

SWAMI RAMANAND TEERTH MARATHWADA
UNIVERSITY, NANDED



STRUCTURE AND SYLLABUS

For award of degree

Master of Education

(M.Ed.)

Proposed to introduce from Academic Year 2013-14 with CGPA under Academic

Autonomy

Subject to revise from time to time

May-2013

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Introduction:

Education has vital responsibility in building emerging society and to locate an individual in it as a constructive, accountable, progressive citizen. In this regard teacher education programs at various levels must be moulded in new fashion relevant to the modern context.

Swami Ramanand Teerth Marathwada University, Nanded through its Faculty of Education locating reforms in to practice by modification and updating curriculum. This particular revised syllabus is subjected for post graduate course Master of Education (M.Ed.) in the Faculty of Education from academic year 2009. It will have good prospectus in teacher Education institutions and other Educational organizations. Course structure and syllabus for this is formed with following objectives.

The General Objectives of M.Ed.(Education) Course are as

1. To prepare professional personnel required for staffing of the Colleges of Education.
2. To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational Research and Educational planning.
3. To prepare personnel for various educational services.
4. To enable to understand, analyse, evaluate Philosophical, Social, Economic, Cultural, Psychological concern of Education.

Duration of the Course

The course for the Master's Degree in Education Regular, one - year, semester Pattern shall be of one academic year having two semesters. The Terms and vacations of the course shall be as prescribed by the University from time to time.

Eligibility for Admissions:

- a. A candidate, who has passed the B.Ed., Examination of this University or any other University recognized as equivalent there to shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part. In the case of SC/ST students this percentage of marks shall be at least 45%.
- b. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university in this respect from time to time'

- c. The reservations will be given as per the policy and guidelines prescribed by University and government, subject to revision by the university from time to time.

Medium:

- a. Medium of Instruction: - The medium of instruction for this course will be Marathi or Hindi or English. Concerned department can make arrangement and is permitted to do so by the University.
- b. Medium of Dissertation: - The students, with preceding permission, have option of medium for the submission of the dissertation as - Marathi, English or Hindi irrespective of the medium of Instruction, but not different from the medium of the Examination.
- c. Medium of Examination:-The medium of the Examination shall be Marathi or Hindi or English.

Attendance

- a. A candidate desiring to appear for the M.Ed. examination must attend the College recognized for this purpose.
- b. In each semester in each paper/practical/ activities/seminar a student should put-in at least a minimum 75% attendance, subject to the general provisions existing in the University for condonation of attendance, provided a student who falls short of the required minimum of attendance in the first or second semester shall make good the same in the next year I semester and II semester term as the case may be.
- c. Student shall attend the lectures and undertake activities (Components under each Head) of the course in each semester as prescribed by the University.
- d. In case a student remains absent for a particular component he/she will have to make good the same in subsequent year.

Course Structure:

Semester I		Credits	Credits	Total
Core Course papers		Internal	External	Credits
EDU-101	Education as Field of Study	2	2	4
EDU-102	Psychological Foundation of Education	2	2	4
EDU-103	Methodology of Educational Research	2	2	4
EDU-104	Teacher Education	2	2	4
Electives offered (any two can be opted)				
EDU-105	Educational Technology	2	2	4
EDU-106	Educational Measurement & Evaluation	2	2	4
EDU-107	Anti-Terrorism and Peace Education	2	2	4
EDU-108	Special Education	2	2	4
EDU -109	Language Education	2	2	4
Practical work	This is based on theory papers with equal credits (01 credit for each theory paper)	3	3	6
Field work	This is based on theory papers with equal credits (01 credit for each theory paper)	3	3	6
Lesson Observation		1	1	2
Seminar	This is comprehensive seminar and the topic is to be decided by students through consultation with teachers	1	1	2
Total Credits		20	20	40
Semester II				
Theory papers (Compulsory)				
EDU-118	Process of Education	2	2	4
EDU-119	Psychological Foundation of Education	2	2	4
EDU-120	Research Methodology in Education	2	2	4
EDU-121	Teacher Education	2	2	4
Electives offered (any two can be opted)				2
EDU-122	Economics of Education	2	2	4
	Guidance and Counselling			
EDU-123	Educational Management & Administration	2	2	4
EDU-124	Social Science Education	2	2	4
EDU-125	Information Communication Technology in Education	2	2	4
EDU-126	Science Education	2	2	4
EDU-127	Human Rights and Education	2	2	4
Practical work	This is based on theory papers with equal credits (01 credit for each theory paper)	3	3	6
Field work & Internship		3	3	6
Dissertation & Viva voce		3	1	4
Total		40	40	40

Credits through course papers offered by other schools of the campus will be included in place of electives.

Grand Total: Semester I + Semester II = 80 Credits
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Scheme of Examination

The examination for the degree of M.Ed. course shall be by both External & Internal modes. External exam shall include head A & B and will be arranged by University. Internal assessment including head C & D is to be followed by own mechanism of school. External referee for viva voce will be appointed by University.

CGPA PATTERN

In tune with the concepts and suggestions of the UGC and NAAC, technological advancements and societal needs and to make the teaching effective and meaningful, School of Educational Sciences has been permitted to adopt credit-grade based performance and assessment (CGPA) system for all the courses being run in the School. The modalities and operational details of the credit system shall be as follows.

(I) Features of the CGPA System:

1. Master's degree courses being run in School of Educational Sciences would be of 100 credits each, where one credit course of theory will be of one clock hour per week running for 12 weeks and one credit for practical course will consist of 4 hours of laboratory exercise for 6 weeks.
2. Five credits, one each in two semesters, have been allocated for Seminar/Fieldwork. There shall be at least one seminar and other practical.
3. Academic calendar showing dates of commencement and end of teaching, internal assessment tests and term end examination shall be duly notified before commencement of each semester every year by the School. The academic calendar and the examination schedule shall be independent for the School running CGPA pattern. Paper setting, examination and assessment shall be under supervision of BOE as at present, but carried out by the School. It shall be completely transferred to the School in future under advice of the coordinator of CGPA system.

4. The distribution of marks for each theory paper of 4 credits at term end (semester) examination and for continuous internal assessment for allotment of credits, as approved by the Faculty shall be as follows-

Term end examination	50 marks
Two tests (15 marks each)	30
Home Assignment/ Tutorial (one)	20
Total	100 marks

5. The pattern of existing question paper, content from syllabus and scheme shall continue for term end examination.

6. Existing approved syllabi which are being implemented on credit pattern shall be redistributed in compulsory and elective credits. For electives, appropriate split in approved papers shall be made as well as new syllabi devised with respect to number of credits.

7. The dissertation shall be compulsory and of 4 credits (100 marks) with 2 credits (40 marks) for the internship in second semester.

