REGIONAL INSTITUTE OF EDUCATION

MYSURU

REGIONAL INSTITUTE OF EDUCATION (NCERT)
MANASAGANGOTHRI, MYSURU - 570006 KARNATAKA

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INTRODUCTION

The Regional Institute of Education Mysuru (Formerly Regional College of Education) founded on 1st August, 1963, is one of five such Institutions established by the National Council of Educational Research and Training (NCERT), New Delhi.

The other Institutes are located at Ajmer, Bhopal, Bhubaneswar and Shillong. The Regional Institutes were started with main the objective of qualitative improvement of school education through innovative pre-service and in-service teacher training programmes and relevant research, development and extension activities.

The Regional Institute of Education, Mysuru has established itself as an Institute of repute in the area of school and teacher Education. The Institute has endeavored to shoulder the responsibilities and challenges generated by changes in the educational scenario of the country and the southern region.

The Institute has been functioning as Regional Institute of Education since 1995, following a major shift in its focus from pre-service Education to in-service Education. The pre-service teacher Education programmes of the
Institute are affiliated to the University of Mysuru and cater to the needs of south Indian states namely Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, and Union Territories of Pondicherry and Lakshadweep.

A Demonstration Multipurpose School (DMS) is attached to each RIE at Ajmer, Bhopal, Bhubaneswar and Mysuru as a laboratory for trying out innovative practices in school Education and teacher Education. These are also used for practical training for the trainees of the institutes.

VISION

Achieve excellence in school and teacher education through innovation, research and quality inter-disciplinary pre- service and in-service programmes. Play a critical role in attaining quality education in the Southern Region through material development, policy based intervention, advice and monitoring.

MISSION

01

Prepare high quality teachers for all levels of school and teacher education according to changing context, who could be leaders and champions of equitable, inclusive and sustainable education.

02

Cater to the professional requirements of teachers, teacher educators and other educational functionaries of school and teacher education in southern India.

03

Conduct quality research for educational transformation and evidence based policy formulation.

04

Ensure the implementation of educational programmes and policies of Government of India as well as its monitoring and evaluation.

05

Collaborate with the State educational institutions and functionaries in the Southern Region for realising quality educational outcomes.

06

Develop and disseminate various curricular resource materials including e-resources for school and teacher education.

07

Networking and hand-holding with school and teacher education institutions by organising forums for academic interactions and professional discourse.

PRINCIPAL'S MESSAGE

**Prof. Yagnamurthy Sreekanth
Principal, RIEM**

I am happy to observe that over the years, nurturing innovations and bringing about qualitative change in school education and teacher preparation have been the guiding principles of the Regional Institute of Education, Mysuru. In order to achieve its mission the Institute has taken up substantial work in the areas of pre-service teacher education, early childhood education, research-based interventions, institutional planning, supporting development of textbooks, development of teacher manuals, continuous comprehensive evaluation, special education, guidance and counselling, supporting the nationwide orientation of in-service functionaries through various programmes (PMOST, SOPT, DPEP, EDUSAT Teleconferencing). RIE, Mysuru is also playing a leading role in the universalization of elementary and secondary education through SSA and RMSA in the recent years. The Inter-University Centre For Teacher Education at RIE, Mysuru, has been keenly involved in designing and implementing certificate programmes for the professional development of working teachers and teacher educators in the region.

Today, India is regarded as an emerging superpower by the world and our economy is growing at fast rate. However, there are many challenges to address in order to sustain the higher economic growth rate. The country needs more creative and innovative talents to meet the unprecedented challenges and advantages of the vast opportunities presented by technological changes and globalization. Therefore there is a necessity to renew our commitment to excellence in education. We have a committed set of faculty members, teachers and administrative staff in-charge of this great institution today. Together we will continue to innovate and attract the best talent from across the country and build this organisation from strength to strength and remain committed to excellence.

ACADEMIC PROGRAMMES OFFERED

Under Graduate Programmes

Post Graduate Programmes

Ph.D Programmes

Online Courses

Diploma Course

UNDER GRADUATE PROGRAMMES

Bachelor of Science (B.Sc.B.Ed.) 4 years

Candidates seeking admission to the B.Sc.B.Ed. programme should have passed CBSE Senior examination/ Secondary Pre-University examination of Karnataka or an equivalent examination of Kerala, Andhra Pradesh, Nadu,Pondicherry or Tamil UT of the Lakshadweep with 45% marks in the aggregate. Relaxation upto 5% of marks shall be given to the SC/ST candidates.

Candidates should have passed the qualifying examination with the following combinations of subjects. For admission to the PCM stream: Physics, Chemistry, Mathematics/ and any other subject approved by University of Mysore; For admission to CBZ stream: Physics, Chemistry, Mathematics, Biology/Physics, Chemistry, Biology/Chemistry, Botany, Zoology.

Bachelor of Arts Education (B.A.B.Ed.) 4 years

Programme and Duration Integrated Programme of Teacher Education titled 'Bachelor of Arts Education' (B.A.B.Ed.) is a degree course. The course will be of four year duration organized on the semester pattern with 2 semesters in a year. Each semester will consist of 16 weeks of instruction excluding examination.

Bachelor of Education (B.Ed.) 2 years

Programme of Teacher Education titled 'Bachelor of Education' (B.Ed.) degree programme. The programme will be of two year duration organized in the semester pattern with 2 semesters in a year. Each semester will consist of a minimum of 16 weeks of instruction excluding examination.

POST GRADUATE PROGRAMMES

Master of Science Education (MSc.Ed.) - 6 years

Integrated Programme of Teacher Education titled 'Master of Science Education' leading to the post-graduate degree, M.Sc.Ed. The programme will be of six year duration organized on the semester pattern with 2 semesters in a year. Each semester will consist of 16 weeks of instruction excluding examination.

MSc.Ed is offered in Physics, Chemistry, Mahematics.

Master of Education (M. Ed) 2 years

The Master of education is of two academic years with four semesters of 18 weeks each. 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

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 candidates with post-graduate degree in Sciences/Humanities/Social Sciences.

Ph.D in Education

The students will be admitted to the Ph.D programmes as per the guidelines of University of Mysore.

Diploma Courses (1 year)

DCGC : Diploma Course in Guidance and Counselling is offered by National Council of Educational Research and Training(NCERT), New Delhi. This course is offered at the Department of Educational Psychology and Foundations of Education (DEPFE), NCERT New Delhi as well as five Regional Institutes of Education located at Bhopal, Mysuru, Shillong, Bhubaneswar and Ajmeer.
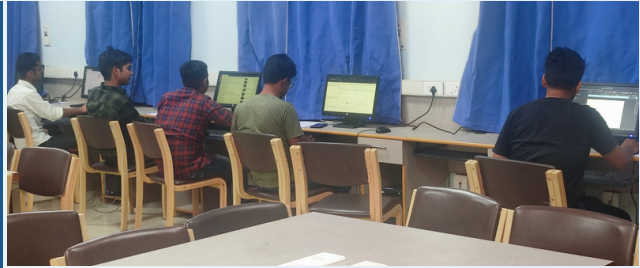
Online Courses

1) CERM: Certificate in Educational Research Methodology (6 months)

2) CEPE: Certificate in Educational Programme Evaluation (6 months)

3) CSL Certificate course in School Library (6 months)

FACILITIES

- Tarka Kendra (IUCTE)
- ICT Lab
- Classrooms
- Laboratories
- Assembly Hall
- A.V. Hall

- Play Ground
- Guest House
- Guest Hostels
- Hostels for students
- Tennis Courts
- Science Park

- Health Clinic
- Gardens
- Staff Quarters
- R.O. Water Facility
- Wi-Fi Facility
- Lecture Halls

- Conference Rooms
- Principal Quarters
- Agriculture Farm
- Temple
- Biodiversity Park
- Open Gym

- Green House
- Telescope
- Bank with ATM
- Biometric
- Recording Studio

YAGNAMURTHY SREEKANTH

Digitally signed by YAGNAMURTHY SREEKANTH
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Programme Learning Outcomes (BEd)

The programme will enable the student teachers to:

1. Getanin-depth understanding of different perspectives of education, learning and teaching in the context of school and society..

2. Developanunderstandingoftheneedandimportanceofunderstandingthepsycho- social and cultural setting of the learners who bring diversities to the classroom.

3. Understand the intricacies involved in the teaching, learning, assessment and other curricular concerns in school education.

4. Developpedagogicalcompetenciesforeffectiveteachingofschoolsubjectsandadopt ICT and Art mediated instructional approaches and strategies.

5. Getfirsthandwholeschoolexperiencethroughschoolattachmentprogrammesand internship in teaching.

6. Get exposed to the importance of value & peace education, guidance & counseling and action research.

प्राचार्य / Principal
क्षेत्रीय शिक्षा संस्थान / Regional Institute of Education
(एन सी ई आर टी) / (NCERT)
मैसूर - ५७०००६ / Mysuru - 570006
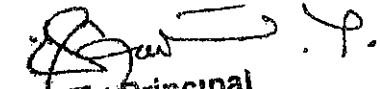
B.Ed

B.Ed - PC-5: CREATING AN INCLUSIVE SCHOOL

BA.B.Ed - BAE VII. 4: Creating an Inclusive School

BSc.B.Ed- BSE VII.4 :CREATING AN INCLUSIVE SCHOOL

M.Sc.Ed:CREATING AN INCLUSIVE SCHOOL

On completion of the course, prospective teachers will be able to :

1. Analyse the meaning and concept of Special Education, Integration and Inclusion.

2. Appreciate the special needs of Individuals with diverse needs.

3. Realize the importance of inclusive education and inclusive education programmes

4. Examine the role of various agencies towards inclusion.

5. Appreciate the concept of exceptional children.

6. Identify the exceptional learners in a classroom.

7. Explore the nature and needs of different categories of children with special needs.

8. Implement the different considerations and provisions for facilitating inclusion.

9. Exercise various educational intervention programmes for meeting the needs of exceptional learners.

10. Employ the skills of adapting curriculum to meet the need of the students with diverse needs.
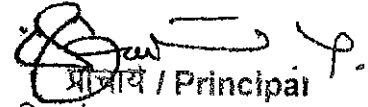
प्राचार्य / Principal
क्षेत्रीय शिक्षा संस्थान / Regional Institute of Education
(एन सी ई आर टी) / (NCERT)
मैसूर-५७०००६ / Mysuru - 570006

Yoga Education, Self-Understanding and Development

Course Learning Outcome.

On the Completions of the Course, prospective teachers will be able to demonstrate

1. Some Important Asanas and Pranayamas
2. He/She will have a clear Idea about the Concepts like Self-esteem & Self-Concept & its importance.
3. Ability to State the Different types of yoga (Astana Yoga, Hatha Yoga etc.,)
4. The Process of Meditation and Stress management
5. The Process of Personality Development through Yogic Practice.

UNIVERSITY OF MYSORE

Two-Year (4-Semester)
Bachelor of Education – B.Ed.

RIE Scheme (CBCS)

Regulations, Syllabi and Scheme of Examination

2017-2018

NC**RT

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

UNIVERSITY   OF MYSORE

REGIONAL INSTITUTE OF EDUCATION
[National Council of Educational Research and Training, New Delhi]

Regulations governing the Programme

1.0 Programme and Duration:
Programme of Teacher Education titled **'Bachelor of Education' (B.Ed.)** degree programme. The programme will be of two year duration organized in the semester pattern with 2 semesters in a year. Each semester will consist of a minimum of 16 weeks of instruction excluding examination.

1.1 Equivalence:
The B.Ed. programme of RIE is in accordance with the norms and regulations of the two-year B.Ed Programme prescribed by the NCTE (2014). On successful completion of the programme, students are eligible for admission to Master Degree Programmes in Education in the University of Mysore and other Indian/Foreign Universities.

2.0 Eligibility for admission to B.Ed.
Candidates seeking admission to the programme should have passed with at least 50% marks in Bachelor's Degree and /or in the Master's Degree in Science/ Bachelor's in Engineering or Technology with specialization in Science or Mathematics or in Bachelor's Degree and /or in the Master's Degree in Social Science/Humanities of universities of Karnataka, Kerala, Andhra Pradesh, Tamil Nadu, Telangana or the UT of Lakshadweep / Pudhucherry are eligible for admission to the programme (relaxation of 5% marks for SC/ ST/ PH candidates).

i) Candidates opting for the Science/Mathematics stream should have studied two related subjects, i.e., Physics, Mathematics, Statistics, Chemistry, and Botany, Zoology and Micro Biology and Bio technology at the degree level.

ii) Candidates opting for English and Humanities should have studied English and any one of the following subjects: History, Geography, Economics, Sociology, Political science at the degree level.

iii) All candidates should have studied English as a subject under language group at the degree level.

2.1 Admission shall be made by selection on the basis of marks in the qualifying examination and performance in a specially designed national level test (Common Entrance Examination)

conducted by the NCERT. It shall be governed by the admission policies of NCERT and the guidelines of the University of Mysore.

Admission will be in accordance with administrative policies related to proportionate representation (based on the latest available census report) to different States in the region. It will also be governed by the reservation policies of Govt. of India as prevalent at the time of admission.

3.0   Scheme of Instruction :

In accordance with the NCTE regulations – 2014, the programme includes 21 courses of 95 credits which are positioned throughout the 4 semesters. This also includes the pedagogy courses in different school subjects which will be selected by the student teachers according to their area of specialization in their degree/post graduate levels. Two optional courses are also included in the 3rd semester. The requirements of the 20 weeks of Engagement with the field proposed by the NCTE, are met through three rigorous phases of School Attachment Programmes. The first two Phases are of 2 week duration each which will be organized in the Demonstration School and other selected schools in Mysore. The longer duration, 15 weeks will be organized in the third phase of School Attachment Programme, is primarily an internship in teaching Programme which will be organized in selected schools of southern region. One week of community living camp will be organized in Mysore or around Mysore during which the student teachers will be participating in the community related activities.

Courses of Study are organized under the following titles:

a)	Perspective courses	**(PC)**
b)	Curriculum and Pedagogy Studies	**(CPS)**
c)	Enhancing Professional Capacity Courses	**(EPC)**
d)	Engagement with field /SAP	**(EF/SAP)**
e)	Internship in school subject	**(ISS)**
f)	Community Living camp	**(CLC)**
g)	Electives	**(EL)**

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination.

3.1.   Details of the courses

i) **The Perspective courses** include 6 papers which are mandatory and offered from 1st semester to 4th semester. These are the core papers that provide necessary theoretical inputs and perspectives in understanding Education, learner, learning, teaching and the curriculum in the context of school and society.

ii) **The curriculum and pedagogy studies** include 2 papers in the respective pedagogy of the school subject which are offered in semester 1 and 2. Each student teacher will select 2 pedagogy papers of school subjects in semester 1 and continue with the same subjects in

semester 2 as well as for teaching at secondary level. Besides this, there are other 2 papers which are mandatory under CPS are offered in semester II. The pedagogy subjects that will be offered based on the graduate/ post graduate subjects of the students are as follows.

