

**GOA VIDYAPRASARAK MANDAL'S
DR. DADA VAIDYA COLLEGE OF EDUCATION
PONDA – GOA**

SYLLABUS FOR M.Ed. PROGRAMME

M.Ed.

Program Learning Outcomes (PLOs)

The M.Ed. programme aims at developing attributes needed to become an effective school teacher for 21st century. To achieve that aim, the learning outcomes of the M.Ed. programme are set as follows.

The programme will enable the prospective teacher educators to:

PLO 1: Develop a multidisciplinary perspective of education.

PLO 2: Acquire professional skills and competencies to function as a teacher educator.

PLO 3: Appreciate the challenges of theorizing education and identify relationship between theory and practices.

PLO 4: Develop rational conceptualization of educational research.

PLO 5: Integrate ICT in teaching learning and training transaction.

PLO 6: Equip with different innovative modes of training transactions.

PLO 7: Understand, evaluate, and address the wide range of challenges and rapidly changing circumstances faced by students, teachers, families, and communities at large.

PLO 8: Develop core skills, knowledge, and way soft thinking that are central to the teaching profession.

PLO 9: Undertake supervised research studies in the field of education.

PLO 10: Appreciate the complex issues in education and real-world scenarios and draw on their knowledge and skills over the entire coursework and throughout their career.

PLO 11: Develop expertise in areas such as educational technology, ICT and E-learning,

PLO 12: Develop in depth understanding in educational administration, programme planning, management, implementation and evaluation.

PLO 13: Be capable of addressing the diverse needs of students; understand the magnitude of challenges faced by learners and adopt suitable teaching-learning approaches, strategies and technology.

GUMED-PC1 INTRODUCTION TO EDUCATION STUDIES

Credits: 4

Contact Hours per week: L2+1T

Examination: Two Hours

Maximum Marks: 100

Internal: 50

External: 50

Objectives:

The course study is intended to make the students to develop ability to:

- Understand the nature and purpose of education and perspectives about education system and process;
- Reflects on the educational ideas and systems of various thinkers and develop the ability to theorize educational practices;
- Analyze the process of education;
- Appreciate the disciplinary and the interdisciplinary nature of education;
- Develop the attitude of and abilities to contextualize the education process;
- Build one's perspective of education through reflection.

Unit-I: Education: Changing Meaning, and Nature

- Concept of Education: Normative and Non-normative concept; as a family of processes
- ; as initiation; criteria of educative process from the analytical school perspectives
- Aims of education in the context of emerging aspirations and political ideology

Unit-II: Education as Disciplinary Knowledge

- Object of Study in Education: Distinct Nature and its multi-facetedness
- Disciplinary Nature of Education:
- Interdisciplinary and multi-disciplinary Nature of Education
- Education as Humane Discipline

Unit-III: Context of Education

- **Education as an Act and Process:** Constituents/ Determinants
- **Socio-cultural Context:** How it shapes the classroom processes and relations (Classroom debates needs to focus on to understand how social and cultural capital students carry into classroom condition their participation and learning)
- **Politico-economic Context:** How it creates conditions for (equal) opportunities for learning (Classroom debates and processes needs to be situated in the context of Liberalization, Privatization, Marketization and Globalization to develop critical understanding and proper perspective)
- **Psychological Context of Education:** How psychological attributes one possessed with facilitate in one's own learning. (Motivation, Aspiration, Attitudes towards learning and education)

Unit-IV: Alternative Educational Theories and views of Radical educationists

(Reading Classic Texts/ part of the text that results in the development of perspective)

- Idealistic Theory of Education: Plato's The Republic,
- , Realistic theory of Education: Aristotle's Politics, Bertrand Russel's on Education
- Naturalistic Theory of Education: Rousseau's Emile, and Gijubhai's Diwas Swapna
- Pragmatic Theory of Education: Dewey's My pedagogic Creed/ Democracy and Education
- Existentialists and Phenomenologist's' views on education

Radical Educationists and Their Works: A Critical understanding

- Paulo Freire: Pedagogy of the Oppressed
- Ivan Illich: De-Schooling Society
- J Krishna Murthy: On Education
- Aurobindo Ghosh: The Integral Yoga (Integral education)

Transactional Modalities:

- Library readings; expositions; Lectures
- Discussion on video films and audio cassettes on education by J. Krishnamurthi and other thinkers
- Discussion on video films on Rishi valley, Shantiniketan to understand the reflection of philosophical and educational ideals of thinkers on these systems

Sessional Activities:

- Analysis of different perspectives on the concept and purpose of education (John Dewy, Rousseau, Sri Aurobindo, J. Krishnamurthi, Paulo Freire, B Russel, Gandhi and Tagore) and presentations

Suggested Readings

- Archambault.D.R (1972) Philosophical analysis and education, International Library of the Philosophy of Education, London, pub by Routledge &Kegan Paul
- Deng, Z. (2003). School Subjects and Academic Disciplines. In A. Luke, A. Woods, & K. Weir (Eds) Curriculum, Syllabus design and equity: A Primer and model. Routledge.
- Dewey, John Experience and Education
- Freire, Paulo Pedagogy of the Oppressed
- Goodson, I. F. & Marsh, C. J. (2005). Studying School Subjects: A Guide. Routledge.
- Hirst, Paul & R S Peters Knowledge and curriculum
- Hollis, Martin. (2000). The Philosophy of Social Science: An Introduction. Cambridge University Press.
- Hudson, D. (1987). Science Curriculum Change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.,) International Perspectives in curriculum history. Croom Helm
- Illich Ivan (2012). De-schooling Society. Morion Boyars, London
- Kumar Krishna. (2004). What is worth Teaching? (3rd edition). Orient Blackswan
- NCERT. (2005) National Curriculum Framework, NCERT. New Delhi
- NCERT. (2005) Position Paper on Curriculum, Syllabus, and Textbooks. NCERT. New Delhi
- Pathak Avjit (2009). Education and Moral Quest. Aakar Books, New Delhi.
Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers, New Delhi.
- Peters, R.S. (1967), The Concept of Education, Routledge, United Kingdom.

GUMEDTEC1: TEACHER EDUCATION I

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

Objectives

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

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

Course content

Unit I: Teacher Education – An Introduction

- Teachers in India: The changing profile; changing roles and responsibilities of teachers and its demands on teacher education
- Teacher identity, social status: a critical understanding
- Teacher education: meaning nature and scope
- Reports of National Commissions on education with reference to teacher education (National Knowledge Commission)
- Reports of International Commissions on education with reference to teacher education (Learning the treasure within)

Unit II: Preparation of School Teachers

- Teacher education institutions and their functions: GUs, Colleges of Education, University Departments of Education, Elementary Teacher Education Institutions, ECCE Teacher education institutions: institutions established under Centrally Sponsored Scheme of Teacher Education namely, IASEs, CTEs, DIETs, BRCs and CRCs.
- Models of pre-service teacher education:
Face to Face Mode: elementary level - 1 year model; 2 years model; 4-year integrated model
secondary level -; one year model; two-year model;
Distance Mode: one year model; 2 years model.
- Teacher education curriculum: overview of curriculum frameworks for teacher education (1978,1988, 1998, 2006 and NCFTE 2009) and vision of NCERT & NCTE towards teacher education.

Unit III: Curriculum Organization, Transaction and Evaluation

- Transactional approaches for the foundation courses – expository, participatory, collaborative, peer coaching and inquiry. Scope and possibility of organization and evaluation, Lecture-cum-Discussion, Group Discussion, seminar, *Use of Multimedia/ICT* and E-resources

- Transactional approaches for the skill and competency development courses – need for awareness – modeling - analysis – practice – feedback cycle. Scope and possibility of organization and evaluation – practicum records and portfolio assessment, (*Ways and Means for Transaction: Project Methods, workshops, team teaching, case study,*)
- Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)

Unit IV: Continuing Professional Development of Teachers

- Concept and importance of Professional Development
- Approaches of Professional Development: in-service education; self-study; participation in seminars; workshops, panel discussion, Symposium; organization of study groups and study circles.
- Role of professional organizations in teacher education.

Sessional work

Each student is required to do any TWO of the following and submit the report of the sessional work before the commencement of examination.

Assignment/term paper on selected themes from the following

- Study the history of teacher education in India: trends, developments and forces that shaped teacher education.
- Relevance of teacher education curriculum
- Writing review of at least one book related to teacher education
- Critical study of teacher education Curriculum frameworks-1978,1988,1998,2006
- Preparation of Training Plan for INSET giving the rationale, target group, costing of resources and phases of training
- Construction of tools for identification of training needs
- Preparation of self-learning material for D.Ed./B.Ed. students on any identified topic
- Study of the Cadre and Recruitment Rules of a State
- Appraisal of norms/standards of teacher education developed by NCTE
- Appraisal of regulatory and accrediting bodies for teacher education

REFERENCES

- Arora, G.L. (2005) Teachers and their Teaching: Need for New Perspectives. Ravi Book, Delhi
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York
- Herne Steve, Jesserl John & Griffith, Jenny (2000) . Study to Teach: A guide to Studying teacher education. Rout ledge Falmer. London and New York
- Mohammad Miyan (2004) Professionalization of teacher education, Mittal Publications, New Delhi
- NCTE (1998) Policy Perspective in teacher education-critique and documentation, NCTE, New Delhi
- NCTE(1998) . Competency based and commitment oriented teacher education-for quality education ; Pre-service education, NCTE, New Delhi
- NCTE(2006) . Curriculum frame work for teacher education-for quality education NCTE, New Delhi
- Rahman, Hifzue (2005). Key issues in teacher education; Teachers for secondary schools, Sanjay Prakashan, Delhi
- Raina, V.K. (1998) Teacher educators: A Perspective. Vikas Publishing House. New Delhi
- Rao, Digumarti Bhaskara(1998). Teacher education in India. Discovery publishing House. New Delhi
- Siqqiqui, M.A.(1993) . In-service Education teachers. NCERT, New Delhi

- Srivastava, G.N.P.(2000) Management of Teacher education: A Handbook
- Srivastava, G.N.P.(2004) Perspectives in Teacher education: Concept Publishing House. New Delhi
- Srivastava, G.N.P.(1999) Management, Supervision and Monitoring under IASEs & CTEs, Regional Institute of Education, Bhopal

GUMED -PC2: HISTORY, POLITICAL ECONOMY OF EDUCATION

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

Objectives

The course intends to:

- Provide opportunity to probe into history of schooling;
- Develop perspective on the origin and nature of schooling;
- Develop understanding about the changing functions of schooling historically;
- Abilities to view education from political economy perspective;
- Appreciate the relationship between education and political economy;
- Provide opportunity to develop critical understanding about the politico-economic basis of emerging education;
- Provide criticality regarding Intellectual Property Rights and the role of International and other organizations;
- Provide opportunity to develop consciousness and sensitivities among learners towards preservation of indigenous knowledge systems.