(II) Evaluation of students:

(a) Internal Assessment: Internal assessment for each course would be continuous and dates for each tutorials/practical tests will be pre-notified in the time table for teaching or placed separately as a part of time table. Departmental Internal Assessment Committee will coordinate this activity.

(b) Term End Examination: - The term end examination for 50 marks per course would be held about two weeks after completion of teaching for the semester. Each theory paper of 50 marks shall be of three hours duration.

(i) Grades - Marks for each course would be converted to grades as shown in Table 1.

Table 1: Conversion of marks to grades in credit system

Marks Obtained	Grade	Grade Points
100-90	A+	10
89-80	A	9
79-70	B+	8
69-60	B	7
59-55	C+	6
54-45	C	5
44-40	D	4
39 and Less	FC	0-Fail but continue
39 and Less (Internal)	FR	0-Failed, repeat course

ii) A student who passes the internal tests but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/she shall be disqualified for a credit and will have to opt for another credit.

iii) Student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course. The grade FC and FR will be taken into consideration while calculating Semester Performance Index (SPI). It shall be replaced only when student clears the course with passing grade within 1.5 year from appearing for first time in the concerned semester.

v) Grade points earned in each paper shall be calculated as-

Grade points obtained (vide Table 1 above) X Credits for the paper.

vi) The SPI gives weighted performance index of a semester with reference to the credits of a course. The SPI shall be calculated as-

$$\text{SPI} = \frac{\text{Total Earned Grade Pointes (as given above) for the Semester}}{\text{Total Credits for the semester}}$$

(c) Final Result: For the final result of a student Cumulative Performance Index (CPI) based on total earned credits vis-à-vis total earned grade points shall be calculated. The CPI shall be calculated as-

Total earned grade points / Total credits i.e. 100.

The final grade earned shall be as per Table 2 below.

Table 2

CPI	Final Grade
9.0 -10	A+
8.0 - 8.9	A
7.0 - 7.9	B+
6.0 - 6.9	B
5.5 - 5.9	C+
4.5 - 5.4	C
4.0 - 4.4	D
0 - 3.9	F

The pattern of the mark list at present shall be as given in Appendix 4. However, this pattern shall be changed in future, by the Coordinator of the credit system with intimation to appropriate authority, to show only the grade and grade points and not the marks.

Paper Pattern:

Faculty of Education

M.Ed. (CGPA)

Marks: 50

Time: 3 Hours

NB.

1. Question no. 1 is compulsory
2. Off the remaining solve any four
3. All questions carry equal marks

Question No.	Marks	Instruction	Level of question
Q1.	10	Write Short notes on (any four) a) b) c) d) e)	Understanding
Q2.	10	Long question (Discuss, Evaluate, Comment, justify etc.)	Analysis and Application
Q.3	10		
Q.4	10		
Q. 5	10	Write Short notes on (any two) A) B) C) D)	Analysis, Critical understanding, Evaluative
Q.5	10	Long question (Discuss, Evaluate, Comment, justify etc.)	Analysis and Application
Q.6	10		
Q. 8	10	Write Short notes on (any two) A) B) C) D)	Analysis, Critical understanding, Evaluative

(Pattern of Mark Sheet for CGPA system)
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NANDED-431 606
(SEAL)

Candidates name:

Eligability no.:

Semester I Examination Seat no.:

Exam:

Course number	Credits	Marks Obtained			Grade	Grade Points	Earned Grade Points
--	--	Int (X/50,25)	Ext= 50 (X/50, 25)	Total	--	--	--
EDU-101							
Grand Total	40						
Credits Earned	Earned Grade points	SPI		Total Credits Earned	Earned Grade points	CPI	

Semester II Examination Seat no.:

Exam

Course number	Credits	Marks Obtained			Grade	Grade Points	Earned Grade Points
--	--	Int (X/50,25)	Ext= 50 (X/50, 25)	Total	--		
Grand Total	40						
Credits Earned	Earned Grade points	SPI	Total Credits Earned		Earned Grade points	CPI	

Date:

Statement no.

Controller of Examinations

Semester-I

Core Course Paper -I:

EDUCATION AS A FIELD OF STUDY

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

1. Understand the nature of education as a discipline/an area of study.
2. Examine issues related to education as interdisciplinary knowledge.
3. Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
4. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
5. Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
6. Reflect on the multiple contexts in which the school and teacher education institutions are working.
7. Discuss the emerging dimensions of school and teacher education.

MODULE: 1: THEORETICAL PERSPECTIVES OF EDUCATION AS A

DISCIPLINE

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<p>Critical analysis of education as a discipline/area of study.</p> <p>Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc and their linkage to pedagogy and practices.</p> <p>Procedure of linking:</p> <ul style="list-style-type: none">• Content knowledge with Pedagogy knowledge• School knowledge with life outside the school• School knowledge with community knowledge• Experiential knowledge with empirical knowledge	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

<ul style="list-style-type: none"> • Knowledge on action and reflection on outcome of action • Theoretical knowledge and practical knowledge • Universal knowledge and contextual knowledge. <p>Critical analysis of different Philosophical schools of thoughts and thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc; with reference to curriculum text books, teaching-learning pedagogy, school/class-room environment, assessment, management, role of teachers, discipline etc.</p>	
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MODULE: II : EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"> 1. Interdisciplinary nature of education; 2. Relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. 3. Connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge. 4. Contribution of science and technology to education and challenges ahead. 5. Axiological issues in education: role of peace and other values, aesthetics in education. 6. Dynamic relationship of education with the political process. 7. Issues related to planning, management and monitoring of school and teacher education. 	<p>Lecture, Documentary studies , observation based seminars and presentations</p>

MODULE: III : CHANGING SOCIO-CULTURAL CONTEXT OF EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (08 hrs)
<ol style="list-style-type: none"> 1. Social purposiveness of education. 2. Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child, appropriate approaches for teaching young children in the context of diversities. 3. Constitutional provisions of education 4. Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community. 5. Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality. 6. Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society. 7. Young children and social policy. 8. Social context as a source for rejuvenating teaching and learning and classroom as a social context. 9. Diversity of Learning and Curriculum sites. 10. Policy of inclusion and multi-foundational approaches to learning disability. 	Lecture, Documentary studies , reflective discussions

MODULE: IV: CHANGING POLITICAL CONTEXT OF EDUCATION :

SCHOOL CONTEXT

Instruction (Referencing):

Content	Mode of Transaction (08 hrs)
<ol style="list-style-type: none"> 1. School education: Contemporary challenges 2. Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society. 3. Need for developing a vision of school education and teacher education: 4. Vision derived from synthesis of different schools of Philosophy and Psychology – Integrative and elective view points 5. Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards. 6. Changing role of personnel in school management: 	Lecture, Documentary studies , reflective discussions

