

# **COURSE FOR TWO-YEAR MASTER OF EDUCATION (M.ED.) PROGRAMME**

**(AS PER NCTE NORMS AND STANDARDS, 2014  
AND  
NCTE CURRICULUM FRAMEWORK, 2015)**

**Prepared by  
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# COURSE FOR TWO-YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME

## Context :

As per NCTE's Norms and Standards for Master of Education (M.Ed.) programme, 2014 the existing one year M.Ed. programme, run in teacher education institutions in the country, has been replaced by the two year M.Ed. programme. The newly introduced two-year Master of Education (M.Ed.) Course is a professional programme in the field of Teacher Education which aims at preparing teacher educators and other professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. Degree with specialization in select areas focusing on both elementary and secondary education.

The programme is designed to provide opportunities for the prospective teacher-educators to (i) extend and deepen their knowledge and understanding of education and teacher education (ii) develop their research capacities (iii) specialize in select areas (iv) develop their critical awareness of professional ethics etc. The course thus includes both critical comprehension of theory and collective reflections, exploratory readings and enquiry through research, both theoretical and empirical. Add to this, it also gives distinct additional emphasis on hands-on and field based experiences, deep and protracted reflective practices, skills and competences, particularly those related to practice of the profession and inculcation of professional ethics.

The present endeavour to develop the two-year course for Master of Education (M.Ed.) programme leading to M.Ed. Degree of different universities of Odisha is based on the following considerations :

- Stipulations of the National Council of Teacher Education to evolve a standard pattern of syllabus for Teacher Education for the whole country.
- Emerging scenario of school education in terms of quantity and quality development warrants corresponding reforms in teacher education.
- Recent initiatives undertaken by the NCTE in 2014 in respect of Teacher Education Curriculum reform.

Apart from these three major considerations, there is a compelling reason for evolving a uniform course in the preparation of teacher-educator programme (pre-service) for all the universities of the state since a common curriculum has been designed separately for the elementary and secondary pre-service teacher education programmes institutions of the state and thereby requiring similar training inputs for developing desired competencies among all the prospective teacher educators.

While developing the detailed design of this syllabus, the recommendations as advanced in the following documents have been taken into consideration:

- National Curriculum Framework - 2005
- National Curriculum Framework for Teacher Education 2009
- NCTE's Norms and Standards for Master of Education (M.Ed.) Programme 2014
- NCTE's Curriculum Framework : Two Year M.Ed. Programme, 2015
- The Right of Children to Free and Compulsory Education Act 2009
- Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for Universalization of access to and improvement of quality at the secondary stage, 2008
- Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009 (2011).
- UGC guidelines for designing curricula for Choice Based Credit System of Higher Education

The following principles have guided the development of this course :

- Reducing the gap between theory and practice,
- Eliminating mismatch between post-graduate teacher education curriculum and teacher education institution realities,
- Updating of curricular areas of teacher education in terms of enrichment of content knowledge and pedagogical competence of prospective teacher educators,
- Using variety of approaches and methods for transaction of the course contents,
- Incorporating multimodal strategies for effective, continuous and comprehensive assessment of the performance of the prospective teacher educators.

#### **Course Objectives :**

The two-year M.Ed. programme is designed to attain the following broad objectives. After the completion of the course the prospective teacher educators shall:

- Understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- Understand how children learn and develop how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
- Plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors and understand how students come to view, develop and make sense of subject matter contained in the learning experiences.
- Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Develop self-identity as a teacher educator through continuous experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

## **Modes of Transaction :**

With a view to move away from theoretical discourses and lectures, the prospective teacher-educator is required to be engaged in various kinds of learning experience. This programme intends to provide him/her with the specific engagements that are spelt out under each course. However, the nature of engagement of the prospective Teacher-Educator will be of the following kinds:

- **Lecture-cum-Discussion Session:** The faculties in the TEIs provide the perspective teacher-educators a platform to review their experiences, help them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- **Focused Reading and Reflection :** The prospective teacher-educators would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis :** Simulated and real school/ community experiences would be arranged for the prospective teacher-educators to observe, document in the form of record/ journal/ diary and analyze those with an intention to revisit their own understandings or develop new insights.
- **Seminar Presentations :** The prospective teacher-educators will undertake thematic/topical study, prepare write-up and make seminar presentations followed by open-house discussion with a view to enhance their knowledge base and repertoire of presentation skills.
- **Attachment to Teacher Education Institution :** Learning experiences would be provided through several teacher education institution-based practicum for development of certain professional qualities and competencies. This would include opportunities for planning and implementation of learning experiences and strategies, and reflecting on their appropriateness and effectiveness.
- **Workshop :** A series of learning experiences in a given performance area would be provided to prospective teacher-educators in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing their specified and required competencies.
- **Panel Discussion :** A series of panel discussions shall be planned on different themes / issues relating to school education and teacher education and be organized in the TEIs concerned in which the prospective teacher-educators shall participate and each of them shall prepare a brief report on the conclusion of individual panel discussions.
- **Group Work :** On different dimensions of an issue / theme relating to school education / teacher education, groups be formed among the prospective teacher-educators who would work on the theme and the performance of each individual group shall be reported.
- **Library Work :** On a specific theme / issue / problem relating to school / teacher education, the prospective teacher-educator would be asked to consult the library, collect information and prepare their write-ups for seminar presentation and discussion.

- **Projects :** Course related projects having contemporary concern shall be assigned to each individual prospective teacher-educator to be completed within a specified period of time with a report.
- **Collaborative Presentations :** The prospective teacher-educators in groups along with their allotted mentor shall work on a theme for collaborative presentation in a seminar
- **Sessional Work :** Course related sessional work to be planned in each course, and each prospective teacher-educator is required to complete the same within the specified period of time as decided by the institution under the guidance of the faculty concerned.

### Working Days :

At least 200 working days in each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of 36 hours in a week (5 or 6 days), during which the faculty and the prospective teacher-educator shall be available in the institution for interaction, dialogue, and consultation and mentoring.

### Attendance :

The minimum attendance of each teacher educator shall be 80% for theory courses and practicum, and 90% for field attachment.

## OUTLINE OF 2-YEAR M.Ed. COURSE 2015-17 (As per the NCTE Curriculum Framework, 2015)

Major Components	Areas Covered	Description	Suggested Credit Allocation
Common Core (Theory and Practicum included)	1.Perspective Courses(PC),	PC-I Introduction to Study of Education (4) PC-II Philosophical Perspectives of Education(4) PC-III Psychology of Learning and Development(4) PC-IV Sociological Perspectives of Education(4) PC-V Historical ,Political and Economic Perspectives of Education(4) PC-VI Curriculum Studies(4)	24
	2.Tool Courses(TC),	TC-I Introduction to Research Methods (4) TC-II Advanced Research Methods(4) TC-III ICT in Education(2) TC-IV Self-Development(2) TC-V Communication and Expository Writing (2) TC-VI Inclusive Education(2)	16
	3.Teacher Education Courses (TEC)	TEC-I Perspectives in Teacher Education(4) TEC-II Issues and Research in Teacher Education (4)	8

Major Components	Areas Covered	Description	Suggested Credit Allocation
Specialization (Theory and Practicum included)	4.Specialization Courses a.Core Specialization Courses (CSC) b.Theme Specialization(TS C).	CSC-I(4) Elementary Education CSC-III(4) Secondary Education  TSC- Any one of the following theme areas:  A. Curriculum, Pedagogy and Assessment-P.I & II (8) B. Economics of Education, Policies and Planning in Education – P .I & II (8) C. Educational Management and Leadership- P.I & II (8) D. Educational Technology and ICT- P.I & II (8)	16
Internship/ Field Attachment (IFA)	Teacher Education Institution + Related to specialization	Field internship/attachment in: IFA-I. A Teacher Education Institution(4), IFA-II. The area of specialization(4)	8 Credits
Research leading to Dissertation	Related to specialization/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a dissertation.	8 Credits
<b>Total</b>			<b>80 Credits</b>

## SEMESTER-WISE COURSES AND CREDITS

### SEMESTER- I (20 Credits)

Course	Title	Core/Tool/ Core Splzn./ Splzn. Subjects	Credit (s)	Class Teaching Credits (Hours)	Practicum* Credits (Hours)	Internship Credits (Hours)	Research Activities Credits (Hours)	Marks		
								Internal Assessment	External Exam.	Full Marks
PC-I	Introduction to Study of Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70	100
PC-II	Philosophical Perspectives of Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70	100
PC-III	Psychology of Learning and Development	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70	100
TEC- I	Perspectives in Teacher Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70	100
TC-III	ICT in Education	Tool	2	1 (16 Hrs)	1(32 Hrs)	0	0	15	35	50
TC-IV	Self Development	Tool	2	1 (16 Hrs)	1(32 Hrs)	0	0	15	35	50
Total			20	14 (224Hrs)	06 (192Hrs)	0	0	150	350	500

\* Practicum/Hands on/Students Activity/Seminar/Workshop etc

### SEMESTER II (20 Credits)

Course	Title	Core/Tool/ Core Splzn./ Splzn. Subjects	Credit (s)	Class Teaching Credits (Hours)	Practicum* Credits (Hours)	Internship Credits (Hours)	Research Activities Credits (Hours)	Marks		
								Internal Assessment	External Exam.	Full Marks
PC-1V	Sociological Perspectives of Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70	100
PC-V	Historical, Political and Economic Perspectives of Education	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70	100
PC-V1	Curriculum Studies	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70	100
TC-I	Introduction to Research Methods	Core	4	3(48Hrs)	1(32 Hrs)	0	0	30	70	100
IFA-I	Internship in Teacher Education Institutions	Teacher Education	4	0		4(128 Hrs.)	0	100	0	100
<b>Total</b>			<b>20</b>	<b>12 (192 Hrs)</b>	<b>4 (128 Hrs)</b>	<b>4 (128 Hrs.)</b>	<b>0</b>	<b>220</b>	<b>280</b>	<b>500</b>

\* *Practicum/Hands on/Students Activity/Seminar/Workshop etc*

### SEMESTER III (20 Credits)

Course	Title	Core/Tool/ Core Splzn./ Splzn. Subjects	Credit (s)	Class Teaching Credits (Hours)	Practicum* Credits (Hours)	Internship Credits (Hours)	Research Activities Credits (Hours)	Marks		
								Internal Assessment	External Exam.	Full Marks
TC-II	Advance Research Methods	Tool	4	3 (48 Hrs)	1 (32 Hrs)	0	0	30	70	100
CSC-I	Elementary Education	Core within Specialization	4	3 (48 Hrs)	1 (32Hrs)	0	0	30	70	100
CSC-II	Secondary Education	Core within Specialization	4	3 (48 Hrs)	1 (32Hrs)	0	0	30	70	100
TC-V	Communication and Expository Writing	Tool	2	1 (16 Hrs)	1 (32 Hrs)			15	35	50
TC-VI	Inclusive Education	Tool	2	1 (16 Hrs)	1 (32 Hrs)			15	35	50
	Dissertation Related Work	Research	4	0	0		4 (128 Hrs)	100	0	100
<b>Total</b>			<b>20</b>	<b>11 (176Hrs)</b>	<b>5 (160Hrs)</b>	<b>0</b>	<b>4 (128Hrs)</b>	<b>220</b>	<b>280</b>	<b>500</b>

\* *Practicum/Hands on/Students Activity/Seminar/Workshop etc*

### SEMESTER IV (20 Credits)

Course	Title	Core/Tool/ Core Splzn./ Splzn. Subjects	Credit (s)	Class Teaching Credits (Hours)	Practicum* Credits (Hours)	Internship Credits (Hours)	Research Activities Credits (Hours)	Marks		
								Internal Assessment	External Exam.	Full Marks
TEC-II	Issues and Research in Teacher Education	Core	4	3 (48 Hrs)	1 (32 Hrs)	0	0	30	70	100
TSC-I & TSC-II	<u>Any one Group</u>	Specialization	8 credits	6 (96 Hrs)	2(64Hrs)	0	0	60	140	200
	A. Curriculum, Pedagogy and Assessment (P.&I)									
	OR B. Economics of Education, Policies and Planning in Education (P.&I)									
	OR C. Educational Management and Leadership									
	OR D. Educational Technology and ICT (PI & II)									
IFA-II	Internship in Specialization	Specialization	4	0	0	4 (128 Hrs)	0	100	0	100
	Dissertation Related Work	Research(	4	0	0	0	4 (128 Hrs)	0	100	100
<b>Total</b>			<b>20</b>	<b>9 (144Hrs)</b>	<b>3 (96Hrs)</b>	<b>4 (128 Hrs)</b>	<b>4 (128 Hrs)</b>	<b>190</b>	<b>310</b>	<b>500</b>

\* *Practicum/Hands on/Students Activity/Seminar/Workshop etc*

#### Assessment Criteria

The performance of the prospective teacher-educators in the courses under the components of Common Core (Perspective Courses- PC I-VI, Tool Courses – TC I-VI, Teacher Education Courses- TEC I – II), Specialization Courses (Core Specialization Courses – CSC I – II, Theme Specialization Courses – TSC I – II) and Research leading to dissertation shall be assessed both internally and externally spreading over four semesters as detailed below. But their performance in Internship / Field Attachment (in TEI - IFA I and in specialization areas IFA – II) programme shall be assessed internally.

#### Common Core Courses :

- The performance of each prospective teacher-educators in the theory courses shall be assessed internally and externally – out of 30 marks and 70 marks respectively in the course carrying 100 marks and out of 15 marks and 35 marks respectively in the course carrying 50 marks.
- Sessional work (two in each core course) of each prospective teacher-educator shall be assessed internally out of 30 marks (15 for each) by the faculty member



concerned both on the process and final product (report) and shall be awarded marks accordingly. The detailed criteria of assessment of the sessional work shall be spelt out by a committee of faculty members chosen by the head of the institution.

*(Under each core course four sessional work have been suggested. However, any other relevant and appropriate sessional work on each core course may also be designed at the institution level for the purpose)*

### **Specialization Courses :**

- The performance of each prospective teacher-educator in the specialization courses, opted by him/ her shall be assessed both internally and externally out of 30 marks and 70 marks respectively in the course carrying 100 marks.

### **Internship and Field Attachment :**

The performance of each prospective teacher-educator in Internship / Field Attachment activities (in TEIs during second semester and in speculation areas during fourth semester) shall be assessed internally by the faculty members (Mentors) under whose close mentorship he / she is required to perform such activities / by a group faculties including the mentor, as would be decided by the institution. The details of assessment procedure and marks earmarked have been indicated under each course at appropriate place (I.e. under IFA I and IFA II).

### **Research Leading to Dissertation :**

- The performance of each prospective teacher-educator in research-based activities leading to dissertation in **third semester**, shall be assessed internally out of 100 marks. Such activities in **fourth semester** shall be assessed both internally and externally (50+50) out of 100 marks.
- The internal assessment of the research-based activities during **third semester** shall be made as per the details worked out at page - under “Dissertation Related Activities”.
- The internal assessment of research-based activities leading to pre-submission presentation of the dissertation and final assessment after submission, shall be made in the manner as worked out under “Dissertation Related Activities”.

## EXAMINATION AND CERTIFICATION

1. The respective Universities shall conduct the semester-end examination for two-year M.Ed. course in every semester. The time of examination shall be decided by the Examination Committee of the Universities concerned.
2. The examination shall be conducted by means of Written Test (for Theory Papers) and test of Practicals (for Practical Papers) and shall be in accordance with such instruction as may be decided and issued by the Universities concerned.
3. The examinations shall be opened to the candidates who have been duly selected as per the Government approved admission guidelines and admitted in different Teacher Training Institutions of the state.
4. The candidates who have prosecuted their Courses of Study by attending both theory and practical classes thereby securing not less than 80% attendance in each paper (70% on production of Medical Certificate) and have successfully completed the required number of practical assignments (Sessional work, Practice Teaching, Research-based activities) duly assessed internally and fulfilling all other required conditions in order to be declared eligible for the semester-end examination by the Head of the Teacher Training Institutions concerned.
5. If the candidates who are sent up for admission to the examination by satisfying all the conditions as laid down in the Sl. No.4 Supra but could not appear or having appeared have failed at the examination, shall be allowed to appear for three consecutive chances.
6. The medium of instruction and examination in all the courses shall be in English.
7. Minimum percentage of pass mark in each theory paper shall be 50 and in each practical paper 60 of the total marks of that paper, both in internal and external assessment.
8. Each candidate has to secure minimum pass mark in each course (Theory and Practical) in sessional work and semester-end examination separately. If a candidate fails to secure the minimum pass mark in sessional work he/ she cannot be eligible to fill up the form to sit in the semester-end final examination.
9. At the final qualifying examination, award of Division shall be considered out of 2000 marks (500 in each semester for four semesters). In award of class, marks obtained by a candidate, both in theory and practical papers, in all the four semesters (internal and external assessment) shall be taken into consideration. Class shall be awarded as per the following:  
  
*First Class* : 1200 marks and above (60% and above)  
*Second Class* : 1000 to 1199 marks (50% and above but below 60%)
10. All other conditions for conduct of examination and declaration of result shall be determined by the concerned University as per their regulations and statute.

