

**Mahatma Education Society**

**(Estd.) 1970**



**PILLAI COLLEGE OF EDUCATION & RESEARCH**

Dr. Pillai Teacher Education & Research center,  
Plot 1, Sector -8, Khanda Colony, New Panvel- 410 206 (w)

**(NAAC ACCREDITED A Grade)**

**Ordinances, Regulations and the Curriculum for the**

**M. Ed. 2 Years Degree Course**

**(Full Time)**

**Affiliated to the University of Mumbai**

**Recognized by the NCTE**

**PRINCIPAL**

**Dr. SALLY ENOS**

M.Sc. (Biochem), M.Sc. (Env. & Ecology), M.Ed., Ph.D., NET

(As per Credit Based Choice System with effect from the  
academic year June 2016)

## OUR VISION

*“To foster positive attitudes and ideals to be socially responsible and competent teacher with individual identities in order to enable the student teachers to translate great ideas into good actions”.*

.....*AND*

## MISSION

*To promote purposive education through globalization of mind and society and using education for value transmission in order to enable the student teacher to perform effectively different roles as a teacher in the present society.*

## **Objectives of the Institution**

1. To prepare humane professionals by enhancement of the heart and soul.
2. To prepare the Student – teachers to perform effectively different roles expected in changing global Scenario.
3. To empower the Student teachers with competencies required for professional growth.
4. To develop the attitude of Professionalism by inculcating Dedication, Commitment, Accountability & Professional Ethics.
5. To foster virtues like Sincerity, Sympathy, Gentleness, Modesty, Humility, Compassion, Courtesy, Co-Operation, Fair play, Self Esteem Self-Control and Truthfulness.
6. To encourage the student teachers to apply the knowledge creatively to relevant situation.
7. To develop Leadership Competencies to plan, organize & conduct various Educational activities.
8. To provide avenues to the Student teachers for exchanging ideas, raising issues & discussing themes & problems.
9. To create an environmental consciousness and concern among the student teachers.
10. To develop an appreciation of the role of the teachers in the prevailing socio – cultural and political context in the educational system.
11. To develop Sensitivity toward Societal issues & concerns.

## **Our Founders**

### **Dr. K.M. Vasudevan Pillai – CHAIRMAN, MES**

Mahatma Education Society, an enviable success educational enterprise, with a rich heritage of over 40 years' experience in delivering quality education through its 48 institutions, is an ingenious initiative of DR. K M Vasudevan Pillai. An educator – turned – educational-entrepreneur par excellence, a great visionary with an ardour of a crusader, he has been working relentlessly to spread education and eradicate illiteracy from India for the past four decades. His global outlook strengthened by extensive international interactions, coupled with his industrious efforts and undeterred spirit to bring reform in the education sector by creating a knowledge economy, is reflected in all his endeavours. Felicitated several times for his remarkable contribution in expanding the scope of education and making a difference at National and International Level, Dr. Pillai is truly an inspiration, a perfect example of a coalesce of the ancient tenets with modernity and traditional values with pragmatic dynamism.

### **Dr. Daphne Pillai – Secretary, MES**

Dr. Daphne Pillai, Secretary and Chairperson, Management Board, is a constant source of strength in building up this magnanimous institution. A prudent and proactive decision-maker, with an eye for perfection and keen interest in research, she has been the guiding light to the staff of Mahatma Education Society's Pillai Group of Institutions in pursuing quality of highest order, at par with the international standards. Her sheer determination and perseverance to ensure consistently rewarding performance has helped all the institutions at MES to redefine excellence in the education field time and again.

### **Governing Body of Mahatma Education Society:**

<b>Chairman:</b>	Dr. K. M. Vasudevan Pillai (Trustee)
<b>Secretary:</b>	Dr. Daphne Pillai (Trustee)
<b>Treasurer:</b>	Smt. Geeta Menon (Trustee)
<b>Member:</b>	Shri. Ravindran S. (Trustee)
<b>Member:</b>	Mr. Franav Pillai (Trustee)
<b>Member:</b>	Shri. A. N. Kutty (Trustee)
<b>Member:</b>	Shri. N. Ramchandran Pillai (Trustee)

## ***About Mahatma Education Society***

*The Mahatma Education Society embarked upon its mission of "Education for all" with the Chembur English High School in the year 1970. The vision, dedication, global outlook, tenacious struggle and undaunted spirit of the Chairman of Mahatma Education Society Dr. K. M. Vasudevan Pillai and the forward looking, untiring energy of the Secretary of Mahatma Education Society and Chairperson of Management Board Dr. Daphne Pillai have now transformed the Mahatma Education Society in to a vast educational empire, spread over six elegant campuses across Mumbai and Navi Mumbai.*

*The Society now manages a total of 48 educational institutions providing quality education from kindergarten to Post-graduate professional courses in the faculties of Engineering, Architecture, Management, Teachers' Training, Arts, Science and Commerce to more than 35,0000 students with 2,000 Teachers and 1,500 members of Non-Teaching Staff. All institutions managed by Mahatma Education Society have excellent Professional Faculty, World Class Infrastructure, State-of-the art laboratories, well stocked libraries, computer centres with internet connectivity, separate hostels for boys and girls, cafeteria, gymkhana and playgrounds. Excellent results, 100% placement, interaction with the corporate world and global exposure are some of the special features of the institutions run by Mahatma Education Society.*

*The society has also rendered its infrastructure and expertise to open universities, namely IGNOU, YCMOU and university of Calicut for distance education courses which are not catered by us on regular basis.*

### **The Institutions under MAHATMA EDUCATION SOCIETY- at a glance**

- ❖ **In 1970 at Chembur, with a mere 48 students and 3 classrooms, the society started the Chembur English High School, and now houses the following institutions in a splendid campus.**
  - Chembur English Pre-primary and Primary School,
  - Chembur English High School,
  - Chembur Marathi Madhyamik Shala,
  - Chembur Junior College,
  - Chembur Night Degree College of Arts and Commerce,
  - Mahatma Junior College of Education (D.Ed.),

- Pillai College of Education and Research (B.Ed.) Chembur.
- ❖ **In the year 1990, Mahatma School of Academics and Sports was established in Khanda Colony, New Panvel (West).**
  - The school encompasses English medium and Marathi Medium from KG to Std. X. and Mahatma Junior college of Arts, Science & Commerce.
  - Mahatma International School from 2009 with the C.B.S.E. programme.
- ❖ **The adjacent building caters to the education colleges.**
  - Vidyadhiraja college of Physical Education and Research offers the B.P.Ed. program.
  - Pillai College of Education & Research provides the B.Ed. & M.Ed. program. It is also a Research centre for Ph.D. degree in the subject of Education – affiliated to University of Mumbai.
  - It is a PCP centre for M. A. (Education), IDOL- affiliated to university of Mumbai.
- ❖ **The society has taken a giant leap forward with the setting up of Dr. K.M Vasudevan Pillai Campus, New Panvel in 1992, presently housing,**
  - Pillai Centre for Software Technology
  - Pillai College of Arts, Commerce and Science
  - Pillai Institute of Information Technology, Engineering, Media Studies and Research with Masters of Engineering in Mechanical Thermal
  - Pillai Poly Technique with Diploma Courses in Engineering
  - Pillai College of Architecture with M. Arch. Course in Urban Design
  - Pillai Institute of Management Studies and Research
  - Pillai Centre for Advances in Library Information Technology and Research" offering a programme, "Post Graduate Diploma in Library Information Technology (PGDILIT)".
- ❖ **In the serene environment at Rasayani, Mahatma Education Society runs.**
  - HOC International School, English and Marathi Medium school SSC
  - HOC International School CBSE
  - Dr.Pillai Global Academy (CIPP/IGCSE/ICSB/IB)
  - HOC Junior College of Arts, Commerce and Science with Vocation
  - Pillai HOC College of Engineering and Technology
  - Pillai HOC Poly Technique
  - Pillai HOC Institute of Management Studies and Research.
  - Pillai HOC College of Education and Research (D. Ed.)
  - Pillai HOC College of Education and Research (B. Ed.)

- ❖ **Dr. Pillai Global Academy located at Gorai, New Panvel & Rasayani are international schools :**
  - At the pre-primary and primary stage the academy offers CIPP (Cambridge International Primary Program)
  - At the secondary level, the students can choose between ICSE and the IGCSE Program.
  - In the Higher Secondary stage they have three options to choose from, ISC, IGCSE 'A' level and IBDP.

*Institutions managed by Mahatma Education Society are affiliated to the University of Mumbai, approved by AICTE/COA/NCTE and recognised by the DTE, Government of Maharashtra and accredited/ graded by NAAC/NBA/DTE.*

*All the courses conducted at Mahatma Education Society are approved and recognized by the requisite government bodies like, AICTE (All India Council of Technical Education), NCTE (National Council for Teacher Education), NCST (National Centre for Software Technology), IGNOU (Indira Gandhi National open University), YCMOU (Yashwantrao Chavan Maharashtra Open university) and Calicut University.*

*Thus, Mahatma Education Society's group of institutions are the perfect exemplars for one of the best educational institutions with a harmonious blend of futuristic outlook and tradition in values, thereby creating an absolute collaborative environment for truly globalised education.*

### **Our Institution**

MES' Pillai College of Education and Research, New Panvel was established in 2007 with NCTE recognition, Government approval and affiliation to University of Mumbai. It is located adjacent to Mahatma School of Academics and Sports in a convenient residential locality and is easily accessible by railways and roadways. The institution is blessed with a striking and conducive environment, keeping in mind the need of the present with a futuristic outlook. The building is designed with a purpose of creating virtual classrooms. Our students are privileged to have access to a technologically viable lecture hall with internet connectivity. We have a well-equipped student friendly library with open access system and internet connection. Our other infrastructural credits include a spacious activity hall, Psychology lab, Teaching aid Room, Staff room, Audio- visual room with Computer, LCD, Lingua phone, OHP, Tape recorders, Television and VCR and a full-fledged well designed Computer room with

sixty computers. It has LAN system with LCD and internet connectivity. We have a rich collection of CDs displaying learning materials for all classes and subjects. Our human resources complement the material resources by striving to provide the best to our students. Our competent teaching and Non-teaching staff are the strong pillars of this institution's eminence. We at MES' Pillai College of Education and Research, New Panvel believe in the TEAM WORK- Together Each Achieves More Success. To experience this unique humane touch, one needs to be part and parcel of the Pillai group of institutions.