<p>teachers, headmasters, and administrators.</p> <p>7. Need for nurturing learner-friendly school environment.</p> <p>8. School as site of curricular engagement.</p> <p>9. Teacher's autonomy and academic freedom. (Discussion on these issues with the help of case studies and examples).</p> <p>10. School as sites for struggle and social change.</p>	
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MODULE: V: SUPPORT SYSTEMS OF EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (07 hrs)
<ol style="list-style-type: none"> Principles and guidelines in organising the support systems Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005). Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy. Complementarity in participation of different stakeholders in school education-role of media, use of technology, NGOs, civil society groups, teacher organisations, family and local community. Support to curricular engagement in schools Monitoring and evaluation of schools. Development of learning resources –textbooks, supplementary books, workbooks, multimedia and ICT, School library etc. 	<p>Lecture, Documentary studies , observation based seminars, case studies and presentations</p>

PRACTICUM (Training & Creation)

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

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SEMESTER II

Core Course Paper -I:

EDUCATION AS A FIELD OF STUDY

MODULE: I: CORRECTIONS AND INTERACTIONS IN THE PROCESS OF EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">Nature of connections and interactions involved:<ul style="list-style-type: none">Between the child and the environmentSchool practices with life outside the schoolSubject knowledge with real life experiences of the child.Between knowledge and practices.Between content with pedagogy.Between ICT and teaching-learning process.Linking school knowledge with community knowledge.Methods of interaction as visualized in the educational thoughts of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire and their relevance to day to day teaching-learning.	Lecture, Documentary studies , observation based seminars and presentations

MODULE ; II- PEDAGOGY

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">Child centered pedagogy.Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.	Lecture, Interviews of academicians and educational administrators , Group discussions

<ol style="list-style-type: none"> 4. Pedagogical analysis of the subject contents. 5. Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey, and Socrates (dialogue), and their relevance in teaching-learning. 	
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MODULE III- ANDRAGOGY

Instruction (Referencing):

Content	Mode of Transaction (06 hrs)
<ol style="list-style-type: none"> 1. Concept of andragogy Implications of andragogic techniques for teachers training. 2. Experiential Learning Field interactions and reflection. 3. Teacher experiences as the basis of training 	Lecture, Documentary studies , observation based seminars and presentations

MODULE IV- PROFILE OF THE TEACHER AND THE TEACHER EDUCATOR

Instruction (Referencing):

Content	Mode of Transaction (10)
<ol style="list-style-type: none"> 1. Teacher's ability to integrate pedagogical knowledge with the content knowledge of a subject. Issues related to Teacher's role expectation-values, attitudes, life style, relationship with the students and parents. 2. Role perception: teacher and teacher educator as role model, as facilitator, as co-learner intimate relationship with students. 3. Organisation of learning experiences: individualized learning, group learning, self-learning, learning through electronic media, and combination of modes as stated. 4. Professionalism of the teacher and the teacher educator- professional ethics, commitments, dedication, accountability, autonomy and academic freedom. 5. Personal characteristics contributing to success in teaching profession. 	Lecture, Documentary studies , discussion , observation based seminars, case studies and presentations

MODULE V- DESIGNING CURRICULUM, SCHOOL EXPERIENCES AND
ASSESSMENT

Instruction (Referencing):

Content	Mode of Transaction (09hrs)
<ol style="list-style-type: none"> 1. Levels of curricular decisions. 2. Curriculum Frameworks-Principles of curriculum development 3. Highlights of NCF, 2005. 4. Instructional objectives: Stage specific and Subject specific objectives. 5. Methodology of curriculum Transaction at different stages. Assessment and evaluation at different stages. 6. Use of curricular materials. 	<p>Lecture, discussions and Documentary studies</p>

PRACTICUM (Training & Creation)

1. The critical appraisal of one of the selected school programme/event/ teacher practices based on the ideas of a great educator, a psychological theory or an ideology.
2. Visit to schools and classroom located in rural/urban/tribal contexts- exposure, observation, critical analysis of events and presentation before a small group.
3. Maintenance of reflective diary on institutions observed, analysis of experiences that may be evaluated at the end of the term.
4. Self-reading of literature on an identified theme and presentation of a paper in Seminar followed by critical discussion.
5. Critical analysis of a curriculum/syllabus of particular school stage and presentation for small group discussion.

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- Wiles, Jon (2004). *Curriculum essentials- a resource for educators*. Allyn & Bacon.

Semester I

Core Course Paper- II:

DEVELOPMENT OF LEARNER AND THE LEARNING PROCESS

Objectives:

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

- Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- Visualize multiple dimensions and stages of learner's development and their implications on learning
- Understand the group dynamics
- Learn the factors affecting learner's environment and assessment
- Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analysing and reflecting upon learning episodes

MODULE: 1: FRAMEWORK FOR LEARNING PROCESS

Instruction (Referencing):

Content	Mode of Transaction (06 hrs)
<ol style="list-style-type: none">1. Learning- Concept, Levels of Learning Constructivism and Learning.2. Brain base learning.3. Theories of Learning.4. Educational Implications of theories of learning.5. Factors influencing learning.6. Learning and motivation.7. Transfer of Learning	Lecture, reflective discussion in small groups and presentations

MODULE: II: LEARNERS' DEVELOPMENT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Concept of development , stages , dimensions, principals of development, sequential stages of development and their relative role, general characteristics and problems of each stage.2. Theories of development.	Lecture, Documentary studies , observation based seminars and

<ol style="list-style-type: none"> 3. Piaget's Cognitive development. 4. Bruner Theory 5. Eriksons's Psycho-social development 6. Factors influencing development 	presentations
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MODULE: III : GROUP DYNAMICS

Instruction (Referencing):

Content	Mode of Transaction (09 hrs)
<ol style="list-style-type: none"> 1. Concept of group dynamics 2. Types of group 3. Sociometric grouping 4. Social emotional climate of the class room and influence of teacher characteristic. 	Lecture, Documentary studies , reflective discussions

MODULE: IV: PERSONALITY

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"> 1. Concept of Personality 2. Factors influencing personality 3. Personality type and trait theories measurement of personality. 4. Theories of Personality. (Types and trait Theories) 5. Indian concept of Personality development. 	Lecture, Documentary studies , reflective discussions

MODULE: V: LEARNING ENVIRONMENT AND ASSESSMENT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)

<ol style="list-style-type: none"> 1. Concept of mental health and hygiene. 2. Defense mechanism 3. Mental health and hygiene- process of adjustment. 4. Principles of mental hygiene. 	<p>Lecture, Documentary studies , observation based seminars, case studies and presentations</p>
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PRACTICUM (Training & Creation) :

1. Conducting case study on one student who has difficulties in learning in primary years.
2. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
3. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
4. Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
5. Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
6. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
7. Analysis of a case of maladjusted adolescent learner.