# DETAILED COURSES OF STUDY

## FIRST SEMESTER

### PC-I Introduction to Study of Education

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

#### *Objectives*

*On completion of the course the prospective teacher-educator shall :*

- *Explain how education is an inter-disciplinary subject*
- *Analyze the discipline of education as an important sub-system of overall social-system*
- *Visualize the role of education in the changing socio-cultural contexts*
- *Suggest ways to address the challenges of school education*
- *state the use of various support systems for improving school education*

#### **Detailed Course Content**

##### **Unit 1: Education – An inter-disciplinary Study**

- Education as a discipline : Its importance and nature
- Aspects / dimensions of education and their inter-relationship
- Interdisciplinary nature of education : its relationship with philosophy, psychology, sociology, economics, science, anthropology, technology and management
- Metaphysical, epistemological and axiological concerns in the discipline of education
- Liberal and professional education : Concept, need, objectives and types

##### **Unit 2: Education as a System**

- Social-system : Concept, nature and components
- Sub-systems of social-system : Their interrelationship
- Education as a system and a sub-system – Components and their interrelationship
- Education and other systems : Their interrelationship
- Levels of education system and their linkages

### **Unit 3: Education and Knowledge**

- Knowledge : Concept and types
- Knowledge generation : Meaning, process and strategies
- Procedure of Linking:
  - ✓ School knowledge with life outside
  - ✓ Content knowledge with pedagogy knowledge
  - ✓ Knowledge on action with knowledge on reflection and outcome
  - ✓ Experiential knowledge with empirical knowledge
  - ✓ Theoretical knowledge with and practical knowledge
  - ✓ School Knowledge with community knowledge
  - ✓ Universal knowledge with contextual knowledge

### **Unit 4: Education in the Changing Socio-cultural Context**

- Understanding contemporary Indian society with reference to Linguistic and Cultural Diversities, Globalization and Liberalization; Dimensions of socio-cultural changes in India
- Education for Socialization and Acculturation of the learner: Role of school, parents, peer group and community
- Social stratification and mobility in Indian society : Their implications for Education
- Issues of equity and equality in educational opportunities: The challenges of gender disparity, socio-cultural-economic disadvantages and children with special needs; Role of Education in meeting these challenges
- Addressing the challenges of school education as envisioned in NPE, 1986 and NCF – 2005; Teachers autonomy and academic freedom

### **Unit 5: Education and its Support System**

- Support system: Categories and modes of support
- Major Support Providers: National and international bodies / agencies - MHRD, State Department of Education, and other Government agencies and academic bodies; UNESCO, UNICEF, Other International Agencies; Their role in infrastructure development and quality enhancement
- Other Important support agencies: Civil Society groups, Teacher and Student Organizations, NGO, Mass Media, Family and Community; Types of support provided by each agency
- Establishment of functional linkage among the service providers: Strategies and issues

## Sessional Work

The prospective teacher-educator shall undertake *any two* of the following:

- Preparation of a write-up on axiological issues covered in a subject of the secondary classes
- Prepare a report on an interview made with an NGO engaged in education activities, preferably teacher education activities
- Observation of contextual differences in a tribal and non-tribal or a rural an urban schools and preparation of a report
- Preparation of a paper for seminar presentation on Socialization and Acculturation of the learner in Indian context : Role of school and community

## Suggested Readings

- Beyer. L.E. (Ed), (1966) *Creating Democratic Classroom: The Struggle to integrate theory and Practice*, New York, Teachers College Press.
- Broudy, H.S. (1977), *Types of Knowledge and Purpose of education*, In R.C. Anderson, R.J., Bruner, J.S. (1966), *The Culture of Education*, Cambridge, M.A., Harward University Press
- Butchvarov, P. (1970), *The concept of Knowledge*, Evanston, illions, North Western University Press.
- Dearden R.F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Debra Heyes, Martin hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and unwin, Australia
- Delors, Jaques et al. (1996). *Learning: The treasure within – Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York. Continuum
- Friere, P. and Shor, I. (1987 ). *A pedagogy of liberation*. London. Macmillan Education.
- MHRD, (1992), *Programe of action*, Govt. of India, New Delhi.
- MHRD, Govt. of India (1992), *National policy on education* (revised), New Delhi.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian Education*, allied Publications, Bombay
- NCERT (2005) *National Curriculum Framework*, New Delhi.
- NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
- Peters, R.S. (1967), *The concept of education*, Routledge, United Kingdom.
- Peters, R.S. (ed), (1975). *The Philosophy of Educatiopn*, Oxford University Press, London.
- Russell, Bertrand (1932/1967). *Education and the social order*. London: Unwin Books.
- Slattery, Patrick and Dana Rapp. (2002). *Ethics and the Foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon
- Spiro, W.E. Montanaque (eds) *Schooling and acquisition of knowledge* (PP. Hillsdale, NJ Erlbaum)
- Wall, Edmund (2001). *Educational Theory: philosophical and political perspectives*. Prometheus Books
- Winch, C. (1986). *Philosophy of human learning*. London: Routledge.
- Winch. C. (1st Edn). (1996). *Key Concepts in the philosophy of education*. Routledge.

## PC-II Philosophical Perspectives of Education

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### Objectives

On completion of the course the prospective teacher-educator shall :

- Explain the structure of Philosophy in terms of its elements and their relationship
- Explain the inter-relationship between Philosophy and Education
- Understand the Indian Philosophical traditions and their implications for life and education
- State the basic postulates of different western Philosophies and their implications for education
- Understand the contributions of educational thinkers to educational thought and practice in western and eastern countries
- Analyze different issues in Educational Philosophy and workout the strategies

### Detailed Course Content

#### Unit 1: Philosophy and Education

- Philosophy : Meaning, nature and function ( Western and Eastern view points)
- Structure of philosophy : Metaphysics, Epistemology, Axiology (Ethics and Aesthetics) and Logic
- Philosophical methods : Contemplation, Speculation, Enquiry and Analysis
- Philosophy and Education : Their Interrelationship; Educational Philosophy –Emergence, meaning, nature, functions and scope
- Educational Philosophy : Meaning, nature, scope and functions

#### Unit 2: Indian Philosophical Traditions

- Vedic Philosophy - Concept of Chaturashram and Purusartha
- Vedanta Philosophy – Features; Education in Upanishadas
- Philosophy of Jainism and its contributions to education
- Philosophy of Budhism and its contributions to education

### **Unit 3: Western Philosophical Traditions**

- Idealism, Naturalism, Pragmatism and Realism : Their basic philosophical postulates and implications for Education
- Eclecticism and its educational implications
- Contemporary / modern educational thought : Essentialism, Perennialism and Progressivism – Features and their implications for education
- Existentialism and Humanism : Salient features and their implications for education

### **Unit 4: Great Educational Thinkers**

- Plato, Aristotle and Socrates – Relevance of their educational thoughts in the present context
- Rousseau, Froebel, Montessori, John Dewey and Paulo, Friere – Their educational ideas and experiments, and the present relevance
- Gandhi, Tagore, Sri Aurovinda, and Vivekananda – Their educational thoughts and experiments, and their relevance in the present India
- Dayananda Saraswati and J. Krishnamurthy – Their contributions to educational thought and practice in the present India  
*(Discussion be made with reference to aims of education, curriculum, teaching-learning pedagogy, role of teacher and discipline)*

### **Unit 5: Issues in Philosophy and Education**

Issues related to:

- Ultimate aims of life and aims of education
- Reflection of knowledge in curriculum and its transaction
- Inculcation of values through curriculum and pedagogy
- Role perception of Teachers and building of congenial learning climate
- Discipline and conduct for learners' personality development

### **Sessional Work**

The prospective teacher-educator shall undertake *any two* of the following:

- Preparation of an appraisal report on inculcation of values through curriculum and pedagogy in Government and private-managed schools in Odisha
- Preparation of a write-up on essence of Indian Philosophical traditions and its relevance to present educational scenario in India
- Preparation of seminar paper on contextual relevance of Paulo Friere's educational ideas to present Indian education
- Review of the text titled "The Pedagogy of the Oppressed" by Paulo Friere

## Suggested Readings

- Amaldass, A. (2001). *Introduction to Philosophy*. Chennai: satyaNilayam Publications.
- Brubacher, J. (1962). *Modern Philosophies of Education*. McGraw-Hill Co.
- Butler, J.D. (1968). *Four Philosophies and their Practice in Education and Religion* (3<sup>rd</sup> Ed.) New York: Harper and Row Publisher.
- Chakravarthy, D.K. (2000). *Fundamental Questions of Epistemology and Metaphysics*. New Delhi: Omsons Publications.
- Chaube, S.P., and Chaube, A. (2007). *Philosophical and Sociological Foundations of Education*. Agra: Vinod PustakMandir.
- Deota, N.P. (2012). *Effective Leadership Qualities*. Germany: Lap Lambert Academic Publishing.
- Deota, N.P. (2012). *Kaleidoscopic Views on Education*. Germany: Lap Lambert Academic Publishing.
- Dewey, J. (1963). *Democracy and Education*. New York: Mac Millan & Co.
- Kabir, H. (1961). *Indian Philosophy of Education*. Bombay: Asia Publishing House
- Park, J. (Ed.) (1968). *Selected Readings in the Philosophy of Education* (3<sup>rd</sup> Ed.). London: The MacMillan Company.
- Radhakrishnan, S. (1953). *History of Philosophy: Eastern and Western* (Vol. I and II). London: George Allen & Unwin Limited.
- Sharma, R.N. (2000). *Textbook of Educational Philosophy*. New Delhi: Kanishka Publishers & Distributors.
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## PC-III Psychology of Learning and Development

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### Objectives

On completion of the course the prospective teacher-educator shall :

- *Conceptualize a framework of learning in terms of diverse contexts and approaches to learning and learning environment*
- *Reflect on the process of learning from the point of view of different theoretical perspectives and the need to adopt appropriate approach*
- *State the differences among the different theoretical explanations of learning and provide appropriate justifications to the present teaching-learning practices*
- *Elaborate the cognitive processes involved in acquiring learning experiences*
- *Explain the importance of motivation and the strategies to motivate the learners for learning*
- *Describe different forms of learner's engagement in and out of classroom while learning*
- *State the characteristics of different stages of human development with emphasis on the childhood and adolescence stages period*
- *Identify the characteristics of individual differences among the learners and adopt appropriate strategies to meet the individual learning needs*
- *Assess the learner's progress using multiple tools and techniques on a continuous basis ensuring quality of learning at each stage of learner's growth.*

### Detailed Course Content

#### Unit1: Framework of Learning

- Learning: Meaning, nature and types; Issues of transmission and construction
- Approaches to learning: Knowledge- centric, Experience-centric and Evaluation-centric approaches; Learner-centered and Learning-centered approaches - Concept, Purposes and Limitations
- Learning Environment: Classroom, School, Community environments facilitating learning, Inclusive environment in the classroom; Use of local knowledge and children's out of the school experience in learning.
- Diversity in learning contexts : Linguistic, Ethnic, Social and Cultural

## **Unit 2: Understanding the Process of Learning**

- Categories of learning; Critical appraisal of the basic conditions of learning
- Various theoretical perspectives on human learning: Behaviourist, (Pavlov, Skinner), Humanist (Roger, Bandura), Cognitive (Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky).
- Cognitive processes – memory, perception, logical thinking, critical thinking, development of concept, problem solving
- Role of motivation in learning: Meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner); Strategies for motivating learner - Intrinsic and extrinsic motivation
- Forms of learner's engagement: modeling, observation, demonstration, exploration, discovering, analysing, contextualization, collaboration, multiple interpretations, critical reflection (based on action, observation, selected reading, discussion etc.).
- Restructuring classrooms to facilitate / maximize learning: Provision for Individualized/ self-learning, Group learning, Cooperative learning, collaborative learning; Learning strategies - Theoretical explanation for their relative use.

## **Unit 3: Understanding the Learners and their Development**

- Holistic approach to understanding the learner with reference to the stages of development
- Factors influencing development– Physical, Social, Cognitive, Emotional and Moral
- Socio-cultural contexts responsible for learner differences and differential learning needs; Mechanism for addressing the differences
- Needs and problems of the adolescent learners : Developmental tasks
- Reorienting the process of learning and the role of teacher in addressing the challenges of adolescence

## **Unit 4: Understanding differences in individual learners to facilitate learning**

- Conceptual framework of understanding dimensions of differences in individual learners (with reference to individual attributes and socio cultural contexts); Differences in learners based on predominant 'learning styles'
- Understanding differences based on cognitive abilities in children: Giftedness, Creativity, Learning disability, Low intellectual functioning (slow learner) and Under-achievement; Understanding learners with deviant behaviours: Attention deficit disorder with or without hyperactivity, Autism, Conduct disorder etc.,

- Methods/techniques of identifying individual differences: questionnaire, observation, interview, self reporting techniques, anecdotal records, case study, psychological and educational tests; Use of local knowledge and children's out of the school experiences in learning.
- Strategies to deal with diversity among learners

### **Unit 5: Learning Assessment**

- Assessing Learning: Assessment and Evaluation; Types of assessment and evaluation- Diagnostic, Placement, Formative and Summative; Criterion and Norm referenced – Concepts, utilities and limitations;
- Continuous and Comprehensive Evaluation: Concepts, processes and issues; Assessment of learning, Assessment for learning and Assessment as learning; Authentic assessment processes;
- Tools and Techniques of Assessment: Test items - designing different types of test items and their uses; Assessment Rubrics and Portfolios; Self-assessment and Peer assessment;
- Shift from content based testing to assessing problem solving, logical thinking, and critical thinking; Teachers' observation and their reflective discussion in a group;
- Use of assessment and evaluation results: Sharing the results with learners and other stakeholders- importance and processes; follow up programmes for enhancing quality of learning.

### **Sessional Work**

The prospective teacher-educator shall undertake *any two* of the following:

- Preparation of a write-up on “Addressing diversities in learning contexts: Role of teacher and peer group”
- Preparation of a set of learning activities for different forms of learner engagement in and out of classroom, while learning
- Preparation of a case study on an exceptional adolescent learner
- Observation and identification of elements of constructivist learning in classroom situation and preparation of a report

### **Suggested Readings**

Buskist ,W and Davis, S.F. (2006) *Handbook of the teaching of psychology*. Victoria, Australia: Blackwell publishing,

Furth, H. (1970). *Piaget for teachers*. New Jersey: Prentice Hall Inc.

Lipman, M. (2003). *Thinking in education*. (2<sup>nd</sup> Ed.). New York: Cambridge University Press.

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- Papalia D. E., and Sally, W. O. (1978). *Human development*. New York: McGraw Hill Publishing Company
- Passer,M.W. and Smith,R.E (2007). *Psychology: The science of mind and behaviour*, (3rd Edn.). New Delhi: Tata Mcgraw Hill.
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- Saraswathi, T. S. (1999). *Cultural Socialization and Human Development: Theory, Research and Applications in India*. A Sage Publications.
- Sharma, M and Dahiya,S. (2006). *Cognition and Human* , Jaipur: RBSA publishers.
- Skinner, E. C. (1984). *Educational Psychology-4th Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Smith,E.E and Kosslyn, S.M. (2008). *Cognitive Psychology: Mind and Brain*. New Delhi: Prentice Hall of India.
- Solso,R.L.(2006). *Cognitive psychology* (6<sup>th</sup> ed.). New Delhi: Pearson Education.
- Spinthall, N., and Spinthall, R. C. (1990). *Educational psychology* (5th Edn.). New Delhi: McGraw Hill
- Woolfolk, Anita (2013). *Educational psychology* (12th.Edn.). New Delhi: Pearson Education.

# TEC-I PERSPECTIVES IN TEACHER EDUCATION

<b>TOTAL MARKS -100</b>	
<b>Internal-30</b>	<b>External-70</b>
<b>CREDITS-4</b>	
<b>For Classroom Teaching :3</b>	<b>For Practicum:1</b>
<b>CONTACT HOURS-80</b>	
<b>For Class Room Teaching: 48</b>	<b>For Practicum:32</b>

## Objectives

*On completion of the course, the prospective teacher-educator shall:*

- *State the importance of pre-service and in-service teacher education in respect of growing demands for quality school education.*
- *Describe the development of teacher education in India during post independence period.*
- *Specify the characteristics, needs and challenges of teacher education at the elementary and secondary level.*
- *Elaborate the visions for teacher education in response to the emerging demands of the changing scenario of school education.*
- *State the importance of continuing professional development of teachers and the efforts made so far in this direction through different national and state programmes.*
- *Use various methods and approaches appropriately in curriculum transaction in teacher education courses.*
- *Carry out continuous and comprehensive assessment processes in monitoring the learning growth of the prospective teachers.*

## Detailed Course Content

### Unit 1: Teacher Education: Historical Perspectives

- Teacher Education: Concept, Importance, Objectives and Components (Pre-service and In-service);
- Development scenario in India: In post-independent period with reference to the recommendations of University Education Commission (1948-49), Secondary Education Commission (1952-53), The Education Commission (1964-1966), National Policy on Education, 1986 / 92, POA, 1990, NCTE, 1993 on Teacher Education system and programme
- Restructuring and Reorganization during post-NPE' 86 period: Centrally Sponsored Scheme of Teacher Education- BITEs, DIETs, CTEs and IASEs and their roles and functions; Role of NCERT, NCTE, NUEPA, UGC and SCERT
- Vision for Teacher Education in response to emerging demands from the school system : Bases of envisioning –National Commission on Teachers-I/Chattopadhyaya Committee(1983), National Curriculum for Teacher Education, 1998 framed by NCERT, NCTE Curriculum Framework for Quality Teacher Education, 1998,

NCF, 2005, NCFTE 2009, RTE Act 2009, Justice Verma Commission, 2012, MHRD (GoI), 2012

- Governance of Teacher Education system in the state : Administrative Structure, Institutional Arrangements and Human Resource Management
- Concerns and challenges with particular reference to the status of teacher education in the state; Current reform initiatives – Systemic and academic

## **Unit 2: Teacher Preparation**

- Pre-service Teacher Education: need, objectives and components (both for elementary and secondary); Types of teacher preparation programme in India
- Norms and standards for different teacher preparation programmes (elementary and secondary) – staff, facilities, terms and conditions, curriculum, programme implementation, instructional process, management and assessment
- Teacher cadre management in the state (elementary and secondary): Policy relating to recruitment, cadre, service conditions, promotions, incentives etc.
- Systemic reform in teacher preparation programme (elementary and secondary) with reference to curriculum renewal, academic planning and monitoring, academic leadership, examination reforms (flexibility in assessment, entrance examination), innovation in ideas and practices, use of technology as envisaged in NCF – 2005
- Concerns and challenges of teacher preparation programmes and strategies to address them – Issues relating to
  - ✓ Planning and implementation of calendar of activities
  - ✓ Manpower requirement
  - ✓ Functioning of Departments/Units of the Institutions
  - ✓ Quality of Transactional Process
  - ✓ Monitoring and feedback
  - ✓ Availability and use of quality resources
  - ✓ Development of professional competencies

## **Unit 3: Teacher-Educator Preparation**

- Preparation of Teacher Educators: need, objectives and components; Types of teacher educator preparation programme in India
- Norms and standards for different teacher educator preparation programmes – staff, facilities, terms and conditions, curriculum, programme implementation, instructional process, management and assessment
- Teacher educator cadre management in the state (elementary and secondary): Policy relating to recruitment, cadre, service conditions, promotions, incentives etc.
- Systemic reform in teacher educator preparation programme with reference to curriculum renewal, academic planning and monitoring, academic leadership, examination reforms (flexibility in assessment, entrance examination), innovation in ideas and practices, use of technology as envisaged in NCF – 2005 and NCFTE 2009.

- Concerns and challenges of teacher preparation programmes and strategies to address them – Issues relating to
  - ✓ Planning and implementation of calendar of activities
  - ✓ Manpower requirement
  - ✓ Quality of Transactional Process
  - ✓ Monitoring and feedback
  - ✓ Availability and use of quality resources
  - ✓ Development of professional competencies

#### **Unit 4: Continuing Professional Development**

- Continuing Professional Development (CPD) : Concept, Significance and Contents/Themes; CPD for teachers and teacher educators - need, objectives and modes of organization (face-to-face, cascade mode, distant education mode, Open Education Resource (OER))
- Planning and Organization of CPD Programmes : Assessment of training needs, Structuring training inputs and developing course materials
- Assessment of CPD Programmes: Need and Process/Techniques
- Continuing professional development of elementary school teachers through SSA and of secondary school teachers through RMSA; CPD of Teacher Educators (Elementary, Secondary) through CTEs, IASEs, SCERT, NCERT, NUEPA and other professional bodies.
- Strategies for developing professionalism among teacher educators and their professional ethics

#### **Unit 5: Curriculum Transaction and Assessment**

- Methods and techniques (both for pre-service and in-service) of curriculum transaction : Lecturer-cum-Discussion, Demonstration, Group Discussion, Seminar, Workshop, Team Teaching, Brain-storming session, Project and Assignment
- School Internship Programme : Importance and objectives, Components, Organization and assessment
- Assessment in teacher education programme : Continuous Comprehensive Assessment, Internal and External Assessment, Portfolio Assessment

#### **Sessional Work**

A student-teacher shall undertake *any two* of the following activities.

- Preparing a report on the programme for developing professionalism in primary teacher training institution through field visit.
- Developing a strategy suggesting reforms in secondary teacher education programme with reference to NCF - 2005 and RMSA.
- Preparation of a course material for meeting the needs of a teacher in any subject at the secondary level.
- Conduct of a team teaching programme in teacher education institute and reporting on its impact.