Since 2008, we have started M.Ed. course affiliated to the University of Mumbai, with approval from Maharashtra government and NCTE recognition with an intake capacity of 35 students. For three consecutive years MES' Pillai College of Education and Research, New Panvel, Post Graduate Dept. of Education (M.Ed.) – has bagged “The Principal K.M. Kundnani Gold Medal Jointly with University of Mumbai”. They were Mrs. Devanshi Praveen (2009-10), Mrs. Vinita Desai (2010-11) and Mr. Anthony Gonsalves (2011-12). In 2014, Ms. Alpana Sharma scored a perfect 7 and was second in position at the University Level. In line with our college legacy we have secured 100% result for our first batch of two years M.Ed program (2015-17).

PCER, Panvel, is the centre for Research for the Ph.D. degree in the subject of Education affiliated to the University of Mumbai. The college has achieved another milestone.

The college has achieved another milestone *by being assessed and accredited by NAAC with A Grade (September 2016)*

## **ORDINANCES AND REGULATIONS FOR THE DEGREE OF MASTER OF EDUCATION (M. ED.) 2 YEARS PROGRAMME**

### **Eligibility**

O. \_\_\_\_\_ Candidates seeking admission to the M.Ed. 2 Years programme should have obtained at least 50% marks or/and equivalent grade in the following programmes.

1. Bachelor of Education (B.Ed.) of this University or a degree of another University recognized as equivalent thereto
2. B.A. B.Ed., B.Sc. B.Ed. B.Com. B.Ed. of this University or a degree of another University recognized as equivalent thereto
3. B. El. Ed. of this University or a degree of another University recognized as equivalent thereto
4. D. El. Ed. With an undergraduate Degree (With 50% marks in both)



Relaxation of minimum percentage of marks for candidates from the reserved category will be as per the state government and university rules.

O. \_\_\_\_\_ The M. Ed. Degree shall be taken by Theory and Dissertation.

O. \_\_\_\_\_ A candidate desirous of appearing for the M. Ed examination shall undergo a regular course of study in the University Department or an institution recognized by the NCTE for the purpose. The duration of the full time course shall be of two years.

#### **Admission Procedure**

O. \_\_\_\_\_ Admission shall be made on merit on the basis of marks obtained in the qualifying examination, entrance examination as per the state government and university rules.

#### **Fees**

The institution shall charge only such fees as prescribed by the affiliating body/ state government concerned in accordance with provisions of National council for Teacher Education (NCTE).

#### **O \_\_\_\_\_ Curriculum, Programme Implementation and Assessment**

##### **Curriculum:**

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialization in either elementary education or secondary education. The curriculum of 2 years M.Ed. programme shall comprise of the following components:

1. A Common Core that includes Core Courses, Elective Courses, Optional Courses and Project based Courses;
2. Elective course (I) from parent department where students choose to elective in any one of the school levels (such as Elementary Education or Secondary and Higher Secondary Education) and other Elective course (II) where students choose one courses from parent department.
3. Optional courses to be offered from parent department. Student may choose ONE from parent department and ONE from any other department.
4. Research leading to dissertation and
5. Field immersion / attachment/ internship.

A. CORE COURSES

B. ELECTIVE COURSE

C. OPTIONAL COURSES

D. PROJECT BASED COURSES

**A) Core Courses**

1. Philosophy of Education
2. History, Politics and Economics of Education
3. Psychology of Learning and Development
4. Teacher Education
5. Sociology of Education
6. Introduction to Research Methods
7. Curriculum Studies
8. Higher Education Studies
9. Research Methodology

**B) Elective Courses**

1. Elementary Education
2. Secondary and Higher Secondary Education
3. Pedagogy, Andragogy and Assessment
4. E-learning
5. Life Skill Education

**C) Optional Courses**

1. Communication Skill and Academic Writing
2. Environmental Education
3. Educational Management
4. Inclusive Education

**D) Project Based Courses**

1. Dissertation Work
2. Internship Work

***Elective Courses (Select any two from the following specialization branches)***

1. Primary Education **OR** Secondary and Higher Secondary Education
2. Pedagogy, Andragogy and Assessment **OR** E-learning **OR** Life Skill Education

***Optional Courses (Select any two from the parent department or ONE from the parent department and ONE from any other department.)***

1. Communication Skill and Academic Writing
2. Environmental Education
3. Educational Management
4. Inclusive Education

## **Project Based Courses**

**Dissertation Work-** Organization of workshops, research work, practicum activities and seminars, debates, lectures and discussion groups for students and faculty to enhance professional skills and understanding of students on an educational topic having 12 credits and 200 marks. Dissertation work will start in the beginning of Semester III and will be completed in Semester IV.

**Internship Work -** Internship in organizations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme according to their specialization chosen under close mentorship by faculty.

Internship will be in Semester 3 and Semester 4. In Semester 3 internship will be for four weeks and in Semester 4 for a period of three weeks.

After the internship, the students will be expected to submit a reflective report of their experiences.

Internship can be in the following types of suggested sites/fields/institutions.

- i. Professional pre-service teacher education institution
- ii. An organization engaged in the development of innovative curriculum and pedagogic practices.
- iii. International/national/state institution involved in curriculum design, textbook development, education policy planning, formation and implementation; educational administration and management.
- iv. In-service training institutions for teachers.

The field based practical work (internship) is mandatory for the completion of the M. Ed. Programme. The field work is to be completed and certified by the Principal/Head of the Institution. The field based internship programme will be of total 12 credits (6 credits in teacher education institution and 6 credits in the area of specialization.)

## **PROGRAMME STRUCTURE OF M.ED. 2 YEARS PROGRAMME**

Year 1: 16-18 Weeks \* 2 Semesters (200 Working Days)

Year 2: 16-18 Weeks \* 2 Semesters (200 Working Days)

7 Weeks for Internship/ Field Immersion

200 working days are exclusive of admission and examination period

Total Credits: 102; Marks 1700

1 Credit = 12 Hours

## M.Ed. Curriculum Framework

Courses	Credits	External Marks	Internal Marks	Total Marks
<b>Semester- I</b>				
Philosophy of Education	06	60	40	100
History, Politics and Economics of Education	06	60	40	100
Psychology of Learning and Development	06	60	40	100
Teacher Education	06	60	40	100
<b>Total</b>	<b>24</b>	<b>240</b>	<b>160</b>	<b>400</b>
<b>Semester- II</b>				
Sociology of Education	06	60	40	100
Introduction to Research Methods	06	60	40	100
Curriculum Studies	06	60	40	100
Higher Education Studies	06	60	40	100
<b>Total</b>	<b>24</b>	<b>240</b>	<b>160</b>	<b>400</b>
<b>Semester- III</b>				
Elective Course from Parent Department				
<b>Elective Course I</b>				
Elementary Education / Secondary and Higher Secondary Education	06	60	40	100
<b>Elective Course II</b> (Skill Based) Pedagogy, Andragogy and Assessment OR E-Learning OR Life Skill Education	06	60	40	100
Research Methodology	06	60	40	100
Internship Work (Teacher Education Institutions)	06	60 Field Work	40 Report Writing	100
<b>Total</b>	<b>24</b>	<b>240</b>	<b>160</b>	<b>400</b>
<b>Semester- IV</b>				
<b>Optional Courses (to be offered at Department of Education) (Select any two from the parent department or ONE from the parent department and ONE from the any other department.)</b>				
1.Communication Skill and Academic Writing	6	60	40	100
2.Environmental Education	6	60	40	100
3.Educational Management				
4.Inclusive Education				
Dissertation Work	12	100	100	200
Internship Work (field work related to elective course 1)	06	60 Field Work	40 Report Writing	100
<b>Total</b>	<b>30</b>	<b>280</b>	<b>220</b>	<b>500</b>

## SCHEME OF ASSESSMENT AND EXAMINATION

R. \_\_\_\_\_ 60 marks for semester end examination of 2 hours duration for each course and 40 marks for internal assessment throughout the semester based on performance and attendance in the various activities.

Pattern of Semester Examination: 4 questions of 15 marks each with internal choice.

University Examination will be held at the end of each semester.

### INTERNAL ASSESSMENT

(40 Marks)

Sr.No.	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

#### Grading System: Conversion of Percentage of Marks to Grade Points:

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

#### 10 Point Grading System

Marks	Grade Points	Grade	Performance
Less than 40	0	F	Fail
40-44.99	4	D	Pass
45-49.99	5	C	Average
50-54.99	6	B	Above Average
55-59.99	7	B+	Good
60-69.99	8	A	Very Good
70-79.99	9	A+	Excellent
80 and above	10	O	Outstanding

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired

later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

If a student is absent from the internal or semester end examination in any course including the project course, he/she will get a grade point of 0 and a letter grade of F

If a student fails in the internal examination of the core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

If the student fails in the semester end examination of a core or elective course, he/ she may re appear for the same examination, when it is held again in the following semester. A student can appear at the most three times including the original attempt. If a student obtains a letter grade F in all the three attempts, he/she will have to seek fresh admission.

If a student obtains letter grade F in any course in a given semester the letter grade F will continue to be shown in the grade card for that semester, even when the student passes the course subsequently in another semester.

If the student obtains minimum 40 % marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

In any semester the students GPA and CGPA will be calculated as per the resolution of the Academic Council dated 23<sup>rd</sup> May 2016, Item No 4.17

The semester wise GPA and CGPA shall be printed on the grade card of the student along with the table of the **10 Point Grading System**.

The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which student has obtained the relevant credits.

The grade card issued at the end of the semester to each student shall contain the following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year).

