

Curriculum Framework **M.A. EDUCATION** From AY 2020-21



॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

Indian Institute of Teacher Education
(State Public University established by Govt. of Gujarat)

Curriculum Framework Master of Arts in Education (2-Year) 2020

Published by

Prof. (Dr.) Himanshu C. Patel

Registrar

Indian Institute of Teacher Education

Ramkrushna Paramhans Vidya Sankul, Near KH-5, Sector - 15, Gandhinagar - 382016



From the Desk of Vice-Chancellor....

Dear All,

Any curricula at any level should be based on what objectives or goals the educator or educational institution is trying to achieve in regard to students. A course of study for a class that teaches a student how to touch-type should be very different from one that teaches students to write a novel or a poem or even the results of a science experiment.

Therefore, a curriculum is of the utmost importance, as it mandates, among other things, how teachers and students will spend their time—in a lab? in clinical practice? in creating? in listening to lectures? It also clearly shows what a class, a department, a school, or an institution values, what these entities see as their mission, and what each expects its graduates to achieve. A curriculum should be the map to the essentials in any course of study, from the classroom level to the institutional level.

The success of any curriculum, then, should be judged on the basis of whether it achieves its objective. It's a test of how well an educational institution (or an individual teacher) defines and understands those objectives. It's a measure of how well an educational institution (or individual teacher) maps out a way for a student to find his or her way to success as defined by those objectives.

Curriculum consists of continuous chain of activities needed to translate educational goals into concrete activities, materials and observable change in behaviour. A lesson plan for example is a curriculum used by the teacher in the classroom. It answers the questions, "What do I want my students to know? How can I engage them in a series of activities that will maximize their chances of knowing? How can I measure what they have learned from the activities?"

Hence, for a society to achieve its educational goals, it needs a curriculum that is functional and relevant to its needs. Through the management of the curriculum, making use of the given resources in the best possible way. Developing policies to bring improvements in the whole system one can move towards a more promising future.

The curriculum sets the basis of any academic institution, without it, the institution would be a lost cause. As the syllabus would be commonly applied to the affiliated institutes across the state of Gujarat, we have concrete objectives of the system to apply. We have a defined set of aims and objectives for the syllabus that we have planned for our students Such as more experimental, Holistic, Learner oriented Education. That's how we aim to move toward a better academic future for our nation with emotional and cultural integration and inclusiveness.

It is a matter of great privilege and happiness writing to confirm the unveil of the latest curriculum of one and only university in the state of Gujarat dedicated to teacher education, Indian Institute of Teacher Education, Gandhinagar. We are glad to acknowledge that the latest curriculum has taken due care of the objectives and goals as set by NCFTE 2009 and guiding principles of NEP 2020.

Gandhinagar

Dr. Harshad A. Patel

From the desk of Vice Chancellor

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**Curriculum Framework for
M.A.Education Course (2-Year)**
in force from
Academic Year 2020-21

Regulations of the Programme

PROGRAMME OBJECTIVES:

1. To enable the students to be innovative teachers.
 2. To enable the students to undertake or to take interest in research work in education
 3. To prepare the students for responsible positions in:
 - a) Secondary/Higher Secondary School
 - b) Pre-service teacher Education College and DIET
 - c) Department of Education
 - d) Institutions engaged in Educational Research, Education Planning, Educational Technology and Educational Administration.
 4. To equip the students to offer them in various educational field Such as:
 - a) Guidance and Counseling & Psychological Testing
 - b) Distance Education
 - c) Educational Measurement and Evaluation
 - d) Educational Management
 - e) Curriculum and Syllabus Improvement
 - f) Educational Technology
 - g) ITC in Education
 - h) Teacher Education
 - i) Statistical Method in Education
-
- 1.1 Programme and Duration: M.A. in Education master degree programme. It is of 2 years of duration and it consisted of four semesters. Each semester consists of 20 days of instructions.
 - 1.2 Equivalence: The programme contents related to M.A. in Education is equivalent to PG Programme and equivalent to M.A. degree of the Indian Institute of Teacher Education. Students who pass this programme are considered eligible to pursue Research Studies in Education in the Centre of Education at Indian Institute of Teacher Education.
 - 2.0 Eligibility for Admission to M.A. in Education
 - 2.1 Eligibility for admission to M.A.
The candidates seeking admission to the M.A. in Education programme should have passed Graduation having 50% marks or an equivalent grade in any discipline from the IITE or any of the universities recognised by UGC. Admission will be given as per the university norms.
 - 3.0 Intake Capacity:
Intake Capacity is of 50 students. The candidate will be enrolled as per the admission rules of IITE.
 - 4.0 Scheme of Instruction:
There will be four semesters and students will have to learn following subjects in three major categories.
 - 4.1 Core Compulsory
 1. Philosophical Foundations of Education
 2. Psychological Foundations of Education-1 & -2
 3. Methods of Education Research-1 & -2
 4. Sociological Foundation of Education

5. ICT in Education
6. Teacher Education
7. Inclusion: Concept and Policy Framework
8. Management and Administration
9. Educational Studies
10. Curriculum Development
- 4.2 Core Optional
 1. Primary and Early Childhood Care and Education
 2. Secondary and Higher Secondary Education
 3. Value Education
 4. Measurement and Evaluation
 5. Guidance and Counselling
 6. Educational Statistics-1 & -2
 7. Psychological Testing
 8. Instructional Technology
 9. Higher Education
 10. Environmental Studies
- 4.3 Core Practicum
 1. Presentation and Presentation of TLM/ e content development
 2. Internship
- 4.4 Core Research Studies
 1. Preparation and Presentation of Research Proposal
 2. Dissertation (Tool Development)
 3. Dissertation

5.0 Attendance

Every student has to attend a minimum of 80 % of the classes conducted for each course. If a candidate has failed to put in a minimum of 80 % attendance in a course, he is deemed to have dropped the course and is not allowed to write the semester end examination of that course. He has to attend the classes of that course in the subsequent years whenever it is offered.

For practicum, minimum 90% is essential. This includes hours of self-study/assignment/engagement with the field and/or any other practical work performed by students within and outside the classes.

The vice-chancellor has discretionary powers to condone attendance if he feels that such absence was due to unavoidable circumstances and students may make up the study with the help of writing assignments and other curricular activities during holidays or weekends of the semester. But in no case such absence would be more than 65 % during each semester.

6.0 Medium of Instruction:

The medium of instruction shall be English or Gujarati. If the students wants to write in any other language than English/Gujarati, Prior permission of Exam department of IITE should be taken.

7.0 Course Structure of M.A. in Education - Indian Institute of Teacher Education
Table 1 Course Structure for M.A. in Education course
Semester 1

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Sociological Foundations of Education	T	60	4	30	70	100
2	ICT in Education	T	60	4	30	70	100
3	Methods of Research in Education-1	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Primary and Early Childhood Care and Education						
	Secondary and Higher Secondary Education						
	Value Education						
5	Preparation and Presentation of Research Proposal	P	60	2	100	0	100
	Total		300	18	220	280	500

Semester – 2

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Psychological Foundations in Education-1	T	60	4	30	70	100
2	Philosophical Foundations in Education-1	T	60	4	30	70	100
3	Teacher Education	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Guidance & Counselling						
	Measurement and Evaluation						
	Educational Statistics-1						
5	Dissertation (Tool Development)	P	60	4	100	0	100
	Total		300	20	220	280	500

Semester – 3

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Inclusion: Concept and Policy Framework	T	60	4	30	70	100
2	Management & Administration	T	60	4	30	70	100
3	Methods of Research in Education-2	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Educational Statistics-2						
	Instructional Technology						
	Psychological Testing						
5	Preparation & Presentation of TLM/ E content development	P	120	4	100	0	100
	Total		300	20	220	280	500

Semester – 4

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Psychological Foundation in Education-2	T	60	4	30	70	100
2	Educational Studies	T	60	4	30	70	100
3	Curriculum Development	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Higher Education						
	Environment Studies						
5	Internship	P	60	2	100	0	100
6	Dissertation	P	120	4	60	140	200
	Total		420	22	280	420	700

Calculation of Credit:

1. 1 Credit means 1 instructional hour/week for Theory
2. 1 Credit means 2 instructional hour/week for Practical or Tutorial
3. In teaching hours includes classroom teaching and self-study hours for assignment/practicum/presentation/engagement with the field. For theory course of 4 credit, weightage for classroom teaching and self-study will be 3:1.

8.0 Assessment and Evaluation: CCE (Continuous and Comprehensive Evaluation)

There will be continuous and comprehensive evaluation for the M.A. in Education Course. The students will be evaluated internally as well as externally. As the university has adopted CCE module for the evaluation, the pattern scheme for evaluation will be as under:

8.1 Scheme of Evaluation:

There are two categories for evaluation:

8.1.1 Internal Evaluation:

Internal evaluation of theory papers will of 30% of Marks and it includes assignment/seminar/project, Attendance, CCE and Prelim Exam. The ratio of marks will be 1:1:1:3 for each. There will be written submission for assignment/ project/seminar will be group/individual activity and participation of learner will be adjudged by the subject teacher concerned.

Internal evaluation of EPC/ Practical will of 50 marks and it includes submission, presentation and viva. The ratio of marks will be 2:2:1 for each.

The detailed Marks statement of each shall be submitted to Examination Section on or before the last day of the respective semester.

8.1.2 External Evaluation:

- External evaluation will be semester end examination, theoretically and/or practically as case may be, conducted by the university at the end of each semester. For theory papers external evaluation will be of 70 % of Marks.