## Suggested Readings

- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in teacher education: A social constructivist approach*. London: State University of York.
- Chopra, R.K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A guide to teaching practice* (5th Edn.). London and New York: Routledge Falmer..
- Darling Hammond, Linda and Bransford, John (2005). *Preparing teachers for a changing world*. San Francisco: John Wiley & Sons.
- Day, C. and Sachs, J. (Ed.) (2004). *International handbook on the continuing professional development of teachers*. Maidenhead: Brinks Open University Press.
- Furlong John (2013), *Education: An anatomy of the discipline*. London: Routledge.
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- Govt. of India (1986/1992). *National policy of education*. New Delhi: Dept. of Education, MHRD.
- Govt. of India (1996). *Report of Indian Education Commission (1964-66)*.. New Delhi.
- Herne Steve, Jessel John and Griffith, Jenny (2000). *Study to teach: A guide to studying in teacher education*. London and New York: Routledge Falmer..
- Joyce, Bruce, Well, Marsha, and Calhoun, Emily (2009) *Models of teaching* (8th Edn.). London: Pearson.
- Korthagen, Fred A.J. et al. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. New York: Lawrence Erlbaum Associates.
- Loughran, John (2006). *Developing a pedagogy of teacher education : Understanding teaching and learning about teaching*. New York: Routledge.
- Miyan, Mohammad (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.
- Mukhopadhyay, Sudesh and Anil Kumar, K (2001). *Quality profiles of secondary schools*. New Delhi: NIEPA.
- NCERT (1997). *Code of professional ethics for teachers*. New Delhi.
- NCTE (1979) *Organization of core teaching programme package*. New Delhi.
- NCTE (1998). *Competency based and commitment oriented teacher education for quality school education: Pre-service education*. New Delhi.
- NCTE (1998): *Policy perspectives in teacher education*. New Delhi.
- NCTE (2009). *Curriculum framework of teacher education*. New Delhi.
- NCTE (2014). *Norms and guidelines of teacher education programme*. New Delhi.
- NCTE. (1998). *Policy perspective in teacher education: Critique and documentation*. New Delhi.
- Rao, Digumarti Bhaskara (1998). *Teacher education in India*. New Delhi: Discovery Publishing House..
- Reimers, Eleonora Villegas (2003). *Teacher professional development: An international review of the literature*. Paris: IIEP, UNESCO.
- Sahoo P.K. et al (Eds) (2014). *Quality education in India* (Vol I & Vol II). New Delhi: Concept.
- Sahoo, P.K. et al (Eds.) (2010). *Professionalism in teacher education*. New Delhi, Concept.
- Siddiqui, M.A. (1993). *In-service education of teachers*. New Delhi: NCERT.
- Singh L.C. (Ed 1990). *Teacher education in India*. New Delhi: NCERT.
- Yadav, M.S. and Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education: The instructional role*. New Delhi: NCTE.



## TC-III ICT IN EDUCATION

TOTAL MARKS-50	
Internal-15	External-35
CREDITS-2	
For Classroom Teaching :1	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 16	For Practicum:32

### Objectives

*On completion of this course, the prospective teacher educator shall:*

- *State the nature, scope and significance of educational technology for school education.*
- *Elaborate the use and availability of resource centers for educational technology by the schools and teachers.*
- *Explain the different techniques of and approaches to communication process and their use in open learning resources.*
- *Use the basic skills in production of different types of instructional materials required for the school children.*
- *Comprehend the uses of different electronic systems and their application in teaching and learning.*
- *Demonstrate favourable attitude towards the use of different educational media.*
- *Acquaint themselves with emerging trends in ET and various ET resource centers.*
- *Adopt the use of ICT for instructional purpose in and out of school.*

### Detailed Course Content

#### Unit 1: Introduction to Educational Technology

- Meaning, Nature, Scope and significance of Educational Technology.
- Components– Software and Hardware; System Analysis approach to Educational Technology
- Trends in Educational Technology - Technology in Education, Technology of Education and Mass Instructional Technology.
- Development of Instructional Technology
- Resource Centers for Educational Technology : CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc.– Their activities for improvement of teaching-learning

#### Unit 2: Communication and Educational Technology

- Communication Process: Concept, Principles, Modes and Barriers; Models of Communication: Shannon and Weaver Model, and Berlo's Model
- Communication in the classroom: Classroom teaching as a communication process; Factors affecting classroom communication

- Distance Education: Concept, Need, Importance and Growth; Educational practices with special reference to development of Self Instructional Materials
- Open Learning System: Open school and open universities.
- Evaluation and Educational Technology.

### Unit 3: ICT and Education

- ICT : Meaning, Importance, Nature and Scope (with reference to school education); Relationship between ET and IT
- Forms of ICT: Satellite T.V., Computer and Internet
- Integration of ICT in school sector : Applications of ICT- Bounded and unbounded telecommunication media, communication satellite, telecommunication networks; Multiple usage of telecommunication - Teleconferencing, video conferencing, fax, voice mail, e-mail, internet and intranet
- Emerging trends in Educational Technology and problems of new Technologies.
- Future priorities in Educational Technology.

### Sessional Work

The prospective teacher-educator shall undertake *any one* of the following:

- Preparation of a report on the use of ICT in teacher education programme.
- Preparation of a report on the interventions of educational technology in the current practices of teacher training programmes in India.
- Analysis of an educational telecast and preparation of a report.

### Suggested Readings

- Davies, I.K.(1971). *The management of learning*. London: McGraw Hill.
- Fallows, Stephen, and Bhanot, Rakesh (2002). *Educational development through information and communication technology*. New York: Kogan Page.
- Kennewell, S.(2004). *Meeting the standards in using ICT for secondary teaching: A guide to the ITTNC*, Routledge Falmer, London,
- Krishnamurthy, C.(2005). *Educational technology: Expanding our vision*. New Delhi: Authors Press.
- Kulkarni, S.S.(1986). *Introduction to educational technology*. New Delhi: Oxford & IBH Publishing Company.
- Kumar, K.L.(1996). *Educational technology*. New Delhi: New Age International Publisher.
- Locatis, C.N. and Atkinson, F.D.(1984). *Media and technology for education and training*. London: Charles E. Publishing Co.
- Mukhopadhyay, M. (Ed.) (1990). *Educational technology*. New Delhi: Sterling.
- Percival, F. and Willington, H.(1988). *A handbook of educational technology*. New York: Kogan Page.

## TC-III SELF DEVELOPMENT

TOTAL MARKS -50	
Internal-15	External-35
CREDITS-2	
For Classroom Teaching :1	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 16	For Practicum:32

### Objectives

*On completion of this course, the prospective teacher educator shall:*

- *Elaborate the different dimensions of self-development and different goal setting behaviour of an individual thereof.*
- *Explain the strategies for personal development in work place thereby improving professional competence.*
- *State the characteristics development of self-development from early childhood to youth.*
- *Realize the ways of personal development through development of self-awareness.*

### Detailed Course Content

#### Unit 1: Understanding Self-Development

- Concept, importance , objectives and dimensions- knowledge and awareness, self-esteem/self-identity, dreams and aspirations, self-analysis and assessment
- Goal setting and self-development: Developing competence, achieving autonomy, developing purpose, developing integrity, managing emotions, developing matured interpersonal relationships
- Personal development in work place- work-life balance, time management, stress-management, social relation management and counseling.
- Self-development and professional competence: indicators of professional competence, self-development facilitating professional competence

#### Unit 2 Self-Development across the Life Span

- Self-awareness during infancy: sensory motor feedback and self awareness, contingency cues and self-awareness, visual self-recognition, milestones in self-development during the first 2 years of life
- Developmental changes in self-feelings and self-concepts during childhood adolescence and youth
- Adolescence identity crisis: Ericksons stages of Psycho-social development and crisis resolution in self identity
- Self concept during adulthood.

### Unit 3: Self-Awareness and Personal Development

- Personal development: meaning, characteristics, uniqueness
- Ways to improve personal development- Methods and learning programmes
- Self-awareness for Personal Development: self-analysis of personal strengths, weaknesses, opportunities and threats, self-reflection and self-criticism as means of self-awareness
- Techniques of personal development:

### Sessional Work

The prospective teacher-educator shall undertake *any one* of the following:

- Preparation of a report on personal development in work place relating to any profession.
- Prepare a seminar presentation on crisis of self-development among the secondary school learners and strategies to resolve.
- Preparation of a set of activities for personal development elementary school children.

### Suggested Readings

- Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
- Bandura, A. (1982). Self-efficacy and mechanism in human agency. *American Psychologist*,
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice
- Bandura, A. (1993). Perceived self efficacy in cognitive development and functioning.
- Bandura, A. (1997a). *Self-efficacy: The exercise of control*. New York, NY: Freeman.
- Bandura, A. (1997b). Self efficacy: Toward a unifying theory of behavioural change.
- Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo*. Puducherry, Sri Aurobindo Ashram Pub.
- Delors, J. (1996). *Learning the Treasure within –Twenty First Century Education*. UNESCO Education Commission Report.
- Krishnamurti, J. (1998). *On Self- knowledge*. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). *Education and Significance of Life*. Chennai, Krishnamurti Foundation India.
- Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). *Applied Social Psychology- Understanding and Addressing Social and Practical Problems*, Second Edition, Sage Publications Pvt. Limited, New Delhi
- Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). *Cornerstone- Developing Soft Skills*, Fourth Edition, Pearson Education
- Swami Vivekananda (1988). *Selections from the complete works of Swami Vivekananda*. Mayavathi, Advaita Ashrama.
- UNICEF (2006). *Life Skills Modules-Adolescence Education Program*. UNICEF House, New Delhi.
- Venkateshamurthy, C. G. & Govinda Rao, A.V. (2005). *Life Skills Education Training Package*. R.I.E., Mysore.

## SECOND SEMESTER

### PC-IV SOCIOLOGICAL PERSPECTIVES OF EDUCATION

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

#### *Objectives*

*On completion of the course the prospective teacher educator shall:*

- *Clarify the meaning and origin of society and social diversities.*
- *State the dynamics of the social processes with examples drawn from Indian contexts.*
- *Explain the functions of culture in the transformation and development in the context of cultural diversities existing in Indian societies.*
- *Delineate the role of education in the processes of enculturation and acculturation.*
- *State the role of education in addressing the issues of inequality and different forms of disadvantages among learners.*
- *Recognize the roles of education in meeting the emerging social challenges.*

#### **Detailed Course Content**

##### **Unit 1: Understanding Social Context**

- Society : Meaning, origin, components and goals
- Social context : Dimensions and their inter-relationship
- Social diversities : Social groups based on caste and class, religion, culture and language, economic status, occupation / profession, locale and political affinity / association
- Social process : Social stratification, social mobility, social conflict, social bonding
- Indian society : Features, strengths and weaknesses

##### **Unit 2: Understanding Culture**

- Culture : Meaning, components, characteristic, functions and determinants
- Cultural diversities : Types (liberal – conservative; Unitary – multicultural) and Causes
- Indian culture : Genesis and traditions, characteristics and forms

- Culture as a powerful sub-system of society : Its relationship with other sub-systems of society
- Role of culture in social transformation and development

### **Unit 3: Society, Culture and Education**

- Interrelationship among society, culture and education
- Education for socialization : Aspects of socialization and role of education
- Social change and social control : Meaning, types, factors, processes in Indian context and role of education
- Modernization : Concept, adaptive demands, characteristic of modern societies, role of education promoting / facilitating modernization
- Education for strengthening socio-cultural base : Enculturation and Acculturation

### **Unit 4: Addressing Social Issues Through Education**

- Linguistic, cultural and ethnic diversities : Meaning, nature and educational strategies / interventions
- Issues of inequity and inequality of educational opportunities : Meaning, types and educational interventions
- Issues of gender disparity : Meaning, forms and educational strategies
- Problems of socio culturally disadvantaged groups : Types and educational strategies
- Problems of CWSN and educational interventions

### **Unit 5: Emerging Social Challenges: Role of Education**

- Neo-Colonialism, Neo- capitalism and Neo-liberalism
- Identity and Autonomy of Indian education
- Educational Determinism in Indian society
- Adhocism in Indian Education
- Secular concerns in Indian society

### **Sessional Work**

The prospective teacher-educator shall undertake *any two* of the following:

- Preparation of a write-up on “Addressing the issues of diversities crucial to Indian society today”
- Preparation of a seminar paper on cultural transmission in India today : issues and strategies
- Preparation of a report on educational status of multilingual and multicultural groups in Odisha : Issues and Concerns
- Appraisal of provisions for addressing the issues of inequality and inequity in educational opportunities at school level in Odisha

## Suggested Readings

- Berge, P.L. (1966). *Invitation to Sociology*. London: Penguin Books.
- Berger, P.L. & Luckman, T (1967). *The Social Constriction of Reality*. Allen Lane: The Penguin Press (Set Books).
- Bhattacharya & Srinivas. (1962). *Society and Education*. Calcutta: Academic Publishers.
- Brookoner, W.B. & Gottlieb, D. (1964). *A Sociology of Education* (2 ED.) New York: American Book Company.
- Carl H. Gross, C.H, Wronski, S.P. & Hansol, J.W. (1962). *School and Society*. Boston: D.C. Health & Co.
- Chitnis, S. (1974). *Sociology of Education: A trend report in a survey of research in Sociology and Social Anthropology by ICSSR*. VOL. ii, p 166-232. Bombay: Popular Prakashan (ICSSR).
- Cosia, B. R. (1971). School And Society, prepared "The School and Society Course Team at the Open University" In School and Society. London: The Open University Press.
- Cox, W.L. & Mercer, B.E. (1961). *Education in Democracy*. New York: Mcgraw Hill.
- Donald, A.H. & Joel. E.G. (1967). *On Education — Sociological Perspectives*. New York: John Wiley and Sons INC.
- Durkhiem , E. (1950). *Education & Sociology*. New York: The Free Press.
- Freedman, B. (1967). *The College Experience*. San Francisco: Jossey-Bass INC.
- Harris, E. S. (1965). *Challenge and Change In American Education*. California: Mc Cutchen Publishinz Corporation.
- Jayram, N. (1990) *Sociology of Education in India*. Rawat.
- Lavitas. M. (1974). *Marxist Perspective in the Sociology of Education*. London: Routledge and Kegan Paul
- Nambissan, Geeta&Srinvasa Rao (ed.).(2012). *Sociology of Education in India — Changing Contours & Emerging Concerns*. Oxford.
- Morris , I. (1978). *The Sociology of Education — An Introduction*. London: William Cloves Limited.
- Moser. C.A., &Calton, G. (1979). *Survey Methods in Social Investigation* (2<sup>ND</sup> ED). California: The English Language Book Survey & Heinemann Edl. Books.
- Musgrave, P.W. (1970). *Sociology, History and Education - A Reader*. London: Methuen & Co. Ltd.
- Nisbet, R.A. (1967). *The Sociological Tradition*. London: Heinemann.
- Ottaway, A.K.C. (1962). *Education in Society: An Introduction to Sociology of Education*. London: Routledge and Kegan Paul Ltd.

- Parsons, P. (1951). *The Social System*. USA: Free Press.
- Premnath. (1957). *The Bases of Education*. Delhi: S. Chand & Co.
- Ruhela, S.P. (1969). *Social determinants of Educability in India*. New Delhi: Jain Brothers Publishers.
- Schlechty, P.C. (1976). *Teaching and Social Behaviour*. USA: Allyn and Bacon, Inc.
- Shah. B.V. (1965). *Sociology of Education — An attempt at definition and scope*. Sociological Bulletin, XIV(2), P. 65.
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- Shukla, S. (1963). *The Context of Education in Developing Societies*. Delhi: CIE.
- Sieber, S.D. & Wilder, D.E. (1973). *The School of Society*. New York: The Free Press.
- Sprott, U. (1958). *Human Groups*. UK: Pelican Books.
- Swift, D.F. (1970). *Basic readings in Sociology of Education*. London: Routledge & Kegan Paul.
- Thirtha, T. (1974). *Education and Society*. Bangalore: Centre for Educational Sociology.
- Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methuen & Co. Ltd.
- West, E.G.(1965). *Education and the State*. London: The Institute of Economic Affairs Ltd.



## PC-V HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### Objective

On completion of the course the prospective teacher educator shall:

- Elaborate the genesis of expansion of education in India during pre-independence in India.
- Describe the evolution of policies in education and their mandates for development of quality education in post-independent India.
- Explain the political perspectives in education in India in respect of policy formulation and implementation of educational programmes.
- Explain the bearings of plan provisions and priorities in education during post-independence period and the shortfall thereof.
- Understand the implications of emerging concerns for education and the inbuilt problems and issues.

### Detailed Course Content

#### Unit 1: Education in India: Pre-independence Scenario

- Education in the ancient period (Pre-vedic and Vedic)
- Education in the medieval period
- Education in the Buddhist period
- Westernization of Education in India : Education under British Rule – Educational activities of East India Company upto 1813, Macaulay's Minutes (1835), Wood's Despatch (1854), Hunter Commission Report (1882), Sargent Committee Report (1944)
- Expansion of Education in India : Role of Missionaries

#### Unit 2: Education in India Post-independence Scenario

- Constitutional Provisions for Education
- Commissions for Educational Development : University Education Commission (1948-49) , Secondary Education Commission (1952-53), The Education Commission (1964-66)
- Committees for Educational Development : Zakir Hussain Committee, Sree Prakash Committee, Sampurnananda Committee

- National Policies on Education (1968, 1986/1992)
- National System of Education : National objectives, National structure, National Curriculum Framework

### **Unit 3: Political Perspectives**

- Education and Politics : Their relationship
- Education under Democracy : Rights-based Education
- Education under Marxism and Fascism
- Education Policy and Politics with reference to the goals and curriculum in Education
- Impact of Politics on other aspects of Education with reference to discipline, student role and teacher

### **Unit 4: Economic Perspectives**

- Education and Economics : Their Relationship
- Education as an investment – return / input - output approach
- Economic Development and Role of Education
- Human Development Index : Components and Measurement
- Five year plans and investment in Education according to priorities

### **Unit 5: Emerging Concerns and Issues**

- Politicization of Education : Nature and implications
- Education and quality Human Resource Development
- Addressing Socioeconomically disadvantaged groups through Education
- Liberal Education versus Technical / Professional Education
- Education and Globalization

### **Sessional Work**

The prospective teacher-educator shall undertake *any two* of the following:

- Preparation of an appraisal report on national policies on education in India and implementation of their provisions.
- Prepare a seminar presentation on changing political scenario and its impact on teacher education programmes in India.
- Survey of Human Development Index during the 11th plan in Odisha and its implications for policy and planning in education.
- Prepare a seminar presentation on education as a liberal and professional discipline for teacher preparation and teacher development.