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SEMESTER- II

Core Course Paper- II

DEVELOPMENT OF LEARNER AND THE LEARNING PROCESS

Objectives:

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

- Understand theories of Intelligence and Creativity.
- Understand the concept of Individual Differences
- Describe the relation amongst Teaching, Psychology and Educatiobn

MODULE: INTELLIGENCE AND CREATIVITY

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"> 1. Theories of intelligence by – Guilford J.P. , Gardener, Sternberg. 2. Measurement of intelligence- verbal, non-verbal, individual and group. 3. Nature of intelligence- emotional intelligence, social intelligence. 4. Creativity- concept, factors and process of creativity. 	Lecture, Documentary studies and presentations

MODULE: II- INDIVIDUAL DIFFERENCES

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"> 1. Individual difference- concept of intra and inter differences 2. Role of heredity and environment for individual differences. 	Lecture, Interviews of academicians and educational administrators , Group discussions

MODULE III : TEACHING

Instruction (Referencing):

Content	Mode of Transaction (08hrs)
<ol style="list-style-type: none"> 1. Concept of teaching, teaching strategies, teaching styles. 2. Models of teaching- 3. Role-playing Shaffen and Shaffen 4. Stress reduction- Rimm and masters. 5. Inductive thinking- Hilda Taba 6. Teacher behavior and student achievement. 	Lecture, Documentary studies , observation based seminars and presentations

MODULE IV: PSYCHOLOGY AND EDUCATION FOR EXCEPTIONAL CHILDREN

Instruction (Referencing):

Content	Mode of Transaction
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	(07)
<ol style="list-style-type: none"> 1. Creative 2. Gifted 3. Backward 4. Learning disables 5. Mentally retarded 	Lecture, Documentary studies , discussion , observation based seminars, case studies and presentations

MODULE V: RELATION OF EDUCATION AND PSYCHOLOGY.

Instruction (Referencing):

Content	Mode of Transaction (09hrs)
<ol style="list-style-type: none"> 1. Education implication of Psychology to Education 2. Scope of Education Psychology. 	Lecture, discussions and Documentary studies

PRACTICUM (Training & Creation)

1. To prepare Creativity test
2. To prepare personality test
3. To prepare attitude test
4. Interpret one of the following test
 - a) Individual test of intelligence
 - b) Group test of intelligence
 - c) Personality inventory

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- Bickhard, M.H. (1992). *How Does the Environment Affect the Person?* In L.T. Winegar, J. Valsiner (ed.). *Children's Development within Social Contexts: Metatheory and Theory*. Erlbaum.
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- Cruickshank, W.M. (1980). *Psychology of Exceptional Children and Youth*. N.J. Prentice Hall.
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- Kohlberg, L., Levine, C., & Haver, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.
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- Social Process in Learning Parents, Peers and Teachers Educational Psychology. Anita Woufolk (2004).
- Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India.
- Srivastava, G.N.P. (1986) *Recent Approaches to Personality Study*. APRC, Agra.
- Wendy Conklin (2006). *Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms*. Shell Educational Publishing.

Semester-I

Core Course Paper-3:

METHODOLOGY OF EDUCATIONAL RESEARCH

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

1. Describe the nature, purpose, scope, areas, and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select and explain the method appropriate for a research study
4. Conduct a literature search and develop a research proposal
5. Explain a sampling design appropriate for a research study
6. Explain tool, design and procedure for collection of data
7. Explain the importance of documentation and dissemination of researches in education

MODULE: I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES

Instruction (Referencing):

Content	Mode of Transaction (08hrs)
<ol style="list-style-type: none">1. Meaning, purpose and areas of educational research2. Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics3. Identification and conceptualisation of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research4. Formulation of Hypotheses5. Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: METHODS OF RESEARCH KNOWLEDGE ANALYSIS

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none"> 1. Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and co relational research; necessary conditions for causation 2. Techniques of control: matching, holding the extraneous variable constant and statistical control 3. Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory 4. Nature of experimental research, variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables 5. Experimental research designs: single-group pre-test post-test design, pre-test post-test control-group design, Post-test only control-group design, and Factorial design 6. Quasi-experimental designs: nonequivalent comparison group design, and time-series design Internal and external validity of results in experimental research 	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

MODULE: III: QUALITATIVE METHODS OF RESEARCH KNOWLEDGE

ANALYSIS:

Instruction (Referencing):

Content	Mode of Transaction (05 hrs)
<ol style="list-style-type: none">1. Qualitative research: meaning, steps and characteristics2. Qualitative research approaches-phenomenology, ethno- methodology, naturalistic enquiry: case studies and grounded theory.3. Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: SAMPLING IN QUALITATIVE, QUANTITATIVE AND MIXED RESEARCH

Instruction (Referencing):

Content	Mode of Transaction (08 hrs)
<p>Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples</p> <p>Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling</p> <p>Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling,</p>	Lecture, Documentary studies , reflective discussion in small groups and presentations

theoretical sampling, incidental and critical case	
Determining the sample size when using random sampling	

MODULE: V: METHODS OF DATA COLLECTION KNOWLEDGE ANALYSIS:

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none"> 1. Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information 2. Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires 3. Interview: types, characteristics and applicability, guidelines for conducting interviews 4. Qualitative process and quantitative process, Observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion 5. Secondary (existing) data: sources 	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Development of a research proposal on an identified research problem
2. Preparation, try out and finalization of a tool
3. Identification of variables of a research study and their classification in terms of functions and level of measurement
4. Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
5. Preparation of a review article
6. Use of computers in literature review /review of a dissertation
7. Review of research report
8. Visit to various libraries for reviews
9. Visit to other Research centers to study the previous researches

10. Preparation of questionnaire for micro-level educational survey.
11. Preparation of interview schedule for micro- level educational survey.

REFERENCES

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- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
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- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
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- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.

