



COURSE-I
SPECIALIZATION COURSE – I (STAGE SPECIFIC)
(Elementary Education or Secondary & Senior Secondary Education)

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

Course Objectives:

After completing the course the students would be able to

- acquaint with the historical perspective, aims and objectives of school education at elementary or senior secondary level.
- explain the present status of elementary or secondary & senior secondary school education.
- understand the concept of school, systems and structure of school education, finance and management at elementary or senior secondary level.
- familiar with the curriculum, co-curricular, extra-curricular activities etc. at elementary or senior secondary level.
- recognize the methods of teaching, role of ICT, various teaching aids and role of teacher to enhance learning of students.

UNIT-I

1. Aims and objectives of school education (at that Stage)
2. Historical perspective
3. Present status

UNIT –II

1. School –concept, need & their role
2. Institutions, systems and structures of school education

3. Control & finance of institutions & their management
4. School education-global perspective

UNIT-III

1. Curriculum (at that specific stage) and its critical analysis
2. Activities –Curricular, Co-Curricular, Extra-Curricular

UNIT-IV

1. Methods of teaching (stage specific)
2. Use of ICT in teaching
3. Teaching aids-need &significance
4. Role of teacher as facilitator of teaching –learning environment

COURSE-II

SPECIALIZATION COURSE – II (STAGE SPECIFIC)

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

Course Objectives:

After completing the course the students would be able to

- acquaint with the classroom interaction & its analysis and management of classroom in terms of available resources at elementary or senior secondary level.
- explain the School administration the duties of Head/ Principal, teacher and class teacher at elementary or secondary &senior secondary level.
- familiar with maintaining records, time-table and managing resources at elementary or secondary & senior secondary level.
- understand the concept of evaluation, tools of evaluation, and CCE at elementary or senior secondary level.
- familiar with the issues and concerns at specific stage, moral development of students, needs of special children, and maintaining healthy learning environment at elementary or senior secondary level.

UNIT-I

- Class-room interaction
- Management of class room in terms of available resources
- Class -room interaction analysis

UNIT –II

- School administration
- Duties of Head/ Principal, teacher and class teacher
- Maintaining records
- Time-table
- Managing resources

UNIT-III

- Evaluation of outcomes
- Types of evaluation
- Methods/ tools of evaluation
- CCE

UNIT-IV

- Issues and concerns - Indiscipline & unrest among students
- Moral development of students
- Problems in schools
- School Management Committees
- Addressing children with special needs
- Action research
- Learning environment

COURSE-III

ADVANCED EDUCATIONAL RESEARCH

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

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

- understand the concept of research and educational research
- understand the types and methods of educational research
- understand the steps involved in educational research
- develop inquisitive mind and spirit of inquiry
- develop competency to plan, execute and report research in the educational field
- understand the use of different tools and techniques in educational research
- understand the role and use of statistics in educational research
- understand the basic educational statistics and select the appropriate statistical methods in educational research
- use computers for data analysis

COURSE CONTENTS

UNIT – I

Methods of Research

- Descriptive Research
- Historical Research
- Experimental Research: Experimental Designs.
- Qualitative Approaches of Research: Ethnography and Case Study

UNIT-II

Tools and Techniques of Data Collection

- Characteristics of a Good Research Tool
- Characteristics and uses of Questionnaire, Observations and Interview, Psychological Tests, Rating Scales and Socio-metric Techniques in Research
- Writing Research Report- Characteristics, steps and importance.

UNIT-III

Tests of significance

- Concept of Null hypothesis
- Standard error
- Type I & Type II error
- One Tail & Two Tail test
- Significance of statistics & significance of percentage, Proportion and correlation
- Significance of difference between means- Z- test & t- test

UNIT-IV

- ANOVA(One Way)- Meaning, assumptions, computations & uses.
- Regression and Prediction- Concept, uses, assumptions & computations of linear regression equation, Standard error of measurement.
- Meaning of Non Parametric tests
Concept, Computation and Uses of:
 - i) Chi-Square Test of Equality and Independence
 - ii) Median Test
 - iii) Sign Test

SUGGESTED READINGS

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. New Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Garrett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer and Simon.
- Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F.(1973). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.
- Koul, L.(1988). Methodology of Research. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Psychology and Education. New Delhi: Narela.
- Lindquist, E.F. (1970). Statistical Analysis in Educational Research, New Delhi, Oxfordand IBH publishing House.

- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Eurasia.
- Neuman, W.L. (1997). An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn and Bacon.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Siegel, S. (1986). Non-parametric Statistics. New York: McGraw Hill.
- Travers, R.M. W. (1978). An Introduction to Educational Research. New York: Macmillan.
- Turabian, K. L. (1973). A Manual for Writers of Term Papers, Theses and Dissertation, Chicago, University of Chicago Press.
- Van Dalen, D. B. (1992). Understanding Educational Research. New York: McGraw Hill.
- Young, P.V. (1960). Scientific Social Surveys and Research. New York: Prentice Hall.