## Suggested Readings

- Baskin, Wade. (1966). *Classics in Education*. Vision: Press London.
- Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
- Broudy, H.S. (1977). *Building a Philosophy of Education*. New York: Krieger.
- Chauble, S. P. (1955). *A History of Education*. Allahabad: Bharat Publication.
- Dupuis, A.M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.
- Gore, M.S. (1984). *Education and Modernization In India*. Jaipur: Rawat Publishers.
- Karbir Humayun. (1961). *Education in New India*. Asia Publishing House.
- Kneller, George F. (1978). *Foundations of Education*. John Wiley and Sons.
- Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot. New Delhi: National Publishing House.
- Mukerji S. N. (1960). *Education in India To-day & Tomorrow*. Baroda: Acharya Book.
- Narvane, V.S. (1978). *Modern Indian Thought*. , New York: Orient Longmans Ltd.
- Nurullah & Naik. (1951). *History of Indian Education*. Bombay: Macmillan & Co.
- Power, Edmund, J., *Main Currents in the History of Education*, McGraw Hill Book Co. Inc., New York, 1962.
- Panday, V.C. (2005). *Value Education and Education for Human Rights*. Delhi: Isha Books.
- Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.
- Rawat, P.L. (1956). *History of Indian Education*. Arya Bhait Publication.
- Sandeep, P. & C. Madhumathi (2008). *Philosophical and Sociological Foundations of Education*. Secunderabad: Veera Educational Services & Consultants Pvt. Ltd.
- Shanna, Ramnath. (2000). *Textbook of Educational Philosophy*. New Delhi: Kanishka publishers.
- Sharma, Yogendra K. (2001). *History & Problems of Education*. Vol I. New Delhi.
- Somnath, Agrawal. (2007). *Philosophical Foundations of Education*. Authors Press.
- Taneja, V.R. (2006): *Foundation of Education*. Mahindra Capital Publishers, Chandigarh.
- Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*; Vikas Publication.
- Wingo, Max (1975). *Philosophies of Education – An Introduction*, London: Oxford University Press.

## PC-VI CURRICULUM STUDIES

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### Objectives

On completion of the course the prospective teacher educator shall:

- Understand the bases and components of curriculum and the theories of curriculum development.
- Analyze the concern and issues of curriculum development.
- Distinguish the different approaches to curriculum development.
- Explain the various models of curriculum.
- Understand the integrated and interdisciplinary nature of learning experiences.

### Detailed Course Content

#### Unit 1: Understanding the Curriculum

- Curriculum : Evolution, Functions (as Product, Process and Programme), Structure (Frameworks, Courses of Studies, Syllabi); Indian Perspectives on curriculum policy and programmes / schemes
- Bases of Curriculum : Philosophical, Psychological and Sociological
- Components : Objective, Content selection and Organization, Transaction and Assessment
- Curriculum in school and teacher education: Structure, Recommendations of NCF 2005, NCFTE 2009 and NCTE Curricular Framework 2014

#### Unit 2: Curriculum Development

- Levels of Curriculum Planning and Development : National, State, District, Sub-district and Institution
- Theories and Principles of Curriculum Development
- Approaches :
  - ✓ Subject-centred and Activity-centred
  - ✓ Learner-centred and Community-centred
  - ✓ Core Curriculum : Concept and Framework
  - ✓ Humanistic Curriculum – Characteristics and Purposes
  - ✓ Social re-constructionist Curriculum
- Factors influencing curriculum development : Plurality, Contextuality, Political, Cultural, and cross-cultural

### Unit 3: Models of Curriculum Development

- Models
  - ✓ Tyler's Model (1949)
  - ✓ Hilda Taba, 1962 Model
  - ✓ Nicholls and Nicholls Model (1972)
  - ✓ Willes and Bondi – 1989 Model
  - ✓ Futuristic Model
  - ✓ Need Assessment Model

(Each model be discussed in terms of their basic focus, structure, process and relevance)

### Unit 4: Selection and Organization of Learning Experiences in Curriculum

- Principles and Criteria for selection of learning experiences
- Designing of integrated and inter-disciplinary learning experiences
- Infusion of socio-cultural, economic and environment issues in learning experiences
- Making learning experiences local specific for the learners
- Principles of curriculum framework for school education and teacher education with reference to the recommendation of NCF – 2005

### Unit 5: Issues in Curriculum Development

- Centralized vrs. Decentralized view points
- Challenges of pluralities for a common curriculum in Indian context
- Diverse standards of teaching community to address the curricular challenges
- Rigidity of attitudes for curriculum change
- Absence of initiatives for curriculum renewal

### Sessional Work

Every prospective teacher-educator shall undertake *any two* of the following:

- Appraisal of the present D.El.Ed. curriculum in Odisha in the light of NCTE's recent norms and standards (2014) and the issues and requirements of elementary education in the state.
- Appraisal of a textbook in a subject of any class in the light of the recommendations of NCF-2005.
- Evaluation of a textbook in a subject of any class in the light of learner-centred and community-centered considerations.
- Developing a design with suggestions for improving a textbook of any subject to make local specific in terms of socio-cultural and environmental issues.

### Suggested Readings

Arora, G.L. (1984). *Reflections on curriculum*. New Delhi: NCERT.

Chagla, M. C., (1962). *The role of education in the world of today*. Bombay: Asia Publications

- Chary, Ryland, W., (1969); *Humanizing the school curriculum development and facts*. California; Corsion Press.
- Denis Lawton and et al. (1978). *Theory and practice of curriculum studies*, London: Routledge and Kegan Paul.
- Dewey, John (1966). *The child and the curriculum*. Chicago: University of Chicago Press.
- Doll Ronald C. (1986). *Curriculum improvement: Decision making process*. London:
- Erickson, H.L (2002). *Concept based curriculum and instruction: Teaching beyond the theory*. New York; Random House.
- Gwynn, Minor, J. and Chase, John B., (1969). *Curriculum principles and social trends*. New York; Macmillan Co.
- McKernan, James (2007): *Curriculum and imagination: Process, theory, pedagogy and action research*. London:Routledge.
- NCERT (1984). *Curriculum and evaluation*. New Delhi.
- NCERT (2000). *National curriculum framework for school education*. New Delhi.
- NCERT (2005). *National curriculum framework 2005*. New Delhi.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi.
- NCTE (2009). *National curriculum framework for teacher education 2009*. New Delhi.
- UNESCO (1981). *Curriculum and life long education*. Paris: UNESCO,
- Verduin J. R. (1967). *Cooperative curriculum improvement*. New Delhi: Prentice Hall.
- Whecker D. K. (1967). *Curriculum process*. London: University of London Press.
- Wiles, J.W. & Joseph Bondi (2006): *Curriculum Development: A Guide to Practice*. New York: Pearson Publication

# TC-I INTRODUCTION TO RESEARCH METHODS

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

## *Objectives*

*On completion of this course the prospective teacher-educator shall:*

- *Clarify the conceptual issues related to educational research*
- *State the scope of Educational Research.*
- *Explain the knowledge generation process in historical perspective.*
- *Understand and explain the variety of research approaches.*
- *Understand the relevance of different approaches.*
- *Understand the variety of research methods - Design, sample, tools and data analysis techniques).*
- *Prepare a research proposal.*
- *Understand the application of statistics.*

## **Detailed Course Content**

### **Unit 1: Research in Education: Conceptual Issues**

- Educational research : Meaning, purpose and areas
- Classification by purpose : Basic, Applied and Action Research – their characteristics
- Research paradigm in education : Quantitative, Qualitative and Mixed – their characteristics
- Quantitative approaches: Survey, Correlational, Causal-Comparative, Experimental, Single-Subject research
- Qualitative Approaches: Case Study, Ethnography, Phenomenological, Grounded Theory, Hermeneutic, Historical and Narrative
- Mixed Approaches: Survey and Evaluation

### **Unit 2: Research Problem, Hypothesizing and Sampling**

- Identification of Research Problem : Criteria, capability of the researcher, possibility of systematic study of the problem, contribution to existing knowledge, practical significance, sources related to literature; Theories in

- education and other cognate disciplines, exposure to seminars, symposia, conference, talks, and exploration of developmental challenges
- Problem specification-Concept of a variable in education, types of variables and their contextuality; Operationalization of variables
- Hypothesizing the problem- Specifying the research problem through formulation of hypotheses; Types of Hypothesis- Null and Directional or Alternative Hypothesis
- Sampling: Population and Sample; Sample statistics and Population Parameters; Sampling Techniques for Qualitative Research - Theoretical sampling, critical case sampling, incidental sampling and sensitive case sampling, Primary selection and Secondary selection
- Sampling Techniques for Quantitative Research- Probability Sampling (Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling) and Non-Probability Sampling (Cluster Sampling, Incidental Sampling, Purposive Sampling, Judgmental Sampling, Snowball Sampling, etc.); Adequacy and Representativeness of a sample; Measures of sampling error and sampling distribution of a measure.

### **Unit 3: Tools and Techniques of Research**

- Characteristics of the tools: reliability, validity and usability
- Different types of tools and techniques: Interview- structured and unstructured; Observation-participant and non-participant; Questionnaire and Opinionnaire; Rating scale and Checklist; Tests- Teacher-made and Standardized, Socio-metric techniques, Projective techniques, Focused Group Discussion, Reflective Dialogue, Anecdotal records, Portfolios and Rubrics
- Development of the tools and techniques, their uses for data collection and limitations.

### **Unit 4: Designing a Research Proposal**

- Conceptual framework, Need and Importance; Components of a Research Proposal
- Introduction: Rationale emerging from the review of related literature, Emerging Research Title,
- Research questions, Objectives, Hypotheses, Operational definitions of the key terms to be used, Delimitations.
- Method of Study
  - ✓ Study approach/design
  - ✓ Population and Sample
  - ✓ Instrumentation - Tools and techniques



- ✓ Procedures: For data collection and data analysis
- Expected Outcomes of the Study/Emerging Theses
- Time Schedule and Financial Requirements

### **Unit-V: Basic Descriptive Statistical Treatment for data analysis**

- Basic concepts: Scales of Measurement– Ordinal, Nominal, Interval and Ratio; Measures of Central tendencies and Variability; Percentiles and Percentile Ranks; Standard Score
- Probability: Normal Probability Curve and its Properties, Deviation from normality and underlying causes
- Correlation: Concept, Computation and Interpretation of Linear correlation, Product Moment Correlation, Rank Correlation, Biserial Correlation, Point Biserial Correlation, Tetrachoric, Phi Correlation and coefficient of contingency, Coefficients of Determination and Alienation.
- Concept of Multiple and Partial Correlation, Linear Regression (Bivariate only)
- Use of software for analysis of data.

### **Sessional Work**

Every prospective teacher-educator shall undertake *any two* of the following:

- Preparation of frequency distribution, plotting of various graphs, calculation of various measures of central tendency and variability, and computation of skewness and curtosis on a given set of data.
- Computation of various parametric and non-parametric statistics on a given set of data
- Review of literature on any educational issue.
- Application of various analysis techniques on the given qualitative data

### **Suggested Readings**

- Aggarwal, Y.P. (1998). *Statistical methods: Concept , application and computation*. New Delhi: Sterling Publishers.
- Bogdan, R. and Taylor, S.L. (1975) *Introduction to qualitative research methods*. New Delhi: John Wiley.
- Cohen, L., Lawrence, M. and Keith, M. (2007). *Research methods in education* (4th Edn.). London: Routledge Kegan Paul.
- Creswell, John W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. New Delhi: Sage Publication.
- Creswell, John W.(2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Edn.). London: Pearson Education.

- Ferguson, G.A. and Takane, Y. (1989). *Statistical analysis in psychology and education* (6th Edn.). New York: McGraw Hill.
- Flick, Uwe. (1996). *An introduction to qualitative research*. London: Sage Publication.
- Gay, L.R., Mills, G.E., and Airasian, P.W. (2014). *Educational research: Competencies for analysis and application* (10th Edn.). London: Pearson Education.
- Glass, G.V. and Stanley, J.C. (1970). *Statistical methods in education and psychology*. Englewood Cliffs, New Jersey: Prentice Hall.
- Graziano, M and Raulin, Michalel (1980). *Research methods, A process of inquiry*. New York: Harper and Row.
- Keeves, John. P (Ed.) (1990). *Educational research methodology and measurement: An international handbook*. New York: Pergamon Press.
- Kerlinger, F.N., and Lee, H.B. (2000). *Foundations of behavioral research* (4th.Edn.). New York: Wadsworth/Thomson Learning.
- Lovell, K and Lawson, K.S. (1970). *Understanding research in education*. London : University of London.
- Travers, R.M.(1969). *Introduction to educational research* .London: Macmillan Publishing co.
- Tuckman, B.W.(1972). *Conducting fundamental research*. New York:Harcourt Brace Javonovich Inc.
- Van Dalen, D.B. and Meyer, W.J. (1979). *Understanding educational research. An introduction*. New York: McGraw Hill

# IFA-I INTERNSHIP IN TEACHER EDUCATION INSTITUTIONS

TOTAL MARKS -100	
Internal-100	External-0
CREDITS-4	
For Classroom Teaching :0	For Practicum:4
CONTACT HOURS-80	
For Class Room Teaching: 0	For Practicum:128

## *Objectives*

*On completion of this programme the prospective teacher-educator shall:*

- *understand his / her roles as teacher-educator, after observing and analyzing the activities of the teacher-educators in the teacher education institutions (elementary and secondary)*
- *put his / her the theoretical understandings about teacher preparation into action*
- *integrate both theoretical and practical aspects of teacher education programme on the one-hand and the experiences of school with that of the teacher education programmes on the other.*
- *explain the content of pre-service teacher education curriculum, the manner of its organization, the resources need for it and issues related to it.*
- *involved himself / herself actively in various activities and processes of a teacher education institution and perform multiple roles of a teacher-educator.*
- *transact the teacher education curriculum and organize related activities effectively.*
- *design continuing professional development programme after assessing the needs of the in-service teacher.*
- *develop required professional ethics, attitude and interest to function as an effective teacher educator.*

## **Part A: Activities to be performed in TEIs**

### **1. Pre-service Teacher Education Activities**

- Observation of classroom teaching (in D.El.Ed. and B.Ed. classes) and preparation of report
- Delivery of lessons in D.El.Ed. and B.Ed. classes under the supervision of the mentor faculty
- Delivery of demonstration lessons on school subject for student-teachers

- Seminar presentation on any curricular theme of teacher education programme (elementary and secondary)
- Participation in other curricular activities in teacher education institutions and preparation of reports

## **2. In-service Teacher Education Activities**

- Need assessment of inservice teachers for a Capacity Building Programme
- Evaluation of a CPD programme and preparation of report
- Designing a CPD programme on a particular theme / content for a specified target group

## **3. Other Activities**

- Designing of an action research on any problem of TEI / Teacher Education Programme, conduct of the same and reporting of results
- Preparation of profile of any school (elementary / secondary) and identification and prioritization of its academic requirements for a particular year and working out strategies to meet those requirements
- Observation of pedagogic practices followed in the pre-service teacher education programmes (elementary and secondary) and preparation of a report

## **Part B : Planning for Internship Activities**

- The prospective teacher educators shall be divided into groups, not more than five in each group, on the basis of their area of specialization / area of interest
- Each group will be put under the mentorship of a faculty. All the internship activities to be executed, by a prospective teacher educator under the guidance and advice of the mentor concerned as well as suggestions of the teacher educators of elementary and secondary TEIs
- Every prospective teacher educator shall maintain daily diary of the activities performed and events occurred in the institutions where he / she is undergoing internship
- The internship programme reports shall include visual and audio data-base support like photographs, video clips, projects and review of activities
- The reports prepared relating to internship activities in the TEIs shall be submitted to the mentor concerned for internal assessment

### Part C: Assessment of Internship Activities

- The performance of each prospective teacher-educator in each activity indicated under part A above shall be assessed internally out of the earmarked marks by the mentor concerned / a group of faculty including the mentor as would be decided by the institution. The marks earmarked for each activity are as follows.

<b>Sl. No. of the Activity</b>	<b>Marks earmarked</b>
<b>1 (i)</b>	05
<b>1 (ii)</b>	05
<b>1 (iii)</b>	10
<b>1 (iv)</b>	10
<b>1 (v)</b>	10
<b>2 (i)</b>	10
<b>2 (ii)</b>	10
<b>2 (iii)</b>	10
<b>3 (i)</b>	10
<b>3 (ii)</b>	10
<b>3 (iii)</b>	10
<b>Total</b>	<b>100</b>

## THIRD SEMESTER

### TC-II ADVANCED RESEARCH METHODS

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

#### *Objectives*

*On completion of this course the prospective teacher-educator shall:*

- *Understand the characteristics, forms, utility and limitations of different types of experimental research designs in education*
- *Discriminate non-experimental designs from the experimental designs and differentiate different non-experimental designs in educational research*
- *Use various quantitative and qualitative techniques of data analysis.*
- *Apply the appropriate skills to analyze and interpret data.*
- *Understand the process involved in research reporting and research synthesizing.*

#### **Detailed Course Content**

##### **Unit 1: Experimental Research Designs**

- Experimental Research: Key characteristics of experiment – Matching versus Randomization, Control of extraneous variables, Manipulation of the treatment conditions, Outcome measures, Group comparisons; Threats to internal and external validities; Steps in conducting experimental research
- Design of Experimental Research: Purpose and principles, research design as variance control, criteria of research design
- Types of Research Design: Between Group Designs - True experiments (pre- and post-test, post-test only and Solomon four-group), Quasi-experimental Designs (Non-equivalent control group, Time series and Counterbalanced) and Factorial Designs; Within Group Designs – (Repeated measures and Single subject)

##### **Unit 2: Non-experimental Research Designs:**

- Non-Experimental Research: Concept, Basic differences between experimental and non-experimental research; Self-selection and non-experimental research; Large and smaller scale non-experimental research;

Testing alternative hypotheses; Evaluation of non-experimental research – values and limitations.

- Correlational Designs: Concept, use and characteristics; Types – Explanatory and Prediction designs; Steps in conducting Correlational research; Evaluation and ethical issues.
- Survey Designs: Concept, use and characteristics; Types – Cross-sectional and Longitudinal designs; Steps in conducting survey research; Tools and techniques of survey – Questionnaire and Interviews; Evaluation and ethical issues.
- Mixed Methods Designs: Concept, use and characteristics; Types – Convergent Parallel, Explanatory Sequential, Exploratory Sequential and Embedded designs; Steps in conducting Mixed Methods study; Evaluation and ethical issues.

### **Unit 3: Quantitative Data Analysis**

- Inferential Statistics: Logic of inferential process, Cause and Effect relation, Single Cause, Multiplicity of Causes
- Testing hypothesis- Null or Directional, Qualitative & Statistical Difference and Relationship Testing, Meaning of Statistical Significance, Levels of Significance, Two types of Error, Power of a Test, One and Two Tailed Tests, Degrees of Freedom, Testing significance of Difference between Means and other Statistics, t-test,
- Analysis of variance: Assumptions, Computation of the F-ratio, ANOVA involving one and two factors, ANCOVA (simple treatments only)
- Non-parametric tests of significance: Chi- Square Test, Median Test, Sign Test, Mann Whitney U-test and Wilcoxon test, Kruskal-Wallis test and Friedman's test.
- Utilizing Software Packages for quantitative analysis (Use of SPSS, MS Stats, MS Excel)

### **Unit 4: Qualitative Data Analysis**

- Qualitative Data collection: Process, Types – Observation, Interviews, Documents, Audio-visual materials; Tools for collecting qualitative data – Observation schedules, Interview schedules, Check lists and Audio-video mechanisms; Steps in qualitative data collection; Validity and reliability of qualitative data.
- Techniques of qualitative data analysis-Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences
- Utilizing Packages for qualitative analysis (Use of AnthroPack, AltraVista etc.)

## Unit 5: Writing of Research Report & Synthesizing Research

- Writing of Research Report: Types of reports – Empirical Studies, Literature Reviews, Theoretical Articles, Methodological Articles, Case Studies, other types; Manuscript Structure and Content
- Mechanics of Reporting: Organization - Chapters/Sections, Length, Headings and sub-headings, Seriation; Writing Style – Continuity in Presentation of Ideas, Economy of expression, Precision and clarity, Linguistic devices. Crediting Sources – Importance, Direct quotations, online materials, Citing references in text; Styles of writing Bibliography and References; APA Publication Styles.
- Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting authenticity against plagiarism.