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- Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

Semester II

Core Course Paper III-

STATISTICAL METHODS FOR DATA ANALYSIS

Objectives

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

1. Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation examine relationship between and among different types of variables of a research study explain or predict values of a dependent variable based on the values of one or more independent variables
2. Estimate the characteristics of populations based on their sample data test specific hypotheses about populations based on their sample data use appropriate procedures to analyse qualitative data
3. Demonstrate competence in the use of statistical packages for analysis of data

MODULE: I: DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
1. Data types: Nominal, Ordinal, Interval and Ratio scale, data levels: individual and group Graphical representation of data Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation Normal distribution: theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications Relative positions : percentile rank z-scores. Examining relationships: Scatter plots and their interpretation product moment, rank, bi serial, point-biserial, tetra-choric, partial and multiple correlations	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: INFERENCE ANALYSIS OF QUANTITATIVE DATA-1

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
2. Estimation of a parameter-Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean 3. Testing of hypotheses-null and alternative hypotheses, directional alternative hypotheses, testing of null hypotheses, types of error, levels of significance, testing the significance of difference between the following statistics for independent and correlated samples: Proportions, means (including small samples) and variances	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III- INFERENCE ANALYSIS OF QUANTITATIVE DATA-2

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses Non-parametric statistics: assumptions and Chi-square	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV- DATA ANALYSIS IN QUALITATIVE AND MIXED RESEARCH

Instruction (Referencing):

Content	Mode of Transaction (06hrs)
Data reduction, data display, conclusion drawing and verification, removing, categorization and clarification, analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, establishing credibility.	Lecture, Documentary studies , reflective discussion in small groups and presentations

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MODULE: V: COMPUTER FOR DATA ANALYSIS AND PREPARATION OF RESEARCH REPORT

Instruction (Referencing):

Content	Mode of Transaction (05 hrs)
Use of Computer for data analysis- Knowledge of different types of software for statistical analysis, use of preparing research report, EXCEL	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. A critical assessment of statistical techniques used in a research report.
2. Preparation of graphic designs of data obtained in a research study.
3. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.
4. Analysis of data using Statistical Packages.
5. Study of statistical analysis used in various researches
6. Prepare one research paper
7. Four research report evaluation
8. Attend two conferences

REFERENCES:

Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill. Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill. Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon. Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition). Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage. Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press. Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.

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Semester I

Core Course Paper- IV:

TEACHER EDUCATION

Objectives:

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

1. Gain insight and reflect on the concept of teaching and the status of teaching as a profession,
2. Understand the roles and responsibilities of teachers and teacher educators,
3. Use various methods of teaching for transacting the curriculum in schools,
4. Prepare teachers for reflective teaching,
5. Critically examine the role and contribution of various regulating bodies and
6. Support institutions for improving quality of teacher's education,
7. Reflect on the issues and problems related to teacher education in the country.

MODULE: 1: TEACHERS AND TEACHING PROFESSION

Instruction (Referencing):

Content	Mode of Transaction (05hrs)
<ol style="list-style-type: none">1. Concept of Profession; Teaching as a profession.2. Professional ethics for teachers.3. Teachers changing roles and responsibilities.4. Social status of teachers5. Teacher Appraisal and accountability.	Lecture, reflective discussion in small groups and presentations

MODULE: II: PROFESSION OF TEACHER EDUCATOR

Instruction (Referencing):

Content	Mode of Transaction (05 hrs)
<ol style="list-style-type: none">1. Teacher Education : Concept , need and importance2. Roles and responsibilities of teacher educators3. Preparation of teacher educators4. Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism.	Lecture, Interviews of Teacher Educators and presentations

MODULE: III : PRE-SERVICE TEACHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none">1. Pre-Service Teacher Education: concept, nature, objectives and scope.2. Development of teacher education in India-pre and post independence period; recommendations of various commissions and committees concerning teacher education system.3. Impact of NPE, 1986 and its Plan of Action (POA) on teacher education system.4. National Curriculum Frameworks for Teacher Education, 2009.5. Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs, DIETs, etc.	Lecture, reflective discussion, presentations based on documentary studies

MODULE: IV: CURRICULUM OF PRE –SERVICE TEACHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<p>Components of pre-service teacher education:</p> <ol style="list-style-type: none">1. Foundational component2. Specialization areas3. Practicum4. Internship5. co-curricular activities6. Working with the community and work experience. <p>Teacher education curriculum at different stages.</p> <ul style="list-style-type: none">- pre-school education- elementary level- Secondary level	Lecture, reflective discussion in small groups and presentations

MODULE: V: MODES AND METHODS

Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<ol style="list-style-type: none">1. Modes : Face to face and Distance Learning2. Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and assignments.3. Planning for teaching-learning; taxonomy formulating of instructional objectives, unit planning, lesson planning, and teacher's diary.	Lecture, reflective discussion, Video presentation, case studies with presentations

PRACTICUM (Training & Creation)

- Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain their roles and responsibilities.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain the strategies they use for their professional development.
- Preparation guidelines for organization of classroom resources for construction of knowledge following constructivist approach on any theme/topics related to a school subject.

REFERENCES:

- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
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- NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*. New Delhi.
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- Linda Darling, Harmond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
- Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching*. Routledge: New York.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE.

SEMESTER- II

MODULE: I: EXPERIENCE BASED PROGRAMME

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Micro teaching : Concept , nature, importance ,organization , Problems and evaluation2. School experience programme (SEP)/Internship : Concept, Importance, planning, organization , Monitoring and supervision of SEP.	Lecture, reflective discussion, Video presentation, case studies with presentations

MODULE: II- INSERVICE TEACHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Modes of In-service Teacher Education: face to face, distance mode, eclectic mode.2. Planning and Organisation of In-service Teacher Education-assessment of training needs, formulation of training curriculum, preparation of course materials.3. Organisation of training, appraisal of course materials.4. Issues, concerns and problems of Teachers' Inservice education.	Lecture, reflective discussion, presentations

MODULE III : PROFESSIONAL DEVELOPMENT

Instruction (Referencing):

Content	Mode of Transaction (08hrs)
<ol style="list-style-type: none">1. Concept and importance of professional development2. Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes3. Teacher learning resource centre: functions.4. Provisions made by the States for professional development of the teachers.	Lecture, reflective discussion, Interviews, case study and presentations

MODULE IV: EVALUATION PROCESS IN TEACHER EDUCATION

PROGRAMS

Instruction (Referencing):

Content	Mode of Transaction (10)
<ol style="list-style-type: none">1. CCE in Teacher Education.2. Formative and summative evaluation; norm referenced and criterion reference evaluation.3. Evaluation of school experience/internship programmes.4. Assessment of teaching proficiency: criterion, tools and techniques.5. Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.6. Challenges in Evaluation process	Lecture, reflective discussion, Interviews, case study and presentations

MODULE V: RESEARCHES IN TEACHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (07hrs)
<ol style="list-style-type: none">1. Need and significance researches in Teacher Education2. Areas of Researches in Teacher Education3. Applications of ICT in Teacher Education and Researches in Teacher education4. Comparative studies in Teacher Education	Lecture, reflective discussion, presentations based on documentary studies

PRACTICUM (Training & Creation)

- Construction of Tools for identification of Training needs in different subject areas.
- Identification of Training needs of a group of teachers of a school.
- Preparation of self-learning material/e-content for primary or secondary school teachers.
- Appraisal of a training programme organised by DIET/IASE/CTE.
- Supervision of atleast three B.Ed practice teaching classes and writing supervision comments

REFERNCES :

- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.
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- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- NCERT (2005): National Curriculum Framework.
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- NCTE (1998): Perspectives in Teacher Education.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.