**R.** \_\_\_\_\_ A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However

his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

**R.** \_\_\_\_\_ A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

### **ALLOWED TO KEEP TERMS (ATKT)**

A candidate shall be allowed to keep terms for subsequent semesters irrespective of number of heads of failure in the semester. Student shall be permitted to complete the programme requirements of the two year programme within a maximum period of three years from the date of admission to the programme.

### **DISSERTATION**

**R.** \_\_\_\_\_ Title of the dissertation should be submitted to the University for approval at the beginning of the third semester of the course.

**R.** \_\_\_\_\_ The dissertation shall be on an educational topic approved by the scrutiny committee consisting of members of the Board of Studies in Education as well as four additional members including two recognized post graduate teachers having guided at least five dissertations at the M.Ed. level and two recognized Ph.D. guides of University of Mumbai having successfully guided at least two Ph.D. theses/ M.Phil. Dissertations. If a topic suggested by any student is not approved he/ she will be at liberty to suggest another provided that in all such cases the topic is not approved by the committee. Each student shall work under guidance of a recognized post graduate teacher for his/ her dissertation.

**R.** \_\_\_\_\_ Dissertation submission should be on or before 15<sup>th</sup> March to the Department /Institution. If 15<sup>th</sup> March is a holiday then the dissertation could be submitted on the next working day. Last Date for sending the dissertations to the examination section will be 22<sup>nd</sup> March of the fourth semester.

**R.** \_\_\_\_\_ The dissertation shall be of 12 credits and shall carry 200 marks. The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in R. \_\_\_\_\_ stating that the same is the candidate's own work and is worthy of examination. Each dissertation shall be examined by an external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

**R.** \_\_\_\_\_ Viva-voce examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly

by the external and internal examiners on the basis of the dissertation and viva-voce performance.

**R.** \_\_\_\_\_ Each student shall work under the guidance of a recognized post-graduate teacher for his/her dissertation.

**R.** \_\_\_\_\_ Two copies of the dissertation shall be submitted by the student to the Head of the institution where he/she is registered.

**R.** \_\_\_\_\_ **STANDARD FOR PASSING THE EXAMINATION**

To pass the examination the candidate must obtain:

- a) 80 % attendance for theory courses and practicum and 90% for field attachment
- b) For the theory courses (Core /Elective and Optional) in all the semesters, minimum 40% of marks in each course.
- c) In dissertation minimum 40% marks.
- d) With respect to the total marks obtained by the candidate in core /elective courses/Optional and Project based courses of the examination (out of total 1400), and in Dissertation (out of total 200) class will be accordingly awarded to the candidates.

**The courses along with their credits are as follows.**

<b>Components</b>	<b>Courses</b>	<b>Credits</b>
<b><i>Core Courses</i></b>	<ol style="list-style-type: none"> <li>1. Philosophy of Education</li> <li>2. History, Politics and Economics of Education</li> <li>3. Psychology of Learning and Development</li> <li>4. Teacher Education</li> <li>5. Sociology of Education</li> <li>6. Introduction to Research Methods</li> <li>7. Curriculum Studies</li> <li>8. Higher Education Studies</li> <li>9. Research Methodology</li> </ol>	54
<b><i>Elective Courses</i></b>	<ol style="list-style-type: none"> <li>1. Primary Education</li> <li>2. Secondary and Higher Secondary Education</li> <li>3. Pedagogy, Andragogy and Assessment</li> <li>4. E-learning</li> <li>5. Life Skill Education</li> </ol>	12
<b><i>Optional Courses</i></b>	<ol style="list-style-type: none"> <li>1. Communication Skill and Academic Writing</li> <li>2. Environmental Education</li> <li>3. Educational Management</li> <li>4. Inclusive Education</li> </ol>	12
<b><i>Project based Courses</i></b>	<ol style="list-style-type: none"> <li>1. Dissertation Work</li> <li>2. Internship Work</li> </ol>	12 12
<b>Total Credits</b>		102



**ELIGIBILITY NORMS TO APPEAR FOR THE ADDITIONAL CLASS TEST OR ASSIGNMENT OR PROJECT FOR LEARNERS WHO REMAINED ABSENT**

1. The candidate must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the **examination** along with the necessary documents and testimonials.
2. If the candidate is absent for participation in **practical activities (Practicum)** authenticated by the Head of the Institution, the Head of the Institution shall generally grant permission to the candidate to complete the activities.
3. The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the candidate to appear for the additional examination or the activities.
4. A candidate who is absent for all class tests and also absent for the assignment, the learner will be allowed to appear for all class test.
5. A learner who is absent for all the class tests / assignment as the case may be the learner will be allowed to appear for next semester.



**R.** \_\_\_\_\_ The following are the syllabi for the various papers.



## **MODULE II: CONTEMPORARY APPROACHES TO EDUCATION (CREDIT 2)**

### **Unit4: Schools and Approaches**

- a) Humanism: Educational Implications of Humanism-Aims and Ideals, Curriculum, Methods, Teacher, Discipline and Critical Evaluation.
- b) Existentialism: The chief characteristics of Existentialism, Critique of system, the student as a free participant, self-creation.
- c) Marxism: Critique of the Market Model of education, Dialectical Materialism, Collective Goals of Education.
- d) Postmodernism: Critique of humanism and institutions; in defense of localism and pluralism.
- e) Multiculturalism, Culture and Pluralism as a Norm.

### **Unit 5: Towards Inclusive and Just Education in a Democracy**

- a) Educating the Citizen: Rousseau and Dewey.
- b) Educating Women: Wollstone craft, Savitribai Phule, Pandita Ramabai and Nel Noddings.
- c) Educating Transgender.

### **Unit 6: Towards Social Transformative Education**

- a) Self-development and Education: J Krishnamurti
- b) Secular Education
- c) Education and Social Change ( JyotibaPhule, Paulo Freire and Bell Hooks)
- d) Globalization and its Impact on Education.

### ***Suggested Activities***

1. Visit to a school based on different Ideology:- observation of activities and preparation of a reflective diary and interaction in a group.
2. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
3. Seminar reading presentation on selected themes individually and collectively leading to discussion
4. Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators. Reflect on the multiple contexts in which the school and teacher education institutions are working.

**MODULE III: INTERNAL ASSESSMENT****(CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
<b>1</b>	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc. and written assignments, Case study, Projects, Posters and exhibits etc. for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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## CORE COURSE 2

### HISTORY, POLITICS AND ECONOMICS OF EDUCATION

**Total Credit= 6 (Marks 60)**

#### ***Course Objectives:***

- To develop understanding of the historical perspective of education in pre and post- independent India.
- To critically analyse the policies and commissions and its implication on the educational system.
- To develop understanding of the implications of various contribution through education for an equitable society.
- To develop understanding of the political perspective of education.
- To develop understanding of the economics of education
- To develop understanding of the perspectives on political economy of education

## **MODULE I: HISTORICAL PERSPECTIVES OF EDUCATION (CREDITS 2)**

### **Unit 1: Education in Pre-Independent India**

- a) Ancient India: Vedic, Buddhist, Jain.
- b) Medieval India: Sultanate and Mughal period.
- c) Colonial Period: Oriental V/s Anglicist Education, Macaulay's Minutes, Wood's Despatch, Indian Education (Hunter) Commission, Hartog Committee.
- d) Impact of English Education.

### **Unit 2: Progress of Education in Independent India**

- a) Analysis of Commissions and its contributions to education: Secondary Education Commission (1953) Education Commission (1964-66), National Commission on Teachers (1999)
- b) Analysis of Policies: NPE (1986), Program of Action (POA) (1992)
- c) Critical review of NCF 2005.

### **Unit 3: Education for an equitable society in a Global Era**

- a) Education for the marginalized groups, Women's education and Inclusive education.
- b) Right to Education, Implication of GATT, WTO for Education.
- c) Education for all: Dakar Framework for action, Autonomy of Higher Education

## **MODULE II: POLITICAL PERSPECTIVE AND ECONOMICS OF EDUCATION (CREDITS 2)**

### **Unit 4: Political Perspectives of Education**

- a) Concept of Politics and Politics of Education. Interrelationship between Politics and Education (Political Participation, Policy Making and Educational Planning).
- b) Perspectives in the Politics of Education: Liberal, Conservative and Critical.
- c) Approaches to Understanding Politics: Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice.
- d) Politics of Public-Private Partnership in Education, Education for Political Development and Political Socialisation

### **Unit 5: Economics of Education**

- a) Concept, Need and Principles of Economics of Education.
- b) Cost Benefit Analysis in Educational Planning: Meaning and Purpose. Cost - Benefit v/s Cost Effective Analysis, Unit Cost and Capital Cost; Social and Individual Cost; Recurring and Non-recurring Cost, Opportunity Cost.
- c) Economic Returns to Higher Education: Signaling Theory v/s Human Capital Theory.

### **Unit 6: Perspectives on Political Economy of Education**

- a) **Policy-making in Education and Educational Planning Process:**
  - (i) Analysis of the existing situation.
  - (ii) The generation of policy options.
  - (iii) Evaluation of policy options.
  - (iv) Making the policy decision.