Unit-I: History of Schooling

- Schooling across civilizations with special reference to India
- Origin of Schooling : Socio-historical context of origin;
- Need, nature, functions and purpose of schooling in its origin;
- Schooling For All: Genesis, Need and purposes: A critical understanding
- Functions of schools: cognitive, economic, socio-cultural, normative and ideological: A historical Analysis/Inquiry/ Understanding
- Changing nature of school in its functions and purposes

Unit-II: Political Economy Perspective of Education

- Political Economy: Meaning and Purpose
- Political Economy as method of understanding education and its nature
- Education: The instrument of Political Economy

Unit-III: Political Economy of Indian Education: A historical journey

- Political Economy of:
 - Ancient Indian Education-Vedic and Buddhist

- Medieval Indian Education
 - Basic Education-1937

Unit-IV: Knowledge Economy and Education: Knowledge as property

- Indigenous Knowledge systems: Meaning and the nature of the knowledge;
- Liberalization, Privatization, and Globalization: Changing nature of knowledge
- Role of International Agencies in transforming knowledge into property: GATT/s, WTO
- Education as Merit Good and Non-merit Good: A Critical understanding
- Politics of Knowledge: Intellectual Property Rights (IPR) Concept, Origin and Development
- Implications of IPR to Education Particularly Higher Education
- Patent rights: Implications to Indigenous Knowledge systems
- IPR and Right to Education

Transactional Modalities:

- Initiation of the dialogue by the Most Knowledgeable Other (MKO);
- Library readings;
- Observational studies and activities;
- Presentations by students on selected themes- individually and collectively.
- Documenting the dialogues.

Sessional

Essential Readings: Reports of commissions, policies

Suggested Readings

- Althusser, L (1971). Ideology and Ideological State Apparatus. New Left Books, London
- Anuradha De & Jean Dreze (1999). PROBE. Oxford University Press, New Delhi.
- Apple W Micheal & Beane A James (2006). Democratic Schools: Lessons from chalk face. Ekalavya, Bhopal
- Bowels S & Gintis H(1976). The Schooling in Capitalist America. Routledge and Kegan Paul, London.
- Geeta Gandhi Kingdon & Mohd. Muzammil (2008). A Political Economy of Education in India: The case of Uttar Pradesh. Oxford Policy Institute
- Geeta Kingdon (Lead Investigator) (2014). A rigorous review of the political economy of education systems in developing countries. Institute of Education, London.
- Harry Broudy S (1988). The Uses of Schooling. Routledge, New York.
- Illich Ivan (2012). De-schooling Society. Morion Boyars, London
- Kumar Krishna (1991). Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi.
- Kumar Krishna (1996), 'Agriculture, Modernization and Education: The contours of a point of Departure'. Economic and political weekly,31 (35-37) 2367-373
- Naik J. P. (1997). The Education Commission and After. A. P. H Publishing Corporation.
- O' Neil Williams (1981). Educational Ideologies: Contemporary Expressions of Educational Philosophy. Good year publishing house, California.
- Chandra Rajashree (2010). Knowledge as Property: Issues in the Moral grounding of Intellectual Property Rights. Oxford University Press, New Delhi

- Naik J. P. () Education Commission and After
- Reimer E (1971) School is Dead: Alternatives in Education. Anchos Books, Double Day & Co., New York.
- Richmand W. K. (1975). Education and Schooling. Methuen, London
- Young M. F. D. (1971). Knowledge and Control: New Directions for the Sociology of Education. Mc Millan, London
- Young M. F. D. & Whitty. G (ed.,)(1977). Society, State and Schooling. The Falmer Press.

GUMED –CLS-ELE1: ELEMENTARY EDUCATION -1

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

Rationale

The course intends to develop among the prospective teacher-educators a thorough understanding of elementary education as a specific stage of education with the perspective to lead into an area of specialisation. This course has a focus on orienting the students to the organisational structure, administration, policy and practice at the elementary stage of education. Along with the knowledge into the basic structure and function of elementary education, the course would guide them to critically analyse school practices, the programmes being implemented; make them aware of the leadership role of the central government, decentralisation of authority and financing, budget consumption and actions taken for the expansion and improvement of elementary education in the country. In addition, it would sensitise the students about major concerns, challenges and research in the area of elementary education. The intention is to blend the academic theory and sessional activities with the field experience of the student.

Objectives

The course intends to:

- Develop philosophical, sociological and psychological perspective on Elementary Education
- Develop understanding about status of Elementary education in India
- Appreciate the organizational structure and functions of institutions in administration and management of elementary education at various levels
- Develop perspectives of decentralization of administration and management of elementary education
- Critically analyse importance of curriculum development, pedagogy and assessment at Elementary Education
- Analyse various elementary education curricula and review with a focus on its objectives
- Develop perspective of inclusive education

Unit-I: Planning, Policies and Administration

- Constitutional provision; recommendations of Education Commission, National Policies of Education

- Five-year National development plans– shift in focus on elementary education, budget consumption of elementary education
- Decentralization of authority and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA
- Right to Free and Compulsory Education Act 2009

Unit-II: Programmes and Implementation Strategies at Elementary Education

- Centrally sponsored schemes – assumptions, implementation strategies and impact (IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV)
- State projects – assumptions, implementation strategies and impact (BEP, APEP, UPBEP, Lok Jumbhish, ABL, Nali Kali, Mahila Samakhya, Shiksha Karmi, AIEP, Learning Enhancement)
- Centrally sponsored schemes and state projects – change it brought in elementary education
- Sarva Shiksha Abhiyan (SSA) –objectives, focus areas, implementation strategies and impact on quality enhancement
- Mid-Day Meal scheme (MDM) – objectives, implementation and impact on quality enhancement

Unit-III: Curriculum, Pedagogy and Assessment in Elementary Education

- Principles of Curriculum development at Elementary Level
- Relevance. integration, flexibility, contextuality and plurality determinants of curriculum at elementary level
- Pedagogy relevant at the elementary level
- CCE at elementary stage
- School based assessment: Preparation of scheme and guidelines

Unit-IV: Inclusive Education at the Elementary level

- Concept need and importance of inclusive education
- Shift from segregated education and integrated education to inclusive education
- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- Challenges of bringing all children in the same school (with special reference to children with disabilities, children from weaker social, cultural and economical backgrounds)

Transactional Modalities:

- Lecture-cum-discussion, Panel discussion, Group Work, Library work, Activities, Projects, Collaborative Presentations
- School visits and sharing of experiences
- Seminar presentation by students on selected themes individually and collectively leading to discussion;
- Library readings on selected theme followed by group discussion;
- Study of documents and references, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concepts studies in theory
- Projects and assignments focusing on observation and interaction with children on specific theme

Sessional activities

- Prepare a status report on elementary education in a district with reference to access, enrolment, participation and learning achievement
- Observe and report on the implementation of any one of programme to improve quality in elementary education
- Read and discuss on the philosophy and practices of elementary education as advocated by different educationists
- Prepare a short write-up on “initiatives to bridge gender gap in elementary education” and discuss
- Conduct a survey on the opinion of elementary school teachers on the policy of ‘inclusive education’
- Visit one or two elementary schools in the neighbourhood to observe midday meal scheme / inclusive environment and prepare a report on its implementation and offer suggestions
- Read a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program of US /Read any research report or article on mid-day meal scheme
- Compare the National and International curriculum of elementary education and discuss
- Analyze the curriculum of any two States (It could be grade wise or subject wise) and discuss
- Compare the allocation of GDP in education that is elementary, secondary, tertiary and technical etc. and other developmental / service sectors like health, defence and railway
- Collect information from developed, developing and underdeveloped countries on the budget allocation to education (budget auditing)
- Collection, evidence-based practices, Case study on the sustainability of the any one of the programme
- Analysis of Annual Work Plan and Budget (AWP & B) of SSA any one State
- View films / videos on issues related to elementary education (Savitri Bai Phule, Lillie, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Satyarthi, Malala and many other who speak for education)

*** Sessional activates are only suggestive.

Suggested Reading

- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi
- Prakash, V (1997) (ed) Teacher empowerment and school effectiveness at primary stage. NCERT, New Delhi
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi

GUMED -TC1: SELF-DEVELOPMENT WORKSHOP

Credit: 1

Marks: 25 (Internal Assessment)

Duration: One Week Workshop

Rationale:

The aim of this tool course is to help students in developing understanding about themselves and developing their selves as a professional, through conscious ongoing reflection. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable students to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for the students to develop sensitivity toward issues like gender biases, children with special needs (intellectual and physical), disadvantaged groups to make class inclusive. At the same time, they will develop problem-solving skills to deal with these issues.

During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation also enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and meditation, and will learn to use in different contexts.

The following methodologies for the transaction of the course could be used in interactive sessions:

- Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.
- Reflective discussions on a movie/documentary on relevant issues
- Discussion on how to imbibe teacher qualities and nurture his/her self as a teacher
- Organization of activities for self-expression (exhibiting strengths and abilities)
- Providing feedback on their reflective journals/diaries
- Practicing yoga and meditation for physical and mental well- being

Note: The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required.

Objectives:

- To enable the students, understand that the “development of self” is a resource to exercise their professionalism.
- To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- To help them develop sensitivity towards social-cultural diversities crucial in making teaching– learning environment conducive/congenial to the learner.
- To demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being

COURSE THEMES:

Theme 1: Understanding the Self

Theme 2: *Self management in stressful/emotional (sad as well happy)/conflicting Situations*

Theme 3: Developing 'Self 'as a professional (Teacher Educator)

Theme 4: Self and Social Responsibilities

MODE: WORKSHOP, GROUP DISCUSSION, FIELD VISITS

Activities under Theme 1: Understanding the Self

Objective

Objectives of the activities is to help students to develop cognitive skills such as

- Developing self awareness about one's abilities and opportunities to develop self independent thinking, critical thinking and creative thinking, decision making, problem solving and goal setting
- Developing objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies

Activities

- i. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats
- ii. Analyze one's perception about self and others
- iii. "Who am I" Self concept
- iv. Inspirational Readings

Activities under Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting situations

Objective

Objective of this activity is to make student recognize the affective resources of self understanding to be understood both as assets such as feelings of love, joy, appreciation, affection, happiness, and threats or limiting factors such as emotions like fear, anger, jealousy etc. in their professionalism.

Activity

Following exercises may be organised in the workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management

- *Identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students*
- *Reflect on it*
- *Share with the group on how it was managed/resolved*

This activity will help students learn about various ways of managing/ resolving critical situations in life. The focus may be the school context.

Activities under Theme 3: Developing 'Self 'as professional (Teacher Educator)

Self - Critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages etc.) or while dealing with other curricular components or classroom situations.

Objective

The objective of this activity is to develop awareness among students in following aspects of their professional endeavors

- Adequacy of subject matter knowledge, professional skills, and effective communication to the students.
- One's attitudes towards students, teaching, teaching material, interest in teaching subject and one's aptitude in developing interest in learning among students and in tapping their abilities to realize the values identified in the subject matter.
- Suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.
- Involvement in teamwork with colleagues, head of the institution, parents of learners and management for holistic development of the learners.

Activity: Analysis and Self-reflection

The students will be asked to

- i. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats as a teacher educator
- ii. Analyse one's perception about self and others as teacher educators in a group context

On the basis of the above the students will-

- Identify the characteristics, values, attitudes of the teacher and reflect upon self with respect to the same.
- Priorities the characteristics, values, attitudes of an effective teacher and will try to develop through practice in real life situation to become a professional.
- Reflect upon self and document the experiences.

Activities under Theme 4: Self and Social Responsibilities

This will help in the development of social responsibilities among the learners to enrich human resources and self-esteem; realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.