SEMESTER – I

Elective Paper – I

EDUCATION TECHNOLOGY

Objectives

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

1. Understand the nature and scope of educational technology and also about the various forms of technology
2. Understand the systems approach to Education and communication theories and modes of communication
3. Know the instructional design and modes of development of self learning material develop the ability for critical appraisal of the audio-visual media
4. Develop basic skills in the production of different types of instructional material
5. Know the recent innovations and future perspectives of Education Technology.

MODULE: I: NATURE AND SCOPE

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none">1. Educational technology-concept,2. Forms of educational technology: teaching technology, instructional technology and behaviour technology;3. Approaches of educational technology: Hardware and Software;4. Transactional usage of educational technology: integrated, complementary, supplementary, standalone (independent);5. Historical development – programmed learning stage; media application stage and computer application stage;6. Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education	Lecture, reflective discussion in small groups and presentations

MODULE: II: SYSTEMS APPROACH TO EDUCATION AND COMMUNICATION

Instruction (Referencing):

Content	Mode of Transaction (08 hrs)
<ol style="list-style-type: none">1. Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;2. Instructional Strategies and Media for Instruction.	Lecture, Documentary studies, reflective discussion in small groups and presentations

<ol style="list-style-type: none"> 3. Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication. 4. Education and Training: Face-to-face, Distance and other alternative modes 	
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MODULE: III: INSTRUCTIONAL DESIGN

Instruction (Referencing):

Content	Mode of Transaction (08 hrs)
<ol style="list-style-type: none"> 1. Instructional Design: Concept, Views. Process and stages of Development of Instructional Design. 2. Overview of Models of Instructional Design- ADDIE Model; Instructional Design for Competency Based Teaching: 3. Models for Development of Self Learning Material, Review of Researches on Instructional Design. 	Lecture, reflective discussion in small groups and presentations

MODULE: IV: AUDIO VISUAL MEDIA IN EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"> 1. Audio-visual media – meaning, importance and various forms. 2. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, 3. Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference. 4. Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes. 5. Use of animation films for the development of children’s imagination. Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions. 	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY

Instruction (Referencing):

Content	Mode of Transaction (07 hrs)
<ol style="list-style-type: none">1. Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc.2. Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.3. Recent experiments in the third world countries and pointers for India with reference to education.4. Recent trends of Research in Educational Technology and its future with reference to education.	Lecture, Documentary studies , reflective discussion in small groups and presentations

RACTICUM (Training & Creation)

1. Identifying appropriate media and material for effective use in the transaction of a lesson.
2. Writing a script for media production.
3. Critical analysis of an instructional system based on components of systems approach
4. Critical analysis of the different instructional designs based on the various instructional design models.
5. Preparation of a trend report on researches on instructional design.
6. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content. Design intervention programme of educational technology in the current practices of teacher training programmes in India.

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SEMESTER – I

Elective Paper – 2

EDUCATIONAL MEASUREMENT & EVALUATION

Objectives

To enable the student to :

1. Get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation
2. Understand the relationship between measurement and evaluation
3. To understand various taxonomies of educational objective
4. Get acquaint with various reforms in examination system

MODULE: I: EDUCATIONAL MEASUREMENT AND EDUCATIONAL EVALUATION

Instruction (Referencing):

Content	Mode of Transaction (08hrs)
<ol style="list-style-type: none">1. Meaning and concept of Educational Measurement2. Historical background of measurement3. Educational Evaluation - Concept, process, principles and types4. Relationship among measurement, assessment and evaluation	Lecture, reflective discussion in small groups and presentations

MODULE: II: TAXONOMIES OF EDUCATIONAL OBJECTIVES

Instruction (Referencing):

Content	Mode of Transaction (08 hrs)
<ol style="list-style-type: none">1. Domains of Evaluation: Cognitive, Affective and Psychomotor2. Taxonomies of educational objectives in different domains	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT

Instruction (Referencing):

Content	Mode of Transaction (09 hrs)
<ol style="list-style-type: none">1. Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, Norms	Lecture, reflective discussion in small groups and presentations

<ol style="list-style-type: none"> 2. Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability 3. Validity - Types, Factors affecting, interpretation and improving validity 	
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MODULE: IV: EVALUATION OF LEARNING

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"> 1. Diagnosis and Remediation of Learning Difficulties 2. Nature and Characteristics of good diagnosis 3. Diagnostic Test – meaning, purpose planning, administration and interpretation 4. Remedial Instruction – meaning, principles, and organization 5. Techniques in Evaluating Learning and Development 6. (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion) 	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: EXAMINATION REFORMS

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"> 1. Concept, need and importance 2. Grading, Marking and Credit System 3. Semester System 4. Question Bank 5. Continuous Internal Assessment 6. Moderation and revaluation 7. Online Examination 	Lecture, Documentary studies , reflective discussion in small groups and presentations

RACTICUM (Training & Creation)

1. Prepare a question bank of 25 questions at different levels and types for any one paper of B.Ed. or M.Ed. Course.

2. Study of online examination system through visit to computer Institute.
3. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)with the readymade test or inventory and interpret the results.
4. Prepare administer and assess an achievement test for one Unit at B.Ed or M.Ed level and equivalence the results (within the group and against a standard)

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SEMESTER – I

ANTI TERRORISM AND PEACE EDUCATION

Elective Paper – 3

Objectives of Paper

- to develop critical understanding of relates of terrorism
- To enhance civiv responsibilities among rthe students
- To develop social confidence and build own value order
- Visioning peaceful futures

MODULE: I: UNDERSTANDING TERRORISM & ANTITERRORISM

Instruction (Referencing):

Content	Mode of Transaction (06 hrs)
<ul style="list-style-type: none">• Terrorism and anti terrorism : concept , nature, objectives, direct & indirect forms• Introduction with antiterrorist activities	Lecture, Video presentation , reflective discussion in small groups and presentations

MODULE: II: UNDERSTANDING RELATES OF TERRORISM

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ul style="list-style-type: none">• Nature and impact of following relates on society, economy and development• Psychology of violence,• Socio-Economic roots• Religious radicalism• Political affairs at national / international levels• Terrorism and Media• Terrorism and Technology	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: SUPPORTING ANTITERRORISM

Instruction (Referencing):

Content	Mode of Transaction (06 hrs)
<ul style="list-style-type: none">• Civic responsibilities, legislative provisions, Investigating conflicts, violence• Understanding significance & limitations of factors like Languages, region, religion, race etc.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: MOTIVATIONAL SKILL FOR ANTITERRORISM

