

UNIVERSITY  **OF MYSORE**

**One Year (2 Semester)
Master of Education Programme
(RIEM)**

**Regulations and Scheme of Studies
(Effective from 2010-11)**



REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research & Training)
Mysore – 570 006

1. The Approach:

RIEs as centres of excellence in teacher education are expected to create a unique platform for organising teacher education courses with a national perspective by preparing teacher educators and teachers who teach in teacher education institutions and schools located in states, but also carry a multilingual national outlook developed in them through such teacher education programmes. The post-graduate programmes in education needs to take note of diversity of contexts in which the teacher training institutions, University Departments of Education and schools located in various states are functioning in terms of variety of subject content; pedagogy needs, perspectives of foundation component/theory and their link with practices and practicals. The epistemological perspectives, perspectives of educational development and process of school education and teacher education could be considered as the central focus of M.Ed. programme.

1. Need to Reformulate Epistemological Perspectives of School Education

There is a need to restate the epistemological perspectives of school education. 'Reformulated epistemology' needs to address the 'concerns' arises from 'vision of school education and teacher education', 'vision of great educators of India', the multiples contexts in which the schools and teacher education institutions are working and emerging dimensions of school and teacher education rather than theories/concepts borrowed from Philosophy, Sociology and Psychology, Management, Economics etc in an isolated way. While drawing epistemological premises, it is also necessary to include the emerging issues such as 'social purposiveness in education', 'Human development Index' at international level, changed relationship of education system with political process such NPE: 1986/1992 and implementation of educational development. It should also highlight the nature of knowledge in subjects and disciplines cognate to education and theoretical understanding of education. The following critical issues need to be highlighted:

The knowledge of disciplines cognate to education such as Philosophy, Psychology, Sociology, Economics, and Management etc is generally considered as foundation courses/theories for understanding the nature education and its linkage with allied

subjects. The concepts/issues derived from cognate disciplines would facilitate building a 'vision' of education and conceptualization of the 'Process of Education.' The selected knowledge derived from cognate disciplines needs to be utilized for building 'vision of education' and its process organization created through support system. The discourses in theoretical knowledge and concepts drawn from various cognate disciplines like Philosophy, Sociology and Psychology etc are based on the perspective of original disciplines wherefrom they have been borrowed rather than transferring them suitably in perspectives of teaching-learning in schools located in multiple contexts. The stereotyped practical components of PG programme have little relevance to teaching-learning of varying school situations.

- Education is purposive by nature and socially devised.
- Educational reality is influenced by social, cultural; economic, management and contextual factors.
- Education is purposive and visioned; it influences both individual development and social transformation.
- Education personnel need to practice proactive and value based socialization roles.
- Multiple evidences, factors, interpretation are likely to influence the findings of educational research.
- Education is futuristic and change prone. Therefore educational reality is not static like many other sciences.
- Change oriented inputs will be required to strengthen its process. Experimentation on learning theories, critical pedagogy, value-oriented socialization in schooling etc are the areas where urged researches needs to be undertaken as development research.

2. In Search of a Vision for School Education and Teacher Education

The M.Ed. course needs to spell out the vision of school education and teacher education, which should be central focus. Every learner has his/her unique way of learning. The learner would require freedom to explore, enquire and investigate. This would require development of certain abilities like critical thinking, problem solving, logical reasoning and meaning making. The process of learning is facilitated by the teachers and teacher educators. In order to create such a situation a lot of diversity in pedagogy, andragogy, assessment, school organization, creation of an enabling learning environment and community involvement would require. The vision of the school is characterized by constructivist view of education and learning. Since education is evolutionary in nature, the vision of education would focus certain changes in the process of education related to both conceptual and organizational support system, which include teacher education, evaluation and assessment, administration, planning monitoring etc. The vision of school education needs to emerge from analysis and synthesis of various schools of thought, educational thought of great educators, and linkage between education and development sectors, emerging dimensions of school education and the multiple contexts under which the schools are functioning. The vision should also highlight how national aspirations get translated into education goals, evolving pedagogy for various stages, nature of andragogy, curricular decisions and strategies to translate these into actions.

Since learning is one of the central concept of education, there is a need for adequate focus on constructivist view of learning and its application in multiple learning contexts.

Knowledge in education basically refers to individual development in terms of knowledge, understanding, skills, competencies and value orientation. The form of individual development is society specific or more appropriately in the specific context of a democratic, secular, socialist and egalitarian society. This education is to devise a social arrangement through which individual engage themselves in knowing, acquiring skills, competencies and values. Education tries to ensure that the use of knowledge and life competence is based on human values and norms of the society.

3. Nature of Education as a Discipline

Is education an independent discipline? Is education an interdisciplinary subject? Or both? Education is slowly emerging as a distinct area of study with its multi-disciplinary knowledge base. The involvement of numerous support systems to education makes the endeavor of education multi-sectoral and complex in nature. The students of P.G. courses need to address such critical issues in depth.

M.Ed. course needs to be so organized that it covers teacher and development of other educational personnel relevant for all stages as well as the system of education as a whole.

It is not very clear fully till this date as how the two P.G. courses such as M.Ed. and M.A. in Education are different from each other. Can PG level study of education be divided into two parallel courses with reference to education reality, 'epistemology', 'Ontology' and even course content by making a vague demarcation line between two courses such as M.A. in education (which is generally considered as a liberal discipline oriented academic course) and one year M.Ed course (which is considered as a professional course). Such critical issues need to be discussed at M.Ed. Level.

4. Basic Principles for Formulation of Syllabus for M.Ed Programme

For reformulation of the M.Ed. Programme the basic principles, issues, trends and perspectives have been derived from the following:

1. Report of Committee for Review and Reformulation of Teacher Education Programmes in RIEs, 2007
2. National Curriculum Framework (NCF) 2005, NCERT.
3. Position Papers of National Focus Groups, 2005, NCERT.
4. Research feedback on Teacher Education.
5. International Experiences on Teacher Education
6. Chattopadhyay Commission's Report on Teacher Education.
7. Constitution of India.
8. Constitutional amendment to make elementary education as a fundamental right and expansion of ECCE sector.
9. Draft Teacher Education Curriculum Frameworks prepared by NCERT, 2006 in collaboration with NCTE.
10. The M.Ed. Programme will be linked to newly formulate two years B.Ed. Programme for RIEs.

5. Objectives of the M.Ed. Programme

The students will be helped to:

- Understand the nature of education as discipline/area of study.
- To encourage understanding of the basic concepts/issues of education especially with reference to the kind of concerns that NCF, 2005 has raised in the context of understanding-oriented teaching.
- Understand how concepts theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management etc; could be used/practiced suitably in the perspectives of teaching-learning in schools.
- Appreciate the challenge of theorizing education and identify relationship between theory and practices;
- Understand the need of teacher education in the context of changing needs of school education.
- Learn the skills required for playing a leadership role in different areas of school education;
- Understand the linkage between education and national development;
- Gain an understanding on cognitive Psychology and the process of learning;
- Develop a rational conceptualization of educational research;
- To reflect on the multiple contexts in which the schools and teacher education institutions are working.
- Integrate information and communication technology to teaching-learning and training transaction;
- Develop skills among students to manage internship, practicals and in-service training programmes;
- Develop competency in students in development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment.
- Develop ability to analyse and reflect upon his professional experience.
- Equip the students with different innovative modes of training transaction.

- To understand the process of school education and teacher education and the various factors enriching the processes.
- To understand the emerging vision of school education.
- To sharpen epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education.

7. The Clientele

Basically the products of M.Ed. programmes are employed as teacher educators in CTEs, IASEs, DIETs, B.Ed. colleges and University Education Departments. Further, a sizeable number of products of M.Ed. (general) Course have been employed by Boards/Councils of Secondary/Higher Secondary Education, Directorates of Education/Inspectorates, Schools affiliated to CBSE/Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti, SCERTs as Curriculum Experts, Evaluation Experts, Population Education Experts, Inspectors/Sub-inspectors of Primary/Secondary Schools, Education Officers, Head Masters/Principals, Statistical Officers/Planning Officers etc. who would require professional expertise/knowledge in curriculum formulation/evaluation/educational planning and management/supervision and educational administration. In addition, there is a need of teacher educators to train teachers/instructors at different levels such as institutions dealing with alternative schooling, distance education and adult education. Ideally though it is worthwhile to formulate M.Ed. programmes to cater the needs of stage specific and category specific preparation of teacher educators and job specific preparation of trained professional manpower to run various departments /sectors of education but in job market it may create problem unless the recruitment rules of various states are changed, professional qualification of teacher educators are made stage specific/category specific, and the equivalence of stage specific and category specific M.Ed degree are sorted out by statutory bodies/universities. Again, the professional competency/existing profile of faculty members of IASE's/CTE's/Universities Education Departments may not facilitate the conduct of stage – specific and category specific preparation of teacher educators. The products of M.Ed. (Elementary) course of RIE's could not get employment in

DIET/DPEP/SCERT due to rigidity of old recruitment rules in the states and imperfections of the market. Recruitment rules of states/various organisations are yet to prescribe stage specific/job specific professional qualifications. In view of the above, reformulated M.Ed. Programme should basically cater to the needs of professional preparation of teacher educators at various stages of education and simultaneously for job specific preparation of trained professional manpower to run various departments of education/education institutions. Due to heterogeneous clientele, there is a wide range of professional and academic needs to which the course has to cater.

Credit System

For successful completion of the M.Ed course a student is required to complete a minimum of 40 credits The scheme of the course for semester -I and Semester -II of M.Ed programme shall be as under

Semester –I

Sl.No	Paper	Title	Credits
1	Hard-Core (Compulsory)	RIEMEDHC1. Perspectives on Education RIEMEDHC2. Psychological Foundations of Education-I RIEMEDHC3. Methodology of Educational Research RIEMEDHC4. Statistical Methods for Data Analysis	3 credits each Total 12 Credits
2	Soft Core (Elective) Any one area	1. Elementary Education RIEMEDSC1.1 Introduction to Elementary Education RIEMEDSC1.2 Issues and Problems in Elementary Education 2. Teacher Education RIEMEDSC2.1 Introduction to Teacher Education RIEMEDSC2.2 Preservice Teacher Education 3. Curriculum Studies RIEMEDSC3.1 Curriculum Studies RIEMEDSC3.2 Curriculum Development 4. Guidance and Counseling RIEMEDSC4. Guidance in School RIEMEDSC4.2 Counselling Process and Strategies 5. Inclusive Education RIEMEDSC5.1 Introduction to Inclusive Education RIEMEDSC5.2 Education of the Disadvantaged	4 Credits each paper Total 8 Credits

		<p>Groups</p> <p>6. Educational Technology & ICT in Education RIEMEDSC6.1 Educational Technology RIEMEDSC6.2 ICT in Education</p> <p>7. Language Education RIEMED SC7.1 Theoretical Foundations of Language and Learning RIEMED SC7.2 Policy Formulations and Curriculum Development</p>	
		Dissertation Proposal	2 credits
Total number of credits			22 credits

Semester II

Sl.No	Paper	Title	Credits
1	Hard-Core (Compulsory)	RIEMEDHC5 Process of Education RIEMEDSC6 Psychological Foundations of Education-II	3 credits each Total 6 Credits
2	Soft Core (Elective) Any one area	<p>1. Elementary Education RIEMEDSC1.3 Curriculum and Evaluation in Elementary Education RIEMEDSC1.4 Elementary Teacher Education</p> <p>2. Teacher Education RIEMEDSC2.3 Professional Development and Inservice Teacher Education RIEMEDSC2.4a Elementary Teacher Education OR RIEMEDSC2.4b Secondary Teacher Education</p> <p>3. Curriculum studies RIEMEDSC3.4 Curriculum Transaction RIEMEDSC3.5 Curriculum Evaluation</p> <p>4. Guidance and Counseling RIEMEDSC4.3 Carrier Development and Guidance RIEMEDSC4.4 Assessment and Appraisal in Guidance and Counseling</p> <p>5. Inclusive Education RIEMEDSC5.3 Inclusive of Children with Special Educational Needs</p> <p>6. RIEMEDSC5.4 Inclusive Strategies and Education for Children with Diverse Needs</p> <p>7. Educational Technology & ICT in Education RIEMEDSC6.3 Computer Software RIEMEDSC6.4 Courseware Development</p> <p>7. Language Education RIEMED SC7.1 Principles and Methods of Language Acquisition and Learning RIEMED SC7.2 Teaching and Learning of Language and Literature</p>	4 Credits each paper Total 8 Credits
3	Open / Self study electives (Add-on courses)	RIEMEDOE1 .Mathematics Education RIEMEDOE2 Research Data Analysis using Computer Software RIEMEDOE3 Social Science Education	3 Credits each

		RIEMEDOE4 Science Education RIEMEDOE5 Language Education	
		Dissertation Report and Viva	4 credits
Total number of credits			18 credits

7. Assessment: Distribution of credits and marks

Assessment Scheme

Component	Units covered	Weightage	Period of Continuous assessment
Mid term assessment 1	1,2	25 %	End of 8 th week
Mid term assessment 1	3,4	25 %	End of 16th week
Semester end	1,2,3,4	50 %	End of Semester

Semester I

Sl.No	Nature of paper and Course Title		Credits	Mid term Assessment	Semester end Assessment	Total marks
	Hard Core	RIEMEDHC1. Perspectives on Education RIEMEDHC2. Psychological Foundations of Education-I RIEMEDHC3. Methodology of Educational Research RIEMEDHC4. Statistical Methods for Data Analysis	3 credits each (Total 12 credits)	50 x 4 =200 Marks	50 x 4 =200 Marks	100 x4 =400 Marks
	Soft Core (Any one area)	1. Elementary Education RIEMEDSC1.1 Introduction to Elementary Education RIEMEDSC1.2 Issues and Problems in Elementary Education 2. Teacher Education RIEMEDSC2.1 Introduction to Teacher Education RIEMEDSC2.2 Preservice Teacher Education 3. Curriculum Studies RIEMEDSC3.1 Curriculum Studies RIEMEDSC3.2 Curriculum Development 4. Guidance and Counseling RIEMEDSC4. Guidance in School RIEMEDSC4.2 Counselling Process and Strategies 5. Inclusive Education RIEMEDSC5.1 Introduction to Inclusive Education RIEMEDSC5.2 Education of the	4 credits each (Total 8 Credits)	50 x 2 =100 Marks	50 x 2 =100 Marks	50 x 2 =200 Marks

		Disadvantaged Groups 6. Educational Technology & ICT in Education RIEMEDSC6.1 Educational Technology RIEMEDSC6.2 ICT in Education 7. Language Education RIEMED SC7.1 Theoretical Foundations of Language and Learning RIEMED SC7.2 Policy Formulations and Curriculum Development				
		Dissertation Proposal	2 Credits	50 Marks		50 Marks
		Total	22 Credits	350 Marks	300 Marks	650 Marks

Semester II

Sl.No	Nature of paper and Course Title		Credits	Mid term Assessment	Semester end Assessment	Total marks
1	Hard Core	RIEMEDHC5 Process of Education RIEMEDSC6 Psychological Foundations of Education-II	3 credits each (Total 6 credits)	50 x 2 =100 Marks	50 x 2 =100 Marks	100 x2 =200 Marks
2	Soft Core (Any one area)	1. Elementary Education RIEMEDSC1.3 Curriculum and Evaluation in Elementary Education RIEMEDSC1.4 Elementary Teacher Education 2. Teacher Education RIEMEDSC2.3 Professional Development and Inservice Teacher Education RIEMEDSC2.4a Elementary Teacher Education OR RIEMEDSC2.4b Secondary Teacher Education 3. Curriculum studies RIEMEDSC3.4 Curriculum Transaction RIEMEDSC3.5 Curriculum Evaluation 4. Guidance and Counseling RIEMEDSC4.3 Carrier	4 credits each (Total 8 Credits)	50 x 2 =100 Marks	50 x 2 =100 Marks	50 x 2 =200 Marks

		Development and Guidance RIEMEDSC4.4 Assessment and Appraisal in Guidance and Counseling 5. Inclusive Education RIEMEDSC5.3 Inclusive of Children with Special Educational Needs RIEMEDSC5.4 Inclusive Strategies and Education for Children with Diverse Needs 6. Educational Technology & ICT in Education RIEMEDSC6.3 Computer Software RIEMEDSC6.4 Courseware Development 7. Language Education RIEMED SC7.1 Principles and Methods of Language Acquisition and Learning RIEMED SC7.2 Teaching and Learning of Language and Literature				
3	Open / Self study electives (Add-on courses)	RIEMEDOE1 .Mathematics Education RIEMEDOE2 Research Data Analysis using Computer Software RIEMEDOE3 Social Science Education RIEMEDOE4 Science Education RIEMEDOE5 Language Education	3 credits	50 Marks	50 Marks	100 Marks
4		Dissertation Report and Viva	4 credits	150 Marks		150 Marks
		Total	18. Credits	350 Marks	200 Marks	550 Marks

The candidate will not be permitted to take the written examination if he / she fails to secure minimum marks in the Internal Assessment of each paper (35%). Such candidates are eligible to repeat the course in the immediate succeeding academic year and under no circumstances this benefit shall be further extended.