TABLE.1. CURRICULUM PEDAGOGY COURSES

S.No	Discipline	Pedagogy of school subject
1	Language	Pedagogy of English -1
2	Humanities	Pedagogy of Social Science-2
3	Science (for students with the background of CBZ/Botany/ Zoology/Bio technology/Micro Biology)	Pedagogy of Physical science -1 Pedagogy of Biological Science -2
4	Science (for students with the background of PCM/Physics/Chemistry/ Maths/Statistics	Pedagogy of Physical science -1 Pedagogy of Mathematics -2

iii). Enhancing Professional Capacities (EPC): This includes 4 courses where in the student teacher is equipped with certain competencies that are essential to enhance the professional capacities of student teachers.

iv). Engagement with Field (EF) : This includes school attachment programme which will be carried out in 1st and 2nd semesters, where in the student teacher will be exposed to the school environment and its various functions and roles. The two curricular areas of 'Perspectives in Education' and 'Curriculum and pedagogic studies' shall offer field engagement through different tasks and projects with the school, and child in school and out of school. The student teachers will have the experience of know-how of the theoretical frameworks studied in a teacher education classroom with field based experiences. In the 3rd semester, after the Internship, the community living camp will be organized for one week around Mysore to engage the student teachers in various community related activities.

v). Internship in school subject (ISS) : This course intends to provide school experience in totality to the student teachers where they will give the required number of lessons and perform various tasks in the respective 2 pedagogical subjects in the 3rd semester.

vi). Electives (EL) : This includes 3 Electives among which any one can be chosen by the student teacher. The Electives are provided in order to empower the student teachers with the additional competencies in any one of the chosen subject area related to secondary level.

4.0   Attendance
Each student has to attend a minimum of 75% of the classes conducted in each course. Failure to

meet the minimum requirement renders disqualification from terminal examination and makes him/her ineligible for NCERT scholarship/ free ship. Such a student is deemed to have dropped the course and is not allowed to write the semester end examination of that course. The student has to re-register for the course/s as and when they are offered by the institute.

5.0   Medium of Instruction:
    The medium of instruction and examination is English.

6.0   Course Structure

Table No. 2 - B.Ed Course - Semester wise Papers

S. No	Code. No's	Subjects	Credits
		SEMESTER 1	
1	PC-1	Understanding the Learner	4
2	PC-2	Contemporary India and Education	4
3	CPS-PS1	Pedagogy of Physical Science-I	
	CPS-M1	Pedagogy of Mathematics -1	4
	CPS-BS I	Pedagogy of Biological sciences-I	4
	CPS-ENG1	Pedagogy of English-I	
	CPS-SS I	Pedagogy of Social sciences-1	
4	EPC-1	Critical understanding of ICT	4
5	EPC-2	Reading and Reflecting in text	2
6	SAP-1	Engagement with field/SAP I	2
			Total:24 Credits
		SEMESTER II	
1	PC-3	Learning and teaching	4
2	CPS-LAC 1II	Language Across curriculum	4
3	CPS-PS II	Pedagogy of Physical Science-II	4
	CPS-M II	Pedagogy of Mathematics -1I	4
	CPS-BS II	Pedagogy of Biological sciences-II	
	CPS-ENGII	Pedagogy of English-1I	
	CPS-SS II	Pedagogy of Social sciences -1	
4	CPS-IV	Assessment and Evaluation	4
5	SAP-II	Engagement with field/SAP II	2
			Total:22 Credits
		SEMESTER III	**Credits**
1	ISS-1	Internship in school subject I	15
2	ISS-II	Internship in school subject II	15
3	CLC	Community Living Camp	1
			Total:31 Credits
		SEMESTER IV	
1	PC-4	Gender , School and Society	2
2	PC-5	Creating an inclusive school	4
3	PC-6	Knowledge and Curriculum	4
4	VPE-EL GC-EL	**Optional :** (a) Value and Peace Education (b) Guidance and Counseling (c) Action Research	4
5	EPC-3	Drama and art education	2

6	EPC-4	Health and physical education	2
			Total :18 Credits
			Overall Credits: 95

Table.3: The credits according to the grouping of the courses are given below.

Sl.No	**Course category**	**Code**	**Credits**
1	Perspective courses	PC	22
2	Curriculum and Pedagogy Studies	CPS	24
3	Enhancing Professional Capacity Courses	EPC	10
4	Engagement with field(SAP,Internship, community living camp)	SAP/ISS/CLC	35
6	Electives	EL	4
			Total 95

7.0.   Table No. 4 - PANORAMA OF COURSES IN THE FOUR-SEMESTERS

Sl.No.	COURSE	CREDITS (L+T+P)				Credits	Credits In Programme	Total Conta Hours per eek (x 16)	Periodical assessment (C1+C2)	Terminal Assessmen	Total mark
		Semester I	Semester II	Semester III	Semester IV		Total		C1+C2=30	C3=70	
1.	Understanding the Learner	3+1+0				3+1+0	4	5	30%	70%	100
2.	Contemporary India and Education	3+1+0				3+1+0	4	5	30%	70%	100
3.1	**PEDAGOGY-I (any two subjects)** **a)** Pedagogy of English Language	2+2+0				2+2+0	4	6	30%	70%	100
	b) Pedagogy of Social Science.	2+2+0				2+2+0	4	6	30%	70%	100
3.2	**a)** Pedagogy of Physical Science.	2+2+0				2+2+0	4	6	30%	70%	100
	b) Pedagogy of Mathematics	2+2+0				2+2+0	4	6	30%	70%	100
3.3	**a)** Pedagogy of Physical Science.	2+2+0				2+2+0	4	6	30%	70%	100
	b) Pedagogy of Biological Science.	2+2+0				2+2+0	4	6	30%	70%	100
4	Critical Understanding of ICT	3+0+1				3+0+1	4	5	30%	70%	100

No.	Title					L+T+P	Credits	Hrs/Weeks	Internal	External	Marks
5	Reading & reflection on text	1+1+0				1+1+0	2	3	30%	70%	100
6*	School Attachment Programme 1	0+0+2				0+0+2	2	2 weeks	C1+C2=30%	C3=70%	100
	Credits: 24									**Marks**	**700**
7	Learning & Teaching		3+1+0			3+1+0	4	5	30%	70%	100
8	Language Across Curriculum		3+1+0			3+1+0	4	5	30%	70%	100
9.1	**PEDAGOGY-II** **a)** Pedagogy of English Language **b)** Pedagogy of Social Science.		2+2+0			2+2+0	4	6	30%	70%	100
			2+2+0			2+2+0	4	6	30%	70%	100
9.2	**a)** Pedagogy of Physical Science.		2+2+0			2+2+0	4	6	30%	70%	100
	b) Pedagogy of Mathematics		2+2+0			2+2+0	4	6	30%	70%	100
9.3	**a)** Pedagogy of Physical Science		2+2+0			2+2+0	4	6	30%	70%	100
	b) Pedagogy of Biological Science.		2+2+0			2+2+0	4	6	30%	70%	100
10	Assessment and Evaluation		3+1+0			3+1+0	4	5	30%	70%	100
11*	School Attachment Programme 2		0+0+2			0+0+2	2	2 weeks	C1+C2=30%	C3=70%	100
	Credits : 22							**Marks**			**600**
12*	Internship in School Subject 1			0+0+15		0+0+15	15	1+14 = 15weeks	C1+C2=30%	C3=70%	100
13*	Internship in School Subject 2			0+0+15		0+0+15	15	1+14 = 15weeks	C1+C2=30%	C3=70%	100
14*	*Community living Camp			0+0+1		0+0+1	1	1 week	C1+C2=25%	C3=25%	50
	Credits : 30							**Marks**			**250**
15	Gender School & Society				1+1+0	1+1+0	2	3	30%	70%	100
16	Creating an inclusive school				2+2+0	2+2+0	4	6	30%	70%	100
17	Knowledge & Curriculum				2+2+0	2+2+0	4	6	30%	70%	100
18 18.1	**Electives(any one)** **a)** Guidance & Counselling				2+2+0	2+2+0	4	6	30%	70%	100
18.2					2+2+0	2+2+0	4	6	30%	70%	100

18.3	**b)** Value & Peace Education				2+2+0	2+2+0	4	6	30%	70%	100
	c) Action Research				2+2+0	2+2+0	4	6	30%	70%	100
19	Drama & Art Education				1+0+1	1+0+1	2	3	50%	50%	100
20	Health and Physical Education				1+0+1	1+0+1	2	3	50%	50%	100

Credits: 19   **Marks :**   **600**

Total Credits: 95   **Total Marks**   **2150**

*= Courses which do not have C3 Theory examination

L : Lectures: 1 credit =1hr/week x 16 weeks

T : Tutorial: 1 credit = 2 hr/week x 16 weeks

P : Practicum/practical = 2 hr/week x 16 weeks

V: Credit value of a course is L+T+P

8.0   Scheme of Examination

8.1 There shall be a terminal (C3) Examination conducted by the University of Mysore at the end of each semester in Theory and/or Practical as the case may be.

8.2 Detailed Scheme of Examination along with breakup of C1, C2 and C3 marks is given below.
- ❖ All the courses will be evaluated for a total of 100 marks in the C1, C2 and C3 pattern.
- ❖ C1= 15; C2 = 15 and C3 = 70 will be followed uniformly for all the courses, except in case of community living camp where C1=25, C2=25, and C3=50 marks will be provided.

8.3 Duration of semester end examination (C3) for all theory courses will be for 3 hours, except for the courses EPC-3,and EPC-4 which would be of 2 hours duration and 50 marks each

Each theory paper comprises of 5 questions of 14 marks each with internal choice covering the entire syllabus. The Question 9 will have two questions drawn from each unit in serial order with internal Choice

In case of courses on EPC-3 and EPC-4, the theory paper will comprise of 5 questions of 10 marks each with a break up, following internal choice covering the entire syllabus.

9.0 Question paper setting, valuation, declaration of results, challenge valuation and all other examination related issues will be as per the rules and procedures followed by the University of Mysore.

9.1 Question **paper setting for C₃.**

(i) There shall be a separate Board of Examiners for each subject approved by the University, for preparing, scrutinizing and approving the question papers and scheme of valuation for use in the examination/s.

9.2 Coding of Answer Scripts:

Before valuation, the answer scripts shall be coded using false numbers. For each paper code, separate false number shall be given.

9.3 Valuation and Classification of Successful Candidates

- A semester is divided into three discrete components namely C_1, C_2 and C_3.
- The evaluation of the first component C_1 will be done during the first half of the semester after completing the I and II units of the syllabus with a weightage of 15%. This will be consolidated during the 8th week of the semester.
- The evaluation of the second component C_2 will be done during the second half of the semester when units III and IV of the syllabus are completed which will have a weightage of 15%. This will be consolidated during the 16th week of the semester.
- In general C_1 and C_2 are evaluated through Test/ Seminar/ Dissertation/ Presentation/ Assignment between the 8th and 14th week of the semester, the semester end examination will be conducted by the University and this forms the third component of evaluation, C_3 with weightage of 70%.
- *If a candidate has not scored at-least 30% in C_1 and C_2 put together, he/she is **not allowed** to appear for C_3.
- It should be noted that evaluated papers/assignments of C_1 and C_2 assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained by the concerned teacher for this purpose.
- The C3 valuation will be done by the board of external examiners approved by the University of Mysore.

The final marks of a course, **M of C_3**, will be computed as per the following table:

Table No. 5

S. No	Credit Distribution patterns	Formula for calculating M
1.	L : T : P	$M = ((L+T)*X + (P*Y)) / (L+T+P))$
2.	L : T : P = 0	X
3.	L : T = 0 : P	$(L*X + P*Y) / (L+P)$
4.	L = 0 : T : P	Y
5.	L : T = 0 : P = 0	X
6.	L = 0 : T = 0 : P	Y
7.	L = 0 : T : P = 0	Z

Where,
X is the marks scored out of 70 in C_3 in Theory
Y is the marks scored out of 70 in C_3 in Practical
Z is the marks scored out of 70 in C_3 in Tutorial

The total marks in a course is $P = C_1 + C_2 + M$ (after rounding to nearest integer). The grade (G) and grade point (GP) will be calculated as follows where V is the credit value of the course.

P	G	GP = V × G
90 – 100	10	V × 10
80 – 89	9	V × 9
70 – 79	8	V × 8
60 – 69	7	V× 7
50 – 59	6	V × 6
40 – 49	5	V × 5
30 – 39	4	V ×4
0 -29	0	V × 0

If a candidate's score is $C_1 + C_2 \geq 30\%$, $M \geq 30\%M$ and $G \geq 5$ in a course, then he is considered to be successful in that course.

After successful completion of the required number of credits, then the overall cumulative grade point average (CGPA) of a candidate is calculated using the formula CGPA = ΣGP / Total number of credits and the class is declared as follows :

Table No. 6

CGPA	FGP	
	Numerical Index	Qualitative Index
$4 \leq CGPA < 5$	5	Second Class
$5 \leq CGPA < 6$	6	
$6 \leq CGPA < 7$	7	First Class
$7 \leq CGPA < 8$	8	
$8 \leq CGPA < 9$	9	Distinction
$9 \leq CGPA \leq 10$	10	

Overall percentage = 10 * CGPA or is said to be 50% in case CGPA < 5.

However, if $C_1 + C_2 \geq 30\%$, $M \geq 30\%$ and with grade $G = 4$, then a candidate has three options namely conditional success or make up of a course or dropping a course.

9.4 Conditional Success: A candidate is said to be successful conditionally in a course if his score in $C_1 + C_2 \geq 30\%$, $M \geq 30\%$ and grade $G = 4$. But this benefit will be available up to a maximum 32 credits for the entire programme of B.Ed. of 2 years. The candidate has to exercise this option within 10 days from the date of notification of results.

9.5 Make Up of a Course: Under the following circumstances, a candidate can have option to choose MAKE-UP OPTION for C_3:
1. scores $\geq 30\%$ in $C_1 + C_2$ and $M < 30\%$
2. scores $\geq 30\%$ in $C_1 + C_2$; $M \geq 30\%$ but with grade $G = 4$

The candidate has to exercise this option within 10 days from the date of notification of results. Once he has chosen the option he has to write the examination which will be conducted within 25 days from the date of notification of results or as directed by the University. There can be two or more examinations on the same day and they may be held on Saturdays and Sundays also.

If the candidate is unsuccessful in make up, also then he/she is deemed to have withdrawn/ dropped the course.

