunity cost on a sample of working school age

children.

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SEMESTER - IV

CBCS: 403: ESTC (ELECTIVE PAPER –1)

ICT IN EDUCATION

COURSE OBJECTIVES

On completion of this course students will be able to:

1.

Understand the scope and means of ICT and its applications in

education.

2.

Develop an understanding of the strategies for designing instruction.

3.

Know the instructional applications of Internet and web resources.

4.

Develop an understanding of the ethical principles governing the use

of Information and Communication Technology in education.

5.

Understand the scope and means of enhancing education by using

various ICTs.

COURSE CONTENTSPage 105

105

UNIT – I

Information and Communication Technologies – an

Introduction

1.

Concept, Need and Importance of ICT in Education.

2.

Paradigm Shift due to ICT: Teacher in a digital era- Changing role

and competencies

3.

Application of ICT in Teaching-learning, Assessment, Professional

Development, School Management.

4.

Instructional Design : Concept, characteristics, Models (ADDIE

Model, Dick and Carey Model, Gagne's Model)

5.

Communication: Concept, Process, Types and Barriers

UNIT – II

Computer and Internet Fundamentals

1.

Introduction to a personal computer: Functional overview of a

computer (Personal Computer/Laptop/Tablet) and its parts and

functions, Operating System (Windows and Linux – Ubuntu)

2.

Internet: Concept, Use and Importance in Education (Except

history)

3.

Brief introduction of concepts related with internet: www, modem,

Browser, Hyperlink, website, homepage, E-mail, chat, http, FTP,

Web 2.0

4.

Search techniques for effective use of search engines to find text,

images, audio, video; Exploring Online Encyclopedia

(Encyclopedia Britannica, Wikipedia)

5.

Criteria for selecting ICT Resources – Accuracy, Credibility,

Coverage, Objectivity , Appropriateness, Cost and Copyrights

6.

Misuse of internet, Legal and ethical issues (Copyright, Plagiarism,

Hacking, Netiquette, Phishing, Software privacy)

UNIT – III

Enhancing Education with ICT-I

1.

Concept and characteristics of Web Based Instruction (WBI) ;

Modes of WBI (Meaning, Characteristics, Applications,

Advantages, Disadvantages) – Synchronous, Asynchronous,

Blended.

2.

Course Management Systems : Concept, Features and Application

in Education

3.

M-Learning (Mobile Learning): Meaning, Characteristics and

Application

4.

MOOC (Massive Open Online Course) : Meaning, types,

Characteristics and Application Page 106

106

5.

Concept, merit and demerits of CAI and CAL

UNIT – IV

Enhancing Education with ICT-II

1.

Flipped Classroom, Virtual Classroom: Concept, Merits, Demerits

and Application

2.

Open Educational Resources (OER): concept, merit, demerits,

creative commons licenses

3.

Social Media: Concept, effective and safe use of following social

media

· Social Networking

· Blog

· Micro blog

· Wiki

· instant messaging apps

· video sharing services

4.

Cloud Computing: Concept, merits, demerits, application in

education

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1.

Group discussion, Self Study, Seminar/ Presentation, use of digital

resources (online and offline).

2.

Group and individual field-based assignments

PRACTICUM

The students may undertake any one of the following activities

and present the report:

1.

Visit to a school and prepare a report on use of ICT in the

school on the basis of data collected from students, teachers and

administrative staff.

2.

Prepare lesson plans using two instructional design models and

implement them. Prepare a reflective report.

3.

Take a short period online course from www.alison.com and

submit your completion certificate.

4.

Download different Open Educational Resources (i.e. Images, Page 107

107

Videos, Audio, learning materials) related with ICT in

Education using Wikimedia (https:// www.wikimedia.org),

OER Commons (https:// www.oercommons.org), NROER

(http:// nroer.gov.in), Google OCW/OER search and submit

them with their links.

5.