7. Duration

One Academic Year with two semesters of 18 weeks each.

8. Number of Seats

Forty students will be admitted to the programme every year. The seat matrix will be worked out every year for making provisions to different States/UTs. Reservation of Seats will be made to ST/ST/OBC/ PH as Govt.of India provisions

9. Eligibility for Admission

- Candidates seeking admission to M.Ed course must have passed one year B.Ed/2 yrs. B.Ed./ 4 yrs.integrated B.A.Ed/B.Sc.Ed/ /M.Sc.Ed/ or any other degree recognised as equivalent thereto by the University with 50% marks in the aggregate (in case of integrated degree course, 50% aggregate marks in Education papers only). However, relaxation up to 5% marks shall be given in the case of SC/ST candidates.
- Additional weightage shall be given to (i) candidates with post-graduate degree in Sciences/Humanities/Social Sciences

10. Attendance

Each semester shall be taken as a unit for the purpose of calculating attendance and a student shall be considered to have put in the required attendance for the Semester, if he has attended not less than 75% of the number of working periods (lectures, seminars and practical taken together) during each semester.

Shortage of attendance up to 15% or prescribed percentage may be condoned by the Vice-Chancellor on the recommendations of the Chairperson of the Department on payment of fee prescribed by the concerned University from time to time. There shall be no condonation if attendance is below 60% during any semester.

A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned semester.

A candidate, who fails to satisfy the requirement of attendance in a semester, shall rejoin the same semester.

11. Medium of Instruction

The medium of instruction and examination shall be English.

The Regulations regarding the awarding marks and converting them in to grades and declaring the result will be added here after they are finalized by the university.

HARD CORE PAPERS IN FIRST AND SECOND SEMESTERS

M.Ed First Semester

RIEMEDHC1 - Perspectives on Education

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

The students will be able to

Understand and appreciates the theoretical development in Education in their proper perspectives

Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions

Analyze the social and the cultural dimensions of education and the issues related.

Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.

Critically examine the normative dimension of education in perpetuating values.

Unit I: Concept and aims of education

- **Basic Concepts and Reflections on education:** Reflections on different educational thoughts and visions of great educators from classical to the contemporary (like, Plato, spinazo, Froebel, Rousseau, John Dewey Montessori, Paulo Friere,Gandhi, Tagore, Krishnamurthi,and Sri Aurobido); concept of education according to different schools of thoughts: essentialism, idealism, realism, pragmatism, naturalism, Existentialism and Phenomenology Reflections

on the meanings, criteria and justifications- analytical schools (based on RS Peters, Paul Hirst, O.Connor and Dearden);

- **The aims of Education:** Logic of aim; analysis of aims of education **from** according to Dearden, O'Connor and Alfred North White Head); Reviewing educational aims in the light of Perennialism vs. Pragmatism, Modernism vs. Post- Modernism and Globalization vs. Regionalism. Prioritizing the aims of education in the context of a democratic, secular egalitarian and a humane society.
- **Analysis of Educational concepts:** conceptual analysis in Education(school, teacher, teaching, training, instruction, educated man, freedom of the child and the teacher, authority, learner and learning, curriculum, autonomy and authority) criteria involved in conceptual analysis. And analysis of educational theories

Unit II. Knowledge generation in Education

- **Nature of Knowledge:** Meaning of Knowledge, knowledge and information, knowledge and knowing, Differentiate between knowledge, belief and truth; Knowing Process: different ways of knowing; Indian epistemological views- Pramanas: their sources from orthodox and Heterodox philosophical systems; western epistemological views ; their validity; theories of knowledge
- knowledge construction; what is involved in knowledge construction? What are the relative roles of knower and the known in knowledge transmission and construction;
- **Forms of knowledge:** Typology of Knowledge forms , structure of Disciplines; their characteristic attributes; Basic and applied disciplines; Explanatory theories and practical theories; Assumptions in educational theory; Status of Education as a Discipline; Education as interdisciplinary knowledge base-Interface between education and the cognate disciplines. Challenges of theorizing education;

Unit III: Social and cultural context of Education

- Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict

- Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society
- Role of Education in addressing the technological culture, privatization and globalization.
- Interrelationship between education and sustainable development
- Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education
- Education of socio-economically deprived groups and differential disabilities as seen in the society; Relevance of Education in social policy and policy of inclusion.

Unit IV: Normative dimension of Education

- Education is a normative endeavour –its meaning and relationship to value formation.
- **Reflection on Indian value system** and their educational relevance (illustrations from ancient Indian scriptures)
- Indian ethical views : purusharthas and Panchakoshas; Heterodox schools (Buddhism and Jainism) and their concept of value and values essential for man; perpetuation of values through Education ;
- kinds of values to be developed through education according to Gandhi, Tagore, and Krishnamurthy
- Western ethical views from different schools of thoughts; hierarchy of values; types of values; Immanuel Kant’s categorical imperative;
- Value development in children
- Potential of Education to contribute to transformation of values in society.
- Education, Peace and Development
- Role of Education in sustaining Human Rights

Sessional activities

- Workshop sessions to analyze the identified educational concepts.
- Seminar presentations on identified great thinkers on Education
- Assignments based on self-study on identified themes such as policy perspectives on inclusion and Right to Education, Human Rights and education of the socially disadvantaged groups.

References:

- Archambault, R.D. Philosophical analysis and Education (1965) Routledge and Kegan Paul, London,.
- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
- Broudy, H.S. (1977) Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
- Deaden. R.F (1984): Primary Education. Routledge K Kegan & Paul
- Dewey, J (1963) Democracy and Education, Macmillan, New York.
- Dewey, J. (1956) The school and Society, University of Chicago Press.
- Freire, P (1970) Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.
- Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.
- Hiriyanna: Concept of values
- Hospers, John: An introduction to Philosophical analysis
- Illich, Ivan : Deschooling society
- International Encyclopedia of Education. (1994) 2nd edition. Vol.10. Perganon Press.
- Peters, R.S (ed), (1975): The Philosophy of Education, Oxford University Press,

and London.

- Peters, R.S.(ed), (1975). Concept of Education. Oxford University Press, London.
- Peters, R.S.(ed), (1975). Ethics and Education. Oxford University Press, London.
- Scheffler, Israel (1973): Reason and Teaching, International Library of the Philosophy of Education, Routledge & Kegan Paul Ltd

RIEMEDHC2-Psychological Foundations of Education-I Semester-I

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

- To understand the human behaviours and factors influencing them
- To understand the developmental process of an individual in various dimensions
- To reflect on strategies of motivating learners

Unit I: Relationship Between Psychology and Education:

- Basic Premises of different schools of psychology
- Nature and Characteristic of Human Behaviour
- Scientific methods of studying behaviour
- Factors determining human behaviour – Heredity, Biological and Socio-cultural Environment.
- Role of schools in modifying the behavior of students

Unit II: Cognitive Development of the Individual

- Stages of cognitive development – Theories of Piaget and Vygotsky
- Adolescent social cognition Elkind's work
- Structural Cognitive Modifiability & Mediated Learning Experience
- Repertorie of Mediated Learning – vies of Feuerstein & Tan
- Trends in development of cognitive process (Attention, Learning, Strategies, Knowledge base & Metacognition)
- Information Processing view of cognitive development
- Language Development – Biological, Cognitive and Social Learning Explanations

Unit III: Personal, Social and Moral Development of Individual

- Personal Development-Nature of Self-concept and self esteem, factors influencing their development; trends in the development of Emotions and affective reactions.
- Psychological Development: Erikson's theory, Marica's Identity status theory, Development of perspective taking (Selman) and Prosocial Behaviour (Eisenberg).
- Development of Moral Reasoning – Theories of Piaget, J Kholberg and Gillman; Development of Moral Behaviour-Lickona Model.

Unit IV : Motivation of Students and Psychological Needs of Students

- The Motivation-Learning Connection.
- Arousal as Necessary and Determinational factor to Learning
- Types of Motivation – Intrinsic and Extrinsic Motivation
- Essential Ingredients to Motivation – Value and Expectancy
- Personal Expectations to Motivation: Self Efficacy Theory of Bandura
- Explanation to Achievement Motivation- Attribution Theory, Covington's self-with model
- Murray's Taxonomy of needs; Maslow's Hierarchy of Needs; Phenomenological approach to understand student behavior (combs and syngg)
- Conductive class room climate for motivating and meeting the needs of students – Principles and Strategies

Sessional Work:

- Review of Research related to pupil characteristics and diversity and their implications for planning further research
- Psychological assessment of Individual differences in Learners

References:

- Anita Woolfolk (2000); Educational Psychology (Eighth Edition), A Pearson Education Company
- Barbara M Newman & Philip R Newman (2007). Theories of Human Development, Lawrence Erlbaum Associates, Inc.
- Carson, Butcher & Mineka (2000) Abnormal Psychology and Modern Life (Eleventh Edition), Allyn & Bacon
- E G Parameshwaran & C Beena (1988), Invitation to Psychology, Tata McGraw-Hill Publishing Company Ltd.
- James P Raffini (1993), Winners without Losers; Structures and Strategies for increasing student Motivation to Learn, Allyn and Bacon.
- Jeanne Ellin Ormrod (2000) Educational Psychology, Developing Learners, Prentice-Hall, Inc.
- Kenneth T Henson & Ben F Eller (2005), Educational Psychology For Effective Teaching, Wadsworth Publishing Company
- Paul R Pintrich and Dale H Schunk, (1996) Motivation in Education: Theory, Research & applications Prentice- Hall, Inc
- Richard J Whelan (1998), Emotional & Behavioural Disorders- A 25 year Focus, Love Publishing Company.
- Tan Oon Seng and Colleagues, (2003) Educational Psychology, A Practioner-Researcher Approach, An Asian Education, Thomson Learning, a division of Thomson Asia Pvt. Ltd.

I Semester

RIEMEDHC3-Methodology of Educational Research

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed research.
- select and explain the method appropriate for a research study
- conduct a literature search and develop a research proposal
- explain a sampling design appropriate for a research study
- explain tool design and procedure for collection of data
- explain the importance of documentation and dissemination of researches in education

Unit I: Research in Education: Conceptual Issues

- Meaning, purpose and areas of educational research
- Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics. Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics, Types of research under each paradigm
- Source of knowledge, The scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, The principle of evidence
- Planning the research study: Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet tools

- Identification and Conceptualisation of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research
- Formulation of Hypotheses: Types and Characteristics
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals

Unit II: Methods of Research in Education

Experimental Research

- Nature of experimental research, Variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables
- Experimental Research designs: Single-Group Pretest-Posttest Design, Pretest-Posttest Control-Group Design, Posttest only Control-Group Design, and Factorial Design
- Quasi-Experimental Designs: Nonequivalent Comparison Group Design, and Time-Series Design
- Internal and external validity of results in experimental research.

Non- Experimental Research

- Steps in Non- Experimental Research
- Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation
- Techniques of control: matching, holding the extraneous variable constant and statistical control
- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory

Unit III: Qualitative Methods of Research

- Qualitative Research: meaning, steps and characteristics

- Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing
- Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and, limitations

Unit IV: Sampling and Methods of Data Collection

- Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
- Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling
- Determining the sample size when using random sampling
- Sampling in qualitative and mixed research
- Tests, Inventories and scales: types and their construction and uses, Identifying a tool using reliability and validity information
- Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
- Interview: types, characteristics and applicability, guidelines for conducting interviews
- Qualitative and quantitative observation: use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion
- Secondary (existing) data: sources

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.

Sessional Work: The students may undertake any one of the following activities:

- Development of a Research Proposal on an identified research Problem
- Preparation, Try Out and finalization of a tool
- Identification of variables of a research study and classification of them in terms of functions and level of measurement
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Preparation of a review article
- Use of Internet in Reviewing the Literature in the area of study
- Review of Research report.

References

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- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
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- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
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- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
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RIEMEDHC4- Statistical Methods for Data Analysis of Educational Research

Credits: 3

Examination Duration: 2 Hours

Contact hours per week:6 (2L + 4 P/T)

Max.marks: 100

Internal: 50

External: 50

Objectives

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

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

Unit I: Descriptive Analysis of Quantitative Data

- Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group
- Graphical representation of Data
- Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation
- Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications
- Relative Positions Percentile Rank z-scores.

- Examining Relationships: Scatter plots and their interpretation Product Moment, Rank, Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations
- Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction

Unit II: Inferential Analysis of Quantitative Data-1

- Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean
- Testing of Hypotheses-Null and Alternative Hypotheses, Directional Alternative Hypotheses, Testing of Null Hypotheses, types of Error, Levels of Significance, testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (including small samples), Variances

Unit III: Inferential Analysis of Qualitative Data-2

- Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses
- Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses
- Non-Parametric statistics: assumptions and uses of sign test, rank test and median test

Note:

1. The Research Data Analysis may be taught by using the statistical packages available to the college. To mention a few SPSS, STATISTICA, OPENSTAT4, NCSS, STATPAC, MINITAB, VISTA etc.
2. Some of the free statistical packages can be downloaded from the website: www.freestatistics.tk or <http://freestatistics.altervista.org/stat.php>. The statistical package, OPENSTAT4 is one among them. This package is free for personal use. The operating manual and statistics book are also available free of cost. (Courtesy Prof. William G. Miller, Program originally developed by him, whose E-mail address is: openstat@msn.com).

Unit IV: Data Analysis in Qualitative and Mixed Research and Report Writing

- Memoing, Analysis of visual data, segmenting coding and developing category systems; Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results
- Report Writing: General Principles, Format and Style, Preparation of Research Abstracts/Executive Summary and References and Bibliography.

Transaction Mode

1. Presentation, Demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.
2. Each Unit has to be discussed/ taught with demonstration followed by student practical. At the end of the course a Report should be submitted by each student showing the evidence of practical done.

Sessional Work:

The students may undertake any one of the following activities:

- A critical assessment of statistical techniques used in a research report
- Preparation of graphic designs of data obtained in a research study
- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis
- Analysis of data using Statistical Packages like SPSS, N6, Excel etc

References

- Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.

- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
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II Semester

RIEMEDHC5 - The Process of Education

Credits: 3

Examination Duration: 2 Hours

Contact hours per week: Lectures: 2+Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- understand the nature of connections and interaction involved in the process of education.
- understand the multiple perspectives of pedagogy
- understand the process of andragogy and its linkage with pedagogy
- understand the application of the methods of interaction and dialogue of Socrates, Plato, Upanishad, J Krishnamurthi and Paulo Freire,
- identify, analyse and reflect on the multidimensional nature of the roles of the teacher and the teacher educator.
- discover intellectual challenge, stimulation and enjoyment in the context of one's professional learning.
- develop and refine communication skills through discussion, presentation and different forms of writing.

Unit I: Pedagogy

- Meaning of Child Centered Pedagogy and its importance; paradigm shift from teacher-centeredness to child centeredness.
- Process of Education – as conceived in the Indian thoughts (ancient scriptures such as Vedic education and Upanishads) and western thoughts
- Process of Education according to Behaviourists' and cognitivists' schools of learning

- Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- Critical Pedagogy- contribution Paulo Friere and its importance to Indian context of Education
- Critical analysis of the pedagogy and methods of interaction as reflected in the educational thoughts of Tagore, Gandhi, J Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey and Socrates (dialogue), and their applicability in school context.

Unit II: Interactions in the processes of Education

- Nature of components interaction/interdependence and contextual issues: Between the child and the environment; school practices with life outside the school; Integrating assessment with classroom practices; Relating; subject knowledge with real life experience of the child; Between knowledge and practices; Between content with pedagogy; Between ICT and teaching-learning
- Forms of learner's engagement : observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, cognitive negotiability, situated learning, cognitive apprenticeship and metacognition in the process of learning
- Cooperative and Collaborative learning- its need and importance in social constructivists context of learning.
- Curriculum Frameworks (1988,2000,2005): thrust and views on learner centeredness and on process of education in the context of cognitive, social and cultural contexts.