Objective

While conducting the group discussion the students will be able to develop

- Responsibility of self towards other human beings in the family, society, and other people, especially women and disadvantaged
- Critical awareness of the biases based on gender, caste, class, language, religion, nation, region etc.
- Critical understanding of the basic realities of the man- made divisions due to political, historical and social forces over the time-scale.
- Understanding of the basic realities of cultural differences across the time-scale and across the globe

Activities

- i. **Group discussion:** The focus of the discussion will be on an issue or event on the theme which is current and relevant.
The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.
- ii. **Gender Sensitization Training:** Students would engage in standard gender sensitization activities from any gender sensitization training programme.
- iii. **Field Visit:** Visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups. Before field visit students need to be oriented ($\frac{1}{2}$ day) on what they are supposed to do in the field.

During the visits, the students will discuss pertinent issues with these groups and prepare report to discuss and share with other students. This will help students to experience their transformations in different contexts

Discussion/presentation in the groups may be kept in the beginning of Semester II.

Evaluation of Self-development:

During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with response sheets/reflective notes/narratives/observations/ charts/posters/analysis sheets and other related documents. Students are required to submit Portfolio in the prescribed format with all evidences.

Note: The **PORTFOLIO** will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

Reference Books:

1. Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
2. Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.
3. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
4. Krishnamurti, J. (1998). On Self- knowledge. Chennai, Krishnamurti Foundation India.
5. Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
6. Palmer, J. A. (ed) (2001). Fifty modern thinkers of education, Routledge Publishers, UK
7. 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
8. Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). Cornerstone- Developing Soft Skills, Fourth Edition, Pearson Education
9. Swami Vivekananda (1988). Selections from the complete works of Swami Vivekananda. Mayavathi, Advaita Ashrama.

GUMED -TC2: COMMUNICATION WORKSHOP

Credit: 1

Marks: 25 (Internal Assessment)

Duration: One Week Workshop

Rationale: This course is intended to enhance the ability of learners to listen, converse, speak, present, explain and exposit ideas in groups and before an audience. The course aims to create effective professionals by integrating various communication skills and through an exposure to various skills.

Objectives:

- To develop listening and viewing skills
- To improve the speaking skills

- To promote the reading skills
- To gain insight and reflect on the concept and process of communication.
- To familiarize with expository writing

Transaction Mode: This course will be transacted /facilitated through participatory approaches such as workshop, seminar by students, and group work. Different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation-cum-discussion mode.

Listening / Viewing Skills

Workshop can be organized to provide exposure to listening and viewing skills. These can be conducted in the language Lab.

Suggested Activities:

Students can listen to -

- Patterns of stress and intonation
- Self-recording while practicing pronunciation
- Speeches of famous personalities

Students can View-

- Videos on sound production and articulation
- Poetry recitation videos
- Videos on conversation
- Videos on group discussions and can observe body language.
- Making listening notes
- Completing worksheets on listening tasks
- Developing criteria for analysis of listening skills
- Consulting pronunciation dictionaries
- Presentations

Speaking Skills

These skills can be practiced in seminar rooms/language lab.

Suggested activities:

Students can practice-

- Stress and intonation patterns
- Recitation of poems

Students can-

- Participate in conversations (Situations to be provided)
- Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level
- Analyze of speech styles
- Analyze of presentations
- Make presentations
- Involved in mock Interview

Reading Skills

Students can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.

Suggested activities:

Students can read

- Editorials in newspapers on a regular basis
- Articles in newspapers and magazines
- Research papers in journals
- Book reviews, film reviews and art reviews in newspapers and magazines
- E-books, online journals
- Subject related reference books

Students can be involved in-

- Note making tasks on reading and summarizing what is read.
- Discourse analysis (to be integrated with reading, speaking and writing skills)

PURPOSE AND PROCESS OF COMMUNICATION

To understand the purpose and process of communication students can be involved in-

- Individual and group assignment on a chosen topic of communication and presenting using any ICT tool

Mode of Assessment: During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with response sheets/reflective notes/narratives/observations/charts/posters/analysis sheets and other related documents. Students are required to submit Portfolio in the prescribed format with all evidences.

Note: The **PORTFOLIO** will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

Suggested Readings:

- Anderson, Kenneth and Joan Maclean. Study Speaking. Cambridge University Press, 2010.
- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.
- Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills. Macmillan Delhi, 2009.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press

SEMESTER II

GUMED - PC3: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max. Marks: 100

Internal: 50

External: 50

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

- Describe multiple dimensions of learner's development and its implications on learning;
- Reflect on the process of learning from the point of view of different theoretical; perspectives and the need to adopt appropriate approach;
- Understand the learner in terms of diversities and its implications on learning;
- Learn the factors affecting learner's environment and assessment;
- Discuss the strategies for effective management of learning;
- Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes; and
- Conceptualize the needs of the learners and the process of learning

CONTENT

Unit I: Learner Development and Implication for Learning

- Human Development: Meaning and understanding various stages of development of the Learner – childhood stage to late adolescence stage
- Factors influencing development of the Learner: Role of Heredity and Environment (Family; Community-Neighbourhood, Peer group and School.
- Critical review of theoretical perspectives on different dimensions of development of Learner in relation to existing school practices: Cognitive (Piaget); Language (Chomsky); Emotional (Harry Harlow & John Bowlby); Psycho- Social (Erickson) ; Moral Reasoning (Kohlberg), Development of Self concept, self esteem.

• Unit II- Understanding the Process of Learning

- Learning – Meaning and Types of Learning
- Cognition in Learning: Cognitive processes: *sensation, perception, attention, memory, development of concepts, logical reasoning, critical thinking, and problem solving.*
- Various theoretical perspectives on human learning: Behaviourist, (Skinner), Humanist (Roger), Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky).
- Critical appraisal of views of Ausubel, Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.
- Role of motivation in learning: Meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach,); Strategies for motivating learner - Intrinsic and extrinsic motivation.

Unit III: Understanding differences in individual learners to facilitate learning

- Conceptual framework of understanding dimensions of differences in individual learners (with reference to individual attributes)
- Differences in learners based on predominant 'learning styles'
- Understanding differences based on cognitive abilities in children: such as giftedness, creativity, learning disability, low intellectual functioning (slow learner), and under achievement.
- Understanding and Management of Learners with Emotional and Behavioural Disorders: Attention deficit disorder with or without hyperactivity, Autism, Conduct disorder, Depression, Anxiety Disorders

Unit IV- Creating Conducive Learning Environment and Classroom Management

- Identifying learning needs through continuous and functional assessment during teaching learning process, self-assessment and feedback, teacher observation and their reflective discussion in a group
- Strategies to deal with diversity among learners.
- Role of Guidance and Counseling Services and School Mental health Programmes

Transaction Mode

- Lecture cum discussion
- Individual and group assignment through self-study in the library and presentation in a seminar
- Observation of learning situation in schools and out of the schools,
- preparing reflective diaries / journal
- interpretation, analysis and reflection on observation in a group
- interaction and discussion with classroom teachers and peer group
- observation followed by reflective discussion in a group
- Library study
- project work

Suggested Sessional work

- Conducting case study on one student who has difficulties in learning at Elementary stage.
- Reading Gardener's theory of Multiple intelligences: Implications for understanding differences in individual learners
- Engaging learner in the process of knowledge construction and observe how they use them out of the school experience and local knowledge during construction of knowledge. Prepare report and discuss in group presentation.
- Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
- Identification of learning difficulties of the student in any subject area through administration of diagnostic test and development of remedial instruction.
- Identification of strategies for motivating the learner in study of a subject and practicing in school
- Analysis of a case of adolescent learner with maladjusted /deviant behavior.
- Preparation of learner's profile based on cognitive and non-cognitive characteristics in order to depict individual differences at elementary or secondary stage.
- Analysis of learning situations and presentation before a group followed by discussion.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Assessment of Portfolio and Reflective Journal
- Suggest structures of classroom environment in which all students can learn.

- Design/suggest activities for developing critical consciousness about various social and political issues.
- Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
- Develop strategies on critical perspectives on socio-cultural realities

Essential Readings

- Anita Woolfolk (2004). Educational Psychology, Pearson Education, New Delhi.
- Bruner, J.S. (1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
- Bruner, R.F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin. 19
- Dandapani, S. (2001) Advanced educational psychology, (2nd edition), New Delhi, Anmol publications pvt Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
- NCERT (2005) National curriculum framework, New Delhi.
- Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
- Santrock, John. W. (2006). Educational Psychology, Tata McGraw Hill Publishing Company Limited, New Delhi.
- Vygotsky, L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.

References

- Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi
- Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
- Aleinkov, A.G. (1999). Human Creativity. Encyclopedia of Creativity, Vol.II London: Academic Press.
- Ambron, S.R. (1981) Child development, Holt, Rinehart and Winston, New York.
- Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum • Barry and Johnson (1964) Classroom Group Behaviour, New York: Macmillan.
- Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.
- Anderson, J.R. (1983). The Architecture of Cognition. Cambridge, MA. Harvard University Press
- Bichard, M.H. (19992). Scaffolding and Self-scaffolding: Central Aspects of Development. In L.T. Winegar, J. Valsiner (edn.) Children's Development withing Social Contexts: Research and Methodology. Erlbaum.
- Bickhard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp. 161-178. J.Benjamins.
- Bickhard, M.H. (1978). The Nature of Developmental Stages, Human Development 21, pp. 217-233.
- Bickhard, M.H., Campbell, R.L. (1996) Topologies of Learning and Development. New Ideas in Psychology. 14(2), 111-156.
- Bodner, G.M. (1986). Constructivism: A Theory of Knowledge. Journal of Chemical Education.
- Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- Chaube, S.P. (2007). Development Psychology, Neelkamal Publications Pvt. Limited, Hyderabad.
- Daniels, Harry (Ed.) (2007). Cambridge Companion to Vygotsky – Edition by Daniels and others, New Delhi Cambridge Univ. Press
- Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
- Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
- Eason, M.E. (1972). Psychological foundation of Education, N.Y. Holt, Rinehart and Winston, Inc.