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<ul style="list-style-type: none">• Positive attitude, intrapersonal relations, cooperation & team work, accountability, commitment, sensitivity & sympathy etc.	Lecture, Documentary studies , games, simulation and reflective discussion in small groups and presentations

MODULE: V: DEVELOPMENT OF VALUE ORDER

Instruction (Referencing):

Content	Mode of Transaction (12hrs)
<ul style="list-style-type: none">• World thinkers on peace education , their concept of man., aims of life and society with reference to :• Caliph Omar, Abraham Lincoln, Mahatma Gandhi, J. Krishnamurti• Albert Einstein , Abdul Kalam	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Field Visit
2. Organization of public awareness impartment programs
3. Preparation of posters
4. Group discussion
5. News paper cutting collection

REFERENCES

- Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
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SEMESTER – I

Elective Paper – 4

SPECIAL EDUCATION

Objectives

To enable students to:

- Understand the concept and nature of Special Education.
- Understand the modes and approaches of Special Education and approaches of Identification for Special children.
- Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.
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MODULE: I: CONCEPT AND NATURE OF SPECIAL EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (06 hrs)
Objectives, types, historical perspective, integrated education	Lecture, reflective discussion in small groups and presentations

MODULE: II: EDUCATION OF MENTALLY RETARDED

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none">1. Characteristics of the retarded2. Educable mentally retarded3. Teaching strategies4. Enrichment programmes5. Remedial programmes6. Etiology and prevention7. Mental hygiene as remediation	Lecture, Documentary studies, reflective discussion in small groups and presentations

MODULE: III: EDUCATION OF THE IMPAIRED & HANDICAPPED

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Impairments: Visual and Hearing, characteristics, degree of impairment, etiology and prevention2. Orthopaedically Handicapped: types of handicap, characteristics3. Educational programmes for impaired and orthopaedically handicapped	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: EDUCATION OF THE GIFTED, CREATIVE AND DISABLED CHILDREN

Instruction (Referencing):

Content	Mode of Transaction (07 hrs)
<ol style="list-style-type: none">1. characteristics2. identification process3. educational programmes	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: EDUCATION OF JUVENILE DELINQUENTS

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<ol style="list-style-type: none">1. characteristics2. problems of alcoholion, drug adiction3. anti-social and character disorder4. educational programmes for Rehabilitation	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
3. Identify suitable research areas in inclusive education.
4. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
5. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
6. Visit to any local Special School and Report.
7. A Survey of Special Children included in Regular Schools – Local Primary Schools or Secondary Schools and Report.
8. Visit to any local Special School and report.
9. Conduct of Two case studies (from Special Schools or Remand home) and report.

REFERENCES

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SEMESTER –II

Elective Paper – 1

ECONOMICS OF EDUCATION

Objectives of Paper:

To make the students aware about:

1. The meaning, importance and scope of economics of education.
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development;
3. The concept and relationship between input and output of education.
4. The source and resources of finances for education.
5. The financial resource management.

MODULE: I: ECONOMICS OF EDUCATION: AN INTRODUCTION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Economics: Meaning , concepts, nature, significance and scope2. Interrelations between Economics, Education and development3. Economics of Education: Concept, Scope and Significance. Recent trends in Economics of education.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: APPROCHES OF ECONOMICS OF EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none">1. Education as productive Consumption2. Education as returning Investment3. Taxonomy of Costs of Education4. Taxonomy of Benefits of Education5. Age-Education-Earning Profiles6. Rates of Return of Investment in Education7. Earning Differentials- Concepts, Significance and Strategies.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: DEVELOPMENT AND EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (06 hrs)
<ol style="list-style-type: none">1. Education and Economic development: Human capital formation and Manpower planning.2. Human development: meaning, concept and importance3. Role of Education in human development4. Resources for Education: Role of the Centre, States and Institutions for financing education.5. Five year plans and Education6. Impact of Liberalization, Privatization and Globalization	7. Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: EDUCATIONAL FINANCE

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<ol style="list-style-type: none">1. Importance of Financing of Education Principles of Financing of Education2. Sources of Educational Finance3. Factors influencing Financing of Education4. Role of Government in Financing of Education5. The System of Grants-in-Aid Scheme (Sharing and distribution of financial responsibility)6. International Sources of Financing Education in India7. Problems of Financing Education in India..	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: EDUCATIONAL FINANCING AND ECONOMIC PRODUCTIVITY

Instruction (Referencing):

Content	Mode of Transaction (07 hrs)
<ol style="list-style-type: none">1. Concept of Economic Productivity2. Productivity of educational System3. Efficiency of Educational System4. Education as a industry5. Approaches for measuring the Contribution of Education to Economic Growth<ol style="list-style-type: none">a. Correlation Approachb. Residual approach	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Development of Institutional Plan or Institutional Budget
2. Preparation of a Educational Perspective Plan
3. Review of Research Studies in Educational Planning or Finance
4. Review of a Book on Educational Planning /Financing
5. Development of Learning Resources on Educational Planning/Finances.
6. Annotated Bibliography on Educational Planning /Finance.

REFERENCES

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Semester II

Elective Paper – 2

EDUCATIONAL GUIDANCE AND COUNSELING

Objectives

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

1. Understand the meaning, nature and scope of guidance
2. Understand the meaning of and the need for group guidance
3. Recognize the role of guidance in attaining the goals of education
4. Appreciate the need for guidance
5. Develop acquaintance with various techniques of group guidance
6. Understand the meaning, nature and scope of counseling
7. Appreciate the need for and goals of counseling
8. Analyze the relationship between guidance and counseling
9. Understand the concept and process of counseling in group situation
10. Recognize the different areas of counseling

MODULE: I: UNDERSTANDING EDUCATIONAL AND CAREER GUIDANCE

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none">1. Meaning and Definitions2. Need for guidance3. Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization4. Scope of guidance programme5. Needs for Guidance at various levels of education/schooling6. School Guidance: a collaborative effort of school and community7. Organisation of Guidance programmes in schools,8. Career development needs of the students9. Career development process; factors affecting career development	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: TYPES OF GUIDANC

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
1. Types of Guidance: Educational, Vocational/Career and Personal Individual guidance and group guidance; advantages of group guidance Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: ESSENTIAL SERVICES IN EDUCATIONAL GUIDANCE

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
1. Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation 2. Resources required for organizing guidance services 3. School guidance committee: constitution, roles and functions 4. Placement services 5. Research and evaluation services 6. Place of guidance in school curriculum-need 7. Role of principal and teachers in school guidance programmes.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: UNDERSTANDING COUNSELING KNOWLEDGE ANALYSIS:

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
1. Meaning & nature of counseling 2. Scope of counseling 3. Objectives of counseling: resolution of problems, modification of behaviour, promotion of mental health 4. Relationship between guidance and counseling	Lecture, Documentary studies , reflective discussion in small groups and presentations

