

3-YEAR INTEGRATED B.Ed.-M.Ed. PROGRAMME, 2016-2019

Courses of Study

Final Draft

(For All Universities/Institutions of Odisha: As per the NCTE Norms and Standards, 2014 and NCTE Curriculum Framework)

Developed by
**Directorate of Teacher Education & State Council of Educational Research
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2016-17**

COURSES OF STUDY FOR 3-YEAR INTEGRATED B.Ed.-M.Ed. PROGRAMME, 2016-2019

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Context

The Integrated B.Ed.- M.Ed. Programme is a three-year full-time professional programme in education, without any option of intermediate exit before completing the 3-years study. It aims at preparing teacher educators and other professionals in education, including curriculum developers, educational policy analysts, educational planners and administrators, school principals, supervisors and researchers in the field of education. The completion of the programme shall lead to integrated B.Ed. – M.Ed. degree with specialization in school education (both elementary and secondary).

The integrated programme thus subsumes all curricular elements of B.Ed. and M.Ed. The graduate of an integrated B.Ed.- M.Ed. programme should be equivalent in his/her knowledge and competence, to a graduate of a 2-year M.Ed. programme. Further he/she should have developed the professional competence and skills of a school teacher that a 2-year B.Ed. programme or a 4-year integrated teacher preparation programme should have developed.

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

- National Curriculum Framework - 2005
- National Curriculum Framework for Teacher Education 2009
- NCTE's Norms and Standards for the 3-year Integrated B.Ed.-M.Ed. Programme, 2014
- Report of the NCTE Sub-Committee for Three Year Integrated B.Ed.-M.Ed. Programme, 2014
- NCTE's Curriculum Framework : Two Year M.Ed. Programme, 2014
- The Right of Children to Free and Compulsory Education Act 2009
- Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for Universalization of access to and improvement of quality at the secondary stage, 2008
- Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009 (2011).

The following principles have guided the development of this course :

- Reducing the gap between theory and practice,
- Eliminating mismatch between post-graduate teacher education curriculum and teacher education institution realities,
- Inclusion of all relevant curricular components of 2-year B.Ed. and 2-year M.Ed. programmes
- Updating of curricular areas of teacher education in terms of enrichment of content knowledge and pedagogical competence of prospective teacher educators,
- Using variety of approaches and methods for transaction of the course contents,
- Incorporating multi-modal strategies for effective, continuous and comprehensive assessment of the performance of the prospective teacher educators.

Course Objectives:

The 3-year Integrated B.Ed.-M.Ed. Course is a professional programme in the field of Teacher Education which aims at preparing Teacher Educators and other professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals and researchers. The completion of the programme shall lead to B.Ed.- M.Ed. Degree with specialization in selected areas focusing on both elementary and secondary education.

The programme is designed to provide opportunities for the prospective Teacher Educators to extend and deepen their horizontal of knowledge and understanding of education and teacher education, develop research capacities, specialized in select areas etc. The course includes both critical comprehension of theory as well as hands-on and field based reflective practices, skills and competences.

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

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

Modes of Transaction:

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

- **Lecture-cum-Discussion Session:** The teacher educator provides the prospective Teacher-Educator a platform to review their experiences, helps them to develop insights into the disciplinary knowledge base and to relate them to the school realities.
- **Focused Reading and Reflection:** Prospective Teacher-Educator would be led to focus readings on various themes with questions inviting reflections either individually or in small groups.
- **Observation-Documentation-Analysis:** Simulated and real school/ community experiences would be arranged for the student teachers to observe, document in the form of record/ journal/ diary and analyze with an intention to revisit their own understandings or develop new insights.
- **Seminar Presentations:** Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertoire of skills in presentation.

- **Attachment to Teacher Education Institution:** Learning experiences would be provided through several teacher education institution-based practicum for development of certain professional qualities and competencies. This would include opportunities for planning and implementation of learning experiences and strategies, and reflecting on their appropriateness and effectiveness.
- **Workshop :** A series of learning experiences in a given performance area would be provided to perspective Teacher-Educator in the form of workshop, engaging them in modeling-practice-feedback sequence with a view to developing specified competencies required for a teacher.
- **Panel Discussion:** A series of panel discussions shall be planned on different themes/issues relating to school education and teacher education and shall be organized in the respective TEIs / University Department in which the prospective teacher educators shall participate and each of them shall prepare a brief report on the conclusion of each panel discussion session.
- **Group Work:** On different dimensions of an issue/theme relating to curricular components or concerning any emerging issues of school education and teacher education, groups shall be formed among the prospective teacher educators who would work on the theme and performance of each individual group shall be reported.
- **Library Work:** On specific theme/issue/problems relating to school education and teacher education or on any other curricular issues, the prospective teacher educators would be asked to consult library, collect information and prepare their individual write-ups for seminar presentation and discussion.
- **Projects:** Course related projects having contemporary concern shall be assigned to individual prospective teacher educator to be completed within a specified period of time with a report.
- **Collaborative Presentations:** The prospective teacher educators in groups along with their allotted mentors shall work collaboratively on a theme and prepare the report for seminar presentation.
- **School Visit and Sharing of Experiences:** As per the requirements of the School Internship programme included in the curriculum, school visits, interaction with students, teachers and other stakeholders and sharing the experiences with them and with peers shall be one of the core activities of the prospective teacher educators. Similar visits to other teacher education institutions, both ETEIs and STEIs, and interaction with student teachers, teacher educators and other stakeholders shall be conducted and the experiences shall be shared.
- **Sessional Work :** Each course paper in this programme has theoretical as well as practical component in the form of assignment which need to be conducted as assessed internally in time.

The topics for the sessional work listed under each course are suggestive. The concerned teacher educator may assign any other topic/issue relevant to the respective course.

Working Days: There shall be at least 215 working days in each year exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of 36 hours in a week (5 or 6 days). The total duration of the programme will be roughly equivalent to 107 weeks of six days each totaling up to 640 days.

Attendance: Minimum attendance shall be 80% for Theory Courses and Practicum and 90% for Field Attachment.

COURSE OUTLINE OF 3-YEAR INTEGRATED B.ED. - M.ED. PROGRAMME, 2016-19

Major Course Area	Course	Credit	Marks		
			Internal	External	Total
A. Common Core (78)					
A.1 Perspective Courses (PC)(36)					
Philosophy of Education	PC-1 Introduction to Philosophy of Education	4	30	70	100
Philosophy of Education	PC-1 Introduction to study of Education	4	30	70	100
	PC-2 Philosophical Perspectives in Education	4	30	70	100
Sociology-History-Political Economy of Education	PC-3 Sociology of Education	4	30	70	100
Psychology of Education	PC-5 Introduction to Educational Psychology	4	30	70	100
Contemporary Concerns of Education	PC-7 Contemporary Concerns in Education	4	30	70	100
Language across Curriculum	PC-9 Language across Curriculum	2	15	35	50
A.2 Research, Tools and Self Development (26) (RTS)					
Theory (14)					
Research in Education	RTS-1 Introduction to Educational Research	4	30	70	100
Research Methods	RTS-1 Introduction to Research Method	4	30	70	100
	RTS-2 Advanced Research Methods	4	30	70	100
Self - Development Skill & ICT	RTS-3 Self Development Skill-Meditation & Yoga, Arts & Crafts and Theatre.	4	30	70	100
Self Development	RTS-5 Self Development	2	50		50
Practicum (12)					
Research Project leading to dissertation	RTS-P1 Dissertation Work	8	150	50	200
Student Research Seminar	RTS-P2 Research Seminars	2	50	---	50
A.3. Teacher Education Courses (TEC) (12)					
Theory(8)					
Teacher Education	TEC-1 Perspectives in Teacher Education	4	30	70	100
	TEC-2 Issues and Research in Teacher Education	4	30	70	100
Practicum (4)					
Attachment with / Internship in TEI	TEC-P Attachment with TEIs (Elementary and Secondary TEIs)	4	100		100

Work: In-Service & Pre-Service Teacher Preparation Context	AA-2 Working in In-service & Pre-Service Teacher Preparation context (TEIs)	2	15	35	50
Workshops, Seminars, Projects and Curriculum Transaction	PA-2 Organization of Seminar on taught course	2	15	35	50
A.4. School related Field Experience (SFE) (Practicum-4)					
B. Stage Specific Courses					
B.1 Core Courses (46)					
B.1.1 Stage Specific Concerns in School Education (SSC) (12)					
School Education : Systems, Structures and Functions	SSC-1 School Education: Systems, Structures and Functions	4	30	70	100
Emerging Scenario in School Education	SSC-2 Emerging Scenario in Elementary Education	4	30	70	100
	SSC-3 Emerging Scenario in Secondary and Senior Secondary Education	4	30	70	100
B.1.2 Pedagogy of School Subjects (PPP + one subject from Gr.A and one from Gr.B)** (20)					
Curriculum And Pedagogy Study	PC-9 Pedagogical Process and Practices	4	30	70	100
Pedagogy of School Subjects Gr. A : Odia, English. Mathematics and Bio-Science(any one)	PSS-A: Paper-1	4	30	70	100
	PSS-A:Paper-2	4	30	70	100
Pedagogy of School Subjects-B: Social Science and Physical Science(any one)	PSS-B:Paper-1	4	30	70	100
	PSS-B:Paper-2	4	30	70	100
B.1.3 School-related Field Experiences in Elementary / Secondary & Senior Secondary Levels PSS-Practicum (14)					
School Experience (Observation of schools)	RA-1 School Observation & Observing Children	4	100		100
Class Room Teaching Practice on both School	IA-1 Class Room				

Subjects Practice and Observation & Assignment	Teaching Practice on Subjects-1	4	30	70	100
Practice teaching and related activities	PSS-Pr. III SI-3 School Internship – III (Classroom Transaction and Related Activities)	4	100		100
Community Engagement	PSS-Pr. IV Interaction with Community on their Involvement in School Activities	1	25		25
Exposure to non-school agencies having pertinent linkages with schools	PSS-Pr. V Discourse with other related agencies/ Institutions on their roles in school education	1	25		25
Workshops, Seminars, Projects and Curriculum Transaction	PA-1 Hand on Experience for Curriculum Transaction	2	15	35	50
Community work	AA-1 Working With Community	2	15	35	50
B.2 Theme-based Specialization (20)					
Theory(16)					
Theme Areas (Any TWO)	TS-1 Educational Management and Leadership (P.1&P.2)	4+4	30+30	70+70	100+100
	TS-2 Education Policy and Planning(P.1&P.2)	4+4	30+30	70+70	100+100
	TS-3 ICT in Education(P.1&P.2)	4+4	30+30	70+70	100+100
	TS-4 Environment Education (P.1&P.2)	4+4	30+30	70+70	100+100
	TS-5 Guidance and Counselling (P.1&P.2)	4+4	30+30	70+70	100+100
	TS- 6 Pre-School Education (P.1&P.2)	4+4	30+30	70+70	100+100
	Theme Area Practicum (4)	4	100		100
TOTAL					3,600

**** PSS Combinations:**

Science student teacher educators: Math,& Phy.Sc.; BioSc, & Phy.Sc.

Arts student teacher educators: Eng.& Soc.Sc.; Odia & Soc.Sc.; Math.&Soc.Sc.

N.B. All the course components under 'School Internship and Field Attachment' have to be completed within 30 weeks.

SEMESTER- I (16 +8 CREDITS)

PART- I	A & B -Theory Course	Credit	Marks		
			Internal	External	Total
A. Core Components		08	60	140	200
A.1 Perspective Courses		08	60	140	200
Philosophy of Education	PC-1 Introduction to Philosophy of Education	4	30	70	100
Sociology-History-Political Economy of Education	PC-3 Sociology of Education	4	30	70	100
B. Specialization Components		08	60	140	200
B.1 Content Cum Pedagogy of School Subjects		08	60	140	200
PSS-A Odia, English, Mathematics & Bio-Science(any one)	Pedagogy of School Subjects Gr. A-P 1	4	30	70	100
	Pedagogy of School Subjects Gr. A-P 2	4	30	70	100
TOTAL THEORY COURSE		16	120	280	400

PART- II	C -Practical Course	Credit	Marks		
			Internal	External	Total
C.1 Research Activity (RA)		04	30	70	100
Dissertation, Viva-voce on Dissertation, Seminar & School Observation	RA-1 School Observation & Observing Children	4	30	70	100
C.2 Practicum Activity (PA)		2	15	35	50
Workshops, Seminars, Projects and Curriculum Transaction	PA-1 Hand on Experience for Curriculum Transaction	2	15	35	50
C.4 Attachment Activity (SA)		2	15	35	50
1.Community work	AA-1 Working With Community	2	15	35	50
TOTAL PRACTICAL COURSE		08	60	140	200

	TOTAL THEORY COURSE	16	120	280	400
	TOTAL PRACTICAL COURSE	08	60	140	200
	THEORY & PRACTICAL	24	180	420	600

SEMESTER- II (16 +8 CREDITS)

PART- I	A & B -Theory Course	Credit	Marks		
			Internal	External	Total
A. Core Components		16	120	280	400
A.1 Perspective Courses		08	60	140	200
Psychology of Education	PC-5 Introduction to Educational Psychology	4	30	70	100
Curriculum and Pedagogy Studies	PC-9 Pedagogical Process and Practices	4	30	70	100
A.2 Research, Tools and Self Development (RTS)		08	60	140	200
Research in Education	RTS-1 Introduction to Educational Research	4	30	70	100
Self - Development Skill & ICT	RTS-3 Self Development Skill- Meditation & Yoga, Arts & Crafts and Theatre.	4	30	70	100
TOTAL THEORY COURSE		16	120	280	400

PART- II	C -Practical Course	Credit	Marks		
			Internal	External	Total
C.2 Practicum Activity (PA)		2	15	35	50
Workshops, Seminars, Projects and Curriculum Transaction	PA-2 Organization of Seminar on taught course	2	15	35	50
C.3 Internship Activity (IA)		4	30	70	100
Class Room Teaching Practice on both School Subjects Practice and Observation & Assignment	IA-1 Class Room Teaching Practice on Subjects-1	4	30	70	100
C.4 Attachment Activity (SA)		2	15	35	50
2.Work: In-Service & Pre- Service Teacher Preparation Context	AA-2 Working in In-service & Pre -Service Teacher Preparation context (TEIs)	2	15	35	50
TOTAL PRACTICAL COURSE		8	60	120	200

	TOTAL THEORY COURSE	16	120	280	400
	TOTAL PRACTICAL COURSE	08	60	140	200
	THEORY & PRACTICAL	24	180	420	600

SEMESTER- III (14+10 CREDITS)

Course	Title	Credit (s)		Marks		
		Theory (Teaching Hrs.)	Practicum (Hrs./weeks)	Internal Assessment	External Exam.	Full Marks
PC-1	Introduction to Study of Education	4(64 Hrs.)	-	30	70	100
PC-9	Language across Curriculum	2(32 Hrs.)	-	15	35	50
RTS-1	Introduction to Research Methods	4(64 Hrs.)	-	30	70	100
PSS-B	Pedagogy of School Subjects-Gr.B-.P.1	4(64 Hrs.)	-	30	70	100
RTS Pr.-1	Dissertation	-	2 (64 Hrs.)	50	-	50
RTS Pr.-2	Research Seminar	-	2 (64 Hrs.)	50	-	50
PSS-Pr.III	SI-III Classroom Transaction and related activity	-	4 (6 weeks)	100	-	100
PSS Pr. IV	Interaction with Community	-	1 (1 week)	25	-	25
PSS-Pr. V	Discourse with Other Related Agencies	-	1 (1 week)	25	-	25
Total		14 (224 Hrs.)	10	105+ 250	245	350+ 250

SEMESTER- IV (18 +6 CREDITS)

Course	Title	Credit (s)		Marks		
		Theory (Teaching Hrs.)	Practicum (weeks)	Internal Assessment	External Exam.	Full Marks
PC-2	Philosophical Perspectives in Education	4(64 Hrs.)		30	70	100
RTS-5	Self Development	2(32 Hrs.)		15	35	50
TEC-1	Perspectives in Teacher Education	4(64 Hrs.)		30	70	100
PSS-2	Pedagogy of School Subjects-2.P.II	4(64 Hrs.)		30	70	100
SSC-1	School Education: Systems, Structures and Functions	4(64 Hrs.)		30	70	100
RTS Pr.-1	Dissertation		2 (64 Hrs.)	50	--	50
TEC-Pr	Attachment with TEIs (Elementary and Secondary TEIs)		4 (6 weeks)	100	--	100
Total		18 (288Hrs.)	6	135+ 150	315	450+ 150

SEMESTER- V (16 +8 CREDITS)

Course	Title	Credit (s)		Marks		
		Theory (Teaching Hrs.)	Practicum (Hrs./weeks)	Internal Assessment	External Exam.	Full Marks
PC-7	Contemporary Concerns in Education	4(64 Hrs.)		30	70	100
RTS-2	Advanced Research Methods	4(64 Hrs.)		30	70	100
TS	Theme-based Specialization (a.P.I)	4(64 Hrs.)		30	70	100
	Theme-based Specialization (b.P.I)	4(64 Hrs.)		30	70	100
RTS Pr.-1	Dissertation		2 (64 Hrs.)	50	--	50
PSS-Pr.III	SI-III Classroom Transaction and related activity(Contd.)		4 (6 weeks)	100	--	100
TS Pr.1	Theme Area Practicum		2 (2 weeks)	50	--	50
Total		16 (256Hrs.)	8	120+ 200	280	400+ 200

SEMESTER- VI (20 +4 CREDITS)

Course	Title	Credit (s)		Marks		
		Theory (Teaching Hrs.)	Practicum (Hrs./ weeks)	Internal Assessment	External Exam.	Full Marks
TEC -2	Issues and Research in Teacher Education	4(64 Hrs.)		30	70	100
SSC -2	Emerging Issues in Elementary Education	4(64 Hrs.)		30	70	100
SSC -3	Emerging Issues in Secondary and Senior Secondary Education	4(64 Hrs.)		30	70	100
TS	Theme-based Specialization (a. P.II)	4(64 Hrs.)		30	70	100
	Theme-based Specialization (b. P.II)	4(64 Hrs.)		30	70	100
RTS Pr.-1	Dissertation		4 (64 Hrs.)	50	50	100
TS Pr.2	Theme Area Practicum		2 (2 weeks)	50	--	50
Total		20 (320 Hrs.)	4	150+ 100	350+ 50	500+ 150

Assessment Criteria

The performance of the prospective teacher-educators in the course under the perspective courses, research tool courses, teacher education courses, specialization courses, internship and spreading over six semesters as detailed below.

Common Core Courses

- The performance of each prospective teacher-educator in each core course shall be assessed internally out of 30 marks and externally out of 70 marks.
- Sessional work in respect of each prospective teacher-educator shall be assessed internally out of 30 marks by the faculty member concerned both on the process and final product (report) and shall be awarded marks accordingly. The detailed criteria of assessment of the sessional work shall be spelt out by a committee of faculty members chosen by the head of the institution.

Specialization Courses

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

Internship and Field Attachment

The performance of each prospective teacher-educator in this course shall be assessed internally by the faculty members (Mentors) under whom he / she is assigned the work.

Research Leading to Dissertation

The performance of each prospective teacher-educator in research-based activities in Semester III and IV shall be assessed internally out of 10 marks each. Such activities IV in second semester shall be assessed both internally out of 20 marks and externally out of 50 marks. The internal assessment of the research-based activities I, II and III in both the semesters shall be made through seminar presentations by the student-teachers. A panel of faculty/ experts shall assess their performance in the semester and award a consensus mark out of 10 to each student-teacher.

The internal assessment for RBA-IV (Final Report of the Dissertation) shall be made in the seminar presentation by a group of experts/ faculty and a consensus marks shall be awarded to the student-teacher out of 20. At this stage if any improvement in the dissertation is suggested by the expert group that can be incorporated before the final submission of the same for external assessment. The final dissertation shall be assessed externally through viva-voce in which a consensus mark out of 50 is given by the both internal and external examiners to the student-teacher concerned.

Practicum

The performance of each student-teacher in the Practicum I, II and III in the first semester shall be assessed internally out of 10 each. The faculty members concerned shall award marks to each student-teacher during his/her performance in demonstration, observation and teaching classes. The performance of each student teacher in Practicum-IV i.e. final teaching shall be assessed by the internal and external examiners both out of 50 and a consensus mark shall be awarded to each student-teacher on his/her performance. The assessment of records and other related materials of teaching practice shall be assessed internally out of 20 in respect of each student-teacher by the faculty members concerned.

Both internal and external marks shall be reflected in the final mark sheet of each student-teacher.

FIRST SEMESTER

PC-1 Introduction to Philosophy of Education

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Course Objectives:

Enable the learners to:

- *Concept, meaning, definition and aims of education*
- *Meaning, functions and relationships of philosophy and education.*
- *The major postulates of different schools of philosophies and their relevance for aims, methods, curriculum and role of teacher in an education system*
- *Modern educational thought and thought of western thinkers and their relevance to education*
- *Definition, nature and scope of social philosophy of education and its relationship with other science.*

Unit-I Introduction to Education and Philosophy

- Concept, Meaning, Definitions and Aims of Education with reference to Different Context
- Types, Process and Importance of Education
- Meaning, Functions and Scope of philosophy
- Relationship between Philosophy and Education
- Educational Philosophy: Meaning, Nature, Scope and Functions

Unit-II Western school of Philosophy

- Idealism, Naturalism, Pragmatism and Realism: School of Philosophy and its contribution to Education.
- Eclecticism: Silent features and its Educational implications

Unit-III Contemporary / Modern educational thought:

- Perennialism, Progressivism, Reconstructionism, Marxism: Features and their educational implications.
- Existentialism and Humanism: Silent features and its Educational implications.

Unit-IV Educational Thoughts of Western Thinkers

- Plato, Aristotle and Socrates, Rousseau, Froebel, Montessori, John Dewey and Paulo Friere: Educational thoughts and its implication in present context.

Unit V- Social Philosophy of Education

- Definition, nature and scope of social philosophy
- Relation of social philosophy to other sciences
 - Sociology
 - Politics
 - Ethics

Internal Assessment

Note: -Each Pupil Teacher Educator has to submit one Assignment Record of the concerned paper to the Department dully counter signed by the Concerned Internal Examiner.

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PC-3 Sociology of Education

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Objectives:

Enable the learner to:

- Meaning, functions and relationship of Sociology and education.*
- Structure of Indian society for initiating social engineering through education.*
- Nature, Types and Characteristics of culture with a view to develop cohesiveness & tolerance in a heterogeneous society.*
- The social ideologies and a critical analysis of these ideologies for the solution of social problems in India*

Unit-1 Sociology as a frame of reference in Education:

- Meaning of sociology and its various functions
- Relationship between sociology and education.
- Society as a system; Education and culture as sub-systems; their interrelationships
- Education as an instrument of social change: Meaning, dimensions and types of social change; Role of education effecting social change and control; Social change influencing education

Unit-2 Education, Culture and Society

- Education and culture: Meaning and elements of culture; Role of education for preservation, transmission and enrichment of culture; influence of culture on education, in general, and promotion of meaningful learning, in particular.
- Education and Modernization: Meaning of modernization; Characteristics of modernized society; Adaptive demands of modernization and role of education;

Unit-3 Diversity, Inequality and Marginalization in Society

- Understanding Indian Society with reference to diversities in Language, Culture, Religion, Socio-economic class, Ethnic group
- Issues of Inequality in Society and their Socio-cultural and Educational Implications
- Discrimination and marginalization as barriers for Universalization of Education
- Role of Education, School and Teacher in addressing issues related to diversity, inequality and marginalization

Unit-4 Society in Contemporary India

- Social Stratification-forms and function; caste and class; region and religion;
- Types of Society-tribal, Agrarian; industrial, post industrial society;
- Educational scenario of India: diversity in terms of educational opportunities religion, caste, class, gender, language, region and tribes;
- Challenges in achieving universal elementary education, Demands of diverse social groups towards education;
- Role of education in creating positive attitude towards diversity

Unit-5 Socio-cultural Context of Education

- Social Purposiveness of education. Understanding Indian society-with reference to multilingual and multicultural and other diversity, appropriate approaches for teaching young children in the context of diversity.
- Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.
- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.