- Gisanti, M.L. and Howard, E. Gruber (1999) (eds.). Creativity in the Moral Domain. Encyclopedia of Creativity, Vol. I London: Academic Press.
- Grammage, P. (1990) Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
- Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
- Hergenhahn, B.R. & Mathew H. Olson (2007). Theories of Learning: An Introduction. (7th edition). Prentice Hall of India.
- Labov, W. (1969). The logic of non-standard English. Reprinted in 1972: Language in Education: A source Book, London and Boston: Routledge and Kegan Paul/Open University Press.
- Laura, E. Berk (2005). Child Development, Sixth Edition, Pearson Prentice Hall, New Delhi
- Lieber, C.M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.
- Mangal, S.K. (2012). Advanced Educational Psychology, 2nd Edition PH1 Learning Pvt. Limited, New Delhi
- Newell, A. & Simon, H.A. (1972). Human problem solving. Englewood Cliffs, NJ: Prentice Hall.
- Papalia, Diane E.; Olds, S.W. & Feldmen, R.D. (2004). Human Development, Ninth Edition, Tata McGraw Hill Publication Company Limited, New Delhi
- Passer, M.W. & Smith, R.E. Psychology: The Science of Mind and Behaviour, Third Edition, Tata McGraw Hill Publishing Company Limited, New Delhi
- Pintrich, P.R.; and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merrill. 201
- 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
- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). Thinking and learning skills: Relating Instruction to Basic Research. (Vol. I). Hillsdale, NJ: Erlbaum.
- 'kekZ] jes'kdqekj ,oa tks'kh] euh"kk ¼ ½ vf/kxedrkZ dk fodkl ,oa fuxe vf/kxe izfØ;k
- Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). Cornerstone Developing Soft Skills, Fourth Edition, Pearson Education
- Slater, M.A., & Quinn, P.C. (Eds.) (2012). Developmental Psychology-Revisiting the Classic Studies, Sage Publications Pvt. Limited, New Delhi
- Smith, Peter K.; Cowie, Helen, & Blades, Mark (1998). Understanding Children's Development, III Edition, Blackwell Publication Ltd. 10 UK.
- Srivastava, G.N.P. (2002) Shiksha Manovighyan Navin Vichardharaein. Concept Pub.Com. New Delhi.
- Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
- Venkatesan, S. (2004). Children with Developmental Disabilities-A Training Guide for Parents, Teachers and Caregivers, Sage Publications Pvt. Limited, New Delhi
- Whitebread, David (2012). Developmental Psychology & Early Childhood Education, Sage Publications Pvt. Limited, New Delhi

GUMED - TC3: RESEARCH METHODS IN EDUCATION

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

Course Objectives

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

- Understand the concept, characteristics and types of educational research and perspectives of research.
- Understand and appreciate the utility of literature search.
- Develop skill of identifying and formulate suitable research problem.
- Understand different kinds and methods of educational research.
- Compute the different measures of descriptive statistics.
- Identify issues related to sampling techniques, data organisation.

Unit I- Research in Education: Conceptual Issues

- Concept, nature, scope and types of research in education: Fundamental, Applied and Action Research and their characteristics.
- Research problem: Basis viz., conceptual basis, research base (based on review of research studies) and empirical basis (based on empirical evidences), and sources for research problem; characteristics of research problem.
- Variables: Constructs and concepts, meaning, nature and types.
- Components of a research proposal
 - Conceptual framework, need and importance.
 - Objectives, research questions, and hypotheses.
 - Sources of data and method.
 - Tools and techniques.
 - Sampling design.
 - Data analysis plan.

Unit II- Methods of Research

- **Quantitative Research**
 - Research Designs: True experimental (Single group pre-test, post-test design; Two-group Experimental-Control group design; Solomon four-group design, Rotational group design; Factorial design), Quasi-experimental Designs
 - Internal and External validity of the research designs
- **Qualitative Research**
 - Qualitative Research: Meaning, Nature, Characteristics, Scope and Relevance
 - Types of Qualitative Research: Naturalistic Enquiry, Hermeneutics, Phenomenology Symbolic Interactionism, Grounded Theory, Ethnography, Case Study
 - Qualitative Research Design

Unit III- Sampling Design and Methods of Collecting Data

- Concept of population and sample.
- Concept of sampling unit, representativeness of a sample, sampling frame. Deciding the size of sample in quantitative research. Sampling error, non-sampling error.
- Sampling methods: meaning, nature, conditions and applicability of Probability Sampling (Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling) and

Non-Probability Sampling (Cluster Sampling, incidental Sampling, Purposive Sampling and judgmental sampling, snowball sampling, etc).

- **Tools and Techniques:** Interview, Questionnaire, Checklist, Psychological Tests, Achievement Tests and Diagnostic Tests, Observation, Recording (Audio and Video), Anecdotal records, portfolios, Dialogue, discourse, documents. Process of standardization of tools
- **Standardisation of Tools:**
 - **Reliability:** Meaning, types, and procedure of establishing reliability for various tools listed above.
 - **Validity:** Meaning, types, and procedure of establishing validity for various tools (listed above).
 - **Items Analysis:** Difficulty value of test item; Discriminative Index and Facility Value; finalisation of items (standardisation of various tools)

Unit IV- Data Analysis and Interpretation

- Nature of data procured: Qualitative and Quantitative.
- Qualitative data analysis and Quantitative data analysis.
- Understanding data in terms of scales of measurement, data size, classification and categorization of data, relating data to research questions/ hypotheses.
- Scope for qualitative and quantitative analysis.
- Preparing the data for analysis using computer software.
- **Basic Descriptive Statistical Treatment for data analysis**
 - Processing data in tabular and graphical representation (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive).
 - Basic concepts: Measures of Central tendencies and Dispersion.
 - Relative Positions – Percentiles and Percentile Ranks.
 - Correlation, Product Moment Correlation; Rank Correlation, Biserial Correlation, Point Biserial Correlation, Tetrachoric, Phi Correlation and coefficient of contingency.
 - Concept of Multiple and Partial Correlation and Linear Regression (Bivariate only)
 - Use of software for analysis of data.

Transaction Mode:

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises

Sessional Activities:

The students will undertake the following activities:

- Development of a Research Proposal on an identified research problem.
- Critical analysis of standardized research tools based on its preparation and validation.
- Identification of variables of a research study and classification of them based on types and level of measurement.
- Planning a study based on a research design by keeping the objectives and research questions /hypotheses of a research study.
- Preparation of trend report based on the review of research studies in a particular area.
- Critical analysis of a research report/thesis.

References

- Anpara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
- Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
- Good, Carter, V. Methodology of Educational Research. New York: Appleton Century Crafts.
- Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.
- Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications.
- Mertens, D.M. (1998) Research Methods in Education and Psychology. New Delhi: Sage Publications.
- Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.: The Falmer Press.
- Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall.
- Scott, David & Usher, Robin (1996). Understanding Educational Research. Routledge. London and New York.
- Sharma, Bharti. (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Sidhu, K.S. (1987). Methodology of Research in Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Srivastava, G.N.P. (1994) Advanced Research Methodology. New Delhi: Radha Publications.
- Stake, Robert E. (1995). The Art of Case Study Research. SAGE Publications.
- Tuckman, B.W. (1969) An Introduction to Educational Research. New York: The MacMillan Company.
- Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: McMillan Publishers.
- Van Dalen, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill Co.

- Wiersma, W. (2000). Research Methods in Education. (7th edition). Allyn & Bacon.
- Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication

Inclusive Education

GUMED - TS-IE1: UNDERSTANDING AND DEVELOPMENT OF INCLUSIVE EDUCATION

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2/Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

Objectives:

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

- understand the concept and meaning of Inclusive Education,
- understand different perspectives of inclusive education,
- know about the key legislations and policies for inclusive education,
- aware of the range and focus of literature in the field,
- develop critical understanding of the recommendations of various commissions, policies, schemes and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encountered and prepare conducive teaching learning environment in inclusive schools,
- understand the global and national commitments towards the education of learners with diverse needs,
- utilizing existing support services for promoting inclusive practice,
- seek parental, community and NGO support for utilizing available resources for education in inclusive settings.

Unit I: Introduction to Inclusive Education

- Concept of Inclusive Education
- Need and Importance Inclusive Education
- Scope of Inclusive Education
- Segregation to Inclusion, Education for All Movement
- Different Perspectives of Inclusive Education : Historical , Psychological and Sociological perspectives of inclusive education
- Diversity in the Classroom - socio-cultural differences, gender, language, ability
- Learning styles in a classroom

Unit II Initiatives taken in the direction of Inclusive education

- At the International level
The Universal Declaration of Human Rights (1948), The UN Convention on the Rights of the Child (CRC), International Year / decade of the Disabled Persons (IYDP, 1981), The World Declaration on Education for All and its Framework for Action to meet Basic- Learning Needs, (1990), Salamanca Statement and Framework for action on Special Needs Education (UNESCO)1994
- National level
The Indian Education Commission (1964-66). Integrated Education for Disabled Children (IEDC, 1974), National Policy on Education 1986 (POA, 1992). Rehabilitation Council of India Act, 1992,

The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999, Sarva Shiksha Abhiyan, RMSA, National Curriculum Framework, 2005, IEDSS-2009, RTE-2009, Right to Persons with Disability Bill 2012 /2014).

Unit III: Creating and Sustaining Inclusive Practices

- Factors for Successful Inclusion
- Preparation for Inclusive Education
- Building learning friendly classrooms
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs

Unit IV: Supportive Services for Inclusion

- Concept, importance and types of supportive services (medical, rehabilitative and educational)
- Role of teacher educators in utilizing support services for inclusion (academic supports, resource Room support, support of special schools and special teachers, family and community participation, guidance and counselling, NGO collaboration)

Transactional Mode:

Lecture cum Discussion, group work, ICT- power-point presentation, use of internet etc, and field visit to get first hand exercise on inclusive practices.

Sessional Work:

The students will undertake any one of the following activities:

- Preparation of status report on school education of learners with diverse needs.
- Evaluation of text books from the perspective of learners with diverse needs.
- Field visit to school/ institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Critical review of policy, practice, and panel discussion by a group of students.
- Critical analysis of NCF 2005 / NCFTE-2009 for planning quality teacher preparation programme.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
- Visit to special/ integrated / inclusive classrooms and prepare a comprehensive report
- Visit to a NGO working in the education of LwDNs and prepare a comprehensive report on their contributions and activities.

GUMED - TS-IE2: ADDRESSING THE DIVERSE NEEDS IN INCLUSIVE SETTING

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2 and Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

Objectives:

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

- examine issues of identity and diversity in society in general and education in particular
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,

- develop an understanding of the needs and magnitude of the challenges faced by learners with diverse needs,
- develop an understanding of the educational needs of children from the socially disadvantaged background,
- develop an understanding about the characteristics and nurturance of creativity, and giftedness
- develop an understanding about universal design for learning approach and technology

Unit I: Educational needs of children from the Socially Disadvantaged Background

- Socially disadvantaged section in India-the scheduled castes, scheduled tribes; children from rural areas and urban slum, geographically isolated/ hilly terrains, social and emotional problems, children with special health problems, and children belonging to other marginal groups.
- Provisions in the Constitution for social group, equity and education of socially disadvantaged groups (Education commissions, policies, programmes)

Unit II: Educational needs of children with sensory and Physical impairments

- Hearing impairment – Nature and needs, types, identification, educational provisions
- Visual impairment – Nature and needs, types, identification, educational provisions
- Deaf-blindness - Nature and needs, types, identification, educational provisions
- Physical Impairments- Nature and needs, types, identification, educational provisions

Unit III: Educational needs of children with intellectual and Developmental Disabilities

- Intellectual Disability - Concept, Difference between intellectual disability and mental illness; Levels of ID, Characteristics, identification and assessment, educational provisions
- Learning disability- Concept, types, Characteristics, identification and assessment, educational provisions
- Cerebral palsy – Meaning, types, Characteristics, identification and assessment, educational provisions
- Autism Spectrum Disorders-Concept, types, Characteristics, identification and assessment educational provisions
- Giftedness and Creativity – Concept and characteristics, Types of giftedness and talent, Cognitive and Personality Factors, Identification, Educational provisions and Techniques of Fostering Creativity, implications for inclusion

Unit IV: Teaching in Inclusive Setting

- Teaching in today's inclusive classrooms: A Universal Design for Learning Approach
- UDL – Concept, Principles, Design, Strategies and implications
- Curricular Adaptations in both academic and non-academic areas for meeting the needs of diverse learners

Transactional Mode:

Lecture cum Discussion, group work, ICT -power-point presentation, use of internet, and field visit to get first hand exercise on inclusive practices.