Download Presentations on any topics from any Pedagogy of a

School Subjects opted using Slide share/ Author stream or any

other site [OER only]. Submit the slides. Evaluate the

presentations using any rubric.

6.

Prepare a Presentation on Google Drive/ One Drive on any

topic of ICT in Education (Minimum 20 Slides, having images,

link of video).

7.

Create an educational Website/Blog having at least 20

Pages/Posts.

8.

Create a wiki on any topic of ICT in Education.

9.

Critically evaluate any ICT in education initiative by central or

state government.

10.

Any other relevant practicum

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SEMESTER – IV

CBCS: 403 - ESTC (ELECTIVE PAPER : 2)

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

COURSE OBJECTIVES

After completion of the course the student teachers will be able to:

1.

Understand the concept of administration

2.

Get acquainted with different dimensions of educational

administration

3.

Be aware about the role of headmaster and teacher Page 111

4.

Gain insight about different styles of administrative practices

5.

Understand structure of educational administration at various

government level

6.

Get acquainted with the meaning, concept, objectives, process,

types, methods and techniques of supervision.

7.

Get acquainted with the meaning, importance and principles

of human relations in education.

COURSE CONTENT

UNIT – I

EDUCATIONAL ADMINISTRATION

1.

Educational Administration: Meaning, Nature, Objectives,

functions, Scope, & Basic Principles.

2.

Process Of Educational Administration: Formation of objectives,

Policy making, Educational planning, Organization process,

Decision making process, Stimulating, C0-ordinating,

Communicating, Controlling, Evaluation.

3.

Development of modern concept of Educational Administration:

Efficiency versus human relations–controversy, Human Approach,

Taylorism

4.

Administrative Processes with special reference to Educational

Organizations: Administrative Communication, Decision Making,

Organizational Development and Compliance, Management by

Objectives(MBO), Organizational Change

UNIT – II

LEADERSHIP AND EDUCATIONAL ADMINISTRATION

AT VARIOUS LEVEL

1.

Leadership: Meaning and Concept

2.

Leadership Styles: Motivational style, Supervisory Leadership,

Autocratic leadership, Lasses Faire leadership

Education for Values :Moral, Spiritual, Intellectual, Social

Education for Citizenship

3.

Elements of Educational Administration.

4.

Educational administration at various level: Central level, state

level, local level, University level, Open University level, private

enterprise

5.

Existing problems of educational administration in India

6.

Factor influencing the system of educational administration Page 112

112

UNIT – III

SCHOOLS OF PHILOSOPHY-I

1.

Supervision in Education: Meaning and Definition of supervision,

Modern concept of supervision, Academic Vs. Administrative

supervision, supervision as a process: Social, Educational,

Psychological, Supervision as a function

2.

Supervision as leadership for providing guidance: Nature and

Functions Types of supervisor, Qualities of a supervisor, Defects in

present supervision

3.

Different types of supervision: Authoritative supervision, Creative

supervision, Organism supervision, Democratic supervision,

Scientific supervision

4.

Methods and techniques of supervision: Classroom observation,

Conference, Workshop, Teachers' meeting

5.

Supervision and inspection in education : Inspection Vs.

Supervision

6.

Evaluation for Performance and Accountability

7.

Defects in the present supervision and inspection

UNIT – IV

HUMAN RELATIONS APPROACH TO ADMINISTRATION

1.

Meaning of human relation in education

2.

Need and importance of human relations in educational

administration

3.

Principles and values of human relations in educational

administration

4.

Human relations among principal, supervisors, teaching –staff, non-

teaching-staff, students, school- management, and educational

officer

5.

Maslow's Theory and Human relations

6.

Process to increase staff harmony

7.

Organizational Behaviour with respect to Educational Institutions:

Motivation, Job satisfaction, Relationships in organizational set up,

Conflict Professionalism

8.