- (v) Planning of policy implementation. (vi) Policy impact assessment. (vii) Subsequent policy cycles.
- b) **Tools for Education Policy Analysis:** (a) Assessing Policy Options for Teacher Training and Pay, (b) Analyzing Equity in Education and (c) Addressing Policy Issues in Girls' Schooling.
- c) **Educational Schemes:** (a) Sarva Shikshan Abhiyan and its Framework, (b) Rashtriya Madhyamik Shiksha Abhiyan and Its Framework, (c) RUSA and Its Framework.
- d) **Other Schemes:** (a) Mid-Day Meal Policy, (b) National Literacy Mission (NLM), (c) Kasturba Gandhi Balika Vidyalaya Scheme

***Sessional Work***

1. Trace the historical hallmarks of Indian Education till date with its salient features.
2. Write a report on the implementation and the present status of either Right to Education, GATT or WTO for Education
3. Develop a Cost Analysis chart and report with reference to any educational institute.
4. Carry out an impact evaluation of any one educational projects of the government (survey or case study)

**MODULE III: INTERNAL ASSESSMENT**

**(CREDITS 2)**

Sr. No.	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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- <http://plato.stanford.edu/entries/locke-political/>  
<http://ocw.mit.edu/courses/urban-studies-and-planning/11-002j-fundamentals-of-fundamentals-of-public-policy-fall-2004/lecture-notes/4whatispubpolicy.pdf>
- <http://www.uk.sagepub.com/northouseintro2e/study/chapter/handbook/handbook1.1.pdf> (theoreis of leadership)
- <http://www.jstor.org/discover/10.2307/20023808?uid=3738256&uid=2&uid=4&sid=2110659398662>  
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- <http://www.worldbank.org/en/topic/education/brief/economics-of-education>
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**CORE COURSE 3  
PSYCHOLOGY OF DEVELOPMENT AND LEARNING**

**Total Credit= 6 (Marks 60)**

***Course Objectives***

- Enable the learners to understand the cognitive development and learning
- Enable the learners to understand the process of social cognition
- To develop the ability among learners to apply the learning theories and teaching models in classroom
- Enable the learners to understand the skills and knowledge require to handle the diverse learners

**MODULE I: COGNITIVE DEVELOPMENT PERSPECTIVES AND SOCIAL COGNITION  
(CREDIT 2)**

**Unit 1: Cognitive Development**

- a) Meaning of Cognitive development, The nature/nurture questions and its significance for teaching
- a) Language development in children: Skinner’s Language Acquisition theory VS Noam

Chomsky Nativist theory, Effect of monolingualism Vs bilingualism on cognitive development

- b) Critical comparative study of cognitive development theories-Piaget, Gagne and Vygotsky

### **Unit 2: Cognitive Learning**

- a) Differences between the cognitive and behavioral approaches to learning
- b) Gestalt: Festinger Cognitive Dissonance theory, Constructivism- Roger Schank Script Theory, Transformational learning- Jack Mazur Psycho Critical Approach
- c) Effect of knowledge on learning, types of expert knowledge ( Bruner's, Shulman, Glaser and Chi)

### **Unit 3: Social Cognition**

- a) The nature of social cognition, Attachment and bonding as a process, temperament, development of security. Development of friendships and relationships, peer participations.
- b) George Homans Social Exchange Theory Vs Batson Empathy-Altruism Theory.
- c) Understanding Social Relations and Socialization Goals and Development of Self and Identity, Carol Dweck Self-Theory and Daryl Bem Self-perception Theory

## **MODULE II: APPLICATIONS OF LEARNING THEORIES AND UNDERSTANDING DIVERSE LEARNERS (CREDIT 2)**

### **Unit 4: Content of Good Thinking**

- a) Meaning of Metacognition, development of Metacognition and teaching for Metacognition
- b) Meaning and Tools of Creative Thinking and Teaching for Creativity
- c) Models of Metacognition and Creativity: Flavell's Model of Metacognition and Creative problem solving by Titus 2000

### **Unit 5: Models of Good Teaching**

- a) Inductive Thinking by Hilda Taba
- b) Role-Playing by Shaffer and Shaffer
- c) Synectics by William Gordon

### **Unit 6 : Learning Difference and Learning Needs of Diverse Learners**

- a) Understanding social construction of disability, Gender and Marginalized Learners and their Educational needs
- b) Concept & Strategies of Differentiated Instructions
- c) Research Implication: studies in the area of gender and disability with reference to learning style and cognitive style and implication to teaching

**MODULE III: INTERNAL ASSESSMENT****(CREDITS 2)**

Sr.No	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc. and written assignments, Case study, Projects, Posters and exhibits etc. for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc. as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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## **CORE COURSE 4**

### **TEACHER EDUCATION**

**Total Credit= 6 (Marks 60)**

#### ***Course Objectives***

- Understand the concept of pre-service teacher education
- Understand the teacher education curriculum
- Get acquainted with knowledge base, reflective teaching and models of teacher education
- Understand managing practicum in teacher education
- Understand the concept, methods and agencies of in-service teacher education
- Plan, organize and evaluate in-service teacher education
- Understand need for professional development of teachers

### **MODULE I: PRE-SERVICE TEACHER EDUCATION (CREDITS 2)**

#### **Unit 1: Concept of Pre-Service Teacher Education**

- a) Meaning, Nature and Scope of Pre-Service Teacher Education

- b) Need, Objectives of Pre-Service Teacher Education at Elementary, Secondary and Higher Secondary Levels
- c) Understanding Student-Teacher as the Adult Learner (Concept of Andragogy)

**Unit 2: Teacher Education Curriculum**

- a) The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
- b) Organization of Components of Pre-Service Teacher Education (Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning
- c) Managing Practicum Observation, Supervision and Assessment of Practicum Principles and Organization of Internship for Integration of Theory and Practice

**Unit 3: Knowledge Base, Reflective Teaching and Models of Teacher Education**

- a) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke, and Habermas
- b) Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- c) Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

**MODULE II: IN-SERVICE TEACHER EDUCATION (CREDITS 2)**

**Unit 4: Concept, Methods and Agencies of In-Service Teacher Education**

- a) Concept, Need, Purpose and Areas of In-Service Teacher Education
- b) Meaning, Objectives, Organization and Modes of Methods of In-Service Teacher Education
- c) Agencies and Institutions of In-Service Teacher Education at District, State and National Levels ( SSA, RMSA, SCERT, NCERT, NCTE and UGC)

**Unit 5: Planning, Organizing and Evaluating In-Service Teacher Education**

- a) Preliminary Consideration in Planning in-service Programme (Purpose, Duration, Resources and Budget)
- b) Designing an In-Service Teacher Education Programme using ADDIE model
- c) Problems and Challenges of In-Service Teacher Education

**Unit 6: Professional Development of Teachers**

- a) Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers
- b) Personal and Contextual Factors affecting Teacher Development
- c) ICT Integration, and Quality Enhancement for Professionalization of Teacher Education

**MODULE III: INTERNAL ASSESSMENT****(CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc. and written assignments, Case study, Projects, Posters and exhibits etc. for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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**CORE COURSE 5****SOCIOLOGY OF EDUCATION****Total Credit= 6 (Marks 60)*****Course Objectives***

- To enable students to analyze education from different Sociological Perspectives and Theoretical Frameworks.
- To enable students to analyze the relationship of Social Movements and Education.
- To enable students to understand Educational Institution as an Agency of Socialization.
- To enable students to understand concept of Equality of Opportunity and Distributive Justice.
- To enable students to understand the views of Indian Social Thinkers.
- To enable the students to understand the necessity of Peace Education.

**MODULE I: ADVANCES IN SOCIOLOGY OF EDUCATION****(CREDIT 2)****Unit 1: Theoretical Approaches to Sociology of Education**

- a) Symbolic Interactionism Theory –George Mead
- b) Structural Functionalism –Talcott Parsons
- c) Conflict Theory- Karl Marks

**Unit 2: Social Movements and Education**

- a) Concept, Characteristics and Theories of Social Movements
  1. Relative Deprivation Theory
  2. Resource Mobilization Theory
  3. Political Process Theory
  4. New Social Movement Theory
- b) Stages in Social Movements-Emergence, Coalescence, Bureaucratization and Decline
- c) Types of social movements by Daniel Aberle –Alternative, Redemptive, Revolutionary and Reformatory Social Movement, Role of education in Social Movement

**Unit 3: Institutionalization and Education**

- a) Concept and Types of Social Institutions and their Functions
- b) Dimensions of Education as a Social Institution : Structure, Function and Culture
- c) Education in the Post-modern age

**MODULE II: EDUCATION IN 21<sup>ST</sup> CENTURY****(CREDIT 2)****Unit 4: Equality and Distributive Justice**

- a) Concept of Equality of Access, Opportunity and Outcomes, Concept of Justice and Distributive Justice and Affirmative Justice
- b) Theories of Distributive Justice (Utilitarian, Justice as Fairness and Entitlement Theories, Aristotle's Theory, Marxist Theory)
- c) Principles of Justice (Acquisition, Transfer and Rectification of Injustice)

**Unit 5: Peace Education**

- a) Concept and Philosophy of Peace Education, Aims, Need of Peace Education: Peace for self, others and environment
- b) Types of Peace Education (International Peace Education, Developmental Peace Education, Human Rights Peace Education, Conflict Resolution, Imposed Versus Consensual Peace)
- c) Education for Peace: Knowledge, Skills, Values and Attitudes

**Unit 6: Indian Social Thinker**

- a) Dr. B.R. Ambedker :
  - 1. Views on Varna, Untouchability and Eradication of Caste
  - 2. Views on Education and Social Reconstruction
- b) Mahatma Gandhi :
  - 1. Views on Varna, Untouchability Dharma, Truth and Non-Violence
  - 2. Views on Education and Social Reform
- c) Shahu, Phule, Karve and Ambedkar's Thoughts on Women's Education

**MODULE III : INTERNAL ASSESSMENT****(CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
<b>1</b>	Subject specific Term Work Module/assessment modes – at least two-as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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## CORE COURSE 6

### INTRODUCTION TO RESEARCH METHODS

**Total Credit= 6 (Marks 60)**

#### *Course Objectives*

- To develop an understanding about the meaning of research and its application in the field of education.
- To enable students to prepare a research proposal.
- To enable students to understand different types of variables, formulate hypothesis, use appropriate sampling techniques and tools and techniques of educational research.

#### **MODULE I: STRUCTURING EDUCATIONAL RESEARCH (CREDIT 2)**

##### **Unit 1. Educational Research**

- (a) Meaning and scope of educational research.
- (b) Meaning and steps of scientific method. Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony). Types of Scientific Method (Exploratory, Explanatory and Descriptive).
- (c) Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.
- (d) Types of research: Fundamental, Applied and Action.
- (e) Approaches to educational research: Quantitative and Qualitative

##### **Unit 2. Writing Research Proposal**

- (a) Identification of a research topic: Sources and Need.
- (b) Review of related literature.
- (c) Rationale and need of the study.
- (d) Conceptual and operational definition of the terms.
- (e) Variables.
- (f) Research questions, aims, objectives and hypotheses.
- (g) Assumptions, if any.
- (h) Methodology, sample and tools.
- (i) Scope, limitations and delimitations.
- (j) Significance of the study.
- (k) Bibliography.
- (l) Time Frame.
- (m) Budget, if any.
- (n) Chapterization.