Unit III : Teacher preparedness in the process of education

- Pedagogical analysis of the subject content: need, importance and the process involved.
- Visualizing and creating learning situations and contexts

- Planning Learning objectives: Generic skills, task analysis , specification of standards
- Requirement of content, pedagogic and content-pedagogic competencies; skills of integrating ; contextualizing learning; skills and attitudes required for teaching-learning; social sensitivity; Professional commitment and work ethics; Accountability ; autonomous status of teacher effective communication skills; participation in academic endeavours
- various pedagogical methods that help in knowledge construction among learners: Use of constructivists principles in designing learning situations; Bybee's 5E and Organization of learning experiences: individualized learning, group learning, self-learning, learning through electronic media, and combination of modes as stated. Role of a teacher as a facilitator
- Assessment and evaluation at different stages
- School based experiences

Unit IV: Process of Andragogy

- Concept of andragogy; its origin; principles of androgogy; characteristics of adult learners and their implications to androgogic techniques for teacher training; Androgogic model of Knowles;
- Experiential Learning and Field interactions; Reflective thinking as aim and method; classroom as reflective continuity;
- Teacher experiences as the basis of training; Reconstruction of experiences into meaningful wholes; Status of teacher education programmes with reference to their curriculum and transactional procedures; Need for restructuring the transactional modes of teacher education programmes based on androgogical processes.

Sessional activities

The students may undertake the following activities----

- Critical appraisal of one of the selected programme /event/teacher practices based on the ideas of great educator and reporting the same.
- Visit to schools and classroom located in rural, urban tribal areas, critical analysis of events and presentation.
- Critical analysis of a curriculum/syllabus of a particular school stage and the presentation.

References

- Bonks, J.A. (2001) Cultural diversity and education. Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.
- Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
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- Eqan, Kiran (1986). *Individual development and the curriculum*. Hyperion Books.
- Etta, R. Hollins (1996): *Transforming curriculum for a culturally Diverse Society*. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.
- Gardner, Howard (1993). *Creating minds*. New York: Basic Books.
- MHRD, GOI, *National policy on education*.
- NCERT (2005) National curriculum framework.
- Noddings, Nel (2007). *Critical lessons: what our schools should teach*. Cambridge University Press.
- Ornstein, Allen C. & Francis P. Hunkins (2003). *Curriculum, foundations, principles and issues*.

- Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein (2006). *Contemporary issues in curriculum*. Allyn & Bacon.
- Slattery (1995): *Curriculum development in postmodern Era*. (Critical Education & Practice).
- Wiles, Jon (2004). *Curriculum essentials- a resource for educators*. Allyn & Bacon.

RIEMEDHC6 : Psychological Foundation of Education-II

Semester-II

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

- View the nature of learning from different perspectives
- Reflect on strategies to facilitate learning
- Foster higher level thinking among students
- Undertake preventive and curative roles regarding problems to mental health

Unit I: . Nature of Learning and Cognitive Processes

- Learning as a change in behavior; Learning as a change in Mental Associations
- Nature and Process of Learning from behaviourist perspective and classroom applications
- Nature and Process of Learning: Neo-Behaviourist views – Social Learning Theory of Bandura, Application of Cognitive Behaviour Modification Technique in Classroom setting
- Role of perception in learning and types of knowelde
- Information Processing Model for human learning and implications for classroom teaching Dual code theory, cognitive Behaviour modification, schema theory, Cognitive Structuralism; Learning via Insight (Bruner); Meaningful Reception Learning and Advance organizer (Ausubel)
- Gagne’s Phases of Learning and the supporting instructional events

Unit II: Higher-level Thinking Skills and Knowledge Construction

- Nature of Higher-level Thinking
- Critical thinking (concept and types)

- Creativity and creative problem solving: Facilitating Creative Thinking in classroom
 - Considering Diversity in Higher Level Thinking Processes; Promoting Higher level thinking skills in the classroom
 - Knowledge Construction - Constructive process in Learning and Memory, organizing knowledge- concepts, schemas scripts, personal Theories; promoting effective knowledge construction; promoting Conceptual change
- 10Hrs**

Unit III: Nature and Development of Personality of Individuals –

- Nature and Development of Personality: Psychoanalytic use of views of personality.
- a) **Adjustment problems in students:** Concept of adjustment, Characteristics of maladjusted individuals, causes for maladjustment in the students, Role of School in enhancing adjustment of the students

10 Hrs

Unit-4 Mental Health Problems in the Individuals

- Concept of Mental Health: Characteristics of Mentally Healthy Individuals
- Nature of Personality disorders – Common symptoms of Personality disorders, Types of Personality disorders and specific symptoms, High risk individuals and vulnerability to develop personality disorders, Role of Schools in prevention of personality disorders.
- Psychological deviations during childhood and adolescence – Classification, Symptoms, causes and interventions
- Handling common emotional and behavioural problems in school setting: Approaches, Principles and Strategies

Sessional Work:

- Assessment of Personality, Adjustment and Creativity
- Identification of students with adjustment problems

- Visiting Institutions handling mental health problems and preparing a report

Reference:

- Anita Woolfolk (2000); Educational Psychology (Eighth Edition), A Pearson Education Company
- Barbara M Newman & Philip R Newman (2007). Theories of Human Development, Lawrence Erlbaum Associates, Inc.
- Carson, Butcher & Mineka (2000) Abnormal Psychology and Modern Life (Eleventh Edition), Allyn & Bacon
- E G Parameshwaran & C Beena (1988), Invitation to Psychology, Tata McGraw-Hill' Publishing Company Ltd.
- James P Raffini (1993), Winners without Losers; Structures and Strategies for increasing student Motivation to Learn, Allyn and Bacon.
- Jeanne Ellin Ormrod (2000) Educational Psychology, Developing Learners, Prentice-Hall, Inc.
- Kenneth T Henson & Ben F Eller (2005), Educational Psychology For Effective Teaching, Wadsworth Publishing Company
- Paul R Pintrich and Dale H Schunk, (1996) Motivation in Education: Theory, Research & applications Prentice- Hall, Inc.
- Richard J Whelan (1998), Emotional & Behavioural Disorders- A 25 year Focus, Love Publishing Company.
- Tan Oon Seng and Colleagues, (2003) Educational Psychology, A Practitioner-Researcher Approach, n Asian Education, Thomson Learning, a division of Thomson Asia Pvt. Ltd.

SOFT CORE PAPERS

SOFT CORE AREA1: Elementary Education

I Semester

RIEMEDSC1. Paper I: Introduction to Elementary Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- understand the concept and context of Elementary Education
- describe the objectives and development of Elementary Education in India since independence
- understand the objectives and challenges of Universalisation of Elementary Education reflect on strategies and programmes in Elementary Education
- Reflect on strategies sand programme in Elementary Education

Unit I : Introduction

- Concept, nature and importance of Elementary Education in the context of teaching through mother tongue, contextualisation, multilingualism, heterogeneous socio-cultural backgrounds.
- Developmental tasks. Influence of home, school and community related factors on child's development.
- Conceptual analysis of learner and learning, learner centred approach, activity centred approach, freedom and discipline
- Reflection on current practices in Elementary Education

Unit II : Development of Elementary Education

- Nature and focus of Elementary Education after independence.
- Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.

- Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right)
- Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit III : Universal satin of Elementary Education (UEE) : Objectives and challenges.

- Concept, objectives, meaning and justification of UEE.
- Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- Access and enrolment of different types of learners-issues and challenges.
- Dropout rate-meaning and computation; reasons for drop out.
- Achievement levels of different types of learners-status and issues.
- Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution

Unit IV : Strategies and Programmes in Elementary Education

- Decentralised educational planning and management. Community mobilization, micro planning, district primary education programme – goals and strategies, involving local bodies and community in educational planning and management, village education committees – roles and functions.
- Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- Monitoring, research and evaluation of specific schemes like midday meals, incentive schemes, etc.

Sessional work:

The students may undertake any one of the following activities:

Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

References

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- MHRD (2001): Convention on the Right of the child. New Delhi.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.

- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

I Semester

RIEMEDSC1.2 Paper II Issues and Problems in Elementary Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- understand the concept and context of Elementary Education
- describe the objectives and development of Elementary Education in India since independence
- understand the objectives and challenges of universalisation of Elementary Education
- reflect on strategies and programmes in Elementary Education
- reflect on strategies and programmes in Elementary Education

Course Content

Unit I : Early childhood care and Education: Policies and its implications for Elementary Education

- ECCE concept, meaning, importance in Elementary Education
- ECCE in India : Policies and programmes in NPE 1986 and POA 1992, National Plan of Action for Children 1992 and 2005, National Curriculum Framework 2005.
- ECCE in Global perspective : United Nations Convention on Rights of the Child (UNCRC 1989), Millennium Development Goals (2000), Global Monitoring Report (UNESCO 2007) concerns and issues.

Unit II : Factors influencing learning of children at Elementary stage.

- Developmental characteristics and norms – physical, cognitive, language, socio-emotional during preliminary stage.
- Child rearing practices and their influence on child development and construction

of knowledge

- Attitude of parents and society towards Elementary Education
- Transition from home to school – Socio-cultural context in schools, issues and concerns.

Unit III : Curriculum for Elementary Education

- Importance of curriculum input
- Need for plurality in curriculum to meet the needs of heterogeneity of elementary school children
- Curriculum approaches at elementary stage – meaning, nature, selection criteria and methods of transaction, implications and different approaches to constructional of knowledge.
- Identification and utilisation of local specific community resources – concerns and issues

Unit IV : Monitoring for Quality Improvement in Schools

- Monitoring – meaning, objectives and significance
- Monitoring mechanism at different levels

Transaction Mode

- Group Discussion ;Book/Report/Document reviews and analysis; Case studies of children and observation
- Visit to pre-school, Anganwadies/ICDS centers and pre-school Teacher Education institutions
- Film show
- Seminar presentation
- Research review and criticism
- Development of research proposal

Sessional Work: The students may undertake any one of the following activities:

- Case study of Anganwadi, pre-school centers
- Assignment on selected themes from the course
- 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

References:

- 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.
- 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
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- NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
- NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
- 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.
- 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 (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
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- UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.
- World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

II Semester
RIEMSC1.3 Paper III: Curriculum and Evaluation in Elementary Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.Marks: 100

Internal: 50

External: 50

Objectives

On completion of this course the students will be able to

- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- reflect on the need and importance of work experience, art education and health and physical education
- understand the importance of teaching of language and mathematics at elementary level
- develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS elementary level
- develop research insight for curriculum development in elementary education.

Unit I: Principles of Elementary School Curriculum and Non-Scholastic areas of Learning

- Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

- Place of Work Experience in curriculum, objectives, planning and organisation of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas
- Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues
- Evaluation of different programmes in elementary schools – work experience, art education, health & physical education

Unit II: Language(s)

- Place of language in elementary school curriculum, objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing; psycho-linguistic and socio-linguistic aspects of language learning and factors influencing language development; listening skills: nature, types, guidelines for teaching listening – listening sessions and activities; speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills.
- Evaluation and remedial teaching with reference to the above language skills

Unit III: Mathematics

- Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching
- Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics; diagnosis and remediation of difficulties in learning mathematics
- Preparation and use of different types of curricular material

Unit IV: Environmental Studies/ Social Sciences and Natural Sciences

- Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies/social sciences and natural sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the social world and environment of the child, evaluation of student's learning in EVS programme
- Preparation and use of different types of curricular material

Sessional Work:

The students may undertake any one of the following activities:

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programme as existing in any school

References

- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.

- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Mentally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, New York.
- The Study of Primary Education – A Source Book, Volume I & II, 1984
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II Semester
RIEMEDSC1.4 Paper IV: Elementary Teacher Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.Marks: 100

Internal: 50

External: 50

Objectives

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

- Gain insight and reflect on the concept of teaching, teacher education and the status of elementary teacher education
- Understand the developments and emerging practices in pre-service and in-service education of elementary school teachers
- Understand the role and functions of various agencies and institutions of elementary teacher education
- Understand the structure and management of elementary teacher education
- Gain insight into the problems, issues and research trends in elementary teacher education

Unit I: Objectives and Development of Elementary Teacher Education

- Changing vision of elementary education in a global society and the expectations from an elementary school teacher
- Development of elementary teacher education (ETE) during the post independence period
- Need, Concept and Objectives of elementary teacher education – pre-service and in-service education of teachers
- Different organization and agencies involved in elementary teacher education – their role, functions and networking
- Partnerships in elementary teacher education – TEI with school and community, Government Agencies with NGOs and Self Help Groups, between teacher education institutions preparing teachers for different levels of school education

Unit II: Pre-service and In-service Education of Elementary Teachers

- Models of elementary teacher education – enrolment at the under graduation level and after graduation, practices in other countries.
- Various organizational aspects of elementary teacher education – duration of the course, admission criteria, enrolment, building and equipments, examination and certification
- Present practices, trends and issues in organizing school experience programme pre-service teacher education programmes
- Centrally sponsored schemes for in-service education of elementary teachers – PMOST and SOPT: course structure, mode of transaction and impact
- In-service ETE under DPEP and SSA
- Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices
- Initiatives of the Government, NGOs and Self Help Groups in designing and implementing in-service teacher education programmes within a learning initiative

Unit III: Structure and Management of Elementary Teacher Education

- Structure of elementary teacher education system in India – its merits and limitations
- Decentralization of ETE – post DPEP experiences
- Preparing teachers for different contexts of elementary education – structural and substantive arrangements in the ETE programmes
- Vertical mobility of an elementary teacher
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of elementary school teachers

Unit IV: Problems, Issues and Research in Elementary Teacher Education

- Challenges before ETE – training of untrained and Para teachers, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- Sufficiency of subject matter knowledge for teaching at the upper primary level,
- Single versus specialized teachers
- Issues related to enhancing teacher competence, commitment and teacher performance
- Trends of research in ETE – review of a few recent research studies in elementary teacher education with reference design, findings and policy implications

Sessional Work

- A study of the perception of teacher educators and student teachers on various aspects of a pre-service elementary teacher education programme such as weightages, duration, admission policy, staffing, organization, transaction and assessment
- Interview of five student teachers to identify curricular areas in teacher education that require revision and strengthening.

References:

- Anderson, L.W. International Encyclopedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.
- Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002
- Cohen L and Manion L. A Guide to Teaching Practice. Methuen: London. 1977
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- McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London. 1989
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- NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998
- Nizam Elahi. Teacher Education in India. APH: New Delhi. 1998.
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- Sharma M. L. Educating the Educator. The Indian Publications: Ambala. 2001
- Singh L. C. and Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi. 1997
- Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.
- Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006
- Walker R and Adelman C. A Guide to Classroom Observation. Routledge: London. 1990.
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

SOFT CORE AREA2: Teacher Education

I Semester

RIEMSC2.1 Course 1: Introduction to Teacher Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives:

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

- Gain insight and reflect on the concept of teaching, teacher education and the status of teacher education
- Understand the roles and responsibilities of teachers and teacher educators for various contexts of school education.
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the policy and research perspective on various practices in teacher education.

Course Content

Unit I: Teachers and the Teaching Profession

- Teachers as informed practitioners, teaching as a profession requiring continuous education of practitioners –Characteristics of teachers as professionals
- Relationship between conceptual understandings of teaching and the roles and functions of a teacher – Behaviouristic, Cognitive Developmental, Humanistic and Constructivist perspectives.
- Realities of teaching – Commitment and purpose, Career and life cycle influences, coping strategies, context, and culture.
- Social status of teachers – ILO vision of the status of teachers. Teacher accountability – meaning and present practices.
- Code of professional ethics for teachers.

Unit II: Teacher Characteristics and Competencies

- Domains of Teacher Knowledge – Self, Content, General Pedagogy.
- Teacher Beliefs and Belief Systems.
- Teacher Expectations – Brophy-Good Model, Good's Passivity Model.
- Skills and Competencies of a teacher, the basis for identification of skills and competencies for a school teacher.
- Policies of selection and promotion of a teacher – present practices and need for standards.
- Scope and importance of teacher education for different levels, subjects, locale and classroom realities.

Unit III: Teacher Educator

- Roles and responsibilities of a teacher educator – Elementary and Secondary.
- Conceptual understandings, Competencies and Characteristics of a teacher educator – qualifications.
- Training of teacher educators – present practices and reforms needed.
- Norms and standards suggested by the NCTE and NAAC for teacher educators at various levels.
- Agencies, institutions and programmes for teacher educators – SCERT, RIE, NCERT, NUEPA.
- Professional bodies for teacher educators – AIATE. and other associations
- Status of teacher educators – salaries, selection and promotion.

Unit IV: Policies, Programmes and Schemes of Teacher Education.