Internal Assessment

Note: -Each Pupil Teacher Educator has to submit one Assignment Record of the concerned paper to the Department dully counter signed by the Concerned Internal Examiner.

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- Dewey, John (1963). Democracy and Education. New York: Mac Millan.
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- Tilak, Jandhyala B.G. (2003) Education, Society and Development. New Delhi: APH publishing Corporation for NUEPA.

CP-1 Contents cum Pedagogy Elementary School Stage (Odia)

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Course Objectives:

To enable the learners:

- *To understand the meaning, importance and role of language in life.*
- *To understand the relation between literature and language.*
- *To understand the aims and objectives of teaching language at Elementary level.*
- *To understand the different skills of language learning and practice them in the classroom teaching learning process.*

UNIT – I Odia as Mother tongue in School curriculum

- Importance of Teaching Mother – tongue in the life and Education of an individual.
- Place of Odia as Mother Tongue in School Curriculum in Odisha at Elementary Level
- Spoken and written Odia standard and Colloquial. The influence of local dialects on speech habits.

UNIT – II Aims and Objectives of Odia language in school curriculum

- Aims and objectives of Teaching Odia at Elementary level in the context of emerging national needs in Post- independent period.
- Importance of Phonetics for language teachers.
- Aim and objectives, Needs and importance of Teaching Grammar.

UNIT – III Developing language skills in First Language (Odia): Listening, Speaking, Reading and Writing

- Listening and Speaking: Sub skills and types/forms, Activities for developing listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games, contexts etc
- Reading: Sub skills, Kinds- reading aloud and silent reading, extensive and intensive
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels. Formal and informal writing: Creative writing (Short story, Poem), Reflective writing (Essay, Articles), Letter, Dairy, Notice, Reports, Dialogue, Speech etc.

UNIT – IV Methods and Techniques of Teaching-Learning First Language

- Understanding the meaning of method and techniques, their differences, and classroom implications for classroom transaction.
- Methods: Audio-lingual method, Comprehension-Appreciation, Communicative teaching-learning.
- Techniques and Activities: Language games, Group Work, Pair Work, Collaborative and Co-Operative work, Project and Peer interaction

UNIT- V Developing skills with reference to:

- Teaching-learning Prose: Objectives, transactional strategies following communicative and Constructive approaches (5E and Icon model)
- Teaching-learning Poetry: Objectives, transactional strategies following communicative and Constructive approaches (5E and Icon model)
- Teaching Grammar

Internal Assessment

Note: -Each Pupil Teacher Educator has to submit one Assignment Record of the concerned paper to the Department dully counter signed by the Concerned Internal Examiner.

Reference

- Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
- Dhal,G.B. (1974). Dhvani Bijanana, Bhubaneswar: Odisha Rajya Pustaka Pranayana Sansthan.
- Mohanty, B. (1970). Odia bhasara O Arambha Bikash, Cuttack, Friends Publishers.
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- Sahoo, B. (1975), Bhasa Bigyan ra Rupa rekha, Cuttack: Paramarathi Printers
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- S.K.Kochhar (1990).Teaching of Mother Tongue,Sterlinhg ,New Delhi Ryburn,W.M. Teaching of Mother Tongue,Falmer Press Palmer,

CCP-2 Contents cum Pedagogy Sec. & Higher Sec. Stage (Odia)

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Course Objectives:

To enable learner to:

- *Understand the concept, importance and objectives of teaching at Higher Secondary Stage.*
- *Decide appropriate pedagogic approaches of language teaching and apply in teaching Odia*
- *Demonstrate a critically reflective attitude towards text books and resource materials in teaching Odia*
- *Prepare subject specific lesson plan for improvement of language skills*
- *Plan and construct test to assess language skills and content areas*

Unit-I Odia as Mother Tongue in School Curriculum

- Place of mother tongue in school curriculum with reference to the NPE(1986) and NCF-2005,
- Aims and objectives of teaching Odia in Secondary Schools and Higher Secondary schools.
- Inter-dependence of language skills in Odia

Unit-II- Relevance of linguistics in Odia language Acquisition

- Elements of language, sound, vocabulary and structure
- Odia dhwani,(sound), types and manner of articulation
- Odia vocabulary - types, word formation, process and principles

Unit-III – Teaching Learning Materials for Teaching Odia

- Teaching Learning Materials: Purpose, Types and Use
- Language Text Book: Importance, Purpose
- Language Laboratory Characteristics, Application.
-

Unit-IV Curricular Activities in Odia

- Preparation of Unit Plan
- Preparation of Lesson Plan following constructivist approach (5E and ICON Models)
- Learning resources and planning learning activities

Unit-V: Learning assessment in Odia

- Assessing comprehension and expression skills
- Preparation of objective-based and objective-type test items
- Portfolio Assessment in Odia
- Comprehensive Assessment of Learning in Odia
- Planning remedial measures

Internal Assessment

Note: -Each Pupil Teacher Educator has to submit one Assignment Record of the concerned paper to the Department dully counter signed by the Concerned Internal Examiner.

Reference

- Dhal, G.B. (1972). English uchharana siksha. Cuttack : Friends Publisher.
- Dhal, G.B. (1974). Dhvani bijanana. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha. Mohanty, B. (1970). Odia bhasara utpati O 32arma bikasha. Cuttack : Friends Publishers.
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- Mohapatra, D. (1976). Odia Dhvani tattwa O sabdha sambhar. Cuttack : Grantha Mandir.
- Mohapatra, N. & Das, S. (1943). Sarbasara vyakarana. Cuttack : New Student's Store
- Nayak, B. (1974). Matrubhasa Sikshadana paddhati. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
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- Rout, P.C. (1986). Matrubhasa sikshadana paddhati. Jajpur : Saraswati Printers
- Sahoo, B. (1975). Bhasa bigyanara rupa rekha. Cuttack : Paramarathi Printers
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CPP 1: Content cum Pedagogy of Elementary stage (English)

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Objectives:

Enable learner to:

- *Know about importance of English language at elementary school*
- *Understand the aims and objectives of English language at elementary school*
- *Understand the method and material for teaching English at elementary school*
- *Understand the teaching and Evaluation strategies of English language at elementary school.*
- *Know the Constitutional provisions for teaching English language at elementary school*

Unit 1: Introduction to English language at elementary school

- Language and Society, Language and Power; Language and Class (society); Language and Identity; Language and Gender
- Language in School — Home language and school language
- Difference between language as a school subject and language as a Medium of Instruction
- Medium of understanding; Multilingual and multicultural classroom
- Nature and characteristics of English language at elementary level

Unit- 2: Aims and Objectives of English language in Elementary School curriculum

- Aims and objectives of Teaching English at Elementary level in relation to prose, poetry, composition, grammar, and non-detail study in the context of emerging national needs in Present context.
- Role and place of English language at elementary school.

Unit-3: Methods and materials of teaching English at elementary school

- Difference between methods and approach of English language
- Direct method, grammar cum translation method, structural-situational method, bilingual method and communicative approach
- Audio aids (Radio, Tape recorder, telephone etc.), visual aids (text book, map, chart, documents, model etc.), Audio visual aids (TV, Teaching machine, computer etc.), Print media (Magazines, News Papers, Class libraries etc.)

Unit-4: Teaching and Evaluation of English language at elementary school.

- Teaching of different texts: Poetry, Prose, grammar, non- detailed story etc.

- Different forms of evaluation: Class test, unit test, weekly test, Continuous Comprehensive Evaluation (formative, summative and diagnostic evaluation)

Unit-5: Constitutional provisions on English language

Constitutional Provisions and Policies of Language Education

- Article 343-351, 350A, Kothari Commission (1964-66), NPE1968, NPE-1986, POA 1992 and National Curriculum Framework-2005
- Role of English language in the Indian context - English as a colonial language, English in Post-colonial times; English as a language of knowledge
- Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Internal Assessment

Note: -Each Pupil Teacher Educator has to submit one Assignment Record of the concerned paper to the Department dully counter signed by the Concerned Internal Examiner.

Reference

- Agnihotri, R.K., Khanna, A.L.(Eds.) (1994). Second Language Acquisition: Sociocultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.
- Beaumont, M. (1996). The teaching of reading skills in second/foreign language. Patras: The Hellenic Open University.
- Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
- Chomsky, Noam (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
- Cummins, J. and Swain, M. (1986). Bilingualism in education. London: Longman.
- Ellis, R. (1985). Understanding second language acquisition. Oxford: Oxford University Press.
- Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.
- Harme, Jeremy(1998). Longman handbooks for language teachers: The practice of English language teaching.
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- Krishna (2011). The child's language and the teacher. New Delhi, National Book Trust of India.
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Srijan (2010), Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.

Tess India (2014). Key Resources. www.TESSIndia.edu.in The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

CPP-2: Content cum Pedagogy of Secondary and Higher Secondary Stage

(English)

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours
	64

Objectives:

Enable learner to:

- *Understand Language, Literature and Aesthetics*
- *Study the aims and objectives of English language in secondary School curriculum*
- *Understand methods and materials of teaching English at secondary school*
- *Explain different forms of English language*
- *Understand the assessment and evaluation strategies of English Language*

Unit-1: Language, Literature and Aesthetics

- Different creative forms of English Language
- Literature, media and translation; Understanding different forms of literature; Literature in the school curriculum: needs, objectives and relevance; role and relevance of media in school curriculum; Translation: importance and need, Translation as a creative activity.

Unit- 2: Aims and objectives of English language in secondary School curriculum

- Aims and objectives of Teaching English at secondary level
- English language skills - listening, speaking, reading and writing.
 - o **Listening and Speaking-** story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
 - o **Reading-** reading aloud and silent reading; extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopedia etc., Importance of understanding the development of reading skills.
 - o **Writing-** Formal and Informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills, Study skills, Higher order writing skills

Unit-3: Methods and materials of teaching English at secondary school

- Direct method, grammar cum translation method, bilingual method and newly emerging methods
- Structural approach, situational approach, communicative approach and new approach like constructivism

- Print media (journal, magazines, dictionary, reference text etc.) and e-media (e-modules, courseware, Wikipedia, Encyclopaedia etc.)
- Audio-visual materials, ICT, internet including CALL programmes, Radio, ETV, Educational Films, Language labs etc.
- Planning activities such as discussion, debates, workshops, seminar, conference, symposium

Unit-4: Different forms of English language

- Teaching of prose, poetry, novels and grammar
- the study of contemporary English and Indian literature
- Developing tasks, activities
- principle and process for lesson design

Unit-5: Assessment and evaluation

- Continuous and comprehensive evaluation;
- Techniques of evaluation- oral, written, portfolio
- Close test, Self evaluation, Peer evaluation, Group evaluation
- Type of test- objective type, subjective type

Internal Assessment

Note: -Each Pupil Teacher Educator has to submit one Assignment Record of the concerned paper to the Department dully counter signed by the Concerned Internal Examiner.

Reference

- Agnihotri, R.K., Khanna, A.L.(Eds.) (1994). *Second Language Acquisition: Sociocultural and Linguistic Aspects of English in India (RAL1)*. New Delhi: Sage Publications.
- Beaumont, M. (1996). *The teaching of reading skills in second/foreign language*. Patras: The Hellenic Open University.
- Brumfit. C (1984); *Communicative methods in Language Teaching*; Cambridge University press: Cambridge.
- Chomsky, Noam (1964) in Day. E. M (2002): *Identity and the young English language learner*; Multilingual Matters Limited; London.
- Cummins, J. and Swain, M. (1986). *Bilingualism in education*. London: Longman.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Gardner and Lambert (1972) *Attitudes and Motivation in second language learning*; Rowley; Newbury house.
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Srijan (2010), Creative Writing and Translation, National Council of Educational Research
and Training, New Delhi 2010.
Tess India (2014). Key Resources. www.TESSIndia.edu.in The Right of Children to Free
and Compulsory Education Act-2009, The Gazette of India, 2009.

Internal Assessment

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PSS-A: Pedagogy of Biological Science (Paper-1)

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Objectives

On completion of this course, the prospective teacher educators shall:

- *State the nature and importance of Biological Science and its relevance in secondary school curriculum in context with recent curriculum reforms in School Curriculum.*
- *Use various methods and approaches to teaching-learning Biological Science suitable for the secondary school classes.*
- *Plan units' lessons in Biological Science using traditional and constructivist approaches for effective classroom transactions.*
- *Develop and collect activities and resource materials for their use in enhancing quality of learning of Biological Science at the secondary level.*

Detailed Course Content

Unit 1: Biological Science in School Curriculum

- Nature of Biological Science: Nature and Scope of Science and Biological Science in particular, Bio-science as a discipline, as a dynamic and expanding body of knowledge
- Place of Biological Science in school curriculum, Importance of Biological Science in daily life,
- Objectives of teaching-learning Biological Science at elementary and secondary school level,
- Curriculum Reforms in Science Education: Rationale, objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005).

Unit 2: Approaches and Methods of Teaching-learning Biological Science

- Observation – Types, importance in Bio-Science, process, recording of observation
- Experimentation: Experimentation under controlled conditions within laboratory and beyond laboratory situation; Process and limitations.
- Problem Solving: Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution.
- Demonstration-cum-Discussion
- Project: Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting.
- Use of ICT for self-learning, collaborative learning Concept Mapping.

Unit 3: Planning for Teaching and Learning in Biological Science

- Need for planning teaching-learning experiences in Biological Science
- Identification of Concepts and unifying themes related to Biological Science, inter-relation among various concepts in Biological Science
- Designing of Year plan and Unit Plan in Biological Science and its significance in understanding comprehensive nature of knowledge
- Writing learning objectives for different content areas in Biological Science

- Planning lessons based on behaviourist and constructivist approaches-5E model, ICON model considering learners with different pace,
- Assessment of learning in classroom

Unit 4: Curricular Activities

- Teaching-Learning Materials in Science: Preparation, collection, procurement and use of teaching-learning materials in Science like, Charts, Graph, Bulletin Board, Models, ICT materials like Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet;
- Learning Activities – Science laboratory activities; Observing flora and fauna in their natural setting, Science Club, Science Seminar, Preservation of biological specimens for learning and building Biological Museum, Science Exhibition
- Using Key Learning Resources for effective classroom transaction in Science

Sessional Work

Each prospective teacher educator is required to submit assignments on *any two* of the following:

- Preparation of year plan and unit plan for teaching Biological Science in any one class.
- Preparation of five lesson plans on any topic of Biological Science included in the Science textbook for the secondary schools.
- Developing five activities/experiments in Biological Science and prepare a brief report,
- Collection and preservation of biological specimens from the immediate environment (at least five, selecting minimum two each from preservable plants and animals/insects)

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Buffaloe, Neal. & Throneberry, J. B. (1972). *Principles of biology teaching*. New Delhi: Prentice Hall of India.
- Herr, Norman (2007) *The Sourcebook for teaching science*. San Francisco, CA: Jossey-Bass.
- Kulashrestha, S.P. (2009). *Teaching of biology*. Meerut: R.Lall Book Depot.
- Mangal, S.K. & Mangal, S. (2007). *Teaching of biological science*. Meerut: International Publishing House.
- Miller, D.F. & Blayses, G.W.(2011). *Methods and materials for teaching biological sciences*. New York: McGraw Hill.
- Sharma, R.C. (1998). *Modern science teaching*. New Delhi: Dhanpat Rai and Sons.
- TESS India (2015). *Key resources*. The Open University U.K. (<http://creativecommons.org/licenses/> and <http://www.tess-india.edu.in/>)
- Vaidya, Narendra (1992). *Science teaching for 21st century*. New Delhi: Deep and Deep.
- Zaidi, S.M. (2004). *Modern teaching of life sciences*. New Delhi: Anmol Publications.

PSS-A: Pedagogy of Biological Science (Paper-2)

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours
	64

Objectives

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

- *Develop understanding about linkage among different concepts and themes in Biological sciences and also with real world/ life.*
- *Explore different ways to create learning situations for different concepts of Biological sciences for learners of different abilities*
- *Effectively use different activities and laboratory experiments for facilitating learning of Biological sciences*
- *Develop appropriate assessment tools for the evaluation of learning of different concepts of Biological sciences*
- *Examine different issues in Biological science and well as in pedagogical processes.*

Detailed Course Content

Unit 1: Learning Assessment in Biological Science

- Learning indicators in Biological sciences and assessment of these learning indicators in the form of learning evidences/ outcome in classroom and laboratory
- Construction of classroom tests and unit test.
- Alternative strategies for assessment like assignments; reports and records (laboratory record, reports of field visits and excursion, Project work report); Portfolios and Rubrics; Preparation of learners' profile.
- Recording and reporting of learning evidences/outcome: Marks and grades; Assessment as reflecting process to facilitate further learning.

Unit 2: Pedagogical Treatments in Biology

- Pedagogical approaches: Behaviourist and Constructivist;
- Strategies/Approaches: Problem solving, experimentation, project-based, cognitive conflict;
- Content Analysis of Biological Science: Identification of major concepts, themes, criteria for assessment in respect of major concepts in school Biology content - Cell and its organization - Plant and animal kingdom - Environment and its protection - Principles of evolution - Principles of Genetics and heredity

Unit 3: Issues and Challenges in Biological Science

- Development of Process skills
- Language of Bio Science
- Ethical aspects of BioScience
- Innovations and Research in BioScience

Unit 4: Continuing Professional Development of Biology Teacher

- Professional development programmes for teachers: In-service teacher training; Seminar, Conferences, Participation in professional learning communities.
- Field visits of teachers to botanical garden, National parks

- Collaboration with different schools, institutions of higher education and research in the field of Biology
- Exploration of ICT based online platforms for sharing the ideas, methods, strategies and teaching learning resources.
- Role of reflective practices continuing professional development

Suggested Activities

Each prospective teacher-educator is required to submit *any two* assignments from the following:

- Develop rubric for assessment of performance of any one unit of Bio-Science at secondary class
- Construction of unit tests for assessment of any two units in Bio-Science at secondary level.
- Content Analysis of any one area/chapter of Biological Science of a particular class
- Develop strategy for continuing professional development of Bio-Science teachers of secondary school

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Reading

Fraser, B. J. and Tobin, K. G. (Eds.). International handbook of science teaching (Part 1). Dordrecht, The Netherlands: Kluwer Academic.

Journal of Research in Science Teaching (Wiley-Blackwell) Science & Children. A peer reviewed journal

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Mintzes J., Wandersee, J. and Novak, J. (Eds.) (2000). Assessing science understanding: A human constructivist view. San Diego, CA.: Academic Press.

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NCERT (2000). Position paper of national focus group (NFG) on gender issues in education.

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 Vaidya, N. (1999). Science teaching for 21st Century.Deep & Deep Publication.

PSS-A: Pedagogy of Mathematics (Paper-1)

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours
	64

Objectives

On completion of the course the prospective teacher educator shall:

- *Understand the nature, scope, and values of Mathematics and its place in the school curriculum*
- *Specify comprehensively the objectives of teaching and learning Mathematics at the elementary levels of school education.*
- *Develop long term and short term plans along with daily lesson plans for teaching and learning mathematics at the school stage.*
- *Understand different approaches and methods of teaching and learning mathematics.*
- *Develop plans along with tools and procedures for conducting continuous and comprehensive assessment of and for students' leaning mathematics.*

Detailed Course Content

Unit 1: Foundations of Mathematics Education

- *Nature of Mathematics:* Nature and Scope of Mathematics, Nature of Mathematical propositions, Mathematical proof, structure and logic;
- *Values of Mathematics:* Cultural, Disciplinary and Utilitarian values. History of Mathematics with special reference to Indian Mathematics. Place of Mathematics in School Curriculum, Correlation of Mathematics with other subjects; Contribution of the Indian Mathematicians, Vedic Mathematics
- *Learning of Mathematics:* Importance of Mathematics at elementary level, Goals and vision of Mathematics education, Objectives of teaching-learning Mathematics at the primary and upper primary levels,
- *Curriculum Reforms in School Mathematics:* Rationale, objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

Unit 2: Methods of Teaching-learning Mathematics

- *Learning by Discovery*: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts; Project and Play way methods
- *Teaching for Understanding Proof*: Proof by induction and deduction; Proof by analysis and synthesis
- *Problem Solving in Mathematics*: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics, Problem Posing, Generating and solving real life problems using Mathematical principles, Situation model for solving word problems.
- *Constructivist approaches*: Self-learning and peer learning strategies, Activity-based approaches

Unit 3: Curricular Activities in Mathematics

- Activities in Mathematics: Mathematics Games and Quiz, Mathematics Exhibition, Planning and organizing, Mathematics outside the classroom. Planning classroom activity banks
- Learning Materials in Mathematics: Types, functions, preparation and utilization of learning materials - Textbook, Models, Calculators and computers, Maintaining portfolio in Mathematics
- Key Learning Resources in Mathematics: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all
- Importance of Lesson Notes and Reflective Journals by Mathematics teachers, Preparation, use and follow up of lesson notes and reflection notes

Unit 4: Designing Learning Experiences in Mathematics

- Planning Mathematics Teaching-Learning: Yearly plan, Unit plan, Lesson plan; Elaborating specific steps and contents in each step of each type of plan;
- Content categories in Mathematics - Facts, Concepts, Illustrations, Generalizations etc. Mapping of Mathematics contents at the elementary stage, Integration of Mathematics contents with other subjects at the elementary stage
- Developing lesson plans in specific contents in Mathematics for beginners and learners at the elementary school stage: Specifying objectives, assessing related previous experience, choice of methods, activities and materials for transaction, Making Mathematics lessons joyful for learners relating the problems to real life situations.
- Assessing Mathematics Learning at the Elementary Stage: Assessment for learning- informal and formal methods, Assignment, Project and Portfolios; Assessment of learning mathematics- Unit tests; Non-testing methods of assessing learning of Mathematical concepts; Remedial and Enrichment programmes in Mathematics at elementary stage; Planning for continuous assessment of classroom learning in Mathematics

Sessional Work

Each prospective teacher educator is required to submit assignments on **any two** of the following:

- Collection of the names of Mathematicians and preparation of a report about their contribution to Mathematics.
- Group activity for preparation of concept maps on any topic of school mathematics.
- Development of learning activities on different topics of Mathematics (at least 5 activities on any 2 topics)
- Preparation of Annual, Monthly and Unit Plans for teaching-learning Mathematics.
- Development of Lesson plans in Mathematics
- Reflective paper on any problem of teaching and learning mathematics in a socio-cultural context.

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Beckmann C.E ,Thompson D.R and Rubenstein,R.N.(2010).*Teaching and learning high school mathematics*.
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PSS-A: Pedagogy of Mathematics (Paper-2)

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Objectives

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

- *Understand the nature, scope and values of Mathematics, its place in Secondary School Curriculum, Contribution of Indian and other Mathematician.*
- *State the objective of teaching and learning Mathematics at the secondary and higher secondary school levels.*
- *Develop daily plan, long term and short term plans for teaching learning mathematics at the secondary and higher secondary school stage*
- *Understand different approaches and methods of teaching learning mathematics at secondary and higher secondary school level.*
- *Develop plans along with tools and techniques for conducting continuous and comprehensive assessment of students leaning Mathematics.*

Detailed Course Content

Unit 1: Nature, Scope and Importance of Mathematics

- Nature and scope of Mathematics: Nature of Mathematics – Abstract, symbolic, generalized, preciseness and brevity; mathematical proof, structure and logic; Value of Mathematics: Cultural, Disciplinary, Moral, Social, and Utilitarian values.
- Structure of Mathematics: Meaning of undefined terms, defined terms, definitions, axioms, theorems, propositions – truth values, truth table, open sentences, logically valid conclusions, use of quantifies, implication, necessary and sufficient conditions, a mathematical statement and its variants – converse, inverse and contra-positive, compound propositions; Types of Proofs- Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction
- Place of Mathematics in Secondary School Curriculum, Correlation of Mathematics with other Subjects.

Unit 2: Objectives of Teaching and Learning Mathematics at Secondary & Higher Secondary Levels

- Importance of aims/goals of Mathematics
- Objectives of Teaching Mathematics at secondary and higher secondary level.
- General and Specific learning objectives as per Bloom's taxonomy with Anderson's revision.
- Objectives of teaching-learning school Mathematics, like Algebra, Geometry, Mensuration, Trigonometry, Statistics, Probability and Calculus etc.