8.2 Assessment

8.2.1 The following table shows how the marks will be calculated for the final evaluation:

Conversion of Marks to Grade and Grade Point in Credit System

Sr.No.	Grade Abbreviation	From (GPA)	To (GPA)	Status	Description
1	O+	9	10	Pass	Outstanding
2	O	8	8.99	Pass	Excellent
3	A+	7	7.99	Pass	Very Good
4	A	6	6.99	Pass	Good
5	B+	5	5.99	Pass	Above Average
6	B	4	4.99	Pass	Average
7	F	0	3.99	Fail	Fail

$$SGPA = C1 * G1 + C2 * G2 + C3 * G3 + C4 * G4$$

$$C1 + C2 + C3 + C4$$

Where:

C1- Credit of Individual Theory/ Practical

G1- Corresponding Grade Points obtained in the respective Theory/ Practical

Conversion of CGPA into Grades

Sr.No.	Grade Abbreviation	From (GPA)	To (GPA)	Status	Description
1	O+	9	10	Pass	Outstanding
2	O	8	8.99	Pass	Excellent
3	A+	7	7.99	Pass	Very Good
4	A	6	6.99	Pass	Good
5	B+	5	5.99	Pass	Above Average
6	B	4	4.99	Pass	Average
7	F	0	3.99	Fail	Fail

$$CGPA = \frac{SGPA(I) * (cr1) + SGPA(II) * (cr2) + SGPA(III) * (cr3) + SGPA(IV) * (cr4)}{Cr(I) + Cr(II) + Cr(III) + Cr(IV)}$$

Where:

SGPA(I)- SGPA of Semester-I

SGPA(II)- SGPA of Semester-II

SGPA(III)- SGPA of Semester-III

SGPA(IV)- SGPA of Semester-IV

Where:

Cr(I)- Total credit of semester I

Cr(II)- Total credit of semester II

Cr(III)- Total credit of semester III

Cr(IV)- Total credit of semester IV

Conversion of CGPA into equivalent Percentage (%)

CGPA	%	CGPA	%	CGPA	%	CGPA	%	CGPA	%	CGPA	%
9.90	94.00	8.90	84.00	7.90	74.00	6.90	64.00	5.90	54.00	4.90	44.00
9.80	93.00	8.80	83.00	7.80	73.00	6.80	63.00	5.80	53.00	4.80	43.00
9.70	92.00	8.70	82.00	7.70	72.00	6.70	62.00	5.70	52.00	4.70	42.00
9.60	91.00	8.60	81.00	7.60	71.00	6.60	61.00	5.60	51.00	4.60	41.00
9.50	90.00	8.50	80.00	7.50	70.00	6.50	60.00	5.50	50.00	4.50	40.00
9.40	89.00	8.40	79.00	7.40	69.00	6.40	59.00	5.40	49.00	4.40	39.00
9.30	88.00	8.30	78.00	7.30	68.00	6.30	58.00	5.30	48.00	4.30	38.00
9.20	87.00	8.20	77.00	7.20	67.00	6.20	57.00	5.20	47.00	4.20	37.00
9.10	86.00	8.10	76.00	7.10	66.00	6.10	56.00	5.10	46.00	4.10	36.00
9.00	85.00	8.00	75.00	7.00	65.00	6.00	55.00	5.00	45.00	4.00	35.00

Percentage (%) = (CGPA*10) - 5

8.2.4 CGPA

Cumulative Grade Point Assessment (CGPA) will be average SGPA of the all four semesters and Final Degree will awarded on the basis of CGPA.

8.3 Examinations

8.3.1 There shall be examinations at the end of each semester, for odd semesters (i.e., I and III Semesters) after end of respective semesters; for even semesters (i.e., II and IV Semesters) after end of respective semesters.

Any student who fails to clear any of the examinations may take subsequent examination to be held as per regulations.

8.3.2 The student will be allowed to keep semesters on until he/she clears preceding semesters of previous year

8.3.3 The student will be allowed to attempt twice after completion of the second year of the M.A. in Education Course. It means student will be allowed two more years for clearing all semesters which are not cleared in last four semesters of the course if he/she is not detained earlier.

If any of the students is detained earlier may not get opportunity of two attempts; those who are detained once will have one more year to clear and those who are detained twice will have no more attempts to clear them.

The Vice-chancellor of the University on his/her sole discretion may allow any of the students who have been given more two chances as per the regulations, one more year to clear courses on request satisfying him the reasons for not clearing examinations for said course.

9. Dissertation submission and Evaluation

- Students have to submit dissertation before 15 days of semester end university examination.
- 4 hard bound copy with duly signed by candidate and guide must be submitted along with one Soft copy in CD of the same.
- If a student passes in the dissertation related course but fails in the aggregate of courses, the marks obtained by him in the dissertation shall be carried over to the subsequent Semester or Semesters.
- If a student passes in the aggregate of courses and fails in the dissertation only, the marks obtained by him in the courses shall be carried over to the subsequent Semester or Semesters and he shall be at liberty to revise and re-submit the dissertation or to submit fresh dissertation/ its related work in the subsequent Semester or Semesters.

10. Passing the Examination

- If a student fails in aggregate of courses, he may be exempted from appearing in course or courses wherein he or she has secured minimum 50 percent marks.
- Student whose marks are carried over under this regulation shall be declared to have passed the examination but shall not be eligible for any university awards.

M.A. Education Curriculum Framework

Semesters		Semester 1			Semester 2			Semester 3			Semester 4			Total		
NCFTE2009	Titles of the Paper/Subject	Papers	Credit	Total Cr	Papers	Credit	Total Cr	Papers	Credit	Total Cr	Papers	Credit	Total Cr	Papers	Credit	Total Cr
Area A: Foundations of Education																
Learner Studies	Psychological Foundations of Education-1			0	1	4	4			0			0	1	4	4
	Psychological Foundations of Education-2			0			0			0	1	4	4	1	4	4
	Psychological Testing (O3)			0			0	1	4	4			0	1	4	4
	Guidance & Counselling (O2)			0	1	4	4			0			0	1	4	4
Contemporary Studies	Teacher Education			0	1	4	4			0			0	1	4	4
Educational Studies	Sociological Foundations of Education	1	4	4			0			0			0	1	4	4
	Philosophical Foundations of Education			0	1	4	4			0			0	1	4	4
	Educational Studies			0			0			0	1	4	4	1	4	4
	Primary and Early Childhood Care Education (O1)	1	4	4			0			0			0	1	4	4
	Secondary and Higher Secondary Education (O1)	1	4	4			0			0			0	1	4	4
	Higher Education (O4)			0			0			0	1	4	4	1	4	4
Total Area A		2	8	8	3	12	12	1	4	4	2	8	8	8	32	32
Area B: Curriculum and Pedagogy																
Curriculum Studies	Curriculum Development			0			0			0	1	4	4	1	4	4
	Inclusion: Concept & Policy Framework			0			0	1	4	4			0	1	4	4
	ICT in Education	1	4	4			0			0			0	1	4	4
	Instructional Technology (O3)			0			0	1	4	4			0	1	4	4
Assessment & Evaluation Studies	Measurement and Evaluation (O2)			0	1	4	4			0			0	1	4	4
Assessment & Evaluation Studies	Preparation & Presentation of TLM/ E Content development			0			0	1	4	4			0	1	2	2
	Environment Studies (O4)			0			0			0	1	4	4	1	4	4
	Management & Administration			0			0	1	4	4			0	1	4	4
	Value Education (O1)	1	4	4			0			0			0	1	4	4
Total Area B		1	4	4	1	4	4	3	12	12	2	8	8	7	28	28
Area C: Internship																
Internship	Internship			0			0			0	1	2	2	1	2	2
Total Area C		0	0	0	0	0	0	0	0	0	1	2	2	1	2	2
Research and PG Dissertation																
Research and PG Dissertation	Methods of Research in Education:1	1	4	4			0			0			0	1	4	4
	Methods of Research in Education-2			0			0	1	4	4			0	1	4	4
	Educational Statistics-1 (O2)			0	1	4	4			0			0	1	4	4
	Educational Statistics-2 (O3)			0			0	1	4	4			0	1	4	4
	Preparation and Presentation of Research Proposal	1	2	2			0			0			0	1	2	2
	Dissertation (Tool Development)			0	1	4	4			0			0	1	2	2
	Dissertation			0			0			0	1	4	4	1	4	4
Total		2	6	6	1	4	4	1	4	4	1	4	4	5	22	22
		5	18	18	5	20	20	5	20	20	6	22	22	21	80	80

Semester wise Distribution of Credits and Marks

SEMESTER WISE DISTRIBUTION OF MARKS FOR EPC

Subject Name	Semester	T/P	Hours	Credit	Internal	External	Total
Value Education (O1)	I	T	60	4	30	70	100
			60	4	30	70	100
Preparation & Presentation of TLM/ e content development	III	P	60	2	50	0	50
			60	2	50	0	50
Management & Administration	III	T	60	4	30	70	100
Environment Studies (O4)	IV	T	60	4	30	70	100
			120	8	60	140	200

SEMESTER WISE DISTRIBUTION OF MARKS FOR RESEARCH AND PG DISSERTATION

Subject Name	Semester	T/P	Hours	Credit	Internal	External	Total
Preparation and Presentation of Research Proposal	1	p	60	2	100	00	100
Dissertation :Tool Development	II	P	60	2	50	00	50
	III	-	-	-	-	-	-
Dissertation	IV	P	120	4	60	140	200
			240	8	210	140	350

SEMESTER WISE DISTRIBUTION OF MARKS FOR INTERNSHIP

Subject Name	Semester	T/P	Hours	Credit	Internal	External	Total
-	I	-	-	-	-	-	-
-	II	-	-	-	-	-	-
-	III	-	-	-	-	-	-
Internship	IV	P	60	2	100	00	100
			60	2	100	00	100