### Sessional Work

Every prospective teacher-educator shall undertake *any two* of the following:

- Prepare a research proposal using any one of the strong experimental designs stating the appropriate quantitative analysis to be used in the experiment.
- Develop a seminar paper on non-experimental designs of research in education.
- Prepare a paper comparing relative advantages and limitations of quantitative data analysis
- Conduct content analysis on any selected educational article and prepare a report.

### Suggested Readings

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Edn.). Washington, DC: American Psychological Association

Best, J.W., & Kahn, J.V. (2009). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.

Bogdan, R., & Taylor, S.L. (1975). *Introduction to qualitative research methods*. New Delhi: John Wiley and Sons.

Creswell, J.W. (2011). *Educational research : Planning, conducting, and evaluating, quantitative and qualitative research*. New Delhi : PHI learning Pvt. Ltd.

Flick, U. (2012). *An introduction to qualitative research*. London: Sage Publication.

Fox, D.J. (1969). *The Research process in education*. New York: Holt Rinehart and Winston.



- Gay, L.R., Mills, G.E., and Airasian, P. (2009). *Educational research. competencies for analysis and applications*. New Jersey: Merrill and Pearson.
- Ghose, B.N. (1969). *Scientific method and social research*. New Delhi: Sterling publisher Pvt. Ltd.
- Graziano, M., and Raulin, M. (1980). *Research methods: A process of inquiry*. New York: Harper and Row.
- Keeves, J. P. (Ed.) (1990). *Educational research methodology and measurement: An international handbook*. New York: Pergamon Press.
- Kerlinger, Fred N., Lee, Howard B. (2000). *Foundations of behavioural research*. New York: Thomson Learning.
- Lichmen, M (2006). *Qualitative research in education*. London: Sage Publication
- Lovell, K., and Lawson, K.S. (1970). *Understanding research in education*. London : University of London.
- Singh, K.(2001). *Methodology and techniques of social research*. New Delhi: Kanishka publishers.
- Travers, R.M.(1969). *Introduction to educational research*. London: Macmillan Publishing co.
- Tuckman, B.W.(1972). *Conducting fundamental research*. New York: Harcourt Brace Javonovich Inc.
- Van, D.B., and Meyer, W.J. (1962). *Understanding educational research: An introduction*. New York: Mcgraw Hill Book Company.
- Vandalin B and Mayer, W.J. (1962). *Understating educational research: An introduction*. New York: Mcgraw Hill Co.
- Wiersma, W. (2000). *Research methods in education*. New York: Allyn Bacon

# CSC-I ELEMENTARY EDUCATION

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

## Objectives

*On completion of this course the prospective teacher-educators shall:*

- *Understand the historical development of elementary education in India*
- *State the various programmes and strategies for achievement of UEE*
- *Explain the roles of Central and State bodies in the achievement of UEE*
- *Reflect upon the curriculum, pedagogy and assessment perspective in elementary education*
- *Reflect upon various concerns and challenges related to elementary education.*

## Detailed Course Content

### Unit 1: Elementary Education: Developmental Perspectives

- Indigenous system of Elementary Education in India before the British rule
- Elementary Education scenario during the British rule : Recommendations of Wood's Dispatch, Hunter Commission, Hartog Committee and Sargent Committee.
- Movement for Universal Primary Education : Official and Private Enterprises
- Elementary Education scenario during Post-independence period : Constitutional Provisions, Recommendations of the Education Commission (1964-66), Common School System, National Policy on Education 1968 and 1986/92, Acharya Rammurthy Committee (1990), Recommendations of Saikia Committee 1997
- Universalisation of Elementary Education : Concept, objectives and ratio nale
- National Policies on Inclusive Education and Education schemes targeting UEE – IEDC, Mainstreaming and Inclusion

### Unit 2: Programmes and Strategies for UEE

- Programmes and Strategies : Operation Blackboard, SOPT, PMOST – their concepts, objectives and impact.
- SSA – Objectives, focus area, implementation strategies; role of OPEPA in Odisha for quality enhancement in elementary education.

- No-detention Policy , Mid Day Meal, Free Supply of Books and Uniforms, Scholarship for Girls and SC / ST children
- 86<sup>th</sup> Amendment of Constitution : RCFCE (RTE) Act 2009 - Provisions and implementation strategies

### **Unit 3: Planning and Governance of UEE**

- Elementary Education under Five Year Plans – Targets, Provisions and priorities
- Role of Central Government : Policy formulation, financial provisions for states, matching grants, centrally sponsored schemes, role of MHRD (school education and literacy department), CAME, NCERT, RCI under the Ministry of Social Justice and Empowerment, Ministry of Women and Child Development, Ministry of Tribal Affairs, Ministry of Minority Affairs
- Role of State Government : S & ME Department, Directorates (Elementary, TE and SCERT, SIEMAT, SIET, ELTI, BEO, DIET and other monitoring agencies), Women and Child Development Department, SC and ST Development Department – their functions
- Decentralisation of Elementary Education : Role of Panchayat Raj Institutions (Zila Parishad, Grampanchayat) PTA, MTA, SMC, NGOs, Civil Society and Advocacy Groups – their importance, area of concern and functions
- International support Agencies : UNICEF, UNESCO, World Bank and WHO

### **Unit 4: Pedagogy and Classroom Transaction**

- Approaches and Methods of classroom transactions : activity, group work, pair work, collaborative and co-operative approach, project (combination of multiple activities like storytelling , observation, nature study, singing, dancing, playing games, categorizing, drawing and painting, preparation of models etc, for meaningful learning) – Characteristics of an learning activity,
- Key Learning Resources: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all, ICT materials
- Developing lesson plans on (i) school subjects (Language, Mathematics and Environmental Studies (Science and Social Science)) using activity approach and key resources (ii) D.El.Ed. Courses using ICT Materials and Key Resources ‘
- Assessment : CCA -Concept, objectives and structure, modes ; Formative and summative assessment

### **Unit 5: Concerns and Challenges of UEE**

- Achievement of UEE in terms of universal access, retention and success
- Quality concerns– Classroom processes, learning achievement, teacher preparation and teacher performance
- RCFCE Act – 2009 – Problems of Implementation
- Availability and adequacy of infrastructural and instructional resources –
- Issues of Decentralization: Reasons and strategies address the

## Sessional Work

Every prospective teacher-educator shall undertake *any two* of the following:

- Preparation of a report on the impact of any intervention for UEE using survey method.
- Preparation of an appraisal report on the functions of local bodies in elementary education and the constraints faced.
- Preparation of 5 lesson plans on different school subjects and 5 on different D.El.Ed. courses
- Prepare a seminar presentation on impact of CCA practices on quality of learning performance at the elementary level.

## Suggested Readings

Coombs P.H.(1985). *World crisis in education: The view from eighties*. Oxford University Press, New York.

Delors, Jaques et al. (1996). *Learning: The treasure within – Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO.

Dreze, Jean, and Sen, Amartya (2002). *India: Development and participation*. New Delhi: Oxford University Press.

Duggan, R. C. and Pole, C. J. (1996). *Reshaping education in the 1990s: Perspectives on primary schooling*. London: Falmer Press.

Faure E. and others (1973). *Learning to be: The world of education today and tomorrow*. Paris:UNESCO.

Govt. of India (1966). *Education and National development: Report of the Indian Education Commission (1964-66)*. New Delhi: Department of Education.

Govt. of India (1986/1992). *National policy of education 1986/92*. MHRD, Deptt. of Education.

Govt. of India (1993). *Education for all: The Indian scene*, New Delhi: Department of Education, Ministry of Human Resource Development.

Govt. of India (2001). *Sarva Shiksha Abhiyan: Framework for implementation* New Delhi: Department of School Education and Literacy, MHRD.

Govt. of India (2005). *National plan of action for children 2005*. New Delhi: Department of Women and Child Development.

Govt. of India (2011). *Sarva Shiksha Abhiyan: Framework for implementation –Based on the Right of Children to Free and Compulsory Education Act 2009*. New Delhi: Department of School Education and Literacy, MHRD.

Gupta, V.K and Gupta , Ankur (2005). *Development of education system in India*. Ludhiana: Vinod Publication.

Jha, J. and Jhingran, D. (2002). *Elementary education for the poorest and other deprived groups: The real challenge of universalisation*. New Delhi: Centre for Policy Research.

Kumar K (2004), *What is worth teaching?* (3rd Edn.) New Dewlhi Orient Longman.

Kurrian, J. (1993) *Elementary Education in India*, New Delhi: Concept Publication.

- Malhotra, P.L. (1986) *School Education in India : Present status and Future Needs*, NCERT, New Delhi.
- MHRD (2001): *Convention on the Right of the child*. New Delhi.
- Mukherjee, S.N. (1964). *Education in India, today and tomorrow*. Baroda:Acharya Book Depot.
- Naik, J.P. (1965) *Elementary education in India: The unfinished business*. Bombay: Asia Publishing House.
- NEUPA (2014). *India: Education for all – Towards quality with equity*. New Delhi.
- Pathak, Avijit (2002). *Social implications of schooling*. New Delhi: Rainbow Publishers.
- Prakash, V.(Ed.) (1997). *Teacher empowerment and school effectiveness at primary stage*. New Delhi: NCERT,.
- Rajput, J.S. (1994). *Universalisation of elementary education: Role of the teacher*. New Delhi: Vikas Publishing House
- Rao. V.K (2007). *Universatisation of elementary education*. New Delhi: Indian Publishing House:
- Rawat, D.S.et al. (1981). *Universalisations of elementary education*. New Delhi: NCERT.
- Report of the Delors Commission, UNESCO, 1996
- Sinha, A. (1998). *Primary schooling in India*. New Delhi: Vikas Publication.
- Walia, J.S. (1998). *Modern Indian education and its problems*. Jalandhar: Paul Publishers,.
- World Bank (1997). *Development in practice: Primary education in India*. Washington DC: The World Bank.

## CSC-II SECONDARY EDUCATION

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### Objectives

On completion of this course the prospective teacher-educator shall:

- Describe the historical development of secondary education in India.
- Explain various programme and strategies for quality improvement of secondary education.
- Explain the national and state support mechanism for effective governance of secondary education.
- Elaborate the pedagogic approaches and classroom transaction processes at the secondary level facilitating quality learning.
- Reflect upon the issues and challenges in secondary education and the strategies to address those.

### Detailed Course Content

#### Unit 1: Developmental Perspectives

- Secondary Education – Structure, scope and functions
- Status of secondary education during British Period
- Secondary education during post independence period: Recommendations of Secondary Education Commission (1952-53) and the Education Commission (1964-66) with reference to structure, aims, curriculum and evaluation.
- Provisions in the National Policies on Education 1968, 1986 / 92 in respect of Secondary Education.

#### Unit 2: Programmes and Strategies

- Universalization of Secondary Education : RMSA – purpose, structure and interventions
- Secondary education for accelerating Human Resource Capital, Knowledge Society, Skilled Manpower and Progressive Society
- Vocational Education at the secondary stage: Importance - Recommendations of the Education Commission (1964-66) and NPE 1986/92; Objectives, implementation strategy and assessment
- Vocational education at the senior secondary stage: Importance (Recommendations of the Education Commission (1964-66), Adisheshiah Committee Report, 1978 and NPE 1986/92), objectives; National Vocational

Education Qualification Framework (NVEQF); Institutional arrangements, implementation strategies; Issues and challenges in Odisha.

### **Unit 3: Planning and Governance**

- Secondary Education under Five Year Plans – Targets, Provisions and Priorities.
- Role of International Agencies : UNICEF, UNESCO, World Bank and WHO
- Support from National Level – MHRD, CABE, CBSE, NCERT, CIET, NIOS, IGNOU, Ministry of Social Justice and Empowerment, RCI, Ministry of Tribal Affairs and Ministry of Minority Affairs.
- State level Support Mechanism- Department of School and Mass Education, SC&ST Development Department, SCERT, SIET, SIEMAT, SOS; District Level mechanism– DEO, BEO, SMDC, PTA
- Role of Local and Civic bodies and NGOs

### **Unit 4: Pedagogy and Classroom Transaction**

- Constructivist Approaches to Developing Lessons : 5E and ICON Models
- Key Learning Resources: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all, Project, Seminar and ICT materials
- Developing lesson plans in school subjects - either on Group A subjects(Language and Social Sciences) or on Group B subjects (Mathematics and Sciences) using 5E and ICON Models,
- Assessment : CCA - Concept, objectives and structure, modes ; Formative and summative assessment

### **Unit 5: Issues, Challenges and Strategies**

Issues related to

- Access, enrolment, retention, achievement, equality and equity
- Enabling learning environment, classroom processes, learning assessment and teacher quality
- education of girls, disadvantaged and children with diverse needs
- Classroom discipline, under achievement, motivation and adjustment
- Use of Technological Pedagogical Content Knowledge (TPCK)
- Monitoring and Sustainability of programmes

### **Sessional Work**

Every prospective teacher-educator shall undertake *any two* of the following:

- Preparation of a seminar presentation on post-NPE '86 scenario in India: Programmes for quality improvement in secondary education.

- Preparation of a survey report on vocational education at the senior secondary stage in Odisha: Status, issues and strategies.
- Preparation of a write up on efficacy of 5E model in transaction of lessons: strengths and weaknesses in use.
- Survey of current monitoring practices in secondary education in Odisha and suggestion of alternative and viable strategies.

## Suggested Readings

- Chopra, R.K.(1993). *Status of teachers in India*. New Delhi: NCERT.
- Coombs P.H. (1985): *World crisis in education: The view from eighties*. Oxford University Press, New York.
- Faure E. and others (1973). *Learning to be: The world of education today and tomorrow*. Paris: UNESCO.
- Govt. of India (1953). *Report of the Secondary Education Commission*. New Delhi: Department of Education
- Govt. of India (1966). *Education and National development: Report of the Indian Education Commission (1964-66)*. New Delhi: Department of Education.
- Govt. of India (1986/1992). *National policy of education 1986/92*. MHRD, Deptt. of Education.
- Govt. of India (1993). *Education for all: The Indian scene*, New Delhi: Department of Education, Ministry of Human Resource Development.
- Govt. of India (1993). *Education for all: The Indian scene*. New Delhi: Department of Education, Ministry of Human Resource Development.
- Govt. of India (2005). *Universalisation of secondary education : Report of the CABE Committee*. New Delhi: MHRD.
- Govt. of India (2010). Govt. of India (2005). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan*. New Delhi: MHRD.
- Gupta, V.K and Gupta , Ankur (2005). *Development of education system in India*. Ludhiana: Vinod Publication.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi : Atlantic.
- Mukhopadhyay, S. and Anil Kumar, K. (2001). *Quality profiles of secondary schools*. NIEPA, New Delhi.
- National Research Council (2002). *Knowledge economy and postsecondary education: Report of a workshop*. Committee on the Impact of the Changing Economy on the Education System. P.A. Graham and N.G.Stacey (Eds.). Cener for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.
- Sujatha, K & Ravi G (2011). *Development of secondary education in India*. New Delhi: Shipra Publication
- Sujatha, K & Ravi G (2011). *Management of secondary education in India: Quality, programme and administration*. New Delhi: Shipra Publication.
- Tilak, J B G (2008). *Financing secondary education in India*. New Delhi: Shipra Publication



## TC-V COMMUNICATION AND EXPOSITORY WRITING

TOTAL MARKS -50	
Internal-15	External-35
CREDITS-2	
For Classroom Teaching :1	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 16	For Practicum:32

### *Objectives*

*On completion of this course the prospective teacher-educator shall :*

- *Explain the concept of effective communication including its components and processes*
- *Organize the ideas / thoughts in proper sequence*
- *Maintain clarity, brevity and precision in all communications*
- *Prepare reports in appropriate manner for presentation*
- *Appreciate the importance of communication as a skill required for teaching profession and life*

### **Detailed Course Content**

#### **Unit 1 : Communication Process**

- Communication : Concept, nature and components
- Effective communication: Characteristics and process
- Forms of communication : Oral-Written, Personal – Impersonal, Descriptive-Reflective
- Communication in Classroom : Objectives, dimensions (structure) and style; Teaching-learning as an effective communication
- Significance of effective communication in life and place of work

#### **Unit 2 : Communication Skills**

- Oral skills : Listening and speaking – characteristic of effective listening and speaking
- Strategies for improving efficiency in the skills of listening and speaking
- Strategies for developing proficiency in the writing skills
- Barriers in effective communication
- Minimizing barriers in communication process : Some Dos' and Don'ts

#### **Unit 3 : Expository Writing**

- Expository Writing : Meaning, purpose and forms / types
- Steps in Expository Writing : Generating / getting ideas, sequencing, translating into written form, drafting, editing / revising and finalizing

- Style : Choosing vocabulary, pattern, language form with audience in mind and purpose (paper, article, dissertation)
- Formatting write-up : Use of appropriate form for presentation

## Sessional Work

Every prospective teacher-educator shall undertake *any one* of the following:

- Evaluation of an article, research paper or dissertation and preparation of a report
- Preparation of a write-up on appraisal of a written document
- Preparation of a write-up on a topic / theme for academic presentation

## Suggested Readings

Daniel, Larsen–Freeman (2010). *Techniques and principles of language teaching (2nd Edn.)*. Landon: Oxford University Press.

Fountas, Irene C. and Gay Su Pinnell (2001). *Guiding readers and writers: Teaching comprehension, genre and content literacy (Grades 3 – 6)*. New York: Heinemann.

Kumar, Krishna (2008). *The child's language and the teacher – A handbook*. New Delhi: National Book Trust.

Lightbown, P.M. and Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.

Mariconda, Barbara and Dea Paoletta Auray(1999). *Expository writing. Empowering magical writes*. California: McElveen.

Marshall, E (1998), *The Marshall Plan for novel writing*. Cincinnati, OH: Writer's DigestBooks.

Morrell, JP (2006), *Between the lines: Master the subtle elements of fiction writing*, Cincinnati, OH: Writer's Digest Books

Rozakis, Laurie E (2003). *Complete idiot's guide to grammar and style*, London: Penguin.

Selgin, P (2007). *By cunning & craft: Sound advice and practical wisdom for fiction writers*, Cincinnati, OH: Writer's Digest Books.

Susan Anderson and Connie Campbell Dierking(2001). *Literature models to teach expository writing*. Chicago:Maupin House Publishers.

Wesolowsky, Robert (1995). *A guide to expository writing*. New York: Deer Nest Publishers.

## TC-VI INCLUSIVE EDUCATION

TOTAL MARKS -50	
Internal-15	External-35
CREDITS-2	
For Classroom Teaching :1	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 16	For Practicum:32

### Objectives

On completion of this course, the prospective teacher-educator shall:

- Describe the development of the concept of inclusive education beginning with special education and integrated education.
- Identify different categories of children with diverse needs, their characteristics and educational needs.
- State the initiatives for inclusive education both at the national and international levels along with the laws, policies and provisions.
- Elaborate the educational interventions for inclusive education.
- Identify issues related to the implementation of inclusive education and propose appropriate interventions.