Unit 3: Planning Teaching – Learning of Mathematics

- Content categories in Mathematics: Facts, Concepts, Illustrations, Generalizations etc.and their horizontal and vertical linkages.
- Content analysis in Mathematics: Concepts mapping in Mathematics taking sample contents from Algebra, Geometry, Trigonometry (9th to 12th standard) with pedagogical analysis.

- Designing of learning experiences in Mathematics: Projects, Portfolios, Reflective Journals, Activities; Recreational aspect of mathematics- mathematical games, puzzles and amusements; Computer aided learning and Computer based instructions; Mathematics Laboratory and Mathematics
- Developing Annual plan, Unit plan, and Lesson plan in mathematics elaborating specific steps of each plan for classes at the secondary and higher secondary school levels. Developing lesson plans using 5E and ICON models.

Unit 4: Assessing Learning in Mathematics

- Assessment *of* Mathematics learning: Unit test – Designing blue print and preparation of achievement test.
- Assessment *for* Mathematics learning: Test / Assignment, Projects, Portfolios in Mathematics, group and collaborative assessment in Mathematics. Assessment *as* learning Mathematics: Self-assessment, Rubrics, Activities etc.
- Non – testing methods of assessment of / for mathematics learning; observation of learner in action, rating of participation in various Mathematical task and activities.
- Planning for continuous assessment of classroom learning in Mathematics

Sessional Work

Each prospective teacher-educator is required to submit *any two* assignments from the following:

- Preparation of a report about contributions of Indian Mathematicians.
- Analysis of Mathematics textbooks (from class IX to class XII) to identify various categories of Mathematical knowledge, its horizontal and vertical linkages.
- Preparation of concept map on any topic of secondary/higher secondary school Mathematics
- Writing specific learning objectives.
- Preparation of unit plan and lesson plan on selected unit and selected topic respectively from secondary level using 5E and ICON models.
- Development of learning activity on different topics of school mathematics (at least two on any topics of mathematics)
- Analysis of errors committed by learners in Mathematics in class tests and their causes.
- Reflective paper on any problem of teaching and learning mathematics in a socio – cultural context.

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

Beckmann C. E., Thompson D R and Rubenstein R N (2010). *Teaching and learning high school mathematics*.

New Jersey. John Wiley and Sons Inc.

Chambers P. (2010). *Teaching mathematics: Developing as a reflective secondary teacher*. New Delhi. SAGE.

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Part-II C- Practical Course

Semester- I

RA -1 School Observation & Observing Children

Internal Assessment: 30

External Assessment: 70

Total Marks: 100

Unit- I: Introduction to School Observation

- Concept and Meaning of Observation.
- Needs and Importance of Classroom Observation In School Context During Practice Teachings
- Development of Different Observation Tools (Questionnaire, Check List, Rating Scale)
- Unit Planning, Lesson Planning, Time Table

Unit- II: Classroom Observation with Reference to Methodology

- Class Room Arrangement (Physical Structure), Recapitulation of Previous Learning
- Instructional Objectives, Methods of Teaching, Techniques of Teaching, Principles or Maxims of Teaching
- Teaching Learning Material

Unit- III: Classroom Observation with Reference to Introduction

- Different Introductory Techniques-Question Answer, Story Telling, Dramatisation, Using Audio Visual Aids, Approaches with Relating To Real Life Situation, Recapitulation

Unit- IV: Classroom Observation with Reference To Presentation

- Communication Skills of teacher (Questioning, Explanation, Illustration With Example)
- Work on Black-Board, Smart Board and other required TLM.
- Teaching Point, Comprehension
- Observation while using Different Educational Software, Courseware and Observing The Presentation Through ICT and other Technological Instruments
- Reinforcement , Pupil Participation, Receiving Student Responses

Unit- V: Classroom Observation with Reference to Evaluation

- Different type of test: Comprehension Test, Application Test, Essay Type, Objective Based Test, subjective test
- Home Work and assignment

Note: - Each Pupil Teacher Educator has to observe 30 Lessons and will submit the Record to the Department dully counter signed by the Concerned Internal Examiner

Semester- I

PA -1 Hand on Experience for Curriculum Transaction

Internal Assessment: 15

External Assessment: 35

Total Marks: 50

Unit- I: Introduction to Hand on Experience

- Concept And Meaning Of Hand on Experience
- Development Of Different Hand on Experience Programs
- Needs, importance and its Educational Implications

Unit- II: Curriculum Transaction

- Concept, Meaning and scope Of Curriculum Transaction
- Different Techniques of Curriculum Transaction
- Needs, importance and its Educational Implications

Unit- III: Organization of Workshop Program

- Concept And Meaning Of Workshop Program
- Different Types of Workshops
- Needs, importance and its Educational Implications

Unit- IV: Organization of Seminar Program

- Concept And Meaning Of Seminar Program
- Different Level and types of Seminars
- Needs, importance and its Educational Implications

Unit- V: Organization of Project

- Concept and Meaning of Project
- Different types of Projects
- Needs, importance and its Educational Implications

Note: -Each Pupil Teacher Educator Has to submit one Practical Record on The paper concerned to the Department dully counter signed by the Concerned Internal Examiner.

Semester- I

AA -1 Working With Community

Internal Assessment: 15

External Assessment: 35

Total Marks: 50

Unit- I: Introduction to Working With Community

- Concept And Meaning Of Working With Community Program
- Development Of Different Working With Community Program
- Needs And Educational Implications

Unit- II: Working with In-service and Pre-Service Teacher Preparation Context

- Concept And Meaning Of In-service and Pre-Service Teacher Preparation Context
- Development Of Different In-service and Pre-Service Teacher Preparation Context
- Needs And Educational Implications

Unit- III: Exposure Work Other Than School

- Concept And Meaning Of Exposure Work Other Than School
- Development Of Different Types of Exposure Work Other Than School
- Needs and Educational Implications

Unit- IV: Thematic and Focused Area Work

- Concept and Meaning of Thematic And Focused Area Work
- Development of Different Level of Thematic And Focused Area Work
- Needs and Educational Implications

Unit- V: Organization Study Tours and Field Trips

- Concept and Meaning of Study Tours and Field Trips
- Development of Different type of Study Tours and Field Trips
- Needs and Educational Implications

Note:- Each Pupil Teacher Educator Has to submit one Practical Record on The paper concerned to the Department dully counter signed by the Concerned Internal Examiner.

SECOND SEMESTER

PC-5 Introduction to Educational Psychology

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours
	64

Objectives:

After completion of

prospective teacher educators will be able to:

- To develop understanding of the psychological bases of Education.
- To understand the Cognitive, Affective and Conative development of children.
- To develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement..
- To understand the Changing Concept of Intelligence and it's applications.
- To understand the theories of Learning and their Utility in the Teaching Learning Process.
- To understand the Concept and Process of teaching.

Unit-I Introduction to Educational Psychology

- Concept, Nature and Scope of Educational Psychology.
- Methods of Educational Psychology- Introspection, observation, Experimental and Case study
- Relevance and importance of educational psychology to a teacher

Unit-II Growth and Development

Growth and Development: Concept, Principles, Sequential stages of Development- Specific Characteristics and problems of each Stages.

- Factors influencing development – genetic, biological, environmental and physical and their relative role.

Theories of development:

- Piaget's Cognitive development
- Freud's Psycho-sexual development
- Erikson's psycho-social development
- Kohlberg's moral development

Unit- III Theories of Learning:

Learning: Concept ,its Kinds , factors influencing learning.

Theories of Learning:

- Trail and error Theory (Thorndike)
- Operant conditioning (Skinner)
- Classical conditioning (Pavlov)
- Insightful learning (Gastalt)
- Social Learning (Albert Bandura)
- Constructivist Theory (Bygotsky)
- Therory of Instruction (Bruner)
- Educational implications of above theories of learning

UNIT-IV Theories of Intelligence:

- Nature and Theories of Intelligence-Guilford S.I model, Howard Gardner' -Theory of multiple intelligence:

- Measurement of Intelligence – Verbal, Non-Verbal, Paper Pencil-Performance, Individual and Group,

course, the

-Emotional Intelligence-concept and nature, Goleman's Theory of Emotional Intelligence and Triarchic Theory of Stenberg.

UNIT-V Motivation and Creativity

-Correlates of learning-Maturation. Aptitude, Attitude and abilities.

-Motivation- concept and types, Theories of Motivation-Maslow, Herzberg, Role of Motivation in Learning,

-Creativity – Nature , Process ,Identification ,fostering and Guiding Creative Children, Techniques for development of Creativity- Brain-Storming, Attribute listing.

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Internal Assessment

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PC-9 Pedagogical Process and Practices

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Objectives:

- After completion of course, the prospective teacher educators will be able to:
- Understand the concept of Pedagogy and can explain the term, differentiate pedagogy from other allied concepts;
- describe different approaches of teaching namely behaviorism, cognitivism and
- Understand various approaches and methods of learning and teaching.
- State the importance of teaching learning materials and their management in classroom situation
- Elaborate the processes of classroom management for promoting effective learning.
- Appreciate the use of local resource for better teaching-learning process.
- Know the distinction between Assessment for learning and assessment of learning
- Find out the difference between Assessment, Testing, Measurement and Evaluation
- Acquaint with CBCS System (Credit Based Choice System)

Unit I – Concept of Pedagogy and recent trends:

- Concept, Functions, Determinants and kindred its concepts
- Relation with other teaching learning process (Andragogy)
- Understanding pedagogical Process and trends
- Concept of Critical Pedagogy

UNIT II- Approaches to Learning and Teaching:

- Approaches to learning and teaching: Subject-centred, Teacher-centred, Learner-centred, Competency based, Constructive approach
- Methods of Learning and Teaching: Effective methods of teaching and learning; Classification of Methods.
- Instructional methods- Lecture, Demonstration, Inductive and Deductive; Learner-centred methods- Play way, Project, Problem solving, Discovery
- Approaches to student learning: Behaviorism, Cognitivism and Constructivism.

UNIT III – Managing Teaching – Learning Process

- Management of group and individual learning situations, Time and Space Management, Sitting arrangement, Classroom discipline, Role of a Teacher as a manager;
- Facilitate learning Multi-level/Heterogeneous classroom
- Facilitate classroom learning, Learning beyond classroom, Linking classroom learning to real life experiences, Situated/Contextual learning
- Views of Piaget, Bruner and Vygotsky on learning

UNIT IV: Emerging Issues in Classroom learning

- Concept of Integration, Need and Relevance at different levels, Types and Process of integration;
- Introducing teaching learning materials in classroom, Need, Types and its management. Learning Beyond the text books
- ICT in learning, Conceptual framework, Relevance and tools of ICT
- Computer-Assisted Learning, Using Computer as a source of learning

UNIT V: Assessment in Teaching Learning

- Concept and importance of Assessment in teaching learning process, Difference between measurement and Evaluation
- Tools and Strategies of Assessment: Assessment of learning, Assessment for learning, Assessment as Learning
- Fundamentals of the tools and Techniques of assessment, Knowledge of construction of different types of test items
- Comprehensive and dynamic assessment procedures of Continuous & Comprehensive Evaluation, Credit Based Choice System

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Internal Assessment

Note: -Each Pupil Teacher Educator has to submit one Assignment Record of the concerned paper to the Department duly counter signed by the Concerned Internal Examiner.

RTS-1 Introduction to Educational Research

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Objectives:

After completion of course, the prospective teacher educators 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,
Review the educational research
Understand the use of different tools and techniques in educational research
Understand the role and use of statistics in educational research
Develop a research proposal

Unit I – Concept and Procedure of Educational Research

- Concept and Types of educational research .
- Steps and procedure of educational research
- Research design and Research Report

Unit II – Background and Review of Related Literature

- Background of the Study
- Operational Definition of the terms used
- Identification of a research problem- sources, criteria, selection, definition.
- Review of literature- Sources, Selection and finalization.
- Techniques of Review writing, Review in India and Review in Abroad
- Importance, Need and critical analysis of the Review

Unit III – Research Methodology and Procedure

- Statement Of the Problem, Rationale of the Study
- Methods, Objectives of the Study and Hypotheses
- Variables, Population and Universe
- Sample and sampling techniques, Scope and delimitation of the study
- Tools and Techniques of data collection,
- Statistical Techniques used for data analysis ,Research Procedure

Unit IV – Analysis and Interpretation of Data

- Organization of Data, Editing the Data
- Classifying the data, Tabulating the data
- Analysis the data-Descriptive and Inferential
- Interpretation of data , Finding and Results

Unit V – Research Report and References Section

- Research Report-
- Format of a Research report
- Cover page design and title page
- Acknowledgement, Declaration of the researcher
- Certification of supervisor and Plagiarism Certificate
- List of Content, Tables and Figures

- Main Body –Chapter 1 Background of the Study
 - Chapter-2 Review of related Literatures
 - Chapter-3 Methodology and Procedure
 - Chapter-4 Analysis and Interpretation
 - Chapter -5 Summary and Conclusion
 - Bibliography and Webliography
 - Appendixes and Annexure

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- 25-APA publication mnuual of American PSYCHOLOGICAL association 4th Edn QPA , Washington DC 1994

Internal Assessment

Note: -Each Pupil Teacher Educator has to submit one Assignment Record of the concerned paper to the Department dully counter signed by the Concerned Internal Examiner

RTS-3

Self Development Skill- Meditation & Yoga, Arts & Crafts and Theatre.

Semester-I	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Objective of the

Course

- To help student- teachers develop life skills to understand self
- To develop the capacity for sensitivity, sound communication and ways to establish peace and harmony
- To develop the capacity to facilitate personal growth and social skills in their own students
- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors that have shaped their aspirations and expectations
- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.

Unit 1: Self Concept

- What is self: Dimensions of individual self, Maslow's Hierarchy of Needs
- Self-identity and self-esteem
- Self acceptance: ability to see and recognize all aspects of one's own self without judgments - either positively or negatively involves self understanding - a realistic awareness of one's strengths and weaknesses.

Unit 2: Meditation and Yoga

- What is Mediation, How to Mediate, types of Mediation, Benefits of meditation
- Misconceptions about Yoga Practice
- Different postures / asanas , Practice of Yoga for an integrated personality, Value of Yoga, Effects of Yoga

Unit 3: Art and Aesthetics

- Meaning, concept and significance, Difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts based on the videos, Films and Documentaries selected for the purpose, Indian festivals and its Artistic significance.

Unit 4: Craft

- Meaning and Significance
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, Videos Films, Documentaries selected for the purpose)

Unit 5: Drama and Theatre

- Introduction to Drama, Meaning and relevance of drama to life today, Elements of Drama (Literary elements, Technical elements, Performance elements; Character, Plot, Theme, Dialogue, Convention, Genre, Audience)

-Forms and Styles of Theatre - Comedy and Tragedy; Solo performance, Mime, Melodrama, Musical theatre, Realism, Symbolism, Ballet and Dance, Street theatre, Folk theatre, etc
-Indian Folk and Street Drama, Regional folk theatre – Jatra , Nabaranga, Swang

References:-

- Bette J.,Logsdon & Others.1977. *“Physical Education for Children: A Focus on the Teaching Process”*, Lea & Febiger, Philadelphia
- Deborah A. Wuest, Charles A. Bucher. 2006. 15th edition. *“Foundation of Physical Education Exercise Science and Sports”*, Tata McGraw Hill, Pvt. Ltd., New Delhi.
- Gharote M.L. 2004. *Applied Yoga*, Kaivalyadhama S.M.Y.M. Samiti, Lonvala.
- Jack H. Wilmore, David L. Costill, W. Larry Kenney.2011. 5th edition. *“Physiology of Sports and Exercise”*, Human Kinetics Publication
- John E. Nixon, Ann E. Jewett.1980. *“An Introduction to Physical Education*, Thomson Learning 9th edition, London.
- Krishnamurti J. (2000). *Education and significance of life*. Chennai, Krishnamurti Foundation India. Krishnamurti, J. (1998). *On self- knowledge*. Chennai, Krishnamurti Foundation India. UNICEF (2006): *Life skills modules-Adolescence education program*. New Delhi: UNICEF House.
- Learning the treasure within –Twenty first century education: Report of the UNESCO Education Commission*. Paris:UNESCO .
- M.M. Gore. 2007. *“Anatomy and Physiology of Yogic Practices”* Motilal Banarsi Dass, New Delhi.
- MDNIY. 2010. *“Yoga Teachers Manual for School Teachers”*, New Delhi
- Morarji Desai National Institute of Yoga, —*Pranayama*||, New Delhi
- Morarji Desai National Institute of Yoga, —*Yogasana”* , New Delhi
- NCERT. 2013. *Training and resource materials on Adolescence Education*, NCERT, New Delhi (This material is also available on www.aeparc.org.www.ncert.nic.in)
- NCERT. 2014. *Population Education: Source Material*, New Delhi
- NCERT. 2015. *Yoga: A Healthy Way of Living, Secondary Stage*, New Delhi
- NCERT (2015). *Yoga: A Healthy Way of Living, Upper Primary Stage*, New Delhi.
- NCTE. 2015. *Yoga Education-Bachelor of Education Programme*, New Delhi.
- Swami Satyanand Saraswati. 2013. *“Asana Pranayama Mudra Bandha”*, Bihar School of Yoga, Munger.

Internal Assessment

Note: -Each Pupil Teacher Educator has to submit one Assignment Record of the concerned paper to the Department dully counter signed by the Concerned Internal Examiner.

C- Practical Course

PA-2 Organization of Seminar on taught course

Internal Assessment: 15 External Assessment: 35 Total Marks: 50

Unit- I: Organization of Seminar on taught course

- Concept and Meaning of Seminar on taught course
- Needs and Importance of Seminar on taught course
- Seminar on taught courses- PC-5, PC-9, RTS-1 and RTS-3

Unit- II: Seminar on taught courses-Educational Psychology,

- Introduction to Educational Psychology
- Growth and Developments, -Theories of Learning
- Theories of Intelligence , - Motivation and Creativity

Unit- III: Seminar on taught courses-Pedagogical Process and Practice

- Meaning & Concept of Pedagogy
- Selected Pedagogies , - Assessment in Teaching Learning
- Techniques of Assessment , -Assessment Tools and Role of feedback

Unit- IV: Seminar on taught courses-Introduction to Educational Research

- Concept and procedure of Educational Research
- Background and Review , -Methodology and Procedure
- Analysis and Interpretation, -Research Report and References Section

Unit- V: Seminar on taught courses-Self Development Skills.

- Self Deployment- Self Concept
- Meditation and Yoga, -Art and Aesthetics
- Self Deployment- Craft, -Self Deployment- Drama and Theatre

Internal Assessment

Note- Each Pupil Teacher Educator has to one internal Assignment and teach 10 Lessons (2 lessons each from PC-5,PC-9, RTS-1& RTS-3)and submit the Record to the Department dully counter signed by the Concerned Internal Examiner

IA -1 Class Room Teaching Practices on Subject 1

Internal Assessment: 30 External Assessment: 70 Total Marks: 100

Unit- I: Instructional Objectives

- Concept And Meaning Of Instructional Objectives
- Different Types of Instructional Objectives
- Needs, importance and its Educational Implications

Unit- II: Methods and Techniques

- Concept And Meaning Of Teaching Methods and Techniques
- Different types Teaching Methods and Techniques
- Needs, importance and its Educational Implications

Unit- III: Teaching Aids

- Concept And Meaning Of Teaching Aids
- Different Types of Teaching Aids in Class room Practices
- Needs, importance and its Educational Implications

Unit- IV: Teaching Skills

- Concept And Meaning Of Teaching Skills
- Different types of Teaching Skills in Class room Practices
- Needs, importance and its Educational Implications

Unit- V: Model Lesson Plan

- Concept and Meaning of Model Lesson Plan
- Different types of Model Lesson Plan
- Needs, importance and its Educational Implications

Internal Assessment

Note: -Each Pupil Teacher Educator Has to submit one assignment Record and teach & observe 15 Lessons each in Subject 1and submit the Practical Record concerned to the Department dully counter signed by the Concerned Internal Examiner.

AA-2 Working In Services And Pre Service Teacher Preparation Context

Internal Assessment: 15 External Assessment: 35 Total Marks: 50

Unit- I: Concept of In Services Teacher Preparation contexts

- Concept and Meaning of In Service Teacher Preparation Context
- Development of Different Works with the contexts
- Needs and Educational Implications of the contexts

Unit- II: Concept of Pre-Service Teacher Preparation Contexts

- Concept and Meaning of Pre- Service Teacher Preparation Context
- Development of Different Works with the contexts
- Needs and Educational Implications of the contexts

Unit- III: Working with Elementary Teacher Preparation Context

- Concept and Meaning of In service Teacher Preparation Context
- Concept and Meaning of Pre service Teacher Preparation Context
- Needs and Educational Implications of the contexts

Unit- IV: Working with Secondary Teacher Preparation Context

- Concept and Meaning of In service Teacher Preparation Context
- Concept and Meaning of Pre service Teacher Preparation Context
- Needs and Educational Implications of the contexts

Unit- V: Administration and Govt.- Portfolios

- Block Education Office and District Education Office Level
- State Level. And National Level contexts
- International Vision and Mission

Internal Assessment

Note: - Each Pupil Teacher Educator has to submit one Assignment record and one Practical Record on The paper concerned to the Department dully counter signed by the Concerned Internal Examiner.

THIRD SEMESTER

PC 1: Introduction to Study of Education

Semester-III	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Content

Unit 1: Understanding Education

- Meaning of Education: Derivational, Broad and Narrow, Eastern and Western views; Education as process: Bipolar, Tri-polar, Multi-polar, Lifelong; Agency - Formal/ Institutional, Informal/ Incidental and Non-Formal
- Education as a Discipline: Attributes of a discipline (a community of person, an expression of human imagination, a domain, a mode of inquiry, a conceptual structure, a specified language, a heritage of literature, a network of communication, an evaluative and affective stance and an instructive community);
- Importance of education as a discipline; Inter-disciplinary and Multi-disciplinary nature of education; Its relationship with other allied disciplines like philosophy, sociology, Psychology, Political science, History, economics, anthropology etc.
- Aims of education: Determinants – philosophical, socio-cultural, political, economical, psychological; Individual and Social Aims; Aims according to Secondary Education Commission (1952-53), Education Commission (1964-66), NPE (1986), International Commissions on Education (Learning to Be & Learning the Treasure Within)

Unit 2: Education and Knowledge

- Knowledge : Concept, characteristics and types
- Knowledge generation : Meaning, process and strategies
- Role of education in knowledge generation by linking:
 - School knowledge with life outside
 - Content knowledge with pedagogy knowledge
 - Knowledge on action with knowledge on reflection and outcome
 - Experiential knowledge with empirical knowledge
 - Theoretical knowledge with practical knowledge
 - School Knowledge with community knowledge
 - Universal knowledge with contextual knowledge

Unit 3: Education and Society

- Society as a system: Attributes of a system; Importance of society as a system - Meaning, Structure (Groups, Norms, Values), Functions (Adaptation, Goal attainment, Integration, Patent pattern maintenance); Subsystems of society and their interrelationship
- Importance of Education as a sub-system: Its components and relationship with other sub-systems; Education as a system: Levels - Elementary, Secondary, Higher Secondary and Higher Education and their interlinkages
- Social institutions: Educational, Economic, Political, Religious and Family; School as a social institution and formal agency of education- Purpose , Functions (Conservation and Progressive), Stake holders' roles
- School Activities: Curricular and other curricular-Components, Mode of planning and organization; Resource requirements- Material, Infrastructural, human and technological with reference to their sources and utilization
- School-community inter-face: Importance, Aspects of inter-face strategies for strengthening their inter-relationship; their roles in building learning communities

Unit 4: Education in Changing Contexts

- Understanding emerging contexts in Indian society with reference to linguistic, cultural and ethnic diversities, globalization, privatization, liberalization and digitization.
- Imperatives of Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)
- Concern for equity and equality in education: Challenges of marginalization and gender disparity.
- Transformation agenda for school and teacher education as envisioned in NPE - 86, NCF - 2005 and NCFTE – 2009 and NCTE Regulation 2014

Sessional Work

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

- Preparation of a write-up comparing the aims of education as proposed by different national and international commissions and committees.
- Prepare a report on an interview made with an NGO engaged in education activities, preferably on school –community interface activities
- Observation of different activities in schools of urban and rural areas and prepare a report of similar and peculiar activities (both social and educational) highlighting their educational significance.
- Preparation of a paper for seminar presentation on issues of equality and equity in the context of universalization of elementary education in Indian context : Role of school and community

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

of education. Routledge.