### **Unit 3. Variables and Hypotheses**

- (a) Variables:
  - Meaning of Concepts, Constructs and Variables
  - Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- (b) Hypotheses
  - Concept of Hypothesis
  - Sources of Hypothesis
  - Types of Hypothesis (Research, Directional, Non-directional, Null)
  - Formulating Hypothesis
  - Characteristics of a good hypothesis.

## **MODULE II: FOUNDATIONS TO SCIENTIFIC DATA COLLECTION (CREDIT 2)**

### **Unit 4. Sampling**

- (a) Concepts of Universe and Sample
- (b) Characteristics of a good Sample
- (c) Techniques of Sampling. Probability Sampling (Simple Random Sampling, Stratified Sampling, Systematic Sampling, Cluster Sampling, Matched Pair Sampling, Multistage Sampling, Multiphase Sampling) and Non- Probability Sampling (Convenience Sampling, Quota Sampling, Expert Sampling, Snowball Sampling)
- (d) Types of Sampling in Internet-based Research
- (e) Determining Sample Size

### **Unit 5. Tools and Techniques of Research**

- (a) Steps of preparing a research tool.
  - Validity (Meaning, types, indices and factors affecting validity)
  - Reliability (Meaning, types, indices and factors affecting reliability)
  - Item Analysis ( Discrimination Index, Difficulty Index)
  - Standardization of a tool.
- (b) Tools of Research
  - Rating Scale
  - Attitude Scale
  - Questionnaire
  - Aptitude and Achievement Tests
  - Inventory

(c) Techniques of Research

- Observation
- Interview (Structured, Unstructured, Focus Group and Internet-based)
- Projective

**MODULE III: INTERNAL ASSESSMENT (CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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## CORE COURSE 7

### CURRICULUM STUDIES

**Total Credit= 6 (Marks 60)**

#### ***Course Objectives***

To develop an understanding of

- Concept, Principles and Strategies of Curriculum Development
- Foundations of Curriculum Planning
- Designing of Curriculum and models of curriculum design
- Issues in Curriculum Development
- Evaluation of Curriculum

## **MODULE I: CURRICULUM DEVELOPMENT AND DESIGN**

**(CREDIT 2)**

### **Unit 1: Concept, Principles and Strategies of Curriculum Development**

- a) Concept (Meaning and Characteristics) of Curriculum and Curriculum development, Need and Guiding Principles for Curriculum development.
- b) Stages in the Process of Curriculum development.
- c) Strategies of Curriculum development

### **Unit 2: Foundations of Curriculum Planning**

- a) Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner's needs and interests).
- b) International Norms (bench marking)
- c) National level Statutory Bodies- UGC, NCTE

### **Unit 3: Designing of Curriculum**

- a) Goals, Objectives and specifications of Curriculum.
- b) Architectonics of content and criteria for selection of content. (Selection, Scope, Balance, Sequence, Continuity).
- c) Criteria for selection and organization of learning activities.
- d) Comprehensive evaluation of curriculum.

## **MODULE II: MODELS OF CURRICULUM DESIGN**

**(CREDIT 2)**

### **Unit 4: Traditional and Contemporary Models**

- a) Academic/ Discipline Based Model.
- b) Competency Based Model.
- c) Social Functions/Activities Model (socio social reconstruction).
- d) Individual Needs & Interests Model
- e) Outcome Based Integrative Model.
- f) Linear Objective – Based Model.
- g) Intervention Model.
- h) C I P P Model (Context, Input, Process, Product Model)

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

- a) Centralized Curriculum vs Decentralized
- b) Diversity in teachers Competence and problem of Curriculum load
- c) Participation of Functionaries and beneficiaries in Curriculum Development

### **Unit 6: Evaluation of Curriculum**

- a) Approaches to Curriculum and Instruction (Academic and Competency Based Approach)
- b) Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.



**MODULE III: INTERNAL ASSESSMENT****(CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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**Some Useful Links:**

<http://www.paisley.ac.uk/schoolsdepts/CAPD/signposts/curriculum-signpost.asp>  
<http://www.ssdd.bcu.ac.uk/crumpton/curriculum-design/key-concept-map/obj-based-proc-model.htm>  
<http://www.ncrel.org/sdrs/areas/issues/concent/currclum/cu3lk12.htm>.  
<http://www.infed.org/biblio/b-curric.htm>

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**CORE COURSE 8**

**HIGHER EDUCATION STUDIES**

**Total Credit= 6 (Marks 60)**

***Course Objectives***

- Understand the role of higher education in the landscape of Indian Higher education
- To appreciate the various changes in the Higher education system in alignment to national vision
- to critically evaluate their role as professionals in the higher education system
- to identify the various challenges facing higher education
- to appreciate the role of ICT in Indian Higher Education landscape
- to integrate the knowledge acquired from OER and repositories to day today classroom practices

## **MODULE 1: EVOLVING HIGHER EDUCATION LANDSCAPE IN INDIA (CREDIT 2)**

### **Unit 1: Higher Education in India: An Overview**

- a) The history of Higher Education in India (Various Commissions in Higher Education in India from pre independence to the present)
- b) An examination of various themes in the history of Indian higher education, including secularism, the experience of women, professionalization, student life and academic freedom
- c) Theory in Higher education: Perspectives in higher education literature: political economic, social psychological, critical (neo marxist, feminist, anti-colonial) postmodern and post cultural

### **Unit 2: Education and the Professions**

- a) Debates on the Nature of Professions and Professional Education
- b) Impact of Globalization of the Professions, Diversity in the Professions and “Entrepreneurial University” and the Profession
- c) Contemporary Critique of Professional Education as Ivory Tower, Reductionist, Exclusionary and Mono Cultural to Examining Proposals for More Practice Based, Holistic, Inclusionary and Emancipator Approaches

### **Unit 3: Rethinking Development in Higher Education**

- a) Higher Education and the New Imperialism Threat
- b) Rethinking Higher Education in the Global Landscape
- c) Opportunities and Anomalies in Privatization and Commercialization of Higher Education

## **MODULE II: REGULATING HIGHER EDUCATION IN INDIA (CREDIT 2)**

### **Unit 4: Issues and Challenges in Curriculum and Evaluation**

- a) Critical Pedagogies and Research in Higher Education: Issues and challenges
- b) Forms of Knowledge Economy: Learning Creativity and Openness
- c) Institutional Evaluation: Role of Main Stake Holders in Higher Education

### **Unit 5: Issues and Challenges at Institutional and National Level**

- a) Accountability, Market Structure and Rationale for Regulations
- b) Regulation of Fees and Admission in Higher Education
- c) Quality Assurance and Assessment in Higher Education

### **Unit 6: Electronic In Roads in Higher Education**

- a) Integration of Technology in Education –

- Emerging Theories of Learning and the Role of Technology
  - Constructivist and connectivism theories for technology integration
  - Situated cognition, distributed cognition, socially shared cognition
- b) Technology Integration for Equity, Access and Quality –
- Use of e- learning by adopting FOSS – free open source software, open education.
  - Open Educational Resources and Repositories
  - ODL – Open Distance Learning for masses and life- long learning.
- c) Role of National & International Agencies for Technology Enabled Education
- International agencies - UNESCO, ICDE, AAOU, COL, GO-GN
  - National agencies- SWAYAM, NMEICT, UGC, MHRD, CIET (NCERT), NPTEL, NROER.

### MODULE III: INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc. and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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## SEMESTER III

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### ELECTIVE COURSE 1 – ELEMENTARY EDUCATION

**Total Credit= 4 (Marks 60)**

#### *Course Objectives*

- To acquaint the student with different perspectives of elementary education
- To enable learners to understand the curriculum design and development in elementary education
- To enable the students to understand the policies and challenges in elementary education
- To enable the students to understand classroom planning and evaluation for elementary education
- To develop the knowledge and skills require for resource management in schools at elementary level
- To enable the students to understand the need of professional development of elementary school teachers

#### **MODULE1: PERSPECTIVES OF ELEMENTARY EDUCATION (CREDIT 2)**

##### **Unit 1: Universalization of Elementary Education (UEE)**

- a) Elementary Education; - Concept, Objectives, Need and significance.
- b) Concept, Meaning, Objectives and Role of UEE
- c) Critical Appraisal of Current status of UEE

##### **Unit 2: Curriculum Design and Development in Elementary Education**

- a) New trends and Approaches to Elementary Education: - Learner centered approach, activity centered approach
- b) Elementary School Curriculum- Principles, Objectives, Planning
- c) Recommendation of National Curriculum Frame work for elementary education

##### **Unit 3: Policies and Challenges in Elementary Education**

- a) Agencies: Role and functions of NCERT, SCERT and DIET
- b) Elementary education as highlighted in National Policy on Education-1986, National Plan of Action-1992, District Primary Education Program (DPEP), National

Campaign for Education for All (Sarva Siksha Abhiyan), Right to Education as fundamental right.

- c) Challenges in Elementary Education:
- Education for All- Education for Socially and Economically Backward Strata of the Society.
  - Specific Problems Regarding Finance, Organizing, Administration, Student Enrollment and Quality Instruction

## **MODULE 2: PLANNING AND RESOURCE MANAGEMENT IN ELEMENTARY EDUCATION (CREDIT 2)**

### **Unit 4: Classroom Planning and Evaluation ·**

- a) Teaching Readiness: Planning of Teaching Language, Year Plan, Unit plan and Period Plan
- b) Assessment and Evaluation – Definition, Need and Importance ·
- c) Continuous and Comprehensive Evaluation (CCE) – Assessment for Learning, Assessment of Learning, Formative Assessment and Tools, Summative Assessments, Weightage Tables, Feedback and Reporting Procedures, Records and Registers

### **Unit 5: Resource Management in Schools at Elementary Level**

- a) Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of elementary level programmes
- b) Panchayatraj and community involvement in educational planning and management related issues
- c) Participation of NGOs in achieving goals of elementary education

### **Unit 6: Professional Development of Elementary School Teachers**

- a) Teaching as a Profession: Different Approaches, Teacher Professionalism, Developing Professionalism, Professional Ethics and Professional Code of Ethics for Teachers at elementary level.
- b) Commitment and competencies of teachers: Issues of Social status, service conditions, promotions, transfers, pre-service and in-service training, administrative and professional supervision.
- c) Professional development of elementary school teachers: Role of SCERTs, DIETs, Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs).