Semester I

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Sociological Foundations of Education	T	60	4	30	70	100
2	ICT in Education	T	60	4	30	70	100
3	Methods of Research in Education-1	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Primary and Early Childhood Care and Education						
	Secondary and Higher Secondary Education						
	Value Education						
5	Preparation and Presentation of Research Proposal	P	60	2	100	0	100
	Total		300	18	220	280	500

Semester II

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Psychological Foundations in Education-1	T	60	4	30	70	100
2	Philosophical Foundations in Education-1	T	60	4	30	70	100
3	Teacher Education	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Guidance & Counselling						
	Measurement and Evaluation						
	Educational Statistics-1						
5	Dissertation (Tool Development)	P	60	4	100	0	100
	Total		300	20	220	280	500

Semester III

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Inclusion: Concept and Policy Framework	T	60	4	30	70	100
2	Management & Administration	T	60	4	30	70	100
3	Methods of Research in Education-2	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Educational Statistics-2						
	Instructional Technology						
	Psychological Testing						
5	Preparation & Presentation of TLM/ E content development	P	120	4	100	0	100
	Total		300	20	220	280	500

Semester IV

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Psychological Foundation in Education-2	T	60	4	30	70	100
2	Educational Studies	T	60	4	30	70	100
3	Curriculum Development	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Higher Education						
	Environment Studies						
5	Internship	P	60	2	100	0	100
6	Dissertation	P	120	4	60	140	200
	Total		420	22	280	420	700

Semester I

Semester I

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Sociological Foundations of Education	T	60	4	30	70	100
2	ICT in Education	T	60	4	30	70	100
3	Methods of Research in Education-1	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Primary and Early Childhood Care and Education						
	Secondary and Higher Secondary Education						
	Value Education						
5	Preparation and Presentation of Research Proposal	P	60	2	100	0	100
	Total		300	18	220	280	500

Sem

Compulsory

Sociological Foundations of Education

Marks : 70 + 30

Objectives

To enable the Prospective Teacher Educators to :

- understand concept of sociology and education.
- appreciate the socio-cultural context of education.
- understand the relation between society and education.
- understand the sociological issues and their remedies.

Unit 1 Sociology and Education

- 1.1 Concept, nature and definition of Sociology
- 1.2 Relationship between Education & Sociology
- 1.3 Branches of Sociology: Sociology of knowledge, Rural Sociology, Sociology of Mass media
- 1.4 Concept, Nature and Scope of sociology of Education

Unit 2 Socio-cultural Context of Education

- 2.1 Culture: Meaning, Nature, Cultural change and Cultural Lag - Relation between education and culture
- 2.2 Nature of Indian Society: social and cultural changes in India
- 2.3 Social Change: Meaning, Nature, Pattern and Factors; Interrelationship between Education and Social Change
- 2.4 Modernization and Post-modernization as social movements and their educational implications

Unit 3 Society and Education

- 3.1 Concept of socialization, Education as a socialization process
- 3.2 Social Stratification: Concept, meaning & factors affected Social Stratification.
- 3.3 Social Mobility: Concept, Meaning, types and factors affecting
- 3.4 Future of Social Institutions in India: Challenges to Education

Unit 4 Sociological Issues and Remedies

- 4.1 Equality and Equity
- 4.2 Gender issues, disadvantaged section of Indian society (SC, ST and OBC)
- 4.3 Unemployment & Poverty
- 4.4 LPG, Urbanization Vs Ruralization

Sem

I

ICT in Education

Compulsory

Marks : 70 + 30

Objectives**To enable the Prospective Teacher Educators to :**

- understand meaning and application of information and communication technology.
- understand the process of communication.
- understand the application of multimedia and process of e content development
- apply knowledge of ICT for academic and research writings

Unit 1 Information and Communication Technology (ICT) and internet

- 1.1 Meaning of ICT , Difference between ICT and Educational Technology
- 1.2 Application of ICT in context of education – classroom, professional development and school management
- 1.3 Information Literacy : Meaning, purpose and standards
- 1.4 Internet: Meaning and application in education Internet Security – Virus

Unit 2 Understanding Communication Process

- 2.1 Communication: concept and need Elements – context, sender, message, receiver, feedback and noise
- 2.2 Types of communication: Target related, Process related, message related, Direction related
- 2.3 Barriers to effective classroom communication ,
- 2.4 Models of Communication : Linear, Interactive and Transactional Model

Unit 3 Multimedia and e-content

- 3.1 Multimedia: meaning of text, graphics, animation, audio and video; integration of multimedia in education
- 3.2 Approaches to IT Based Teaching Learning Process: Computer Assisted Instruction, Computer Managed Instruction, Computer Aided Instruction, Web Based Instruction, Web Enhanced Instruction
- 3.3 E-Content: Design, standards and development (ADDIE Model)
- 3.4 E-Content Tools: Concept and Examples - Freeware, Open Source Software, Proprietary Software and Public Domain Software

Unit 4 Academic and research content on web

- 4.1 Online Journals and abstraction services, Meaning of Database, Indexing and impact factor
- 4.2 Web services for review, bibliography, references and citation: INFLIBNET, Open Journal Access System (OJAS)
- 4.3 Plagiarism – Meaning and identification Plagiarism Software : URKUND,
- 4.4 Report writing : Use of Microsoft office and google suit services in report writing

Sem

I

Methods of Research in Education I

Compulsory

Marks : 70 + 30

Objectives**To enable the Prospective Teacher Educators to :**

- understand the basics of educational research.
- develop the skill of reviewing related literature and previous research.
- understand the meaning of variables, objectives and hypotheses of research.
- acquire skills for conducting review of related literature and develop research proposal.

Unit 1 Basics of Educational Research

- 1.1 Educational Research: Definitions, Meaning and characteristics
- 1.2 Types of Research: Basic / Fundamental Research, Applied research, Action Research, Types of Research According to the type of Data: Quantitative Research, Qualitative Research,
- 1.3 Areas of Educational Research
- 1.4 Steps of research process

Unit -2 Review of Related Literature

- 2.1 Criteria for Selecting Research Problem:
- 2.2 Review of Related Literature: Meaning and Need
Sources: Preliminary, Primary, Secondary and Tertiary: Biographies, Dictionaries, Electronic Sources.
- 2.3 Conceptual and theoretical Framework; Operationalisation of terms used
- 2.4 Analysis of Review: Meta-Analysis

Unit -3 Variables, Objectives and Hypotheses of Research

- 3.1 Research Questions: Characteristics, Points to be kept in mind while forming Research Questions
- 3.2 Objectives of Research: Points to be kept in mind and Importance
- 3.3 Variable: Meaning and Types- Independent, Dependent, Moderator, Controlled and Intervening Variable
- 3.4 Hypothesis: Concept and Characteristics
Types: Declarative, Directional, Non-directional, Question Form, Null and Research Hypothesis

Unit 4 Population, Sample and Sampling Technique

- 4.1 Universe and Population: Concept
- 4.2 Sample: Concept, Characteristics and Importance
- 4.3 Sampling: Meaning, Need and Characteristics
- 4.4 Types of Sampling: Probability: Random, Stratified, Systematic and Cluster
Non Probability: Incidental, Purposive, Convenient, Quota and snowball
Special: Multiphase, Multistage, Double and Match Pair Sampling

Objectives

To enable the Prospective Teacher Educators to :

- understand the concept of secondary and higher secondary Education.
- know and analyze the Structures of Secondary and Higher Secondary Education in India.
- understand the problem and challenges related to secondary and higher secondary education.
- know the New Trends and Innovation in Secondary and Higher Secondary Education.

Unit 1 Perspective and Context of Secondary and Higher Secondary Education

- 1.1 Concept of Secondary and Higher Secondary Education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
- 1.2 Historical Perspectives of Secondary and Higher Secondary Education in Pre - Independent India
- 1.3 Recommendations of Commissions and Policies on Secondary and Higher secondary Education: Mudaliar commission, Kothari commission, Yashpal Committee, NPE 1986, NKC-2005, NEP-2020
- 1.4 Recommendations of Delor's commission in terms of four pillars of Education

Unit 2 Structure of Secondary and Higher Secondary Education

- 2.1 Structure and Status of Secondary and higher secondary Education in India: with context to different Boards, types of Schools, different streams, different levels, Open schooling, Nature and forms of inequality.
- 2.2 Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.
- 2.3 Vocational Education at higher secondary school level
- 2.4 Global Perspectives: Secondary and Higher Secondary Education in England, USA, Australia, Russia.

Unit 3 Problems And Challenges of Secondary And Higher Secondary Education

- 3.1 Universalisation of Secondary Education: objective, implementation, fund, achievement.
- 3.2 Alternative Schooling at Secondary Stage
- 3.3 Problems and their remedies in relation to access, enrolment, wastage and stagnation, achievement and equality of Educational opportunities
- 3.4 Education of girls, disadvantaged and differently able children and slow learners and interventions to solve the problems

Unit 4 New Trends And Innovation In Secondary And Higher Secondary Education

- 4.1 Rashtriya Madhamik Shiksha Abhiyan (RMSA)-Objectives and Functioning
- 4.2 Innovations in Teaching learning at Secondary and Higher Secondary Education- Blend of ICT, Competency Based teaching, Project based learning, online Learning.
- 4.3 Innovation in examinations: Innovations in Board Examinations, CCE, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination
- 4.4 Quality assessment and accreditation as suggested by NEP-2020

Sem

I

Primary and Early Childhood Care Education (O1)

Optional

Marks : 70 + 30

Objectives

To enable the Prospective Teacher Educators to :

- understands the concepts pertaining to ECCE.
- understand goals of development and learning in ECCE curriculum.
- critically reflect on the policies of Primary Education.
- familiarize with diverse aspects of organization and administration of Primary Schools.