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

PC 9: Language across Curriculum

Semester-III	Credit-2
Marks 50 (Ext.35+Int.15)	Contact Hours 32

Objectives

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

- *Identify the language backgrounds of students and facilitate their movement from home / regional language to standard language.*
- *Analyze the nature of classroom discourse and devise strategies to improve communication skills of students.*
- *Develop the appropriate skills of reading and writing among the learners and facilitate reading writing connection.*
- *Envision their role as facilitators of learners' language enrichment irrespective of the subjects they teach.*

Detailed Course Content

Unit 1: Language Background of Learners

- Varied language contexts of the learners – dialect, regional varieties and standard language; significance of first language in learning
- Home language Vrs School Language – Transmission and movement: challenges and strategies
- Understanding multilingual context -Challenges and strategies

Unit 2: Language in Classroom

- Nature of classroom discourse and significance of language
- Communication skills – promotion of oral skills through questions, discussion, sharing and interaction
- Language across various disciplines and subjects – humanities and science; Role of language in ensuring optimum learning in subject areas

Unit 3: Reading-writing connection

- Reading in different content areas for information and data gathering, critical understanding; Strategies for developing reading skills such as scanning, skimming, in-depth reading, note making
- Reading-writing connection in different content areas – Use of note making for preparing a write-up, use of information gathering for summarizing,
- Writing for various purposes – preparing report, writing paragraph, explanatory notes, expansion of ideas, presenting information in various forms such as flow-chart, diagram, pie-chart, histogram
- Process writing – generating / gathering ideas, drafting, revising and finalizing

Sessional Work

Each student-teacher is required to submit assignment on **any one** of the following:

- Preparation of a report on language diversities of learners in a secondary grade with strategies to address the challenges.
- Devising an action plan for developing the components (sub-skills) of reading / writing skill of the learners at the secondary level
- Expansion of an idea / ideas from the secondary level texts and presentation of the same in the form of flow-chart / pie-chart / tree diagram

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

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

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

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

RTS 1: Introduction to Research Methods

Semester-III	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

On completion of the course the prospective teacher educator shall:

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

Detailed Course Content

Unit 1: Research in Education: Conceptual Issues

- Educational research : Meaning, purpose and areas; Classification by purpose : Basic, Applied and Action Research – their characteristics
- Research paradigm in education : Quantitative, Qualitative and Mixed – their characteristics
- Quantitative approaches: Survey, Correlational, Causal-Comparative, Experimental, Single-Subject research
- Qualitative Approaches: Case Study, Ethnography, Phenomenological, Grounded Theory, Hermeneutic, Historical and Narrative
(*Fundamental characteristics of the approaches to be dealt at this stage*)

Unit 2: Research Problem, Sampling and Tools

- Identification of Research Problem: Criteria, and sources; Review of related literature; Problem specification– Formulation of objectives and hypotheses; Types of Hypothesis- Null and Directional or Alternative Hypothesis
- Sampling: Population and Sample; Sampling Techniques for Qualitative Research (Theoretical sampling, critical case sampling, incidental sampling and sensitive case sampling) and Quantitative Research (Probability Sampling, Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling) and Non-Probability Sampling (Cluster Sampling, Incidental Sampling, Purposive Sampling, Judgmental Sampling, Snowball Sampling, etc.); Adequacy and Representativeness of a sample; Measures of sampling error and sampling distribution of a measure.
- Tools and Techniques of Research: Interview- structured and unstructured; Observation–participant and non-participant; Questionnaire and Opinionnaire; Rating scale and Checklist; Tests- Teacher-made and Standardized, Socio-metric techniques, Projective techniques, Focused Group Discussion, Reflective Dialogue, Anecdotal records, Portfolios and Rubrics

(Discussion of the tools and techniques shall be made on their development, uses and limitations)

- Characteristics of the tools: reliability, validity and usability

Unit 3: Designing a Research Proposal

- Conceptual framework, Need and Importance; Components of a Research Proposal
- Introduction: Rationale emerging from the review of related literature, Emerging Research Title, Specification of the statement of the title
- Research questions, Objectives, Hypotheses, Operational definitions of the key terms to be used, Delimitations (as contrast to limitations).
- Method of Study
 - Study approach/design
 - Population and Sample
 - Instrumentation - Tools and techniques
 - Procedures: For data collection and data analysis
- Expected Outcomes of the Study/Emerging Theses
- Time Schedule and Financial Requirements

Unit-4: Basic Descriptive Statistical Treatment for Data Analysis

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

Sessional Work

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

- Develop a research proposal for investigation of any educational problem
- Critical analysis of any standardized research tool based on its preparation and validation
- Preparation of frequency distribution, plotting of various graphs, calculation of various measures of central tendency and variability, and computation of skewness and kurtosis on a given set of data.
- Computation of various parametric and non-parametric statistics on a given set of data
- Develop a trend report based on the review of literature on any educational issue.
- Application of various analysis techniques on the given qualitative data
-

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

- Cohen, L., Lawrence, M. and Keith, M. (2007). *Research methods in education* (4th Edn.). London: Routledge Kegan Paul.
- Creswell, John W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. New Delhi: Sage Publication.
- Creswell, John W.(2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Edn.). London: Pearson Education.
- Ferguson, G.A. and Takane,Y.(1989). *Statistical analysis in psychology and education* (6th Edn.). New York: McGraw Hill.
- Gay,L.R., Mills, G.E., and Airasian, P.W. (2014). *Educational research: Competencies for analysis and application* (10th Edn.). London: Pearson Education.
- Glass, G.V. and Stanley, J.C. (1970). *Statistical methods in education and psychology*. Englewood Cliffs, New Jersey: Prentice Hall.
- Graziano , M and Raulin, Michalel (1980). *Research methods, A process of inquiry*. New York: Harper and Row.
- Keeves, John. P (Ed.) (1990). *Educational research methodology and measurement: An international handbook*. New York: Pergamon Press.
- Kerlinger, F.N., and Lee, H.B. (2000). *Foundations of behavioral research* (4th.Edn.). New York: Wadsworth/Thomson Learning.
- Lovell, K and Lawson, K.S. (1970). *Understanding research in education*. London : University of London.
- Tuckman,B.W.(1972). *Conducting fundamental research*. New York:Harcourt Brace Javonovich Inc.
- Van Dalen, D.B. and Meyer, W.J. (1979). *Understanding educational research. An introduction*. New York: McGraw Hill

PSS-B Pedagogy of Social Science (Paper-1)

Semester-III	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives:

On completion of the course the prospective teacher educator shall:

- *Develop understanding of the nature of environmental science at primary level and social science at Upper Primary Level as integrated area of study.*
- *Identify, prepare and collect different teaching-learning resource materials.*
- *Use the teaching-learning resources effectively in the classroom.*
- *Examine the prevailing pedagogical practices in classroom which facilitate learning.*
- *Acquire basic knowledge and skill to analyse and transact the curriculum effectively following wide ranging teaching – learning strategies.*
- *Make pedagogical analysis of the concepts in both the curricula.*
- *Develop lesson plans by integrating it with life situations for effective teaching learning.*

Detailed Course Content

Unit 1: Environmental Studies and Science at the Elementary Level

- Concept and importance of Environmental Studies at Primary Level; Environmental Studies as an integration of Science and Social Studies; Significance of Environmental Studies; Emerging Issues and Implications for Primary Education
- Nature of Science and importance of Science at Upper Primary level
- Scientific knowledge, scientific thinking, scientific methods
- Aims and objectives of teaching Science; NCF–2005 imperatives on learning Science

Unit 2: Social Science Education

- Meaning, nature and scope of Social Science
- Importance of Social Science education at Upper Primary level
- Components of Social Sciences at Upper Primary level: History, Political Science, Economics and Geography; Interrelationships among the subject components of Social Science
- Objectives of teaching Social Sciences at Upper Primary Level

Unit 3: Approaches and Methods

- Approaches – Transmission, Learner-centered, , Process-based , Interactive, Discovery; Activity-based Approach
- Methods of teaching-learning Science/EVS: Observation, Experimentation, Field Trip, Demonstration, Survey, Problem Solving, Project
- Methods of teaching-learning History and Political Science: Story-telling, Narration-cum-discussion, Field trip, Project, Dramatization
- Methods of teaching Geography and Economics: Observation-cum-discussion, Project

Unit 4: Learning Resources, Planning & Assessment

- Learning Resources: textbooks, work books, reference books; Local resources in Science and Social Science and their use

- Key Resources: Assessing progress and performances, Monitoring and giving feedback, Local and community resources, Using pair work, Using group work, Using questioning (both by teacher and learners) to promote thinking, Talk for learning and Involving all
- Organizing Science Exhibition, Science Club, Science Quiz, Science Corner, Science Laboratory, Science Museum
- Historical Maps, Charts, Pictures, Models, Timeline; Geographical Models, Graphs, Maps, Atlas, Globe; Resource room for Social Science
- Planning Lessons: Yearly, Monthly plans; Planning for each lesson- Steps, lesson planning formats
- Learning Assessment: Tools and Techniques of assessment;
- Construction of different types of test items; Recording of the results of assessment and providing feedback; Using the results of assessment for improvement of learning in Science and Social Science.

Sessional Work

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

- Preparation of year plan and unit plan in Social Science
- Preparation of 2 lesson plans in Social Science one based on contents of elementary school curriculum
- Preparation of an assessment framework in any one unit in Social Science
- Prepare a paper on any one issue of Social Science Education and present it in seminar
- Visit any of the professional organizations and prepare a report on the in-service professional development programmes that they undertake for Social Science teachers

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Knopf, Carretero M., and Voss, J. F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*. Hillsdale: Lawrence Erlbaum Associate.
- Chaudhary, K. P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
- Dhamija, N. (1993). *Multimedia approaches in teaching social studies*. New Delhi: Human.
- George, A. M. and Amman, M. (2009). *Teaching social science in schools: NCERT's new textbook initiative*. New Delhi: Sage.
- Ghate, V.D. (1956). *Teaching of history*. Bombay: Oxford University Press.
- Gunnin, D. (1978). *The teaching of history*. London: Goom Helm Ltd.
- Graves, N.G. (1982). *New source books for geography teaching*. Longman. Hall,
- David (1976). *Geography teacher*. London: Unwin Education Books.
- Huckle, J. (1983). *Geographical educational reflection and action*. London: Oxford University Press. James,
- T. H., Arthur, J. and Hunt, M. (2001). *Learning to teach history in the secondary school: A companion to school experience*. London: Routledge Falme.

- Kent, A. (Ed.) (2000). *Reflective practice in geography teaching*. London: Paul Chapman Publishing Ltd.
- Kochhar, S. K. (1970). *Teaching of political science*. New Delhi: Sterling Publishers.
- Kuhn, T. S. (1970). *The structure of scientific revolutions*. Chicago: University of Chicago Press.
- Lewis, B. (1975). *History: remembered, recovered, invented*. New York: Simon and Schuster, Inc.
- Mehlinger, Howard D. (Ed.) (1981). *UNESCO Handbook for the teaching of the freedom struggle in India and Pakistan*. New Delhi: Penguin India.
- Morrey, D. C. (1972). *Basic geography*. London: Hien Manns Education Books.
- Smith, M. (2002). *Teaching geography in secondary schools : a reader*. London: Taylor& Francis.
- NCERT.(2006). *National focus group position paper on teaching social sciences*. New Delhi: NCERT.
- Root, M. (1993). *Philosophy of social sciences*. Oxford: Blackwell.
- TESS India (2014). *KeyResources*. <http://www.tess-india.edu.in>
- Sartori, G. (ED.) (1984). *Social science concepts: A systematic analysis*. New Delhi: Sage Publications.
- Trigg, R. (1985). *Understanding social science: A philosophical introduction to the social sciences*. Oxford: Basic Blackwell.
- UNESCO.(1965). *Source book for geography teaching*. London: Longman.
- Verma, O. P. (1984). *Geography teaching*. New Delhi: Sterling Publication.
- Walford, R. (1981). *Signposts for geography teaching*. London: Longman.
- Wilkins, E. J. (1979). *Elements of social science: A philosophical introduction to the social sciences*. Oxford: Basic Blackwell.

PSS-B Pedagogy of Physical Science (Paper-1)

Semester III	Credit-4
Marks 100(Ext. 70+ Int.30)	Contact Hours 64

Objectives

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

- *State the nature and importance of science and its relevance in elementary school curriculum.*
- *Use various methods and approaches to teaching-learning Science suitable for the elementary school classes.*
- *Plan lessons in science for effective classroom transactions.*
- *Develop and collect activities and resource materials for their use in enhancing quality of learning of Science at the elementary level.*
- *State the concepts in Science included in the elementary school curriculum and make pedagogical analysis of those concepts*

Detailed Course Content

Unit 1: Science Education in School Curriculum

- Evolution of Science as a discipline, Science as a dynamic body of knowledge
- Nature and Scope of Science at elementary level: Importance of Science in daily life,
- Place of Science in elementary school curriculum; Importance of Science at elementary level
- *Curriculum Reforms in Science Education: Rationale, objectives, principles, designs and materials in Science, recent curricular reforms at the National and State levels (NCF 2005, SCF 2007).*

Unit 2: Aims and Objectives of Teaching-Learning Science at Elementary Level

- Aims and objectives of teaching-learning Science at elementary level; Bloom's Taxonomy and its instrumentation.
- Nurturing process skill; Developing scientific attitude and scientific temper
- Formulating learning objective of teaching Science

Unit 3: Approaches and Methods of Teaching-learning Science

- *Discovery* - Nature and purpose; guided discovery strategies in teaching and learning of concepts in science.
- *Experimentation*- Experimentation within and beyond classroom situation; Processes and limitations.
- *Problem Solving*- Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution.
- *Project* – Situation analysis, selection of the project, preparation of the project proposal, implementation of the project, evaluation and reporting
- *Observation* – Types, Process, Recording observation.
- *Constructivist Approaches: Self-learning and peer learning strategies, Collaborative strategies, Inquiry*

Unit 4: Curricular Activities

- Preparation of Unit Plan; Preparation of Lesson Plans (Traditional, Activity Approach and constructivist approach)

- Teaching- Learning Materials – Preparation, collection, procurement and use of teaching-learning materials in Science like, Charts, Graph, Bulletin Board, Models; ICT materials like , Filmstrips, Slides, Transparencies, TV, Audio and Video, Computer, and Internet;
- Learning Activities – Science Laboratory Activities; Field Trip, Science Club, Science Seminar, Science Exhibition
- Using Key Learning Resources for effective classroom transaction in learning Physical Science

Sessional Work

Each student-teacher is required to submit assignments on **any two** of the following:

- Preparation of five lesson plans on any topic of Science at elementary level.
- Developing five activities/experiments in Science and prepare a brief report,
- Preparation of a model/tool/device based on any principle of Science included in the course preferably using locally available materials.
- Designing pedagogical treatment for any topic of Science and designing learning activities

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

- Das, R.C. (2005). *Science teaching in schools*. New Delhi: Sterling Publishers.
- Herr, Norman & Cunningham, James (1999). *Hands-on chemistry activities with real-life applications*. San Francisco, CA: Jossey-Bass.
- Herr, Norman & Cunningham, James(1994). *Hands-on physics activities with real-life applications*. San Francisco, CA: Jossey-Bass.
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- NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
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- UNESCO (1979). *Source book for science teaching*. Paris: UNESCO.
- Vaidya, Narendra (1992). *Science teaching for 21st century*. New Delhi: Deep and Deep.
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RTS Pr.1: Dissertation(Part-I)

Semester-III	Credit-2
Marks 50 (Internal)	Contact Hours 64

Objectives

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

- *Identify the area of research and specify the problem for conducting research.*
- *Complete a thorough review of the related literature on different aspects of the selected problem for research.*

Activities

Identification of the Problem: Preparing a dissertation on any educational problem after following the methods of Educational Research is one of the important activities of the Programme. During this semester, the prospective teacher educators are exposed to the basics of Educational Research (RTS-I) which provides the basis for initiating the research project at this stage.

As a first step of dissertation work, identification of the problem for research after following the basics of research methodology has been stipulated in this semester. As such activities related to Dissertation Practicum during this semester shall comprise the following:

1. **Identification and Specification of the Problem** - After the review of the research literatures, the prospective teacher educator need to focus on a specific problem area giving proper justifications based on review of literature. The problem for the research has to be specified with proper statement of the problem following international standards (preferably APA standards). Along with the statement of the problem, the researcher needs to specify the variables (independent, dependent, category etc.) involved in the problem.
2. **Review of Related Literature** – Keeping a few educational issues in mind, the student shall go through the related literatures, specifically articles from quality referral research journals, books and original work of reputed researchers in the area(s) of interest. At least 10 articles from international journals or books and 10 from Indian sources need to be reviewed. A report, at least 5 to 8 pages (A-4 size with 12 font letters and 1.5 inter-liner spacing), need to be submitted by each student.

Each candidate is expected to present the final specification of the problem of research supported by the review of research in the seminar for further modification and finalization.

Criteria for Assessment

Sl. No	Activity	Marks
1.	Problem Identification and Specification	20
2.	Review of Related Literature	30
TOTAL		50

RTS Pr.II Research Seminar

Semester-III	Credit-2
Marks 50(Internal)	Contact Hours 64

While participation in seminar activities for the students in this programme shall be a regular feature across the semesters, involvement in research seminar is an essential requirement as required under the 'Research, Tools & Self Development (RTS)' component. The research seminar is essentially meant to help the students to focus on their respective area of research through probing, sharing and developing their research project.

Objectives

The prospective teacher-educator shall:

- *Develop ability to share the acquired knowledge and understanding specific to their area of research*
- *Share the different dimensions of research with peers and faculty members*
- *Prepare research based paper and improve it with intensive peer deliberation*

Mode of Organization

- Depending on the number of students, the institution shall decide on the number and duration of research seminars to be conducted so that each student shall get opportunity of presenting his/her research proposal on its three aspects viz. (i) the rationale of the topic emerging from related literature, (ii) method of research, and (iii) mode of analysis and discussion of results.
Other topics related to the areas relevant to the research may also be included for deliberation in the research seminar.
- Presentation of papers, participation in the seminar and preparation of the seminar reports shall be the three basic components of the seminar activities which shall constitute the basis of assessment. Every student may be given opportunity to prepare seminar report.
- Attendance in the research seminars by a student shall not be below 90 percent.
- The criteria of assessment as specified below may further be refined by the respective institutes.

Criteria of Assessment

Activity	Marks
Quality of the Seminar paper	20
Mode of presentation	15
Extent and quality of participation	07
Quality of Seminar Report	08
TOTAL	50

PSS Pr.II –School Internship-3

Classroom Transaction and Related Activities

Semester-III	Credit-4
Marks 100(Internal)	Contact - 6 weeks

The major thrust of the school internship programme, among other closely related activities like school exposure and exposure to multi-cultural contexts in schools, is to broaden the visions and improving the performance capabilities of the prospective teacher-educator on the classroom transactions to enhance the quality of teaching-learning process. While engaged in improving the classroom performance as a teacher, the prospective teacher-educator needs to be efficient in several related activities like planning the academic activities for one academic session, preparation of lesson plans on a regular basis, developing, collecting and managing resources (materials, activities and human) for teaching and learning in and out of classroom. Besides developing these abilities as professional teachers, these activities during this part of the school internship are intended to prepare prospective teacher-educators for mentoring the student-teachers in their basic roles as effective classroom teachers.

Objectives

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

- *Develop professional capabilities and sensibilities as an effective teacher and maintain sustained engagement with learners and teachers of schools.*
- *Acquire required skills and competencies to cater to diverse needs of the learners in schools*
- *Apply the theoretical understanding developed through various perspective and pedagogic courses in the actual classroom practices for enhancing quality of teaching and learning.*
- *Internalize the role of a teacher and a teacher-educator – as a facilitator of learning, classroom manager, resource mobilizer and manager, innovator, evaluator of learner performance, planner and organizer of other curricular activities, mentor and counselor for children and practicing teachers, developer and evaluator of curriculum text books and other TLMs etc.*

Organization

The activities during this internship programme shall be conducted in three phases as follows:

- I. Preparatory Activities,
- II. Activities during Classroom Transaction,
 - a. Teaching-Learning Activities
 - b. Other Related Activities
- III. Follow up Activities.

I. Preparatory Activities

Prior to conduct of teaching-learning activities in the classroom, the following preparatory activities shall be completed:

- Orientation of the prospective teacher-educators,
- Sharing meeting with the teachers and headmasters of the cooperating schools in the institution and working out the programme details for the internship

- Demonstration lessons by the faculty members followed by post-demonstration discussion
- Criticism lessons by the student-teachers(one lesson by each student-teacher in any one of the methods opted) under the supervisory support of the method teachers, attended by all prospective teacher-educators of the method concerned
- Placement of prospective teacher-educators in cooperating schools for internship activities.

II. Classroom Transaction Activities

Each prospective-teacher educator shall have to perform two categories of interrelated activities in the classroom and school: Teaching-learning activity as per the time table of the school, and other related activities for facilitating learning.

a. Teaching-Learning Activities

- Preparation of lesson plans along with the required TLMs by the prospective teacher-educator in his/her concerned pedagogy subject for conducting teaching-learning transactions with the students of the allotted class.
- Delivery of practice lessons by the prospective teacher-educator with supervisory support and feedback from faculty members. Each shall deliver 20 lessons in the concerned school subject he/she offers, excluding the criticism lesson. Out of these 20 lessons, 30% (6 nos.) shall be delivered in the upper primary classes (Classes VI to VIII) and the remaining 70 % (14 nos.) lessons in the secondary classes (Classes IX and X).
- Observation of five peer-lessons and recording of the performance with authentication by the concerned supervisors.
- Feedback session in the Teacher Education Institution after each spell of ten-day practice teaching to be attended by all prospective teacher-educators for sharing their experiences.

b. Other Related Activities

Activities related to promote learning like the ones indicated below shall be conducted by each prospective- teacher educator: Each has to perform *at least 04(four) activities* including the items marked by ‘**’.

- Preparing scheme of lessons in the subject teaching in the class**
- Preparation of TLMs, Learning Activities and model test items**
- Preparation of wall magazine/news bulletins
- Participating in classroom beautification activities
- Taking arrangement classes when required
- Organizing and participating in school literary and recreational activities
- Conducting quizzes, debates song and drawing competitions in the classroom
- Organizing of and participating in science exhibition, science fair, science club/nature study club/eco club activities, Mathematics Melas, Art and Craft exhibitions etc.
- Innovative teaching- learning activities

III. Follow up Activities

- Presentation of innovative and creative work done by the prospective-teacher educator during internship.
- Suggestions and feedback from the teachers and Heads of the cooperating schools for further improvement of the internship activities

- Sharing of prospective-teacher educators' internship experiences in the institution and their feedback on overall organization of internship programme for future action.

Attendance

- The minimum attendance of each student-teacher for school internship programme shall be 90%

Assessment of Internship Performance

The classroom transaction activities and the follow up activities shall be assessed internally as per the following criteria.

Criteria for Assessment of Internship and Records

Activities	Marks
1. Assessment of classroom teaching and other school activities rated by the headmaster and the teachers of the school.	20
2. Assessment of Lesson Plan Record	15
3. Peer assessment of the lessons	10
4. Assessment of lessons delivered as per the plan by the faculty members	25
5. Assessment of other related activities (5× 4)	20
6. Presentation and participation in follow up activities	10
TOTAL	100

Each Teacher Education Institution shall prepare a detailed plan on school internship programme for Classroom Transaction and Related Activities in consideration of the activities indicated above sufficiently in advance of commencement of the activities.

The assessment, which is entirely internal, may be conducted preferably by a team of faculty members specifically designated for the purpose.

PSS Pr. IV Interaction with Community

Semester-III	Credit-1
Marks- 25 (Internal)	Contact Hours- 32

As education has become one among the essential needs for living for every individual, schools need to maintain close liaison with the communities in its neighborhoods for ensuring enrolment, retention and providing education of high quality. The prospective teachers as well as teacher-educators are required to be well informed regarding the socio-economic-cultural status and needs of the communities nearby the schools and ways to interact with community members including the parents regarding their mutual efforts on a continuous basis for creating an enabling school climate for ensuring quality education for their children. .