COURSE-III

TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

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

- describe the need, concept and scope of teacher education and historical development with special emphasis on different documents.
- explain the agencies of in-service teacher training programme.
- have teaching profession and professional organization for various levels of teachers development of teacher education curriculum in India.
- do research in various areas of teacher education.
- understand the problems faced in the areas of teacher education.
- design in-service teacher professional development program/activities based on the needs of teachers.
- critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- understand and appreciate the research perspectives on various practices in teacher education.
- develop professional attitudes, values and interests needed to function as a teacher educator.

COURSE CONTENTS

UNIT-I

- Historical development of teacher education.
- Recommendation of various commissions on teacher education with special emphasis on-
 - University Education Commission(1948-49)
 - Mudaliar Commission(1952-53)
 - Kothari Commission (1964-66)
 - NPE,1986
 - Programme of Action, 1992.

UNIT-II

- Teaching as a profession
- Aims and Objectives of Teacher Organization
- Need of Professional Organization
- Faculty improvement programme
- Professional ethics
- Performance appraisal
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UNIT-III

- Problems of admission to teacher education
- Challenges in Professional Development of Teachers
- Factors influencing the quality of pre and in-service education of Secondary School Teachers
- Current Problems of Teacher Education and practicing Schools
- Role and Contribution of various agencies and regulatory bodies in enhancing the quality of Teacher Education
- Strengthening the Role of Teacher in a Changing World

UNIT-IV

- Areas of research in teacher education
- Teacher effectiveness
- Modification of teacher behavior
- School effectiveness
- Research on Effectiveness of Teacher Education Programmes in India.
- Characteristics of an Effective Teacher Education Programme.
- Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference design, finding and policy implications.
- Researches on Teacher behavior, personal variables, content variables, strategy variables, situation variables.

SELECTED READINGS

1. C.A.B.E.,(1992). Report of the C.A.B.E committee on policy perspectives Govt. of India. MHRD, New Delhi.
2. Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
3. Husen, Tosten & Postlethwaite(eds.)(1994). The International Encyclopedia of Education, New York. Vol. 1-12, Pergamon Press.

4. Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.
5. Ministry of Education(1964-66), Education and National Development Report of Indian Education Commission, Govt. of India.
6. MHRD (1986) National Policy on Education and Programme of Action. Govt. of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt. Of India, New Delhi.
8. Singh, L.C. (ed.)(1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R.(ed.)(1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
10. Soder, R. (1991). "The ethics of the rhetoric of Teacher Professionalism". Teaching and Teacher Education, 7(3).
11. Stiles, L.J. and Parker, R. (1969) "Teacher Education Programme". Encyclopedia of Educational Research 4th Edition, New York, Macmillan.

COURSE-V

Internship: in Specialized Area (In School; 6 weeks)

(Evaluation by external examiner only at the end of the semester)

Max. Marks: 100

Duration: 6 weeks

Credits: 4

NOTE:

- i) The student will maintain a file of the record related to activities performed.
- ii) For internship the student will be engaged in the schools for a continuous period of 6 weeks.
- iii) Do any four activities from the following:
 - 1) A report by the student in which he/she will record one's experiences, observations, and reflections during internship. (25 marks)
 - 2) Analysis of any text book from peace perspective. (25 Marks)
 - 3) Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not. (25 Marks)
 - 4) Develop an achievement test on any subject and standardize it. During this process item analysis, reliability, validity and norms are to be computed. (25 marks)
 - 5) Administration, scoring and interpretation of any two of the following psychological tests: (25 Marks)
 - Intelligence Test
 - Teacher Effectiveness Scale
 - Personality Test
 - Study Habits Inventory
 - 6) Students will observe/ analyze the classroom teaching learning behavior of four teachers through Flanders's interaction analysis system and prepare a report on it. (25 marks)
 - 7) Preparation, administration and analysis of diagnostic test (s) followed by remedial teaching. (25 Marks)
 - 8) Prepare a report on CCE at elementary or secondary & senior secondary school level of the school where the teacher educator has engaged himself/herself for internship.

- 9) Case study of the school where the teacher educator has engaged himself/herself for internship.

COURSE-VI DISSERTATION
(Evaluation by external examiner only at the end of the semester)

Credits-2

M.Marks- 50

- Comprehensive review of related literature, selection/ development of research tool & collection of data.
- Submission & presentation of progress report of research work (including all above mentioned item)

COURSE-VII
Self Development Skills–III (e-skills)
(Evaluation by external examiner only at the end of the semester)

Credit-1

Max. Marks=25

COURSE OBJECTIVES

- To enable the learners to use electronic aids and resources for educational/research purposes
- To make them aware of the possible pitfalls/threats of using e-resources

COURSE CONTENT

- a) - Create e-mail account, facebook accounts, etc.
 - using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites.
- b) -Using e-resources and acknowledging the information thus retrieved; ethical issues of using e-resources , Behaving responsibly on the internet

Transactional mode

- Through theoretical as well as practical mode

Sessional work

- Creating an educational group/forum