9.6 Dropping a Course
Under the following circumstances a candidate is said to have DROPPED a course,
If the candidate:
1. fails to put in 75% attendance in a course,
2. decides to discontinue/ withdraw from the course,
3. scores less than 30% in $C_1 + C_2$ together,
4. scores in
   i) $C_1 + C_2$ is $\geq$ 30% and M < 30% or
   ii) $C_1 + C_2$ is $\geq$ 30%, M $\geq$ 30% and Grade G = 4 and exercises option to drop the course within
10 days from the date of notification of final results is unsuccessful in the MAKE-UP examination.
A candidate who has dropped a course has to **re-register** for the course when the course is offered
again by the Institute.

9.7. Each student can go with a normal pace of 24 credits per semester. However, he/she has
provision to go with a slow pace of 20 credits per semester and an accelerated pace of 28 credits per
semester. In any case it should not exceed 28 credits including re-registered courses(except for the
credits of Internship).

9.8. The tuition fee and the examination fee of a semester will be in accordance with the number of
credits registered by each student in that semester.

9.9 The student may avail a maximum of two blank semesters in one stretch. However, he has to pay
a nominal fee for maintaining a semester blank to the institution.

10.0 Provision for Appeal
A candidate, if dissatisfied with the grades that he/she has got with a feeling that he/she is
unnecessarily penalized can approach the grievance cell with the written submission together with all
facts and all the assignments, test papers etc. which were evaluated. He / She can do so before the
semester-end examination (based on 2 continuous assessment components already completed) or after
the semester-end examination. The grievance cell is empowered to review the grades if the case is
genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless
and unduly motivated. This Cell may recommend to take disciplinary/corrective action on an evaluator
if he/she is found guilty. The decision taken by the Grievance Cell is final.

The Registrar (Evaluation) will be the Chairman of the Grievance Cell. The composition of the
Grievance Cell is as follows:
1. The Registrar (Evaluation) *ex-officio* Chairman/ Convener.
2. The Principal
3. Dean of instructions
4. Head, Department of Education
5. An external expert from the University of Mysore in the concerned subject.
6. Additional lady faculty member (in case not covered by 1, 2,3,4,5 and 7).
7. Additional faculty member from a minority community (in case not covered by 1,2,3,4,5
   and 6)

The appropriate fee as fixed by the University shall be collected from the candidate who goes for an
appeal to the Grievance Cell.

11.0 Marks Cards:

11.1 The marks card shall be laminated after affixing the hologram only when   a candidate passes all the courses/papers of a particular semester.

12.0 Barring of Simultaneous Study

12.1 No student admitted to a degree course in a college under the jurisdiction of this university, shall be permitted to study simultaneously in any other course leading to a degree (regular/evening/morning) offered by this/any other university.

12.2   If a candidate gets admitted to more than one course, the university shall without giving prior notice cancel his/her admission to all the courses to which he/she has joined.

13.0 Miscellaneous:

13.1   These regulations will apply to the candidates admitted for the academic year 2017-18 and onwards for the courses mentioned in Regulation No.1.0 above.

13.2 Other regulations not specifically mentioned above are as per the Regulations of the University as applicable from time to time.

13.3 Any other issue not envisaged above, shall be resolved by the Vice-Chancellor in consultation with the appropriate Bodies of the University, which shall be final and binding.

EPC-1: CRITICAL UNDERSTANDING OF ICT

Credits: 4 (3L+ 0T +1P)   **Marks: 100**
Contact hrs per week: 5   **C1 + C2: 30**
Exam Duration: 3 hrs   **C3: 70**

Objectives
The student teacher will be able to:
- Appreciate the historical, current and future trends in ICT and its implications to education

- Explain the meaning of ICT and its application in Education

- Demonstrate an understanding of the computer hardware and software fundamentals

- Use various digital hardware and software for creating resources and providing learning experiences

- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use

- Use internet technologies efficiently to access remote information, communicate and collaborate with others

- Model collaborative knowledge construction using various web 2.0 tools and technologies

- Design and develop technology integrated learning experiences using ICT tools

- Develop skills in using various e-learning and e-content tools and technologies

- Plan, develop, and use multimedia based learning content using open source authoring software

- Use ICT for designing learning experiences using innovative pedagogical approaches

- Explain the role of ICT in authentic and alternative assessment

- Understand the social, economic, security and ethical issues associated with the use of ICT

- Appreciate the scope of ICT for improving the personal productivity and professional competencies

- Appreciate the use ICT in improving educational administration

- Explain the emerging trends in information and communication technology

COURSE CONTENT:
Unit I: ICT and Education
- Information and Communication Technology: meaning and nature. Learning theories and its implications for ICT integration in education. National ICT policy, curriculum and schemes
- Historical account of the development of various educational media (audio, print, video, storage, display, projection)
- Role of technology in emerging pedagogical practices. Visual literacy, media literacy, and new media literacy
- Computer hardware fundamentals, computer network-LAN, WAN and Internet. Software –

meaning and types: proprietary software and open source software, System software and application software

- Emerging Trends in ICT and its educational applications: Augmented reality, e-books and rhizomatic learning, learning analytics, ubiquitous computing and mobile learning, Game based learning, cloud computing and software as service, 3D printing, and marker space

Unit II: E-content and e-resources
- Educational applications of word processing, spreadsheet, presentation, and drawing tools – diagrams, concept maps, timelines, flow charts.
- Reusable Learning Objects (RLO), e-content standards, authoring tools- open source and proprietary alternatives
- Multimedia: meaning and types, multimedia tools-audio editing, video editing, screen casting, graphic editing, basics of animation, and creating interactive media. Evaluation of multimedia resources.
- Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing
- Locating internet resources – browsing, navigating, searching, selecting, evaluating, saving and bookmarking
- Use of digital still and video camera, digital sound recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources

Unit III: ICT and Pedagogy
- Techno pedagogical content knowledge (TPCK). Approaches to integrating ICT in teaching and learning
- Web 2.0 tools for creating, sharing, collaborating, and networking: Social networking, social book marking, blog, wiki, instant messaging, online forums/discussion groups and chats, and media streaming.
- E-learning: concept, types, characteristics, e-learning tools and technologies, Learning Management Systems (LMS)
- Subject specific ICT tools for creating and facilitating learning. Designing technology integrated authentic learning designs and experiences
- ICI integrated Unit plan – Web 2.0 for creating constructivist learning environment
- Technology for pedagogical innovations: web quest, PBL, virtual tours, MOOC, flipped classroom
- Assistive technology for special needs and inclusion: tools and processes, ICT and Universal design for Learning (UDL)

Unit IV: ICT for Assessment, Management, and professional development
- ICT and Assessment**:** e-portfolio, electronic rubrics, online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective journal, and question bank. Use of web 2.0 tools for assessment,
- ICT for professional development - tools and opportunities: electronic teaching portfolio, web 2.0 technologies, technology and design based research, ICT for self-directed professional development, web conferencing, role of OER and MOOCs
- ICT for personal management: email, task, events, diary, networking. ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community, school management systems.

- Managing the ICT infrastructure: software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software
- Computer security: privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices, fare use and piracy

Sessional activities
- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Using word processor, spread sheet, drawing and presentation software to produce various teaching learning resources and sharing it online
- Locating internet resources – navigating, searching, selecting, saving, evaluating(use standard internet evaluation criteria), and bookmarking using social bookmarking
- Creating digital concept maps, flow charts, timelines, and other graphics for a particular content
- Creating screen cast video and podcast of a lesson
- Shooting, editing, and sharing of videos segment on any educational topic
- Creating account in YouTube/slide share and sharing the video/presentation. View and comment on others contributions
- Creating account in wikispace/wikipedia/mediawiki and adding/editing content
- Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
- LMS experience- hands on various features of LMS – the ICT course may be provided through LMS
- Enrolling and completing some MOOC courses of interest
- Creating resources for flipped classroom and Practicing flipped learning in school during internship
- Evaluating OER resources. Creating and sharing OER materials- may be in NROER
- Developing technology integrated unit/lesson plan and trying out this in the school during internship
- Hands on experience on subject specific software tools like Geogebra, PhET
- Developing a multimedia e-content for a topic using eXe Learning
- Field visit to the Edusat center and take part in teleconferencing
- Planning and creating digital rubrics for any topic and create an e-portfolio
- Organize web conferencing using Skype or any other tools
- Review of ICT labs (plans and equipments/resources) in school from internet
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
- Readings on emerging ICT trends in education
- Review of national ICT policy and curriculum
- Using FOSS tools for timetabling, grade sheet

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ENGAGEMENT WITH FIELD
School attachment programme -1 (SAP-1)

Credits: 2 (0L+ 0T+ 2P)　　　　　　　　　　　**Marks: 100**
Contact hrs per week: 2 weeks　　　　　　　　　**C1 + C2: 30**
　　　　　　　　　　　　　　　　　　　　　　　　C3: 70

DEVELOPMENT OF STUDENT TEACHERS CONTEXTUAL KNOWLEDGE

School attachment programme-1 intends to develop awareness about the functioning of school and experience in totality. It also intends to connect the theoretical understandings and substantiating perspectives studied in the teacher education courses through real class room situations. This will be carried out in **upper primary** as well as in **secondary schools**.

Objectives

The Student teacher will be able to

- Develop an awareness about the functions of school and its role in the development of learners
- Develop an insight into the multiple roles of a teacher
- Develop an awareness of inclusiveness in the school settings
- Understand learners coming from diverse backgrounds
- Analyze the availability of physical and learning facilities which function as the curriculum resources at secondary level.

The student teachers will be briefed about the purpose of visiting schools and their role and the tasks to be performed during two weeks of their attachment to the schools identified in the neighbourhood. The student teachers will be attached to the upper primary schools for first one week and to the secondary schools in the second week.

The student teachers will perform the activities listed below and prepare reflective diary and the reports on the tasks performed separately level wise. They will present their reports in the seminar organized after the completion of school attachment programme. During the school attachment programme, the student teachers will hold discussion meetings at the end of each day with their peer groups and share their observations and experiences. Some regular teachers may be identified as mentors to whom 4 to 5 student teachers are attached. Under the guidance of the mentors, the student teachers will observe the school activities and learn all aspects of school functioning, rules and regulations, conduct of meetings with staff and parents etc.

During this phase student teachers are expected to begin developing their own understanding about school environment, facilities available in school, learners and their learning context, teachers' roles & responsibilities in the school contexts. Student teachers gain understanding being into actual school environment by observation, gathering information and interaction with students, teachers and school Head.

The following tasks centered on school, learner contexts and teacher context are suggested to be carried out by student teachers in this phase.

Suggested Tasks: (Upper primary + secondary)

- Study of the school profile: (Board-CBSE, State, Government aided: Single or Co- education); collect information on history and background of the school

- Study of the infra structure of the school and the available facilities (Building, play ground, , number of class rooms, toilets, rest rooms etc.) and teacher- pupil ratio

- Study of the availability of facilities and resources catering to curriculum transaction at upper primary and secondary levels - labs, library, activity rooms, learning resources, art and craft resources and resources for physical education and yoga

- Study of the School environment – Physical safety and appeal; environment friendly; cleanliness; overall appearance catering to value development
- Study of the facilities and scope for inclusiveness in school environment
- Study of the school as an organization: Observe the school activities and its functioning from morning assembly till the end of school hours.

- Study of the school calendar, time table, school magazine etc.
- Study of the Guidance and Counseling programmes in school
- Study of the various clubs in school and their functions; NCC; Guides/Scouts etc.

- Analysis of the health programmes implemented in school.
- Study of the practices of mid -day meal programme.
- Shadowing a teacher trying to understand the day routine of a teacher.
- Interaction with teachers as well as observe them to learn about their multiple roles in school functions and programmes.

- Study of the functional relationship between head of the institution and teachers; teachers and

administrative staff; and among teachers itself

- Observation of classes to understand the learning processes ; Study the learners coming from diverse back grounds and their interaction in class rooms - social context of learners; Individual differences; learning facilities for Inclusive children
- Observation of learners in various contexts (participation in school activities, play ground, lunch time, participatory role in school functioning, maintenance of class room and school surroundings, responsibilities taken in various club activities etc.)
- 17. Study of the role of community participation in school development and also the role of teachers in community development (role of SDMC in school improvement; ; meeting held with SDMC members; PTA meetings; role of health centres)

Records to be submitted for assessment

- **School Profile** (activities – 1 to 5)
- **Functions and activities of school** (activities- 6 to 11)
- **Role and responsibilities of teachers** (activities - 12 to 14)
- **Learners' diversity** (activities -15 to 16)
- Rol**e of community participation in school functioning** (activity 17)

* The **activities will be assessed for C1 and C2**

* Viva**-voce on the selected activities (For C3)**

ENGAGEMENT WITH FIELD
School attachment Programme-II (SAP-II)

Credits: 2 (0L+ 0T+ 2P)   **Marks: 100**
Contact hrs per week: 2 weeks   **C1 + C2: 30**
                                                               C3: 70

UNDERSTANDING CLASSROOM CONTEXTS AND PROCESSES

The activities suggested for school attachment-II   are based on the courses learnt by the student teachers during the second semester, so that they can see the relevance of what was learnt under different courses to real class room and school environment. They will be able to connect different theoretical and the pedagogical principles related to the nature of learner and learning process, to the actual class room learning and the roles of learners and teachers in the entire process. The activities will provide an experiential learning of how knowledge construction takes place and the diversity experienced in the process. They will be able to see the application of pedagogical principles through observing teachers in class room contexts. The student teachers will also get to know how the evaluation policies are translated into school assessment practices through observations and interactive experiences. The activities will be carried out at upper primary and secondary levels for a week each. This will provide an understanding of the development of learners in terms of their understanding, cognitive abilities and the transition in their learning processes

Objectives

Student teachers will be able to

- Understand the dynamics of class room processes.

- Understand the diversity in learning based on student responses to learning tasks

- Identity the sources/resources used by the teacher for teaching

- Understand the role of planning, preparation and transaction in the teaching learning process.

- Understand the different strategies and approaches used in teaching based on the nature of content and the skills to be developed.

- Analyze the relevance of principles of curriculum organization and transaction to actual implementation process of curriculum in schools

- Understand the practices of CCE in improving learners performance

- Analyze the assessment tools and techniques employed with respect to their purpose, learner

friendly, and quality.

- Develop lesson plans in the respective subject areas of specialization
- Understand the strategies adopted for developing art and creative sensibilities in learners

Suggested tasks (Upper primary & Secondary)

- Analyze how the curriculum proposed at the national /state levels are translated into class room practices by observing teacher's classes of any one subject
- Identity the resources and facilities used by the teacher for teaching a lesson and interact with teacher to identify the resource mobilization.
- Interact with teachers to understand how unit and lesson planning are done in their subjects
- Understand the dynamics of classroom processes and multiple roles of teacher & learners.
- Understand the Classroom management strategies employed by the teacher.
- Identify misconceptions of learners in the classes observed and the possible causes for it.
- Understand school policies and practices to address student learning difficulties- remediation, extra study hours etc. - at macro level- across subjects and at micro level within the class room.
- Observe at least 3 lessons in each pedagogical subject delivered by regular teachers with the help of observation schedule.
- Develop 4 lessons (two lessons in each pedagogy) with the use of learning materials/teaching aids and one unit plan.
- Analyzing a test- question papers in subjects to understand what is assessed; types of questions/items used; and with reference to the objectives of the unit/lesson
- Participate in conducting CCE as scheduled in schools
- Reflect on the processes employed in CCE and the observed outcomes.