Objectives:

After the completion of this programme, the prospective teacher-educator shall:

- *Acquaint himself/herself with the factors working within the society, community i.e. knowledge of social realities that have bearing on school and education.*
- *Arouse his/her interest in the processes of social and economic reconstruction of the community.*
- *Develop awareness on the educational and social issues and needs of the community*
- *Identify and plan for using community resources, both material and human, for enriching the quality of school education*

The students (prospective teacher-educators) may spend two weeks at a stretch during the Semester 3 in the identified villages/communities and/or in locations decided by the institute/department. Separate activities may be planned every year.

Interaction Strategies

Discussion, Rally, Competitions (Debates) Posters and Banner displays Working in community setting, Mass movement, *Nukkad* Performances, Local action group formation, surveys, interviews, action research, case study, dissemination of success stories etc. may be employed for more meaningful interaction.

Suggested Activities

- micro planning of a school community relationship along with the survey on educational status of the community
- study of the nature of community participation in a elementary/secondary school activities
- survey of community resources for participation in scholastic and co-scholastic activities of a school
- educational survey of urban slums
- report on social customs, traditions and practices and their bearings on education of the children of the community in the selected localities
- survey of a village/town with at least 20 households to study the socio-economic and educational status of the inhabitants
- study of food habits of 10 houses, 5 each of urban and rural area and suggest balanced diet
- tree plantation programme in the campus/nearby village
- survey of parent's attitude towards education of their children
- organization of campus beautification programme with community participation
- identification of problems of parents with respect to education of their children

- conducting awareness programmes in the community – like Environment conservation, tree plantation, watershed management, health programmes, like vaccination, polio drop etc.
- survey of AIDS awareness, electoral awareness, road safety, human rights, women rights, literacy programmes etc. in the community
- cleanliness drives in the community and awareness about its needs
- training of community on some simple vocations for self-employment
- training of community in First Aid
- organizing national programmes like ‘Swatchha Bharat Abhiyan’, ‘Padhe Bharat, Badhe Bharat’, ‘Beti Bachao, Beti Padhao’, ‘Kaushal Bharat, Kushal Bharat’ in the community

Many more such exercises could be conceived and can be conducted individually or in groups under the supervision of faculty members.

Assessment Criteria

Prospective teacher educators are required to complete at least 2 (TWO) activities as suggested above or otherwise and submit the report which shall be evaluated internally by a committee constituting of at least 3 faculty members.

The performance of the prospective teacher-educators shall be assessed holistically and marks shall be awarded out of the total 25 marks based on degree of involvement of the candidate in selection, strategy building, participation and the quality of the report.

PSS Pr. V Discourse with Other Related Agencies

Semester-III	Credit-1
Marks- 25 (Internal)	Contact Hours- 32

There are several institutions and organized social groups situated and functioning in the catchment areas of the school having potential for supporting school education in various ways, both formal and informal manners. Examples of such institutions and organizations are Banks, Post Office, Hospitals/Health Centers, Panchayati Raj Institutions, Agricultural farms, Self-help Groups, Youth Clubs and the like. This programme aims at raising the awareness levels of prospective teacher-educators, school functionaries and the concerned institutions and organized groups regarding their roles and the ways in promoting quality of school education

Objectives

After the completion of this programme, the prospective teacher-educator shall

- *Gather intimate knowledge of the structure and functioning the institutions/organizations and their sphere of activity.*
- *Explore the scope of collaboration of local institutions/organizations with the developmental and academic activities (both curricular and other curricular activities of the schools.*
- *Develop a tentative plan of action with the local institutions/agencies/social groups for their collaboration with school activities*

Interaction Strategies

Observation, Interview, Individual and Group Discussion, Case Study, Video recording

Suggested Activities

- Survey of activities of local NGO/ Club/ community center/ Self Help Group/ Panchayat/ press/ TV channels/ Community radio etc. and their implications for education
- Visit to Anganwadi Centers and interaction with SHG in the locality to study their functioning.
- Focus group discussion of the members of any institution/organization on their functioning and scope of collaboration with the schools
- Preparation of report on the developmental activities of different organizations where the students and teachers can be involved for a social cause thus enhancing their learning.
- Developing a document of inter-organizational collaboration in developing school development and students' learning.

Several such other activities for encouraging discourses with related agencies at the local level can be conceptualized at the respective teacher education institutions/department.

Assessment Criteria

Prospective teacher educators, individually or in groups, are required to have discourse with any 2 (TWO) activities as suggested above or otherwise and submit the report which shall be evaluated internally by a committee constituting of at least 3 faculty members.

The performance of the prospective teacher-educators shall be assessed holistically and marks shall be awarded out of the total 25 marks based on degree of involvement of the candidate in selection, strategy building, participation and the quality of the report.

FOURTH SEMESTER

PC-II Philosophical Perspectives of Education

Semester-IV	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Content

Unit 1: Philosophy and Education

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

Unit 2: Indian Philosophical Traditions

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

Unit 3: Western Philosophical Traditions

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

Unit 4: Great Educational Thinkers

- Plato, Aristotle and Socrates – Relevance of their educational thoughts in the present context
- Rousseau, Froebel, Montessori, John Dewey and Paulo, Friere – Their educational ideas and experiments, and the present relevance
- Gandhi, Tagore, Sri Aurovinda, and Vivekananda – Their educational thoughts and experiments, and their relevance in the present India

- Dayananda Saraswati and J. Krishnamurthy – Their contributions to educational thought and practice in the present India

(Discussion be made with reference to aims of education, curriculum, teaching-learning pedagogy, role of teacher and discipline)

Sessional Work

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

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

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Amaldass, A. (2001). *Introduction to Philosophy*. Chennai: satyaNilayam Publications.
- Brubacher, J. (1962). *Modern Philosophies of Education*. McGraw-Hill Co.
- Butler, J.D. (1968). *Four Philosophies and their Practice in Education and Religion* (3rd Ed.) New York: Harper and Row Publisher.
- Chakravarty, D.K. (2000). *Fundamental Questions of Epistemology and Metaphysics*. New Delhi: Omsons Publications.
- Chaube, S.P., and Chaube, A. (2007). *Philosophical and Sociological Foundations of Education*. Agra: Vinod PustakMandir.
- Deota, N.P. (2012). *Effective Leadership Qualities*. Germany: Lap Lambert Academic Publishing.
- Deota, N.P. (2012). *Kaleidoscopic Views on Education*. Germany: Lap Lambert Academic Publishing.
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- Kabir, H. (1961). *Indian Philosophy of Education*. Bombay: Asia Publishing House
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- Radhakrishnan, S. (1953). *History of Philosophy: Eastern and Western* (Vol. I and II). London: George Allen & Unwin Limited.
- Sharma, R.N. (2000). *Textbook of Educational Philosophy*. New Delhi: Kanishka Publishers & Distributors.
- Smith, P.G. (Ed.) (1970). *Theories of Value and Problems of Education*. London: University of Illinois Press.
- Thakur, A.S. (1977). *The philosophical Foundations of Education*. New Delhi: National Publishing House.

RTS-5 Self Development

Semester-IV	Credit-2
Marks 50 (Ext.35+Int.15)	Contact Hours 32

Objectives

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

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

Detailed Course Content

Unit 1: Understanding Self-Development

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

Unit 2: Self-Development across the Life Span

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

Unit 3: Self-Awareness and Personal Development

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

Sessional Work

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

- Preparation of a report on personal development in work place relating to any profession.

- Prepare a seminar presentation on crisis of self-development among the secondary school learners and strategies to resolve.
- Preparation of a set of activities for personal development elementary school children.

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Agochiya, Devendra (2010). *Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents*, Sage Publications Pvt. Limited, New Delhi
- Bandura, A. (1982). Self-efficacy and mechanism in human agency. *American Psychologist*,
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice
- Bandura, A. (1993). Perceived self efficacy in cognitive development and functioning.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.
- Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo*. Puducherry, Sri Aurobindo Ashram Pub.
- Krishnamurti, J. (1998). *On Self- knowledge*. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). *Education and Significance of Life*. Chennai, Krishnamurti Foundation India.
- Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). *Applied Social Psychology- Understanding and Addressing Social and Practical Problems (2nd Edn)*. New Delhi: Sage Publications.
- Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). *Cornerstone- Developing soft skills (4th Edn)*. New Delhi: Pearson Education
- Swami Vivekananda (1988). *Selections from the complete works of Swami Vivekananda*. Mayavathi: Advaita Ashrama.
- UNESCO (1996). *Learning the Treasure within –Twenty First Century Education*. UNESCO Education Commission Report.
- UNICEF (2006). *Life skills modules-Adolescence Education Program*. New Delhi: UNICEF.
- Venkateshamurthy, C. G. & Govinda Rao, A.V. (2005). *Life skills education training package*. Mysore: R.I.E..

TEC-I Perspectives in Teacher Education

Semester-IV	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Content

Unit 1: Understanding Teacher Education

- Teacher Education : Concept, Importance (with reference to teaching profession and quality education), Components (Pre-service and In-service)
- Development scenario in India: Post-independent scenario with reference to the recommendations of Secondary Education Commission (1952-53), The Education Commission (1964-1966), National Policy on Education, 1986 / 92, POA, 1990, NKC, 2009 on Teacher Education system
- Envisioning Teacher Education in response to emerging demands of school education; Bases of envisioning – NCF, 2005, NCFTE, 2009, RTE Act 2009, Justice Verma Commission, 2012, MHRD (GoI), 2012

Unit 2: Pre-service Teacher Education Programme

- Pre-service teacher education: Meaning, Importance, Objectives and Modes (face-to-face and distance)
- Stage specific programmes – Pre-school, Elementary and Secondary and Higher Secondary Teacher Education Programmes with reference to duration, curriculum, staffing pattern, assessment etc as per NCTE Regulations, 2014
- Stage specific Teacher Education Institutions in Odisha – Preschool , Elementary (ETEIs, DIETs, BITEs), Secondary and Higher Secondary (Govt. Training Colleges, CTE, IASEs) with reference to their structures and functions
- Addressing issues in PSTEP in Odisha with reference to institutional facilities, enrolment to the programmes, human resources, curriculum development and transaction processes, linkages with support institutions

Unit 3: In-service Teacher Education Programme

- In-service teacher education: Meaning, importance and objectives in the context of Continuing Professional Development (CPD)
- Types of programme – Subject-based (content and pedagogy) and theme-based with reference to their objectives, duration, components, planning and organization (assessment of training needs, structuring training components and developing course materials)
- Approaches and modes of organizing CPD: Approaches- self study, participatory (workshops, panel discussion, FGD etc); Modes – face-to-face and distance/open learning (OER) with reference to their objectives, advantages and limitations
- Addressing challenges in CPD in Odisha with reference to planning, organization, collaboration, programme quality, assessment and feedback; importance and role of professional learning communities for CPD; role of professional organizations for professionalism and professional ethics

Unit 4: Management and Support Services

- Management structures and their functions at elementary and secondary levels in Odisha – SME Department, DTE&SCERT, Teacher Education Institutions (Elementary and Secondary)
- Support organizations: National level – MHRD, NCERT, NUEPA, NCTE. and UGC; State level – SCERT, OPEPA, OMSM, BSE, ELTI and Unicef (Odisha Office) with reference to their roles and functions
- Challenges and issues relating to – governance system, human resource, collaboration among the stakeholders, job opportunities and recruitment, service conditions etc.

Sessional Work

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

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

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

Beck, Clive & Clark Kosnik Albany (2006): *Innovations in teacher education: A social constructivist approach*. London: State University of York.

3Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A guide to teaching practice* (5th Edn.). London and New York: Routledge Falmer..

Darling Hammond, Linda and Bransford, John (2005). *Preparing teachers for a changing world*. Son Francisco: John Wiley & Sons.

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- Miyan, Mohammad (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.
- Mukhopadhyay, Sudesh and Anil Kumar, K (2001). *Quality profiles of secondary schools*. New Delhi: NIEPA.
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- NCTE (1998): *Policy perspectives in teacher education*. New Delhi.
- NCTE (2009). *Curriculum framework of teacher education*. New Delhi.
- NCTE (2014). *Norms and guidelines of teacher education programme*. New Delhi.
- NCTE. (1998). *Policy perspective in teacher education: Critique and documentation*. New Delhi.
- Reimers, Eleonora Villegas (2003). *Teacher professional development: An international review of the literature*. Paris: IIEP,UNESCO.
- Sahoo,P.K.et al (Eds.) (2010). *Professionalism in teacher education*. New Delhi, Concept.
- Siddiqui, M.A. (1993). *In-service education of teachers*. New Delhi: NCERT.
- Singh L.C. (Ed 1990). *Teacher education in India*. New Delhi: NCERT.
- Yadav, M.S. and Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education: The instructional role*. New Delhi: NCTE.

PSS-B: Pedagogy of Social Sciences (Paper-2)

Semester-IV	Credit-4
Marks 100 (Ext. 70+ Int.30)	Contact Hours 64

Objectives

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

- *Develop skills and pedagogical competencies to formulate specific learning outcomes for different contents of History, Geography, Political sciences and Economics;*
- *Acquire different characteristics to become a professionally competent social science teacher*
- *Construct appropriate tools and techniques for assessment of the students learning outcomes in social sciences*
- *Critically analyze text book and syllabus of social science subjects at different stages of school education*
- *Develop skills to organize and conduct various activities related to social science areas*

Detailed Course Content

Unit 1: Creating Holistic Identity through Social Sciences

- Evolution of social science curriculum
- Piecemeal approach vrs. Holistic approach, Importance of Integrated approach over separate specific subject approach at secondary stage
- Evolution of human over time- shifting from historiography
- Evolution of human as space physical geography
- Polity nurturing identity of human in democratic framework promoting effective citizenship
- Consumer protecting human from evil effect consumerism
- Aims and objectives of social sciences at secondary stage of school education

Unit 2: Learning Resources in Social Sciences

- Primary and Secondary Sources: Data from field, library materials such as textual/reference materials, journals, magazines, newspapers, reports, documents, records and gazettes, dictionaries and encyclopedias
- Teaching-learning resources in Social Sciences: Preparation, collection and use of content specific teaching learning materials- -atlas, map, globe, map book -timeline, historical map -table, diagram, graph -chart, picture, photograph, model -T. V., radio, CDs, multimedia and internet, Open Education Resources, satellite imagery and aerial photograph.

Unit 3: Teaching-learning Strategies in Social Sciences

- Interactive, critical pedagogy and constructivist strategies in social sciences
- Teaching-learning strategies in social sciences: Narration cum discussion, problem solving, observation, field trip, project work, concept mapping, collaborative, cooperative learning, dramatization, simulation, mock parliament,
- Lesson Planning: Planning for instruction in social sciences (Planning of different skills, strategies, activities and learning experiences in different social sciences subject areas)

- Development of year plan, unit plan and lesson plan for secondary level
- Preparation of lesson plan based on 5E Model and ICON Model of learning strategies

Unit 4: Assessment in Social Sciences

- Importance of assessment in social sciences
- Continuous comprehensive assessment (CCE) in social sciences
- Quantitative and qualitative tools and techniques in social sciences (checklist, anecdotal records, observation, sociometry, rating-scale, rubrics and portfolio)
- Construction of tests: questions for testing scholastic and co-scholastic areas of learning
- Importance of diagnostic testing and remedial activities in social sciences

Sessional Work

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

- Visit to historical sites/monuments/national archives/ state archives/museum and prepare a report on their utility as educational resources
- Visit to village/town/industrial sites/hydro/power point stations/mining/tourism places/agricultural/production sites and preparing a report specifying their resources for on-site learning of secondary school students
- Developing 2 lesson plans in Social Sciences, one each using 5E Model and ICON Model,
- Prepare a concept map on any one unit of Social Sciences content at the secondary level

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Arora, K .L. (1976).The Teaching of Geography. Jullandhar: Prakash Brothers.
- Bhaduri, A. (2005). Development with Dignity: A case for full Employment, New Delhi: National Book Trust.
- Blaug, M. (1992).The Methodology of Economics or How Economist Explain. Cambridge: Cambridge University Press.
- Bloch, M. (1990).The Historian’s Craft. Manchester: Manchester University Press. .
- Broadman, D. (1985). New Directions in Geography Education. London: Fehur Press.
- Burke, P. (1991). New Perspectives on History Writing. Oxford: Blackwell.
- Carr, E. H. (1962). What is History? London: Knopf.
- Carretero, M., and Voss, J. F. (Eds.) (1994).Cognitive and Instructional Processes in History and the Social Sciences. Hillsdale: Lawrence Erlbaum Associate.
- Dasgupta, P. (2007). Economics: Avery Short Introduction.Oxford University Press.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies. New Delhi: Human.
- Drake, F. D. & Lynn, R. N. (2005).Engagement in Teaching History: Theory and Practices for Middle and Secondary Teachers. Columbus, OH: Pearson.
- Falme. Kent, A. (Ed.) (2000). Reflective Practice in Geography Teaching. London: Paul Chapman Publishing Ltd.
- George, A. M. and Amman, M. (2009).Teaching Social Science in Schools: NCERT’s New Textbook Initiative. New Delhi: Sage.

- Graves, N.G. (1982). *New Source Books for Geography teaching*. Longman.
- Huckle, J. (1983). *Geographical Educational Reflection and Action*. London: Oxford University Press.
- James, T. H., Arthur, J. and Hunt, M. (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. London: Routledge
- Lewis, B. (1975). *History: Remembered, Recovered, Invented*. New York: Simon and Schuster, Inc.
- Mehlinger, Howard D. (Ed.) (1981). *UNESCO Handbook for the Teaching of the Freedom Struggle in India and Pakistan*. New Delhi: Penguin India.
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- Root, M. (1993). *Philosophy of Social Sciences*. Oxford: Blackwell.
- Sartori, G. (ED.) (1984). *Social Science Concepts: A Systematic Analysis*. New Delhi: Sage Publications.
- Slate, F. (1982). *Learning through Geography*. London: Butler and Tanner Ltd.
- Smith, M. (2002). *Teaching Geography in Secondary Schools : A Reader*. London: Taylor & Francis.
- Stanford, M. (1985). *The Nature of Historical Knowledge*. Oxford: Basic Blackwell.
- Trigg, R. (1985). *Understanding Social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.
- UNESCO.(1965). *Source Book for Geography Teaching*. London: Longman.
- Wilkins, E. J. (1979). *Elements of social Science: A Philosophical Introduction to the Social Sciences*. Oxford: Basic Blackwell.

PSS-B Pedagogy of Physical Science (Paper-2)

Semester IV	Credit-4
Marks 100(Ext. 70+ Int.30)	Contact Hours 64

Objectives

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

- *State nature and importance of Physical Science at secondary school level*
- *Plan learning designs based on problem situations, enquiry and projects to facilitate learning of Physical Science*
- *Realize his/her role as a facilitator enhancing Physical Science learning in the real classroom situation*
- *Explore different ways of creating learning situations considering learning needs and context of the learner*
- *Use learning resources as per the learning needs*
- *Familiarize with various tools and techniques of assessing physical science learning*

Detailed Course Content

Unit 1: Nature and Scope of Physical Science

- Nature and Scope of Physical Science at secondary and higher secondary levels
- Place of Physical Science in secondary school curriculum: Place and importance; Correlation of Physical Science with other school subjects
- Aims and objectives of teaching learning Physical Science at secondary level; Specification of learning objectives

Unit 2: Planning of Facilitating Learning in Physical Science

- Need for planning teaching-learning experiences in Physical Science
- Identification of Concepts and unifying themes related to Physical Science, inter-relation among various concepts in Physical Science
- Designing of Year plan and Unit Plan in Physical Science and its significance in understanding comprehensive nature of knowledge
- Planning lessons based on behaviourist and constructivist approaches - 5E model, ICON model

Unit 3: Learning Resources in Physical Science

- Laboratory as a learning resource: Structure, design, organization and maintenance of the laboratory
- Improvisation of teaching aids
- Different forms of ICT and their application in teaching and learning Physical Science
- Integration of ICT in teaching-learning processes of Physical Science

Unit 4: Learning Assessment in Physical Science

- Learning indicators in Physical sciences and assessment of these learning indicators in the form of learning evidences/ outcome in classroom and laboratory
- Construction of classroom tests and unit test.
- Alternative strategies for assessment like assignments; reports and records (laboratory record, reports of field visits and excursion, Project work report); Portfolios and Rubrics; Preparation of learners' profile.

- Recording and reporting of learning evidences/outcome: Marks and grades; Assessment as reflecting process to facilitate further learning.

Sessional Work

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

- Preparation of a yearly plan in Physical Science for any one grade at secondary school level
- Preparation of 2 lesson plans in Physical Science- one based on behaviourist and another on constructivist approach
- Preparation of an assessment framework in any one unit in Physical Science 4. Debate(choose any one topic from unit
- Preparation of a report based on observation of any one programme for capacity development in Science teaching of secondary school teachers

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

Alsop,S., Hicks, K. (2007). *Teaching science: A handbook for primary and secondary school teachers*. New Delhi: Kogan Page.

Bennett, Judith (2003). *Teaching and learning science : A guide to recent research and its applications*. London: Continuum.

Carin, A and Sund, B. R. (1964). *Teaching science through discovery*. Columbus Ohio: Charles E. Merrill Books Inc.

Martin, R., Sexton,C., Wagner, K. and Gerlovich, J, (2000). *Science for All children : Methods for constructing understanding*. London: Allyn and Bacon,.

Millar, Robin (1984). *Doing science : Images of science in science education*. London: The Falmer Press,.

Nathan S Washton (1967). *Teaching Science Creatively*, Saunders Company, London.

NCERT (2000). *Position paper of national focus group (NFG) on teaching of science*. New Delhi: National Council of Educational Research and Training (NCERT).

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Novak, D. J. and Bob Gowin, D. (1984). *Learning how to learn*. Press Syndicate of the University of Cambridge, Ohio.

SSC-1 School Education: Systems, Structures and Functions

Semester IV	Credit-4
Marks 100(Ext. 70+ Int.30)	Contact Hours 64

Objectives

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

- *Develop insights into nature and types of education systems prevalent in India;*
- *Understand the systems involved in the development of school education;*
- *Appreciate the role of various structures of school education;*
- *Appreciate the role of different structures of school education;*
- *Develop critical understanding of commissions, National Curriculum Frameworks, policy papers and different thrust areas for school education.*

Detailed Course Content

Unit 1: Introduction to School Education

- Definition and Meaning of School Education
- Aims and Objectives of School Education in the present context
- Nature of instructional system in school education
- School and Classroom as social system; Role of teacher as an agent of bringing social change through schooling – success and failure in the present context
- The Symbiotic relationship of School and Community

Unit 2: School Education System

- System Characteristics: Concept of organization systems – meaning, elements of a system- Resources, procedures, data/information, intermediate data, processes; System characteristics- Outputs and inputs, Processors, Control, Feedback, Environment, Boundaries and interfaces; Types of systems- Physical and abstract, Open and closed; School as an open system
- Types of schools by management prevalent in the country: Government, Government-aided, Private; Religious minority schools; Tribal schools; Model schools; Common School System - Concept and goals, Neighborhood Schools; Kothari Commissions recommendations, Implementational drawbacks
- Teacher preparation systems for different levels of schooling (Pre-schools, Elementary, Secondary and Senior Secondary schools)
- Specific roles played by national education policies and curriculum frameworks for systemic improvement at school level

Unit 3: Structure of School Education

- Segmentation of school structure according to levels, boards, medium, and ownership
- The structure of pre-primary, elementary, secondary and senior-secondary. Evolution of school structure in India after Independence: from {Lower Primary(3yrs)+ Primary (2yrs)+UP(2yrs)+Secondary (4yrs)} to the present structure of { Primary (5yrs)+UP(3yrs)+Secondary (2yrs) + Higher Secondary (2yrs)}
- Comparison of School Boards (CBSE, ICSE, STATE BOARDS) across India
- Common School System – Concept; Historical background, Need and importance in Indian Context; Recommendation of Kothari Commission, Reasons of non-implementation of the recommendation.