Unit 1 Early Childhood Care and Education

- 1.1 ECCE- Concept & Objectives
- 1.2 Principles of early learning and development and its implications
- 1.3 Children Learning methods- Play & Activity
- 1.4 Care Stimulation and Interaction at ECCE Centre and role parents

Unit 2 Goals of Development and Learning in Early Childhood Care and Education

- 2.1 Physical, Health, Motor, Sensory and perceptual Development
- 2.2 Language & Cognitive Development
- 2.3 Development of Creative and Aesthetic Appreciation
- 2.4 Pedagogical approaches to ECCE

Unit 3 Primary Education: Concept and Policies

- 3.1 Concept, objectives and aims of Primary Education.
- 3.2 Critical Reflection on the policies of Primary Education;
 - Kothari Commission (1964-66) with reference to development of Primary Education.
 - NPE-1986 with reference to Primary Education.
 - NCF- 2005 National Curriculum Frame Work (Meaning; Curriculum at Primary School Level and its features).
- 3.3 Critical Reflection on RTE-2009 : Rights of Children and Teachers
- 3.4 Critical Reflection on NEP-2020 with reference to Primary Education

Unit 4 Structure of Primary Education

- 4.1 Structure of Primary Education
- 4.2 Hierarchy of officials of Primary Education Organization; their roles and responsibilities
- 4.3 Navoday Vidhyalay, Ashram Shala, Eklavya Model School, Kendriya Vidyalaya, KGBV: Objectives, Functions and Facilities
- 4.4 Role of Ministry of Education, NCERT, GCERT and DIET in Primary Education

Sem

I

Value Education (O1)

Optional

Marks : 70 + 30

Objectives**To enable the Prospective Teacher Educators to :**

- develop the theoretical understanding of values.
- to familiarize with the theories and methods of value development.
- realize the importance of value education for national and global development.
- value and different procedures of solution about the conflict.

Unit -1 Concept of Value and Value Education

- 1.1 Meaning, definition, nature and characteristics of Values
- 1.2 Classification of values: Personal, social, moral, human, constitutional, Gandhian, universal values; Extrinsic and intrinsic values; Hierarchy of values
- 1.3 Value Education: Meaning, objectives and need; Philosophical and Sociological Basis of Value Education
- 1.4 Indian concept of Values

Unit -2 Theories, Models of Value Development

- 2.1 Theories of Value Development: Social learning theory, Psychoanalytic theory and Cognitive Development Theory.
- 2.2 Process of Value Development: Knowledge, Perception and Actualization.
- 2.3 Models of Value Development: Value Analysis model, Value discussion model, Value clarification model, rational building model, Role playing model,
- 2.4 Value Crisis and Value Conflict; Role of Family, Peer Group, Mass Media and Technology.

Unit -3 Approaches and Methods of Value Education

- 3.1 Curricular Approaches to Value Education: Direct approach of teaching of values as a subject, Indirect and Integrated approach of teaching values through curricular subjects.
- 3.2 Co-curricular Approaches to Value Education: Morning Assembly, Extramural Talks, Celebrations, Game and sports, Dance, Drama and songs, NCC and NSS.
- 3.3 Evaluation of values: Need for evaluating values, Methods of Evaluation of values- Value Tests, Value Perception Scale, Observation and anecdotes.
- 3.4 Teachers as a Role model for Value Development.

Unit -4 Value Education and National Development

- 4.1 Constitutional values reflected in the Preamble of the Constitution of India: Liberty, Integrity, Unity, Equality, Fraternity, Sovereignty, Socialism and Democracy
- 4.2 Constitutional values reflected in the Fundamental rights and duties: Patriotism, Nationalism, Humanism, Environmentalism, Harmonious living, Gender equality, National Integration and International Understanding, Scientific temper and inquiry, Individual and collective excellence.
- 4.3 Strategies to foster constitutional values among youth.
- 4.4 Value orientation of Teacher Education Curricula.

Sem

I

Preparation and Presentation of Research Proposal

Compulsory

Marks : 00+ 100

Objectives

To enable the Prospective Teacher Educators to :

- develop skills of literature review and develop and analytical skills.
- write a detailed research proposal.
- present the research proposal.

Details and Submissions

- Research Reviews (at least 10)
- Preparation of Research Proposal and submission
- Presentation of Research Proposal and approval

Suggested Framework for developing Research Proposal

- Introduction
- Title of research and statement of the problem
- Review of related literature, conceptual framework
- Rationale and need for the study
- Objectives of Research
- Hypothesis and or Research questions
- Variables of Research
- Operational and conceptual definitions and or explanation of terms
- Scope, limitations and delimitations of Research
- Area of Research
- Type of Research
- Method of Research
- Population and sample
- Tool of Research
- Intervention Program (in case of experimental research)
- Data Collection
- Technique of data analysis
- Chapterization
- Time frame and Budget
- References

(The framework can be changed or modified depending upon the type and need of research problem)

Semester II

Semester II

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Psychological Foundations in Education-1	T	60	4	30	70	100
2	Philosophical Foundations in Education-1	T	60	4	30	70	100
3	Teacher Education	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Guidance & Counselling						
	Measurement and Evaluation						
	Educational Statistics-1						
5	Dissertation (Tool Development)	P	60	4	100	0	100
	Total		300	20	220	280	500

Objectives**To enable the Prospective Teacher Educators to :**

- understand concept of learning and association and field theories of learning.
- to understand theories of learning with reference to Cognitivism, Behaviorism, Constructivism and Humanism.
- understand the concept of Learning Curve and Transfer of Learning.
- acquaint with the concepts of Constructivism, Motivation, Thinking and Reasoning.

Unit -1 Learning and Learning Theories – Association and Field Theory

1.1 Learning

- Meaning, Characteristics of learning
- Factors affecting learning
- Schools of Thoughts related to Education: Cognitive, Behavioristic, Constructive, Humanistic

1.2 Hull's Drive Reduction Theory of learning- Association Theory

- Four Level Learning Theory
- Postulates for Learning
- Educational Implications

1.3 Kurt Lewin's Field Theory of Learning-Behaviorism – Field Theory

- Meaning and basic elements
- Experiment
- Educational Implication

1.4 Tolman's Sign Gestalt Theory of learning- Field Theory

- Meaning of Sign – Gestalt Theory
- Types of learning
- Laws of Learning
- Educational Implications

Unit -2 Learning Theory – Cognitivism, Behaviorism, Constructivism and Humanism

2.1 Gagne's Hierarchy of Learning - Cognitivism

- Meaning and conditions
- Events of Instructions
- Educational Implications

2.2 Bandura's Theory of Social Learning - Behaviorism

- Meaning and Essentials of Social Learning
- Bobo Doll Experiment
- Social Learning Process
- Educational Implications

2.3 Bruner's Theory of Discovery Learning - Constructivism

- Meaning and types of Concept
- Meaning of Discovery Learning
- Steps and educational implication

2.4 Rogers's Learning theory (Experiential Learning)- Humanism

- Meaning and elements of experiential learning
- Educational Implication

Unit -3 Learning Curve and Transfer of Learning

3.1 Learning Curve

- Meaning, Types, Characteristics & Educational Implications
- Plateaus and Causes of Plateaus in Learning Curve;
- Suggestions to Remove Plateaus of Learning Curve

3.2 Transfer of Learning

- Meaning and types of transfer
- Role of environment in transfer of learning
- Educational Implication

3.3 Theories of Transfer of Learning-1

- Mental Discipline (Faculty Theory)
- Identical Elements
- Theory of Generalization

3.4 Theories of Transfer of Learning-2

- Theory of Apperception
- Theory of Transposition

Unit -4 Constructivism, Motivation, Thinking and Reasoning

4.1 Constructivism

- Concept, Characteristics and types
- Role of teacher in constructivist learning and Educational Implications
- Vygotsky's theory of social constructivism: concept of ZPD

4.2 Theories of Motivation

- Concept and Types of motivation
- McClelland's Motivation Theory
- Educational Implication

4.3 Thinking

- Meaning, Definition & Characteristics of Thinking
- Types, Methods & Tools of Thinking
- Essentials of Effective Thinking

4.4 Reasoning

- Meaning, Definition & Characteristics of Reasoning
- Kinds & Steps of Reasoning
- Role of teacher in developing reasoning of students

Sem

II

Philosophical Foundations of Education

Compulsory

Marks : 70 + 30

Objectives**To enable the Prospective Teacher Educators to :**

- introduce to Philosophy and Philosophy of Education.
- identify Indian schools of philosophy and educational thinkers.
- know Schools of Philosophy and Educational Thinkers around the World.
- develop competence in analyzing philosophical texts and review the researches in the areas of pure philosophy and educational philosophy and to draw implications thereof.

Unit 1 : Introduction to Philosophy and Philosophy of Education

- 1.1 Definitions, Concept and Nature of Philosophy from Bhartiya and Western Perspectives
- 1.2 Relation between Philosophy and Education
- 1.3 Branches of Philosophy; Metaphysics, Epistemology and Axiology; their Educational Implications
- 1.4 Philosophical attitude and its implications in educational practices.