Sessional Work:

The students will undertake any one of the following activities:

- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification and intervention.
- Review of literature related to education of children with diverse needs presentation of reports in a seminar.
- Observation of inclusive teaching strategies and discussion.

- Planning and conducting multi level teaching / use of Universal Design for Learning Approach in the DMS (two classes).
- Observation Learning styles in a classroom.
- Visit to a special school observation of students and study aids and equipment available.
- Any other as per the local availability.

GUMED -TE-INT: INTERNSHIP IN TEACHER EDUCATION

Credits: 4
Duration: 3 Weeks

Max. Marks: 100
Internal: 100

RATIONALE

The would-be teacher educator needs space and time in the curriculum to realistically understand the roles and functions expected of them by observing and analyzing the activities performed by the teacher educators in an institutional context. They also need opportunities to put into action the theoretical understandings about teacher preparation gained through various courses in the curriculum. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice of teacher education on the one hand and of school experiences with that of teacher education on the other.

Course Objectives

The course is designed to enable the prospective teacher educators to

- be acquainted with the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.
- acquire competencies and skills required for effective transaction of the curriculum and organization of component activities such as internship and working with the community
- design in-service teacher professional development program/activities based on the needs of teachers
- develop professional attitudes, values and interests needed to function as a teacher educator

Organization

The internship will be organized in two phases of two weeks in a pre-service teacher education institution and one week in an in-service teacher education setting. Necessary orientation to the students of this programme and mentor teacher educators from the respective institutions of teacher education will be provided before organizing the internship.

Activities

Task Set 1: Pre-service Teacher Education (2 weeks)

- Under the guidance of a mentor teacher educator, undertake planning and implementation of learning experiences on a unit from the prescribed course in the pre-service teacher education curriculum.
- Plan assessment criteria/tools and evaluate the performance of student teachers on the unit transacted.
- Based on the acquaintance with various activities, infrastructure and resources of the teacher education institution, prepare an institutional profile with reflections on the experiences gained

Task Set 2: In-service Teacher Education (one week)

- Undertake assessment of training need through an interview with practicing teachers
- Observe and analyze an in-service teacher education programme
- Review the TLM developed / the report of an in-service teacher education

Evaluation and Scheme of Assessment

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

| | Area | Marks |
|---|--|------------------|
| 1 | Pre-service Teacher Education | |
| | • Observing the transactional approach followed by a teacher educator | 10 |
| | • Planning learning experiences on a unit | 10 |
| | • implementation and evaluation of learning experiences on a group of student teachers | 25 |
| | • Report on institutional profile and reflections | 15 |
| | | 60 marks |
| 2 | In-service Teacher Education | |
| | • Need Assessment/Case study of the professional journey of a teacher educator | 10 |
| | • Analysis of an in-service teacher education programme | 20 |
| | • Review of TLM/Programme Report | 10 |
| | | 40 marks |
| | Total | 100 marks |

SEMESTER III

GUMED - TC4: ADVANCED RESEARCH METHODOLOGY IN EDUCATION

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

Objectives

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

- Test hypotheses by using different statistical techniques;
- Analyse quantitative data of educational research based on types of measurement;
- Analyse qualitative data in educational research;
- Triangulate quantitative and qualitative data;
- Use different software for data analysis;
- Analyse the role of quantitative, qualitative and triangular approaches in educational researches;
- Identify issues of data collection and their treatment;
- Develop a research report, research abstract the research paper.
- Appreciate role of research methodology in the present context.

Unit- I Inferential Statistics-Parametric

- Normal Probability Distribution-Concept, Characteristics and Applications; Standard Scores; Derived scores Concept, use and interpretations of Parametric and Statistics; Concept of sampling Distribution of Statistics; Standard Error as an index of sampling error; Concept of Estimation-Point and Interval; Parametric testing of Hypothesis: Concepts of One-tailed and Two-tailed Test; Type 1 and Type 2 Error; Testing the Significance of the Difference between Means, Variances, Correlations and Proportions. Analysis of Variance and Co-variance: Concept, Principle, Assumptions and Uses.

Unit-II: Inferential Statistics - Non-Parametric

Non-parametric statistics in education; Use of non-parametric tests and its rationale for distribution free data; Chi-Square Test; Median Test; Sign Test, Mann Whitney U-test and Wilcoxon test, Kruskal-Wallis's test and Friedman's test.

- Quantitative Data Analysis by using Computer software {SPSS/R etc.,}

Unit-III: Analysis of Qualitative Data

- Methods of Qualitative Analysis: Coding and Categorising, data reduction, triangulation, constant comparison, induction and deduction, discourse analysis, narrative analysis, content analysis, logical analysis, critical; analysis, credibility and dependability and its preparation.
- Qualitative Data Analysis by using Computer software {AltaVista, N etc.,}

Unit-IV: Report Writing

- Report writing: Chapterisation and presentation. (Language style headings & sub-headings) Quotations, Tables and figures, Footnotes, Bibliography, Pagination Typing and Font, Format of Report Writing; APA reference style.
- Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity, plagiarism.

Transaction Mode:

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Seminar presentations, research exercises.

Sessional Activities:

The students will undertake the following activities:

- Preparation, try out and finalization of a tool.
- Preparing a research design for a study by considering the objectives and research tools.
- Critical analysis of two research papers (One for qualitative research and one for quantitative research).
- A critical assessment of statistical techniques used in a research report/thesis.
- Preparation of graphic designs of data obtained in a research study.
- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.
- Analysis of data using any one computer based statistical package.

References

- Edwards (1973). Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
- Garret, H.E. (1967). Statistics in Psychology and Education, Bombay Vakils.
- Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.
- Guilford, J.P. and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
- Levin, J. (1977). Elementary Statistics in Social Research. New York: Harper and Row Publishers.
- Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication.
- Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.
- Quinn, MC Nemar (1969). Psychological Statistics, New York: Wiley & Sons.

GUMED –CLS-ELE2: ELEMENTARY EDUCATION -2

Credits: 3
 Examination Duration: 2 Hours
 Contact hours per week: Lectures: 2+Tutorials: 1

Max. Marks: 100
 Internal: 50
 External: 50

Objectives

The course intends to:

- Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education
- Understand the functioning of various support services at Elementary Level
- Develop critical understanding about issues and challenges in elementary education
- Understand the significance of EMIS and Research in bringing positive changes in elementary education
- Provide opportunity to develop critical understanding about significance of transitions in elementary education

Unit I: Organisations, Institutions and Agencies of Elementary Education

- Organizations and Institutions in administration and management of elementary education -
 - a) National level –Ministry of Human Resource Development (CABE, NEUPA, NCERT & GUs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development.
 - b) State level - State department of education, Directorates and Secretariats, SCERTs / SIEs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT),
 - c) At the district and sub district levels - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association),
- International Agencies – Important UN Organizations - UNICEF, UNESCO, WHO, IBE

Unit II: Support System at Elementary stage of education

- ICDS and its convergence with Elementary education -Transition from preschool to elementary school
- School guidance services and counseling.
- Early identification and intervention for children at risk – support of multi disciplinary team
- Teacher associations / federations unions and organizations at National and State levels
- Family and community- importance of their role in elementary education

Unit-III: Concerns, Issues and Challenges in Elementary Education

- Achieving UEE - Universal access, retention and success
- Quality concerns in elementary education – classroom processes, learning achievement, teacher and teacher preparation
- Language formula and its implementation - medium of instruction, multilingual approach at primary level
- Implementation of Right of Children to Free and Compulsory Education Act 2009

Unit-1V: Educational Management Information System (EMIS) and Research in Elementary Education

- Role and functions of EMIS, U-DISE, monitoring for quality enhancement
- Utilization of EMIS data for planning, research and feedback for improvement
- Current trend of research in elementary education in India and abroad – gaps and priority areas
 - administration, management and leadership
 - issues related to elementary education (covered in unit III)

- implementation of programs, schemes at the elementary level
- classroom practices
- teacher competency

Sessional Activities*

- Visit an NGO and report on the innovative practices to bring quality into elementary education / collect success stories on movement by civil society groups working for elementary education
- Arrange for a meeting with any civil society group supporting elementary education of children
- Develop a transitional plan for a child from an early childhood education center / home to elementary school. Assess the school readiness of a child / group of children and prepare a report.
- Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government
- Debate on 'social category specific programmes – is it leading to universalization of elementary education'
- Collect one research article in any of the areas mentioned in the unit and discuss its implications for elementary education
- Identify children out of school in a locality and analyse the reasons for not enrolling in school
- View films / videos on issues related to elementary education (Lilkee, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Satyarthi, Malala and many other who speak for education)
- Collect data regarding enrolment of CWSN in a district from EMIS and develop a research proposal to analyse their difficulties/participation/success
- Analyze and compare U- DISE data of any two states available at the NEUPA website
- Analyze and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#)

* The sessional activities are only suggestive.

Transactional Modalities:

- Lecture-cum-discussion, Group discussion, Panel discussion, Seminar, Group Work, Library work, Activities, Projects, Collaborative Presentations
- School visits and sharing of experiences
- Seminar presentation by students on selected themes individually and collectively leading to discussion;
- Library readings on selected theme followed by group discussion;
- Study of documents and references, Reflective interaction with the peer group
- Workshops, assignments and group discussion around issues and concepts studies in theory
- Projects and assignments focusing on observation and interaction with children on specific theme

Suggested Readings

- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Dept. of Education.

- Malhotra, P.L. (1986) School Education in India: Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK

Reference:

- Chopra, R.K.(1993) Status of Teachers in India, NCERT, New Delhi.Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Kundu, C.L. (Ed) (1984) Indian year Book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- Malhotra, P.L. (1986) School Education in India : Present status and Future Needs, NCERT, New Delhi.
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
- Duggan R C and Pole C J (1996) Reshaping education in the 1990s:Perspectives on Primary schooling Falmer Press UK
- Government of India, MHRD, Department of School Education and Literacy (2001, 2007, 2011). Sarva Shiksha Abhiyan: frame work for implementation
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- MHRD (2001): Convention on the Right of the child. New Delhi.
- Mohanty, J N (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi.