Unit 4: Functions of School Education

- The functioning of the school system as a whole; The effectiveness and efficiency of school functioning – Internal and External; Indicators of internal efficiency of school functioning (Retention and Dropout rates, promotion rate, grade repetition rate, grade survival rate, transition rate)
- Different stake holders and their roles in the functioning of the schooling: Principal/ Head teacher, teachers, parents, students, School administration, Community
- The different latent functions of school:
 - Socialization: personal identity and social conduct, school as an instrument of social change
 - Enculturation: transmission of cultural norms and values, national identity and citizenship roles; Acculturation: pluralism, the school's role in pluralistic society
 - Values through school education: Personal, social, artistic, political, religious, spiritual, intellectual, moral and economic
 - Education for Environment Protection and Pollution control

Sessional Work

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

- Collection of evidences of different systems of education
- Develop a report of school functionaries
- Group work for preparation of paper on education curriculum frameworks and national education policies.
- Group discussions on: education through ages, socialization and Culturization.
- Seminar presentation on the role of teachers in school system in different types of schooling
- Case Study of a particular type of school

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Chagla, M.C. (1966). *Education and the nation*. New Delhi: Allied Publishers,.
- Chakrabarti, M. (1997). *Organization of school education*. New Delhi: Concept Publishing Company,
- Ghosh, S.C.(2007). *History of education in India*. New Delhi: Rawat Publications,.
- Malhotra, P.L., Parakh. B.S., and Misra, C.H.K. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mohanty, J. (2004). *School management: New trends and innovations*. New Delhi: Deep & Deep Publications..
- Mohanty, J. (2008). *Studies in school education*. Deep & Deep Publications, Pvt. Ltd. New Delhi.
- Singha, H.S. (1991). *School education in India: Contemporary issues and trends*. New Delhi: Sterling Publishers.

RTS Pr.1: Dissertation(Part-II)

Semester-IV	Credit-2
Marks 50 (Internal)	Contact Hours 64

Objectives

On completion of the course in this semester, the prospective teacher educator shall

- *Finalize the research proposal for the identified problem.*
- *Develop the tools for the study.*

Activities

The activities concerned with the dissertation work in this semester have been divided into two parts: Finalization of the research proposal and construction/adoption of tools for the study.

3. **Finalization of Research Proposal** – The proposal needs to be prepared and presented in the research seminar. The proposal shall include the rationale for the study (emerging from the reviews of related literature), objectives and hypotheses, the method with specifications of participants (sample), tools, procedure of data collection and data analysis. The draft proposal shall be finalized after being shared in research seminar.
4. **Development/Adoption of Tools** - Following the provisions in the research proposal, the researcher shall construct the tools with guidance of the mentor faculty member and after discussion on it in the seminar the tools need to be finalized. If the researcher intends to use available tools suitable for the study, those tools need to be modified for adoption. In either cases, the tools need to be finalized after try out and necessary item analysis.

Assessment Criteria

Activity	Marks
1. Preparation of Research Proposal	
➤ Preparation of Research Proposal	15
➤ Seminar presentation and finalization	10
Total	25
2. Development of Tools	
➤ Tool development/adaptation	15
➤ Presentation of the tools and their modification	10
Total	25
GRAND TOTAL	50

TEC Pr.1: Internship in Teacher Education Institutions

Semester-IV	Credit-4
Marks 100 (Internal)	Duration- 6 weeks

Objectives

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

- *understand his / her roles as teacher-educator, after observing and analyzing the activities of the teacher-educators in the teacher education institutions (elementary and secondary)*
- *involve himself / herself actively in various activities and processes of a teacher education institution and perform multiple roles of a teacher-educator.*
- *transact the teacher education curriculum and organize related activities effectively.*
- *experience continuing professional development programme after assessing the needs of the in-service teacher.*

Activities to be performed in TEIs

1. Pre-service Teacher Education Activities

- i. Observation of classroom teaching (in D.El.Ed. and B.Ed. classes) and other pedagogic practices of the teacher education institutions to which the candidate is attached and preparation of a report.
- ii. Delivery of 10 lessons in D.El.Ed. and B.Ed. courses (at least 5 in each course) under the supervision of the mentor concerned
- iii. Participation in seminar discussions and other curricular activities in teacher education institutions to be assessed by a group consisting the mentor and the faculty of the concerned TEIs.

2. In-service Teacher Education Activities

Observation of at least one programme (with the help of a predesigned observation schedule prepared at their TEI) of capacity building programme (CPD) being conducted in the DIET/CTE/IASE and interaction and discussion with the resource persons and participants to on the processes of need assessment, programme design, conduct of the programme and follow up activities, and preparation of a report.

3. Overall Experiences in the TEIs,

Each prospective teacher educator is required to prepare a comprehensive report on the following:

- Institutional profile of the TEIs to which he/she was attached
- The details of activities conducted and participated in the TEIs

- A reflective journal on the activities (preservice, inservice, curricular and other curricular activities and overall institution functioning)

Assessment of Internship Activities

The performance of each prospective teacher-educator in the aforesaid internship activities shall be assessed internally by a group of faculty including the mentor(s) as would be decided by the institution. The marks for each activity are as follows:

Activity	Marks
1.Pre-service Teacher Education Activities	
i. Sharing of classroom observation report	10
ii. Lesson plans and delivery of lessons (in D.El.Ed. and B.Ed. classes) by the concerned mentors	10+10
iii. Participation in Seminar and other activities	10
Total	40
2. In-service Teacher Education Activities	
i.Observation report of the programme(s)	30
3.Sharing of Report on the overall experiences in the TEIs visited	30
TOTAL	100

FIFTH SEMESTER

PC-7 Contemporary Concerns in Education

Semester-V	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

- *Realize the concerns and challenges in the contemporary school education in India.*
- *Develop insight into the areas of concern in right based education.*
- *Understand the problems in conceptualizing and ensuring quality education.*
- *Acquire comprehensive vision of global concerns in the different areas of current educational scenario.*

Detailed Course Content

Unit 1: Concerns in School Education

- Universalization of School Education: Meaning, dimensions and issues
- Common School System: Concept, needs and challenges, Kothari Commission's recommendations,
- Equity and Equality in Education: Different forms of inequity and discriminatory practices in education based on Socio-economic disadvantages (Gender, Caste, Religion) –Characteristics and Concerns; Strategies to address the concerns
- Management Concerns: Public Private Partnership (PPP) mode in school management and its impact on quality of education; Total Quality Management (TQM) of education – Major tenets, processes and limitations

Unit 2: Rights Based Education

- Human Rights Education: Concept, Dimensions, Current status and future challenges
- Human Right-based Approach to Education: Millennium Development Goals of Education, Dakar World Declaration of Education for All, Sustainable Development Goals; 4-A Approach to Education for All – Availability, Accessibility, Acceptability, and Adoptability
- Right to Education Act, 2009 and Universalization of Elementary Education- Provisions for access, opportunities and quality for basic education
- Challenges in the implementation of the RTE Act, 2009

Unit 3: Quality Concerns in Education

- Quality Education: Concept; Learner and Learning- centric education
- Factors influencing Quality Education: Quality of Learners, Learning Environment, Content and Learning Materials, Processes of Learning and Teaching, Learning Outcomes
- Initiatives and Strategies: Decentralized planning, Innovative materials and pedagogic practices Capacity building of teachers; Community involvement with reference to their effectiveness and limitations

- Use of ICT: ICT friendly materials and their utilization in classroom transaction, enhancing teacher ability and preparedness, and their attitude towards ICT use; provisions for smart classroom

Unit 4: Global Concerns in Education

- Education and Sustainable Development: Meaning and dimensions, role of Education in facilitating sustainable development; SDG Goals for Education (Goal 4 and its dimensions)
- Education for a multilingual and multicultural society; Mother tongue based multilingual education – Issues of transition and quality
- Open Education Resources: Concept, global participation, professional learning communities through OERs, Self and peer evaluation through OERs,
- Life skill education: Concept, importance and objectives; Core life skills (WHO); Strategies facilitating life skills; National Skill Development Framework
- Education in disturbed areas : Forms of disturbance – natural disaster, conflict, terrorism and insurgency, and their consequences; addressing these issues through education with reference to disaster management; Peace education

Sessional Work

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

- Preparation of a paper on types and quality of school education available in Odisha (either Elementary or Secondary)
- Observing any two types of schools providing opportunity for disadvantaged learners and developing a paper comparing the facilities and practices in these schools with main stream schools.
- Case study of a school developed in PPP mode in the state.
- A seminar paper on challenges of implementation of the provisions of the RTE Act for ensuring quality elementary education.
- Developing a scale for assessing the quality of education in an educational institutions clearly defining the indicators of quality education.
- Case study of a multilingual school assessing the effectiveness of the MLE interventions.

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

Durru-Bellat, Marie (2004). *Social inequality in school and educational policies*. Paris: International Institute of Educational Planning, UNESCO.

Govt. India. (1992). *National policy on education 1986: Programme of action 1992*. Faridabad: Government of India Press.

Nambissan, G. B., and Srinivasa, R. S. (2014). *Sociology of education in India: Changing contours and emerging concerns*.

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Department of School Education and Literacy (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act 2009*. New Delhi: Ministry of Human Resource and Development.

- Govt. of India (2009). *Framework for implementation of Rastriya Madhyamik Shiksha Abhiyan*. New Delhi: Ministry of Human Resource and development.
- Govt. of India (1966). *Education and National Development: Report of the Education Commission, 1964-66*. New Delhi: Ministry of Human Resource Development.
- Kashyap, S. C. (1994). *Our Constitution: An introduction to India's Constitution and Constitutional law*. New Delhi: National Book Trust, India.
- Khan, M. I., & Sharma, S. R. (1993). *Equality and education: With special reference to women*. Delhi: Kanishka Publishers Distributors.
- Govt. of India (1993). *Learning Without Burden : Report of the National Advisory Committee*. (1993). Ministry of Human Resource Development, Government of India, New Delhi.
- Naik, J.P. & Syed, N. (1974). *A Student's History of Education in India*, MacMillan, New Delhi.
- Naik, J.P.(1977). *Education commission and after*. New Delhi: A.P.H Publishing Corporation
- NCERT (1986). *School education in India: Present status and future needs*, New Delhi: NCERT.
- NCERT (2006). *National curriculum framework, 2006*. New Delhi: NCERT.
- Sadgopal, A. (2010). Right to Education vs Right to Education Act. *Social Scientist*, 38(9/12), 17-50.
- Tomasevski, Katarina (2004). *Manual on rights-based education: Global human rights requirements made simple*. Bangkok: UNESCO.
- UNESCO & UNICEF (2007). *A human rights-based approach to education*. Paris: UNESCO.
- UNESCO (2011). *Contemporary issues in human rights education*. Paris: UNESCO.
- UNESCO.(2004). *Education for All: The Quality Imperative*. EFA Global Monitoring Report. Paris.
- UNESCO.(2014). *Teaching and learning: Achieving quality for all- . EFA Global Monitoring Report*. Paris: UNESCO.
- Unicef (2000). *Defining quality of education*. New York: United Nations Children's Fund.
- UNO (2015). *Getting started with the sustainable development goals*. New York: Sustainable Development Solutions Network, United Nations.
- UNO (2016). *The sustainable development goals report*. New York: United Nations.
- World Bank, (2004). *Reaching the Child: An Integrated Approach to Child Development*.

RTS-2 Advanced Research Methods

Semester-V	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Content

Unit 1: Experimental Research Designs

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

Unit 2: Non-experimental Research Designs:

- Non-Experimental Research: Concept, Basic differences between experimental and non-experimental research; Self-selection and non-experimental research; Large and smaller scale non-experimental research; Testing alternative hypotheses; Evaluation of non-experimental research – values and limitations.
- Correlational Designs: Concept, use and characteristics; Types – Explanatory and Prediction designs; Steps in conducting Correlational research; Evaluation and ethical issues.
- Survey Designs: Concept, use and characteristics; Types – Cross-sectional and Longitudinal designs; Steps in conducting survey research; Tools and techniques of survey – Questionnaire and Interviews; Evaluation and ethical issues.
- Mixed Methods Designs: Concept, use and characteristics; Types – Convergent Parallel, Explanatory Sequential, Exploratory Sequential and Embedded designs; Steps in conducting Mixed Methods study; Evaluation and ethical issues.

Unit 3: Quantitative and Qualitative Data Analysis

- Inferential Statistics: Logic of inferential process, Cause and Effect relation, Single Cause, Multiplicity of Causes; Testing hypothesis- Null or Directional, Qualitative & Statistical Difference and Relationship Testing; Testing significance of Difference between Means and other Statistics, t-test,
- Analysis of variance: Assumptions, Computation of the F-ratio, ANOVA involving one and two factors, ANCOVA (simple treatments only)
- Non-parametric tests of significance: Chi- Square Test, Median Test, Sign Test, and Mann Whitney U-test
- Qualitative Data collection: Process - Observation, Interviews, Documents, Audio-visual materials; Tools for collecting qualitative data – Observation schedules, Interview schedules, Check lists ; Steps in qualitative data collection; Validity and reliability of qualitative data.
- Techniques of qualitative data analysis-Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences
- Utilizing Software Packages for quantitative analysis (Use of SPSS, MS Stats, MS Excel) and qualitative analysis (Use of Anthropack,. AltraVista etc.)

Unit 4: Writing of Research Report & Synthesizing Research

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

Sessional Work

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

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

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th Edn.). Washington,DC: American Psychological Association
- Best, J.W., & Kahn, J.V. (2009). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Creswell, J.W. (2011). *Educational research : Planning, conducting, and evaluating, quantitative and qualitative research*. New Delhi : PHI learning Pvt. Ltd.
- Flick, U. (2012). *An introduction to qualitative research*. London: Sage Publication.
- Fox, D.J. (1969).*The Research process in education*. New York: Holt Rinchart and winstoninc.
- Gay, L.R., Mills, G.E., and Airasian, P. (2009). *Educational research. competencies for analysis and applications*. New Jersey: Merrill and Pearson.
- Keeves, J. P. (Ed.) (1990).*Educational research methodology and measurement: An international handbook*. New York: Pargamon Press.
- Kerlinger, Fred N., Lee, Howard B. (2000). *Foundations of behavioural research*. New York: Thomson Learning.
- Lichmen, M (2006). *Qualitative research in education*. London: Sage Publication
- Lovell, K., and Lawson, K.S. (1970).*Understanding research in education*. London : University of London.
- Singh, K.(2001).*Methodology and techniques of social research*. New Delhi: Kanishka publishers.
- Travers, R.M.(1969).*Introduction to educational research*. London: Macmillan Publishing co.
- Wiersma, W. (2000). *Research methods in education*. New York: Allyn Bacon.

Theme-based Specialization
TS-1: Educational Management and Leadership
P.1 Educational Management

Semester-V	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Content

Unit 1: Introduction to Educational Management

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

Unit 2: Educational Management: Structure and Functions

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

Unit 3: Institution-Based Management

- Institution-Based Management : Concept, importance and characteristics
- Processes : Need identification and prioritization, Augmentation of available resources, Planning, Implementation, Monitoring and Feedback, Revision and Finalization
- Role of different stakeholders in institution-based management
- Issues and Strategies

Unit 4: Management of Resources

- Resource and their Types: Human, Material, Financial and Time as Resources.
- Human Resource Management: Personnel management; Selection Recruitment, Induction and Training; Staff development; Performance Appraisal.
- Management of Physical Resources: Types of Physical Resource and their management.
- Financial Management: Resource mobilization- source and mode, Utilization of resources- types (recurring and non-recurring, plan and non-plan)
- Office Management: Meetings – Objectives, types of meetings, planning for a meeting, meeting agenda, minutes of meeting, management of records

Sessional Work

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

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

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Anthony, N.F. (1981) *Management competencies and Incompetence's* Canada: Addison Wesley Publishing Company, Inc.
- Arnole, H.J and Feldman, D.C. (1988) *Organizational Behaviour*, New York: McGraw – Hill Book Company
- Azad,J.L. (1973) *Educational Financing in India*, New Delhi. Sterling Publishers,.
- Blaug, Mark(1972): *An Instruction to Economics of Education*. Allen Lane
- Burton, W.H. and Brueckner, L.J (1955) *Supervision – A Social Process*, U.S.A Appleton –Century Crofts, Inc.
- Desai , D and Other (1970) *School management and change*, Baroda: M.S University.
- Drucnker, F.B (1985) *Management – Tasks, Responsibilities and Practices*, New Delhi: Allied Publishers Pvt. Ltd.
- Eric, H. and McMohan, A. (eds) (1986) *The Management of Schools*, London: Kogan Page.
- Etzioni, A. (1972). *Modern organisation*, New Jersey: Prentice Hall Inc. Eye, G.G and Flippo, E.B (1884) *Personnel Management*. New York: McGraw Hill, Inc.
- Hersey, P. and Blanchard, K.E (1978) *Management of Organizational Behavior*, New Delhi: Prentice Hall of India.
- Kast and Rosenweig (1974) *Organizational and Management Systems Approach*, Tokyo McGraw Hill.
- Khanna, S.S (2000) *Organizational Behavior*, New Delhi: Chand and Company
- NIEPA. (1986). *Educational management in India*. New Delhi: NIEPA,.
- Padmanabham, C.B.(1998). *Educational financing and structural adjustment policies in India*. Delhi: Common Wealth.
- Pareek, H., Rao, T.V and Pestonjee, D.M (1981) *Behavioral process in organization*, New Delhi: Oxford and B.M Publishing Co.

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

Theme-based Specialization
TS-2: Educational Policy and Planning
P.1: Educational Policy

Semester-V	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

- *Explain the importance of developing a policy in education,*
- *Relate the policy with the existing education scenario.*
- *Appreciate the roles of various bodies in structuring educational policy.*
- *Critically look into the educational policies in India.*
- *Address positively to the policy challenges in education.*

Detailed Course Contents

Unit 1: Formulation of Education Policy

- Policy: concept, importance and characteristics; Process of policy making; methods and approaches in developing policy.
- Educational policy: Meaning, need and objectives.
- Major considerations in developing education policy: social, cultural, political and economic
- Policy making bodies in Education: MHRD, CABE, UGC, NCERT, NUEPA, NCTE, State Education Departments, and SCERTs
- Role of educational policies with reference to structure, curriculum (content and pedagogy), management of school and teacher

Unit 2: Implementation of Education Policies.

- Role of various national bodies in Policy implementation: MHRD, NCERT, NUEPA, NCTE
- State level bodies in policy implementation: State Education Departments and Directorates, SCERTs, TEIs
- Monitoring Policy Implementation: MHRD, UGC, NAAC, NCTE
- Issues and concerns in policy formulation in respect of school and teacher education
- Issues in policy implementation in respect of school and teacher education

Unit 3: Educational Policies in India

- Significance of National Policy on Education in education system of India
- National Policies on Education: NPEs of 1968, 1986/92, and POA-1992 with reference to the provisions therein.
- Contributions of NPEs to School Education and Teacher Education
- NPE with reference to socio – cultural – economic contexts of India and envisioning future education policy

Unit 4: Understanding Policy Challenges in Education

- Challenges of Universalisation of Elementary Education (National Policy on Education, 1986)
- Challenges of Universalisation of Secondary Education.
- Challenges of quality and regulation in higher Education.
- Rights and Entitlements under the Right to Education ACT 2009

Sessional Work

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

- Preparation of a paper on the needs process of developing a state policy on education and present it in a seminar.
- Developing a paper on the modalities of developing the National Policy on Education, 1986.
- Develop an analytical essay on comparing the major areas of focus in the NPEs of 1968 and 1986.
- Preparation of a grid comprising the roles of different organizations at the state and national level in developing a policy in education.
- Preparation of a data based analysis on the role of the NPE 1986 in the development of UEE .

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Batra, Sunil (2003). School inspection to school support. In Neelam Sood (ed) *Management of school education in India*, Delhi:NUEPA.
- Jha, Praveen , Das, Subrat, Mohanty, S. S., Jha, N. K. (2008). *Public provisioning for elementary education in India*. New Delhi: Sage.
- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for Implementation based on the Right to Free and Compulsory Education Act, 2009*. New Delhi:Department of School Education and Literacy.
- NCERT(2006). *Educational statistics of India*. New Delhi: NCERT.
- NUEPA (2008). *Elementary education in india: Progress towards UEE*, DISE data 2006-07
- Patnaik, P. (2007). *Alternative perspectives on higher education in context of globalization*. at [http://www.nuepa.org/ Download/ FirstFoundationdaySpeech.pdf](http://www.nuepa.org/Download/FirstFoundationdaySpeech.pdf)
- Pratichi India Trust (2009). *The Pratichi Education Report II: Primary Education in West Bengal:Changes and Challenges*.
- PROBE Team (1999). *Public report on basic education in India*, and *PROBE Revisited* (2011). New Delhi: Oxford University Press.
- Raina, V (2007) Integrating work and education: Contemporary education dialogue (Vol 4:1), pp72-87.
- Tilak J B (2004). *Higher Education between State and the Market* presented in UNESCO Forum on Higher Education available at portal.unesco.org/education/tilak/colloquium.

Theme-based Specialization
TS-3: ICT in Education
P.1: Foundations of Educational Technology

Semester-V	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Outline

Unit 1: Historical and Conceptual Basis

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

Unit 2: Instructional/Learning Design & Models and Process

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

Unit 3: Integration of ICT in Education

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

Unit 4: Technology Integration: Policies and Trend

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

Sessional Work

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

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

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Andrew M. St. Laurent. (2004). *Understanding Open Source and Free Software Licensing*. O'Reilly: Cambridge
- Bharikhok, Deepak. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi
- Evant, M: The International Encyclopaedia of Educational Technology.
- Gwen Solomon, Lynne Schrum. (2014). *Web 2.0 How-to for Educators* (2nd Edn.). ISTE.
- Govt. of India (2004, 2010). *ICT@schools scheme*. New Dehi: Ministry of Human Resource Development.
- Govt. of India (2012). *National ICT policy for school education in India*. New Dehi: Ministry of Human Resource Development (URL: ictschools.gov.in)

- Govt. of India (2014). *State report cards on ICT implementation*. New Dehi: Ministry of Human Resource Development (URL: MHRD.gov.in).
- Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012). *Using Technology with Classroom Instruction That Works* (2nd Edn.). Denver: ASCD.
- Jane Hunter (2015). *Technology Integration and High Possibility Classrooms: Building from TPACK*
- Katherine Cennamo, John Ross, Peggy Ertmer. (2013). *Technology Integration for Meaningful Classroom Use: A Standards-Based Approach*. AU:Wadsworth.
- Kumar, K.L.(2010). *Educational technology*. New Delhi: New Age India Ltd.
- W.J. Pelgrum and N. Law (2003). *ICT in education around the world-Trends, problems and prospects*. UNESCO: Paris

Theme-based Specialization
TS-4: Environment Education
P.1: Environmental Awareness

Semester-V	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

- *explain the causes for environmental hazards and pollution*
- *elaborate the causes for environmental degradation*
- *appreciate the steps taken to protect the environment in daily life and*
- *encourage the learners for being proactive for protection of environment*
- *analyze the environmental issues and policies in India*
- *appreciate the international efforts for protection of global environment*

Detailed Course Content

Unit 1: Understanding Environmental Challenges

- Environment: Meaning, importance (man and environment relationship), components (biotic, abiotic)
- Global Environmental Problems: Major problems (pollution and degradation related) and their types/causes (natural and man-made), effects with reference to developing countries, Climate change, global warming, ozone depletion, acid rain, el-nino, season change, deforestation, greenhouse effect,
- Types of Environmental Pollution: Air/atmosphere, water/marine, sound, soil; Causes – Physical, natural, industrial, human behavior, population, nuclear, thermal; Prevention and corrective measure
- Types of Environmental Degradation – soil erosion, land slide; Causes, prevention and corrective measures

Unit 2: Global Concerns for Environment Safety and Protection

- UN Conference on Human Environment (Stockholm Conference)
- Nairobi Conference, 1982
- Bruntland Conference, 1983
- Earth Summit, 1992 at Rio: Features of Rio Declaration, Major achievements
- UN Convention on Climate Change
- Provisions in the MDGs and SDGs

Unit 3: Environment Movements in India- Policies and Programmes

- Environmental movements: Silent Valley Movement, Chipko Movement, Narmada Bachao Andolon, Movement against Tehri Dam Construction, Niyamgiri Movement
- Acts and Policies: Environment (Protection) Act, 1986; National Environment Tribunal Act, 1995; National Environmental Policy, 2006, Wild Life Act, 1972; The Air (Prevention and Pollution) Act, 1981; , Water Act 1974,
- Provisions and Programmes for Environment Protection under Five Year Plans

Unit 4: Environment Management

- Environment Management: Concept, need and objectives
- Dimensions of Environment Management:
- Measures for conservation of flora and fauna, conservation of non-renewable resources
- Protection of environment, preventive measures

Sessional Work

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

- Preparation of a report on environmental crises and their causes in the context of Odisha
- Conducting a survey on environmental pollution of any one locality
- Preparation of a report on the initiatives taken in the country for environmental impact assessment
- Preparation of a paper on the important features of Rio Declaration and its major achievements.