Records to be submitted for assessment

- Submission of 4 lessons in each pedagogy.
- Observation records (3 lessons) in each pedagogy.
- Report on CCE Practices and remediation programmes
- Report on analysis of test papers
- Report on class room transactions and learning processes
- Report on the analysis of school and the class room practices in realizing the curricular expectations evolved at national/state level.

* **The activities will be assessed for C1 and C2.**

* Viva-Voce will be carried out on selected activities for C3.

SEMESTER III

INTERNSHIP IN SCHOOL SUBJECT I & II

Credits : 16+16   **Marks: *100**
Duration: (1 week-Pre internship+ 14 Weeks Internship)

                                                 C1 + C2: 30
                                                    C3: 70

A. **Science :** ISS-1: Internship in School Subject 1 – Physical Science & ISS-2 :Internship in School Subject 2 – Mathematics

B. **Biological Science:** ISS-1: Internship in School Subject 1 – Physical Science & ISS-1 : Internship in School Subject 2 – Biological Science

C. **Social Science :** ISS-1 : Internship in school subject 1 : English & ISS-2 : internship in school subject 2 : Social Science

(Evaluation in each school subject shall be as per the break up shown below*)

The school internship will be organized in three phases:

Table: Break-up of internship duration and credit wise

Phases of Internship	Duration	Credits (for each pedagogy subject: ISS. 1 & ISS. II)	Assessment
Pre internship	1 week	1 credit	C1
Internship	14 weeks	14 credits	C3
Post internship	3-5 days	1credit	C2

Pre internship (one week)

During the pre internship phase, the student teachers will teach at least 2 complete lessons of 40 - 45 minutes duration in each pedagogy in the neighborhood schools under the guidance and supervision of Institute supervisors. Five to six students may be attached to each faculty who would act as mentor in guiding the student teachers in planning lessons. After this, the same mentors would assess

the teaching of student teachers in respective schools followed by post lesson discussions and feedback. It is advisable to hold the post lesson discussion immediately after the class in the group of student teachers allotted, so that everyone in the group would be benefitted by the feedback which may be generally applicable to all, and some observations in particular related to the class. The student teachers would become aware of desirable moves that can be adopted and the irrelevant moves to be avoided. The student teachers will also observe 2 lessons in each pedagogy of their peer teaching in schools. They will also write reflective note on the 4 lessons (two in each pedagogy) after their teaching. This exercise of orienting the student teachers to teach in real classroom situation is necessary before they are sent for internship to the schools for 15 weeks. One day orientation may be organized to make student teachers aware of their responsibilities and duties to be performed during internship. The orientation programme may include:

- Number of lessons to be taught in each pedagogy
- Number of observations of peer teaching in each pedagogy
- Organizing co-curricular activities and subject specific activities
- Participation in daily routine of school
- Participation all school organized activities and functions
- Records to be prepared (evaluation, activity, school profile, reflective diaries etc)
- Discipline and dress code to be observed
- Rules and regulations to be followed in schools
- Conduct action research programme and prepare a report
- Identify learning difficulties of students and plan remedial classes
- Engage in substitute classes allotted etc

Pre internship conference - **Orientation of Cooperating teachers and the school Heads.**
- A pre internship orientation for all Mentor Teachers/cooperating teachers and Heads of the selected schools may be organized in the Institute. The student teachers may also attend the orientation in order to understand their roles in schools. Interactive sessions may be organized on the following themes during pre-internship conference to develop awareness.

- Objectives and various dimensions of internship
- Roles and responsibilities of Cooperating teachers, Principals, Institute Supervisors
- Process involved in unit planning/ lesson planning
- Pedagogical approaches followed in each pedagogy

- Methods to assess learners continuously (CCE) and probable tools and techniques to be used.
- Process of developing unit test and its administration
- Analysis and interpretation of students performance on unit test
- Records to be maintained by student teachers during internship.(general Activity records – co-scholastic activities organized , subject activity records, (e.g.: science quiz, mathematics quiz, etc) school profile, evaluation records including a report on continuous assessment in each pedagogy, reflective diaries in each pedagogy)
- Pre-lesson and Post-lesson discussions - role of cooperating teachers and Inst supervisors)
- Discussion on student teacher performance assessment tool (evaluation profile) and how to use it.
- Pre- lesson discussion of lessons to be demonstrated (this is to provide hands-on-experience to the cooperating teachers)
- Demonstration of model lessons by faculty/student teachers in each school subject.
- Two or three lessons are to be given in different pedagogical course integrating ICT. Arrangements may be made for school children of respective class to be in the demonstration class. The cooperating teachers will use the assessment profile in assessing the student teachers who give model lessons.
- Post lesson discussion of the lesson taught by the student teacher will be carried out in the group of cooperating teachers, institute supervisors and student teachers. This is also to expose the cooperating teachers in guiding student teachers during internship.
- Interactive meetings may be organized between the cooperating teachers and the student teachers who are assigned a particular school in a particular zone to know the details about the units to be taught, availability of resources and other details of schools, so that the student teachers can go well equipped to the respective schools for internship.

INTERNSHIP (14 weeks – Upper Primary; Secondary-2 blocks)

Every student teacher shall undergo an internship of 15 weeks in the identified cooperating schools. This period may be split into 2 blocks – one block at upper primary and second block at secondary level. During this period the student teacher shall be attached to the cooperating school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities and function totally as full-fledged teacher.

In case of Post graduate students, the number of lessons to be taken at upper primary may be replaced with teaching at higher secondary level. In the pedagogy classes, teaching at higher secondary level with illustrations from higher secondary school subjects and the additional strategies suitable for that level may be discussed by the respective pedagogic faculty.

1. The student teacher shall teach at least 60 lessons in the school, taking equal number of lessons (30) from each of the school subjects, under the supervision of the mentor/cooperating teacher.

2. Sixty lessons include teaching 2 subjects at upper primary (5+5=10) and at secondary level (25+25=50).

3. Out of these at least 1 lesson in each pedagogy at upper primary level and 3 lessons in each pedagogy at secondary level must be totally ICT based.

4. The institute supervisors can guide the student teachers in planning the ICT based lessons which are different from the regular lesson planning.

5. The assessment profiles may also be designed separately for assessing the ICT based lessons.

Tasks /activities to be performed during Internship

I Understanding School Context & Planning for teaching: (this will be carried out in the first week of the internship).

- During the first week, the student teachers will familiarize themselves with the school environment, routine of the school, time table, units to be taught, observing the classes of regular teachers to understand the learners whom they have to teach, exploring the resources etc. The following activities will be carried out in the first week of the internship.

- Prepare school profile (Type of School, school lay out, infrastructure, library, laboratories, play ground, computer lab, and other facilities). And other activities to be carried out as specified in school attachment-1.

- Description of Residential set up of schools in case of JNVs or other residential schools if considered any for internship.

- Prepare a report on the school functions and activities (refer to sch. Attachment- 1 for details)

- Collecting time table and the units to be taught from the respective subject teachers for taking classes

- Prepare 3 to 4 unit plans and discuss with cooperating teachers and institute supervisors on visit.

- Understand the classroom environment, learners and learning contexts through observation

and interaction.

- Observe at least 5 lessons of a regular teacher in each school subject.
- Observe the curriculum support resources such as laboratories, libraries and other learning resources that can be used for teaching.

II Planning, teaching, assessment and other activities

- Prepare 3 to 4 unit plans depending on the syllabus to be covered during the term
- Prepare 60 lesson plans- as specified above at upper primary and secondary and deliver the same in each subject with the support of ICT, and other teaching-learning aids and resources.
- Observation of peer teaching: 25 in each school subject at each level (5+5= 10 upper primary; 20+20=40 secondary)
- Develop, administer, score and analyze at least 8 unit tests: four in each school subject (1+1=2 upper primary; 3+3=6 secondary)
- Integrating ICT in regular teaching
- Develop the specified number of lessons purely ICT based
- Assessing learners continuously using work sheets, individual and group activities, observational tools, rubrics etc.
- Planning and administering unit tests followed by analysis and interpretation.
- Identifying learning difficulties and Planning and implementing remedial strategies
- Conducting one action research in each of `the pedagogic subjects at any level.
- Prepare and maintain student portfolios
- Assisting school in conducting CCE
- Organize and participate in: morning assembly, literary and cultural activities, Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings in both blocks.
- Maintaining a reflective diary of his/her school experience in general both at UP and secondary
- Maintaining a reflective diary on class room teaching in each of the school subject (after the completion of each lesson)

III. Participation in School Activities

- Organize co-scholastic activities, like- sports and games, debates, art and cultural activities, quiz, exhibition, essay writing, youth parliament, club activities etc.
- Conduct subject-specific activities like science, mathematics, language quiz, class level competitions, preparing students in participate in state, regional and national level

competitions etc.

- Participate in PTA meetings.

Note: Once in 10 days interactive meetings may be held with the school Principals, cooperating teachers and the student teachers by the visiting institute supervisors to take stock of things, share observations, reflections and experiences to enhance the quality of internship.

Records to be submitted

- Lesson plans/ Unit plans
- School profile: infrastructure; science labs computer lab, Social Science Lab - physical facilities, Equipment, School Library-facilities
- Records of Participation/organization of school activities
- Records of observation of peer teaching in each pedagogy
- Records of observation of regular teacher/mentor teacher's class in each pedagogy
- Report of action research in each school subject
- Report of case study at any level.
- Assessment record in each pedagogy
- Student teacher's portfolio
- Reflective Journal in each pedagogy

Post Internship

The post internship is required to be organized in the Institute just after completion of internship in teaching programme. The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.

- Presentation of the reflections on internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.

- Some of the video clippings of lessons delivered during internship will be shown for critical reflection

- Inviting feedback from cooperating schools/mentor teachers/HM/Principal/institute faculty.

- Conducting viva-voce on student reflective diaries and reports

Internal Assessment

The overall assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers. The credits and the weightages for the above activities may be worked out by the Institutes in the

States according to the university regulations.

CLC - COMMUNITY LIVING CAMP

Max Marks=50

Credits: 1 (0L+0T +1P)   **C1 +C2 = 25**
Contact hrs per week: 1 week   **C3=25**

Working with community provides an experiential knowledge of the characteristics of a particular community, social structure, roles of the community leaders, cultural practices, educational background and awareness levels of community, their participation in school development etc. It also provides a platform to understand the social, health and the educational status and the problems existing in the community. This activity may be carried out in the nearby villages, slum/tribal areas and so on.

Objectives

The student teachers will be able to

- Understand the social and the cultural characteristics of the community

- Understand the need for a relationship between the community and the school

- Analyze the role of community members in the schools located in the area.

- Understand the educational and the social status of the community

- Identify the problems related to health, hygiene, environment, education etc.

- Develop an awareness of health, hygiene, safe environment and need for schooling among the community members

- Identify the community resources (such as art, craft, cottage industry etc) that can be utilized in school activities.

Transaction Mode

Discussion, Rally, Competitions (Debates) Posters and Banner displays Working in community setting, surveys, interviews, action research, case study, dissemination of success stories etc**.**

Suggested Activities

- Study of the nature of community participation in a secondary school

- Survey of community resources for participation in school activities

- Report on social customs, cultural traditions and values

- Report on healthy and hygienic conditions of the environment.

- Study of at least 20 households to identify the socio- economic and educational status of the

community members.

- Study of non-formal education centers for dropouts and out of school children in a locality

Developmental activities

- Tree plantation programme in the campus/nearby village
- Aids awareness, electoral awareness, road safety, human rights, women rights, literacy programmes etc.
- Cleanliness campaign in the community to develop an awareness about its needs
- Awareness programme on nutrition
- Motivation campaigns to reduce school absenteeism.
- Micro – planning exercises for assessing the educational status of the community
- Training of community in first aid

It is suggested that these activities may be conducted individually or collectively under the supervision of teacher educators. The performance of student teachers in all above activities will be assessed at the end of the programme. Report preparation and presentation on any three activities will be assessed by the Institute faculty. Attendance   student teachers on the community site should be made mandatory. The participation of student teachers in the community activities should be assessed through observation. Every evening a meeting with student teachers may be organized to take stock of the day events, their interactions and experiences in the community. Reflective diary of day to day experiences in the community recorded by the student teachers may also be a part of assessment

Records to be submitted:

- Report on any one of the developmental activity carried out
- Report on the community profile.
- Reflective diary

Assessment for C1 and C2: Report on the activities carried out and the educational status of the community

Assessment for C3:   Report on Community Profile and Viva Voce

PC-5: CREATING AN INCLUSIVE SCHOOL

Credits: 4 (2L+ 2T +0P)   **Marks: 100**
Contact hrs per week: 6   **C1 + C2: 30**
Exam Duration: 3 hrs   **C3: 70**

Objectives

The student teacher will be able to:

- Understand the meaning and significance of inclusive education.
- Appreciate the special needs of Individuals with diverse needs.
- Familiarize themselves with the concept of Inclusive Education.
- Understand the nature and needs of different categories of disabled children.
- Understand the concept of Special Education, Integration and Inclusion.
- Understand the different considerations and provisions for facilitating inclusion.
- Understand and Acquire the Skills of Adapting Curriculum to meet the need of the Students with Diverse needs

COURSE CONTENT

Unit I : Basic Concepts and Introduction to Inclusive Education

- Meaning of Impairment, Disability and Handicap; Concept of Special Educational Needs and Diverse Needs, Difference between Special Education, Integration and Inclusive Education.
- Significance of Inclusive Education; Factors Affecting and Promoting Inclusion.

Unit II: Nature and Needs of Diverse Learners-Identification of Diverse Learners in the Classroom

- Sensory Impairment: Hearing impairment and Visual impairment
- Physical Disabilities: Orthopedic impairment, Cerebral Palsy, Special Health Problems, Congenital defects; Slow Learners and Under Achievers; Intellectual Disability; Learning disabilities and ADHD; Autism Spectrum Disorders; Multiple disabilities ; Emotional and Behavioural Problems; Gifted and Creative; Socially Disadvantaged, Economically Deprived, Religious and Linguistic Minorities, Inhabitants of Geographically Difficult Areas

Unit III: Preparing Schools for Inclusion-General Considerations and Provisions

- Concept of Inclusive School, Competencies and Characteristics of inclusive Teacher
- Physical Consideration, Socio-Emotional Considerations, Curricular Considerations
- Provision of Assistive devices, equipment's and technological support. Special provisions in Evaluation

Unit IV: Inclusive Practices in Classroom

- Making learning more meaningful: Responding to special needs by developing strategies for differentiating content, curriculum adaptation and adjustment, lesion planning and TLM.
- Pedagogical strategies to respond to needs of individual students: Cooperative learning strategies in the classroom, peer tutoring, buddy system, reflective teaching, multisensory teaching. Use of IT suitable for different disabilities.