### Detailed Course Content

#### Unit1: Introduction to Inclusive Education

- Inclusive Education: Historical perspectives – Special Education, Integrated Education and Inclusive Education; Need and Objectives
- Children with diverse needs: Concept, Characteristics, Categories/types – Children with sensory-motor disabilities (hearing, visual and physically / orthopedically challenged), intellectual (gifted, talented and mentally challenged) and developmental disorders (autism, cerebral palsy, learning disabilities); Children with social and emotional problems, scholastic backwardness (underachievers, slow learners); Children belonging to marginal groups with reference to their early identification and functional assessment.
- National and International initiatives for inclusive education : Current laws, policies and programmes for different categories of challenged children.
- Life skills for children with diverse needs.

#### Unit 2: Educational Interventions

- Curriculum adaptation for different categories of children with diverse needs
- Instructional Process: Teaching modes / approaches and practices
- Environment and Resources: Inclusive environment - learner –friendly classroom environment, barrier-free school environment; Resources
- Role of teachers, parents and community in inclusive education

- Technology support in addressing the diverse needs of children in inclusive setting

### Unit 3: Addressing Issues in Inclusive Education

Issues related to

- Teacher preparation for inclusive schools (elementary and secondary)
- Teachers' Capacity building / CPD in inclusive schools ( elementary and secondary)
- TEIs' support to inclusive schools (elementary and secondary)
- Teachers, parents and community support to inclusive schools
- Monitoring, Evaluation and Feedback mechanisms for inclusive education

### Sessional Work

Every prospective teacher-educator shall undertake *any one* of the following:

- Analysis of policy documents (national, international) related to divers needs of the learners.
- Survey of the locality for early identification of children with disabilities.
- Review of policies and practices of inclusive education
- Visit to special, integrated and inclusive classrooms and Reflective journal writing.
- Review of literature related to education of children with diverse needs and presentation of reports in a seminar.
- Listing of existing resources in the local area and discussion on their use and limitations based on survey of five inclusive schools.

### Suggested Readings

- Ahuja, A, and Jangira, N.K. (2002). *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.*
- Ainscow, M., and Booth. T (2003). *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
- Dyson, A. and Millward, A. (2000) *Schools and special needs: issues of innovation and inclusion.* London: Paul Chapman.
- Jangira N.K. and Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjmandi, Academic Press.
- Jha. M.( 2002). *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Nind, M., Sheehy, K. and Simmons, K. (eds). *Inclusive education: learners and learning contexts.* London: Fulton.
- Sharma P.L (2003). *Planning Inclusive Education in Small Schools,* R .I E. Mysore
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Thomas, G., & Loxley, A. (2007). *Deconstructing Special Education and Constructing Inclusion* (2nd Edn.). Maidenhead: Open University Press.

## DISSERTATION RELATED ACTIVITIES

<b>TOTAL MARKS : 100</b>	
<b>Internal – 100</b>	<b>External – 00</b>
<b>CREDITS – 4</b>	
<b>For Classroom Teaching : 2</b>	<b>For Practicum : 2</b>
<b>CONTACT HOURS – 80</b>	
<b>For Seminar Workshop etc. : 32</b>	<b>For Practicum : 48</b>

The prospective Teacher Educators shall undertake research activities leading to dissertation on the following aspects.

Sl. No.	Activities	Assessment Marks
1.	Problem identification and finalization of the title	10
2.	Review of Research Literature	20
3.	Preparation of the Research Proposal	60
4.	Formulation of Objectives	05
	Formulation of Hypotheses	05
	Selection of Study Design	05
	Description of the Sample (rationale and selection technique)	05
	Operational Definition of the Terms used	05
	Description of the Tools (selected / developed)	15
	Procedure of Data Collection and Scoring	10
	Plan of Analysis	10
5.	Presentation of the Proposal for finalization and approval (Clarity, Coherence, Style and Format)	10
<b>Total</b>		<b>100</b>

*N.B. : The faculties of the Teacher Education Institutions along with the Supervisors / Mentors concerned shall assess the performance of the Teacher Educators in the aforesaid aspects out of the suggested marks on each and award the consensus mark out of 100 to each Prospective Teacher Educators in this regard. However, any alternative appropriate procedure of such assessment may also be devised at the institution level and adopted for the purpose.*

## FOURTH SEMESTER

### TEC-II ISSUES AND RESEARCH IN TEACHER EDUCATION

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

#### **Objectives:**

*On completion of this course, the prospective teacher-educator shall:*

- *Reflect on the problems and issues in teacher education.*
- *Explain various approaches to teacher development.*
- *Identify the issues in conducting research in teacher education*
- *Realize the major areas of research in teacher education.*
- *Explain the mechanisms of quality assurance in teacher education.*

#### **Detailed Course Content**

##### **Unit1: Problems and Issues in Teacher Education**

- Challenges in professional development of teachers w.r.t. school education
- Issues related to enhancing teacher competence, commitment and teacher performance.
- Maintaining and implementing standards in teacher education – admission policies, staffing pattern, qualification and mode of recruitment and service conditions of teacher educators.
- Teacher empowerment and motivation: issues and concerns
- Unplanned growth of teacher education institutions

##### **Unit 2: Perspectives of Teacher Education**

- Teacher Development: concept, factors influencing teacher development – personal and contextual.
- Teacher Expertise – Berliner’s stages of development of a teacher.
- Approaches to teacher development – self-directed development, co-operative or collegial development, change- oriented and staff development.
- Different organizations and agencies involved in teacher education- their roles, functions and networking.

- Preparation of teachers for various disciplines i.e. art, craft, music, and physical education - existing programmes and practices.

### **Unit 3: Issues in Conducting Research in Teacher Education**

- Methodological issues of research in teacher education- direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation
- Availability of Resource Support: Types of resources for research – Literature, Online resources, guidance for research, funding for research
- Resource Centers: NCERT, NUEPA, CSIR. University Libraries and Resource Centers, SCERT, IASEs – Available resources, Roles in promoting research
- Research on pedagogical approaches in teacher education including classroom processes.
- Programme evaluation of in the area of teacher education.

### **Unit 4: Major Areas of Research in Teacher Education**

- **The Continuum of Teacher Education:** Initial teacher education; professional qualifications and experiences; the career entry phase, including induction and probation; Continuing professional development, including current needs (individual, school, system), current provision; Developing professional learning communities; Standards of teaching, knowledge, skill and competence across the continuum
- **Teaching in a Changing Society:** Teaching for diversity, inclusion and special educational needs; Teaching for social capital; Teaching for citizenship and moral development; Developing creative, lifelong learners; Using ICT for teaching, learning and assessment; Places and spaces for learning, including virtual learning environments and multimodal texts.
- **Pedagogy:** Effective teaching of literacy and numeracy; Integration of subject themes and cross curricular working; Whole school curriculum policy development and evaluation; Assessing for learning/formative assessment; Pedagogic approaches and perspectives on learning
- **Teaching as a Profession:** Perceptions of teacher professionalism; Perceptions of the role of the teacher; Self-regulation in the teaching profession; Collegiality in teaching; Entry criteria; The development of teaching as a profession (national and international trends); Progression paths in teaching (national/international trends)
- **Core Education Principles and Policy Issues:** The changing context of /governance/patronage/ethos; Supply of, and demand for, teachers; Partnership within education; The potential for re-conceptualization of the education system towards an improved teaching and learning experience

### **Unit 5: Quality Assurance in Teacher Education**

- Meaning of quality assurance and its indicators in teacher education
- Competency based performance and commitment oriented teacher education
- Teacher appraisal and accountability

- Role of different agencies in quality assurance of teacher development DIETs, SCERT, CTE, IASE, NCERT, NUEPA, UGC,
- Assessment of Quality of teacher education programme/ institutes NCTE, NAAC;

### **Sessional Work**

Every prospective teacher-educator shall undertake *any two* of the following:

- A critical appraisal of researches in areas of teacher education
- Critical review of at least one in-service teacher education programme conducted in the institution or in any nearby teacher education institution.
- Preparation of a list of possible research topics on teacher education contextual to the state specifying the need for each study.
- Development of a paper specifying the efforts for teacher empowerment programme in the teacher education institution.

### **Suggested Readings**

- Canon, L. & Monin, L. (1978). *A guide to teaching fanciness*. London: Mtehrner.
- Coomb, A.W. et al. (1974). *The profession education of teachers: A humanistic approach to teacher training*. Boston: Allyaon & Becon Inc.
- Gage, N.L. (1963). *Handbook of research on teaching*. Chicago: Rand McNally College Publishing Co.
- Joyee, B. & Showers, B. (1983). *Power in staff development through research on training*. Alexandria Virginls: ASCD.
- Sikula, J., Buttery, T.J., and Guyton, E. (1998). *Handbook of research on teacher education* (2nd Edn.). New York: Simon & Schuster Macmillan.



# TSC A: CURRICULUM, PEDAGOGY AND ASSESSMENT

## PAPER I: CURRICULUM AND PEDAGOGY

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### *Objectives*

*On completion of this course the prospective teacher-educator shall:*

- *State the components and types of curriculum.*
- *Explain the theories and approaches to curriculum development.*
- *Elaborate the design, process and steps of curriculum development.*
- *Establish relationship between school curriculum and teacher education curriculum.*
- *Explain the various modes of pedagogy, curriculum transaction and assessment.*
- *Use ICT effectively in curriculum transaction.*

### **Detailed Course Outline**

#### **Unit1: Bases and Components of Curriculum**

- Bases of Curriculum : Philosophical, Sociological, Psychological, and Ideological; Integration of the bases in developing curriculum
- Components of Curriculum : Objectives, contexts (selection and organization), transaction modes and assessment
- Types of Curriculum : Formal and informal, planned and received, hidden curriculum, centralized and decentralized
- Curriculum and Knowledge : Different kinds of knowledge – their reflections in curriculum; Integration of knowledge and information in curriculum

#### **Unit 2: Theories and Models of Curriculum Development**

- Theories : Curriculum as process (Robin Barrow – 1984); Curriculum as a product (Franklin Bobbitt and Tyler – 1949); Diffusion theory (Roger); Stenhouse Model Theory (Stenhouse-1975)
- Approaches : Traditional, Conceptual – Empiricist and Constructivist
- Models ; Tyler’s Model, Wheeler Model, Kerr’s Model and Havelock’s Model

### **Unit 3: Developing Curriculum**

- Curriculum design : Concept, patterns and steps
- Steps in developing curriculum : Planning, Organizing, Sequencing, Integrating, Balancing, Experimental Implementation (Try out), Revision for finalization
- Processes and criteria for selection of learning experiences
- Balanced curriculum : Characteristics and processes; curricular and co-curricular
- Evaluation of National Curriculum Framework in historical perspective
- Principles of developing curriculum for school education and teacher education with reference to the recommendation of NCF-2005 and NCFTE-2009

### **Unit 4: Curriculum Transaction and Pedagogy**

- Curriculum Transaction and Pedagogy – Meaning & Scope
- Requirements for Transaction : Duration, In-take, eligibility of students, contents, qualified staff, infrastructural facilities, classroom climate, resource centre
- Transaction of Curriculum Material, textbook context, language, episodes, illustrations and exercises
- Modes of Pedagogy : Explanation, Dialogue, Peer Learning, Collaborative and Cooperative Practices, Group Activities at school level; Lecture, Seminar, Workshop, Guided Studies, Library Study in Teacher Education Courses
- Issues in Curriculum Transaction and Pedagogy – Constitutional Ideals, Inclusive Approach, Value Education, Gender Parity, Environmental Concerns, Human Rights and Peace Education, Connecting Classroom Learning to Life, Flexibility and Openness.

### **Unit 5: Curriculum Transaction and ICT**

- ICT – Importance and role in transaction of curriculum
- Modes of ICT – CAL, CAI, PLM – Their uses, strengths and limitations, Power Point Presentation
- Programmed Instruction: Concept, steps, types; process of developing programme information material using ICT in different school subjects.
- Communication and Pedagogy: Importance and role of communication in Pedagogic process
- Role of Teacher: Teacher’s Guide / Handbook; Role of teacher in using ICT in classroom and promoting e-learning.

### **Sessional Work**

Every prospective teacher-educator shall undertake *any two* of the following:

- Analysis of any school textbook for identification of different kinds of knowledge as integrated in the text.
- Preparation of an appraisal report on reflection of balanced curriculum elements in the elementary/secondary school curriculum.

- A survey on pedagogic practices followed in elementary/secondary school and preparation of a report.
- Development of a power point presentation on any topic in teacher education curriculum (at least 15 slides) for seminar sharing.

## Suggested Readings

- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Dewey, John. (1952). *The School and the child*. New York: The Macmillan Company.
- Diamond, Robert M. (1986). *Designing and improving courses in higher education: A systematic approach*. California: Jossey-Bass.
- Duyilemi, B.O. (2000). *Introduction and understanding curriculum studies*. Ado-Ekiti: Selak Educational Publishers.
- Joseph, P.B. et al; (2000). *Cultures of curriculum: Studies in curriculum theory*. New York: Teacher College Press.
- Kelly, A.V. (2004). *The curriculum theory and practice*. London: Sage.
- NCERT (2000). *National curriculum framework for school education*. New Delhi.
- NCERT (2005). *National curriculum framework 2005*. NCERT. New Delhi.
- NCTE (2009). *National curriculum framework for teacher education 2009*. New Delhi.
- Oliva, Peter F. (1988). *Developing the curriculum*. London: Scott, and Foresman.
- Reddy, B. (2007). *Principles of curriculum planning and development*.
- Taba, Hilda (1962). *Curriculum development: Theory and practice*. New York, Harcourt Brace.
- Urevbu, A. (2001). *Curriculum studies*. London and Lagos: Juland Publishers.

## PAPER II: CURRICULUM AND ASSESSMENT

<b>TOTAL MARKS -100</b>	
<b>Internal-30</b>	<b>External-70</b>
<b>CREDITS-4</b>	
<b>For Classroom Teaching :3</b>	<b>For Practicum:1</b>
<b>CONTACT HOURS-80</b>	
<b>For Class Room Teaching: 48</b>	<b>For Practicum:32</b>

### *Objectives*

*On completion of this course the prospective teacher-educator shall:*

- *Explain the features of assessment, evaluation and the related concepts.*
- *Distinguish the different procedures to assess learning*
- *Understand the importance of CCA for facilitating effective learning*
- *Use different performance based assessment for improving learning*
- *Elaborate the need and dimensions of curriculum evaluation*
- *Explain different models and types of curriculum evaluation and their use*
- *Describe the use different strategies for curriculum assessment*
- *Reflect upon the crucial issues related to curriculum evaluation policy and practices in the state.*

### **Detailed Course Content**

#### **Unit-1 Introduction to Assessment**

- Assessment and Evaluation: Meaning, nature and importance; Differentiating test, examination, measurement, assessment and evaluation
- Types of Assessment and Evaluation: Norm and Criterion- referenced based; Purpose-based – Placement, Diagnostic, Formative and Summative;
- Continuous and Comprehensive Assessment (CCA): meaning, objectives and nature
- Use of assessment results for different stakeholders- students, teachers, parents, management

#### **Unit-2 Learning and Assessment**

- Assessment of learning, Assessment for learning, and Assessment as learning,
- Tools and Techniques of Assessment: Qualitative and quantitative
- Mode of Assessment: Self-assessment and Peer assessment- Concept, need and process; School-based Assessment- Objectives, periodicity and process;

- Assessment System: Semester system, Year-end, Term-wise (monthly, quarterly, half-yearly); Reporting the performance in terms of marks, grades, credits; Internal and External assessment provisions
- Performance-based assessment: Port-folio, rubrics, reflective journals; Authentic Assessment

### **Unit3: Curriculum Evaluation**

- Curriculum Evaluation : Concept, characteristics, nature and principles
- Dimensions of evaluation; Contents (their selection, appropriateness and organization, ideological, psychological and social considerations), language, learners' level, illustrations, inbuilt activities, teacher instructions and directions, and inbuilt assessment mechanisms
- Types of Curriculum Evaluation : Formative and Summative (their concept, importance and scope), collection of appropriate evidences during designing and trying out of curriculum,
- Models of Curriculum Evaluation: Ralph Tyler's Model, CIPP model (Stufflebeam) Robert Stake's Countenance model, Michael Scriven's model.

### **Unit 4: Strategies for Curriculum Evaluation / Assessment**

- Stages of Evaluation: Designing evaluation programme, identifying goals and objectives, deciding indicators of success, developing data gathering instruments, collection and analysis of data, soliciting feedback, revision and finalization.
- Tools and Techniques of Curriculum Assessment :
  - ✓ Observation of classroom (with teacher in peer group and group-work)
  - ✓ Test and Try out
  - ✓ Interview with policy makers, curriculum framers, parents, public, students and teachers
  - ✓ Opinionnaire for seeking their views of stakeholders

### **Unit 5: Issues in Curriculum Evaluation**

Issues related to

- Development of contextual state curriculum framework in school and teacher education (elementary/secondary) with inbuilt criteria for recurrent evaluation of the changing curricular contexts.
- Operationalization of performance based assessment processes
- Formulation of state policy on regular and comprehensive evaluation of curriculum and curricular materials adopted in school and teacher education courses.
- Compatibility of teacher preparation and teacher development inputs with the existing school curricular requirement

## Sessional Work

Every prospective teacher-educator shall undertake *any two* of the following:

- Preparation of a seminar presentation on different models of curriculum evaluation and their use in the current teacher education programme.
- Preparation of a write up current practices of curriculum evaluation at the secondary school level.
- Preparation of different forms of performance based assessment activities to be used for assessing students learning in any subject at the elementary/secondary school level.
- Analysis of strength and weaknesses of current curriculum evaluation practices relating to the teacher education curriculum (elementary/secondary)

## Suggested Readings

- Altman, H., and W. Cashin. 1992. *Writing a syllabus* (IDEA Paper no. 27). Manhattan, KS: Center for Faculty Evaluation and Development, Kansas State University.
- Angelo, T.A., and K.P. Cross. 1993. *Classroom assessment techniques: A handbook for college teachers*. 2nd ed. San Francisco: Jossey-Bass.
- Gronlund, N.E. (2003). *Writing instructional objectives for teaching and assessment*. (7th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.
- Lowther, M., J.S. Stark, and G.G. Martens (1989). *Preparing course syllabi for improved communication*. Ann Arbor: University of Michigan, National Center for Research to Improve Post-Secondary Teaching and Learning.
- Nilson, L.B. (2007). *Teaching at its best: A research-based guide for college instructors*. San Francisco: Jossey-Bass.
- O'Brien, J.G., B.J. Millis, and M.W. Cohen. 2008. *The course syllabus: A learning-centered approach*. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass.
- Parkes, J., and M. Harris. 2002. The purposes of a syllabus. *College Teaching* 50 (2): 55-61.
- Slattery, J.M., and J.F. Carlson. 2005. Preparing an effective syllabus. *College Teaching* 53 (4): 159-164.
- Tellez, Kip (1998). Authentic assessment. In Sikula, J., Buttery, T.J., and Guyton, E. (Eds.) (1998). *Handbook of research on teacher education (2nd Edn.)*, 704- 721. New York: Simon & Schuster Macmillan.
- Tro, N.J. 2008. *Chemistry: A molecular approach*. Upper Saddle River, NJ: Pearson/ Prentice Hall.