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Agarwal, S.P. and Aggarwal, J.C. (1996). *Environmental Protection, Education and Development*. New Delhi: New Concepts.
- Joy, P., & Neal, P. (1994). *The handbook of environmental education*. London: New Fetter Lane.
- Kelu, P. (2000). *Environmental education: A conceptual analysis*. Calicut: Calicut University.
- Kumar, A. (2009). *A text book of environmental science*. New Delhi: APH Publishing Meerut: R.Lall Books Depot.
- Publications.
- Reddy, P. K., & Reddy, N. D. (2001). *Environmental Education*. Hyerabad: Neelkamal
- Sharma, B. L., & Maheswari, B. K. (2008). *Education for Environmental and Human value*.
- Sharma, R. A. (2008). *Environmental education*. Meerut: R.Lall Books.
- Sharma, R. G. (1986). *Environmental education*. New Delhi : Metropolitan Book
- Sharma, V. S. (2005). *Environmental education*. New Delhi: Anmol publication.
- Singh, Y. K. (2009). *Teaching of environmental science*. New Delhi: APH Publishing

Theme-based Specialization
TS-5: Guidance and Counselling
P.1: Guidance and Counselling Services in Schools

Semester-V	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

- *Understand the need, objectives and scope of guidance*
- *Appreciate the role of guidance programme in schooling system*
- *Develop acquaintance with different techniques of group guidance*
- *Recognize the role of guidance in attaining the goals of education*
- *Understand the process of assessment for guidance and counselling in schools*
- *Aware of the contribution, role and function of the school guidance committee*
- *Justify effective planning and organization of guidance programmes in schools*

Detailed Course Content

Unit 1: Guidance, Education and Curriculum

- Guidance: need, scope, principles
- Relation of guidance with education; integration of guidance and curriculum:
- Importance of guidance at various levels of schooling
- Types of guidance programme – socio-personal, educational and vocational: aims and objectives at different stages of schooling and group guidance techniques
- Relationship between guidance and counselling

Unit 2: Essential Services in Guidance Programme

- Types of guidance services: Orientation, Information services, Student appraisal and Individual Inventory, Counselling, Referral, Placement and Follow-up
- Types and sources of information
- Methods of dissemination of information
- Significance of Research & Evaluation in guidance programme
- Conditions essential for planning and organization of guidance programmes in schools
- Resources for organizing guidance services

Unit 3: Assessment for Guidance and Counselling

- Importance of assessment in guidance and counselling
- Tools and techniques of psychological testing
- Non-testing techniques: observation and interview;; sources of information: anecdotal record, cumulative record, academic reports, , sociometry and portfolio assessment

- Integration of information from different sources

Unit 4: Guidance for students with special abilities and Needs

- Students with special abilities and needs-concept and identification process
- Guidance for students who are gifted and creative
- Guidance for socially and economically disadvantaged and delinquent students
- Guidance for students with physical impairment
- Guidance for students cognitive impairment
- School guidance committee: constitution, roles and functions
- Role of teachers, administrators parents and other personnel of the community

Sessional Work

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

- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report
- Prepare a detailed outline of a class talk on need for guidance services in schools
- Prepare a list of resources required for setting up a guidance-oriented curriculum.

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Anand, S.P (2007). *Guidance in school*. Bhubaneswar: Global Printers,
- Bhatnagar, Asha and Gupta, Nirmala(Eds.) (1999). *Guidance and counselling: A theoretical prospective* (Vols.I & II). New Delhi: Vikas.
- Brown, D. and Brook L.,(Eds).(1990). *Career choice and development*. San Francisco: Jossey Bass.
- Gibson, R.L. and Mitchell, M.H. (1986). *Introduction to guidance*. New York: Macmillan.
- Gladding, Samuel T. (1996). *Counselling: A comprehensive profession*, Prentice Hall Inc. of India.
- Nayak, A.K. (1997). *Guidance and counselling*. New Delhi. APH Publishing House.
- Sharma, R.N. and Rachana Sharma(2004). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors.

Theme-based Specialization

TS-6: Preschool Education

P.1: Pre-School Education

Semester-V	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

On completion of this course the prospective teacher educators shall:

- *Understand the need and significance of pre-school education*
- *Understand the policy perspectives on pre-school education in India and world*
- *Appreciate the co-existence of plurality and diversity of childhood in contemporary Indian society*
- *Understand the linkage between pre-school and primary education*
- *Critically examine the contribution of educationists on pre-school education*
- *Reflect on the strategies of assessment of children at pre-school Stage*
- *Develop strategies for developmentally appropriate practices*

Detailed Course Content

Unit 1: Pre-School Education: Policy and Perspectives

- Concept, significance and objectives of Pre-school education; ECCE, ECE, ECCD
- ECE in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005); Quality Standards of ECCE (MW&CD)-2013, Constitutional Provisions (Revised Art.45)
- ECE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 focusing on ECCE – concerns and issues
- Right to Education Act, 2009, emerging positions of early childhood and the young child in the current five year plan

Unit 2: Contributions of thinkers and educationists on Pre-school Education

- Contributions of Indian Educationists to Pre School Education – (Mahatma Gandhi, Rabindranath Tagore, Gijubai Badheka, TarabaiModak)
- Contributions of western Educationists to Pre School Education – (Friedrich Froebel, Maria Montessori, Jean Piaget)

Unit 3: Linkage between ECE and Primary Education

- Concept, Importance of linkage between ECE and Primary school
- Strategies of linkages: Location, Programme and curricular and management
- Pressures on Pre-schoolers. Organisation of school Readiness programme

Unit 4: Curriculum and Pedagogy for Early Childhood Education

- Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches

- Developmentally appropriate practices: theme-based, holistic, joyful, inclusive – meaning, rationale and practical implications in specific contexts; story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, selection criteria, method of transaction
- Local specific community resources – human and material & their integration in curricular activities; preparation & use of learning and play materials.

Sessional Work

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

- Case study of Anganwadi/ pre-school centers
- Study of present status of ECCE in State/Region/District
- Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992)
- Reflection on literature on equality ECCE services of one western country (internet, journals)
- Writing of journal articles on different issues on ECCE
- Survey of play materials and comparing with the socio-cultural set-up
- Survey of child rearing practices in different cultures

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.

Economic and Political Weekly (2006). Child Development – Overcoming Persistent Under-Nutrition. XLI (12), March 25-31, New Delhi: A Sameeksha Trust Publication.

Government of India (1986). National Policy on Education, Department of Education, New Delhi.

Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi

Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher

MWCD (2013).National Early Childhood Care and Education (ECCE) Policy.Govt of India, New Delhi

MWCD (2013).National ECCE Curriculum Framework.Govt of India, New Delhi

MWCD (2013).Quality Standards of ECCE.Govt of India, New Delhi

Myers, R. G (1995). The Twelve Who Survive: Strengthening Programmes of Early Childhood Development in the Third World, Ypsilanti, Mich., High/ Scope press.

National Council of Applied Economic Research (2001). Concurrent Evaluation of ICDS -National Report. New Delhi.

NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.

- NCERT (2005).National Curriculum Framework, NCERT, New Delhi
- NCERT (2005).Position Paper on National Focus Group on ECE, NCERT, New Delhi
- NCERT (2015).Exemplar Guidelines for Implementation of Early Childhood Care and Education Curriculum, NCERT, New Delhi
- Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
- Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
- Sood, N (2003). Planning and Management of Early Childhood Education: A Case of Himachal Pradesh. Occasional Paper 32, New Delhi: National Institute of Educational Planning and Administration.
- Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
- Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
- UNESCO (2002). Integrating Early Childhood into Education: the Case of Sweden. Paris,(UNESCO Policy Brief on Early Childhood, 3).
- UNESCO (2006). Cross-national Compilation of National ECCE Profiles. Geneva:UNESCO International Bureau of Education.
- UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
- UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris.
- World Bank (2004). Reaching Out to the Child: An Integrated Approach to Child Development. New Delhi, Oxford University Press.
- World Bank (2007). EFA Global Monitoring Report – Early Childhood Care and Education. Washington D. C. World Bank.

RTS Pr.1: Dissertation (Part-III)

Semester-V	Credit-2
Marks 50 (Internal)	Contact Hours 64

Objectives

On completion of the course in this semester, the prospective teacher educator shall

- *Complete data collection*
- *Conduct data analysis*
- *Interpret the result*

Activities

The activities concerned with the dissertation work in this semester have been divided into three parts: Data Collection, Data Analysis, and Data Interpretation, Discussion and Drawing Conclusion.

Criteria of Assessment:

The distribution of marks on the three activities is as follows:

Activity	Marks
1.Data Collection	20
2.Data Analysis	15
3.Data Interpretation, Discussion and Drawing Conclusions	15
TOTAL	50

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

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

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

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

TS Pr.1 Theme Area Practicum

Semester-V	Credit-2
Marks 50 (25+25) (Internal)	Contact Hours 64

Rationale

The prospective teacher educators' needs to realistically understand the policies, practices and issues associated with the theme based specializations of their choice in the real field/institutional context. For this, they need to have direct situational experience and sharpen their understanding of the theoretical knowledge acquired from their area of specializations. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice.

Objectives

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

- *Acquaint himself/herself with the activity/programme related to their theme based specialization.*
- *Develop insight into the actual functioning of the elements acquired in the areas of specialization through direct observation and experience in the areas of action.*

Organization

The practicum shall be organized by attaching the prospective teacher educators to different schools/teacher education institutions, computer laboratories and other agencies engaged with activities related to the theme based specialization with a view to study issues in real context.

Each prospective teacher educator has to choose one issue related to each paper of his/her theme specialization for this practicum. Thus, *during the Vth Semester, one has to complete theme specific practicum on two issues*, selecting one from each of the two themes of specialization under the guidance and active supervision of a teacher educator/practitioner.

Necessary orientation to students shall be provided before organizing the activities.

Programme for Conducting Practicum

Programme for one thematic issue (tentative)

- i. Orientation for the programme: To be done during the classroom interaction in the respective theme specialization course.
- iii. Visit to the Practicum Site and preparation of the report: One week

Prior to visit the practicum sites, a detailed plan of action should be developed by the prospective teacher educator through peer interaction and guidance of the mentor teacher educator. This plan of action may undergo modifications during the thematic practicum.

The final programme of action actually conducted should be enclosed to the report (to be countersigned by the head of the institution/organization).

- ✓ Duration for Practicum on one issue w.r.t. to one theme specialization - 1(one) week
- ✓ **Total duration for Practicum on Theme Specialization (on two themes) – 2 (two) weeks**

Assessment Criteria

- **For each Theme (or issue)**
 - For the detailed programme of action: 5 marks
 - Quality of engagement in the Field Work: ... 10 marks
 - Quality of the Report: 10 marks
- Total (for One Theme): 25 marks**

Suggested Activities (Themes)

Sl. No.	Theme Specialization (Paper-1)	Suggested Activities
1.	Educational Management	<ol style="list-style-type: none"> 1. Field visit to RMSA/SSA office at block/district/state level to collect and review the records of annual work plan and budget. 2. Study the structural and functional setup of management in school for elementary/secondary education of state government.
2.	Educational Policy	<ol style="list-style-type: none"> 1. Visit to SCERT/SIE; RMSA/SSA Office State departments of Education, NCERT, NUEPA, CBSE, BSE and related institution for collection of relevant information on planning and implementation of policies 2. Interaction with stakeholders about gaps in planning and implementation of policies.
3.	Foundations of Educational Technology	<ol style="list-style-type: none"> 1. Plan and develop e-content for any one approach like MOOC/E-learning/Flipped learning /Blended Learning. 2. Assessment of e-learning practices in secondary and higher secondary schools.
4.	Environmental Awareness	<ol style="list-style-type: none"> 1. Assessing the levels of Environmental Awareness of students and teachers in schools and its impact on building a healthy sense of environment protection in and out of school campus. 2. Visit to Pollution control board, forest department, NGOs and agencies working in the area and collection of information about planning and implementation of different activities
5.	Guidance and Counselling Services in Schools	<ol style="list-style-type: none"> 1. Observe the processes followed in providing guidance to student teachers in DIETs/ TEIs and explore the possibility of improving the process. 2. Visit to State/Central/Private schools and analysis of available programme for career awareness and counselling of students.
6.	Pre-School Education	<ol style="list-style-type: none"> 1. Analysis, reflection and reporting about the physical, and human resources available and being used in Anganwadis for promoting pre-school education. 2. Visit to NTT /PSTE institution, collection of relevant information, and reflection on activities organized, assessment processes, student teachers profile etc.

The activities (themes) for the Theme Practicum during the Vth Semester listed here are suggestive. The concerned Institute/ Teacher Educator(s) can formulate other activities(themes) relevant to each of the thematic specializations.

SIXTH SEMESTER

TEC-II Issues and Research in Teacher Education

Semester-VI	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Content

Unit I: Problems and Issues in Teacher Education

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

Unit II: Perspectives of Teacher Education

- Teacher Development: concept, factors influencing teacher development – personal and contextual.
- Teacher Expertise – Berliner’s stages of development of a teacher.
- Approaches to teacher development – self-directed development, co-operative or collegial development, change- oriented and staff development.
- Different organizations and agencies involved in teacher education- their roles, functions and networking.
- Preparation of teachers for various disciplines i.e. art, craft, music, and physical education - existing programmes and practices.

Unit III: Issues in Conducting Research in Teacher Education

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

Unit IV: Major Areas of Research in Teacher Education

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

Sessional Work

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

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

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

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

SSC 2: Emerging Scenario in School Education (Elementary)

Semester-VI	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

- *Understand the historical development of elementary education in India*
- *State the various programmes and strategies for UEE*
- *Explain the roles of Central and State bodies in elementary education*
- *Reflect upon the impact of decentralization in elementary education*
- *Reflect upon various concerns and challenges related to elementary education.*

Detailed Course Content

Unit 1: Elementary Education: Developmental Perspectives

- Elementary Education: Meaning, importance and objectives
- Indigenous system of Elementary Education in India before the British rule
- Elementary Education scenario during the British rule : Recommendations of Wood's Dispatch, Hunter Commission, Hartog Committee and Sargent Committee.
- Elementary Education scenario during Post-independence period : Constitutional Provisions, Recommendations of the Education Commission (1964-66), Common School System, National Policy on Education 1968 and 1986/92, Acharya Ramamurthy Committee (1990), Recommendations of Saikia Committee 1997
- Constitutional Provisions for Elementary Education: Art 45, 21A, 42nd, 73rd and 86th Amendments of the Constitution, RCFCE Act,2009

Unit 2: Programmes and Strategies for UEE

- Universalization of Elementary Education : Concept, objectives and rationale
- Programmes and Strategies : Operation Blackboard, SOPT, PMOST , MLL, Mid Day Meal, Free Supply of Books and Uniforms, Scholarship for Girls and SC / ST children – their concepts, objectives and impact
- SSA – Objectives, focus area, implementation strategies; role of OPEPA in Odisha for quality enhancement in elementary education; SSA Framework of Implementation after the RTE Act,2009 – Principles of revamping SSA activities laid down by Anil Bordia Committee, Major features of modified implementation strategies
- Strategies for Quality Education at Elementary Stage: Adoption of constructivist approach, Activity-based classroom transactions; Use of community resources in meaningful learning, Important features of curriculum at elementary level: Relevance. integration, flexibility, contextuality and plurality

Unit 3: Governance and Planning in Elementary Education

- Elementary Education under Five Year Plans – Targets, Provisions and priorities
- Role of Central Government : Policy formulation, financial provisions for states, matching grants, centrally sponsored schemes, role of MHRD (school education and literacy department), CABE, NCERT, RCI under the Ministry of Social Justice and Empowerment, Ministry of Women and Child Development, Ministry of Tribal Affair, Ministry of Minority Affair

- Role of State Government : S & ME Department, Directorates (Elementary, TE and SCERT, SIEMAT, SIET, ELTI, BEO, DIET and other monitoring agencies), Women and Child Development Department, SC and ST Development Department – their functions
- Decentralisation of Elementary Education : Role of Panchayat Raj Institutions (Zila Parishad, Grampanchayat) PTA, MTA, SMC, NGOs, Civil Society and Advocacy Groups – their importance, area of concern and functions
- International support Agencies : UNICEF, UNESCO, World Bank and WHO

Unit 4: Concerns and Challenges of UEE

- Achievement of UEE in terms of universal access, retention and success
- Quality concerns– Classroom processes, learning achievement, teacher preparation and teacher performance
- Challenges related to inclusive education, mainstreaming and multilingualism
- Issues related to assessment with reference to CCA implementation
- Issues related to the implementation of the RTE Act, 2009: Admission in age appropriate grades, Special Training, No detention policy, Role of Local Authority, Community involvement, Ensuring quality education

Sessional Work

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

- Preparation of a report on the impact of any intervention for UEE using survey method.
- Preparation of an appraisal report on the functions of local bodies in elementary education and the constraints faced.
- Preparation of a report on implementation of the RCFCE Act.
- Prepare a seminar presentation on the impact of CCA practices on quality learning performance at elementary level.

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Coombs P.H.(1985). *World crisis in education: The view from eighties*. Oxford University Press, New York.
- Delors, Jaques et al. (1996). *Learning: The treasure within – Report to UNESCO of the International Commission on Education for the Twenty-first Century*. Paris: UNESCO.
- Dreze, Jean, and Sen, Amartya (2002). *India: Development and participation*. New Delhi: Oxford University Press.
- Duggan, R. C. and Pole, C. J. (1996). *Reshaping education in the 1990s: Perspectives on primary schooling*. London: Falmer Press.
- Faure E. and others (1973). *Learning to be: The world of education today and tomorrow*. Paris:UNESCO.
- Govt. of India (1966). *Education and National development: Report of the Indian Education Commission (1964-66)*. New Delhi: Department of Education.
- Govt. of India (1986/1992). *National policy of education 1986/92*. MHRD, Deptt. of Education.
- Govt. of India (1993). *Education for all: The Indian scene*,New Delhi: Department of Education, Ministry of Human Resource Development.

- Govt. of India (2001). *Sarva Shiksha Abhiyan: Framework for implementation* New Delhi: Department of School Education and Literacy, MHRD.
- Govt. of India (2005). *National plan of action for children 2005*. New Delhi: Department of Women and Child Development.
- Govt. of India (2011). *Sarva Shiksha Abhiyan: Framework for implementation –Based on the Right of Children to Free and Compulsory Education Act 2009*.New Delhi: Department of School Education and Literacy, MHRD.
- Gupta, V.K and Gupta , Ankur (2005). *Development of education system in India*. Ludhiana: Vinod Publication.
- Jha, J. and Jhingran, D. (2002). *Elementary education for the poorest and other deprived groups: The real challenge of universalisation*. New Delhi: Centre for Policy Research.
- Kumar K (2004), *What is worth teaching?* (3rd Edn.) New Dewlhi Orient Longman.
- Kurrian, J. (1993) *Elementary Education in India*, New Delhi: Concept Publication.
- Malhotra, P.L. (1986) *School Education in India : Present status and Future Needs*, NCERT, New Delhi.
- MHRD (2001): *Convention on the Right of the child*. New Delhi.
- Mukherjee, S.N. (1964). *Education in India, today and tomorrow*. Baroda:Acharya Book Depot.
- Naik, J.P. (1965) *Elementary education in India: The unfinished business*. Bombay: Asia Publishing House.
- NEUPA (2014). *India: Education for all – Towards quality with equity*. New Delhi.
- Pathak,Avijit (2002). *Social implications of schooling*. New Delhi: Rainbow Publishers.
- Prakash, V.(Ed.) (1997). *Teacher empowerment and school effectiveness at primary stage*. New Delhi: NCERT,.
- Rajput, J.S. (1994). *Universalisation of elementary education: Role of the teacher*. New Delhi: Vikas Publishing House
- Rao. V.K (2007). *Universatisation of elementary education*. New Delhi: Indian Publishing House:
- Rawat, D.S.et al. (1981). *Universalisations of elementary education*. New Delhi: NCERT.
- Report of the Delors Commission, UNESCO, 1996
- Sinha, A. (1998). *Primary schooling in India*. New Delhi: Vikas Publication.
- Walia, J.S. (1998). *Modern Indian education and its problems*. Jalandhar: Paul Publishers,.
- World Bank (1997). *Development in practice: Primary education in India*. Washington DC: The World Bank.

SSC 3: Emerging Scenario in School Education (Secondary & Senior Secondary)

Semester-VI	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Content

Unit 1: Developmental Perspectives

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

Unit 2: Programmes and Strategies

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

Unit 3: Governance and Plannig

- Role of Central Government: MHRD, CABE, CBSE, NCERT, CIET, NIOS, IGNOU, Ministry of Social Justice and Empowerment, RCI, Ministry of Tribal Affairs and Ministry of Minority Affairs.
- State level Support Mechanism- Department of School and Mass Education, SC&ST Development Department, SCERT, SIET, SIEMAT, SIOS; District Level mechanism– DEO, BEO, SMDC, PTA; Role of Local and Civic bodies and NGOs

- Secondary Education under Five Year Plans – Targets, Provisions and Priorities.
- Support from International Agencies : UNICEF, UNESCO, World Bank and WHO

Unit 4: Issues, Challenges and Strategies

- Access, enrolment, retention, achievement, equity and equality (education of girls, disadvantaged and children with diverse needs)
- Quality concerns in Secondary and Higher Secondary education – infrastructure, classroom processes, teacher profile, teacher preparation and teachers’ professional development
- Enabling learning environment, classroom processes, learning assessment with reference to CCA and teacher quality - Use of Technological Pedagogical Content Knowledge (TPCK)
- Skill Development: Life skills and Vocational –Scope, Objectives and Strategies
- Monitoring and Sustainability of programmes

Sessional Work

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

- Preparation of a seminar presentation on post-NPE '86 scenario in India: Programmes for quality improvement in secondary education.
- Preparation of a survey report on vocational education at the senior secondary stage in Odisha: Status, issues and strategies.
- Preparation of a write up on utility of TPCK in transaction of lessons
- Survey of current monitoring practices in secondary education in Odisha and suggestion of alternative and viable strategies.

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course.

Suggested Readings

- Chopra, R.K.(1993). *Status of teachers in India*. New Delhi: NCERT.
- Coombs P.H. (1985): *World crisis in education: The view from eighties*. Oxford University Press, New York.
- Faure E. and others (1973). *Learning to be: The world of education today and tomorrow*. Paris: UNESCO.
- Govt. of India (1953). *Report of the Secondary Education Commission*. New Delhi: Department of Education.
- Govt. of India (1966). *Education and National development: Report of the Indian Education Commission (1964-66)*. New Delhi: Department of Education.
- Govt. of India (1986/1992). *National policy of education 1986/92*. MHRD, Deptt. of Education.
- Govt. of India (1993). *Education for all: The Indian scene*, New Delhi: Department of Education, Ministry of Human Resource Development.
- Govt. of India (1993). *Education for all: The Indian scene*. New Delhi: Department of Education, Ministry of Human Resource Development.
- Govt. of India (2005). *Universalisation of secondary education : Report of the CABE Committee*. New Delhi: MHRD.
- Govt. of India (2010). Govt. of India (2005). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan*. New Delhi: MHRD.