- Recommendations of Committees and Commissions on teachers.
- The Right to Education Bill and its implications for teacher education
- Programmes and Schemes of the State and Central Governments in teacher education.
- The National Curriculum Framework for Teacher Education – Need and Efforts made by the NCERT and the NCTE.

- Relationship between the school curriculum and the curriculum of teacher education.
- Teacher Education as an area of research – trends.
- Recognition, assessment and accreditation of teacher education institutions – procedures and formulations of NCTE and NAAC and the need for reformulations. Towards Total Quality Management in teacher education

Sessional Work

- Study of the DIET and CTE manuals to identify the qualification, roles and responsibilities of teacher educators for different levels of school education.
- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
- Select any one current practice in teacher education and trace the background of its formulation as a policy.

References

- Anderson, L.W. International Encyclopedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.
- Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002.
- Deve Gowda A. C. Teacher Education In India. Printersall: Bangalore. 1973
Nizam Elahi. Teacher Education in India. APH: New Delhi. 1998.
- Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London. 1971
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- McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London. 1989
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- NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998
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- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

I Semester
RIEMEDSC2.2 Paper-II Pre-service Teacher Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- Gain insight and reflect on the concept and the status of pre-service teacher education
- Understand the nature and objectives and components of pre-service teacher education programmes
- Examine the existing teacher education curricula from the view point of policy, its relevance to the demands of present day school realities
- Develop competence in organization and evaluation of various components of a pre-service teacher education programme

Unit I: Structure, Models and Curriculum of Pre-service Teacher Education

- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Components of pre-service teacher education – foundation courses, subject specialization and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- Pre-service teacher education for various levels of schooling – nature and differences
- Approaches to teacher education – knowledge based approach, job-oriented approach and competency based approach – implications for duration and scope and the need for a comprehensive approach to teacher education
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Unit II: Organization and Evaluation of Foundation and Competency Development

Courses

- The student teacher as an adult learner – characteristics. The concept of Andragogy and its principles
- Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices. Need for the academic calendar and time table.
- Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation
- Use of ICT – audio, video, presentation and multimedia technologies.
- Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organization and evaluation – practicum records and portfolio assessment

Unit III: Organization and Evaluation in School Based Practicum and Internship

- Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship
- Simulated and actual classroom teaching – practices, research findings and possibilities – organization and assessment of micro-teaching, its strengths and limitations.
- Planning and transacting a lesson – need for a relationship with school curriculum, epistemological principles, and directives of policy. Formats of a lesson plan. Criteria for evaluation. Issue of number of practice lessons required for effective performance. Social, psychological, cultural and institutional factors influencing organization of practice lessons.
- School based experiences for orientation and professional practice – study of school plant, school routines and school records. Planning and conducting

assessment of learning. Experience in organizing scholastic and co-scholastic activities in a school – scope and possibilities. School based experiences for enhancing reflective and collaborative capabilities of a teacher – action research and community work.

- Organizing teaching practice/ internship – various activities

Unit IV: Issues, Trends of Research and Practice in Pre-service Teacher Education

- Paradigms for research on teaching – Gage, Doyle and Shulman.
- Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
- Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation
- Networking of institutions of teacher education – University, SCERT, NCTE, NCERT and UGC.
- Management and monitoring structures at various levels
- Issue of duration, commercialization, irrelevance and poor quality in teacher education, curriculum renewal

Sessional Work

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organization, transaction and assessment – document analysis
- “Study of the existing practices of teacher education” – Admission, staffing, planning, organization, transaction and evaluation practices of any one teacher education programme – Document analysis, observation, interview
- Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum

References

- Anderson, L.W. International Encyclopedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.
- Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002
- Cohen L and Manion L. A Guide to Teaching Practice. Methuen: London. 1977
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- Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London. 1971
- Hitchcock G. and Hughes D. Research and the Teacher. Routledge: London. 1989
- McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London. 1989
- NCERT. National Curriculum Framework. NCERT: New Delhi. 2005
- NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006
- NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998
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- Singh L. C. and Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi. 1997
- Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.
- Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

II Semester
**RIEMEDSC2.3 Paper III Professional Development and In-service
Teacher Education**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- Gain insight and reflect on the concept and the status of in-service teacher education
- Understand the nature and objectives and components of in-service teacher education programmes
- Examine the existing teacher education programmes for in-service teachers from the view point of policy and their relevance to the demands of present day school realities
- Develop competence in organization and evaluation of an in-service teacher education programme

Unit I: Inservice Teacher Education in India – Policy, Structure and Concerns

- Concept and need for continuing professional development of a teacher – areas of professional development
- In-service teacher education – meaning. National and state policies on in-service teacher education
- The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives

Unit II: Models of In-service Teacher Education

- Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- Teacher Expertise – Berliner’s stages of development of a teacher.
- Varieties of in-service teacher education programmes – induction, one shot, recurrent, cascade, multi-site, school based and course work – scope, merits and limitations of each of them
- Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.

Unit III: Planning, Organizing and Evaluating an In-service Teacher Education

- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
- Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- Organizing an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- Qualities and characteristics of an effective in-service teacher educator

Unit IV: Issues, Trends of Research and Practice in In-service Teacher Education

- Research on effectiveness of in-service teacher education programmes – characteristics of an effective in-service teacher education programme
- Issue of transfer of training – influencing factors and some solutions
- Networking of institutions of in-service teacher education – purpose and nature
- Online networks and blogs for professional development of teachers and teacher educators

- Management and monitoring structures at various levels
- Internet-Based Distance Education of in-service teachers: barriers, models, and research trends
- Teleconferencing – meaning, purpose and possibilities

Sessional Work

- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcomes – document analysis
- Case study of a teacher educator in terms of their educational and professional background, beliefs, insights, vision of in-service teacher education, perceived competencies, approaches followed, significant achievements and professional linkages – interview and observation
- Interview of a practicing teacher to identify the nature of in-service teacher education received and the felt needs.

References

- Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002
- Dash B. N. Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi. 2003
- Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London. 1971
- Hitchcock G. and Hughes D. Research and the Teacher. Routledge: London. 1989
- Longford G. Teaching as a Profession. Manchester University Press. 1978 Singh L. C. and Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi. 1997
- McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London. 1989
- Nizam Elahi. Teacher Education in India. APH: New Delhi. 1998.
- Panda B. N. and Tewari A. D. Teacher Education. APH: New Delhi. 1997.

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 - Sharma M. L. Educating the Educator. The Indian Publications: Ambala. 2001
 - Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

II Semester
RIEMEDSC2.4a Paper IVa: Elementary Teacher Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- Gain insight and reflect on the concept of teaching, teacher education and the status of elementary teacher education
- Understand the developments and emerging practices in pre-service and in-service education of elementary school teachers
- Understand the role and functions of various agencies and institutions of elementary teacher education
- Understand the structure and management of elementary teacher education
- Gain insight into the problems, issues and research trends in elementary teacher education

Unit I: Objectives and Development of Elementary Teacher Education

- Changing vision of elementary education in a global society and the expectations from an elementary school teacher
- Development of elementary teacher education (ETE) during the post independence period
- Need, Concept and Objectives of elementary teacher education – pre-service and in-service education of teachers
- Different organization and agencies involved in elementary teacher education – their role, functions and networking
- Partnerships in elementary teacher education – TEI with school and community, Government Agencies with NGOs and Self Help Groups, between teacher education institutions preparing teachers for different levels of school education

Unit II: Pre-service and In-service Education of Elementary Teachers

- Models of elementary teacher education – enrolment at the under graduation level and after graduation, practices in other countries.
- Various organizational aspects of elementary teacher education – duration of the course, admission criteria, enrolment, building and equipments, examination and certification
- Present practices, trends and issues in organizing school experience programme pre-service teacher education programmes
- Centrally sponsored schemes for in-service education of elementary teachers – PMOST and SOPT: course structure, mode of transaction and impact
- In-service ETE under DPEP and SSA
- Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices
- Initiatives of the Government, NGOs and Self Help Groups in designing and implementing in-service teacher education programmes within a learning initiative

Unit III: Structure and Management of Elementary Teacher Education

- Structure of elementary teacher education system in India – its merits and limitations
- Decentralization of ETE – post DPEP experiences
- Preparing teachers for different contexts of elementary education – structural and substantive arrangements in the ETE programmes
- Vertical mobility of an elementary teacher
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of elementary school teachers

Unit IV: Problems, Issues and Research in Elementary Teacher Education

- Challenges before ETE – training of untrained and Para teachers, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- Sufficiency of subject matter knowledge for teaching at the upper primary level,
- Single versus specialized teachers
- Issues related to enhancing teacher competence, commitment and teacher performance
- Trends of research in ETE – review of a few recent research studies in elementary teacher education with reference design, findings and policy implications

Sessional Work

- A study of the perception of teacher educators and student teachers on various aspects of a pre-service elementary teacher education programme such as weightages, duration, admission policy, staffing, organization, transaction and assessment
- Interview of five student teachers to identify curricular areas in teacher education that require revision and strengthening.

References

- Anderson, L.W. International Encyclopedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.
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- Dash B. N. Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi. 2003
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- Singh L. C. and Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi. 1997
- Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.
- Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006
- Walker R and Adelman C. A Guide to Classroom Observation. Routledge: London. 1990.
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

II Semester
RIEMEDSC2.4b Paper IVb: Secondary Teacher Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- Gain insight and reflect on the concept of teaching, teacher education and the status of secondary teacher education
- Understand the developments and emerging practices in pre-service and in-service education of secondary school teachers
- Understand the role and functions of various agencies and institutions of secondary teacher education
- Understand the structure and management of secondary teacher education
- Gain insight into the problems, issues and research trends in secondary teacher education

Unit I: Objectives and Development of Secondary Teacher Education

- Changing vision of secondary education in a global society and the expectations from an secondary school teacher
- Development of secondary teacher education (STE) during the post independence period
- Need, Concept and Objectives of secondary teacher education – pre-service and in-service education of teachers
- Different organization and agencies involved in secondary teacher education – their role, functions and networking
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, NGOs and Self Help Groups, between teacher education institutions preparing teachers for different levels of school education

Unit II: Pre-service and In-service Education of Secondary Teachers

- Models of secondary teacher education – enrolment at the under graduation level and after graduation, practices in other countries.
- Various organizational aspects of secondary teacher education – duration of the course, admission criteria, enrolment, building and equipments, examination and certification
- Present practices, trends and issues in organizing school experience programme pre-service teacher education programmes
- Centrally sponsored schemes for in-service education of secondary teachers – PMOST and SOPT: course structure, mode of transaction and impact
- In-service STE under DPEP and SSA
- Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices
- Initiatives of the Government, NGOs and Self Help Groups in designing and implementing in-service teacher education programmes within a learning initiative

Unit III: Structure and Management of Secondary Teacher Education

- Structure of secondary teacher education system in India – its merits and limitations
- Universalisation of Secondary Education and its implications for teacher education at the secondary level
- Preparing teachers for different contexts of secondary education – structural and substantive arrangements in the STE programmes
- Vertical mobility of a secondary school teacher
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers

Unit IV: Problems, Issues and Research in Secondary Teacher Education

- Challenges before STE – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- Sufficiency of subject matter knowledge for teaching at the senior secondary level,
- Single subject versus multiple subject teachers
- Issues related to enhancing teacher competence, commitment and teacher performance
- Trends of research in STE – review of a few recent research studies in secondary teacher education with reference design, findings and policy implications

Sessional Work

- A study of the perception of teacher educators and student teachers on various aspects of a pre-service secondary teacher education programme such as weightages, duration, admission policy, staffing, organization, transaction and assessment
- Interview of five student teachers to identify curricular areas in teacher education that require revision and strengthening.

References

- Anderson, L.W. International Encyclopedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.
- Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002
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- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

Semester-1

M.Ed. Special Paper- Curriculum Studies

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

The students will be able to

- Conceptualise the meaning and different perspectives of curriculum
- Understand the epistemological, sociological and the psychological bases of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches
- Compare and analyse the National curriculum frameworks over the years with respect to their foundational considerations, concerns, priorities and goals.

Unit I: Perspectives on curriculum

- Meaning of curriculum
- Four perspectives on curriculum
 - Traditionalists
 - Conceptual-Empiricists
 - Reconceptualists
 - Social constructivists
- Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance
- Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.

Unit II: Bases of Curriculum Development

- Epistemological bases: Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; Logical grammar of school subjects
- Sociological bases: societal needs and aspirations, culture and values, social changes, knowledge explosion, national concerns and goals, globalisation, localization and privatization, political ideology and technological influences, economic necessities; Socio-cultural context of students - multi-cultural, multi-lingual aspects; Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity
- Nature of learner and learning process: Developmental characteristics of a learner; developmental tasks; learning theories: Behaviouristic, cognitivistic and social learning (and their relevance to curriculum development).

Unit III: Types of Curriculum

- Subject-centered
- Learner-centered
- Community centered
- Environment centered
- Humanistic curriculum: characteristics, psychological basis, purpose, role of teacher.
- Social Reconstructionist curriculum: characteristics, purpose, Role of a teacher

Unit IV: Curriculum Concerns-global and Nation wide

- The salient features of National curriculum framework (1988, 2000,2005): Analysis of these documents with respect to various aspects of foundations, concerns, and the changes made with important considerations.
- Comparative study and analysis of curricular frameworks of other countries- US, UK and Australia (Eg; Nuffield, BSCS, PSCS, NSES. with respect to their priorities, concerns and goals towards school education)

Sessional activities

- Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels .
- Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks that were developed later.
- Detailed study of National curriculum framework of school Education, India (1988,2000,2005) followed by seminar presentation.

References

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- G.W. Ford and Lawrence Pungo,(1964). *The structure of Knowledge and the curriculum*. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). *The Practical: A language for curriculum*. School Review, November.
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- Margaret, K.T. *The open Classroom*, Orient Longman: New Delhi, 1999.
- Nirantar (1997). *Developing a Curriculum for Rural Women*, Nirantar, New Delhi.
- P.H. Phenix,(1964). *Realms of Meaning*. MacGraw-Hill, New York.
- Padma M. Sarangapani (2003). *Constructing School Knowledge, An Ethnography of learning in an Indian Village*, Sage Publication Inc., New Delhi.

- Paul Hirst: Knowledge and Curriculum
- Prema Clarke (2001). *Teaching & Learning: The Culture of pedagogy*, Sage Publication, New Delhi.
- Steven H. Cahn (1970). *The Philosophical Foundation of Education*, Harper & Row Publishers, New York.
- Taba, Hilda (1962). *Curriculum Development. Theory and Practice*, Har Court, Brace and Wald. New York.
- Tyler, R.W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.

Semester-1
Paper II. Curriculum Development

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

The students will be able to

- Understand the need for and the components of curriculum development.
- Understand the various models and the theories of curriculum development and analyse their relevance to Indian context of school education
- Understand the process and the principles involved in curriculum planning
- Analyze the issues of different kinds involved in curriculum development

Unit. I: Curriculum Development-concept and components

- Curriculum development: concept and need
- Components of curriculum development: objectives, selection of content and learning experiences; organization of content and learning experiences, and evaluation of curriculum
- Curriculum development as a continuous and cyclic process

Unit II: Curriculum theories and models of curriculum development

- Study of important Curriculum theories and their significance to curriculum planning
- Curriculum models: The AIM model, Taba's Inverted model, Tyler's Ends-Means model, Oliva model, Saylor-Alexander Model, Macdonald's model. Zais Eclectic model, Cornett's personal practical theories model

Unit III: Process of Curriculum Development

- Aims, goals and objectives in curriculum planning: need and importance; factors that influence the aims and objectives; specification of objectives or establishing standards –level wise and subject wise.
- Selection of content and Learning experiences: Principles and criteria involved in selection of content and learning experiences- cognitive validity, critical perspectives, applicability, utility, objectivity, scope for inclusiveness, breadth of coverage and depth of understanding.
- Organization of content and learning experiences: Principles- continuity, sequence and integration; Horizontal and vertical relationship; integrating threads(concept, principle, generalization, attitude, value and skills)with illustrations across the subjects and the within the subject areas; infusion of environment related knowledge and concerns in all subjects and levels.