Sessional activities
- Collection of data regarding children with special needs.
- Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same.
- Identifying one/two pupils with special needs in the primary schools and preparing a profile of these pupils.
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability. (Visit to Resource Room)
- Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.
- Developing list of teaching activities of CWSN in the school.
- Visits to different institutions dealing with different disabilities and Observation of their Classroom.

* In addition, school and community based activities may be organized.

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- Premavathy, V. and Geetha, T. (2006): Integrated and Inclusive Education DSE(VI) Manual: New Delhi, Krishna Publication.
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- Voluntary Health Association of India. *Disabled 'Village Children' – A Guide for Community Health Workers, Rehabilitation Workers, and Families*.

- World Bank (2003) Inclusoive Education: Achieving Education for all including those with Disabilities and special Education Needs

Web Resources

- IBE-UNESCO (2016). Training Tools for Curriculum Development - Reaching Out To All Learners: a resource pack for supporting Inclusive Education, Ibe.training@unesco.org, http.//www.ibe.unesco
- Video on A World for Inclusion (2007) by UNESCO, directed by David Atrakchi, 20 minuteshttp://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=23
- Children with Disabilities (2012), by UNESCO, 23 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2758
- Inclusive Education: Approaches, scope and Content (2008), by UNESCO, produced by International Bureau of education, 11 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3314
- Inclusive Education: Learners and Teachers (2008), by UNESCO, produced by International Bureau of education, 14 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=3316
- Preparing Teachers in Asia-Pacific for Inclusive Education, (2012), by UNESCO, 3 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2030
- Preparing teachers for inclusive education: Part 3 & 4, by UNESCO, produced by Lesotho, Ministry of Education, 21 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=418
- Toward Inclusive schools - Special needs in the classroom, by UNESCO, directed by Mike Fowler, 6 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=488
- Training Video: Special Needs in the Classroom, (1992), by UNESCO, directed by Mel Ainscow, 46 minutes, http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=405
- Including Children with Special Needs Primary Stage (2014), NCERT,http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf
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GC-EL-2: GUIDANCE AND COUNSELLING

Credits: 4 (2L+ 2T +0P)   **Marks: 100**
Contact hrs per week: 6   **C1 + C2: 30**
Exam Duration: 3 hrs   **C3: 70**

Objectives

The student teacher will be able to:

- appreciate the nature, purpose and need for guidance and counselling;
- understand the need and relevance of Guidance and counselling.
- Demonstrate an understanding of educational, vocational and personal guidance
- develop an understanding of the process of Guidance and Counselling
- understand the process of organization of guidance services in schools
- develop capacity of applying the techniques and procedures of guidance and counselling
- describe various testing and non- testing techniques
- develop the skill of administration and interpretation of psychological tests
- understand the concept and importance of career development.
- analyze the role of the teacher in the provision of Guidance and Counselling
- understand the qualities required for good Counsellor

COURSE CONTENT
Unit I: Meaning and Nature of Guidance

- Guidance: Concept, aims, objectives, functions and principles.
- Need & Procedure for (Educational, Psychological and Social) guidance.
- Purposes and Principles of organization of different guidance Services
- Organization of guidance services at Secondary Level: Need and Importance
- Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools.
- Role of Guidance Personnel in organization of guidance services in School : Counsellor, Career Master, Psychologist, Doctor, Teacher Counsellor, Head of the Institution, Teacher, Social Worker

Unit II: Meaning and Nature of Counselling

- Counselling: Meaning and nature; Difference between Guidance &Counselling; Principles and approaches of counselling, Individual and Group Counselling; Skills in Counselling- Skills for Listening, Questioning, Responding, & Communicating, Listening Attentively to the concerns of the counselee, Negotiating Self Discovery, Decision Making, Problem Solving etc and values such as Patience, Empathy etc.; Methods and Process of Counselling
- Academic, Personal, Career and Behaviour problems of students with special needs, viz. socio-emotional problems of children with disabilities and deprived groups such as SC, ST and girls, need for Counselling; Professional Ethics and Code of Conduct ; Qualities and Qualifications of an effective Counsellor

Unit III: Tools and Techniques of Guidance

- Testing and Non-Testing Techniques for Studying and Appraisal of students : a) Testing Techniques: Intelligence/Mental Ability tests, Aptitude tests, attitude scales, Interest inventories, and Personality Tests, b) Non-testing Techniques: Interview, Observation,and Case Study, c) Tools-Questionnaire, anecdotal record, Cumulative Record Cardsetc,
- Role of the teacher in Assessment and Testing.

Unit IV: Career Guidance and Counselling

- Educational and Career Information in Guidance and Counselling: Meaning, Importance, collection, types, classification of occupational information; Dissemination of Occupational Information: Class talk, career talk, Group discussion, Preparation of Charts and Poster, Career Exhibition, Career conference; Guidance for gifted, slow learner, socio-economically disadvantaged children; Career development: Meaning and Importance; Teacher's role in Career planning, Vocational training and placement opportunities for CWSN. Broad outline with respect to the emerging courses and career options available in India; Guidelines for Establishment of Guidance Cell or Career Corners in Schools

Sessional Activities:

- Group Guidance-Preparation of Class Talk and One Career Talk
- Visit to different Guidance Centre
- Design a checklist/Questionnaire to collect information on students and classify them under educational, psychological or social problem.
- Preparation of Cumulative Record
- To prepare a Case study and Analysis of Case study
- Administration, Scoring & interpretation of at least two tests: One Mental Ability Test and One Aptitude Test
- Job Analysis of a Counsellor
- Preparation of list of problem behaviours based on observation. Detailed study of the Guidance and Counselling Services available in a given School
- Prepare a Chart and Poster for dissemination of Career Information
- Familiarize and write a report of any one of the Personality Tests used in Guidance and Counselling

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- NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT.

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Web resources

- Introduction to Guidance and Counseling African Virtual university http://oer.avu.org/bitstream/handle/123456789/153/GUIDANCE%20AND%20COUNSELING.pdf?sequence=1
- Ethical Principles of Psychologists and Code of Conduct by APA, http://www.apa.org/ethics/code/principles.pdf
- Guidance and Counselling,

http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/pdf/guidelines_for_guidance_and_counseling.pdf

- http://www.egyankosh.ac.in/

EPC-3: DRAMA AND ART EDUCATION

Credits: 2 (1L+0 T +1P)   **Marks: 100**
Contact hrs per week: 3   **C1 + C2: 50**
Exam Duration: 3 hrs   **C3: 50**

Objectives:
The student teacher will be able to:
- Understand the use of 'Drama' as Pedagogy.
- Use 'Role play' technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various 'Dance forms' and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

COURSE CONTENT
Unit I: Drama and its Fundamentals

- Creative writing – Drama writing, Drama as a tool of learning, Different Forms of Drama
- Role play and Simulation, Use of Drama for Educational and social change (Street play, Dramatization of a lesson), Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit II: Music (Vocal & Instrumental)

- *Sur*, *Taal and Laya (Sargam),* Vocal - Folk songs, Poems, Prayers, Singing along with "*Karaoke*", Composition of Songs, Poems, Prayers, Integration of *Vocal & Instrumental* in Educational practices

Unit III: The Art of Dance
- Various Dance Forms - Bharat Natyam, Kathakali, Kuchipudi, Yakshagana- Folk dance and various other dances
- Integration of Dance in educational practices
- (Action songs, *Nritya Natika*)

Unit IV: Drawing and Painting

- Colours, Strokes and Sketching- understanding of various means and perspectives, Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting, Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms, Model making – Clay modeling, Origami, Puppet making, Decorative – Rangoli, Ekebana, Wall painting (Mural), Kalameshuthu or any other local art

Transactional Strategies
Lecture cum Discussion for each Unit (Unit 1 to 4) followed by simulated/ authentic practices, Workshop schedule, Slide / Film show, Project work, Demonstration, Simulation, Group work and field trips involving meetings with folk singers and other skilled practitioners will especially form part of the transaction scheme. In addition to the above any one or more of the following:

Practicum
Suggestive List:
- Developing a script of any lesson in any subject of your choice to perform a Play / Drama.
- Developing a script for the street play focusing on "Girl's education and Women empowerment".
- Preparing a pictorial monograph on "Various folk dance of South India.
- Preparing a pictorial monograph on "Various Classical Dance forms in India".
- Preparing a calendar chart on "Various Musical Instruments in India".
- Develop an Audio CD based on newly composed Poems of any Indian language.
- Preparing some useful, productive and decorative models out of the waste materials.
- Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
- Development a Review of a theatre programme if possible
- Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
- Organizing a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.

* In addition, school and community based activities may be organized with provisions for visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, etc.Action research based on teaching learning and school and community could be conducted.

Evaluation Strategies

Sessional, practicum, unit test project work related presentations.

Suggested Readings
- Natyashastra by Bharathamuni
- Deva, B.C. (1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.
- NCERT (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre
- Theory of Drama by A. Nicoll

Web Resources

- Position Paper National Focus Group on Arts, Music & Dance, NCERT
- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/art_education.pdf
- Arts in school education, (2012), http://azimpremjifoundation.org/pdf/LCXVIII.pdf
- Online courses on Arts, http://www.dsource.in/course/index.php
- Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf

EPC-4: HEALTH AND PHYSICAL EDUCATION

Credits: 2 (1L+ 0T +1P) **Marks: 100**
Contact hrs per week: 3 **C1 + C2: 50**
Exam Duration: 2 hrs **C3: 50**

Objectives

The student teacher will be able to:
- to build a scenario of Health Education in India.
- to develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation.
- Prospective Teacher Educators to learn the Techniques Related to Health Risks & Learn How to Fix these.
- Prospective Teacher Educators to study the Health Education Vision & Mission of India.
- To acquire the skills for physical fitness, correct postures, habits and activities for development
- Acquire skills to practice yogasanas and meditation and learn the skills of concentration, relaxation, dealing with stress and strain
- Understand and develop psychological abilities as life skills to deal with growing up issues like HIV and AIDS and prevention of substance issues
- Understand the process of assessment

COURSE CONTENT

Unit I: Health Education Scenario in India

- Introduction to the concept of health, significance and importance in the context of ancient and modern Indian perspective
- Identity of Educational Institutional Plants: Structure, Infra-Structure and Environment, Time-Space-Personnel-Material Constellation Educational Management System, Emerging Health & Total Quality of the Educational Institutions, Status of Health Education in India from Pre-Natal Education through Higher Education, Yoga & Yog, Health & Hygiene, Clean Toilets, Work & Leisure, Quality of Health – Role of Education, Administrators, Teachers, Students, Supporters.

Unit II: Tech-related Health Risks

- Identification of the technological health hazards – Smartphone Stress, Acne caused by the Cell Phones, Blackberry Stress Injuries to the Thumb, Radiation from the cell phones, Cell Phone Sickness, Cell Phone & Car Accidents, Allergies & Phones, Crazy Phones, Computers Causing Wrist Pain, Back & Neck Pain, Decreased Sperm Count from the WIFI, Laptop Burns, Laptop Headaches, Sleeping Problems from the Laptops, Decreased attention span from using Face-book, The Internet Causing Anxiety, Headphone Use leading to Accidents, Hearing Loss from Headphones, Visual Impairment, Death from Social Networking, Environmental Degradation, Aggression, Social Crimes--- Evolving Controlling & Regulatory Mechanisms.

Unit III: Approaches to Sound Health

- Games, Sports & Athletics.
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities.
- Games and sports – athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact of health.
- Fundamental skills of games and sports; Sports for recreation and competition; Rules and regulation of sports; sports ethics; sports awards and scholarships, sports- personship.
- Yoga – Raja Yoga, Karma Yoga, Bhakti Yoga, Jnana Yoga.
- Safety and security – disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.
- Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation.
- Libraries, Laboratories, Classrooms, Halls, Play Fields, Water Tanks, Swimming Pools, Community Pools, Roads Human Development Index (HDI), Health: Vision, Goals and Objectives of Government of India, Experiments on Influence of Surroundings & Thought, Science of Laughter & Smiles, Health Observation Programs, Impact of TV Serials.
- Role of Institutions (schools, family and sports), health services, policies and major health and physical education-related programme, blood banks, role of media.

Unit IV: First Aid – Principles and Uses

- Structure and function of human body and the principles of first aid., First aid equipments.
- Fractures-causes and symptoms and the first aid related to them, Muscular sprains cause,

symptoms and remedies, First aid related to hemorrhage, respiratory discomfort, First aid related to Natural and artificial carriage of sick and wounded person, Treatment of unconsciousness, Treatment of heat stroke, General disease affecting in the local area and measures to prevent them.

Practicum
- Surfing to know the diseases in India.
- Preventive & Ameliorative measures for health hazards.
- Playing Games.
- Athletics.
- Yoga.
- Reflective Dialogues on Serials, such as, Satyamev Jayate on Health of the People.
- Preparation of inventories on myths on exercises and different type of food.
- Make an inventory of energy rich food and nutritious food (locally available) indicating its health value.
- Make an inventory of artificial food and provide critical observations from health point of view.
- Home remedies as health care.
- Role of biopolymers (DNA) in health of child.
- Medicinal plants and child health.
- Strategies for positive thinking and motivation.
- Preparation of first aid kit.

* In addition, school and community based activities may be organized.

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Physical Education
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Yoga
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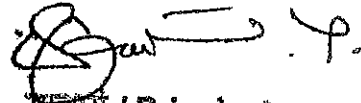
Web Resources
- Position Paper National Focus Group on Health and Physical Education, NCERT
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- Learning curves: sports in education, (2013) Azim Premji Foundation http://azimpremjifoundation.org/pdf/learning-curve-17.pdf
- www.FalunDafa.org
- www.http://greatist.com/health/*19-worst-tech-related-health-risks*

Programme Learning Outcomes (MEd)

The programme will enable the prospective teacher educators to:

1. Understand, evaluate, and address the wide range of challenges and rapidly changing circumstances faced by students, teachers, families, and communities at large.

2. Develop cores kills, knowledge, and way softhinking that are central to the teaching profession.

3. Undertake supervised research studies in the field of education.

4. Appreciatethecomplexissuesineducationandreal-worldscenariosanddrawontheir knowledge and skills over the entire coursework and throughout their career.

5. Develop expertise in areas such as educational technology, ICT and E-learning,

6. Develop in depth understanding in educational administration, programme planning, management, implementation and evaluation.

7. Participate in curriculum development, design instructional programmes, creating new learning materials and experiences for schools, colleges and universities.

8. Hone the skills required for effective guidance and counseling, and there by contributing totheholisticdevelopmentofthelearnersandgearingthemforchoicesafterschool education.