# TSC B : ECONOMICS OF EDUCATION, POLICIES IN EDUCATION AND EDUCATIONAL PLANNING

## Paper I: Economics of Education

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### Objectives

On completion of this course the prospective teacher-educator shall:

- Explain the bidirectional link between education and economic growth
- State the importance of human capital for economic growth in developing countries
- Understand the private, social and public return to education in developing countries
- Explain the effects of family, gender, teacher background and differential expenditures in the production of education
- Spell out the distinct contribution of education to economic growth
- Explain the sources of funding and the pattern of public expenditure on development of education
- Explain the nature and types of educational costs and methods of estimation of educational expenditure

### Detailed Course Content

#### Unit 1: Economics and Economics of Education

- Economics : Concept, nature and function
- Economics of Education : Concept, nature, objective and scope
- Theoretical concepts in Economics of Education
- Education as an investment in human capital : Human Capital – Concept, importance, scope and theories
- Economic growth from human capital

#### Unit 2: Returns to Education

- Returns to Education : Concept and forms; rate of returns on investment in education- rate of return approach, returns to education in developed and developing countries

- Private returns to Education (signaling and screening theories): determining factors, private returns by race and gender
- Social returns to Education : Meaning and forms; Non-pecuniary returns of schooling, the external benefits of education, education and civic engagement, education and health, education and social crime, education and fertility
- Costs in Education: Concept, modes of education costing, methods of estimating educational costs; Types of cost; Cost-Benefit analyses; cost effectiveness

### **Unit 3: The Production of Education**

- Production of Education : Meaning, dimensions and forms
- Evidences from developing and developed countries
- Impact of differential expenditure on school performance
- Family (environment) effects on production of education (schooling)
- Students race, peers and gender effects in the production of education
- Teacher background effects in the production of education

### **Unit 4: Education and Economic Growth**

- Economic Growth : Concept, dimensions and indicators
- Contribution of Education to Economic Growth: Education and earning, education and improved standard of living and education and employment
- Approaches to assessing contribution of education to growth: Correlational, Residual, Direct return, Manpower forecasting
- Benefits of education – Direct and indirect benefits

### **Unit 5: Financing Education**

- Educational finance: Concept and principles- equity, efficiency and adequacy
- Public expenditure on education: Distribution pattern and impact on development of education,
- Sources of funding: Public funding, private funding, community contributions
- Center- State relationship in financing: Financing development plans and programmes, grants and aid, external aid to education, funds for policy and planning
- Problems of financing school education in India: Funds flow, utilization and related issues.

### **Sessional Work**

Every prospective teacher-educator shall undertake *any two* of the following:

- Preparation of a seminar presentation on economic growth from human capital in developing countries: Issues and concerns.
- Preparation of a write up on social returns to education in India: Advantages and disadvantages



- Survey of family effects on schooling in tribal and non-tribal societies and preparation of a report.
- Preparation of an appraisal report on sources of funding and manner of utilization on education in Odisha.

## Suggested Readings

- Blaug, M. (1968). *Economics of education: Selected readings*. Oxford: Pergamon.
- Carnoy, M. (1995). *International encyclopedia of economics of education*. Oxford: Pergamon.
- Documents: National plan documents, budgets, World Bank and UNESCO Reports, HDI Reports.
- Dreze, J. and Sen, A. (1995). Basic education as a political issue. *Journal of Educational Planning and Administration (NUEPA)*, 9(1), 1-26.
- Kingdon, G. (2006). Do returns to education matter to schooling participation? *Economic Series Working Papers*, 52, University of Oxford.
- Naik, J. P. (1965). *Educational planning in India*. Bombay: Allied Publishers.
- Smith, A. (2003). *The wealth of nations* (Reprint ed.). New York: Bantam Classics.
- Tilak, J. B. G. (1987). *The economics of inequality in education*. Delhi: Sage.
- Tilak, J. B. G. (1994). *Education for development in Asia*. Delhi: Sage.
- Tilak, J. B. G. (2006). Economics of human capital in India. *Key-note address, 89<sup>th</sup> Conference of Indian Economics Association*, Kurukshetra University. (Available on Research Gate).

## PAPER II: POLICIES AND PLANNING IN EDUCATION

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### *Objectives*

*On completion of this course the prospective teacher-educator shall:*

- *explain the bases of formulation of policy on education in India*
- *state the historical perspective of formulation of education policies and their reform in India*
- *understand the dynamics of centre-state roles in formulation of policy in education*
- *elaborate current policy related challenges in Education in India*
- *explain the objectives of educational planning and different approaches*
- *state the mechanisms of planning in India at different levels*
- *elaborate the planned priorities, objectives and programmes in education in post-independence period.*
- *Reflect upon various issues in educational planning in India and the interventions already adopted*

### **Detailed Course Content**

#### **Unit1: Policies on Education**

- Policy formulation process: Bases - situation/sector analysis, liberal and neo-liberal perspectives, market force, public choice, efficiency, productivity and return, social justice
- The process and dynamics of policy formulation in India: Recommendations of Education Commissions and Committees, National Policies on Education 1968 and 1986/92
- Influence of Societal Contexts, Constitutional provisions and judicial interventions on policy formulation in education;
- Center – State role in policy formulation: Role of advisory/consultative/regulatory bodies

#### **Unit 2: Policy-related Challenges**

- Expansion of educational facilities to reach the hitherto unreached
- Ensuring equity and inclusion
- Achieving excellence in improving quality of education

- Promoting lifelong learning opportunities
- Enhancing employability of the products of the education system
- Improving governance and management and resource mobilization mechanism

### **Unit 3: Educational Planning**

- Concept- Educational Planning vrs. Social and Economic Planning, importance, nature and characteristic
- Objectives – quantitative, qualitative, social and economic
- Dimensions and Types (Macro-micro, short-term – long-term, centralized-decentralized)
- Approaches : Macro (social demand, rate of return, manpower requirement and social justice), Micro (institutional / grass root)

### **Unit 4: Mechanism of Educational Planning**

- Process and machinery for education planning
- Plan formulation at different levels – National (NDC and Planning Commission), State (State Planning Board and State Planning Department), District (District Planning Unit and District Development Authority), Sub-District Level (Block Level Plan, Cluster Level Plan and Institutional Plan)
- Constraints in Educational Planning : Cultural, Economic and Political
- Policies in Education and Educational Planning

### **Unit 5: Educational Planning in India**

- National Policies on Education in post independent era : NPE 1968, 1986/92 and their implications for educational planning in terms of target, priority, allocation and time frame.
- Education under Five Year Plans : Objectives, priorities, programmes, achievement and experiences; implications for policy revision and formulation
- Evaluation of Educational Plan : Competent Bodies, Strategies and Tools
- School development plan : Concept, Importance and the Process
- Addressing issues in educational planning in India

### **Sessional Work**

Every prospective teacher-educator shall undertake *any two* of the following:

- Preparation of a write up on evolution of policies on education in India during post-independence period
- Preparation of a seminar presentation on current challenges in school education in Odisha and their implications for policy formulation in education
- Survey of the planning mechanism in education in Odisha with reference to school education and teacher education and submission of a report
- Prepare an appraisal report on effectiveness of school development plan at the elementary level in Odisha under SSA

## Suggested Readings

- Bell, Les and Stevenson, Howard. (2006). What is education policy? In Education policy: Process, themes and impact (pp. 7-24). New York: Routledge.
- Centre for Policy Research. (2014). *India exclusion report*. Delhi: CPR.
- Chalam, K.S. (2003). Introduction to Educational Planning and Management, New Delhi : Anmol Publications Pvt. Ltd.
- Chandrasekharn P. (1997). Educational Planning and Management, New Delhi : Sterling Publication Pvt. Ltd.
- Chau, NgoC, Ta (1969). *Demographic aspects of educational planning*. Paris:UNESCO.
- Kumar, K. and Sarangapani, P. (2004). History of the quality debate. *Contemporary Education Dialogue*, 2(1), pp. 30-52.
- Moonis Raza (1985). Educational Planning – A Long Term Perspective (ed.). New Delhi : Concept Publishers.
- Padmanabhan C.B. (1971). Economics of Educational Planning in India. New Delhi : Arya Book Depot.
- Roy, Kumkum. (2015). Decoding “New education policy”. Economic and Political Weekly, L(19) (Web exclusives).
- Sadgopal, A. (2006). Dilution, distortion and diversion: A post-Jotien reflection on education policy. In *The crises of elementary education in India* (Ed. Ravi Kumar), pp 92-136. New Delhi: Sage.
- Singh, Ajay Kumar. (2009). In lieu of political rights: How fundamental is the fundamental right to education? In A. Kumar and A. P. Singh (Eds.), *Elementary education in India: Issues and challenges* (pp. 256-271). New Delhi: Uppal Publications.

# TSC C: EDUCATIONAL MANAGEMENT AND LEADERSHIP

## PAPER I: EDUCATIONAL MANAGEMENT

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### *Objectives*

*On completion of this course, the prospective teacher-educator shall:*

- *Understand the concepts, principles processes and techniques of educational management.*
- *Explain the structural framework of education at the central and the state levels.*
- *State the policies and processes of educational management adopted after NPE 86*
- *Apply the concepts, techniques and process of educational management in school situation*
- *Specify the resources and the process resource management*

### **Detailed Course Content**

#### **Unit 1: Introduction to Educational Management**

- Meaning, importance, nature and principles
- Educational Management vrs Educational Administration and Educational Governance
- Forms, in terms of objectives and functions
- Functions : Institutional efficiency and effectiveness; operational autonomy and flexibility; effective decision-making; ensuring performance standards and accountability; exercising control and authority; strengthening monitoring mechanism; promoting research and development

#### **Unit 2: Educational Management: Historical Perspective**

- Structures and their Functions at Different Levels : Pre-independence Period
- Post-independence Period -

- ✓ National Level : MHRD and various Departments, CABE, NCERT, NUEPA, NCTE
- ✓ State Level : Education Departments, Directorates and other specialized structures – OPEPA, OMSM, ELTI, BSE, SIEMAT, SRC, NKC Centre for Development Studies, Gopabandhu Academy of Administration and Madhusudan Accounts Training Institution
- ✓ District Level : DEO, DPCO, DIETs, Zilla Parisada and District Planning Board
- ✓ Sub-district Level : BEO, Grampanchayats, CRCs
- ✓ Grassroot Level : Institution, SMC / SMDC, Community

### **Unit 3: Policy and Process : Post NPE'86 Development**

- From Centralisation / Bureaucratic authority and control to Devolution of decision-making and power
- From De-concentration to De-centralization to Devolution
- De-centralization: Meaning, importance, characteristics and advantages .
- Barriers to De-centralization: Conservative mindset, bureaucratic reluctance to part with power, trust deficit, low level of socio economic development and heterogeneity in the composition of the decentralized units, limited space for capacity building
- Addressing issues in De-centralization : Interventions and strategies at macro and micro levels

### **Unit 4: School-Based Management**

- SchoolBased Management : Concept, importance and characteristics
- Processes : Need identification and prioritization, Augmentation of available resources, Planning, Implementation, Monitoring and Feedback, Revision and Finalization
- Experiences from developed and developing countries
- Addressing Issues of SBM : Interventions and Strategies

### **Unit 5: Management of Resources**

- Resource and their Types: Human, Material, Financial and Time as Resources.
- Human Resource Management: Personnel management; Selection Recruitment, Induction and Training; Staff development; Performance Appraisal.
- Management of Physical Resource: Types of Physical Resource and their management.

- Time Management: Principles of time management – Role of time management in achieving individual goals; Time management leading to teacher effectiveness and management effectiveness.
- Office Management: Meetings – Objectives of meetings, types of meetings, planning for a meeting, meeting agenda, minutes of meeting

## Sessional Work

Every prospective teacher-educator shall undertake *any two* of the following:

- Prepare a paper on efforts of the central and state government of Odisha for reformation in educational management
- An analysis of the functioning of any DIET of your state towards the development of school education.
- Preparation of a paper on the Impact of Decentralization on Educational Management for seminar presentation
- Develop a plan for performance appraisal of academic staff for improving quality of instruction

## Suggested Readings

- Anthony, N.F. (1981) *Management competencies and Incompetence's* Canada: Addison Wesley Publishing Company, Inc.
- Arnole, H.J and Feldman, D.C. (1988) *Organizational Behaviour*, New York: McGraw – Hill Book Company
- Azad,J.L. (1973) *Educational Financing in India*, New Delhi. Sterling Publishers,.
- Blaug, Mark(1972): *An Instruction to Economics of Education*. Allen Lane
- Burton, W.H. and Brueckner, L.J (1955) *Supervision – A Social Process*, U.S.A Appleton – Century Crofts, Inc.
- Desai , D and Other (1970) *School management and change*, Baroda: M.S University.
- Druckner, F.B (1985) *Management – Tasks, Responsibilities and Practices*, New Delhi: Allied Publishers Pvt. Ltd.
- Eric, H. and McMohan, A. (eds) (1986) *The Management of Schools*, London: Kogan Page.
- Etzioni, A. (1972). *Modern organisation*, New Jersey: Prentice Hall Inc. Eye, G.G and Flippo, E.B (1884) *Personnel Management*. New York: McGraw Hill, Inc.
- Hersey, P. and Blanchard, K.E (1978) *Management of Organizational Behavior*, New Delhi: Prentice Hall of India.
- Kast and Rosenweig (1974) *Organizational and Management Systems Approach*, Tokyo McGraw Hill.
- Khanna, S.S (2000) *Organizational Behavior*, New Delhi: Chand and Company
- NIEPA. ( 1986). *Educational management in India*. New Delhi: NIEPA,.

- Padmanabham, C.B.( 1998). *Educational financing and structural adjustment policies in India*. Delhi: Common Wealth.
- Pareek, H., Rao, T.V and Pestonjee, D.M (1981) *Behavioral process in organization*, New Delhi: Oxford and B.M Publishing Co.
- Prasad, L.M. (2001) *Principles and practice of management*, New Delhi: Sultan Chand and Sons.
- Rao V.K.R.V. (1961). *Education and human resource development*. New Delhi: Applied Publishers.
- Scalan, B. and Keys, D. (1983) *Management and organizational behavior*, New York: John Wiley and Son.
- Sharma, M. (1986) *Systems approach: Its application in education*, Bombay: Himalaya Publishing House.
- Shein, E (1974) *Organizational Psychology*, New Jersey: Prentice Hall of India Pvt. Ltd.
- Stoner, J.A.F. and Wankel, S. (1987) *Management*. New Delhi: Prentice Hall of India.
- Singh, B. (ed)( 1967). *Education as investment*, Delhi: Meenakshi Prakashan.
- Sri Prakash, (1994). *Expenditures on education*. New Delhi: NIEPA.
- Strauss, G. and Sayles, L.R. (1985) *Personnel: The human problems of management*. New Delhi: Prentice Hall of India.
- Tripathi, P.C., and Sayles, L.R. (1991) *Principles of management*, New Delhi: Tata McGraw Hill.



## PAPER II : EDUCATIONAL LEADERSHIP

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### *Objectives*

*On completion of this course, the prospective teacher-educator shall:*

- *State the characteristics and functioning of educational leadership.*
- *Describe the theories and models of educational leadership*
- *Identify the successful leadership behaviours.*
- *Relate the pupils' learning to the leadership practices.*
- *Reflect upon the issues and challenges of educational leadership.*

### **Detailed Course Content**

#### **Unit 1: Educational Leadership**

- Leadership: Meaning, scope and objectives
- Educational Leadership: Meaning, Significance, characteristics, scope and functions;
- Personalized leadership: Characteristics, effects
- Distributed Leadership: Characteristics, effects, forms and Patterns;

#### **Unit 2: Theories and Models of Educational Leadership**

- Theories: Trait, Style (Autocratic, Laissez Faire, Grid), Situational, Contingency
- Models: Academic, Professional, Humanistic, Bureaucratic, Visionary, Transformational  
(Each Theory and Model shall be discussed in terms of nature/characteristics, practices,

#### **Unit 3: Characteristics of Successful Leadership**

- Cognitive characteristics: Intelligence and other intellectual functions; Knowledge; Problem solving

- Affective characteristics: Personality, Motivation, Social Appraisal Skills-emotional understanding, Values
- Leadership behaviour: Dimensions, Risk taking behaviour, vision building
- Core leadership practice: Setting directions, Developing people, Redesigning the organization (School), Managing the instructional (teaching – learning) programme

#### **Unit 4: Successful Leadership Practices and Pupils' Learning**

- Influence on the immediate colleagues - Followers' perspectives, Leaders' perspectives
- Influence on Teachers' Internal states – Classroom conditions, School conditions, Home conditions
- Creating school ethos: setting academic climate and work culture
- Roles of Educational Leadership at the State, District and Institutional levels in promoting pupils' learning

#### **Unit 5: Issues and Challenges**

- Leading and managing the individual and groups for an organizational climate
- Management of human resources for goal realization
- Ensuring the quality of education
- Liaisoning with higher authorities and community for participatory management
- Using technology in leadership and management

### **Sessional Work**

Every prospective teacher-educator shall undertake *any two* of the following:

- Visit any educational institution, observe the leadership qualities of the head of the institution and prepare a report.
- Preparation of a seminar paper on any model of school leadership in ensuring quality education.
- Develop a vision paper on how to create a learning friendly organizational climate
- Development of a paper on the distributed leadership qualities comparing with personalized leadership.

### **Suggested Readings**

Avolio, B. & Yammarino, F. (Eds.) (2002). *Transformational and charismatic leadership: The road ahead*. Amsterdam: JAI Press.

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. San Francisco: Jossey-Bass.
- Begley, P., & Johansson, O. (2003). *The ethical dimensions of school leadership*. Dordrecht, The Netherlands: Kluwer Academic Publishers.
- D. L. (1987). *School leadership and instructional improvement*. New York: Random House.
- Harris, A., & Chapman, C. (2002). *Effective leadership in schools facing challenging times*. Thousand Oaks, CA: Corwin Press.
- Murphy, J. (Ed.) (2002). , *The educational leadership challenge: Redefining leadership for the 21st century*. Chicago: University of Chicago Press.
- Murphy, J. & Datnow, A. (Eds.) (2003), *Leadership lessons from comprehensive school reform*. Thousand Oaks, CA: Sage.
- Murphy, J., and Louis, K. S. (Eds.). (1994). *Reshaping the principalship: Insights from transformational reform efforts*. Thousand Oaks, CA: Corwin Press.

# TSC-I EDUCATIONAL TECHNOLOGY AND ICT

## PAPER-I : FOUNDATIONS OF EDUCATIONAL TECHNOLOGY

TOTAL MARKS -100	
Internal-30	External-70
CREDITS-4	
For Classroom Teaching :3	For Practicum:1
CONTACT HOURS-80	
For Class Room Teaching: 48	For Practicum:32

### *Objectives*

*On completion of this course the prospective teacher-educators shall:*

- *Differentiate various terminologies associated with educational technology*
- *Appreciate the emergence and evolution of various educational media*
- *Explain various approaches to educational technology*
- *Describe the integration of technology for pedagogy, assessment, administration and Continuing Professional Development (CPD)*
- *Analyse and apply principles and practices associated with technology enhanced learning*
- *Critically evaluate ICT related policies and plans*
- *Assess various problems and issues related to information and communication technologies and its integration in education*

### **Detailed Course Outline**

#### **Unit I: Historical and Conceptual Basis**

- Meaning and nature of Educational technology, Instructional technology, Information and communication technology Definitions, scope, functions/objectives of educational technology; Approaches to educational technology - Physical science (media approach), Communication (audio visual approach) , Cybernetics (system approach)
- Behaviouristic Approach: Programmed instruction and teaching machines, individualized approach to instruction – Keller plan & IPI, Computer assisted instruction
- Cognitive Approach: Information processing model, information theory, simulation, artificial intelligence, computer based instruction
- Instructional design approach – task analysis, instructional design theories – Gagne, Bruner, constructivist approach, discovery, inquiry

## Unit II: Instructional/Learning Design & Models and Process

- Instructional Design: Meaning and Need; Implication of learning theories for instructional design
- Theory of multiple intelligences and its implications for instructional design; Developing a personal learning theory; Types of Learning and learning styles
- Instructional Design Models: ADDIE Model, System model, ASSURE Model and ARCS Model
- Instructional Design Process in ADDIE: Analysis- need, target, task, and topic/content; Design- define objectives, sequencing, instructional methods, delivery strategies, evaluation strategies; Develop- content, story board, courseware, authoring tools and interactivity, and interface; Implement – installation, deliver and distribution, managing learner activities; Evaluation – purpose, models of evaluation, evaluating reaction, learning, behaviour, result.