- Gupta, V.K and Gupta , Ankur (2005). Development of education system in India. Ludhiana: Vinod Publication.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi : Atlantic.
- Mukhopadhyay, S. and Anil Kumar, K. (2001). *Quality profiles of secondary schools*. NIEPA, New Delhi.
- National Research Council (2002). *Knowledge economy and postsecondary education: Report of a workshop*. Committee on the Impact of the Changing Economy on the Education System. P.A. Graham and N.G.Stacey (Eds.). Cener for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.
- Sujatha, K & Ravi G (2011). Development of secondary education in India. New Delhi: Shipra Publication
- Sujatha, K & Ravi G (2011). Management of secondary education in India: Quality, programme and administration. New Delhi: Shipra Publication.
- Tilak, J B G (2008). Financing secondary education in India. New Delhi: Shipra Publication

Theme-based Specialization
TS-1: Educational Management and Leadership
P.2 Educational Leadership

Semester-VI	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Content

Unit 1: Educational Leadership

- Leadership: Meaning, scope and objectives
- Educational Leadership: Meaning, Significance, characteristics, scope and functions; Personalized leadership - Characteristics, effects; Distributed Leadership - Characteristics, effects, forms and Patterns;
- Leadership behavior: Dimensions, Risk taking behavior, vision building; Cognitive and Affective characteristics of a successful leader
- Roles of Educational Leadership at the State, District and Institutional levels in promoting pupils' learning

Unit 2: Theories and Models of Educational Leadership

- Theories: Trait, Style (Autocratic, Laissez Faire, Grid), Situational, Contingency
- Models: Academic, Professional, Humanistic, Bureaucratic, Visionary, Transformational (*Each Theory and Model shall be discussed in terms of nature/characteristics, practices*)
- Creating school ethos: setting academic climate and work culture

Unit 3: School Leadership Programme

- Developing curriculum and learning materials for diverse school contexts
- Organizing capacity building programme of school leader: short term and long term;
- Empowering grassroots leaders like SMCs, SDMCs, PTAs, MTAs to contribute school quality; Establishing linkage between school leader and grassroots leaders
- Documentation and dissemination of best school leadership practices

Unit 4: Issues and Challenges

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

Sessional Work

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

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

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

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

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

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free

Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through*

Begley, P., & Johansson, O. (2003). *The ethical dimensions of school leadership*. Dordrecht, The Netherlands: Kluwer Academic Publishers.

D. L. (1987). *School leadership and instructional improvement*. New York: Random

Harris, A., & Chapman, C. (2002). *Effective leadership in schools facing challenging*
House.

Murphy, J. (Ed.) (2002). , *The educational leadership challenge: Redefining leadership for the 21st century*. Chicago: University of Chicago Press.

Murphy, J. & Datnow, A. (Eds.) (2003), *Leadership lessons from comprehensive school transformational leadership*. Thousand Oaks, CA: Sage.

Murphy, J., and Louis, K. S. (Eds.). (1994). *Reshaping the principalship: Insights from transformational reform efforts*. Thousand Oaks, Caller: Corwin Press.

Theme-based Specialization
TS-2: Educational Policy and Planning
P.2 Educational Planning

Semester-VI	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

- *Acquaint himself/herself with the concept, nature, principles, procedures and approaches of Educational Planning.*
- *Understand the process of educational planning in India.*
- *Develop skills in planning using a variety of strategies.*
- *Understand the types and process of organization of planning*
- *Understand critical process of macro-planning and micro-planning and management techniques.*
- *Explain the role and contribution of different agencies in educational planning.*

Detailed Course Content

Unit 1: Educational Planning

- Educational Planning: Concept, Nature, Importance and Objectives
- Approaches to Educational Planning; Social Demand Approach, Manpower Approach, Cost-benefit Approach
- Principles of modern educational planning.
- Models of Educational Planning: Intra-Educational Extrapolation Model, Demographic Projection Model

Unit 2: Kinds and Problems of Planning

- Strategic Planning, Short term planning, Management Planning, Area planning, Institutional Planning, Micro and Macro Planning, Rolling Plan
- Decentralized Planning: Concept, Pre-requisites for decentralized planning – functional, financial, administrative, democratic
- Problems of Planning: Internal and External

Unit 3: Administration and Organization of Planning.

- Administrative Machinery: (a) National (b) State level (c) District level (d) Block level and (e) Institutional level.
- The Planning Process and Procedure.
- Factors influencing in determination of priorities in Planning.
- Need-based Data for Educational Planning.
- Research Contribution to policy making

Unit 4: Educational Planning and Financing in India

- Educational Planning in India: Role of National Development Council, Planning Commission and State Planning Boards,
- Five Year Plans in India – Perspective Planning, Factors Influencing Educational Allocations
- Resources for Educational Planning: Public Funds, Local Body Funds, Private Funds

- Principles of Educational Finance, Salient Features of Financing of Education in India

Sessional Work

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

- Prepare an organogram of structure and functions of the institutions in administration and management of elementary and secondary education at state, district, cluster and block levels for your state.
- Prepare a plan for procurement, utilization and maintenance of resources in education.
- Prepare formats for performance appraisal of elementary and secondary school teachers and administering them in simulated condition.
- Prepare a plan of action to organize co-curricular activities.
- Prepare an Annual Budget for an Institute

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

Bhatnagar, R.P. and Agrawal, V(2006) Educational Administration Supervision, Planning and Financing. R.Lall Book Depot, Meerut.

Fletcher, B.A. (1963). Planning of Education., Leeds, Institute of Education.

Hanson, A.H. (1966). The Process of Planning: A Study of India's five-year Plans (1950-1964) London: Oxford University Press

Mukerji, S.N.. *Administration of Educational Planning and Finance*. Baroda : Acharya Book Depot.

Naik, J.P. (1965). Educational Planning in India, India: Allied Publishers.

Tilak, J.B.G. (1992). Educational Planning at Grassroot. Ashish Publications. New Delhi.

Varghese N.V. (1987). Set of Modules on District Planning in Education. New Delhi. NEUPA.

Theme-based Specialization
TS-3: ICT in Education
P.2: E-Content Design and E-Learning

Semester-V	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

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

Detailed Course Outline

Unit 1: Evolution of Educational Media

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

Unit 2: Other E-content Tools

- Open source versus proprietary tools; Screen casting tools (camtasia) for creating screen casting presentations, Graphic editing; Timeline (timeline) for creating time lines, Picture/photographs (GIMP/MyPaint); Concept map (freemind, VUE)
- Animation -2d animation (Pencil, Tupi)

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

Unit 3: Foundations of Online Learning and E-learning Tools and Standards

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

Unit IV: E-resources and e- learning approaches

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

Sessional Work

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

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

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

Andrew A Kling(2010). Web 2.0 (Technology 360). Lucent Books:New Delhi.

Barbara B. Levin, Lynne Schrum. (2012). *Leading technology-rich schools: Technology & education, connections* (Tec). New York: Teachers College Press.

Information Resources Management Association. (2011).*Instructional Design: Concepts, Methodologies, Tools and Applications: 3*

Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass

Liz Arney (2015.) Go Blended!: A Handbook for Blending Technology in Schools

- Loveless Avril (2001). *ICT-pedagogy and the curriculum-Subject to change*. Routledge Falmer: London.
- Lynne Schrum, Barbara B. Levin. (2010). *Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement*. Corwin: New Delhi
- Mishra, S. (Ed.) (2009). *STRIDE Hand Book 08: E-learning*. IGNOU: New Delhi.
- Mohanty, L. and Vora, Neeharika (2008). *ICT strategies for schools- a guide for school administrators*. Sage publications: New Delhi.
- Mohit, K. (2003). *Design and implementation of web-enabled teaching tools*. London: IRM Press.
- NCERT (2015). *E-pathsala: An web platform for students, teachers, educators and parents link*. ncert.nic.in.
- NCERT (2015). *e-pathsala: An web platform for students, teachers, educators and parents link*. ncert.nic.in.
- Nicole A. Buzzeto-More (Ed.) (2007). *Advanced Principles of Effective e-Learning, Informing Science Press, California*
- Noam Shemtov, Ian Walden. (2014) *Free and Open Source Software: Policy, Law and Practice*. Oxford University Press
- Patricia Smith, Tillman J. Ragan. (1999). *Instructional Design*. John Wley and Sons
- Robert Maribe Branch. (2009). *Instructional Design: The ADDIE Approach*. Springer
- Roblyer M.D., Aaron H. Doering (2012). *Integrating Educational Technology into Teaching (6th Edition)*
- Rosemary Papa. (2010). *Technology Leadership for School Improvement*. Sage: New Delhi.
- Sanne Dijkstra (Editor), Franz Schott (Editor), Norbert Seel (Editor), Robert D. Tennyson (Editor), Norbert M. Seel (Editor) (1997). *Instructional Design: International Perspectives: Volume I: Theory, Research, and Models: volume II: Solving Instructional Design Problems: 1*. Lawrence Abingdon: New Jersey
- Semenov, Alexy (2005). *Information and Communication Technologies in Schools. A handbook for Teachers*. UNESCO
- Shalin Hai-Jew. (2012). *Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information*. Information Science Reference: USA
- Steven W. Anderson, Deborah Siegel. (2014). *The Tech-Savvy Administrator: How do I use technology to be a better school leader?* ASCD
- Theodore Lee (2008). *Professional Development of ICT Integration for Teachers*. VDM Verlag: Germany.
- UGC (2015). *e-pathsala: a platform for teachers and educators*. ugc.ac.in ; ugc.govt.in.
- Viva Lachs (2000). *Making Multimedia in the Classroom-A Teacher's Guide*. Routledge Falmer: London.
- Whitehead, Bruce M., Jensen, Devon, and Boschee, V. (2013). *Planning for technology: A guide for school administrators, technology coordinators, and curriculum leaders*. Corwin: New Delhi.

Theme-based Specialization
TS-4: Environment Education
P.2 Environmental Education

Semester-VI	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

- *understand the meaning, need and scope of environmental education*
- *realize the importance, aims, objectives and strategies of environmental education in schools*
- *elaborate the socio-cultural values and ethics of environmental education*
- *understand the role of information and communication technology in facilitating environmental education*

Detailed Course Content

Unit 1: Understanding Environmental Education

- Environmental Education: Meaning, importance and scope
- History of Environmental Education: Background and its evolution
- Need of Environmental Education: Emerging environmental crises, causes and corrective measures
- Aims, Objectives and Strategies of Environmental Education with reference to the recommendations of UN Conference Human Environment, 1972 (Stockholm), International Environmental Education Programme (IEEP), 1975, Conference on Environmental Education (Tbilisi Declaration), 1977

Unit 2: Environmental Education in Schools

- Integration of environmental education in the existing school curriculum – Approaches (direct and indirect) and strategies
- Environmental education as a discipline – optional subject, independent discipline at the higher levels of education
- Major thrust areas in the school curriculum: Natural resources, natural and man-made environment; Pollution and human health; Natural disasters and their management; Biodiversity its importance and conservation; Sustainable development economy and environment
- Strategies of Environmental Education: Field work, Project, Community work

Unit 3: Environmental Education and Socio-cultural Values

- Environment and Development: Sustainable development, sustainability of water, food, energy; Developing awareness of sustainable development through education
- Role of community in protection of environment, resource conservation and sustainable development; Strategies for developing community awareness on environment management through dialogue, campaign, exhibitions, empowering self-help groups and NGOs

- Environmental ethics: concept and objectives, environmental values – utilitarian, ecological, aesthetic, and moral
- Role of education in environmental management: Approaches and strategies

Unit 4: Environmental Education and ICT

- Impact of Science and technology on environmental education, Ecotourism, Eco development
- Role of mass media and information technology in protection of environment
- Environmental Biotechnology- Need for research and development, environment and human health.
- Bioremediation technology for cleanup of polluted environment
- Technology for sustainable development of ecosystem

Sessional Work

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

- Preparation of case study report on any one polluted system (like water body, garbage disposal etc.)
- Developing a questionnaire (or any other tool) for ascertaining the awareness of community on natural resource conservation
- Preparation of a paper on environmental ethics
- Conducting a survey on practices (curricular and other curricular) related to environmental education
- Preparation of a report on use of ICT for eco-conservation

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

- Joy, P., & Neal, P. (1994). *The handbook of environmental education*. London,
- Kelu, P. (2000). *Environmental education: A conceptual analysis*. Calicut:
- Kumar, A. (2009). *A text book of environmental science*. New Delhi: APH Publishing Ltd.,
- Reddy, P. K., & Reddy, N. D. (2001). *Environmental education*. Hyderabad: Neelkamal
- Sharma, B. L., & Maheswari, B. K. (2008). *Education for environmental and human value*.
- Sharma, R. A. (2008). *Environmental education*. Meerut: R.Lall Books Depot.
- Sharma, R. G. (1986). *Environmental education*. New Delhi : Metropolitan Book Co., Pvt.
- Sharma, V. S. (2005). *Environmental education*. New Delhi: Anmol publication.
- Singh, Y. K. (2009). *Teaching of environmental science*. New Delhi: APH Publishing

Theme-based Specialization

TS-5: Guidance and Counselling **P.2 Counselling Processes and Strategies**

Semester-VI	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

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

- *Appreciate the needs and goals of counselling*
- *Analyze the relationship between guidance and counseling,*
- *Recognize different areas of counseling,*
- *Identify and elaborate the various stages involved in the process of counseling,*
- *Become acquainted with the skills and qualities of an effective counselor.*
- *Become acquainted with the various approaches and techniques of counselling*

Detailed Course Content

Unit 1: Nature of Counselling Service

- Meaning, nature and scope of counseling; differentiating guidance, counselling and psychotherapy
- Goals and Principles of counseling
- Qualities of an effective counselor
- Relationship Issues, concerns and problems of childhood and adolescence stage

Unit 2: Counselling Process and Counselling

- Identification of cases for counselling
- Basic counseling and communication skills
- Stages of the counselling process
- Nature and importance of counseling relationship
- Application of skills for building a positive classroom climate to enhance learning
- Acquaintance with major counselling approaches: person-centered and gestalt

Unit 3: Types and Areas of Counselling

- Group counselling: nature, process and skills
- Counselling techniques: cognitive, behavioral and systemic
- Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups
- Peer counselling: concept and relevance to the Indian situation.

Unit 4: Guidance and counselling for promoting psychological well-being of students

- Nature and causes of behavioral problems; guidance of students with behavioral problems, Guiding underachievers
- School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.

- Stress: nature, causes and consequences; types of coping skills and developing coping skills
- Promoting psychological well-being and peace through school based guidance programmes.

Sessional Work

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

- Identification of cases for counselling
- Exploring the possibilities for peer counselling and preparing a plan for peer counselling in the school
- Writing a report on interacting with the counselor with regard to the process of counselling, nature of problems of the students.
- Identification of a case (adolescent) with behavioural problem, conducting counselling sessions for the benefit of the client and developing a report on it.
- Undertake the process of counselling any one underachiever at the secondary level and prepare a paper for seminar discussion

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

- Corey, G. (1986). *Theory and Practice of Counselling and Psychotherapy*, 3rd Ed. Belmont: Calif-Brooks.
- Cole. Cormier L.& Hackney, H. (1987). *The professional counsellor*. Englewood Cliffs, New Jersey: Prentice Hall.
- Dave, Indu (1984). *The basic essentials of counselling*. New Delhi: Sterling Pvt.Ltd.
- Egan, Gerard (1994). *The skilled helper* (5thEd.) California: Brookes Cole Publishing Co.
- Gazda George R.M.(1989). *Group counselling: A development approach*. London: Allyn and Bacon.
- Gladding, Samuel, T. (1996). *Counselling: A comprehensive profession*. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Mallon, Brenda (1987). *An introduction to counselling skills for special educational needs: Participants manual*. Manchester: Manchester University Press.
- Nugent, Frank A. (1990). *An introduction to the profession of counselling*. Columbus: Merrill Publishing Co.
- Rao, S.N. (1981). *Counselling psychology*. New Delhi: Tata Mc Graw Hill.

Theme-based Specialization
TS-6: Preschool Education
P.2 Preschool Teacher Education and Research

Semester-VI	Credit-4
Marks 100 (Ext.70+Int.30)	Contact Hours 64

Objectives

On completion of this course, the prospective teacher educators shall:

- *Understand different pre-school teacher education programmes of the country*
- *Reflect on the specifications of ECE/Pre-school Centres*
- *Understand the role of ICT in preschool education and teacher education*
- *Appreciate the pre-school and community coordination*
- *Reflect on the research trends in the area of pre-school education*
- *Identify priorities in research in the area of pre-school education.*

Detailed Course Content

Unit 1: Pre-School Teacher Education Programmes

- Pre-School Teacher education: current scenario, NTT, Certificate in ECCE, Diploma in ECCE, Post Graduate Diploma in ECCE
- In-service training in preschool Education; Role of NIPPCD, SCERTs, DIETs in ECCE Training
- Distance and online mode and role of open universities, institutes: IGNOU, NIOS

Unit 2: Setting up ECE Centres and Maintenance of records

- Identifying local needs and location and safety of the centre and nature of services
Sources of fund raising and community involvement Ensure provision of essential facilities
Budgeting and mapping of resources
- Maintenance of records in ECCE settings Need for maintaining different kinds of records such as child related, teacher related and material related records Registers for attendance, admission, fees, teachers and other financial matters.
- Records of monitoring and regulating children's growth and development such as health, anecdotal and cumulative records

Unit 3: Working with Parents and Community

- Need and importance of orienting and working with parents and community.
- Strategies of making contacts- Home visits; Orientation sessions, Group meeting with parents, One to one meeting with parents; Creating parents support group
- Mapping and Mobilization of community resources and their utilization. Organizing advocacy campaigns, improving skills for working with the community. Barriers in community involvement.

Unit 4: Research, Advocacy and Innovation in Pre-School Education

- Advocacy: Meaning, need and areas in pre-school education; advocacy strategies
- Research areas: Preschool Curriculum; Transactional processes, Planning and Management; Preschool Teacher Education; gaps and priorities.

- Evaluation of ECE programmes, methodology and implications

Sessional Work

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

- Assignment on selected themes from the course
- Study of present status of pre-school teacher education in State/Region/District
- Collection of information on infrastructure of ECCE centres and comparison with NCERT minimum specifications (1992)
- Writing of journal articles on different issues on ECCE
- Development of advocacy materials on pre-school education

The topics for the sessional work listed here are suggestive. The concerned teacher educator(s) can add other projects/topics relevant to this course

Suggested Readings

Aggarwal, J.C. and Gupta, S. (2007). *Early Childhood Care and Education* (1st Ed.). Shipra Publications, New Delhi.

Government of India (1986). *National Policy on Education*, Department of Education, New Delhi.

M. S. Swaminathan Research Foundation (1995). *Suraksha - Monograph Series 1-9*. Madras.

Mishra, R.C. (2005). *Early childhood education today*, Prentice Hall Publisher

MWCD (2013). *National Early Childhood Care and Education (ECCE) Policy*. Govt of India, New Delhi

MWCD (2013). *National ECCE Curriculum Framework*. Govt of India, New Delhi

MWCD (2013). *Quality Standards of ECCE*. Govt of India, New Delhi

Myers, R. G (1995). *The Twelve Who Survive: Strengthening Programmes of Early Childhood Development in the Third World*, Ypsilanti, Mich., High/ Scope press.

National Council of Applied Economic Research (2001). *Concurrent Evaluation of ICDS -National Report*. New Delhi.

National Council of Educational Research and Training (1993). *Impact of ECE on Retention in Primary Grades – A Longitudinal Study*. New Delhi Curriculum Guide 41

National Institute of Public Cooperation and Child Development (1992). *National Evaluation of ICDS*. New Delhi.

NCERT (2005). *National Curriculum Framework*, NCERT, New Delhi

NCERT (2005). *Position Paper on National Focus Group on ECE*, NCERT, New Delhi

NCERT(2014). *Early Childhood Care and Education; A way forward*, New Delhi

NCERT (2015). *Exemplar Guidelines for Implementation of Early Childhood Care and Education Curriculum*, NCERT, New Delhi

NCTE (2005). *Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline*, New Delhi

Neuman, M.J. (2000). *Early Childhood Education and Care Policy: International Trends and Developments. International Journal of Educational Research*, 33 (1),

- NIPCCD (2002). *Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children*, New Delhi.
- Pugh, G. (1996). *Contemporary Issues in Early Years: Working Collaboratively for Children* (2nd Ed.) National Children's Bureau, London.
- Seefeldt, Carol (1990). *Continuing Issues in Early Childhood Education*. Merrill Publishing Company, Columbus, Ohio.
- Sood, N (2003). *Planning and Management of Early Childhood Education: A Case of Himachal Pradesh*. Occasional Paper 32, New Delhi: National Institute of Educational Planning and Administration.
- Swaminathan, M. and Daniel, P. (2000). *Activity-based Developmentally Appropriate Curriculum for Young Children*. Indian Association for Pre-school Education, Chennai.
- Swaminathan, Mina (1998). *The First Five Years: A Critical Perspective on Early Childhood Care and Education in India*.
- UNESCO (2002). *Integrating Early Childhood into Education: the Case of Sweden*. Paris,(UNESCO Policy Brief on Early Childhood, 3).
- UNESCO (2006). *Cross-national Compilation of National ECCE Profiles*. Geneva:UNESCO International Bureau of Education.
- UNESCO (2007). *EFA Global Monitoring Report – Early Childhood Care and Education*. Washington D. C. World Bank.
- UNESCO (2007). *Strong Foundations: Early Childhood Care and Education*, Paris, UNESCO.
- World Bank (2004). *Reaching Out to the Child: An Integrated Approach to Child Development*. New Delhi, Oxford University Press.

RTS Pr.1: Dissertation(Part-IV)

Semester-VI	Credit-2
Marks 50 (Internal &External)	Contact Hours 64

Objectives

On completion of the course in this semester, the prospective teacher educator shall

- *Complete the preparation of the research report*

Activities

The research report shall be completed in all respects and shall be submitted for assessment jointly by the external and the supervisor.

The final dissertation shall be assessed holistically by the examiners on criteria decided jointly by the internal and external examiners.

TS Pr.2 Theme Area Practicum

Semester-VI	Credit-2
Marks 50 (25+25) (Internal)	Contact Hours 64

The rationale, objectives, organization and the assessment criteria for the conduct of ‘TS Pr.2 Theme Area Practicum’ during the VIth Semester are nearly same as detailed for Theme Area Practicum (Paper-1) for the Vth Semester.

The exemplars of activities under each Theme Specialization course are shown in the table below.

Suggested Activities (Themes)

Sl. No.	Theme Specialization (Paper-2)	Suggested Activities
1.	Educational Leadership	<ol style="list-style-type: none"> 1. Visit any School/TEI and observe the leadership qualities of the head of institution and its teachers/teacher educators. 2. Analyse the content and processes of any teacher education programme (pre-service or in-service) in respect of the elements of educational leadership inbuilt in such programme.
2.	Educational Planning	<ol style="list-style-type: none"> 1. Visit any block/district level office of the SSA/RMSA and analyze the process of preparation of the Annual Work Plan & Budget. 2. Visit any School/TEI and explore the processes followed in preparation of academic, resource and financial planning for the institution.
3.	Content Design & e-Learning	<ol style="list-style-type: none"> 1. Analyze the e-contents available in elementary (CAL schools) or in secondary schools/ TEIs and their use for learning. 2. Discuss with teachers of elementary schools or teacher educators in TEIs regarding their experience in MOOC programme.
4.	Environmental Education	<ol style="list-style-type: none"> 1. Assessing the state of Environmental Education in secondary schools including the curricular inputs, transactional strategies and the application of the learnt concepts in real life situations. 2. Study the school – community relationships in their efforts in their joint effort to fight environmental pollution (like maintenance of personal and environmental cleanliness, garbage disposal management, tree plantation, etc.)
5.	Counselling Processes and Strategies	<ol style="list-style-type: none"> 1. Exploring the existence and possibility of providing career counselling to student teachers in DIETs/ TEIs in a planned manner through individual and group counselling. 2. Identify the socio-educational problems of underachievement and conduct counselling some such identified underachievers for improvement in their learning performance.
6.	Pre-School Teacher Education & Research	<ol style="list-style-type: none"> 1. Develop a list of training inputs for the in-service pre-school teachers (Anganwadi workers) through observations of classroom processes and consultation with stakeholders. 2. Visit any PSTE programme/Institution and prepare an evaluation report on the programmes and processes followed in the training of pre-school teachers.

The activities (themes) for the Theme Practicum during the VI th Semester listed here are suggestive. The concerned Institute/ Teacher Educator(s) can formulate other activities (themes) relevant to each of the thematic specialization.