GUMED - PC4: PHILOSOPHY OF EDUCATION

Credits: 3

Contact Hours: 2L + 1T

Examination: Two Hours

Maximum Marks: 100

Internal: 50

External: 50

Objectives:

The course intends to:

- Develop insights into nature and purpose of philosophy of education;
- Develop critical understanding of normative nature of education
- Develop abilities to identify processes, and sources of knowing in different contexts and different subject knowledge;
- Develop insight into theories of knowledge;
- Develop the ability to appreciate the critical role of culture in knowing;

- Equip with theoretical tools to analyze emerging concerns in education

Unit-I: Understanding Philosophy of Education

- Philosophy: Meaning, Nature, and Purpose;
- Branches of Philosophy –Ontology (Meta-physics), Epistemology and Axiology
- Functions of philosophy: speculative, normative/prescriptive and analytical
- Philosophy of Education: Meaning, Nature and Purpose
- Reflecting and classifying the meaning and definitions of education in terms of /from the perspective of---
 - ✓ Education as process
 - ✓ Education as purpose
 - ✓ Education as system
 - ✓ Education as profession

Unit-II: Understanding knowing and Knowledge: Epistemological Enquiry- I

- Knowing Process: sensation, perception, reason and conception
- Doing, thinking and feeling in knowing
- Knowing: Sources & Ways of knowing: western and Indian (Pramanas- their origin from different philosophical systems; different pramanas) and their implications to school knowledge
- Knowing: Relative roles of knower –the subject-and the to be known- the object-
- Role of Intuition in knowing
- Reason: Meaning and Nature—Role of reason in meaning making and knowledge construction
- Role of culture in knowing: Particularly language and symbols

Unit-III: Understanding knowing and Knowledge: Epistemological Enquiry- II

- Knowledge: Meaning and nature; Knowledge as belief and knowledge claim as truth/ as truth claim
- Constituents of Knowledge: Facts, Principles, Laws, Concepts and Theories
- Different facets of knowledge: Concrete –Abstract; Particular- Universal;
- Origin of Knowledge: contending theories: Empiricism and Rationalism
- Different forms of Discipline and their relation to school knowledge
- Nature of school knowledge
- Validation of Knowledge-different theories

Unit-IV: Understanding Values: Axiological Enquiry

- Values: Meaning and their role in individual and social life
- Values and associated terms—ethics, morals, principles, rules, principles, laws, customs and tradition
- Values: Sources and their nature
- Kinds of Values: Personal, Economic, Social, Political and Spiritual
- Theories of values: Subjective and Objective theories

- Value conflict, Value crisis—crisis in values
- Role of education in value transformation
 - Aims of Education: Historical inquiry
 - Political ideologies and aims of education
 - Economic imperatives and aims of education
 - Cultural moorings and aims of education
 - Individual aim and social aim: Relationship (balancing)
 - Cultural aim and economic aim: Contradictory or complimentary
 - Constitutional values-Equality, Freedom and Social Justice, secularism: Philosophical Understanding; Rationality as a value
 - Role of education in realizing the Constitutional Values: Possibilities and limitations
 - Globalization and its impact on the Purposes of education

Transactional Modalities:

- Expositions, Lectures, Reflective talks, dialogue, discussion
- Library readings;
- Documenting the dialogues.

Sessional Activities:

- Analysis of aims of education in successive curriculum frameworks –starting from McCauley Minutes -1835, 1975, 1988, 2000 and 2005- to reflect on the change and continuity in the articulation of aims of school education and the ideological reasons for change and continuity.
- Readings on Aims of Education by Alfred North Whitehead and discussion
- Readings on values in Upanishads, Gandhi, Aurobindo, Swami Vivekananda, Tagore, J. Krishnamurthi on values and their relevance to constitutional values and value education in schools followed by presentations.

Suggested Reading

- Alfred North Whitehead (1967), *Aims of Education and Other Essays*, The Macmillan Company, New York.
- Ant Weiler, C. (1998). 'Low Knowledge and Local Knowing: An Anthropological Analysis of Contested "Cultural Products" in the Context of Development. *Anthropos*, 93:46-94.
- Bernstein (1971), 'On Classification and Framing of Educational Knowledge", in *Class, Codes and Control*, Volume: 3: Towards a Theory of Educational transmission, Second edition (1977) edited by M.F.D. Young.
- Butchvarov, P. (1970), *The Concept of Knowledge*: Evanston, Illinois: North Western University Press.
- Berger, P. and T. Luckmann (1966). *The Social Construction of Reality. A Treatise in Sociology of Knowledge*. Penguin Books, London.
- Brown, D. M. (1958). *The White Umbrella: Indian Political Thought from Manu to Gandhi*. University of California Press, Berkeley.
- Chomsky, N (1986). *Knowledge of Language*, Prager, New York.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta University Press, Calcutta.

- Dewey, John (1938) Experience and Education.
- Diane Tellman (2000), Living Values: An Educational Program, Sterling Publishing Private Limited, USA.
- Haris Kevin (1979). Education and Knowledge: The Structured Mis-interpretation of Reality. Routledge & Kegan Paul Ltd,. London.
- Hiriyanna, M Indian concept of values, Univ Of Mysore, Vani vilas Press
- Hiriyanna ,M (1932) Outlines of Indian Philosophy, Univ Of Mysore, Vani vilas Press
- Radha Krishnan,S Indian Philosophy.
- Aurobindo Upanishads
- Keddie, N.(1971) : Classroom Knowledge, in. M.F.D Young.
- Krishna Murthy, J. (1947) On Education, Orient Longman, New Delhi.
- Kumar Krishna (1991) Political Agenda of Education Sage Publication, India Pvt. Ltd., New Delhi.
- Kumar Krishna (1996). Learning From Conflict, Orient Longman, New Delhi.
- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Margaret (1999). The Open Classroom: A Journey Through Education, Orient Longman, New Delhi.
- Mother (1960). Education and Aims of Human Life. Aurobindo Ashram Press, Pondicherry.
- NCERT, (2005). National Curriculum Framework-2005. National Council of Educational Research and Training, New Delhi.
- NCERT, (2014). Basics in Education. National Council of Educational Research and Training, New Delhi.
- Padma M. Sarangapani, (2003), Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publications, New Delhi.
- PETERS, R.S. (1967). *The concept of education*. Great Britain: Rutledge &Kegan Paul Ltd.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Philips, D.C. (Ed) (2000). On Behalf of The National Society for the Study of education (NSSE). Constructivism in Education. Opinions and Second Opinion on Controversial Issues. Part – I, The University of Chicago Press, Chicago.
- Russell Bertrand (1977). Education and the Social Order. Unwin Paper Back, London.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Winch, C (1986) Philosophy of Human Learning, Routledge, London.
- Stella Van Petten Henderson (1960), Introduction to Philosophy, The University of Chicago press, Chicago.
- John S Brubacher, (1969) Modern Philosophies of Education. Tata McGraw Hill Pub., Co.,Pvt., Ltd, New Delhi.
- AUROBINDO. S. (1990) *On education*. Aurobindo Ashram, Pondicherry.
- Dewey, J (1916) Democracy and education, New York: The Macmillan Company.
- KABIR, HUMAYUN (1961). Indian philosophy of education, Bombay: Asia publishing house.
- KRIPLANI, K. (1980). Rabindranath Tagore: A biography, Shantiniketan: ViswaBharathi.
- KRISHNAMURTHI, J (1994). Education and the significance of life. Krishnamurthi Foundation, India.
- Learning: The treasure within (1996). UNESCO.

GUMED - TS-IE3: CONCERNS, CHALLENGES, AND ISSUES IN INCLUSIVE EDUCATION

Credits: 2

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2 and Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

Objectives:

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

- understand concerns, challenges and issues in the implementation of IE,
- know about controversial issues in inclusive education, including particularly marginalised groups, specific learning difficulties and the future of special schools,
- use ICT in inclusive settings,
- develop the ability to conduct and supervise research and action research activities,
- develop research skills and understanding of various methods and tools used in the research in IE in order to explore these issues further,
- identify, analyse and utilize various techniques and methods required for the development of practical skills among LwDNs,
- use assistive devices and strategies for meeting diverse needs
- develop a positive attitude and sense of commitment towards actualizing the right to education of all learners
- develop an understanding of evaluation and alternative assessment

Unit I: Teacher Preparation for Inclusive Education

- Critical analysis of the curriculum of Institutions preparing teachers with reference to inclusive education – National and International
- Discussion on the best practices in teacher preparation – National and International
- Professional growth of teacher educators (sharing of success stories)

Unit II: Changing roles of Education in Schools

- Assistive Devices, and Strategies for meeting learning needs of diverse learners
- Challenges and Issues in the Implementation of Inclusive Education, Controversial issues in Inclusive Education, including particularly marginalized groups, specific learning difficulties
- Need for flexible evaluation system, and Alternative assessment.

Unit III: Research Methodology in Inclusive Education

- Research Methods and Research Tools (Case study, In depth Interviewing, Ethnography and Observation, Narratives, Documents and Diaries) needed,
- Steps involved in planning and supervising research activities,
- Recent trends in Research in Inclusive Education,
- Review of Research in the area of Inclusive Education (sessional work)

Transactional Mode:

Lecture cum Discussion, group work, ICT - power-point presentation, use of internet, and field visit to get first hand experience on inclusive practices.

Sessional Work:

The students will undertake any one of the following activities:

- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Reflective Journal writing
- Preparation of IEPs, and Case studies of LWDNs
- Administration of Psychological tests
- Identification of an area and conduct Action Research
- Handling of Aids and appliances/ assistive devices used in the education of learners with diverse needs
- Review of National/ International Journals in Inclusive Education
- Conduct a survey on the type of supportive service needed for inclusion of learner of diverse need of your choice and share the findings in the class.
- Preparation of ICT based teaching learning materials

References:

- Ainscow, M. and Booth, T (2002) *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving Schools, Developing Inclusion*, London: Routledge.
- Ainscow, M. (1999) *Understanding the Development of Inclusive Schools*, London: Falmer Press.
- Booth, T., Nes, K., Stromstab, M. (2003) *Developing Inclusive Teacher Education*, London: Routledge Falmer.
- Clough, P. and Corbet, J. (2002) *Theories of Inclusive Education – A Students' Guide*, Paul Chapman Publishing Ltd.
- Cohen, L Manion, L and Morrison, K (2000) *Research Methods in Education* London: Routledge
- Coleman, M and Briggs, A (2002) *Research Methods in Educational Leadership and Management*, London: Paul Chapman Publishing
- Collard, J and Reynolds, C (eds) (2005) *Leadership, Gender and Culture in Education*, Maidenhead: Open University Press
- Deiner, L. Penny, (2010), *Inclusive Early Childhood Education 5th Ed*. Wadsworth Cengage learning Belmont, CA USA
- Gunter, H (2006) "Educational leadership and diversity" *Educational Management, Administration and Leadership*, Special Edition: Diversity.
- Hegarty, S. and Mithu Alur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd
- Halsall, R. (Ed.) (1998) *Teacher Research and School Improvement*. Open University Press
- Hammersley, M. (1999) (ed) *Researching school experience. Ethnographic studies of teaching and learning*, London: Falmer Press.