9. Be capable of addressing the diverse needs of students; understand the magnitude of challengesfacedbylearnersandadoptsuitableteaching-learningapproaches, strategies and technology.

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RIEMED -PC2: HISTORY, POLITICAL ECONOMY OF EDUCATION

On completion of this course the prospective teacher educators will be able to:
1. Gain an understanding of the history of schooling;
2. Develop perspective on the origin and nature of schooling
3. Develop understanding about the historical changes in the functions of school
4. View education from the perspective of political economy
5. Appreciate the relationship between education and political economy
6. Gain critical understanding about the politico-economic basis of emerging education
7. Develop criticality regarding Intellectual Property Rights and the role of International and other organizations
8. Acquire consciousness and sensitivity towards preservation of indigenous knowledge systems

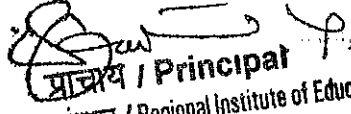## RIEMED -TC1: SELF-DEVELOPMENT WORKSHOP

On completion of this course the prospective teacher educators will be able to:
1. Appreciate that the development of self is a resource to exercise their professionalism
2. Realizethat one is responsible both as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
3. Demonstrate sensitivity towards socio-cultural diversities crucial in making teaching–learning environment conductive/congenial to the learner
4. Demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being.

RIEMED -TC2: COMMUNICATION WORKSHOP

On completion of this course the prospective teacher educators will be able to
1. Demonstrate listening and viewing skills
2. Improve speaking skills
3. Acquire reading skills
4. Gain insight and reflect on the concept and process of communication
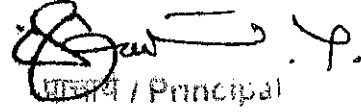5. Use expository writing appropriately

RIEMEDTEC1: TEACHER EDUCATION I

Course Learning Outcomes

On completion of the course, the prospective teacher educators will be able to:

1. Gain insight and reflect on the concept of teaching and the status of teaching as a profession
2. Analyse the nature and objectives of teacher education
3. Discuss the growth and the development of teacher education in the country.
4. Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum.
5. Reflect on various issues and concerns related to teacher education
6. Use various methods and techniques for transaction of curriculum.
7. Develop understanding for organizing and supervising school experience programme(SEP)
8. Use various strategies for the professional development of teachers;
9. Critically examine the role and contribution of various regulatory bodies and support institution for improving quality teacher education
10. Act as reflective practitioners

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PC3 Psychology of Learning and Development

Course Learning Outcomes (CLOs)

On completion of the course, prospective teacher educators will be able to demonstrate;

1.   Their understanding of developmental appropriate behavior of children during schooling period.

2.   Attitudes favorable to understanding and appreciating the presence and needs of diverse learners in every classroom.

3.   Their understanding of creating a conducive learning environment for effective learning and assessment.

4.   Effective strategies for management of learning among learners.

5.   Abilities to identify learners for their learning styles, learning abilities and disabilities.

6.   How learners with emotional and behavioral disorders need to be managed in school settings.
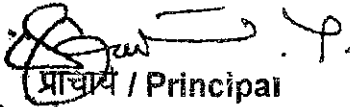
TC3 Research Methods in Education

Course Learning Outcomes (CLOs)

On completion of the course, prospective teacher educators will be able to demonstrate ;

1. Their clarity in conceptual issues related to educational research and research in education.

2. Their ability to prepare research proposal including action research.

3. Ability in designing researches suitable for different contexts.

4. Ability in deciding on where qualitative and quantitative research designs and undertaking them accordingly is necessary.

5. Clarity in deciding suitable sampling techniques for different researches.

6. How to identify suitable research tools which are already standardized.

7. Suitable steps of developing different research tools.

8. Skills of validating and standardizing different tests.

9. Their ability in applying suitable data treatment techniques.

RIEMED -TE-INT: INTERNSHIP IN TEACHER EDUCATION

Course Learning Outcomes

On completion of the course, the prospective teacher educators will be able to:

1. Critically analyse the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation

2. Gain an insight in to the multiple roles of a teacher educator and understand the organizational culture of teacher education institution.

3. Exhibit the knowledge and abilities necessary for carrying out the programme effectively and managing the component activities, such as an internship and community service.

4. Design in-service teacher professional development program/activities based on the needs of teachers

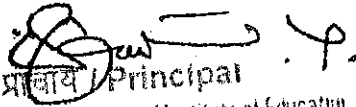5. Develop professional attitudes, values and interests needed to function as a teacher educator
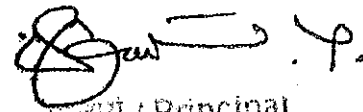
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M.Ed

RIEMED - TS-IE1: UNDERSTANDING AND DEVELOPMENT OF INCLUSIVE EDUCATION

On completion of the course, prospective teachers will be able to:

1. Analyse the concept and meaning of Inclusive Education,

2. Appreciate different perspectives of inclusive education,

3. Disseminate the information about the key legislations and policies for inclusive education,

4. Aware of the range and focus of literature in the field,

5. Explain the recommendations of various commissions, policies, schemesand committees towards teacher preparation for inclusive education

6. Identify the nature of difficulties encounter and prepare conducive teaching learningenvironment in inclusive schools,

7. Scrutinize the global and national commitments towards the education of learners with diverseneeds,

8. Utilizing existing support services for promoting inclusive practice,

9. Seek parental, community and NGO support for utilizing available resources for education ininclusive settings.

M.Ed

RIEMED - TS-IE2: ADDRESSING THE DIVERSE NEEDS IN INCLUSIVE SETTING

On completion of the course, prospective teachers will be able to:

1. Analyse the issues of identity and diversity in society in general and education in particular

2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,

3. Explore the needs and magnitude of the challenges faced by learners with diverse needs,

4. Identify the educational needs of children from the socially disadvantaged background,

5. Recognize the characteristics and nurturance of creativity, and giftedness

6. Implement universal design for learning approach and technology

M. Ed

RIEMED - TS-IE3: CONCERNS, CHALLENGES, AND ISSUES IN INCLUSIVE EDUCATION

On completion of the course, prospective teachers will be able to :

1. Explore the concerns, challenges and issues in the implementation of IE,

2. Elucidate the controversial issues in inclusive education, including particularly marginalised groups, specific learning difficulties and the future of special schools,use ICT in inclusive settings,

3. Conduct and supervise research and action research activities,

4. Develop research skills and justify theuse of various methods and tools used in the research in IE in order to explore these issues further,

5. Identify , analyse and utilize various techniques and methods required for the development of practical skills among LwDNs,

6. Use assistive devices and strategies for meeting diverse needs

7. Demonstrate a positive attitude and sense of commitment towards actualizing the right to education of all learners

8. Develop an understanding of evaluation and alternative assessment.

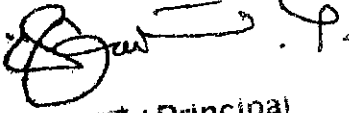प्राचार्य / Principal
क्षेत्रीय शिक्षा संस्थान / Regional Institute of Educati
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Teacher Education II

RIEMED -TEC2: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Credits: 4 Max.marks: 100

Course Learning Outcomes

On completion of the course, the prospective teacher educators will be able to:

1. Analyse the different perspectives of teacher professional development
2. analyse the various policies and recommendations on teacher education
3. Examine the structure and management of teacher education
4. Critically examine the NCFTE framework and teacher education programmes in India and elsewhere.
5. Recognize the role and responsibilities of organisations at the national and state levels that manage teacher education.
6. Recognize and comprehend the numerous digital learning technologies available, as well as the teacher and teaching competencies needed by educators to manage technology-driven classrooms.
7. Gain insight and teaching proficiency by learning about cutting-edge approaches to teacher preparation.
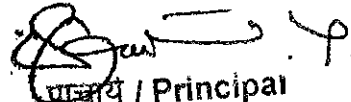8. Assess the problems, issues and research trends in secondary teacher education

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B.Ed

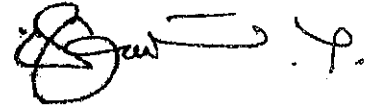## B.Ed - PC-5: CREATING AN INCLUSIVE SCHOOL

BA.B.Ed - BAE VII. 4: Creating an Inclusive School

BSc.B.Ed- BSE VII.4 :CREATING AN INCLUSIVE SCHOOL

M.Sc.Ed:CREATING AN INCLUSIVE SCHOOL

On completion of the course, prospective teachers will be able to :

1. Analyse the meaning and concept of Special Education, Integration and Inclusion.

2. Appreciate the special needs of Individuals with diverse needs.

3. Realize the importance of inclusive education and inclusive education programmes

4. Examine the role of various agencies towards inclusion.

5. Appreciate the concept of exceptional children.

6. Identify the exceptional learners in a classroom.

7. Explore the nature and needs of different categories of children with special needs.

8. Implement the different considerations and provisions for facilitating inclusion.

9. Exercise various educational intervention programmes for meeting the needs of exceptional learners.

10. Employ the skills of adapting curriculum to meet the need of the students with diverse needs.

Yoga Education, Self-Understanding and Development

Course Learning Outcome.

On the Completions of the Course, prospective teachers will be able to demonstrate

1. Some Important Asanas and Pranayamas
2. He/She will have a clear Idea about the Concepts like Self-esteem & Self-Concept & its importance.
3. Ability to State the Different types of yoga (Astana Yoga, Hatha Yoga etc.,)
4. The Process of Meditation and Stress management
5. The Process of Personality Development through Yogic Practice.

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Sl. No.	Programme and Sem	Course	Objectives
1	B.ScEd., BABEd., MSCEd. VI Sem	Critical understanding of ICT.	On the completion of the course prospecting teachers will be able to 1. Interpret the implications based on the trends in ICT 2. Exhibits the skills in the use of hardware and application software for providing effective learning experiences. 3. To create the resources and adopt the available resources. 4. To use web 2.0 tools and technologies for effective communication. 5. Know the use of ICT educational administration and professional development
2	M.Ed. 2nd sem	E-Content Design and Development	1. On completion of the course prospective teacher educators will be able to 2. Apply principles of various learning theories for instructional design models 3. Differentiate between open source and proprietary tools and use appropriate e-learning platforms to develop and deploy e-content. 4. Access and adopt Reusable learning resources and open educational resources. 5. Use various media resources effectively 6. Create and evaluate e-resources.
3	M.Ed. 2nd sem	Foundations of educational technology	On completion of the course prospective teacher educators will be able to demonstrate 1. their clarity on different theoretical and conceptual issues related to educational technology. 2. Selection of various approaches to educational technology 3. Their skills in integration of technology for the purpose of pedagogy, assessment, administration and their continuous professional development 4. Their skills in analysing and practises associated with technology enhanced learning 5. Belief in using the principles of universal design for learning in ICT mediation. 6. Their skills in critically evaluate in ICT related policies and plans 7. Their skills in assessing various problems and issues related to ICT and its integration in education.
4	M.Ed 3rd sem	Iinternship in ETICT	On completion of the course, prospective teacher educators will be able to 1. Review and evaluate E-Content and E-courses 2. Design and develop e-courses with various multimedia tools and authoring tools 3. Implement the e-content at institutions like school or teacher training institutes 4. Provide students LMS based e-learning.

UNIVERSITY OF MYSORE

Two Year (4 Semester)
Master of Education Programme
(RIEM-CBCS Scheme)

Regulations and Scheme of Studies
(Effective from 2015-16)

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

Two Year (4 Semester) Master of Education Programme
(RIEM-CBCS Scheme)

1.   Preamble:

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 practical. As envisaged in the 2-Year M. Ed. curriculum framework and the regulations brought out by the NCTE in 2014, the M. Ed. programme is visualized primarily as a programme for preparing teacher educators with two kinds specializations. Onewhich prepares the student for level specific specialization for either elementary or secondary and the other which prepares for a thematic specialization. Further, as envisioned in the curriculum framework, the 2-Year M. Ed is organised in four semesters within the framework of Choice Based Credit System as per the recommendations of the University Grants Commission and as implemented in the University of Mysore. The programme is structured as Hard-core, Soft-core and Self-study courses with choices provided under the soft-core. In its structure, the M. Ed. programme is consisting of three broad categories of courses as suggested in the NCTE curriculum framework namely, Perspective Courses, Tool Courses and Thematic Specialisation Courses. Further, every student is expected to conduct a guided research work and submit a dissertation and also undergo two internships – one in a teacher education institution and the other as prescribed under the theme based specialisations in professional sites such as school, district and sub-district level agencies such as office of the DEO/DDPI/BEO, state level agencies such as SCERT/SPO/Textbook Bureau/Examination Board etc.

2. Objectives of the M.Ed. Programme
The students will be helped to:
- Develop a multi-disciplinary perspective of education.
- Acquire professional skills and competencies to function as a teacher educator at either elementary or secondary level of schooling.
- Acquire professional skills and competencies needed for a specialist in at least one thematic area of education
- 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;

- Develop a rational conceptualization of educational research;
- Integrate information and communication technology in teaching-learning and training transaction;
- Equip the students with different innovative modes of training transaction.

3. The Clientele

Basically the products of M.Ed. programme 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, Inspectors/Supervisors of Primary/Secondary Schools, Education Officers at block and district level, 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 etc.. In view of the above, reformulated 2-Year 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.

4. Regulations governing the Programme

1.0 The Scheme:

The 2-Year (4 Semester) programme offered by the Regional Institute of Education,Mysore is titled **'Master of Education'** leading to the degree **M. Ed.**The programme shall be offered as a post graduate programme of the University of Mysore with Choice Based Credit System under the RIEM Scheme.

2.0 Credit System

For successful completion of the M.Ed. course a student is required to complete a minimum of 80 credits. The scheme of the course for the four semesters and the Inter-Semester Break of M.Ed.

Programme shall be as under

3.0 Duration

Two Academic Years with four semesters of 18 weeks eachand three inter semester breaks.

4.0   Number of Seats

Admission will be made for one unit of fifty students. Reservation of Seats will be made to ST/ST/OBC/ PH as per Govt.of India provisions. The seat matrix will be worked out every year for making provisions to different States/UTs.

5.0   Eligibility for Admission

5.1 Candidates seeking admission to M.Ed programme must have passed one year B.Ed/2 yrs. B.Ed./ 4 yrs.integrated B.A.Ed/B.Sc.Ed/ /M.Sc.Ed/B.A.B.Ed./B.Sc.B.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.

5.2 D.El.Ed/ D.Ed with a Bachelors degree (B.A./B.Sc./B.Com, etc).

5.3 Additional weightage shall be given to candidates with post-graduate degree in Social Sciences / Sciences/Humanities.

6.0   Attendance

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

7.0   Medium of Instruction

The medium of instruction and examination shall be English.