Unit IV: Issues in Curriculum Development

- Centralized vs.decentralized curriculum
- Common curriculum- issues involved.
- Curriculum for disadvantaged groups (tribal children, disabled etc.) concerns and issues.
- Problem related to curriculum load
- Issues involved in addressing the multicultural context of children through curriculum
- Need for active role of stakeholders in the process of curriculum development

Sessional activities

- Study the Focus groups ‘ Position papers to understand the background discussion that led to the present National curriculum framework 2005.and presentation of papers theme wise.
- Comparative study of different curriculum models and seminar presentation

References:

- Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, II: Peacock Publishers
- Bruner. J.S. (1966) Towards a teory of Instruction. Cambridge. Harvard University Press.
- Henson, Kenneth.T(1978): Curriculum development for Education reform. Harper Collins College publishers.
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- Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Tyler, R.W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
- Wheeler: curriculum process
- Zias, R S. (1976). Curriculum principles and foundations. New york: Harper & Row.

M.Ed II Semester

Paper III: Curriculum Transaction

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- Understand the process involved in curriculum transaction
- Understand the various approaches and strategies involved in curriculum transaction.
- Analyse the problems and issues involved in curriculum transaction
- Visualise the role of teachers and educational practitioners at different levels in implementing curriculum

Unit I: Learning of curriculum transaction

- Meaning of curriculum transaction
- Minimum requirement for transaction of curriculum
(Duration, intake, eligibility, content, qualification of teaching staff, non teaching staff, infrastructure facilities, institutional facilities, climate)

Unit II: Materials/ media and communication for curriculum transaction and their integration

- Learner centred textbooks and transacting curriculum beyond textbooks
- **Curricular materials:** Textbooks, presentation of content, language, illustrations, episodes, stories and practical exercise etc.; Teacher's guide: its role in transaction
- **ICT in transaction of curriculum,** various modes of ICT (PLM, CAL, CAI); its importance and role

- **Concept of communication** in transaction; its importance; Various communication means and media; Importance of communication transaction of learning experience; Necessary requirement for proper communication

Unit III: Approaches for curriculum transaction

- **Constructivist approach to curriculum transaction:** situated learning, cognitive apprenticeship, social mediation, negotiation and scaffolding-different types; Use of constructivists learning designs; creating various learning situations and contexts, inquiry based; discovery, discussions, explorative field based activities, experiential learning, learning episodes, concept learning, inductive and deductive, concept mapping; reflective learning; self learning strategies ;group learning; learning through projects and activities; use of standards and unit questions
- Cooperative and Collaborative learning- meaning and its role in curriculum transaction
- Transaction of critical issues – social sensitivity, environmental concerns, gender concerns, attitudes, values , creating scope of critical thinking (strategies used)
- Curriculum transaction in multicultural and multilingual classrooms and multigrade classrooms

Unit IV: Support system and facilities for curriculum implementation

- Role of school administration and organisation in implementation process
- Role of a teacher in operationalizing the curriculum
- Transacting the curriculum into syllabus and teaching learning units
- Teacher as a researcher and curriculum practitioner
- Infrastructure and learning resources
- Role of external agencies (National, Regional and state/local) in curriculum implementation; planning of in-service programs to empower teachers for implementing curriculum.

Sessional activities

- Preparation of observation schedule to observe the curriculum transaction in schools,
- Visit to schools to observe the curriculum transaction and presentation of reports.
- Identification and presentation of issues involved in transaction of curriculum in the expected manner.
- Analyse the roles of NCERT, RIEs, states and local bodies in implementing curriculum and present the reports.

References:

- Audio/ Video/ CDs
- CIET (1984), Krishnan and the Magic Chariot: A Video Documentary on school Practices, CIET, NCERT, New Delhi
- CIET (1988), Creative and Aesthetic Development: A video documentary on Planning and organising ECCE curriculum, CIET, NCERT, New Delhi
- Erickson, H.L (2002), Concept based Curriculum and Instruction: Teaching beyond the facts, Corsion Press Inc (a sage publication company), California
- Henson, Kenneth. T (1978): Curriculum development for Education reform. Harper Collins College publishers
- Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
- Reports prepared by Regional Institute of Education on training the teachers in implementing the new curriculum and text books of NCERT.
- Srivastava, D.S. and Sarita Kumari (2005), Curriculum and Instruction, Isha Books, Delhi
- Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Tyler, R.W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
- Whecker D.K. (1967), Curriculum Process, University of London press

M. Ed. II Semester
Paper IV: Curriculum Evaluation

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

On completion of this course the students will be able to

- Understand the need for curriculum evaluation and the strategies involved in curriculum evaluation
- Analyse various models of curriculum evaluation and their relevance to Indian Education context
- Analyse the textbooks and other curricular materials using appropriate criteria
- Examine the role of stakeholders at state, regional and national level in implementing and evaluating the curriculum.
- Analyse the issues and problems related to evaluating the curriculum in a systematic manner.

Unit I: Concept of curriculum evaluation, Curriculum evaluation models and programme evaluation

- Curriculum evaluation: concept and meaning
- Need for curriculum evaluation
- Ralph Tyler's evaluation model
- CIPP model (Stufflebeam)
- Robert Stake's countenance model
- Micheal Scriven's model
- Programme evaluation

Unit II: Facets of curriculum evaluation

- Determination of general educational aims and specification of major objectives
- Evaluation at planning stage
- Try out and revision of educational materials and methods
- The field- trial stage of curriculum evaluation
- Evaluation at the stage of large scale implementation
- Need for quality control in implemented curriculum
- Role of evaluator in quality control (Process of quality control, identifying the effective and deterioration, systematic stock taking of implemented curriculum (Summative tests, course exams, additional data), identify causes of deterioration
- Applying corrective measure and investigating their effectiveness

Unit III: Curriculum evaluation: Instrumentation and strategies

- Expert judgement of evaluation data
- Observation/ techniques
- Use of tests and scales in evaluation
- Teachers, parents and community as data sources
- Collecting and analysing evaluation data
- Criteria involved in textbook evaluation and other curricular materials

Unit IV: Issues in curriculum evaluation

- Lack of balance between theory and practice in curriculum evaluation
- Lack of systematic follow up activity after curriculum implementation
- Need for research studies in the area of school curriculum
- Role specification of Stakeholders involved in curriculum planning, implementation and evaluation

Sessional activities

The students will be involved following activities

- Identification various criteria to evaluate textbook/ programme/ course

- Evaluation of the textbooks of NCERT/ States in the Region and other curricular materials using appropriate criteria followed by presentation
- Study various projects and researches conducted for evaluating the school curriculum at the state and national level.

References:

- Arichlency (1977), Handbook of curriculum evaluation, UNESCO, International Institute for Educational planning, Paris
- Doll Ronald C. (1986), Curriculum Improvement: Decision making process, London, Allyon and Bacon Inc.
- NCERT (1984), Curriculum evaluation, NCERT, New Delhi
- NCERT (2006), Systematic reforms for Curriculum change, NCERT, New Delhi
- UNESCO (1981), Curriculum and Life Long Education, UNESCO, Paris
- Verduin J.R. (1967), Cooperative Curriculum Improvement, Prentice Hall

**SOFT CORE AREA4: Guidance and Counseling
I Semester
RIEMEDSC4.1 Paper I: Guidance in School**

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

- Understand the meaning, nature and scope of guidance
- Appreciate the need for guidance
- Develop acquaintance with different techniques of group guidance
- Recognize the role of guidance in attaining the goals of education
- Understand the essential services involved in the guidance programme
- Understand the resources required and their optimum use in managing a school guidance programme
- Aware of the constitution, role and function of the school guidance committee
- Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.

Unit I: Guidance, Education and Curriculum

- Guidance: need, scope and types; techniques of group guidance
- Relation of guidance with education; integration of guidance and curriculum: need and importance
- School Guidance: a collaborative effort of school and community
- Planning and organisation of Guidance programmes in schools
- Role of teachers and other personnel in guidance-based curriculum

Unit II: Essential Services in Guidance Programme

- Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation
- Resources required for organizing guidance services
- School guidance committee: constitution, roles and functions
- Placement services
- Research and evaluation services

Unit III: Guidance for promoting psychological well-being of students -

- Nature and causes of behavioural problems; guidance of students with behavioral problems
- Underachievement
- 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.

Unit IV: Guidance of students with special abilities and Needs

- Students with special abilities and needs-concept and identification process.
- Guidance for gifted and creative students.
- Guidance for socially disadvantaged and delinquent students.
- Guidance for physically and intellectually challenged students.
- Guidance for students with learning disability

Sessional Work: The students may undertake any one of the following activities:

- 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.

References

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan
- Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan
- Mathewson, R. H. (1962). Guidance Policy and Practice, 3rd Ed. New York: Harper and row.
- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
- Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors. New Delhi” NCERT.
- Various Books on Self Development.

I Semester
RIEMEDSC4.2 Paper II- Counselling Process and Strategies

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

On completion of this course the students will be able to

- Understand the meaning, nature and scope of counseling,
- Appreciate the need for and goals of counseling,
- Analyze the relationship between guidance and counseling,
- Understand the concept and process of counseling in group situation,
- Recognize the different areas of counseling,
- Understand the various stages involved in the process of counseling,
- Appreciate the importance of counseling relationship,
- Become acquainted with the skills and qualities of an effective counselor.
- Become acquainted with the various approaches and techniques of counselling

Unit I: Understanding Counseling

- Meaning and nature of counseling
- Misconceptions about counseling
- Scope of counseling
- Goals of counseling: resolution of problems, modification of behaviour, promotion of mental health
- Relationship between guidance and counseling: place of counseling in the total guidance programme

Unit II: Counseling Process and Counseling Relationship

- Issues, concerns and problems of childhood and adolescence stage
- Identification of cases for counseling
- Stages of the counseling process
- Nature and importance of counseling relationship
- Professional ethics

Unit III: Counselling: Skills, Approaches and Techniques

- Basic counseling and communication skills
- Application of skills for building a positive classroom climate to enhance learning
- Skills and qualities of an effective counselor
- Acquaintance with major counseling approaches: person-centred and gestalt
- Counseling techniques: cognitive, behavioral and systemic

Unit IV: Types and Areas of Counseling

- Group counseling: nature, process and skills
- Areas of counseling: family counseling, parental counseling, adolescent counseling
- Counseling of girls, counseling of children belonging to special groups
- Peer counseling: concept and relevance to the Indian situation.

Sessional Work: The students may undertake any one of the following activities:

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling and preparing a plan for peer counseling in the school
- Interacting with the counselor with regard to the process of counseling, nature of problems of the students/clients and writing a report on this.

References

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Corey, G. (1986). Theory and Practice of Counseling 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 Counseling Skills for Special Educational Needs- Participants Manual. Manchester: Manchester University Press, UK.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.

Semester II

RIEMEDSC4.3 Paper III Career Development and Guidance

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

On completion of this course the students will be able to

- understand the concept and theories of career development and their utility in understanding Career Behavior of students,
- acquire knowledge and skills of collecting, compiling and disseminating career information,
- understand the concept of career pattern in relation to life stages,
- insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
- level of the ability to analyze development in the process of career development to identify a typical development pattern in a particular socio-cultural context,
- develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,
- knowledge the sources of career information and variety of forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use.

Unit I : Understanding Career Development

- Concept of Work: physical, psychological and sociological; work as a way of life;
- Work and human motives
- Career development needs of students at different stages of education
- Career development process
- Factors affecting career development

Unit II: Perspectives on Career Development

- Theories of career development (basic concepts, applicability and limitations of each theory)
- Trait Factor Theory
- Roe's theory of personality development and career choice
- Holland's career theory of personality types and work environment
- Super's life span/life space approach to career development

Unit III: Understanding Career Information

- Importance of career information; dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc.
- Primary and secondary sources of information; Filing of career information
- Dissemination of career information: Group techniques-objectives, advantages and limitations.
- Group activities: career talks, career conference/exhibition, displays, field trips, film shows etc.
- Integration of career information into teaching of subject matter.

Unit IV: Career Patterns, Career Adjustment and Career Maturity

- Concept of career pattern, career awareness, career exploration and career preparation.
- Career pattern of men and women and implications for counseling.
- Economic development and career opportunities.
- Concept of career adjustment and career maturity
- Factors affecting career maturity; assessment of career maturity

Sessional Work: The students may undertake any one of the following activities:

- Case study highlighting the different life stages and the factors affecting the career patterns.

- Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
- Carry out a community educational survey or community occupational survey and collect information from about five to ten institutions/agencies.
- Develop a scheme of career information suitable for class XIIth students.

References

- Gupta, N. (1991). *Career maturity of Indian school students*. New Delhi: Anupam Publications.
- Isaacson, L. E. & Broen, D: *Career information, career counseling and career development (5th ed.)*. Boston: Allyn & Bacon.
- Joneja, G. K. (1997). *Occupational Information in Guidance*. New Delhi: NCERT.
- Mohan, S. (1998). *Career development in India: Theory, research and development*, New Delhi: Vikas Publishing House.
- Mohan, Swadesh (Ed.) (1998). *Building personal and career consciousness in girls*. New Delhi: Vikas publishing house.
- Osipow, S. H. & Fitzgerald, L. F. (1996). *Theories of Career Development. (4th ed.)*. Boston: Allyn and Bacon.
- Saraswat, R. K. & Gaur, J. S. (1994). *Manual for Guidance Counsellors*. New Delhi: NCERT.
- Schmitt-Rodermund, E. & silbereisen, R. K. (1998). Career maturity determinants: individual development, social context perspective. *The Career Development Quarterly*, 47, 16 – 31.
- Sharf, R. S. (2005). *Applying career development theory to counseling*. Wadsworth publishing co.
- Swanson, J.L. & Fouad, N. A. (1999). *Career theory and practiced; Learning through case studies*. Sage Publications.

Semester II

RIEMEDSC4.4 Paper IV Assessment and Appraisal in Guidance and Counseling

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

On completion of this course the students will be able to

- Develop an understanding of the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
- Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling
- Develop knowledge and understanding of the major psychological concepts such as Intelligence, Aptitude, Achievement, Personality, Interest and their assessment for providing guidance and counseling
- Develop skills for administering, scoring, interpreting and analyzing test results.

Unit I: Understanding Assessment and Appraisal

- Assessment and appraisal in Guidance and Counselling: nature, importance, assumptions and principles
- Issues in psychological testing; distinction between testing and non-testing technique
- Characteristics of a good psychological test; procedure of construction, administration, scoring and interpretation of psychological tests

Unit II: Qualitative Techniques for Assessment

- Need and importance of qualitative assessment
- Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, sociometry

- Procedure of development, administration, scoring and interpretation through qualitative assessment

Unit III: Assessing Individual Differences: Intelligence and Aptitude –

- Concept of Intelligence: changing perspective
- Assessment of intelligence
- Concept of Aptitude; importance of assessment of aptitude

Unit IV: Assessing Individual Differences: Achievement, Personality and Interest -

- Teacher-made and Standardized Achievement test, measurement of scholastic achievement and its significance in various educational and career decisions
- Concept of personality; methods of personality assessment
- Importance of assessing interest for educational and vocational guidance

Sessional Work: The students may undertake any one of the following activities:

- Review one each from the following category of tests : Aptitude, Personality and Interest.
- Administer a test of Intelligence on a group of high school students and prepare a report.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in detail the group climate.

References

- Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper saddle River. NJ: Prentice Hall.
- Bhatnagar, Asha and Gupta Nirmala (Eds.) (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Denzin, N. K. & Lincoln, Y. (2000). Handbook of Qualitative Research. New Delhi: Sage publications.

- Drummond, R. J. (1988). *Appraisal Procedures for Counselors and Helping Professionals*. Columbus, OH: Merrill.
- Gardner, H. (1999). *Multiple Intelligence: intelligence, understanding and the mind*. National Professional Resources: NY.
- Kline, J. B. Theresa (2005). *Psychological Testing: A Practical Approach to Design and Evaluation*. London: Sage Publication.
- Le Compete, M. D.; Millory, W. L. & Preisste, J. (1992). *The Handbook of Qualitative Research in Education*. New York: Academic Press.
- McLeod, J. & Cropley, A. J. (1989). *Fostering academic excellence*. Pergamon Press.
- Mohan, S. & Sibia, A. (1998). *Handbook of personality measurement in India*. New Delhi: NCERT.
- Oliver, W. & Randall, W. E. (2005). *Handbook of understanding and measuring intelligence*. London: Sage Publication.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. California: Sage Publications.
- Saraswat, R. K. & Gaur, J. S. (1994). *Manual for Guidance Counselors*. NCERT: New Delhi.

SOFT CORE AREA5: INCLUSIVE EDUCATION

Semester 1

Riemedsc5.1 Paper 1 – Introduction to Inclusive Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

On completion of this course the students will be able to

- Understand concept, meaning and significance of inclusive education
- appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encountered by children
- Preparation of teachers for inclusive schools,
- Analyze special education, integrated education, mainstream and inclusive education practices,
- Identify and utilize existing resources for promoting inclusive practice.