- *IEDSS 2009 MHRD, New Delhi*
- *Index of Inclusion (2014) NCERT, New Delhi.*
- *Jangira, N.K. and Ahuja, A. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi*
- *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*
- *Julka, A (2006) Inclusive children and youth with disabilities in Education- a guide for practitioners NCERT, New Delhi*
- *Karantha, P. and Rozario, J. (2003) Learning Disabilities in India, New Delhi: Sage Publication India Pvt. Ltd.*
- *Lozman, Tim, Deppeler, J. and Harvey,D. (2005) Inclusive Education- a Practical Guide to Supporting Diversity in the Class, London: Routledge Falmer.*
- *Lowenfeld, B (1973) (Ed) The Visually Handicapped Child in School New York: Jhon Day*
- *Mittler, P. (2000) Working Towards Inclusive Education: Social Contexts, London:David Fulton.*
- *National Policy of Education 1986 (revised 1992)*
- *Nind, M., Rix, J., Sheehy, K. & Simmons, K. (2005) Curriculum and Pedagogy in Inclusive Education. Values into Practice. London: RoutledgeFalmer*
- *Nielsen, L.B. (1998) The Exceptional Child in a regular Classroom- an Educator' Guide. Corwin Press Inc. A Sage Publication Company, California.*
- *Nind, M., Rix, J., Sheehy, K.,and Simmons, K. (2005) Curriculum and Pedagogy in Inclusive Education Values and Practice. London: Routledge Falmer.*
- *Orlich, D.C., Harder, R.J., Callahan, R.C. trevisan, M.S., and Brown, A.H. (2004) Teaching Strategies- A Guide to Effective Instruction (Seventh edition) New York: Houghton Mifflin Company.*
- *O'Hanlon, C. (2003) Educational Inclusion as Action Research. Glasgow: Open University Press*
- *Persons with Disabilities Act 1995*
- *Rao, Indumati et al (2011) Moving away from Label, Bangalore CBR NETWORK (south asia)*
- *Rehabilitation Council of India Act 1992*
- *Rehabilitation Council of India Act 2005 Annual Report*
- *Right to Education Act 2009*
- *RMSA (2009) for detail www.rmsa.nic.in*
- *Stubbs, S. (2002) Inclusive Education Where There Are Few Resources. Oslo, Norway: The Atlas Allince.*
- *Swarup S. (2007) Inclusive Education, Sixth Survey of Educational Research, New Delhi: NCERT*
- *Thomas, G. and Vaughan, M. (2004) Inclusive Education: Readings and Reflections, Maidenhead: Open University Press.*
- *Tilstone, C., Florian, L. and Rose, R. (Eds.) (1998) Promoting Inclusive Practice, London: Routledge*
- *UNICEF(2003) Examples of Inclusive Education*
- *World Bank (2003)Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.*

[i] <http://www.unesco.org/en/efareport> page 12

[ii] <http://www.connectaschool.org/>

[iii] http://iite.unesco.org/policy_briefs/

[iv] <http://www.unesco.org/en/efa/>

ITU/G3ict e-Accessibility Policy Toolkit for Persons with Disabilities

http://www.e-accessibilitytoolkit.org/toolkit/promoting_assistive_technologies/open-source

ABLEDATA: *AbleData - Your source for assistive technology information* from <http://www.abledata.com/>

European Agency for Development in Special Needs Education, 2001. *Information and Communication Technology (ICT) in special Needs education (SNE)*. Available at

<http://www.european-agency.org/publications/ereports/>

Technology and Social Change (TASCHA) group, University of Washington. *Technology for employability in Latin America: Research with at-risk youth & people with disabilities* page

86 http://cis.washington.edu/files/2009/11/tascha_ict-employability-latin-america_200910.pdf

GUMED –TS-IE-INT: INTERNSHIP IN IE

Credits: 4

Total Duration: 3 Weeks

Max Marks: 100

Internal: 100

Objectives

The course is designed to enable the would-be teacher educators to

- develop sensitivity and positive attitudes, values and interests needed to function as an inclusive teacher educator
- acquire competencies and skills required for effective implementation of Inclusive education
- be acquainted with the content and organization of curriculum, infrastructure and resources needed, and the issues and problems related to inclusive education
- involve in various activities and processes of inclusive education and inclusive institution, in order to gain an insight in to the multiple roles of a teacher educator.
- design professional development program/activities based on the needs of teachers

Activities:

1. Visit to schools from any disadvantaged background (disability, tribal, minorities, urban slum etc). Observe few classes
 - a. to understand the culture of the school and classroom
 - b. identify specific needs of learners
 - c. critically analyse and report on ways and means of including them in regular schools

(1 week, 1 credit) 25 Marks
2. Visit an inclusive school where children from any disadvantaged background are enrolled. Observe the school / classroom with reference to the index of inclusion (culture, policy and practice). Give a suggestive plan for effective inclusion of such students.

(1 week, 1 credit) 25 Marks
3. Design and implement at least 3 lessons (1 in subject area, 1 in art and craft, 1 in physical education) based on universal design for learning (UDL) for any class at the elementary / secondary level.

(1 week, 1 credit) 25 Marks

4. Attachment with an NGO / research institute working for the education / habilitation of children from the disadvantaged background.
or
Develop and try out ICT enabled learning resources
or
Read and discuss on the life of individuals who have converted disadvantage into opportunities and achieved in life
or
Role of SMC/PTA/MTA for effective implementation of inclusive education

(1 week, 1 credit) 25 Marks

SEMESTER IV

GUMED -TC5: ACADEMIC WRITING

Credit: 2

Marks: 50 (Internal Assessment)

Duration: Workshop mode spread over semester

Rationale: This course aims to create expertise in writing skills. Since academic writing does not cover professional aspects of writing (e.g., CV, noting and drafting, letters etc.) which teacher educators will require for different purposes, so the title of this course is Writing Skills. Academic writing is given full weightage in this course.

Objectives:

1. To facilitate learners to understand different types of writing and writing styles
2. To enable the learners to write reports
3. To engage learners with journalistic writing
4. To develop creative writing skills amongst learners
5. To enable learners to handle professional writing

Transaction Mode: Different theoretical aspects of writing skills will be taught through presentation cum discussion mode. Practical exposure/group work/individual assignment/etc. will be given to trainees on different kinds of academic writing.

Types of Writing and writing styles

Presentations on different types of writing (narrative, descriptive, persuasive, academic, creative, reflective Journal) and writing styles should be made by the teacher. ICT tools can be utilized for this purpose.

Reports: Sample Reports of Seminars, Project Reports, Research reports, Institutional reports, Field visit reports should be shown to students. This should be followed by a discussion.

Suggested Tasks--- writing reports.

Journalistic Writing and Expository Writing

Samples of Book reviews, Film reviews, Editorials, Articles and Film scripts (as per requirement) can be provided to learners. Discussion can be encouraged amongst learners to understand features of journalistic writing.

Suggested Tasks--- writing book reviews, film reviews, editorials, articles

Creative Writing

Learners should be provided exposure to some literary works like poems, stories, travelogue, diary and children's literature. They can discuss on what makes literary works creative and also appreciate aesthetics in literary pieces.

Suggested Tasks- Writing poems, stories, travelogue, diary, film scripts and writing for children

Professional Writing

Samples of the letters, memos, official minutes, CV, official files for noting and drafting should be shown to learners. Let them discuss and understand the format and content.

Suggested Tasks- writing letters, resume, note, official minutes and memos.

Modes of Assessment: Assessment can be continuous and comprehensive, i.e., in each workshop and tasks suggested can be used for this purpose.

Note: Assessment will be by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The peers may also evaluate.

Suggested Readings:

- Mc Carter, Sam and Norman Whitby. Improve your IELTS Writing Skills, Macmillan. New Delhi, 2009.
- Gangal, J. K. Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi, 2011.
- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Murray, R. (2004) Writing for Academic Journals. Maidenhead: Open University Press.

GUMED - PC5: SOCIOLOGY OF EDUCATION

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

Schools are the primary institution for instructing, training and socializing the next generation. The course on Sociology of Education critically examines the place and role of schools and schooling in the wider society. It is intended to familiarise students with the theoretical perspectives, dynamics of education practice in the context of society and school. Education as an institution is greatly influenced and determined by socio-economic and political realities. While informing the student about these realities, the course will also familiarise the student about the social institutions and individual experiences which affect

the education and its outcomes. The course relates to the education systems of modern industrial societies, changes happening within educational practices, major debates in educational research and policy and the alternative forms of schooling and their influences.

OBJECTIVES

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

- understand the nature and scope of Sociology of Education; analyse, interpret and synthesize various concepts and sociological principles related to educational phenomena
- to understand educational institution as an agency of socialization
- apply the knowledge of sociology in the analysis of present-day educational system
- to analyse the relationship of education with culture, social stratification and social mobility
- reflect the educational issues that relate to education system and practice (iii) changes occurring in the framework of education and their factors and (iv) the need to have a critical understanding on education and society.
- analyse education from different sociological perspectives and theoretical frameworks.
- review the seminal works in the Sociology of Education

COURSE CONTENT

Unit I: Understanding Sociology of Education

- Sociology of Education:
 - Nature, scope, Need and Relevance
- Social Structure:
 - Meaning and Definition of Social Structure
 - Role and Function of Education in Social Structure
- Sociological Concepts and their relationship with Education:
 - Social Stratification:
 - Concept, and Types of Social Stratification
 - Education and Social Stratification
 - Social Mobility:
 - Concept, and Forms of Social Mobility
 - Factors affecting Social Mobility
 - Education and Social Mobility

Unit II: Social Context of School

- Schooling as a socio-cultural process
 - School as a Social Organization
 - Sociological Function of School
- Socialization: Stages, Types and Theories
- School Culture and Home culture: Issues of Conflicts and Compatibilities
- Peer Groups and Media: Socialization of Learners

Unit III: Sociological Perspectives and Thoughts in Education

- Functionalism:
 - Emile Durkheim: "On Education and Society"
- Symbolic Interactionism: Blumer- "Social interaction at school"/ Rosenthal & Jacobson
- Sociological Thought in Education

- Sociology of Knowledge: Karl Manheim
- Social Character of Learning: Krishna Kumar

Unit IV: Sociology of Schooling in India

- Indian Social Structure: Caste, Class, Gender, Tribes and its bearing on Schooling
- Exclusion, Inclusion and Equity in India – Sociological Analysis
- Indian Society: Issues and Concerns
 - Multiculturalism and Multilingualism- Sociological Reflections
 - Social Change & Social Control: Role of School
- Sociology of Teaching:
 - Teacher Personality: Conceptual Understanding
 - Teacher Authority vs Learner Autonomy: Reflections

Mode of Transaction:

- Teacher acts as a facilitator and delivers lectures on the concepts
- The course work will be carried out in the form of seminar. The prescribed readings are given in the references and students are expected to read the reference books before coming to the classroom. Students have to form groups consisting of 4-5 members and discuss their critical understanding pertaining to the readings given for the particular topic in each unit.
- Group presentations facilitated by the teachers will be one of the core components of the transaction

Sessional Work:

Students are expected to take two or more tasks to fulfil the sessional work

- Review the volumes “Field Studies in Sociology of Education” published by NCERT (1978)
- Book review pertaining to Sociology of Education. Apart from highlighting the ideas that book articulates and the way arguments with evidences are provided, students will have to critically review the strengths and weakness of the book. Also, the relevance of the book in understanding day to day phenomena that are happening in the school and teacher education system at large have to brought at the end of the book review.
- A term Paper based on the topics in the syllabus. It has to be very argumentative and analytical in nature.
- Thematic Presentations

Suggested Readings

1. A.H. Halsey et. al. (eds.). 2002. Education. Culture, Economy, Society. Oxford: Oxford University Press. (Selected chapters).
2. Apple, M. W. 1982. Cultural and Economic Reproduction in Education: Essays on class, ideology and the state. London: RKP. (Chapters 1, 9).
3. Banks. Olive. 1971. Sociology of Education, (2nd Ed.) London : Batsford.
4. Benei, Veronique. 2009. Schooling India. Hindus, Muslims and the Forging of Citizens. New Delhi, Orient Blackswan.
5. Bernstein, Basil. 1996. Pedagogy. Symbolic Control and Identity. London: Taylor and Francis. (Chapter 1).
6. Beteille, A. 1985. Equality of Opportunity and the Equal Distribution of Benefits. Pune: Orient Longman (Gokhale Institute of Politics and Economics).