Overcoming barriers to communication and effective

communication in Human relationships Page 113

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Lecture, Classroom Discussion, Library exploration, Panel

Discussion, Seminar, Field visit, etc

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Observing a School Administration

2

Interviewing a School Principal

3

Case Study of a School/Institution

4

Research on HR

5

Library work on Different levels Administration

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SEMESTER - IV

CBCS 403: ESTC (ELECTIVE PAPER – 3)

GUIDANCE AND COUNSELLING

COURSE OBJECTIVES Page 115

115

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

1.

To help student understand concept, need and view point of

guidance..

2.

To help student understand principles, and problems of different

types of guidance.

3.

To help student understand concept and needs and guidance for the

children with special needs.

4.

To help student understand the concept and process of counseling.

5.

To acquaint the student with the aim and principles of guidance

programme.

6.

To develop in student an understanding of various procedures of

organizing various guidance service.

COURSE CONTENTS

UNIT – I

BASICS OF GUIDANCE

1.

Concept, assumptions, issues and problems of guidance

2.

Needs, scope and significance of guidance

3.

Types of guidance – Educational, vocational and personal, Group

guidance

4.

Role of the teacher in guidance

5.

Agencies of guidance – National, State level

UNIT – II

EDUCATIONAL AND VOCATIONAL GUIDANCE

1.

Educational Guidance

2.

Principles of all guidance

3.

Guidance and curriculum, guidance and classroom learning

4.

Vocational Guidance

5.

Nature of work and Various motives associated with work

6.

Vocationalisation of secondary education and career development

UNIT – III

BASICS OF COUNSELING

1.

Counseling Process

2.

Concept, nature, principles of counseling

3.

Counseling approaches – directive, non-directive,

4.

Group counseling vs. individual counseling, Counseling for

adjustment

5.

Characteristics of good counseling Page 116

UNIT – IV

ORGANIZATION OF A GUIDANCE PROGRAMME

1.

Principles of ogranisation

2.

Various types of services – Counseling

3.

Group guidance, individual inventory service and information

orientation service, placement service and follow up service

4.

Evaluation of guidance programme, Use of tests in guidance and

counseling

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Lecture, Classroom interaction.

2

Debate, Library search, Field work

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Visit any Guidance & Counseling Centre for Study Purpose.

2

Report of it.

3

Develop atmosphere within Your Group members related with

Guidance.

4

Do Some Guidance and Counseling work in your Area.

5

Watch online Guidance and Counseling Videos on Social Media also

Report it.

6.

Attend or Visit Guidance & Counseling Seminar or Work shop for

Educational perspective and Report it.

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SEMESTER - IV

CBCS 403: ESTC (ELECTIVE PAPER-4)

VALUE EDUCATION AND HUMAN RIGHTSPage 118

118

COURSE OBJECTIVES

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

1.

To enable students to understand the need and importance of

Value- . Education and education for Human Rights

2.

To enable them to understand the nature of values, moral values,

moral education and to differentiate such values form religious

education, moral training or moral indoctrination.

3.

To enable them to understand the process of moral development

vis-à-vis their cognitive and social development.

4.

To orient the students with various intervention strategies for moral

education and conversion of moral learning into moral education.

5.

Understand correlative nature of citizenship Education and its role

in various contemporary issues

6.

Identify importance of Human Rights awareness in existing social

Scenario.

COURSE CONTENTS

UNIT – I

VALUES, HUMAN RIGHTS AND MORAL EDUCATION

1.

Need and Importance of Value Education and Education for

Human Rights in the existing social scenario

2.

Valuation of culture: Indian Culture and Human Values.

3.

Moral Education vis-à-vis religious education; moral instructions,

moral training and moral indoctrination.

4.

Language of moral education – its form and context , characteristics

of a morally educated persons

5.

Justice and Care – the two dimensions perspectives in Morality:

Dichotomy between reason and passion

UNIT – II

MORAL DEVELOPMENT OF THE CHILD

1.

Concept of Development and Concept of Moral development.