**MODULE III: INTERNAL ASSESSMENT****(CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

**SUGGESTED EXTENSION ACTIVITIES**

- Critical Study of existing teacher education curriculum at elementary level
- Preparing a training plan (design) for the in service training of specific target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specific skills
- Evaluation of any one of the in service teacher training programmed organized by any one of the resource institutions
- Critical review of any one of the commission /policies
- Critical Appraisal of Current status of UEE
- Curriculum Design and Evaluation at different boards of School Education at Elementary level ( SSC, I.C.S.E, C.B.S.E, IB, I.G.S.C, National Open schools and special education schools)

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## **ELECTIVE COURSE I**

### **SECONDARY AND HIGHER SECONDARY EDUCATION**

**Total Credit= 6 (60 Marks)**

#### ***Course Objectives***

- To Enable the learners to understand the different perspectives and context of secondary and higher secondary education
- To enable Learners to understand the system and structure of secondary and higher secondary education in India
- To enable the students to understand the management, curriculum and evaluation process of secondary and higher secondary education
- To enable the students to understand the problems and challenges about secondary and higher secondary education
- To enable the students to understand the Management Informal System (MIS) & Assessment & Evaluation at secondary and higher secondary education
- To develop the skills and knowledge require for resource management in schools at secondary and higher secondary level

#### **MODULE I: PERSPECTIVES, SYSTEM AND STRUCTURE OF SECONDARY & HIGHER SECONDARY EDUCATION (CREDIT 2)**

##### **Unit 1: Secondary and Higher Secondary Education in India**

- a) Concept, Need and Significance of Secondary and Higher Secondary Education
- b) Status of Secondary and Higher Secondary Education
- c) Socio-Cultural, Economic Political and Statutory Influences on Secondary and Higher Secondary Education in India

##### **Unit 2: System and Structure of Different School Boards and Policies, Programmes at Secondary and Higher Secondary Education**

- a) System and Structure of school in India : Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB), National Open Schools , Special-Needs Schools and Alternate Schools in India
- b) Types of School Education in India : Aided- unaided, Private, International and Issues related to School Education in India at Secondary and Higher Secondary Education level
- c) Policies and Programmes: Role of N.C.E.R.T, S.C.E.R.T, National Policy of Education (1992), National Scheme of Incentives to Girls for Secondary Education (2008), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - "National Mission for Secondary Education", Inclusive Education for Disabled at Secondary Stage, The Adolescence Education Programme (AEP)

### **Unit 3: Curriculum Planning and Evaluation**

- a) Curriculum Design and Evaluation at Different Boards of School Education at Secondary and Higher Secondary level ( SSC, I.C.S.E, C.B.S.E, IB, I.G.S.C, National Open schools and Special Education Schools)
- b) Evaluation: CCE, Formative and Summative Evaluation; Non- Referenced and Criterion Reference Evaluation,
- c) Assessment: Multiple purposes of Assessment, Assessment of Group work and Assessment and regulation of Learning, relationship between assessment and organization and Practice of Teaching

## **MODULE II: CHALLENGES OF SECONDARY & HIGHER SECONDARY EDUCATION (CREDIT 2)**

### **Unit 4: Problems and Challenges of Secondary and Higher Secondary Education**

- a) Problems and Challenges Related to Universalization of Secondary Education
- b) Alternative Schooling- Problems and Strategies
- c) Strategies Adopted in Solving the Problems- Girls, Disadvantaged and Differently-Abled Children and Slow Learners and Interventions to Solve the Problem

### **Unit 5: Resource Management in Schools at Secondary and Higher Secondary Level**

- a) Perspectives to School Leadership and Management, Role of Principal in Restructuring Schools
- b) Local Specific Community Resources – Human and Material and their Integration to curricular Activities; Preparation and Use of Learning and Play Materials – Principles and Characteristics; Community Involvement in Effective Implementation of Secondary and Higher Secondary Level Programmes
- c) Participation of NGOs in Achieving Goals of Secondary and Higher Secondary Education

### **Unit 6: Curricular Approaches and Quality Concerns and Higher Secondary Level**

- a) General Principles to Curricular Approaches – Activity Based/ Play-Way, Child-Centered, Theme-Based, Holistic, Joyful, Inclusive Using Story-Telling, Puppetry, Musical And Rhythmic Exercises, Dramatization, Role-Play, Art Activities, Indoor and Outdoor Play, Field Trips.
- b) Issues of Quality in Secondary and Higher Secondary Education, Role of Various Agencies in Ensuring Quality Such as ; Department of Education, Directorate, Inspectorate and Private Agencies
- c) Defining Quality in Evaluation, Moral and ethical Issues in Evaluation and role of Stake holders in Educational Evaluation

**MODULE III: INTERNAL ASSESSMENT****(CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

**SUGGESTED EXTENSION ACTIVITIES**

- Visits to different types of secondary and higher secondary schools and prepare school profiles
- Conduct interview with students, teachers parents of different schools and prepare a report on problems of secondary and higher secondary schools
- Observation of in service teacher education programs at secondary and higher secondary level and prepare a report.
- Visit to Alternative education centers at secondary or higher secondary level and preparation of a report
- Survey of educational needs of disadvantages and disabled students
- Curriculum Design and Evaluation at different boards of School Education at secondary and higher secondary level ( SSC, I.C.S.E, C.B.S.E, IB, I.G.S.C, National Open schools and special education schools)

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**ELECTIVE COURSE 2**  
**PEDAGOGY, ANDRAGOGY AND ASSESSMENT**

**Total Credit= 6(60 Marks)**

***Course Objectives***

- To develop an understanding of concept of pedagogy and andragogy of education.
- To understand approaches and techniques in pedagogy and andragogy in education
- To understand assessment in pedagogy and andragogy in education

## **MODULE I: PEDAGOGY OF EDUCATION**

**(CREDITS 2)**

### **Unit 1: Concept of Pedagogy of Education**

- a) Pedagogy: Meaning, Importance
- b) Pedagogical Analysis: Concept and Stages
- c) Critical Pedagogy: Meaning, Need and its implications in Teacher education

### **Unit 2: Approaches and Techniques in Pedagogy in Education**

- a) Reflective Enquiry, Metacognitive Strategies (Giving Space to Pupils to Think, Organize their Knowledge and Express Teacher as a Reflective Practitioner)
- b) Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)
- c) ICT in Teaching-Learning: Development and Use of Blogs, U Tubes, Ted Talks.

### **Unit 3: Assessment in Pedagogy in Education**

- a) Feedback Devices: Meaning, Types, Criteria; Guidance as a Feedback Device
- b) Assessment of Portfolios, Reflective Journal, Field Engagement Using Rubrics, Competency Based Evaluation
- c) Assessment of Teacher Prepared ICT Resources, Use of ICT for Evaluation.

## **MODULE II: ANDRAGOGY OF EDUCATION**

**(CREDITS 2)**

### **Unit 4: Concept of Andragogy of Education**

- a) Meaning, Principles of Andragogy, Competencies of Self-Directed Learning
- b) Theory of Andragogy (Malcolm Knowles)
- c) Learner Autonomy: The Dynamic Model of Learner Autonomy.

### **Unit 5: Approaches and Techniques in Andragogy of Education**

- a) Learner Controlled Method: Critical analysis of Group Discussion, workshop, Self-study, Web Learning, Collaborative Technique.
- b) Learner Engagement: Observing, Exploring, Discovering, Analyzing, Critical thinking, Reflection, Contextualization, Collaboration
- c) Experiential Learning: Field Interactions and Reflection, Teacher Experiences as the Basis of Training at Elementary Level

### **Unit 6: Assessment in Andragogy of Education**

- a) Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix)
- b) Criteria for teacher evaluation: Product, Process and Presage criteria.
- c) Rubrics for Self and Peer evaluation: Meaning, steps of construction

**MODULE III: INTERNAL ASSESSMENT****(CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

***Sessional Work: Any one***

1. Write a report based on the assessment of any two B.Ed student teachers lessons using either Flanders' Interaction analysis or Galloway's system of interaction analysis
2. Prepare rubrics for self-assessment and Peer-assessment with reference to M.Ed curriculum
3. Prepare and execute a teaching plan on any B.Ed subject based on Understanding level model or Reflective thinking model.
4. Develop and implement either a blog/ U tube/ Ted talks based on the B.Ed curriculum/ School curriculum

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## **ELECTIVE COURSE 2**

### **E-LEARNING**

**Total Credit= 6 (60 Marks)**

#### ***Course Objectives***

- To develop an understanding of E learning and its importance
- To develop an understanding about E learning design and practices
- To develop an understanding of various E learning resources and its application
- To develop and study significance of E learning in Teacher Education
- To create an awareness of various issues related to e learning
- To explore trends and application of E learning

#### **MODULE I: E Learning: Concept, Design and Resources (CREDIT 2)**

##### **Unit 1: Concept and Pedagogy of e learning**

- a) Concept of E-Learning - Definitions, Objectives and Need of E Learning
- b) Essential Characteristics of E learner - Cognitive, Affective and Psychomotor
- c) E learning and Different Pedagogies – Social Constructivists by L Vygotsky , Constructivists Pedagogies by J Bruner, Behaviourist by Gagne and Cognitivist by Piaget

##### **Unit 2: E learning Design and Practice**

- a) E learning Design - Principles of designing E Learning Program.
- b) Analysis of Instructional designs - Morrison and Kemp, Dick and Carrey, Moore's Transactional Distance Model.
- c) E Learning Practices - Factors influencing E Learning Practices, Gilly Salmon's Five Stage Model of E-Tutor Activities.