8.0   The Curriculum

The curriculum of the 2-year M. Ed. will comprise of the following components-

Major components	Areas Covered	Description	Credit Allocation
Common Core (Theory and Practicum included)	Perspective Courses (PC)	PC1-Introduction to Education Studies PC2-History and Political Economy PC3-Psychology of Learning and Development PC4-Philosophy of Education PC5-Sociology of Education PC6-Curriculum Studies	4 Credits 4 Credits 4 Credits 4 Credits 4 Credits 4 Credits
	Tool Courses (TC)	TC1-Self-Development TC2-Communication TC3-Research Methods in Education TC4- Advanced Research Methods in Education TC5-Academic writing	1 Credit 1 Credit 4 Credits 4 Credits 2 Credits
	Teacher Education Courses (TEC)	TEC1-Teacher Education I TEC2-Teacher Education II	4 Credits 4 Credits
Specialisations (Theory and Practicum included)	Core Course Specialization (CCS)	CCS1-Elementary / Secondary Education – I CCS2-Elementary / Secondary Education – II	4 Credits 4 Credits
	Thematic Specialization (TS) Any one cluster from the following. 1. Educational	TS1-Thematic Specialization –I TS2-Thematic Specialization –II TS3-Thematic Specialization –III	4 Credits 4 Credits 4 Credits

	Management, Administration and Leadership 2. Curriculum, Pedagogy and Assessment 3. Educational Technology and ICT 4. Inclusive Education 5. Programme Planning, Implementation, Monitoring and Evaluation 6. Guidance and Counseling		
Internship/Field Attachment	- In Teacher Education - In Thematic Specialisation	Field internship/attachment in: 1. A Teacher Education Institution, and 2. The area of specialisation	8 Credits (4 Credits each)
Research leading to Dissertation	Related to specialisation or Perspectives	Students (in close mentorship of a faculty Member) learns to plan and conduct a research, and write a dissertation.	8 Credits
			80 Credits

8.1   Semester wise distribution of courses

Semester-I	Cr	Semester-II	Cr	Semester-III	Cr	Semester-IV	Cr
18		**20**		**20**		**22**	
PC1-Introduction to Education Studies	4	TC3- Research Methods in Education	4	TC4- Advanced Research Method in Education	4	TC5-Academic writing	2
TEC1-Teacher Education I	4	TS1-Thematic Specialization –I	4	CCS2-Elementary / Secondary Education – II	4	PC5-Sociology of Education	4
PC2-History and Political Economy	4	PC3-Psychology of Learning and Development	4	PC4-Philosophy of Education	4	TEC2-Teacher Education II	4
CCS1-Elementary / Secondary Education-I	4	TS2-Thematic Specialization-II	4	TS3-Thematic Specialization -III	4	PC6- Curriculum Studies	4
TC1-Self-Development* TC2-Communication *	1 1	TE – Internship*	4	TS – Internship*	4	Dissertation#	8
Credits	**18**		**20**		**20**		**22**

* The course may be organised in workshop mode either during the semester or during Inter Semester Break or a period involving both ISB and the Semester.
\# Dissertation work shall commence from semester II and shall be completed by the end of semester IV.

9.0   Assessment: Distribution of credits and marks
9.1   Assessment Scheme

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

9.2   Contact Hours and Distribution of Marks

Description	Credits	Contact Hrs	Marks
Semester I			
PC1-Introduction to Education Studies	4	3L + 2T = 5	100
TEC1-Teacher Education I	4	3L + 2T = 5	100
PC2-History and Political Economy	4	3L + 2T = 5	100
CCS1-Elementary / Secondary Education-I	4	3L + 2T = 5	100
TC1-Self-Development Workshop	1	1 Week Workshop	25
TC2-Communication Workshop	1	1 Week Workshop	25
Semester II			
TC3- Research Methods in Education	4	3L + 2T = 5	100
TS1-Thematic Specialization –I	4	3L + 2T = 5	100
PC3-Psychology of Learning and Development	4	3L + 2T = 5	100
TS2-Thematic Specialization-II	4	3L + 2T = 5	100
TE - Internship	4	2 + 1 Weeks	100
Semester III			
TC4- Advanced Research Method in Education	4	3L + 2T = 5	100
CCS2-Elementary / Secondary Education – II	4	3L + 2T = 5	100
PC4-Philosophy of Education	4	3L + 2T = 5	100
TS3-Thematic Specialization –III	4	3L + 2T = 5	100
TS – Internship	4	2+1 Weeks	100
Semester IV			
TC5-Academic writing	2	2 Weeks Workshop	50
PC5-Sociology of Education	4	3L + 2T = 5	100
TEC2-Teacher Education II	4	3L + 2T = 5	100
PC6- Curriculum Studies	4	3L + 2T = 5	100
TC6-Dissertation	8	2T + 2T	200

L : (Number of hours engaging a student in lectures in a semester) / 16

T : (Number of hours engaging a student in tutorials in a semester) / 32

P: (Number of hours engaging a student in practicals in a semester) / 32

L + T + P = V The credit Value of a course

10.0   Self-Study Courses

10.1   A student may opt for a course offered in any other thematic specialisation as a self-study course. He/she has to undertake all assignments and other modes of assessment in the same semester in which the course is offered to other students.

10.2   While selecting the number of self-study courses in a semester, it may be so done as to ensure that the total credits for the semester shall not exceed 24 credits.

11.0   Scheme of Examination

11.1   There shall be a University Examination at the end of each semester.

11.2   Detailed Scheme of Examination along with course titles and breakup of marks course - wise is as given below.

SCHEME OF EXAMINATION

Sem	Course No.	Subject	Sessional		Semester EndC₃	Total
			C₁	C₂		
I	RIEMED-PC1	Introduction to Education Studies	25	25	50	100
	RIEMED -PC2	History and Political Economy	25	25	50	100
	RIEMED -TEC1	Teacher Education I	25	25	50	100
	RIEMED –CLS-ELE1/ RIEMED –CLS-SEC1	Elementary Education-I/ Secondary Education-I	25	25	50	100
	RIEMED -TC1	Self-Development Workshop		25		25
	RIEMED -TC2	Communication Workshop		25		25
		Total				**450**
II	RIEMED - PC3	Psychology of Learning and Development	25	25	50	100
	RIEMED - TC3	Research Methods in Education	25	25	50	100
	RIEMED - TS-EMAL1	Educational Administration and Management	25	25	50	100
	RIEMED - TS-CPA1	Foundations, Theories and Models of Curriculum	25	25	50	100
	RIEMED - TS-ETICT1	Foundations of Educational Technology	25	25	50	100
	RIEMED - TS-IE1	Understanding and Development of Inclusive Education	25	25	50	100
	RIEMED - TS-PPIME1	Planning Educational Programmes	25	25	50	100
	RIEMED - TS-GC1	Guidance in School and Career Guidance	25	25	50	100
	RIEMED - TS-EMAL2	Educational Planning	25	25	50	100
	RIEMED - TS-CPA2	Curriculum Transaction, Pedagogy and Assessment	25	25	50	100
	RIEMED - TS-ETICT2	E-Content: Design and Development				
	RIEMED - TS-IE2	Addressing the diverse needs in Inclusive setting	25	25	50	100
	RIEMED - TS-PPIME2	Programme Implementation and Monitoring	25	25	50	100
	RIEMED - TS-GC2	Counselling Process and Strategies	25	25	50	100
	RIEMED -TE-INT	Internship in Teacher Education				100
		Total				**500**
III	RIEMED - PC4	Philosophy of Education	25	25	50	100
	RIEMED - TC4	Advanced Research Methodology in Education	25	25	50	100
	RIEMED –CLS-ELE2/ RIEMED –CLS-SEC2	Elementary Education-II/ Secondary Education-II	25	25	50	100
	RIEMED - TS-EMAL3	Educational Leadership and Supervision	25	25	50	100
	RIEMED - TS-CPA3	Curriculum Evaluation, Policies And Research	25	25	50	100
	RIEMED - TS-ETICT3	E-learning	25	25	50	100
	RIEMED - TS-IE3	Concerns, Challenges, and Issues in Inclusive Education	25	25	50	100
	RIEMED - TS-PPIME3	Programme Evaluation	25	25	50	100
	RIEMED - TS-GC3	Assessment and Appraisal In Guidance and Counselling	25	25	50	100
	RIEMED -TS-INT	Internship in Thematic Specialisation				100
		Total				**500**
IV	RIEMED - PC5	Sociology of Education	25	25	50	100
	RIEMED - PC6	Curriculum Studies	25	25	50	100
	RIEMED -TEC2	Teacher Education II	25	25	50	100
	RIEMED -TC5	TC5-Academic writing		50		50
	RIEMED -TC6	Dissertation	50	50	100	200
		Total				**550**
		GRAND TOTAL				**2000**

11.3   Duration of semester end examination for all theory courses will be of 2 hours.

Each theory paper comprises of 5 questions of 10 marks each. There shall be one question on each of the four units with internal choice and the fifth question shall include items from all four units with internal choice.

12.0   Question paper setting, valuation etc.,

12.1   Question paper setting for C_3 and Valuation.

(i)   There shall be a Postgraduate Board of Examiners approved by the University of Mysore (UOM) for preparing, scrutinising and approving the question papers and scheme of valuation for the use at the next examination/s.

(ii)   Question paper for the written tests in C1, C2 and C3 shall be prepared by the faculty teaching the course. UOM shall supply the question papers for C3 theory examinations.

(iii)   All C3 theory papers shall be valued by external examiners approved by the UOM

12.2   Coding of Answer Scripts:

Before valuation, the answer scripts shall be coded using false numbers by the University.

12.3   Classification of Successful Candidates

A semester is divided into three discrete components namely C_1, C_2 and C_3. The evaluation of the first component C_1 will be done during the first half of the semester while the first 50% of the syllabus is being covered. This will have a weightage of 25%. This will be consolidated during the 8th week of the semester. The evaluation of the second component C_2 will be done during the second half of the semester while the next 50% of the syllabus is being covered. This will have a weightage of 25%. This will be consolidated during the 16th week of the semester. In general C_1 and C_2 should be evaluated through Test/seminar/dissertation/presentation/assignment as suitable for a course.

Between the 18th and 20th week of the semester, the semester end examination will be conducted by the University and this forms the third component of evaluation C_3 with weightage of 50%.

If a candidate has not scored at least 30% in C_1 and C_2 put together, he/she is not allowed to appear for C_3 and shall be deemed to have dropped the course.

It should be noted that evaluated papers/assignments of C_1 and C_2 of assessment are immediately returned to the candidates after obtaining acknowledgement in the register maintained by the concerned teacher for this purpose.

The final marks of a course M of C_3 will be computed as per the following table :

	Distribution	*Formula*
1.	*L : T : P*	$M = ((L+T)*X+ (P*Y)) / (L+T+P))$
2.	*L : T : P = 0*	$M = X$
3.	*L : T = 0 : P*	$M = (L*X + P*Y) / (L+P)$
4.	*L = 0 : T : P*	$M = Y$
5.	*L : T = 0 : P = 0*	$M = X$
6.	*L = 0 : T = 0 : P*	$M = Y$
7.	*L = 0 : T : P = 0*	$M = Z$

where

X is the marks scored out of 50 in C_3 in Theory
Y is the marks scored out of 50 in C_3 in Practical
Z is the marks scored out of 50 in C_3 in Tutorial

The total marks in a course is P = C_1 + C_2 + M (after rounding to nearest integer. The grade (G) and grade point (G.P) will be calculated as follows where V is the credit value of the course.

P	*G*	*GP = V $\times$ G*
90 – 100	*10*	*V $\times$ 10*
80 – 89	*9*	*V $\times$ 9*
70 – 79	*8*	*V $\times$ 8*
60 – 69	*7*	*V$\times$ 7*
50 – 59	*6*	*V $\times$ 6*
40 – 49	*5*	*V $\times$ 5*
30 – 39	*4*	*V $\times$4*
0 -29	*0*	*V $\times$ 0*

If a candidate scores in C_1 +$C_2 \geq$ 30%,

$M \geq$ 30%

and G $\geq$ 5 in a course, then he is considered to be successful in that course.

After successful completion of the required number of credits, then the overall cumulative grade point average (CGPA) of a candidate is calculated using the formula CGPA = ΣGP / Total number of credits and the class is declared as follows :

CGPA	FGP	
	Numerical Index	Qualitative Index
4 $\leq$ CGPA < 5	5	Second Class
5 $\leq$ CGPA < 6	6	
6 $\leq$ CGPA < 7	7	First Class
7 $\leq$ CGPA < 8	8	
8 $\leq$ CGPA < 9	9	Distinction
9 $\leq$ CGPA$\leq$ 10	10	

Overall percentage = 10 * CGPA or is said to be 50% in case CGPA < 5.

However, if C_1 + $C_2 \geq$ 30%, M $\geq$ 30% and with grade G = 4, then a candidate has three options namely conditional success or make up of a course or dropping a course.

12.4 **Conditional Success:** A candidate is said to be successful conditionally in a course if his score in C_1 + $C_2 \geq$ 30%, M $\geq$ 30% and grade G = 4. But this benefit will be available up to a maximum 16 credits for the entire programme of M.Ed. of 2 years. The candidate has to exercise this option within 10 days from the date of notification of results.

12.5 **Make-Up of a Course:** Under the following circumstances, a candidate can have option to choose MAKE-UP OPTION for C_3:
1. scores $\geq$ 30% in C_1 + C_2 and M < 30%
2. scores $\geq$ 30% in C_1 + C_2; M $\geq$ 30% but with grade G = 4

The candidate has to exercise this option within 10 days from the date of notification of results. Once he has chosen the option he has to write the examination which will be conducted within 25 days from the date of notification of results. And there can be two or more examinations on the same day and they may be held on Saturdays and Sundays also.

If the candidate is unsuccessful in make-up also, then he/she is deemed to have withdrawn / dropped the course.

12.6   ***Dropping a Course:***
Under the following circumstances a candidate is said to have DROPPED a course,
If the candidate:
1.   fails to put in 80% attendance in the course,
2.   decides to discontinue/ withdraw to study the course,
3.   scores less than 30% in $C_1 + C_2$ together,
4.   scores in
     i) $C_1 + C_2$ is $\geq$ 30% and M < 30% or
     ii) $C_1 + C_2$ is $\geq$ 30%, M $\geq$ 30% and Grade G = 4 and exercises option to drop the course within 10 days from the date of notification of final results,
5.   is unsuccessful in the MAKE-UP examination.

A candidate who has dropped a course has to re-register for the course when the course is offered again by the Department.

12.7   Each student can go with a normal pace of 20 credits per semester. However, he/she has provision to go with a slow pace of 12 credits per semester and an accelerated pace of 24 credits per semester.

12.8   The tuition fee and the examination fee of a semester will be in accordance with the number of credits registered by each student in that semester.

12.9   The student may avail a maximum of two blank semesters in one stretch. However, he has to pay a nominal fee for maintaining a semester blank to the institution.