Unit 2 : Indian Schools of Philosophy and Educational Thinkers

- 2.1 Samkhya Darshan, Yog Darshan and Uttar Mimamsa Darshan
- 2.2 Buddhism, Jainism
- 2.3 Gandhiji, Tagore, Swami Vivekananda
- 2.4 Sri Aurobindo, J. Krishnamurty, Pandit Deendayal Upadhyay

Unit 3 : Schools of Philosophy and Educational Thinkers around the World

- 3.1 Idealism, Realism, Naturalism, Pragmatism and Existentialism, Post-modernism
- 3.2 Islamic and Christian philosophies of education
- 3.3 Herbert Spencer, Rousseau, John Dewey
- 3.4 Michel Foucault, Paulo Freire, Martin Buber

Unit 4 : Philosophical analysis and implications of Educational Text and Researches in Educational

- 4.1 Analysis of Selected Philosophical Texts from Educational Perspectives
- 4.2 Analysis of Selected Educational and Literary Texts from Educational Perspectives
- 4.3 Analysis of Selected Movies / Documentaries from Educational Perspectives
- 4.4 Nature of Research in Educational Philosophy with illustrations of at least 3 research studies.

Sem

II

Teacher Education

Compulsory

Marks : 70 + 30

Objectives**To enable the Prospective Teacher Educators to :**

- understand historical perspective of Teacher Education.
- get acquainted themselves with teaching as profession and roles of organizations in Teacher Education.
- understand organizational pattern and broad organisation of Teacher Education.
- get acquainted with Research, Problems, Innovations and Issues in Teacher Education

Unit 1 Concept of Teacher Education & Teacher Education in India : Historical Perspective

- 1.1 Meaning of Teacher Education, Purpose and Objectives of Teacher Education at various stages (Pre - School , Primary , Secondary and Higher Secondary)
- 1.2 Types of Teacher Education: Pre-Service and In Service
- 1.3 Teacher Education in Ancient India and Teacher Education in Pre-Independence Period
- 1.4 Teacher Education in Post-Independence Period

Unit 2 Teaching as a Profession & Various organizations related to Teacher Education

- 2.1 Teaching as a Profession, Role and Responsibilities of a teacher
- 2.2 Teacher Education as perceived in NEP 1986 , NCFTE 2009 and NEP 2020
- 2.3 Role of Organizations like: 1:UGC, 2:NCERT, 3:NCTE, 4: IASE
- 2.4 Role of Organizations like: 1:IITE, 2:CASE, 3:SCERT, 4:CTEs,5:DIETs

Unit 3 Teacher Education in India

- 3.1 Organizational Patterns:D.El.Ed.,B.El.Ed., Diploma in Special Education
- 3.2 Organizational Patterns:(Physical Education): D.P.Ed.,B.P.Ed., M.P.Ed.
- 3.3 Organizational Patterns:(Two Year): B.Ed.,M.Ed., B.Ed Special Education
- 3.4 Integrated Programme: B.Sc.B.Ed., B.A.B.Ed. M.Sc.M.Ed., M.A.M.Ed, B.Ed.M.Ed

Unit 4 Research, Innovations and Issues in Teacher Education

- 4.1 Research Trends in Teacher Education
- 4.2 Competency Based Teacher Education: Curriculum, Teaching learning Process and Evaluation
- 4.3 Issues: Quality v/s Quantity, Privatization and Employability
- 4.4 Innovations in Teacher Education

Sem

II

Guidance and Counselling (O2)

Optional

Marks : 70 + 30

Objectives**To enable the Prospective Teacher Educators to :**

- understand concepts related to guidance.
- get acquainted with the organizational framework and procedures of Guidance services in educational institutions.
- understand concepts related with counselling.
- Know and use the agencies for providing guidance and counseling services to students and to understand issues in counselling services.

Unit 1 Introduction to Guidance

1.1 Nature of Guidance

- Concept, Assumptions, Nature, and Characteristics of Guidance
- Misconception of Guidance

1.2 Scope of Guidance

1.3 The need for Guidance

- Changing conditions of home and society
- Changing beliefs of religious and moral values

1.4 Types of Guidance:

- Educational Guidance & Vocational guidance (Concept, Need and Characteristics)
- Personal Guidance and Group Guidance (Concept, Need and Characteristics)
- Techniques of Group Guidance: Panel Discussion, Seminar, Exhibition, Career talk, Career Conference.

Unit 2 Organization and Administration of Guidance Services

2.1 Organizational Patterns for Guidance Services

- Objectives of Guidance program
- Principles of Guidance Services
- Role and Responsibilities of Guidance Personnel

2.2 Organizing Basic Guidance Services

- Orientation/ Induction Service, Individual Inventory service, Information Service, Counseling Service, Placement Service, Follow-up Service

2.3 Administration of Guidance Services

- Planning and Executing Guidance Service
- Establishment of Guidance Centre: Need, Objectives, Infrastructure

2.4 Status of Guidance Services Globe Over Scenario

- Face to Face and On line guidance service
- Institutions providing various Guidance Services: Government, NGO, Private Web services

Unit 3 Introduction to Counselling

- 3.1 Counseling:
 - Concept, Nature and Characteristics
 - Principles of counseling.
- 3.2 Counseling approaches:
 - Directive, Nondirective and Eclectic
- 3.3 Types of Counseling:
 - Group counseling vs. individual counseling.
- 3.4 Difference between Guidance and Counseling

Unit 4 Counseling Process and Issues in Counselling

- 4.1 Counseling Process:
 - Preparation for Counseling
 - Counseling skills
 - Factors affecting Counseling process.
 - Case study and Case conference: Purpose, Plan, Procedures, and Precautions
- 4.2 Group Counseling:
 - Introduction and assumptions in group Counseling
 - The process of group Counseling
 - Values of group Counseling
 - Limitations of group Counseling
- 4.3 Preparation and Training for Counseling
 - Academic preparation
 - Qualities of a good Counselor
 - Professional Ethics for Counselor
- 4.4 Problems and Issues
 - Organization and Administration of Guidance and Services
 - Guidance services for Special Groups
 - Changing roles of functionaries

Sem

Optinal

II

Educational Statistics-1 (02)

Marks : 70 + 30

Objectives**To enable the Prospective Teacher Educators to :**

- learns the various statistical method used in analysis of data.
- understands the basic concepts of educational statistics.
- develop the ability to select proper statistics with various data.
- develop the ability to evaluate critically the result of analysis of data.

Unit 1 Meaning of Educational Statistics

- 1.1 Meaning of statistics
- 1.2 Meaning of statistics in Education
- 1.3 Scale of Measurement
- 1.4. Tabulation of data and different forms of graphic presentation and their uses of in educational research

Unit 2 Descriptive statistics

- 2.1. The frequency distribution, measures of central tendency and variability, their calculation and use
- 2.2. The normal distribution-the normal probability curve-its important properties and applications
- 2.3. Scaling of test items
- 2.4. Scaling of judgments

Unit 3 Correlation and Regression

- 3.1. The coefficient of correlation-Linear, Biserial, Point Biserial, tetrachoric, phi, contingency, product-moment
- 3.2. Rank Difference, Partial and Multiple Correlation
- 3.3. Regression and Prediction; Linear regression-the regression line in prediction;
- 3.4. The regression equations and accuracy of prediction

Unit 4 Reliability and Validity of Test

- 4.1. Item analysis
- 4.2. Reliability: Meaning, Methods, Calculations of split half, length of test and reliability methods of rational equivalent.
- 4.3. Validity: Meaning, Methods, Calculations, length of test of validity.
- 4.4. Process of Standardization of Test

Sem

II

Measurement and Evaluation (O2)

Optional

Marks : 70 + 30

Objectives**To enable the Prospective teacher Educators to :**

- understand the process and theories of measurement and evaluation.
- understand objectives, norm referenced and criterion referenced test.
- identify, compare and contrast tools of measurement.
- understand standardized tests and acquaint them with process of standardisation.

Unit 1 Process & Theories of Measurement

- 1.1 Concept and need of evaluation, Inter relationship between measurement and evaluation
- 1.2 Functions of evaluation & Basic principles of evaluation
- 1.3 Classical Test Theory(CTT) : Concept, Characteristics and Importance of Item Response Theory(IRT): Concept, Characteristics and Importance
- 1.4 True scores and Errors of Measurement, Marks and Grades

Unit 2 Objectives & Norm-Referenced and Criterion-Referenced Test

- 2.1 Taxonomy of educational objectives: Cognitive Domain Affective domain, Psychomotor domain
- 2.2 Concepts of Norms Referenced and Criterion referenced Test Difference between NRT and CRT
- 2.3 Steps for constructions of Criterion-Referenced Test : Instructional intent specifying the domain, item development, item review and test development.
- 2.4 Types of tests: Achievement Test, Diagnostic Test, Domain-Referenced Test

Unit 3 Tools of Measurement and Evaluation

- 3.1 Subjective tools of Evaluation
- 3.2 Objective tools of Evaluation
- 3.3 Supply type questions: Simple question, completion question, short answer question, long answer question/essay questions (Characteristics, merits, limitations and improvement of each type).
- 3.4 Selection type question: constant alternative, multiple choice, matching, Re-arrangement. (Characteristics, merits, limitations and improvement of selection type item).

Unit 4 Process of Standardizing a Test

- 4.1 Standardized Test: Nature and use of standardized test Criteria for selecting a good standardized test: planning, reliability, validity, objectivity, Discriminating power, Adequacy, Usability and Comparability
- 4.2 Reliability: Concepts and types of reliability.
- 4.3 Validity: Concept and types of validity.
- 4.4 Standard Scores and Norms : Z-score, t-score, stanine, Letter Grade, Percentile Rank.