##### **Unit 3: Application of E learning Resources**

- a) Distance Learning- Concept of Distance Learning, Difference Distance and E learning, Benefits of Using E learning Platform for Distance Education
- b) Open Educational Resources – Development and Distribution
- c) Learning Platform – LCMS: Features and Uses

#### **MODULE II: E learning: Issues and Trends (CREDIT 2)**

##### **Unit 4: E Learning in Teacher Education**

- a) Manifestation of Teachers' Roles in E-Teaching Context
- b) Roles and Competencies of E Tutors in E learning
- c) Significance of Curriculum Development in the Area of E Learning at Teacher Education

##### **Unit 5: Social, Quality and Ethical issues of E Learning**

- a) E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning

- b) Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003)
- c) Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

**Unit 6: Trends of E Learning**

- a) Web 2.0 technology in E Learning 2.0- Concept of Web 2.0 Technology and its applications.
- b) Benefits of social media technology in E learning (5 C’s -Friedman and Friedman 2008).
- c) M Learning and its Application - Concept of M-Learning, Characteristics of M-Learning, Applications of M- Learning.

**MODULE III: INTERNAL ASSESSMENT (CREDITS 2)**

Sr.No	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc. and written assignments, Case study, Projects, Posters and exhibits etc. for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc. as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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10. <http://www.aect.org/>
11. American Society for Training and Development <http://www.astd.org/>

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## **ELECTIVE COURSE 2**

### **LIFE SKILL EDUCATION**

**Total Credit= 6 (60 Marks)**

#### ***Course Objectives***

- To develop an understanding of the concept of Life Skills
- To develop an understanding about the theoretical Foundations of Life Skills
- To create an awareness of the need of Life Skills in a Social Context

## **MODULE 1: INTRODUCTION TO LIFE SKILLS**

**(CREDIT 2)**

### **Unit 1 Evolution of the Concept of Life Skills**

- a) Definition and Importance of Life Skills, Livelihood Skills, Survival Skills and Life Skills. Life Skills Education, LifeSkills Approach and Life Skills Based Education
- b) Genesis of the Concept, UN Inter Agency Meeting, Hamburg Declaration, Quality Education and Life Skills: Dakar Framework and Life Skills Education in the Indian Context
- c) Pillars of Education and Life Skills- Learning to Know, Learning to Do, Learning to Live Together, Learning to Be

### **Unit 2: Social and Negotiation Skills**

- a) Self-Awareness- Definition, Types of Self, Self -Concept, Body Image, Self Esteem and Techniques used for Self Awareness: Johari Window, SWOT Analysis
- b) Empathy- Sympathy, Empathy & Altruism
- c) Effective Communication- Definition, Functions, Models, Barriers and Interpersonal Relationship- Definition, Factors affecting Relationships

### **Unit 3: Thinking and Coping Skills**

- a) Thinking- Nature, Elements of Thought, Types of Thinking, Concept Formation, reasoning.
- b) Creative and Critical Thinking- Definition, Nature, Stages, Problem Solving- Definition, Steps in Problem Solving, Factors Influencing Problem Solving. Decision Making Definition, Process, Need, Consequences, Models of Decision Making and Goal Setting.
- c) Coping with Emotions - Definition, Characteristics, Types, Classification: Wheel Model, Two Dimensional Approach, Coping Strategies, Coping with Stress - Definition, Stressors, Sources of Stress, The General Adaptive Syndrome Model of Stress.

## **MODULE II: LIFE SKILLS: THEORIES AND APPLICATION IN THE SOCIAL CONTEXT**

**(CREDIT 2)**

### **Unit 4: Theoretical Foundations of Life Skills**

- a) Self Through the Social Lens, Looking Glass Self, I and Me of Self, Self and the Psychoanalytic Lens, Introduction to the Ideas of the Post Freudians - Jung, Klein and Kohut. Self Through the Cultural Lens - Independent and Interdependent 'Self ways'
- b) Resilience and Risk: The Emergence of Prevention Sciences: Masten, Luther, Becker and Transactional Models of Stress and Coping: Lazarus and Cohen, Antonovsky and Kat
- c) Attachment Theory: John Bowlby and Problem Behaviour Theory: Richard Jessor



### Unit 5: Life Skills in Social Context

- a) Life skills for Disaster Preparedness – Concept, Types, Natural and Man-made, Causes and Approaches, Response to Disaster Impact- Important Characteristics of Response, Requirements for Effective Response
- b) Life Skills and Peer Education –Concept , Importance of Peer Education among Adolescence and Youth , Roles of the Peer Educators, Peer Assisted Learning Strategies: Peer Tutoring, Peer Education, Peer Modeling, Models of Peer Education: Peer Support Model, Peer Leadership Model
- c) Life Skills for successful Team Management ,Team work, and Team Building Process, Individual Territories versus Team Spaces and Application of Life Skills for Team Building and Training

### Unit 6: Life Skills for Harmony

- a) Social Harmony and National Unity - Indian Social Fabric: Secularism, Pluralism, Peace, Tolerance, Challenges to Social Harmony and National Integration, Life Skills for Social Harmony and National Integration
- b) Differently-Abled - Issues and Concerns of Differently Abled, Life Skills for Differently Abled
- c) Vulnerable and Marginalized Group - Issues and Concerns of Vulnerable: Orphans, Street children, Concerns of SC and ST, Life Skills for Vulnerable and Marginalized.

### MODULE III: INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two-as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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## CORE COURSE 9

### RESEARCH METHODOLOGY

Total Credit= 6 (60 Marks)

#### *Course Objectives*

- To develop an understanding about the designs of educational research
- To enable students to understand data analysis
- To enable students to write research report

#### **MODULE I: DESIGNS IN EDUCATIONAL RESEARCH (CREDIT 2)**

##### **Unit 6: Research Methodology**

###### (a) Descriptive Research:

- Causal-Comparative
- Correlational
- Survey
- Ethnography
- Developmental study
- Case Study

(b) Historical Research: Meaning, Scope of historical research, Uses of history, Steps of doing historical research (Defining the research problem and types of historical inquiry, Searching for historical sources, Summarizing and evaluating historical sources and Presenting pertinent facts within an interpretive framework.) Types of historical sources, External and internal criticism of historical sources.

###### (c) Experimental Research:

- Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs.
- Factorial Design.
- Single-subject Design.
- Internal and External Experimental Validity.
- Controlling extraneous and intervening variables.

#### **MODULE II : DATA ANALYSIS AND REPORTING (CREDIT 2)**

##### **Unit 7: Data Analysis**

(a) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)

(b) Quantitative Data Analysis

- Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data)
- Testing of Hypothesis
- Type I and Type II Errors, Levels of Significance
- Power of a statistical test and effect size
- Parametric Techniques

- Non- Parametric Techniques
  - Conditions to be satisfied for using parametric techniques
  - Inferential data analysis
  - Use of Excel in Data Analysis
  - Concepts, use and interpretation of following statistical techniques: Correlation, t-test, z-test, ANOVA, Critical ratio for comparison of percentages and chi-square (Equal Probability and Normal Probability Hypothesis).
- (c) Qualitative Data Analysis
- Data Reduction and Classification
  - Analytical Induction
  - Constant Comparison

### Unit 8: Research Reporting

- (a) Format, Style and Mechanics of Report Writing with Reference to (i) Dissertation and Thesis and (ii) Research Paper.
- (b) References and Bibliography
- (c) Evaluation of Research Report.

### MODULE III: INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned.	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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**Internship:** The Semester 3 internship will be for a **period of FOUR** weeks in Professional pre-service teacher education institution.

**Dissertation:** Title of the dissertation should be submitted to the University for approval at the beginning of the third semester of the course.



# SEMESTER IV

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## OPTIONAL COURSE 1

### COMMUNICATION SKILL AND ACADEMIC WRITING

Total Credit= 6 (Marks 60)

#### *Course Objectives*

- To develop an understanding into significance of communication skill
- To explore the role of technology in communication
- To understand the concept of expository writing
- To create an awareness on appropriate ways of writing a bibliography using appropriate citation standards
- To understand learning as a pedagogy for self-development
- To create an appreciation towards the fundamentals of academic writing

#### **MODULE I: SKILL OF COMMUNICATION AND EXPOSITORY WRITING (CREDITS 2)**

##### **Unit 1: Understanding Communication Skills**

- a) Concept and Significance of Communication Skills
- b) Formats and Core Skills in Group Communication – Problem Solving, Role Playing Skills, Trust – Building Skills, Team-Building Skills, Discussion Formats in Group Communication- Round Table, Symposium, Panel Discussion, Forum Types, Colloquy, Parliamentary Procedure
- c) Skills for Effective Communication: Public Speaking Skills(Planning, Preparation and Presentation) Listening Skills- (Appreciation, Discrimination, Comprehension, Therapeutic and Critical)

##### **Unit 2: Expository Writing Skills and Technology for Effective Communication**

- a) Concept, Types, Structure and Process of Expository Writing
- b) Online discussion forum, videoconferencing, webinars, Learner Management System.
- c) Creating e-portfolio, creating blogs for communication.