Unit I: Introduction

- Definition, concept and importance of inclusive education.
- Historical perspectives of inclusive education for children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children in the context of right to education.

Unit II: National and International Initiatives

- Recommendations of the Indian Education Commission (1964-66).
- Scheme of Integrated Education for Disabled Children
- National Policy on Education (NPE, 1986-92).
- The Persons with Disabilities Act (PWD Act, 1995).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- The World Conference on Special needs Education and the Salamanca, 1994 Statement and framework for action on Special Needs Education
- Project PIED, IEDC Scheme 1974 AND 1981
- DPEP, SSA.
- Centrally sponsored Schemes, N.G.O involvement—teacher preparation
- The Mental Health Act 1987.
- Rehabilitation Council of India Act, 1992
- The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

UNIT III: Current Issues in Inclusive Education

- Inclusion of all children with diverse needs in existing schools
- Early identifications and placement in inclusion,
- Development of plus curriculum
- Coordination and utility of resources
- N.C.F and adaptation of teaching learning material
- Research priority in inclusive education

Unit IV: Teacher Preparation and Inclusive Education

- Teaching skills and competencies
- Professional ethics
- Institution training teachers for inclusive education
- Professional growth of teachers and teacher educators

References

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
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I Semester

M.Ed. Special Paper-Inclusive Education

RIEMEDSC5.2 Paper II- Education of the Disadvantaged Groups

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

On completion of this course the students will be able to

- understand the policy perspectives related to education of socially disadvantaged section in India,
- analyse the status of education of the socially disadvantaged children in the country,
- develop knowledge and skill to address social group inequality in school and society,
- understand the schemes and programmes of education of socially disadvantaged group,
- identify research priorities and conduct researches in the area of education of socially disadvantaged groups.

Unit I: Conceptual framework

- Meaning of socially disadvantaged children: socially disadvantaged section in India-the scheduled castes, scheduled Tribes, Educationally backward minorities, girls, children from rural and slum children.
- Provisions in the constitution for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005.
- International perspectives Dakar framework of action (2000), millennium development goals (2000).

Unit II: Status of school education of socially disadvantaged section in India

- Status of enrolment at elementary and secondary stage with reference to social group equity, different access in habitations, class, caste, tribe and other disadvantages groups.
- Achievement of socially disadvantaged children.
- Disadvantaged gifted and underachievers
- Remedial measures

Unit III: Problems in education of disadvantaged section and addressing social group inequality

- Problems in education of socially disadvantaged children,
- Multicultural education, multigrade teaching in rural context.
- Organisation and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum (teacher attitude, expectations).
- Teaching learning process and support materials, addressing language issues, curriculum and curricular activities for meeting diverse needs of children- socio-cultural and linguistic.

Unit IV- Research priorities in the area of education of disadvantaged section

- Evaluation of centrally sponsored schemes of education of SCs, STs, girls, and Minorities.
- Status study of education of SCs, STs, girls, and Minorities and other marginalized groups.
- Study of teaching learning practices and social inclusion.
- Case studies on innovative institutional practices-NVS, KGVBs, Madrassas etc.

Practicum: 2hrs per weekx16 weeks into two batches on:

The students may undertake the following activities:

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state region.
- Evaluation of text books from the social group equality perspective.
- Critical analysis of NCF, 2005 (Focus group report).
- Field visit to residential/ ashram schools and minorities institutions and preparation of report.
- Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.
- Documentation/preparation of report on institutions/school practicing innovations.
- Analysis of status report on girls' education-access, enrolment etc from selected educational statistics (MHRD), Report cards (NUEPA) and All India Survey Report (NCERT).
- Evaluation/Analysis of school textbooks from gender perspective.
- Visit to state Project office/DPO, discussion with members of girls' education cell and preparation of report.

References

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- Bhatnagar Asha & Gulat Sushma (1998) Career Development of Creative Girls
- Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi: Kanishka.
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- Cowles Milly (1969): Perspective in the Education of Disadvantaged Children
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- Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.
- Hegarty and Alur Mithu (2002): Education and Children with Special Needs

- Jacob Aikara: Scheduled Castes and Higher Education.
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- Scot Danforth & Terry Jo Smith (2005) Engaging Troubling Students – A Constructivistic Approach
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- Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
- Singh U K & Nayak A K (1977) Women Education
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- Vishwanathan Maithili (1994) Development Orientation of Women's Education
- Webster Alec & Ellwood John: The Hearing-Impaired Child in the Ordinary School – (Red-black line)
- Yadav S K (1986): Educational Schemes for Scheduled Castes

M.Ed. Special Paper- Inclusive Education
RIEMEDSC5.3 Paper III -Inclusion of Children with Special
Educational Needs

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

On completion of this course the students will be able to

- Understand concept, meaning and significance of inclusive education for children with giftedness, creativity, sensory, mentally challenged, developmental disabilities, special health problems, OPH, and leprosy cured
- Appreciate the need for developing human resource by accepting their talents and limitations
- Develop critical understanding on the characteristics of above listed groups of children and roles and responsibilities of the teachers for their inclusion
- Understand the nature of difficulties encountered by these children and need for developing plus curricular skills
- Apply their understanding in adapting instructional materials and methods for teaching in inclusive schools,
- Analyze implications of special education, integrated education, mainstream and inclusive education practices
- Identify and utilize existing resources for providing referral services for early identification, placement and education in inclusive classrooms

Unit I : Inclusive Education and Gifted and Creative

- Concept, meaning and implications of inclusion
- Characteristics of gifted, talented and multi intelligence
- Need for understanding giftedness, creativity, disadvantaged gifted and role of teachers

- Identification, assessment and interpretation of tools / testing techniques used
- Education programmes and adaptation for inclusive classroom teaching

Unit II: Education of children with mental retardation and mentally ill

- Concept, Meaning and difference between mentally retarded and mentally ill
- Classification based Degree and nature of M.R and M.I
- Criteria for placing for academic and social inclusion at preprimary and elementary
- Implications for inclusion of M.R and M.I at secondary stage
- Curricular adaptations and teachers role
- Supportive service required for education and rehabilitation
- Researches trend on inclusion of M.R and M.I

Unit III: Education of children with physically challenged

- Concept, meaning and classification of hearing, visually challenged, orthopedically challenged, children with special health problem and leprosy
- Characteristics and educational problems both primary and secondary
- Identification, assessment and placement
- Adaptations in instructional material and methods
- Implications for inclusion at elementary and secondary-teachers role
- Technological devices and supportive services

Unit IV: Education of children with developmental and multi disabilities

- Concept, meaning and classification of children with mild and severe disabilities
- Methods and techniques used for identification, assessment and placement in inclusive classrooms
- Educational characteristics of these children and implications for academic inclusion
- Role of teachers and specific learning disabilities
- Multi disabilities and possibilities of academic inclusion

- Modern trend in education, rehabilitation – use of technology11
- Practicum: Group based (two hrs per group) for 16 weeks
- Each unit needs placement of students in schools, AIISH, Special institution- observation of students, teacher – adaptation, evaluation etc
- Special techniques used for developing compensatory skills and taking one
- Lesson on each category
- Identification techniques

Reference

- Bhatnagar Asha & Gulat Sushma (1998) Career Development of Creative Girls
- Chaterjee S K (2000): Educational Development of Scheduled Castes
- Cowles Milly (1969): Perspective in the Education of Disadvantaged Children
- Edwards John R: Language and Disadvantage
- Hegarty and Alur Mithu (2002): Education and Children with Special Needs
- Jacob Aikara: Scheduled Castes and Higher Education.
- Rangari A D :Indian Caste System and Education
- Scot Danforth & Terry Jo Smith (2005) Engaging Troubling Students – A Constructivistic Approach
- Sharma Usha & Sharma B M (1995) Girls Education
- Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
- Singh U K & Nayak A K (1977) Women Education
- Vishwanathan Maithili (1994) Development Orientation of Women's Education
- Webster Alec & Ellwood John: The Hearing-Impaired Child in the Ordinary School – (Red-black line)
- Yadav S K (1986): Educational Schemes for Scheduled Castes

M.Ed. Special Paper- Inclusive Education
RIEMEDSC5.4 Paper IV - Inclusive Strategies and Education for
Children with Diverse Needs

Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 50
External: 50

Objectives

On completion of this course the students will be able to

- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- preparing a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identifying and utilizing existing support services for promoting inclusive practice,
- seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit I- Meeting the needs of diverse learners

- Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- Facts and myths and of inclusive education with reference to Indian context.
- Inclusive educational strategies and their implications for universalization of elementary and secondary education.

- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Unit II-Curriculum adaptations and evaluation for children with diverse needs

- Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content, laboratory skills and play material

Unit III-Teacher preparation for Inclusive Education

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.

- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Unit IV-Planning and conducting research activities

- Concept and importance of educational research.
- Selecting appropriate areas of research.
- Types of research needed for enhancement of learning.
- Steps involved in planning and supervising research activities.
- Recent trends in research - national and international level

Transactional Mode

Discussion and group work, presentation by students, use of internet, and field visit to get first hand exercises.

Sessional Work: The students may undertake any one of the following activities:

- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi level teaching in the DMS (two classes).
- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Identify suitable research areas in inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.

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- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
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SOFT CORE AREA6: Educational Technology & ICT in Education

I Semester

RIEMEDSC6.1 Paper 1: Educational Technology

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives

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

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

Unit I: Nature and Scope

- Educational technology-concept, product Vs process;
- Forms of educational technology: teaching technology, instructional technology and behaviour technology;
- Approaches of educational technology: Hardware and Software;
- Transactional usage of educational technology: integrated, complementary, supplementary standalone (independent);
- Historical development – programmed learning stage; media application stage and computer application stage;
- Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.

Unit II: Systems Approach to Education and Instructional Design

- Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
- Instructional Strategies and Media for Instruction.
- Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.
- Education and Training: Face-to-face, Distance and other alternative modes

Instructional Design

- Instructional Design: Concept, Views.
- Process and stages of Development of Instructional Design.
- Overview of Models of Instructional Design- ADDIE Model; Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material, Researches on Instructional Design-a review.

Unit III: Audio Visual Media in Education

- Audio-visual media – meaning, importance and various forms.
- Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.
- Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training,
- Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.
- Use of animation films for the development of children's imagination.
- Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

Unit IV: New Horizons of Educational Technology

- Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, web conferencing, web2.0 and web3.0 tools and mobile learning and 3G mobile technology applications etc.
- National Mission on ICT in Schools
- Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.
- Recent experiments in the third world countries and pointers for India with reference to education.
- Recent trends of Research in Educational Technology and its future with reference to education.

Sessional Work: The students may undertake any one of the following activities:

- Identifying appropriate media and material for effective use in the transaction of a lesson.
- Writing a simple script for media production.
- Critical analysis of an instructional system based on components of systems approach
- Critical analysis of the different instructional designs based on the various instructional design models.
- Preparation of a trend report on researches on instructional design.
- Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.
- Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
- Interventions of educational technology in the current practices of teacher training programmes in India.

Reference Books:

- Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
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- Goldberg, Alvin and Carl E.;Larson: *Group Communication*, Prentice Hall, Inc. New Jersey.
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- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
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- Ruhela S P (2001): *Some Aspects of Educational Technology*.
- Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
- Sharma R A: *Programmed Instruction – An Instructional Technology*, Loyal Bank Depot, Meerut (UP).
- Sharma R.A: *Programmed Instruction – An Instructional Technology*, Goyal Book Depot, Meerut.
- Sharma, B.M. (1994): *Distance Education*, New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994): *Media and Education*, New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
- Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.
- Walter A Written and Charles F Schuller: *Instructional Technology - its nature and use of A.V. Materials (5th Ed)*, Harper and Row Publishers, New York.

I Semester

RIEMEDSC6.2 Paper II- ICT in Education

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives:

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

- Understand the scope of ICT and its applications in teaching learning.
- Understand the means of ICT integration in teaching learning.
- Understand the computer components and software and hardware approach in education.
- Know the instructional applications of Internet and web resources.
- Understand the process of using the application software for creating documents, database, presentation and other media applications.

Unit I: Information and Communication Technologies – An Introduction

- Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium;
- one-to-one, one-to-many, and many-to-many communication;
- broadcast and non-broadcast applications – technologies and prospects;
- Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications;
- Critical analysis of Teaching aids and their applications in instruction and learning;
- Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

Unit II: Computer Fundamentals: Hardware & Software

- Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Palmtop) and its parts and functions;
- Standard computer accessories – their configurations, connections and functioning; common malfunctions of computer connections and accessories – their identification, troubleshooting and rectification.
- Functional overview of an operating system: Windows/Linux/UNIX and its functions and applications; files and folders; the concept of a window and multi-tasking.
- Standard Office and Media applications: Functions and operation of standard office and media applications.
- Securing data: Threat from, sources of and protection from viruses and worms and maintaining backups of data.

Unit III: Internet and the Web1.0; Web2.0 and Web3.0 Technologies

- The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
- Using search engines and Web Utilities: Keywords and search strategies;
- Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content;
- Securing the computer from viruses, worms and other internet attacks; Safe internet content.

Unit IV: ICT Applications in Education: Word, Data, Multimedia and Image Processing

- Word Processors and Word Processing: Common features of word processors, their functions and use; using word processors in the classroom.

- Spreadsheets: Common features of spreadsheets, their functions and use; Using spreadsheets in the classroom.
- Databases: Common features of databases, their functions and use; Development, management and output of a database; Databases in educational contexts.
- Presentations: Common features of presentations, their functions and use; Using presentations in the classroom.
- Digital media: Graphics, photographs, animation, audio and video in the digital context; Sourcing, digitizing and using; Educational applications of digital media.
- Multimedia Content: Multimedia packages – installation and use; Critical analysis of multimedia content, educational implications of media use and interactivity.
- Websites with educational content: Search, locate and maintain lists of educational web sites;
- Critically examine the content of websites; using the web as a teaching-learning resource
- Academic and Research content on the web: Online journals and abstraction services;
- Online Learning, online courses and learning management systems.
- Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups.

Sessional Work: The students may undertake any one of the following activities:

- Critical analysis of Teaching aids and their applications in instruction and learning
- Critical analysis of a computer based media packages with reference to its use in learning process.
- Critical analysis of the different instructional packages developed by different agencies/institutions.
- Interventions of educational technology in the current practices of teacher training programmes in India.
- Preparation of Learning Object Repository (LOR).

- Preparation and presentation of slides for teaching any topic at the school level.

Reference Books:

- Adam, D.M. (1985) *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Alexey Semenov, UNESCO, (2005): *Information and Communication Technologies in Schools: A Handbook for Teachers*.
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- Schank, R.C. (2001) *Virtual Learning* McGraw Hill.
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- Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].
- <http://www.libraries.psu.edu/>
- <http://www.searchenginewatch.com>, (ALTA VISTA, EXCITE, HOTBOT, INFOSEEK).
- <http://www.teacher.net>

II Semester
M.Ed. Special Paper-Education Technology & ICT
RIEMEDSC6.3 Paper III Computer Software

Contact hours: L:2+T:2+P:2 (Total credits:4)

Maximum Marks: 100

Examination Duration: 2 Hours

Internal: 50

External: 50

Objectives

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

- develop awareness about uses of computer technology in Educational Research,
- develop understanding about the various aspects of data analysis software,
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups,
- understand the process of locating the research studies carried in the Internet and using of online journals and online books,
- make them understand the use of professional forums and professional associations.

Course Content

Unit I: Data analysis by using database software-1

- Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office);
- Editing of database file; Formatting, Data filtering, Input range and output range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics.
- Creating graphs and charts. Creating a table by using wizard,
- Creating Quarries and Using Quarries, Data filtering in Access by using quarries.

Unit II: Data analysis by using database software-2

- Introduction to SPSS, Creating a database file in SPSS;
- Editing of data, insert variable, insert cases, merge a file with same variables and different variables,
- Importing and exporting data file, working with output,
- creating graphs and interactive graphs,
- Creating tables, Creating Cross tables,
- Descriptive statistics and Inferential statistics;
- Correlation and Regression,
- Parametric tests like t-Test, ANOVA- one way and two way, ANCOVA;
- non-parametric tests like sign test, run test, chi-square test; Creating Graphs;
- Working with graphs and tables.
- Interpretation of test result and significance of hypotheses.