Sem
II**Dissertation (Conceptual Framework
and Tool Development)**Compulsory-
Marks : 00+ 100**Objectives****To enable the Prospective teacher Educators to :**

- develop skills of writing the introductory and conceptual framework for research report.
- develop and validate research tool.
- present their research progress.

Activities to be performed

Credit	Hrs.	Activity
2	120j	Development and validation of tool
		Submission of Chapter 1, 4 and 3
		Presentation of work done

Semester III

Semester III

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Inclusion: Concept and Policy Framework	T	60	4	30	70	100
2	Management & Administration	T	60	4	30	70	100
3	Methods of Research in Education-2	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Educational Statistics-2						
	Instructional Technology						
	Psychological Testing						
5	Preparation & Presentation of TLM/ E content development	P	120	4	100	0	100
	Total		300	20	220	280	500

Sem

III

Inclusion: Concept and Policy Framework

Compulsory

Marks : 70 + 30

Objectives**To enable the Prospective Teacher Educators to :**

- understand basic concepts of inclusive Education.
- identify and appreciate the diversities in the society.
- build barrier free environment for Students with Special Needs in Inclusive Classrooms .
- develop insight regarding Constitutional provisions and legal frameworks for facilitating inclusive education.

Unit -1 Introduction of Inclusive Education

- 1.1 History of inclusion –paradigm shift from segregation to inclusion
- 1.2 Inclusive education: Meaning, concept, definitions
- 1.3 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.4 Models of Inclusive Education

Unit -2 Understanding the Diversities

- 2.1 Understanding diversities: concept, types (disability as a dimension of diversity)
- 2.2 Disability as a social construct, classification of disability and its educational implications
- 2.3 Introduction to Neuro-Developmental Disabilities (SLD, ID, ASD)
- 2.4 Introduction to Sensory Disabilities (HI, VI, Deafblind)

Unit 3 Building Inclusive Learning Environments

- 3.1 Definition and concept of Adaptation, Accommodation and Modification
- 3.2 Barriers to inclusive education
- 3.3 Role of teacher
- 3.4 Peer mediated instruction: Peer tutoring, Cooperative learning

Unit -4 Policies and Framework Facilitating Inclusive Education

- 4.1 Constitutional provisions: RTE (2009), NPE of Students with Disabilities (2006), RPwD (2016), NTA (1999) IEDSS (2013)
- 4.2 International Perspective: Salamanca 1994, UNCRPD, IEDSS (2013)
- 4.3 Concessions and Provisions for PwDs
- 4.4. Role of national Institutes (NIs) and NGOs

Sem

III

Management and Administration

Compulsory

Marks : 70+30

Objectives**To enable the Prospective teacher Educators to :**

- understand concepts of educational management.
- apply appropriate educational management theory and approach in school management.
- identify appropriate leadership model as per educational institute requirement.
- gain understanding regarding various quality monitoring agencies in India.

Unit 1 Introduction of Educational Management

- 1.1 Educational Management: Meaning, Nature and Characteristics
- 1.2 Importance and Scope of Educational Management
- 1.3 Functions of Educational Management
- 1.4 Structure of Educational Management in India (with reference to Higher Education, Technical Education, Vocational Education, School Education)

Unit 2 Theories and Approach of Educational Management

- 2.1 Scientific Management Theory
- 2.2 Fayol's Theory of Management
- 2.3 Human Relation Approach
- 2.4 Human Behavior Approach

Unit 3 Models of Leadership

- 3.1 Leadership: Meaning and nature, quality of good leader
- 3.2 Blake and Mouton's Managerial Grid Model
- 3.3 Fiedler's Contingency Model
- 3.4 Tri-dimensional Model, Hersey and Blanchard's Model

Unit 4 Quality in Education

- 4.1 Total Quality Management and Six Sigma
- 4.2 Cost of Quality: Appraisal Costs, Cost Benefit Analysis
- 4.3 NAAC
- 4.4 Quality Council of India

Sem
III**Methods of Research in Education - 2**Compulsory
Marks : 70+30**Objectives****To enable the Prospective teacher Educators to :**

- understand characteristics of tools of research and their types.
- understand methods of research in education.
- develop abilities of data handling.
- develop skill for writing a research report.

Unit 1 Tools and Techniques of Research

- 1.1 Tools of Research: Concept and Overview of Types of tools of research
Construction and Standardization of Tool: Steps, Reliability, Validity and Norms
- 1.2 Interview: Meaning, Advantages, Limitation and Types Rating Scale: Concept and Types – Likert, Thurston & Q-Sort Check-List: Points to be kept in Mind while Constructing Check-list
- 1.3 Questionnaire, Schedule and Inventory: Meaning and Steps of Construction
- 1.4 Observation: Meaning, Types, Advantages and limitations

Unit 2 Methods of Research

- 2.1 Historical Research: Meaning, Purposes, Sources and Steps
- 2.2 Descriptive Research: Meaning and characteristics
 - Survey: Meaning and Types
 - Interrelationship studies: Co-relational Research and Casual Comparative Research, Case Study
 - Developmental studies: Longitudinal: Cross sectional studies.
- 2.3 Experimental Research: Meaning; Characteristics -control, manipulation, observation, replication Experimental Designs: Pre, true and quasi experimental designs Validity of experimentation: Internal and External Validity, Factors affecting validity
- 2.4 Qualitative Research: Meaning and Purpose
Ethnographical, Phenomenological and Anthropological Research: Concept

Unit 3 Data Handling

- 3.1 Scales of Measurement: Meaning; Types –nominal, ordinal, interval, ratio,
- 3.2 Descriptive Statistics: Concept and types- Measures of central tendency and graphical presentations
- 3.3 Inferential Statistics: Parametric and Non Parametric Test: Introduction and Conditions (No Computations), Level of Significance: Concept , Type – 1 Error, Type – 2 Error,
- 3.4 Meaning of treatment of data, editing coding classification tabulation

Unit 4 Writing Research Report

- 4.1 Research report: meaning and types (thesis, dissertation, journal article, paper)
Parts of Research: Preliminary, content and supplementary
- 4.2 Format, style, typing, quotations, footnotes, Referencing(APA Latest Edition), pagination, tables, figures, graphs, plates
- 4.3 Criteria for evaluating research report
- 4.4 Ethics and Plagiarism in research

Sem

Optional

III

Educational Statistics- 2 (O3)

Marks : 70 + 30

Objectives**To enable the Prospective teacher Educators to :**

- understand statistical interpretations in educational research and to examine the scope of application of research.
- develop an ability to evaluate critically the results of analysis of data.
- develop the understanding of multivariate analysis techniques.
- differentiate between parametric and non parametric analysis techniques.

Unit 1 Testing Hypothesis

- 1.1 The hypothesis of chance-null hypothesis
- 1.2 The meaning of statistical inference, the significance of the mean, the median, the measures of variability, of percentages, of the coefficient of correlation
- 1.3 The significance of the difference between means and other statistics
- 1.4 Principles of sampling and the use of standard error formulas

Unit 2 Non Parametric Tests

- 2.1 Chi square Test, Sign Test, Median Test
- 2.2 Mann-Whitney U-Test
- 2.3 Kolmogorov- Smirnov Test
- 2.4 Kruskal Walis Testing, Candall Tests

Unit 3 Analysis of Variance

- 3.1 Analysis of Variance: Concept and Assumptions
- 3.2 Homogeneity test of Variance
- 3.3 Computation One way, Two way and factorial design
- 3.4 Analysis of covariance

Unit 4 Multivariate Analysis

- 4.1 Factor Analysis
- 4.2 Discriminant Analysis
- 4.3 Cluster Analysis
- 4.4 Meta-Analysis

Sem

Optional

III

Instructional Technology (O3)

Marks : 70 + 30

Objectives**To enable the Prospective teacher Educators to :**

- understand Foundations of Educational, Instructional and learning Technology.
- understand concepts and models of Instructional Technology.
- understand concepts and models of Instructional Design.
- understand Planning and Procedures of Instructional Media.

Unit 1 Foundations of Educational, Instructional and Learning Technology

- 1.1 Concept of Educational technology, Instructional technology and learning technology
Meaning of Technology of Education and Technology in Education
- 1.2 Forms of Education Technology: Teaching Technology, Instructional Technology and Behaviour Technology
- 1.3 Approaches to Media Use: Integrated, Complementary, Supplementary, Standalone (independent)
- 1.4 Historical Overview: Programmed learning stage, Media application stage and Computer application stage

Unit 2 Instructional Technology

- 2.1 Concept of Instruction and Instructional Technology
Forms of Instructional Technology: Hardware Approach, Software Approach and System Approach
- 2.2 Pedagogy of Technology Integration
- 2.3 E-learning Development Process: Preparation of Instructional Media for E-Learning and Blended Learning, Designing Learning Experiences using Open Education Resources
- 2.4 Instructional Strategies for Online Courses: Meaning and Types - Learning Contracts, Small Group Work Discussion, Projects, Collaborative Learning, Self-Directed Learning, Case Study, Mentorship, Forum

Unit 3 Instructional Design

- 3.1 Concept, need and Principles of instructional design
Difference between Instructional Design and Instructional System Design
- 3.2 Learning theories and their implications for instructional design – behaviorist, cognitivist, constructivist and eclectic approach
- 3.3 Stages of development of instructional design- Instructional goals; Need analysis- Audience and Environment Analysis, Performance objectives; Criterion referenced test items, Developing instructional strategy and material, Evaluation
- 3.4 Models of Instructional Design: Dick and Carrie, ADDIE Model, and ASSURE Model

Unit 4 Planning and Producing Instructional Media

- 4.1 Concept, characteristics and Preparation of Self Learning Material
- 4.2 Concept, characteristics and types of Programmed Learning Material – Linear , Branched and Mathetics
- 4.3 Online Course Development Process:
Team – Web developer, programmer and graphic designer
Interactive Multimedia: Concept,
Steps for Developing Multimedia- Storyboard and Prototype of multimedia,
Multimedia Development Tools and Software
- 4.4 Emerging Trends: Learning Management System, Learning Content Management System, Creative Commons and Open Education Resources, Licensing and Copyright on Using and Sharing Resources

Objectives**To enable the Prospective Teacher Educators to :**

- develop an understanding of nature of psychological measurement and its underlying principles.
- acquaint with techniques of psychological measurement.
- develop skills in testing select psychological constructs.
- develop ability to administer, score, interpret and report psychological tests.