##### **Unit 3: Self Developments through Service**

- a) Concept of Service Learning ( Meaning Definition and Objectives)
- b) Relevance , Benefits and Outcomes of of Service Learning,
- c) Conceptualizing Service Learning as a Pedagogy for Self Development

## **MODULE II: FUNDAMENTALS OF ACADEMIC WRITING (CREDITS 2)**

### **Unit 4: Concept of Academic Writing:**

- a) Definitions , Characteristics, Principles and Key terms of Academic Writing: Discourse Community, Inter Textuality, Academic Frame, Facts and Opinion of Academic Writing
- b) Types of Academic Writing - Book Writing, Chapter Writing, Journal Articles, Dissertation and Research Paper
- c) General Form of Formatting of Academic Writing- Font, Spacing, Margin, Paragraph, Page Numbering and Highlighting

### **Unit 5: Referencing and Citation**

- a) Reference – Meaning, Difference Between Reference and Citation, Methods of Citations (In Text, Quotations, Direct Citation), When to Cite, Citation Elements, Types of Citation (Book Citation, Journal Article Citation, Internet Source Citation etc.)
- b) Style Manuals- Meaning and Definition, Different Style Manuals According to Discipline, Examples of Select Style Manuals- American Psychological Association (APA), MLA Style Manual, Chicago Style Manual
- c) Citation Management – Meaning, Citation Management Software, Free Citation Management Software: Mendeley, Zotero, Commercial Citation Management Software: End Note, Microsoft Word
- d) Plagiarism – Meaning and Definition, Types of Plagiarism, Plagiarism and Internet, Copyright and Fair Use, Avoiding Plagiarism

### **Unit 6: Ethics of Academic Writing**

- a) Reliability of Resources
- b) Guide’s Role and Ethical Considerations for Online and offline Academic Writing
- c) Avenues of Presenting the Writing (Reporting)

## **MODULE III: INTERNAL ASSESSMENT (CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
<b>1</b>	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned.	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities.	05



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## OPTIONAL COURSE 2

### ENVIRONMENTAL EDUCATION

**Total Credit= 6 (Marks 60)**

#### Course Objectives:

1. To develop an understanding of the environmental concepts.
2. To create an awareness about the Human impacts on bio-geochemical cycles and hydrological cycle, Ecosystem capital
3. To develop an understanding of the Environmental Issues and Concerns.

4. To develop an understanding about the concept of environmental education, its principles and ethics
5. To develop an understanding of the various approaches of teaching environmental education.
6. To develop an understanding of sustainable practices like family farming forestry, and reducing ecological footprint
7. To develop skills in sustainable practices in family farming and reducing ecological footprint
8. To develop an understanding of Economics and Environmental Quality, Environmental Audit, Environmental Impact Assessment
9. To develop skills in Environmental Audit and Environmental Impact Assessment
10. To develop an understanding of Environmental policy and leadership

## **MODULE 1: ENVIRONMENT AND ENVIRONMENTAL EDUCATION (CREDITS 2)**

### **UNIT 1: Foundation of Environment**

- a) Nutrient recycling and energy flow through an ecosystem,
- b) Human impacts on bio-geochemical cycles (with reference to key elements- Carbon, Phosphorous and Nitrogen)and hydrological cycle
- c) Ecosystem capital: Use and Restoration

### **UNIT 2: Environmental Issues and Concerns**

- a) Climate Change, Ozone layer depletion (causes, effect and Remedies)
- b) Loss of Biodiversity, Land mis-management (causes, effect and Remedies)
- c) Energy Crisis (causes, effect ,precautions and alternate energy sources)

### **UNIT 3: Foundation to Environmental Education**

- a) Meaning, Objectives and Principles of Environmental Education based on Tbilisi (1977)
- b) Environmental Ethics (Development, Industry, Individual and Global)
- c) Approaches to teaching environmental education: Interdisciplinary approach and Multidisciplinary approach.

## **MODULE 2 SUSTAINABLE PRACTICES AND ENVIRONMENTAL MANAGEMENT (CREDITS 2)**

### **Unit 4: Practices for sustainable Environment**

- a) Family Farming: Meaning, Significance and process
- b) Ecological foot print, actions to reduce carbon footprint, significance of Carbon credits
- c) Forestry : meaning, types and significance of forest cover

### Unit 5: Environmental Management

- a) Economics and environmental Quality:( Environmental and Economic indicators, Internal and External costs, Full cost pricing)
- b) Environmental Audit: Objectives, Elements of audit, process of environmental audit
- c) Environmental Impact Assessment ( Significance, EIA process)

### Unit 6: Environmental policy and leadership

- a) Principles of Environmental Policy decisions
- b) UN decade of Education for sustainable development (2005-2014) ( meaning, Objectives, Action plan)
- c) Environmental Leadership and Individual's influence on Environmental Policy.

### MODULE 3: INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc. and written assignments, Case study, Projects, Posters and exhibits etc. for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc. as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

### Practical Assignments:

1. Critically analyze and compare the various approaches towards the concern for the vanishing wilderness.
2. Discuss ways one can change governmental policies in constitutional democracy on any environmental issues and write a report.
3. Critically analyze the implementation of action plan on Education for sustainable development at global level.
4. Calculate your ecological/carbon footprint and state ways to reduce the carbon footprint.
5. Conduct an environmental audit and report on any development/ industrial projects.
6. Study the impact of any goods purchased on the environment with reference to its manufacturing, packaging and transportation cost.

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### OPTIONAL COURSE 3

#### EDUCATIONAL MANAGEMENT

**Total Credit= 6 (Marks 60)**

#### *Course Objectives*

- To learn fundamental skills in the use of educational management
- To provide quality management education to students
- To make students aware of current developments in policies and practices in the field of educational management
- To create awareness about the advance aspects of Educational Management

#### **MODULE I: MEANING, PRINCIPLES AND APPROACHES OF EDUCATIONAL MANAGEMENT (CREDITS 2)**

##### **Unit 1: Management of Education**

- (a) Concept, Need and Objectives of Management of Education, Meaning of Administration vs Management, Scientific Management, Fayol’s Principles of Management
- (b) Educational Manager: Functions, Mintzberg’s Managerial Roles, Competencies and Skills, Managerial Creativity, Managerial Ethics
- (c) Management of Education in the context of Globalisation and Privatisation

##### **Unit 2: Leadership in Education**

- (a) Concept of Leadership: Characteristics, Leader and Manager,
- (b) Approaches to Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based, Social
- (c) Theory and Practice: Blake and Mouton’s Managerial Grid, Fiedler’s Contingency Model, Tri-dimensional Model, Hersey and Blanchard’s Model, Leader-Member Exchange Theory

### **Unit 3: Human Resource Management in Organizations**

- (a) Human Resource Management: Concept, Need, Principles, Job analysis. Methods and Process of Staff Development
- (b) Crisis Management: Types of Crisis on the basis of Crisis Responsibility, Stages of Crisis, Steps of Crisis Management, Role of Crisis Manager.
- (c) Performance Management: Principles, Process and Concerns , Measuring Performance: Performance Appraisal with reference to its Purpose and Process, Tools and Techniques

## **MODULE II: QUALITY MANAGEMENT IN EDUCATION (CREDITS 2)**

### **Unit 4: Quality in Education**

- a) Concept of Quality and Quality in Education : Indian and International perspective
- b) Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total quality Management (TQM), Six sigma
- c) Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

### **Unit 5: Educational Quality Management Systems**

- a) Stages of Quality Management Systems, Educational Quality Management Systems: International Organization for Standardization (ISO), Integrated Management System
- b) Related Concepts: Quality Audit: Types, Procedures, Quality Circles: Structure, Implementation, Operations and Benefits
- c) Tools and Techniques: Fishbone diagram (cause and effect diagram), Pareto diagram, Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA)

### **Unit 6: Planning for Continuous Quality Improvement**

- a) Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing).The Japanese Models of Change: Just-in-Time, Poka yoke
- b) Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis
- c) Quality Assurance Agencies in India and Abroad: Objectives, Functions, Roles and Initiatives
  - National Assessment Accreditation Council (NAAC): Performance Indicators,
  - Quality Council of India (QCI)
  - International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

**MODULE III: INTERNAL ASSESSMENT****(CREDITS 2)**

<b>Sr.No</b>	<b>Particulars</b>	<b>Marks</b>
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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## OPTIONAL COURSE 4

### INCLUSIVE EDUCATION

**Total Credit= 4 (60 Marks)**

#### *Course Objectives*

- To develop in students an understanding of the concept and philosophy of inclusive education in different context.
- To develop in students an understanding of the nature and types of diverse learners.
- To acquaint students about various policies and programmes facilitating inclusive education.
- To enable students to understand various identification of need of diverse learners and approaches to evaluation.
- To enable students to understand planning and management of inclusive classroom.
- To enable students to use assistive /adaptive technology in inclusive classrooms.
- To enable students to understand the need of support system for inclusive practices.
- To enable students to analyze the research trends and issues in inclusive education.

#### **MODULE 1: UNDERSTANDING INCLUSION AND DIVERSE LEARNERS (CREDIT 2)**

##### **Unit 1: Introduction to Inclusion**

- (a) Meaning of Access, Equity, Diversity, Empowerment, Human rights and Social Justice
- (b) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners- Including Marginalized group and Learners with Disabilities)
- (c) Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education

##### **Unit 2: An Overview of Diverse Learners**

- a) Concept of Impairment, Disability and Handicap
- b) Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion

- c) Prevalence, Types, Characteristics and Educational Needs of Diverse learners Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities

### **Unit 3: Policy and Programmes of Inclusive Education**

- a) Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992) Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial)
- b) Rehabilitation Council of India Act (1992), Inclusive Education under SarvaShikshaAbhiyan (SSA)
- c) Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

## **MODULE 2: IDENTIFICATION OF DIVERSE LEARNERS, PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION (CREDIT 2)**

### **Unit 4 Identification of Diverse Learners and Approaches to Evaluation**

- a) Identification of Diverse Learners for Inclusion
- b) Educational Evaluation Methods, Techniques and Tools
- c) Interpretation of Evaluation Reports and their Educational Implications

### **Unit 5: Planning and Management of Inclusive Education**

- a) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners
- b) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- c) Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

### **Unit 6: Research Trends and Issues in Inclusive Education in India**

- a) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational
- b) Current Status and Ethical Issues of inclusive education in India
- c) Research Trends of Inclusive Education in India

**MODULE III: INTERNAL ASSESSMENT****(CREDITS 2)**

Sr.No	Particulars	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20
2	One periodical class test held in the given semester	10
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05

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**INTERNSHIP** : The Semester 4 internship will be for a period of Three weeks in An organization engaged in the development of innovative curriculum and pedagogic practices, or International/national/state institution involved in curriculum design; textbook development, education policy planning, formation and implementation; educational administration and management

**DISSERTATION:** students should submit their Dissertation work in this Semester only.

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