## Unit III: Integration of ICT in Education

- Characteristics of digital learners
- Need and importance of digital Literacy
- ICT: Relationship between ICT, culture and learning
- Technology and pedagogy: Techno pedagogical content knowledge (TPCK); Open Source Software and Management; Approaches and strategies to integrating ICT in teaching and learning; ICT and Universal design for Learning (UDL)- multiple means of providing learning experience, multi means of representing learning, multiple means of engaging learners
- Technology and assessment: Electronic assessment portfolio – concept, types, e-portfolio tools –Mahara; Technology assisted continuous assessment: role of LMS; Online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank; Learning analytics and feedback

## Unit IV: Technology Integration: Policies and Trend

- **Emerging Trends:** Increased online access and connectivity, Mobile access- ubiquitous computing, Free and Open Source Software (FOSS), Convergence of Hardware and software, Technological sophistication and affordability, Digital assistive technologies.
- **Problems and Issues:** Equity issues and the digital divide Social; ethical, and security issues; Limitations of technology integration; the impact of technology integration; Technology dependence and learner autonomy.
- ICT Plans/schemes, policies, curriculum and standards;
- **New initiatives:** Digital India; e-basta; e-Pathasala; e-pg-pathasala; e-library; NROER; Vikaspaedia
- **Current and Future Trends:** Emerging role for augmented and virtual reality in education; Learning analytics and education; Personalized learning spaces; Digital badging and games; BYOD and digital citizenship; 3D printing and its educational application;

## Unit V: ICT for Administration and Continuous Professional Development

- ICT for personal management: email, task, events, diary, networking
- ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community
- ICT for professional development: tools and opportunities
- Action research and design based research in technology integration and its implications for professional development
- *Major Institutions of Educational Technology in India and their role in education:* CIET, EMMRC (AVRC, and MCRC), EMRC, IGNOU, SIETs, Consortium for Educational Communication (CEC)-UGC

### Sessional Work

Every prospective teacher-educator shall undertake *any two* of the following:

- Seminar presentation on approaches to educational technology.
- Seminar presentation on Evolution of Educational Media.
- Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at [www.teem.org.uk/](http://www.teem.org.uk/)
- Comparative study of ICT syllabus of school education and teacher education of various organizations.

### Suggested Readings

- Andrew M. St. Laurent. (2004). *Understanding Open Source and Free Software Licensing*. O'Reilly: Cambridge
- Bharihok Deepak. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi
- Evant, M: The International Encyclopaedia of Educational Technology.
- Gwen Solomon, Lynne Schrum. (2014). *Web 2.0 How-to for Educators* (2nd Edn.). ISTE.
- Govt. of India (2004, 2010). *ICT@schools scheme*. New Dehi: Ministry of Human Resource Development.
- Govt. of India (2012). *National ICT policy for school education in India*. New Dehi: Ministry of Human Resource Development (URL: [ictschools.gov.in](http://ictschools.gov.in))
- Govt. of India (2014). *State report cards on ICT implementation*. New Dehi: Ministry of Human Resource Development (URL: [MHRD.gov.in](http://MHRD.gov.in)).
- Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012). *Using Technology with Classroom Instruction That Works* (2nd Edn.). Denver: ASCD.
- Jane Hunter (2015). *Technology Integration and High Possibility Classrooms: Building from TPACK*
- Katherine Cennamo, John Ross, Peggy Ertmer. (2013). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*. AU:Wadsworth.
- Kumar, K.L.(2010). *Educational technology*. New Delhi: New Age India Ltd.
- W.J. Pelgrum and N. Law (2003). *ICT in education around the world-Trends, problems and prospects*. UNESCO: Paris.

# TSC-II EDUCATIONAL TECHNOLOGY AND ICT

## TS-2 : E-CONTENT DESIGN AND E-LARNING

<b>TOTAL MARKS -100</b>	
<b>Internal-30</b>	<b>External-70</b>
<b>CREDITS-4</b>	
<b>For Classroom Teaching :3</b>	<b>For Practicum:1</b>
<b>CONTACT HOURS-80</b>	
<b>For Class Room Teaching: 48</b>	<b>For Practicum:32</b>

### *Objectives*

*On completion of this course the prospective teacher-educators shall:*

- *Examine the relationships between learning theories and digital technologies*
- *Explain the principles of instructional design and identify the salient features of different instructional design models*
- *Explain the process involved in designing and developing e-content for digital learning*
- *Systematically design and critically evaluate a digital learning resources on a topic of their choice*
- *Use different online and offline tools for creating e-content*
- *Explore and evaluate various digital resources for enhancing learning*
- *Learn to analyze learning situations and identify associated technology-related design challenges.*
- *Develop skills in the design of educational media, and the integration of design thinking with scholarship in education.*

### **Detailed Course Outline**

#### **Unit I: Evolution of Educational Media**

- Emergence and evolution of educational radio and TV: Trends in educational radio – FM, community radio, internet radio and podcast; Educational television – instructional TV, CCTV, IPTV, LCD TV, LED TV, 3D and HDTV, UHD; Display boards – black board, flannel board, peg board, white board, interactive white board, bendable and foldable display
- Emergence and evolution of projected aids – hand made slide projector, photographic slide projector, film projector, epidiascope, OHP, multimedia projector, document projector, lead diode/pico projector
- Emergence and evolution of storage media -text book, magnetic tape, floppy disc, CDROM, DVD, Hard disk, Optical drives, cloud storage
- Emergence of new information technology- convergence of computing and telecommunications; transmission technology - Face to face, co-axial cable distribution, optical fibre, satellite, infrared, Bluetooth, internet, Wi-Fi, 3g, 4g e-mail, Instant messaging, chat, online conference ; e-mail, Instant messaging, chat, online conference

- Emergence and evolution of computer- mainframe computer, desktop/personal computer, laptop, palm top computer, tablet, phablet, wearable computing

## **Unit II: Other E-content Tools**

Open source versus proprietary tools

Screen casting tools (camtasia) for creating screen casting presentations

Graphic editing

Timeline (timeline) for creating time lines

Picture/photographs (GIMP/MyPaint)

Concept map ( freemind, VUE)

- Animation -2d animation (Pencil, Tupi)
- Collaborative authoring tools
- Authoring tools (eXe Learning, Xerte) – putting together e-content with interactivity
- E-book tools (sigil, calibre) for creating and editing e-books

## **Unit II: Foundations of Online Learning and E-learning Tools and Standards**

- E-learning: Need and characteristics; Characteristics of digital natives;
- Approaches to e-learning: Components of e-learning, E-learning contexts
- Synchronous and Asynchronous Tools
- Learner Management System: Meaning, Types, features, proprietary versus open source LMS
- Use of web 2.0 Tools/communication and collaboration tools in e-learning
- E-learning Standards: Metadata: meaning, types and need; SCORM: features, procedure and limitations; IMS: features, procedure and limitations; ARDIANE: features and procedure ; IEEE-LOM; Dublin core; AICC
- Subject specific tools for e-learning: science, Mathematics, language, and social student

## **Unit IV: E-resources and e- learning approaches**

- Reusable Learning Objects (RLO): meaning, characteristics and need, RLO repositories
- Open Educational Resources (OER): meaning, need and importance, sources of OER, adoption, adaption –openness, relevance, and accessibility; Open textbooks: meaning and features; OER graphics, videos, audio/music, courses, etc. and its sources
- Evaluating e-resources- criteria
- Emerging e-learning approaches: M-learning - Mobile applications ,Advantages of M-learning ,Ubiquitous technology and mobile learning, Blended Learning: concept, requirements, advantages and limitations, MOOC- concept, tools, advantages and limitations; Flipped Learning: concept, procedure, tools, advantages and limitations
- Designing courseware for e-learning, blended learning, MOOC, Flipped, M-learning



## Unit V: Integration of Technology in Learning and Assessment

- Characteristics of digital learners
- Need and importance of digital Literacy
- Relationship between technology, culture and learning
- Technology and pedagogy: Techno pedagogical content knowledge (TPCK); Approaches and strategies to integrating; ICT in teaching and learning: ICT and Universal design for Learning (UDL)-multiple means of providing learning experience, multi means of representing learning, multiple means of engaging learners
- Technology and assessment: Electronic assessment portfolio – concept, types, e-portfolio tools –Mahara; Technology assisted continuous assessment: role of LMS; Online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank; Learning analytics and feedback

### Sessional Work

Every prospective teacher-educator shall undertake *any two* of the following:

- Seminar presentation on implications of Learning theories for Instructional design.
- Developing a multimedia e-content on an educational topic based on different models of instructional design.
- Developing an audio/ video on an educational topic using software.
- Developing e-book on a specific subject/chapter

### Suggested Readings

- Andrew A Kling(2010). Web 2.0 (Technology 360). Lucent Books:New Delhi.
- Athanasios Jimoyiannis (Editor) (2011). Research on e-Learning and ICT in Education. Springer: USA
- Barbara B. Levin, Lynne Schrum. (2012). *Leading technology-rich schools: Technology & education, connections* (Tec). New York: Teachers College Press.
- Information Resources Management Association. (2011).*Instructional Design: Concepts, Methodologies, Tools and Applications: 3*
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
- Liz Arney (2015.) Go Blended!: A Handbook for Blending Technology in Schools
- Loveless Avril (2001). ICT-pedagogy and the curriculum-Subject to change. Routledge Falmer: London.
- Lynne Schrum, Barbara B. Levin. (2010).Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement. Corwin: New Delhi
- Mishra, S. (Ed.) (2009). STRIDE Hand Book 08: Elearning. IGNOU: New Delhi. Available at [http://webserver.ignou.ac.in/institute/STRIDE\\_Hb8\\_webCD/STRIDE\\_Hb8\\_index.html](http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html)

- Mohanty,L. and Vora, Neeharika (2008). ICT strategies for schools- a guide for school administrators. Sage publications: New Delhi.
- Mohit, K.(2003). *Design and implementation of web-enabled teaching tools*. London: IRM Press.
- NCERT (2015). E-pathsala: An web platform for students, teachers, educators and parents link. [ncert.nic.in](http://ncert.nic.in).
- NCERT(2015). *e-pathsala: An web platform for students, teachers, educators and parents link*. [ncerti.nic.in](http://ncerti.nic.in).
- Nicole A. Buzzeto-More (Ed.) (2007). *Advanced Principles of Effective e-Learning, Informing Science Press, California*
- Noam Shemtov, Ian Walden. (2014)*Free and Open Source Software: Policy, Law and Practice*. Oxford University Press
- Patricia Smith, Tillman J. Ragan. (1999).*Instructional Design*. John Wley and Sons
- Robert Maribe Branch. (2009).*Instructional Design: The ADDIE Approach*. Springer
- Roblyer M.D., Aaron H. Doering (2012). *Integrating Educational Technology into Teaching* (6th Edition)
- Rosemary Papa. (2010).*Technology Leadership for School Improvement*. Sage: New Delhi.
- Sanne Dijkstra (Editor), Franz Schott (Editor), Norbert Seel (Editor), Robert D. Ternyson (Editor), Norbert M. Seel (Editor) (1997). *Instructional Design: International Perspectives: Volume I: Theory, Research, and Models: volume II: Solving Instructional Design Problems: 1*. Lawrence Abingdon: New Jersey
- Semenov, Alexy (2005). *Information and Communication Technologies in Schools. A handbook for Teachers*. UNESCO
- Shalin Hai-Jew. (2012). *Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information*. Information Science Reference: USA
- Steven W. Anderson Deborah Siegel. (2014).*The Tech-Savvy Administrator: How do I use technology to be a better school leader?* ASCD
- Theodore Lee (2008). *Professional Development of ICT Integration for Teachers*. VDM Verlag: Germany.
- UGC (2015). e- pathsala: A platform for teachers and educators. [ugc.ac.in](http://ugc.ac.in) : .
- UGC (2015). *e-pathsala: a platform for teachers and educators*. [ugc.ac.in](http://ugc.ac.in) ; [ugc.govt.in](http://ugc.govt.in).
- Viva Lachs (2000). *Making Multimedia in the Classroom-A Teacher's Guide*. Routledge Farmer: London.
- Whitehead, Bruce M., Jensen, Devon, and Boschee, V. (2013). *Planning for technology: A guide for school administrators, technology coordinators, and curriculum leaders*. Corwin: New Delhi.

## IFA-II INTERNSHIP IN THEMATIC SPECIALIZATION AREAS

<b>TOTAL MARKS -100</b>	
<b>Internal-100</b>	<b>External-0</b>
<b>CREDITS-4</b>	
<b>For Classroom Teaching : 0</b>	<b>For Practicum:4</b>
<b>CONTACT HOURS-80</b>	
<b>For Class Room Teaching : 0</b>	<b>For Practicum:128</b>

### *Thematic Specialization Areas :*

- *Curriculum, Pedagogy and Assessment*
- *Economics of Education, Policies and Planning in Education*
- *Educational Management and Leadership*
- *Educational Technology and ICT*

### **Objectives**

On completion of this programme the prospective teacher-educator shall accomplish the following tasks related to each thematic area as detailed below :

#### *i) Curriculum, Pedagogy and Assessment*

- undertake innovations in pedagogy, assessment procedure and curricular evaluation in school and teacher education
- develop innovative and alternate models of school and teacher education keeping in view the specific requirements
- review and suggest modifications in the existing curriculum, pedagogy practices and assessment procedure of teacher education curriculum in the state

#### *ii) Economics of Education, Policies and Planning in Education*

- evaluate any planning exercise already undertaken at the school and teacher education level
- develop any short term / annual plan for a school or a teacher education institution
- review a plan after its implementation and suggest for modification and improvement
- study the effects of family, peer group and teachers background characteristics on schooling at elementary and secondary level
- develop school development plan for a particular school with its specific needs and requirements

**iii) *Educational Management and Leadership***

- design leadership activities for different developmental tasks to be performed by the student-teacher, teacher and students
- review the existing monitoring mechanism at elementary / secondary / teacher education institutions in the state
- assess the functioning of SMC / SMDC at elementary and secondary level in the state and suggest improvement
- design capacity building programmes for the members of SMC and SMDC to make them aware of their roles and functions in school management

**iv) *Educational Technology and ICT***

- develop and use innovative ICT materials for effective classroom transaction at school and teacher education institutions
- evaluate ICT integration in school and teacher education curriculum in the state
- develop electronic assessment portfolio
- design electronic teaching portfolio
- download, install and use free and open resource educational software

**Part A : Activities to be performed (*in any one group*) :**

**i) *Curriculum, Pedagogy and Assessment***

- Review of existing elementary / secondary school curriculum in Odisha in the light of NCF - 2005
- Review of existing D.El.Ed. curriculum in Odisha as per the demands emerging from the elementary school curriculum
- Develop interview schedule and questionnaire for School Heads and Teachers in connection with evaluation of school practices at elementary and secondary level
- Develop the format for Focused Group Discussion (FGD), Interview Schedule for the Teachers and School Heads for assessing the ongoing capacity building programme for teachers.

**ii) *Economics of Education, Policies and Planning in Education***

- Preparation of school development plan for a rural and a tribal secondary school in the context of Odisha
- Review of the Annual Work Plan of an elementary / secondary teacher education institution for the current year in Odisha and preparation of report
- Preparation of a Calendar of Activities for the Practicing School attached to an elementary / secondary teacher education institution in the light of the requirements of the existing school education curriculum
- Studying the effects of family, peer group and teacher background on schooling at elementary / secondary level

**iii) *Educational Management and Leadership***

- Review of the functioning of SMC / SMDC at the elementary / secondary school level in urban and rural areas : Suggestions for improvement
- Survey of leadership role of the Principal of a DIET / CTE in the state : Preparation of a Report
- Preparation of an Appraisal Report on functioning of SIEMAT in the state in respect of effective management of elementary schools
- Review of existing monitoring mechanism at the elementary / secondary school level in the state : preparation of a report with suggestions for improvement

**iv) *Educational Technology and ICT***

- Preparation of an evaluation report on ICT integration in teacher education curriculum at the elementary level in the state
- Development of an animated video on an educational topic using software
- Development of a multimedia e-content on the educational topic using any authoring tool
- Development of an electronic teaching portfolio

**Part B : Planning for internship Activities**

The teacher education institution concerned shall prepare a time-frame for conduct of such activities in consultation with faculty and the prospective teacher-educators in view of feasibility and convenience. The faculties shall mentor such activities leading to their successful completion by the prospective teacher-educators as per the stipulated timeframe.

**Part C: Assessment of Internship Activities**

- Each prospective teacher-educator is required to perform all the four activities indicated under his / her opted thematic area of specialization (covering paper I and II). These activities shall be assessed out of the total marks 100 (i.e. 25 marks x 4 activities).
- Each such activity shall be assessed internally out of 25 marks by the mentor / faculty or a group of faculty including mentor as would be decided by the institution. The four activities shall be assessed separately.
- The individual assessment marks of the four activities shall be added and the total marks out of 100 shall be taken into consideration.

## DISSERTATION RELATED ACTIVITIES

<b>TOTAL MARKS : 100</b>	
<b>Internal – 50</b>	<b>External – 50</b>
<b>CREDITS – 4</b>	
<b>For Classroom Teaching : 2</b>	<b>For Practicum : 2</b>
<b>CONTACT HOURS – 80</b>	
<b>For Seminar Workshop etc. : 32</b>	<b>For Practicum : 48</b>

The prospective teacher-educators shall undertake research activities leading to dissertation on the following aspects.

Sl. No.	Activities	Assessment Marks
<b>INTERNAL ASSESSMENT</b>		
<b>1.</b>	Data Collection	50
<b>2.</b>	Data Analysis	
<b>3.</b>	Data Interpretation and Discussion	
<b>4.</b>	Drawing Conclusions	
<b>5.</b>	Writing the Dissertation for Pre-submission Presentation	
<b>EXTERNAL ASSESSMENT</b>		
<b>6.</b>	Final Assessment after submission of the Dissertation (by a Expert Group of faculties along with the Supervisor and External Examiner)	50

*The faculties of the Teacher Education Institutions along with the Supervisors / Mentors concerned shall assess the performance of the Teacher Educators in the aforesaid aspects out of the suggested marks and award the consensus mark out of 100 marks to each Prospective Teacher Educators in this regard.*

*While assessing the dissertation at the pre-submission stage the following aspects are to be examined.*

- *Logical organization of the chapters and sub-chapters*
- *Approved reporting format and style*
- *Approved letter font used*
- *Approved style of preparing references*
- *Systematic arrangement of Appendices*
- *Appropriate and sequential presentation of graphs and charts in the dissertation*

*However, any alternative appropriate procedure of such assessment may also be devised at the institution level and adopted for the purpose.*