Unit 1 Psychological Measurement and Testing

- 1.1 Psychological Measurement: Meaning, Nature and Scope, Psychological and physical measurement: Difference
- 1.2 Need of psychological measurement in Educational Practices
- 1.3 Psychological testing: Meaning, nature and Characteristics of Psychological measurement
- 1.4 Scope and Use of psychological test in educational practices

Unit 2 Techniques of Psychological Measurement: Meaning, Steps, importance, merits and limitations

- 2.1 Testing Techniques: Teacher-made tests
- 2.2 Testing Techniques: Standardized Psychological Tests
- 2.3 Non Testing Techniques : Rating Scale, Questionnaires, Interview, Inventories
- 2.4 Non Testing Techniques: Personal Records, Sociometric and Projective techniques,

Unit 3 Testing of Psychological Constructs: Concept, need and available Standardized Tools

- 3.1
 - Intelligence Tests
 - Aptitude Test
 - Achievement Test
- 3.2
 - Attitude Scale: Thurston and Likert
- 3.3
 - Interest Inventory
 - Personality Inventory
- 3.4 Criteria for Test selection and Preparation
 - Technical criteria: Reliability, Validity and norms
 - Practical criteria: Ease of Administration, cost, time.

Unit 4 Administration, Scoring, Interpretation and Reporting Psychological Tests

- 4.1 Administration: Steps and precautions to be taken during administration of psychological tests
- 4.2 Scoring: Scoring of psychological test with reference to available standardized tests and analysis of test results
- 4.3 Interpretation: Interpreting test result for stakeholders (students, parents and authorities)
- 4.4 Reporting of test: Preparing Psychological Test Report and Reporting the test results to students, teachers and parents.

Sem III Preparation & Presentation of TLM/ E-Content Development**Compulsory****Marks : 00 +100****Objectives****To enable the Prospective Teacher Educators to :**

- review various teaching learning material.
- Identify, compare and contrast teaching learning material.
- cultivate skills for developing teaching learning material.
- develop skills for presentation of teaching learning material.

Presentation of Teaching Learning Material (Conceptual Understanding)

- 1.1 Understanding Teaching Learning Material and its types.
- 1.2 Selecting appropriate Teaching Learning Material for construction.
- 1.3 Preparation of teaching learning material.
- 1.4 Presentation of Teaching Learning Material.

Suggested Framework

Any one Teaching learning material is to be prepared based on any topic from B.Ed. Syllabus. The topic selected can be presented in any form (Physical or virtual) of TLM and any type – Video, Audio or Audio Video. Some of the suggested TLM types are

- Development of TLM 3D Model
- Conceptual Model in the form of some report or project
- Virtual Model in the form of app or some coding program
- e learning material in 4 Quadrant

Semester IV

Semester IV

No.	Title of the Paper	T/P	Hours	Credit	Internal	External	Total
1	Psychological Foundation in Education-2	T	60	4	30	70	100
2	Educational Studies	T	60	4	30	70	100
3	Curriculum Development	T	60	4	30	70	100
4	Optional Paper (Any One)	T	60	4	30	70	100
	Higher Education						
	Environment Studies						
5	Internship	P	60	2	100	0	100
6	Dissertation	P	120	4	60	140	200
	Total		420	22	280	420	700

Objectives**To enable the Prospective teacher Educators to :**

- understand meaning, theories and measurement of intelligence.
- identify personality, theories and measurement of personality.
- appreciate unique qualities of individuals.
- enable the learners to accept his /her emotions.

Unit 1 Intelligence- Meaning, Theories and Measurement

1.1 Intelligence

- Meaning & definitions
- Types of Intelligence: Spiritual, Emotional, Cognitive(Mental)
- Role of intelligence in child development
- Intelligence Theories : Cattell, Vernon

1.2 Theories of Intelligence

- Cognitive Intelligence: Cattell, Vernon, Gardener
- Emotional Intelligence: Goleman, Mayer & Salovey Model

1.3 Measurement of Intelligence

- Intelligence and Intelligence Quotient: Concept
- Types of Intelligence Test
- Uses and Limitations of Intelligence Test

1.4 Intelligence Test

International: Binet Simon, Stanford Binet and Wechsler Scale

Indian : Desai K.G., Bhatt C. L, Group Tests, Shah G.B. Non-Verbal Group Intelligence Test

Unit 2 Personality and its Theories

2.1 Freud Theory of Personality

- The Id, Ego, Super Ego
- Factors affecting Personality: Mind (Conscious, Pre Conscious, Unconscious)
Oedipus Complex, Electra Complex, Sibling Rivalry
- Stages of Personality Development

2.2 Jung's Theory of Personality

- Basic Concepts of Jung's Theory of Personality: Racial or Collective Unconscious Mind,
- Concept of Polarity, Equivalence and Entropy
- Personality Characteristics
- Functions & Types of Personality

2.3 Rogers' Theory of Personality

- Assumptions of Rogers' Theory of Personality
- Development of Personality
- Fully Functioning Person

2.4 Gordon Allport's Theory of Personality

- Concept of Personality
- Hierarchy of Personality Traits: Cardinal, Central, Secondary

Unit 3 Emotional and Spiritual Development

- 3.1 Emotional Development
 - Nature and characteristics of emotions, types
 - Greenspan's stages of emotional development
 - Enhancing emotional development
- 3.2 Theories of Emotions-1
 - James-Lange Theory
 - Cannon Bard Theory
 - Goleman's Theory
- 3.3 Spiritual Intelligence: Concept and Principles
 - Concept of Spiritual intelligence
 - Principles of Spiritual Intelligence
- 3.4 Spiritual Intelligence: Components
 - Components of Spiritual Intelligence: Openness, precision, generosity, Kindness, Humility, Integrity

Unit 4 Attitude, Interest and Aptitude, Group and Group Dynamic and Conflict

- 4.1 Attitude
 - Meaning and characteristics
 - Heider's Balance theory
 - Factors of attitude formation
- 4.2 Interest and Aptitude
 - Meaning and types of interest
 - Meaning and definition of aptitude
 - Measurement for interest and aptitude
- 4.3 Group and Group Dynamic
 - Meaning of group, steps of group formation
 - Group Dynamic: Concept and importance
 - Role of communication in group dynamic
 - Measurement of group dynamic
- 4.4 Conflict
 - Nature of social conflict
 - Forms of social conflict: Overt, objective and subjective
 - Methods of Conflict resolution
 - Two dimensional model

Sem
IV**Educational Studies**

Compulsory

Marks : 70 + 30

Objectives**To enable the Prospective teacher Educators to :**

- understand education as a phenomenon and concept related with education studies.
- comprehend theoretical perspectives of education.
- identify and appreciate vision of school education and develop abilities to foresee and resolve challenges.
- understand and apply knowledge with institutions, systems and structures of education and flagging the contemporary concerns of education policy and practice.

Unit 1 Educational Studies

- 1.1 Meaning, Concept and Scope of Educational studies
- 1.2 Disciplinary and Interdisciplinary nature of education
- 1.3 History of Educational Studies
- 1.4 Future of Education in relation to ICT and Artificial Intelligence

Unit 2 Theoretical Perspectives of Education

- 2.1 Educational ideologies for Education studies.
- 2.2 Meaning, characteristics and importance of
 - a. Schoolling
 - b. Pedagogy & Andragogy
 - c. Knowledge generation
 - d. Sustainable education
- 2.3 Education as a socially contrived system influenced by Social, cultural, political, economic and technological factors.
- 2.4 Prioritizing the aims of Indian education in context of a democratic, secular, egalitarian and a human society.

Unit 3 Vision of School Education

- 3.1 Development of relationship between child and environment: school practices with life outside the school: ICT and Teaching-Learning.
- 3.2 Role Perception: Teacher as role model, as a facilitator, as a autonomous individual, and as a co-learner.
- 3.3 Quality and Excellence in Education and Millennium Developmental Goals
- 3.4 Contemporary challenges to School Education.

Unit 4 Various Issues and Concerns of Educational Studies

- 4.1 LPG, Localization, Globalization of Education
- 4.2 Nationalization and internationalization of education
- 4.3 ODL, Blended Learning, Home Schooling
- 4.4 Researches in Educational Studies

Sem
IV**Curriculum Development**

Compulsory

Marks : 70 + 30

Objectives**To enable the Prospective teacher Educators to :**

- understand various concepts and foundations of curriculum.
- comprehend various models of curriculum design and evaluation.
- promote critical inquiry in curriculum studies.
- critically comment on various issues of curriculum development.