7. Blackledge, D and Hunt, B. 1985. Sociological Interpretations of Education. London, Crom Helm.
8. Bourdieu, P. and Passeron. J.C. 1978. Reproduction in Education, Society and Culture. London: Sage. (Book 1).
9. Chanana, Karuna: Interrogating Women's Education, Jaipur and New Delhi, Rawat Publications, 2001.
10. Coleman, J. S. 1968. "The Concept of Equality of Educational Opportunity". Harvard Educational Review, 38(1): 7-22.
11. Dewey, J. (1916). Democracy and Education. An Introduction to the Philosophy of Education. New York: Free Press.
12. Durkheim, E. 1956. Education and Society. New York: Teachers College Press.
13. Durkheim, E. 1961. Moral Education. New York: The Free Press.
14. Friere, P. 1970. Pedagogy of the Oppressed. New York: Continuum.
15. Gandhi, M.K. 1977. Basic Education, in The Collected Works. Ahmedabad: Navajivan.
16. Gore, M.S. et.all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.
17. Ramachandran, V. 2004. Gender and Social Equity in Primary Education, Sage Publication.
18. Thapan, M. 2006 (1991). Life at School. An Ethnographic Study. New Delhi: OUP.
19. Wazir, Rekha (2000) The Gender Gap in Basic Education. New Delhi, Sage Publications.

Compulsory Reading:

Sadovnik, A.R. (2010) Sociology of Education: A Critical Reader. Routledge; 2nd edition.

ISBN-10: 0415803705

Schools and Society: A Sociological Approach to Education

Teacher Education II

GUMED -TEC2: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

OBJECTIVES

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

- Conceptualize the meaning and different perspectives of teacher professional development
- Understand the policy perspectives on teacher education
- Understand the structure and management of teacher education
- Gain insight into the problems, issues and research trends in secondary teacher education

COURSE CONTENT

UNIT 1: Perspectives of Teacher Education

- Teacher Development: concept, factors influencing teacher development – personal and contextual.
- 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 II: Structure, Management and Quality Assurance in Teacher Education

- Structure of teacher education system in India - its merits and limitations.
- Review of Recommendations of various committees, regulatory bodies related to teacher education; Kothari Commission, Justice Verma Committee, NPE 1986, POA 1992, NCFTE 2009, NCTE Regulation 2014.
- Universalization of secondary education and its implication for teacher education at secondary level.
- Meaning of quality assurance and its indicators in teacher education
- Role of different agencies in quality assurance of teacher development
DIETs, SCERT, CTE, IASE, NCERT, NUEPA, UGC,
- Assessment of Quality of a teacher education programme/ institutes NCTE, NAAC.

UNIT III: Research in Teacher Education

- Trends of research in teacher education – review of recent research studies in teacher education with reference to design, findings and policy implications.
- Areas of research in teacher education: teaching, teacher characteristics, teacher performance, teacher educators and teacher education institutions.
- Research on pedagogical approaches in teacher education including classroom processes.

UNIT IV: Problems and Issues in Teacher Education

- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation.
- 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.
- Code of conduct and professional ethics for teachers

Sessional Work may include:

- Study of Reports of various committees and commissions with reference to professional development of teachers.
- Select any one current practice in teacher education and trace the background of its formulation as a policy e.g., Internship in teaching.
- A critical appraisal of researches in areas of teacher education
- Critical Review of at least one Training material/package developed by the national/ state/ district level training institute

Suggested Readings

- Canon, L. & Monin, L. (1978). A Guide to Teaching Fanciness. London: Mtehner & co. Ltd.
- Coomb, A.W. et al. (1974).: The Professional Education of Teachers: A Humanistic Approach to Teacher Training, Boston: Allyaon & Becon Inc.
- Flanders, N.A. (1970). Analysing Purching Behaviors. Massachusetts: Addison Wesley Publishing Co Reading.
- 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 Virgins: ASCD.

GUMED - PC6: CURRICULUM STUDIES

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 1

Max. Marks: 100

Internal: 50

External: 50

OBJECTIVES:

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

- Understand the meaning, nature and determinants of curriculum
- Compare various types of curriculum
- Gain insight into the epistemological, sociological and the psychological bases of curriculum development.
- Conceptualize the meaning and various methods/media for curriculum Transaction.
- Understand the various guiding principles for selection and organization of learning experiences.
- Understand the process of curriculum evaluation
- Analyse the issues in curriculum evaluation

Unit 1. Concept, Bases and determinants of curriculum

- Meaning and nature of curriculum
- Concept of Core curriculum, Hidden curriculum, Spiral curriculum, Activity based curriculum and their relevance.
- **Types of Curriculum:** Subject-centered; Learner-centered; Community centered; Environment centered
- Psychological, Sociological, and Cultural basis of curriculum.
- Determinants of curriculum: Relevance, flexibility, quality, contextuality and plurality.
- Curriculum framework-need and importance; ramification of curriculum framework into curriculum, syllabus, units and textbooks.

Unit 2: Curriculum development

- Meaning of Curriculum development:
- Curriculum development as a continuous and cyclic process
- Components of curriculum development
- Aims and objectives of curriculum and their bases; Selection and organization of content and learning experiences: Principles and criteria for selecting content and learning experiences- Cognitive, Validity, Critical perspectives, applicability, Utility, objectivity, scope for inclusiveness, breadth of coverage and depth of understanding
- Organizing principles: continuity, sequence, integration with illustrations.

Unit 3: Implementation of Curriculum in School.

- School as site for curriculum implementation: Administration in creating context for curriculum development; Available infrastructure; Curriculum sites; curricular resources (text book, teacher's hand book, library, laboratory, school playground, neighborhood etc.)
- Teacher's Role in Curriculum construction, Curriculum Transaction and researching in curriculum.
- Teacher as a critical pedagogue.
- ICT in curriculum transaction.

Unit 4: Curriculum Evaluation

- Meaning of curriculum evaluation;
- Tools and Techniques of Curriculum Evaluation:
 - Observation; classroom interaction (with teacher and in peer group, group work) Oral: pretesting, diagnostic questions
 - Interview: consulting users of curriculum, An opinionnaire
 - Maintaining daily dairy by the children as well as teachers. Project work
 - Maintaining portfolio of the work and their presentation
- Formative Evaluation
 - Concept of formative evaluation, scope and importance.
 - Collection of appropriate evidences during designing of Curriculum
 - Revision based on evidences during designing and trying out
- Summative Evaluation
 - Concept of summative evaluation, scope and importance
 - Summative evaluation based on Test
 - Students' reaction to instructional process (who have completed the course and are in job) teachers views concerning effectiveness of instruction; parents' reaction about courses; Issues in Curriculum evaluation

Sessional Activities:

- Detailed study of National curriculum framework of school Education, India (1988 onwards) followed by seminar presentation.
- Preparation and presentation of paper on State Curriculum framework of different states in the country.
- Readings of selected papers on curriculum studies followed by presentations

References:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
- Butchvarov, P. (1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). Knowledge of Language, Prager, New York.
- Datta, D.M. (1972). Six ways of Knowing. Calcultta University Press, Calcultta.
- G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and the curriculum. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.

- NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- NCTE (2009) National Curriculum Framework for Teacher Education.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework, NCERT, Sri Aurobindo Marg, New Delhi.
- Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
- Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
- Whecker D.K. (1967) Curriculum Process, University of London Press.

GUMED -TC6: DISSERTATION

| Sl. No | Research Dissertational Activity | Mode of Engagement | Time required | End Product | Marks |
|--------|--|---|---------------|---|-------|
| 1 | Understanding the Objects of research in Education Lead Questions/Guided Questions <ul style="list-style-type: none"> • What is/are objects of research in education? • How diverse they are? | Debate and dialogue | 2 Hours | Identification and listing of objects/issues/variables of education --Preparation of list and their nature; Either preparation of Table or listing them in sentences (in 500 words) | 5 |
| 2 | Identifying Research Areas Lead Questions/Guided Questions <ul style="list-style-type: none"> • What areas of research interests you have? And why? <ul style="list-style-type: none"> ○ Infrastructure related ○ Process related ○ Pedagogy related ○ Policy related ○ Socio-cultural aspects of schooling related and etc.. | Self dialogue; Exploring one's personal interests, academic strengths and background to relate with research area; Seminar presentation | 1 Week | Listing the area of research of one's own interest and mentioning the reasons. Which of the above falls within the expressed area of interest (Write up) | 5 |
| 3 | Review of research literature Lead Questions/Guided Questions <ul style="list-style-type: none"> • How the review needs to be done? • What is to be observed in RRL? <ul style="list-style-type: none"> ○ Statement of the Problem. ○ Variables of the study ○ Objectives | | 2 | Identifying one study for each of the | |

| | | | | | | |
|--|--|--|--|--|--------------|-----------|
| | <ul style="list-style-type: none"> ○ Research question/hypotheses ○ Methods ○ Findings and their interpretation ● How the research is conducted in the research literature that you are reviewing? ● What are the components that need to be seen in RRL? ● Where do you use the RRL in your research? ● Should the Theme based review is better? ● Should the Chronology of research be the better way? | Library work; Table work; | Weeks Two blocks of Two hours, per week | 'object'/issues/variables of study listed above; (as many and as diverse as possible) Review report writing and presentation | 10 | |
| 4 | Evolving and Stating Research Problem Lead Questions/Guided Questions <ul style="list-style-type: none"> ● How do you state your research problem? | Classroom dialogue and seminar presentation | 1 Week | Statement of the Problem Spelling out effect/relation/interaction between the variables | 5 | |
| 5 | Conceptualization of the Problem | Seminar presentation | 2 Weeks | Write up on conceptual/theoretical basis for the above stated problem (1000 words) | 5 | |
| 6 | Framing of Objectives of the Study | Classroom presentation, discussion, refinement | 1 Week | Finalization of the Objectives (Write up) | 5 | |
| 7 | Formulation of Research questions/hypotheses | Classroom presentation, discussion, refinement | 1 Week | Finalization of the Research Questions/Hypotheses (Write up) | 5 | |
| 8 | Methods of the Research Study | Classroom seminars, debates | 1 Week | i. Identifying appropriate method of study for one's research ii. Identifying appropriate tools and techniques for one's research. (Write up) | 5 | |
| 9 | Sampling procedure | Classroom presentation | 1 Week | Identifying Sample, sampling technique along with rationale (Write up) | 5 | |
| (To be assessed by a committee of Guide and two other staff) | | | | | Total | 50 |
| 11 SEMESTER ACTIVITIES | | | | | | |
| 10 | Preparation of Research Proposal/ Synopsis (1500-2000 words) | | | Detailed proposal | 25 | |
| 11 | Presentation of Research Proposal /synopsis | Classroom seminar presentation | 2 weeks | Written Proposal and its Presentation | 5 | |
| 12 | Planning the data collection Procedure | Seminar presentation | 1 Week | Write up | 5 | |
| 13 | Tool development | Seminar presentation | 1 Week | Mention the tools required and their | 5 | |

| | | | | | |
|--|--|--|--------|---|------------|
| | | | | preparation/adaptation process and the rationale | |
| 14 | Chapterization (Tentative) Skeleton of the chapters | | 1 Week | Write up on chapterization along with rationale for the proposed chapterization | 5 |
| 15 | Data Analysis Procedure | | 1 Week | Identifying and Mentioning the procedure in written mode along with rationale for the proposed data analysis procedure. | 5 |
| (To be assessed through a presentation by a committee of Guide and two other staff) Total | | | | | 50 |
| Valuation of Dissertation by an external examiner | | | | | 100 |