Unit III: Web2.0 and Web3.0 Technologies

- Web1, Web2 and Web3 technologies and its characteristics, types and applications in learning context
- Link between Web1, Web2 and Web3 technologies like Internet, Professional forums, Educational blogs, Wiki and Social networking and various pedagogical theories.
- Guidelines to use the Web1, Web2 and Web3 technologies in the context of classroom teaching and learning
- Differences of Web1, Web2 and Web3 technologies
 - Concept of blog;
 - discussion group;
 - chatting forum;
 - Online forum;

Unit IV: ICT and Professional Development of Teachers

Professional Development through ICT: Online forums, Net conferences, Teleconferencing by using 3G Mobile technology, Web conferences, Interacting with web sites, Social network etc.,

ICT based Resources: Online books and journals, online thesis and dissertations, online conferences related to research, web casting, online surveys of educational research.

Transaction Mode:

Lecture cum demonstration and hands on experiences on the preparation of database using spread sheet and other statistical software like SPSS, R etc., Demonstration and practical experience in the use of various statistical software. Discussion with data analysis expert. Creating database and working with data base files. Preparation and presentation of research data analysis and its interpretation.

Sessional Work:

- Critical analysis of database software including open source.
- Critical analysis of a computer based research report.
- Critical analysis of the different research reports based on data analysis and interpretation.
- Preparation and presentation of research report based on empirical data.

References:

- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
- Phillips. R (1997) Interactive Multimedia London: Kogan Page.

- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton, W (2001).
- Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

II Semester

RIEMEDSC6.4 Course IV-Courseware Development

Contact hours: L:2+T:2+P:2 (Total credits:4)
Examination Duration: 2 Hours

Max. Marks: 100
Internal: 50
External: 50

Objectives:

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

- understand the concept of courseware and various formats of courseware,
- understand the process of preparation of courseware,
- understanding the technical aspects of courseware,
- understanding the courseware management system in Intranet and Internet environments,
- understand the evaluation procedure of on-line courseware and off-line courseware.

Course Content

Unit I: Introduction to courseware

Elements of courseware;

- courseware design,
- organizing the content, organizing the presentation in e-Learning environment;
- Implications of Psychological theories of learning on courseware.
- Context of using courseware.

Unit II: Courseware Design

- Courseware – Design Patterns-
- procedure of development and validation of courseware: Need assessment, Stating the Objectives,
- Identification of Resources, Limitations,

- Selection of Learning activities and Criteria for learning organization,
- Alternative methods of attaining the objectives, field testing, feedback and evaluation.
- Introducing the Interactivity and Making a courseware outline.
- Barriers in the preparation of courseware.
- Technical Aspects of courseware Development: Story-board and Instructional design. Multimedia Authoring and authoring tools.

Unit III: Courseware Management System

- Introduction to courseware Management Systems- LMS and LCMS software for Courseware Management.
- Standards for ICT enabled courseware.
- Use of Wikipedia, Wikieducator and other web based technologies for online courseware.

Unit IV: Courseware Evaluation

- Different Methods of Courseware Evaluation;
- Designing a rubric for evaluating the Courseware.
- Criteria for Courseware evaluation.
- Designing of Evaluation Criteria for assessment of online and off-line courseware.

Transaction Mode:

Lecture cum demonstration and hands on experiences on the preparation of Courseware. Demonstration and practical experience in the use of LMS software and online testing. Visit to local institute where the Courseware is in practice for online learning and face-to-face learning. Creating web resources by using Wikipedia and Wikieducator. Participation in online Courseware. Analysis of the different online courses and face to face courses. Analysis of Courseware developed by various organizations. Critical analysis of Courseware developed for various e-Learning projects with reference to its evaluation.

Sessional Work: The students may undertake any one of the following activities:

- Critical analysis of Courseware and their applications in learning
- Critical analysis of a computer based courseware with reference to its use in learning process.
- Critical analysis of the different courseware developed by different agencies/institutions.
- Preparation of Learning Object Repository (LOR).
- Preparation and presentation of courseware for teaching any topic at the school level.

Reference Books:

- Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
- H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.
- Harasim, L. (1990) Online Education: Perspectives on a New Environment. New York: Prasser.
- Harasim, L. (1993) Global Networks Computers and International Communication. Cambridge; NIT Press 5.
- Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
- Joseph W. Lowrey (2006), Dreamweaver 8 Bible, Wiley Publication.
- Khan, BoH (1977) Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
- Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002.
- P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
- Ray West, Tom Muck (2002), Dreamweaver MX: The Complete Reference, McGraw Hill Publications.

- Rejeseakaran S. (2007) Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
- Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.

I Semester M.Ed.

LANGUAGE EDUCATION

RIEMEDSC 7.1 Theoretical Foundations of Language Learning and Teaching

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives :

- Students gain an understanding of the nature and functions of language and linguistics and its implications for teaching and learning of language.
- Students develop a deeper understanding of the language learning
- Students learn about the psychology of teaching language learning

Transaction Mode:

Lecture followed by discussions, Group Discussions, seminars and Assignments

Course Content:

Unit I: Perspectives in language learning : Language: Nature, functions and implications for planning of language learning i.e., first language and second language.

Linguistics: Nature and functions and major branches of linguistics. Role of contrastive analysis and error analysis

Unit II : Second Language Syntax : Examination of form and acquisition of non-native syntax. Consideration of whether non-native grammars are fundamentally different from native grammars role of the learners' native language, initial state of non-native syntax, and subsequent development. Comparison of child native acquisition and adult native acquisition.

Intensive reading on selective topics relevant to the acquisition of second language, socio linguistics, biligualism, testing and research directions.

Unit III: Psychology of learning languages : The Indian Tradition : Contribution of Yaska, Panani, Patanjali and Bhartihari

The Western Tradition : The behaviorist approach, the cognitive-code approach, the communicative approach, constructivism and language learning

Unit IV : Psycho-Linguistic Approach : Principles and the psychology of language learning.

Sessional Work:

Intensive study and a analysis of selected issues and problems in learning of first and second language.

References:

- Noam Chomsky, On Language, Penguin Books, India 2003.
- Bataeas (Eds)), The crosslinguistic study of sentence processing. New York: Cambridge University Press.
- Bates, E., Thal, D., & Janowsky, J.S. (1992) Early language development and its neural correlates. In I. Rapin & S. Segalowitz (Eds), Handbook of Neuropsychology. Vol. 6, Child Neurology. Amsterdam: Elsevier.
- Fodor, J.A. (1983) Modularity of mind. Cambridge, MA: Bradford Books/MIT Press.
- Gardner, R.A. & Gardner, B.T. (1969) Teaching sign language to a chimpanzee. Science, 165, 664-672.
- Gernbacher, M.A. (Ed.) (1994) Handbook of psycholinguistics. San Diego: Academic Press.
- Gleason, J. Berko (Ed) (1993) The development of language, 3rd edition. New York : Macmillan.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics

- Larsen-Freeman, D., & Long, M. (1991). An introduction to second language acquisition research. London & New York: Longman.
- Rosamond Mitchell & Florence Myles, Second Language Theories, Arnold Publication, U.K.
- Patsy Lightbrown & Nina Spada, How Languages are Learnt, Oxford Handbook for Language Teachers, Oxford University Press, New York.
- Simon Green (edit), New perspectives on Teaching and Learning Modern Languages Multilingual Matters, Frankfurt Lodge, Clevedon Hall, Victoria Road, U.K.

I Semester M.Ed.
LANGUAGE EDUCATION
Paper II

RIEMEDSC7.2 Policy Formulations and Curriculum Development

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives :

- Students survey various problems with respect to language learning : contextual, curriculum, teacher preparation related etc.
- Students identify and reflect on factors which shape language planning and policy
- Students examine and understand the nature and scope of research in the area of language learning and teaching.

Transaction Mode:

Lecture followed by discussions, Group Discussions, seminars and Assignments

Course Content:

Unit I: Curriculum development in the multilingual context of India

- Problems of language learning in multilingual context of India.
- Provisions in the Indian Constitution for safe guarding survival, status and spread of minority languages.

Unit II : Problems in planning

- Various language education institutions in India – CIEFL, CIIL, KHS, etc. – their roles and functions.
- Medium of instruction – controversy, recommendations in NPE 1968, 1986, 1992 and National School Curriculum 2000, NCF 2005.
- Theoretical bases for designing curriculum in the Indian multilingual context. Current patterns of curriculum organization and development.

Unit III: Policy formulations and language education

- Policy formulation for language education at various levels which include national, state, district and local level.
- Status and needs survey, trend analysis, three language formula – original as well as modified and its present status.
- Lessons from policy formulations of other multilingual countries: Russia, Israel, Canada, etc.

Unit IV : Research in language education

Status, gaps and priorities.

- Reading research and writing research – directions and emerging priorities.
- Current research in language acquisition – issues in recent research in; first and second language acquisition (examines selected cases illustrating the relation of first and second language acquisition studies to linguistic theory). Emphasis on the collection and analysis of acquisition of data.

Sessional Work :

A study of both standard and non-standard varieties of English used in the country.

References :

- Judith L Shrum and Eileen W Glisan, Teachers Handbook, Contextualised Language Learning, Heinte and Heinte, USA, 2000
- John L Clark, Curriculum Renewal in School Foreign Language Learning, ELBS, Oxford University Press, 1987.
- Fishman J A, Advances in Language Planning, Hague, Mouton.
- D P Patta Nayak, Multilingualism and Mother Tongue Education, Oxford University, New Delhi.
- Chaudron, C. (1988) Second Language Classrooms : research on teaching and learning Cambridge: Cambridge University Press.
- Numan, D. (1992) Research Methods in Language Learning, Cambridge: University Press.

II Semester M.Ed.
LANGUAGE EDUCATION

Paper III

RIEMEDSC7.3 Principles and methods of language acquisition and learning

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives :

- Students' examine the pedagogy of language learning and language teaching.
- Students' develop a deeper understanding of the teaching and learning process.

Transaction Mode:

Lecture followed by discussions, Group Discussions, seminars and Assignments

Course Content:

Unit I: Language acquisition

Factors affecting language learning and language acquisitions.

- An over view of the field of language acquisition to develop a critical approach towards first (L.1) and second (L.2) languages and other languages (L.3) learning. Linguistic, psychological and social processes that underlie learning of languages and use will be introduced and current research findings will be examined from the perspective of the first and second language and other language teaching professional. Differences in objectives, instructional materials, evaluation, etc. Factors affecting the teaching of L.2 and L.3.
- Models of Language Acquisition : Introduction to languages acquisition research. Critical examination of major hypotheses about ;the ways in which languages develop. Discussions will include a range of languages. Models include a variety

of approaches: corpora-based, functionalist, generative, process bases. Social-cultural, universals of language.

- Developing the language curriculum and syllabus: dimensions, factors that influence the curriculum, selection and grading of content, selecting the contents for teaching and learning, transaction techniques and evaluation techniques.

Unit II : Language Skills

- Developing basic language skills and intermediate as well as advanced language
- skills that are level specific viz. primary, secondary and senior secondary.

Unit III: Innovative techniques for teaching grammar, reading comprehension, written expression

- Modern Grammar : An examination of the principle features of the Grammar. The course draws upon traditional, structural, functional and transformational grammar with an emphasis on the pedagogical application of these in the teaching of language.
- Discourse Analysis : theories of discourse analysis including speech acts,
- conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis. Applications of these theories to areas of special interest including native speaker – non-native speaking interaction, non-native speaker conversation, classroom discourse and analysis of language in professional sittings.
- Contrastive Discourse : Cross-cultural text organization from the native and non-native reader's and writer's view points. Various aspects of texts are emphasized, including coherence and cohesions, and formula and cultural schemata in genres such as expository writing, letters, articles, narratives.

Unit IV : Individualization of Language Learning

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.

- Language Learning Technology : Theories of language learning underlying language learning technology. Current language learning technology for language learning, teaching, testing and research.

Sessional Work :

Intensive study and a analysis of selected issues and problems in learning of first and second language.

References :

- Paul Fletcher, and Michael Garman, Language Acquisition – Studies in first language development, Cambridge University Press, UK, 1981
- H H Stern, Fundamental Concepts of Language Learning, Oxford University Press, Oxford, 1987
- N.S. Prabhu, Second Language Pedagogy, ELBS, Oxford University Press, Oxford, 1987
- Edward David Allen/Rebecca M Valetie, Modern Language Classroom Techniques – A Handbook, Harbourt Brace Jovanovich Co, New York, 1972.
- Gentner, D. (1978) On relational meaning: The acquisition of verb meaning. Child Development.
- Ellis, R. (1994). The study of second language acquisition. Oxford: University Press.
- Hornberger, N.H. (1989). Tramites and transportes: The acquisition of second language communicative competence for one speech even in Puno, Peru. Applied Linguistics.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.). Sociolinguistics (pp. 269-293). Harmondsworth: Penguin.
- Pica, T., Young, R. & Doughty, C. (1987). The impact of interaction on comprehension TESOL Quarterly, 21.
- Savignon, S. (1983). Communicative competence: Theory and classroom practice. Reading, MA: Addison-Wesley.
- Richards, J. and Lockhart, C. (1994) Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press.

- Brown, H.D. (2000) Principles of Language Learning and Teaching. (4th edition) Englewood Cliffs, New Jersey: Prentice Hall.
- Candlin, C.N. and Mercer, N. (2001) English Language Teaching in its Social Context. London: Routledge. (This is one of your basic texts).

II Semester M.Ed.
LANGUAGE EDUCATION

Paper IV

RIEMEDSC7.4 Teaching and Learning of Language and Literature

Credits: 4

Examination Duration: 2 Hours

Contact hours per week: Lectures: 3 and Tutorials: 2

Max.marks: 100

Internal: 50

External: 50

Objectives :

- Students learn and analyse different approaches, methods and techniques for differentiating between teaching of language and literature in the context of L1 and L2.
- Students study the theories of assessing competence and learn to practice.
- Students know about the problem of languages in India and about the preparation of teachers.

Transaction Mode:

Lecture followed by discussions, Group Discussions, seminars and Assignments

Course Content:

Unit I: Teaching Language and Teaching Literature in the Context L.1 and L.2

Differences in their nature, content and emphasis, interrelationships, advanced techniques of teaching and evaluation.

Creativity in Language Education:

Techniques for fostering and developing creativity in language

Unit II : Assessment:

Theory of assessing competence in first and second languages,

Preparations and administration of various language testing instruments.
Assessment of student's competence to analyse, critique and appreciate different genres – literary text.

Unit III: Contextual Problem

Multilingual/bilingual context of India.

Bilingual / multilingualism – critical issues and practices,

Second language teaching –theory and practice

Bilingual contour areas across the curriculum

Research on language development in bilingual environments

Unit IV : Preparation of Language Teachers :

Pre-service education, in-service education, site professional development

Planning, inputs, truncation and evaluation

Distance mode based preparation of language teachers

Alternative course designs for preparing language teachers.

Sessional work:

Seminar on L.1 and L.2 Literature learning and creativity

References:

- Jacob Ornstein, Programmed Instruction and Education Technology in Language Teaching Field – New Approaches to Old Problems, The Centre for Curriculum Development Inc, Philadelphia, 1971.
- W A Branett, Aspects of Language and Language Teaching, Cambridge University Press, London, 1969.
- D P Patta Nayak, Mltilingualism and Mother Tongue Education, Oxford University, New Delhi

SELF STUDY OPEN ELECTIVES
(Add-on Courses)

II Semester
RIEMEDOE1 Paper I - Mathematics Education

Examination Duration: 2 Hours

Maximum Marks:100

Internal: 50

External: 50

Objectives

On completion of this course students will be able to:

- appreciate the abstract nature of mathematics
- distinguish between the roles of Pure and Applied Mathematician
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the skill of using various methods of teaching Mathematics
- develop the an awareness towards the structure of Mathematics
- develop the skill of constructing test items
- adopt different strategies of evaluation
- highlight the significance of Mathematics Laboratory & Mathematics Club
- develop the skills required for Action Research in Mathematics
- develops positive attitude towards profession
- explores avenues of professional growth

Course Content

Unit I: Nature, Objectives and Strategies of teaching Mathematics

Abstractness of Mathematics; Distinction between Mathematics and Science; Distinction roles of Pure and Applied Mathematicians; Mathematization; Aesthetic aspect of Mathematics; Historical development of Mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; Teaching of Mathematical Modeling

Aims and Objectives of teaching Mathematics at various levels of school mathematics; Instructional objectives in teaching mathematics; **Methods of teaching Mathematics**- Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving Skills- stages in problem solving techniques to improve problem solving skills (Polya method); Competence based approach to teaching mathematics; constructivist approach in teaching of Mathematics; Computer based instructions;

Unit II: Structure of Mathematics

Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them; Types of Theorems such as Existence and Uniqueness theorems etc.; Types of Proofs- Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction and distinction between Induction and Mathematical Induction; Role of Examples, Counter Examples and Non-examples in Mathematics; Conjectures; Scope and limitations of Intuition in Mathematics; Sets and Venn Diagrams as a representative of Mathematical properties and their relations

Unit III: Evaluation in Mathematics

Concept of Evaluation in Teaching- Learning process (Formative, Summative, Criterion, Diagnostic); Role of Evaluation in Teaching- Learning process; Types of mistakes in Mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of Test items in Mathematics - Long answer type, Short answer type, Very Short answer type and objective type; Construction of unit test (Blue print, construction of items, administration, scoring & interpretation);

Unit IV: Professional development of Mathematics Teacher

Research in Mathematics education (focusing on Problem-Solving Ability & diagnostic studies); Action Research in Mathematics; Use and preparation of teaching aids; Development of Mathematics Laboratory and Organizing Mathematics Club; Ethics of teaching profession; Need for recurrent education; Types of in-service programs; Role of mathematics teacher association; Professional growth- participation in

seminars/orientation/conference/workshops; Professional forums and associations (online & Offline); Journals.