<ol style="list-style-type: none"> 5. Place of counseling in the total guidance programme 6. Stages of the counseling process 7. Counseling Techniques-person centred and group centred, cognitive interventions, behavioral interventions, and systematic interventions strategies. 8. Skills and qualities of an effective counselor 9. Professional ethics 	
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MODULE: V: TYPES AND AREAS OF COUNSELING

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none"> 1. Uses of group process in counseling 2. Process of group counseling 3. Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups 4. Peer counseling: Its concept and the relevance to the Indian situation. 5. Steps and skills in group counseling process 	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM

1. Prepare two case studies regarding various factors of personality
2. Organising counselling programs for School and College students
3. Preparation of Instructional material regarding educational guidance and counselling
4. Organise a programme for mental health and report the outcomes

REFERENCES:

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SEMESTER – II

Elective Paper – 3

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Objectives of Paper:

1. To help the students to understand the concepts, principles processes and techniques of management of education scientifically.
2. To acquaint the students with some management skills required in the educational environment.
3. To enable the students to apply the concepts, techniques and processes of management to the situations in education.
4. To orient the students with the procedures of supervision and inspection and bring about improvement in the field of education.

MODULE: I: Concept and Meaning of Educational Management

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Educational Management: Concept, Nature, importance2. Trends in management (concept, Nature and importance)<ol style="list-style-type: none">i. Human Resource Managementii. Performance Appraisaliii. Time Management	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: CONCEPT AND MEANING OF EDUCATIONAL ADMINISTRATION

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none">1. Development of Modern Concept of Educational Administration from 1900 to Present-day.2. Taylorism3. Administration as a process	Lecture, Documentary studies , reflective discussion in small groups and presentations

<p>4. Administration as a bureaucracy</p> <p>5. Meeting the Psychological needs of employees, systems approach</p> <p>6. Administration such as (a) Decision making, (b) PERT,</p>	
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MODULE: III: STRUCTURAL FRAMEWORK OF EDUCATIONAL MANAGEMENT IN INDIA

Instruction (Referencing):

Content	Mode of Transaction (06 hrs)
<p>1. Agencies of educational Management – U.G.C., NCERT, NIEPA, CABE, NCTE, IGNOU (Genesis, objectives, functions and role)</p> <p>2. Management of Schools : Role of headmaster in planning of school activities</p> <p>3. Staff development programmes</p> <p>4. Role of teachers in school management and administration</p>	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: PROCESS OF MANAGEMENT

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<p>A. Planning</p> <ul style="list-style-type: none"> • Meaning and Nature • Approaches to Educational Planning • Perspective Planning • Institutional Planning <p>B. Organization</p> <ul style="list-style-type: none"> • Concept of Organization, 	Lecture, Documentary studies , reflective discussion in small groups and presentations

C. Leadership	<p>Organisation theory.</p> <ul style="list-style-type: none"> • Concept of Organizational structure • Factors affecting organizational structure <ul style="list-style-type: none"> • Meaning and Nature of Leadership • Theories of Leadership • Styles of Leadership • measurements of Leadership 	
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MODULE: V: EDUCATIONAL SUPERVISION

Instruction (Referencing):

Content	Mode of Transaction (07 hrs)
<ul style="list-style-type: none"> • Meaning and Nature • Supervision as service activity • Supervision as a process • Supervision as functions • Supervision as educational leadership • Modern supervision • Functions of supervision • Planning the supervisory programme • Organizing supervisory programme • Implementing supervisory programme 	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

PRACTICUM (Training & Creation)

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Study of conflict resolution studies adopted by Heads in two schools.
4. Panel discussion on corporate punishment in schools.
5. Prepare a plan for the mobilization of different types of resources for a school form the community.

6. Analysis of School Education Act of a state.
7. Case studies of School Education Act of states with better results at the secondary/senior secondary levels.
8. Estimation of institutional cost of a secondary school. Estimation of unit cost of education in a school taking student as an unit. Estimation of opportunity cost on a sample of working school age children. Preparation of a school budget
Preparation of a blue print for expenditure control in a school.
9. Critical Analysis of School Education Act of a State.
10. Formulation of a school mapping exercise for location of schools in an identified area.
11. Preparation of plan for instructional management in a secondary school.
12. Preparation of an institutional plan.
13. Critical of an educational project.
14. Evaluation of management of DPEP activities in a district.

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SEMESTER – II

Elective Paper – 4

ICT IN EDUCATION

Objectives

To enable the student to :

5. Understand the ICT and its relevance with education.
6. Understand the concepts associated with e-learning.
7. Understand the technical aspects of e-content design.
8. Understand the ICT and Multimedia.
9. Understand the applications of ICT to Education Research.

MODULE: I: ICT AND EDUCATION CONCEPT AND MEANING OF EDUCATION MANAGEMENT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
ICT; Meaning, Concept, Need and Importance, advantages, disadvantages and uses w,r,t, Education, Paradigm shift in Education due to ICT, challenges in integration ICT at various levels, Affordable ICT equipped Classroom, Basics of internet and e-learning	Lecture, Documentary studies, reflective discussion in small groups and presentations

MODULE: II: ICT AND STUDENTS CENTER LEARNING

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
E-learning: Elements of e-learning, e-Content and e-Books, Virtual Classroom and virtual University-merits and limitations, characteristics of the e-Learner, Knowledge, skills and attitude requirements of the e- educator, E-tutor e-Moderator Design content for role based learning, situated based learning, scenario based learning.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: E-LEARNING CONTENT DESIGN

Instruction (Referencing):

Content	Mode of Transaction (06 hrs)
Content- design patterns-script writing-graphics-animation, audio-video; Inserting and interactivity; possibilities and design procedure. Introduction to Learning Management Systems	Lecture, reflective discussion in small groups and presentations

MODULE: IV: ICT AND EDUCATIONAL MULTIMEDIA

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Multimedia: Meaning, Concept Nature Components of Multimedia Multimedia Development Team Theories of Multimedia Principles of Multimedia	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: ICT FOR EDUCATION RESEARCH

Instruction (Referencing):

Content	Mode of Transaction (07 hrs)
Application of ICT for Research problem identification, Review of literature, Tool designing and Data collection, Data analysis and presentation, Report writing and publication Data analysis software; Microsoft Excel, SPSS, Matlab Scilab ect. (Any one)	Lecture, Documentary studies , reflective discussion in small groups and presentations

RACTICUM (Training & Creation)

1. Lecture cum demonstration and hands-on-experiences on the preparation of e-content.
2. Visit to local institute where the e-learning is in practice.
3. Research problems/application of ICT in education settings.
4. Data analysis with the help of any one application software.

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