Unit 1 Concepts and Foundations

- 1.1 Concept of curriculum development, curriculum as process and product
- 1.2 Components of Curriculum and their Relationship: objectives, content, methods, learning, experiences and evaluation.
- 1.3 Patterns of Curriculum Organisation:
 - a) Psychological Principles: Known to unknown, Simple to complex, easy to difficult
 - b) Content Organisation: topical, spiral, organized, incidental, time period, regression
- 1.4 Curriculum change: concept and factors

Unit 2 Models of Curriculum Design and Evaluation

- 2.1 Hilda Taba :Comprehensive Evaluation Model
- 2.2 Ralph Tyler : Objective Model of Evaluation
- 2.3 Robert Stakes: Countenance Model
- 2.4 Mukhopadhyaya : Curriculum Evaluation Model
- 2.5 Stufflebean: CIPP Model

Unit 3 Inquiry in Curriculum Studies

- 3.1 Relevance, Flexibility, Quality, Contextually and Plurality in curriculum
- 3.2 Role of Narrative Inquiry and multiculturalism in developing Learning Experiences
- 3.3 Characteristics and role of teacher in humanistic and social reconstructionist curriculum
- 3.4 Research in Curriculum: Critical Studies (social justice, cultural and linguistic difference etc.), innovations and teacher education

Unit 4 Issues in curriculum Development

- 4.1 Role of different agencies in curriculum development (Who should design curriculum schools, university, government or professional bodies like NCERT, SCERT, UGC, NCTE etc.)
- 4.2 Curriculum Transaction: Concept and variation in transaction due to diversity in culture, language and competence of teacher
- 4.3 Curriculum Evaluation: Feedback mechanism, collecting evidences from stakeholders and steps for improving curriculum
- 4.4 Impact of NEP 2020 on curriculum of school education with reference to aims, objectives, methods, learning experiences and evaluation

Sem
IV**Higher Education (O4)**

Optional

Marks : 70 + 30

Objectives**To enable the Prospective Teacher Educators to :**

- understand perspectives and context in Higher Education.
- know and analyze the structure of Higher Education in India.
- recognize problem and face challenges related to Higher Education.
- acquaint with New Trends and Innovation in Higher Education.

Unit 1 Perspective And Context Of Higher Education

- 1.1 Concept of Higher Education: General Aims and Objectives, Nature and Characteristics, Scope and Functions
- 1.2 Historical Perspectives of Higher Education in Pre - Independent and Post-Independent India focus on nature and progress
- 1.3 Recommendations of Commissions and Policies on
- 1.4 Higher Education: University commission, National education commission (1968), NPE-1986, NEP-2020
- 1.5 Role of Councils: NCTE, AICTE

Unit 2 Structure Of Higher Education

- 2.1 Courses, Pattern, Activities
- 2.2 Structure and Status of Higher Education in India: with context to different Branches, Pattern, types of Universities, GER in Various streams
- 2.3 Management system of Higher Education: Education Ministry, UGC, Department of Higher education, Directorate, Universities, role of Department of Education., KCG, Role and functions.
- 2.4 Global Perspectives: Higher Education in England, USA, Australia, Canada, Privatization, Globalization and their impact on Economy. Study at abroad Issues and benefits

Unit 3 Problems And Challenges Of Higher Education

- 3.1 Maximizations of Higher Education: Needs, implementation, fund, achievement.
- 3.2 ODL: Open Universities, Distance Learning Programme
- 3.3 Problems/challenges/strategies/intervention in relation to access, enrolment, wastage and stagnation, achievement and equality of Educational opportunities
- 3.4 Quality of Higher Education: Teaching- learning, students-teacher ratio, Mode of Curriculum transaction, wastage and stagnation, issue regarding research quality

Unit 4 New Trends And Innovation In Higher Education

- 4.1 NAAC: Objectives, Functioning, Issues
- 4.2 Rashtriya Uchchar Shiksha Abhiyan (RUSA)-Objectives and Functioning
- 4.3 Innovations in Teaching learning at Higher Education- Online and Blended Methods, Use of ICT, Role of Doordarshan, MOOC, SWAYAM, CBCS
- 4.4 Innovation in examinations: Online Exam, Open Book Examination, CCE, Use of ICT in Examination, Introduction of NTA

**Sem
IV****Environment Studies (O4)****Optional****Marks : 70 + 30****Objectives****To enable the Prospective Teacher Educators to :**

- understand concepts of environment and environment education.
- develop awareness towards environmental concerns.
- sensitize towards environmental issues.
- acquaint with the role of various agencies in environment conservation.

Unit 1 Environment and Environment Education

- 1.1 Environment: Concept
- 1.2 Environment Education: Concept and Need
- 1.3 Environment Education: Objectives of Environment Education
- 1.4 Significance of Environment Education

Unit 2 Environment Awareness

- 2.1 Concept of Environment Awareness
- 2.2 Need of Environment Awareness
- 2.3 Eco - Club: Meaning and Objectives
- 2.4 Activities of Eco club - Related to Environment Awareness

Unit 3 Environment Issues

- 3.1 Pollution (Air, Water, Noise, Land): Causes and Remedies
- 3.2 Global warming: Concept and its Impact
- 3.3 Ozone Layer Depletion: Causes, Impact and Remedies
- 3.4 Deforestation: - Causes, Impact and Remedies

Unit:-4 Role of Various Agencies in Environment Conservation

- 4.1 Role of Individual: School, Teacher and Learner
- 4.2 Role of Community
- 4.3 Role of Mass Media, Print Media and Electronics Media (TV, Radio, Movie, Internet)
- 4.4 Role of Government and NGOS

Sem

Compulsory

IV

Internship

Marks : 00 + 100

Objectives**To enable the Prospective teacher Educators to :**

- develop skills of imparting lessons to Student Teacher.
- develop skills of observing peer lessons.
- develop an understanding of planning various curricular, co-curricular activities.
- develop and understanding of the role of institutional head and functioning of institution.
- develop skills of reflection and writing reflective diary.
- develop skills of effectively presenting the work done.

Activities to be performed

Credit	Hrs.	Activity
2	60	Lessons in Teacher Education Institution
		Observation of Lessons
		Planning of curricular and co-curricular activities, Time Table/ unit planning Guidance
		Interview of Head/ Institutional Analysis
		Reflective Diary
		Presentation of submissions

Sem

Compulsory

IV

Dissertation

Marks : 140 + 60

Objectives

To enable the Prospective teacher Educators to :

- collect the data for research.
- analyses the data and compute the result.
- develop skills of writing the data analysis and result for research report.
- present their research work and its findings.

Activities to be performed

Credit	Hrs.	Activity
4	120	Data Collection
		Data Analysis and Results
		Submission of Chapter 4, 5 and/6
		Submission of Research Report
		Presentation of work done

Evaluation Pattern

Type of Paper	Internal			External			Grand Total
	Particulars	Marks	Total Marks	Particulars	Marks	Total Marks	
Theory	Assignment/ Seminar/ Project/ Workshop	5	30	Semester end Written Examination	70	70	100
	Attendance	5					
	CCE	5					
	From Prelim Exam	15					
EPC Practical**	Submission	20	50	-	-	-	-
	Presentation	20					
	Viva	10					

****EPC Practical Papers:** Preparation and Presentation of TLM/E Content Development

*****Preliminary Examination:** One Exam of 35/70 Marks to be taken on the pattern of Annual Exam. It is to be converted to 15 Marks. Converted from Preliminary Exam

CCE (Continuous Comprehensive Evaluation): Two CCE of 25 Marks each to be taken .
Average of two CCE to be converted to 5 Marks.
CCE I- Unit 1 & 2 , CCE 2- Unit 3 & 4

Evaluation Pattern

Preparation and Presentation of Research Proposal						
SEM	Credit	Hrs.	Activity	Marks		
				Internal	External	Total
I	2	60	Research Review at least 10	20	-	20
			Preparation of Research Proposal	40	-	40
			Presentation of Research Proposal and approval	40	-	40
				100	-	100
Dissertation (Tool Development)						
SEM	Credit	Hrs.	Activity	Marks		
II	2	60		Internal	External	Total
			Development and validation of tool	40	-	40
			Submission of Chapter 1, 2 and 3	30	-	30
			Presentation of work done	30	-	30
				100	-	100
Dissertation						
SEM	Credit	Hrs.	Activity	Marks		
IV	4	120		Internal	External	Total
			Data Collection	20	-	20
			Data Analysis and Results	20	-	20
			Submission of Chapter 4, 5 and/6	20	-	20
			Submission of Research Report	-	40	40
			Presentation of work done	-	100	100
				60	140	200

Evaluation Pattern

Internship						
SEM	Credit	Hrs.	Activity	Marks		
				Internal	External	Total
IV	2	60				
			Lessons in Teacher Education Institution	20	00	20
			Observation of Lessons	10	00	10
			Planning of curricular/co-curricular activity/ Time Table/unit planning	10	00	10
			Interview of Head/ Institutional Analysis	20	00	20
			Reflective Diary	20	00	20
			Presentation of submissions	20	00	20
			100	00	100	

Format of Question Paper

General Instructions:

1. All questions are compulsory, options are internal.
2. Digits marked at the end of questions shows total marks of that questions.
3. Answer briefly and to the point.

For 70 Marks: (Time 3 Hours)

Question 1 Answer following questions as directed: (From Unit 1)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 2 Answer following questions as directed: (From Unit 2)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 3 Answer following questions as directed: (From Unit 3)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 4 Answer following questions as directed: (From Unit 4)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 5: Answer any 7 out of 10 questions: (From All four Units)	14 Marks

For 35 Marks:(Time 2 Hours)

Question 1 Answer following questions as directed: (From Unit 1 & 2)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 2 Answer following questions as directed: (From Unit 3 & 4)	
(A): Answer any two out of three In 400 words	08 Marks
(B): Answer any two out of three In 250 words	06 Marks
Question 3: Answer any 7 out of 10 questions (From All four Units)	07 Marks

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