Transaction Mode

Lecture cum Discussion; Problem Solving Skills; Demonstration; Seminars; Group Discussion;

Sessional Work: The students may undertake any one of the following activities:

- Assignment on construction of Test items for a Unit
- Analysis of famous quotations on Mathematics
- Class Test
- Group puzzles activity
- Preparation & use of teaching aids
- Conducting mathematics Olympiads (school level)

References

- Alice F. Art and Eleanan Armaer Thomas. *Becoming a Reflective Mathematics Teacher*.
- Cooney T.J and Others (1975), *Dynamics of Teaching Secondary School Mathematics* Boston; Houghton Mifflin
- Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.
- Heimer, R.T. and Trueblood, C.R. (1970) *Strategies for Teaching Children Mathematics;Reading*. Massachusetts: Addison Wesley Publishing C
- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi-16
- Polya, G (1957). *How to Solve it*. 2nd edition, Garden City, N.Y.: Doubleday and Company.
- Polya, G *Mathematical Discovery on Understanding, Learning and Teaching Problem Solving*. John Wiley & Sons.
- Sawyer, W.W. *Mathematics in Theory and Practice*. Udhams Press Ltd, London.

II Semester
RIEMEDOE2 Paper I - RESEARCH DATA ANALYSIS USING
COMPUTER SOFTWARE

Examination Duration: 2 Hours

Maximum Marks:100

Internal: 50

External: 50

Objectives

After the completion of this course student will be able to

- access and prepare data.
- define data.
- label variables.
- develop skill in data transformation.
- identify and use the different steps for descriptive statistics.
- use the computer software for the calculation of bi-variate statistics.
- apply the computer software for the differential, relational and non parametric analysis and interpret the results.
- enrich the knowledge base to identify and make prediction using the computer output.
- develop the skill in use of appropriate statistical techniques
- develop the skill of drawing charts and scatter plots using computer software.
- instill confidence in using the statistical software.
- acquaint strong statistical base.
- analyse the differences in assumptions of different statistical techniques.
- interpret the statistical results accurately and appropriately.

Unit I: Data access, data preparation and Data Transformations

- Excel interface
- Data editor
- Data import
- Define Variables Properties tool
- Identify Duplicate cases tool
- Copy Data Properties tool
- Compute new variables using arithmetic, Cross-case, date and time, logical, Missing-value, random-number, and Statistical or string functions
- Recode string or numeric values
- Recode values into consecutive integers
- Create conditional transformations
- Using "If" commands and other logical functions
- Data Transformation functions

Unit II: Descriptive statistics and Categorical charts

- Cross tabulations
- Frequencies
- Descriptive
- Explore
- Bivariate correlation
- Partial correlation
- Graphical Representation: Bar - Line - Area - Pie - Box plot
- Scatter plots: Simple, grouped, scatter plot matrix - Fit lines - Dot charts
- Histograms: Multiple use charts

Unit III: Parametric Tests and Prediction for numerical outcomes

- Means

- t- tests (Two-Sample Tests)
- Analysis of variance (ANOVA) - One Way, Two Way and Three Way
- Linear regression
- Logistic Regression
- Principal components Analysis
- Factor analysis
- Cluster analysis - K-Means - Hierarchical
- Discriminant Analysis
- Reliability Analysis

Unit IV: Non-Parametric tests

- Tests for one sample
- Tests for two related samples
- Tests for two independent samples

(Chi-Square, Contingency, Kendall's Coefficient, Kendall's Tau, Sign Test, Runs Test, Sample K-S, Mann-Whitney U Test, Kruskal-Wallace One Way ANOVA, Friedman Two Way ANOVA, Wilcoxon Test, Rank Correlation).

Practicum

Each Unit has to be discussed/ taught with demonstration followed by student practical. At the end of the course a Report should be submitted by each students showing the evidence of practical done. The report has to be internally valued for the maximum of 40 marks. The theory examination (External) has to be valued for 60 marks.

Note:

1. The Research Data Analysis may be taught by using the statistical packages available to the college. To mention a few SPSS, STATISTICA, OPENSTAT4, NCSS, STATPAC, MINITAB, VISTA etc.

2. Some of the free statistical packages can be downloaded from the website: www.freeststatistics.tk or <http://freeststatistics.altervista.org/stat.php>. The statistical package, OPENSTAT4 is one among them. This package is free for personal use. The operating manual and statistics book are also available free of cost. (Courtesy Prof. William G. Miller, Program originally developed by him, whose E-mail address is: openstat@msn.com).
3. All the statistical packages have their own manual and Built-in Statistical Modules/ Tutorial Book for quick reference.

References:

- Antonius, Rachad. (2003). Interpreting Quantitative Data with SPSS. New Delhi: Sage Publications India Pvt. Ltd
- Argyrous, George. (2005). Statistics for Research -with a Guide to SPSS. New Delhi: Sage Publications India Pvt. Ltd.
- Boslaugh, Sarah E. (2004). An Intermediate Guide to SPSS Programming Using Syntax for Data Management. New Delhi: Sage Publications India Pvt. Ltd
- Einspruch, Eric L. (2003). Next Steps with SPSS. New Delhi: Sage Publications India Pvt. Ltd
- Einspruch, Eric L. (2005). An Introductory Guide to SPSS for Windows. New Delhi: Sage Publications India Pvt. Ltd
- Elliott, Alan C. and Woodward, Wayne A. (2006). Statistical Analysis Quick Reference Guide Book - With SPSS Examples. New Delhi: Sage Publications India Pvt. Ltd
- Field, Andy. (2005). Discovering Statistics Using SPSS. New Delhi: Sage Publications India Pvt. Ltd.
- Fielding, Jane L. and Gilbert G N , (2006). Understanding Social Statistics. New Delhi: Sage Publications India Pvt. Ltd.
- Foster, Jeremy I. Barkus, Emma and Yavorsky, Christian. (2006). Understanding and Social Statistics. New Delhi: Sage Publications India Pvt. Ltd.

- Foster, Jeremy J. (2001). Data Analysis Using SPSS for Windows Versions 8-10- A Beginner's Guide. New Delhi: Sage Publications India Pvt. Ltd
- Gaur, Ajai and Gaur, Sanjaya.S. (2006). Statistical Methods for Practice and Research -A Guide To Data Analysis Using SPSS. New Delhi: Sage Publications India Pvt. Ltd.
- Miller, William, G. (2006). Statistics and Measurement Using the Free Opens tat Package.
- Muijs, Daniel. (2004). Doing Quantitative Research in Education - with SPSS. New Delhi: Sage Publications India Pvt. Ltd
- Puri, B.K. (2002). SPSS in Practice - An Illustrated Guide. 2nd Edition. London: Arnold Publishers.
- Sirkin, Mark R (2005). Statistics for the Social Sciences. New Delhi: Sage Publications India Pvt. Ltd.
- Wagner, William E. (2006). Using SPSS for Social Statistics and Research Methods.

II Semester

RIEMEDOE4 Paper I – SOCIAL SCIENCE EDUCATION

Examination Duration: 2 Hours

Maximum Marks:100

Internal: 50

External: 50

Objectives

- Develop an understanding of the meaning, nature, scope of social sciences and social science education
- Enabling to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate techniques of curriculum transaction
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching social sciences and undertake evaluation

Course Content

Unit I : Conceptualisation of Social Science Education

- Concept, nature, and scope of social sciences: social science or social sciences? prevailing approaches and the status attached to the social sciences;
- Epistemological frame proposed in educational policy documents and various national curriculum frameworks with special emphasis on the latest document
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of education
- Research perspectives in social sciences

Unit II : Aspects of Social Science Curriculum and Pedagogy of Social Science

- Approaches to planning, formulation and organisation of social science curriculum; social science curriculum at various stages of education;
- Development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes;
- Avenues for professional development of building higher order competencies among social science teachers;
- Critical appreciation of approaches to teaching social sciences – behaviourist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- Critical appreciation of various teaching learning strategies viz., lecture method, project method, problem solving, role-play, dramatization, field visits and case studies;
- Critical appreciation of various learning strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning

Unit III: Media, Materials and Resources for Teaching and Learning

- Effective use of print media and audio visual materials for social science; integration of ICT (Information and Communication Technologies) in teaching-learning process of social science; development of teaching learning materials; workbook; activity book and self instructional materials.
- Effective utilization of resources for teaching; textbook and supplementary materials; literature and biographies, environment and community resources; low cost improvised teaching aids.

Unit IV : Evaluation in Social Science

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; Assessment tools; paper and pencil tests; construction of achievement test
- Alternative assessment: rubrics, portfolios and projects
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- Undertaking research activities in social science – identification of issues and methods.

Transaction Mode

Lecture cum Discussion, Problem Solving Skills, Demonstration, Playing, Seminars, Group Discussion, Panel discussion

Sessional Work

- Assignment / term paper on selected themes from the course and presentation
- Preparation and teaching two lessons using integrated approach
- Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching social science and presentation
- Application of specific methods of teaching and learning during field experience
- Development of questions and achievement tests in social science subjects
- Organising goal oriented activities like quiz, mock-parliament, field trip, exhibitions and any other co-curricular activities in schools
- Analysis of a social science textbook

References

- Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.

- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
- Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.
- David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*, Routledge Falmer, London.
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II Semester
RIEMEDOE3 Paper I – SCIENCE EDUCATION

Examination Duration: 2 Hours

Maximum Marks:100

Internal: 50

External: 50

Objectives

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

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- understand the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- understand the Constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with new, innovative trends in assessment;
- analyze the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Content

Unit I : Epistemological bases of science and science education

- Nature and structure of scientific knowledge: propositional and procedural; Apriori and Aposteriori; sources of knowledge and their validity; Laws and theories; models and analogies in science; scientific explanation; scientific method; problems of induction; the Hypothetico-deduction approach in generating

scientific knowledge. Historical development of scientific knowledge: paradigms and paradigm shifts; scientific revolutions and scientific anomalies

- Consensus and structure of science education; implications of scientific models and theories to science education; the changing aims of science education; The place of science in the school curriculum.

Unit II : Implications of cognitive models and social and cultural perspectives in learning to science education

- The development of child's thinking process: Piaget and Bruner, Vygotsky and Ausubel Von Glaserfeld's theories as the major contributions to constructivism in science education
- Meta cognition and learning of science
- The humanistic and cultural aspects of science and science education; critical pedagogy and its integration in science.
- science and technology literacy for all; science, peace and sustainable development; scientific attitude as a value

Unit III: Learning Approaches and assessment in Science Learning

- **Different types of constructivist approaches to science learning:** inquiry method, problem solving strategies, investigatory approach, guided discovery approach, inductive method, project based learning, Planning lesson formats; cooperative and collaborative learning, self learning and discussion strategies; role of experiments in science, integration of theories and experiments in science: use of multimedia and ICT in science education. use of concept and Vee maps; use of different approaches to develop scientific attitude and values; Metacognitive Strategies in science teaching
- **Assessment in Science Education :** Review and Critique of the traditional methods of assessment: Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning

experiences performance based assessment ;Assessment of affective measures in Science; Self-assessment and peer assessment. Portfolios: Planning and assessment of Portfolios in Science learning.. Assessment of Laboratory skills and procedural knowledge.

Unit IV: curricular trends and research in science education

- Trends in science education from the beginning of the nineteenth century to the present- at national and international level; a brief history of Science Education. Criteria of validity of science curriculum: content, cognitive, process, historical, environmental, ethical. Taxonomy for curriculum development in Science Education.
- Curriculum at different stages. Lessons from Curricular Innovations and interventions in India. Study of various curricular projects in science in the world.
- Instructional materials including textbook: contextualisation, criteria and concerns including all stakeholders in their development.
- Co-curricular activities and their role in Science Education, integrating co-curricular activities with science education.
- Research in science education in India and in other countries; implications of science education researches to classroom practices; vision of science education research-Policy perspectives

Sessional Work:

The students may undertake any one of the following activities:

- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science, for example, Discovery of the electron; the development of electromagnetism; theory of evolution; Newtonian calculus and its importance to Physics; Thermodynamics.
- A critical study of a curricular project selected from any area of science (e.g. PSSC, BSCS, and Chemical Education Material Study Programme (CHEM), Nuffield, O and A level Curricula, NCERT etc.).
- Analysis of science textbooks of NCERT and states

- An action plan to adopt a curriculum to Indian condition based on a set of identified criteria.
- Designing constructivist based lesson plans and their presentation
- Review journals and periodicals to study the trend in science education research

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II Semester
RIEMEDOE5 Paper I – LANGUAGE EDUCATION

Examination Duration: 2 Hours

Maximum Marks:100

Internal: 50

External: 50

Objectives

On completion of the course students will be able to:

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand about the psychology of language learning
- examine the pedagogy of language learning and language teaching.
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education
- survey various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- identify and reflect on factors which shape language planning and policy

Course Content

Unit I: Language Learning

- Language acquisition: Factors affecting language learning and language acquisitions
- An over view of the field of language acquisition to develop a critical approach towards first (L.1) and second (L.2) languages and other languages (L.3) learning. Linguistic, psychological and social processes that underlie learning of languages and its use. Current research findings from the perspective of

professionals of the first and second language and other languages. Differences in objectives, instructional materials, evaluation, etc. in the first, second and other languages; Factors affecting the teaching of L.2 and L.3.

- Models of Language Acquisition: Introduction to language acquisition research. Critical examination of major hypotheses about the ways in which languages develop Chomsky-Language Acquisition Device, Piaget- Cognitive constructivism and Language, recent theorizing: intentionality; application of these theories to the development of methodologies for teaching. Discussions will include a range of languages. Models include a variety of approaches: corpora-based, functionalist, generative, process based, socio-cultural, universals of language
- Developing the language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and grading of content, selecting the contexts for teaching and learning, transaction techniques and evaluation techniques
- Developing basic language skills and intermediate as well as advanced language skills that are level specific viz. primary, secondary and senior secondary
- Innovative techniques for teaching grammar, reading comprehension, written expression
- Modern Grammar: An examination of the principle features of the Grammar. The course draws upon traditional, structural, functional and transformational grammar with an emphasis on the pedagogical application of these in the teaching of language
- Discourse Analysis: theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis. Applications of these theories to areas of special interest including native speaker – non-native speaking interaction, non-native speaker conversation, classroom discourse and analysis of language in professional settings
- Contrastive Discourse: Cross-cultural text organization from the native and non-native reader's and writer's viewpoints. Various aspects of texts to be emphasized, including coherence and cohesions, and formal and cultural

schemata in genres such as expository writing, letters, news articles, and narratives

Unit II: Individualization of Language Learning

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction
- Language Learning Technology: Theories of language learning underlying language learning technology. Current language learning technology for language learning, teaching, testing and research

Unit III: Teaching Language and Teaching Literature in the Context of L.1 and L.2

- Differences in their nature, content and emphasis; interrelationships
- Techniques for fostering and developing creativity in language
- Assessment: Theory of assessing competence in first and second languages. Preparation and administration of various language testing instruments. Assessment of the student's competence to analyse, critique and appreciate the different genres – literary text
- Advanced techniques of teaching and evaluation

Unit IV: Contextual Problems

- Multilingual context of India and global languages.
- Constitutional provisions regarding language and education and their impact
- Reservation of minority and heritage languages.
- Three language formula – original as well as modified and its present status.
- Medium of instruction – controversy, recommendations in NPE 1968, 1986, 1992, National School Curriculum 2000 and NCF 2005.
- Issues in Curriculum Development in Multilingual Context of India

Transaction Mode

Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions etc.

Sessional Work: The students may undertake any one of the following activities:

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.
- Seminar on L.1 and L.2 research and theories

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