2.

Psycho-analytic approach

3.

Learning theory approach, especially social learning theory

approach.

4.

Cognitive developmental approach – Piaget and Kohlberg, Stages

of moral development and their characteristic features. Page 119

119

UNIT – III

MORAL LEARNING TO MORAL EDUCATION

1.

Moral Learning outside the school – child rearing practices and

moral Learning..

2.

Moral learning via Imitation.

3.

Nature of Society and moral learning.

4.

Media and moral learning.

5.

Moral Learning Inside the school : providing —form and —Content

 to education

6.

Moral Education and the curriculum : Can moral education be

imparted taking it as a subject of curriculum

UNIT – IV

HUMAN RIGHTS EDUCATION : AN INTRODUCTION

1.

Need and importance of Human rights in existing social scenario.

2.

History of Human Rights development.

3.

Human Rights Education : Meaning, need and scope.

TRANSACTIONAL MODE

The course would be transacted through participatory approaches

including

1

Lecture, Classroom interaction.

2

Debate, Library search, Field work

PRACTICUM

The students may undertake any one of the following activities and

present the report:

1

Visit any Value Education institution for Educational view and report it.

2

Visit any Human Rights institution for Educational view and report it.

3

Do Rally with your Peer Group student for value Education and Human

Rights Subject in current Situation and Report it.

4

Give Or Attend Lecture, Seminar or Workshop on it and also Report it.

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SEMESTER – IV

CBCS: 403 : ESTC (ELECTIVE PAPER: 5)

PLANNING IN EDUCATION Page 121

121

COURSE OBJECTIVES

At the end of the completion of this course the student teachers will

be able to:

1.

Get acquainted with the meaning and objectives of educational

planning.

2.

Get acquainted with types of educational planning.

3.

Understand the principles and techniques of educational planning.

4.

Get acquainted with the process of planning and five year plans in

India.

5.

Identify the need, scope and purpose of educational planning,

6.

Understand principles and approaches of educational planning.

7.

Develop the skills in planning and using a variety of administrative

strategies.

8.

Explain the role and contribution of different agencies educational

planning

9.

Study educational planning system in India with reference to

national, state, district and sub-district level structures.

COURSE CONTENTS

UNIT – I

FOUNDATIONS OF EDUCATIONAL PLANNING

1.

Meaning of planning and educational planning

2.

Definition of planning and educational planning

3.

Objectives of educational planning

4.

Theoretical base of planning

5.

Importance of educational planning

UNIT – II

PRINCIPLES, TECHNIQUES AND APPROACHES OF

EDUCATIONAL PLANNING

1.

Guiding principles of educational planning

2.

Methods and techniques of educational planning.

3.

Approaches to educational planning: Social demand approach,

Man-power approach, Return of return approach

4.

Critical analysis of educational planning in India.

UNIT – III

TYPES OF EDUCATIONAL PLANNINGPage 122

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1.

Types of Educational planning: concepts of macro, macro and

micro level planning.

2.

National educational planning

3.

Educational planning of state

4.

Institutional planning

5.

Social components of educational planning.

UNIT – IV

TYPES OF EDUCATIONAL PLANNING

1.

Establishment of planning commission in India

2.

Process of planning in India

3.

Five year plans of education in India (Only qualitative development

and expansion of education during five- year plans in India)

4.

Criticism of Indian Planning Commission

TRANSACTIONAL MODE

The course would be transacted through participatory approaches such a

1

Lecture, Symposium, Workshop, Panel

2

Group discussion; self study, seminar

3

Case Study Experiments

4

Problem solving Film Show

PRACTICUM

The students may undertake any one of the following activities:

1

Assignment/term paper on selected theme drawn from the course.

2

A study about the functioning of a VEC/SMC/PTA.

3

Prepare a plan for the mobilization of different types of resources for a

school form the community.

4

Critical appraisal of School Education Act of a state.

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