13.0   Provision for Appeal

A candidate, if dissatisfied with the grades that he/she has got with a feeling that he/she is unnecessarily penalized can approach the grievance cell with the written submission together with all facts, factual and all the assignments, test papers etc. which were evaluated. He/She can do so before the semester-end examination (based on 2 continuous assessment components already completed) or after the semester-end examination. The grievance cell is empowered to review the grades if the case is genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend taking disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the Grievance Cell is final.

The Grievance Cell shall be constituted by the University

The appropriate fee as fixed by the University shall be collected from the candidate who goes for an appeal to the Grievance Cell.

14.0   **Miscellaneous:**

14.1   These revised regulations will apply to the candidates admitted for the academic year 2015-16 and onwards for the courses mentioned in Regulation No.1.0 above.

14.2 Other regulations not specifically mentioned above are as per the Regulations of the University as applicable from time to time.

13.3 Any other issue not envisaged above, shall be resolved by the Vice-Chancellor in consultation with the appropriate Bodies of the University, which shall be final and binding.

RIEMED -TC1: SELF-DEVELOPMENT WORKSHOP

Credit: 1   Marks: 25 (Internal Assessment)

Duration: One Week Workshop

Rationale:

The aim of this tool course is to help students in developing understanding about themselves and developing theirselves as a professional, through conscious ongoing reflection. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable students to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for the students to develop sensitivity toward issues like gender biases, children with special needs (intellectual and physical), disadvantaged groups to make class inclusive. At the same time, they will develop problem-solving skills to deal with these issues.

During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation also enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and meditation, and will learn to use in different contexts.

The following methodologies for the transaction of the course could be used in interactive sessions:
o   Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.
o   Reflective discussions on a movie/documentary on relevant issues
o   Discussion on how to imbibe teacher qualities and nurture his/her self as a teacher
o   Organization of activities for self-expression (exhibiting strengths and abilities)
o   Providing feedback on their reflective journals/diaries
o   Practicing yoga and meditation for physical and mental well- being

Note: The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required.

Objectives:

• To enable the students understand that the "development of self" is a resource to exercise their professionalism.

• To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.

• To help them develop sensitivity towards social-cultural diversities crucial in making teaching–learning environment conductive/congenial to the learner.

• To demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being

COURSE THEMES:

Theme 1: Understanding the Self
Theme 2: *Self management in stressful/emotional (sad as well happy)/conflicting Situations*
Theme 3:Developing 'Self' in harmony with nature
Theme 4: Developing 'Self 'as a professional (Teacher Educator)
Theme 5: Self and Social Responsibilities

MODE*:* WORKSHOP, GROUP DISCUSSION, FIELD VISITS

Activities under Theme 1: Understanding the Self

Objective

Objectives of the activities is to help students to develop cognitive skills such as

- Developing self awareness about one's abilities and opportunities to develop self independent thinking, critical thinking and creative thinking, decision making, problem solving and goal setting
- Developing objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies

Activities

i. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats
ii. Analyse one's perception about self and others
iii. "Who am I" Self concept
iv. Inspirational Readings

Activities under Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting situations

Objective

Objective of this activity is to make student recognize the affective resources of self understanding to be understood both as assets such as feelings of love, joy, appreciation, affection, happiness, and threats or limiting factors such as emotions like fear, anger, jealousy etc. in their professionalism.

Activity

Following exercises may be organised in the workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management

- *Identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students*
- *Reflect on it*
- *Share with the group on how it was managed/resolved*

This activity will help students learn about various ways of managing/ resolving critical situations in life. The focus may be the school context.

Activities under Theme 3: Developing 'Self' in harmony with nature

Objective

The objective is to acquaint students on

- Maintaining harmony in existence and co-existence between nature and self;
- Dependence of Self on the Nature for the very life;
- Inter-dependence of people for comfortable living;
- Responsibility of self towards conservation, protection and nurturing plant and animal life.
- Understanding human roots in the divinity to awaken oneself to Truth, Beauty and Goodness both inside and outside.

Activities

i. Observation of nature during Nature Walk,
ii. Sharing personal experiences

Activities under Theme 4: Developing 'Self 'as professional (Teacher Educator)

Self - Critical awareness about one's abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages etc.) or while dealing with other curricular components or classroom situations.

Objective

The objective of this activity is to develop awareness among students in following aspects of their professional endeavors

- Adequacy of subject matter knowledge, professional skills, and effective communication to the students.
- One's attitudes towards students, teaching, teaching material, interest in teaching subject and one's aptitude in developing interest in learning among students and in tapping their abilities to realize the values identified in the subject matter.
- Suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.
- Involvement in teamwork with colleagues, head of the institution, parents of learners and management for holistic development of the learners.

Activity: Analysis and Self-reflection

The students will be asked to

i. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats as a teacher educator
ii. Analyse one's perception about self and others as teacher educators in a group context

On the basis of the above the students will-

- Identify the characteristics, values, attitudes of the teacher and reflect upon self with respect to the same.
- Priorities the characteristics, values, attitudes of an effective teacher and will try to develop through practice in real life situation to become a professional.
- Reflect upon self and document the experiences.

Activities under Theme 5: Self and Social Responsibilities

This will help in the development of social responsibilities among the learners to enrich human resources and self-esteem; realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.

Objective

While conducting the group discussion the students will be able to develop

- Responsibility of self towards other human beings in the family, society, and other people, especially women and disadvantaged
- Critical awareness of the biases based on gender, caste, class, language, religion, nation, region etc.
- Critical understanding of the basic realities of the man- made divisions due to political, historical and social forces over the time-scale.
- Understanding of the basic realities of cultural differences across the time-scale and across the globe

Activities

i. ***Group discussion:*** The focus of the discussion will be on an issue or event on the theme which is current and relevant.
   The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.

ii. **_Gender Sensitization Training:_** Students would engage in standard gender sensitization activities from any gender sensitization training programme.

iii. **_Field Visit:_** Visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups. Before field visit students need to be oriented (½ day) on what they are supposed to do in the field.

During the visits, the students will discuss pertinent issues with these groups and prepare report to discuss and share with other students. This will help students to experience their transformations in different contexts

Discussion/presentation in the groups may be kept in the beginning of Semester II.

Evaluation of Self-development:

During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with response sheets/reflective notes/narratives/observations/ charts/posters/analysis sheets and other related documents. Students are required to submit Portfolio in the prescribed format with all evidences.

Note: The **PORTFOLIO** will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

Reference Books:
1. Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
2. Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological Thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.
3. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
4. Krishnamurti, J. (1998). On Self- knowledge. Chennai, Krishnamurti Foundation India.
5. Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
6. Palmer, J. A. (ed) (2001). Fifty modern thinkers of education, Routledge Publishers, UK
7. Schneider, F.W., Gruman, J.A. & Coutts, L.M. (Eds.) (2012). Applied Social Psychology-Understanding and Addressing Social and Practical Problems, Second Edition, Sage Publications Pvt. Limited, New Delhi
8. Sherfield, R.M.; Montgomery, R.J.; & Moody, P.G. (Eds.) (2009). Cornerstone- Developing Soft Skills, Fourth Edition, Pearson Education
9. Swami Vivekananda (1988). Selections from the complete works of Swami Vivekananda. Mayavathi, Advaita Ashrama.

RIEMED -TC2: COMMUNICATION WORKSHOP

Credit: 1   Marks: 25 (Internal Assessment)
Duration: One Week Workshop

Rationale: This course is intended to enhance the ability of learners to listen, converse, speak, present, explain and exposit ideas in groups and before an audience. The course aims to create effective professionals by integrating various communication skills and through an exposure to various skills.

Objectives:
- To develop listening and viewing skills
- To improve the speaking skills
- To promote the reading skills
- To gain insight and reflect on the concept and process of communication.
- To familiarize with expository writing

Transaction Mode: This course will be transacted /facilitated through participatoryapproaches such as- workshop, seminar by students, and group work. Different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation-cum-discussion mode.

Listening / Viewing Skills
Workshop can be organized to provide exposure to listening and viewing skills. These can be conducted in the language Lab.

Suggested Activities:
Students can listen to -
- Sounds of English/ Hindi/Marathi/Guajarati/Urdu
- Patterns of stress and intonation
- Self-recording while practicing pronunciation
- Speeches of famous personalities
- Keynote addresses in seminars

Students can View-
- Phonetic symbols
- Videos on sound production and articulation
- Poetry recitation videos
- Videos on conversation
- Videos on group discussions and can observe body language.
- Making listening notes
- Completing worksheets on listening tasks
- Developing criteria for analysis of listening skills
- Consulting pronunciation dictionaries
- Presentations
- Students can observe Anchors in programmes
- Observing Webinars
- Observing unstructured conversation

Speaking Skills
These skills can be practiced in seminar rooms/language lab.

Suggested activities:
Students can practice-
- Sounds of English
- Stress and intonation patterns
- Recitation of poems

Students can-
- Participate in conversations (Situations to be provided)
- Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level
- Analyze of speech styles
- Analyze of presentations
- Make presentations
- Involved in mock Interview
- Anchoring programmes in the institute

Reading Skills

Students can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.

Suggested activities:
Students can read
- Editorials in newspapers on a regular basis
- Articles in newspapers and magazines
- Research papers in journals
- Book reviews, film reviews and art reviews in newspapers and magazines
- E-books, online journals
- Subject related reference books

Students can be involved in-
- Note making tasks on reading and summarizing what is read.
- Discourse analysis (to be integrated with reading, speaking and writing skills

PURPOSE AND PROCESS OF COMMUNICATION

To understand the purpose and process of communication students can be involved in-
- Individual and group assignment on a chosen topic of communication and presenting using any ICT tool
- Brainstorming on pertinent issues in education and analyze the elements/process of communication in the discussion.
- Critical Reflection on communication strategies in any literary work of local/national /international significance and presentation in the seminar.
- Panel discussion on different themes; peer assessment on their communication skills

EXPOSITORY WRITING

The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: Informational, Opinion, Narration and Argument.

Suggested Tasks-
- Write an expository essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.
- Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts by examining complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events, well-chosen details, and well-structured event sequences
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Mode of Assessment: During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with response sheets/reflective notes/narratives/observations/ charts/posters/analysis sheets and other related documents. Students are required to submit Portfolio in the prescribed format with all evidences.

Note: The **PORTFOLIO** will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

Suggested Readings:
- Anderson, Kenneth and Joan Maclean. Study Speaking. Cambridge University Press, 2010.
- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.
- Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills. Macmillan Delhi, 2009.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press

EDUCATIONAL TECHNOLOGY AND ICT

Note:
1. The trainees could be asked to take up various online ICT programmes already available through CIET, UNESCO and other agencies related to the courses content in various units. This will give more time for the teacher educators to provide hands on experiences and discussions
2. All the three courses could be made available to the learners as e-learning course through LMS like Moodle. This would also give ample opportunity for the trainees to experience e-learning and e-content design
3. The expectation is that the emphasis will be given to FOSS tools for e-content creation and e-learning. This is expected to ensure access and sustainability. Some of the FOSS tools are mentioned in the syllabus. However new tools are developed more frequently than ever and therefore the educators are expected to explore these tools and integrate that in to the course content.
4. The course content is expected to be covered through practical hands on activities, background reading, and group discussion and the lectures need to be limited to the minimum.

RIEMED - TS-ETICT1: FOUNDATIONS OF EDUCATIONAL TECHNOLOGY

Credits: 4   Max.marks: 100
Examination Duration: 2 Hours   Internal: 50
Contact hours per week: Lectures: 3+Tutorials: 2   External: 50

Objectives

1. Differentiate various terminologies associated with educational technology
2. Appreciate the emergence and evolution of various educational media
3. Explain various approaches to educational technology
4. Describe the integration of technology for pedagogy, assessment, administration and CPD
5. Analyse and apply principles and practices associated with technology enhanced learning
6. Critically evaluate ICT related policies and plans
7. Assess various problems and issues related to information and communication technologies and its integration in education

Unit I: Historical and Conceptual Basis

o   Meaning and nature of
    *   Educational technology
    *   Instructional technology
    *   Information and communication technology
    *   Emergence of educational technology as a discipline

*   Definitions, scope, functions/objectives of educational technology
*   Approaches to educational technology:
    o   Physical science (media approach)
    o   Communication (audio visual approach) – development of communication theory, communication models, mass communication, convergence of communication and educational technology
    o   Cybernetics (system approach) - origin of system concept, characteristics and stages of instructional system, general and instructional system theory
    o   Behavioral science (behaviorist approach) – taxonomic and performance approach to objectives, mastery learning, programmed instruction and teaching machines, individualized approach to instruction – keller plan & IPI, Computer assisted instruction
    o   Behavioral science (cognitivist approach) - information processing model, information theory, contributions of piaget, ausubel, bruner, cognitive learning strategies, simulation, artificial intelligence, computer based instruction)
    o   Instructional design approach – task analysis, instructional design theories – gagne, bruner, constructivist approach, discovery, inquiry

Unit II Evolution of Educational Media
*   Emergence and evolution of educational radio, Trends in educational radio – FM, community radio, internet radio and podcast
*   Emergence and evolution of educational television –educational TV, instructional TV, CCTV, IPTV, LCD TV, LED TV, 3D and HDTV, UHD
*   Emergence and evolution of Display boards – black board, flannel board, peg board, white board interactive white board, bendable and foldable display
*   Emergence and evolution of projected aids – hand made slide projector, photographic slide projector, film projector, epidiascope, OHP, multimedia projector, document projector, lead diode/pico projector
*   Emergence and evolution of storage media-text book, magnetic tape, floppy disc, CDROM, DVD, Hard disk, Optical drives, cloud storage
*   Emergence of new information technology- convergence of computing and telecommunications
*   Emergence and evolution of transmission technology - Face to face, co-axial cable distribution, optical fibre, satellite, infrared, Bluetooth, internet, Wi-Fi, 3g, 4g

- Emergence and evolution of communication Face to face, letter, telegrams, telephones, mobiles phones, e-mail, Instant messaging, chat, online conference
- Emergence and evolution of audio-visual recording – tape recorder, digital recorder, camera evolution, video camera evolution etc.
- Emergence and evolution of computer- mainframe computer, desktop/personal computer, laptop, palm top computer, tablet, phablet, wearable computing

Unit III: Integration of Technology in Education
- Characteristics of digital learners
- Need and importance of digital Literacy
- Relationship between technology, culture and learning
- Technology and pedagogy
    - Techno pedagogical content knowledge (TPCK)
    - Approaches and strategies to integrating ICT in teaching and learning
    - ICT and Universal design for Learning (UDL)-multiple means of providing learning experience, multi means of representing learning, multiple means of engaging learners
- Technology and assessment

    - Electronic assessment portfolio – concept, types, e-portfolio tools -Mahara
    - Technology assisted continuous assessment: role of LMS
    - Online and offline assessment tools – rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
  - Learning analytics and feedback
- Technology for administration and CPD
    - ICT for personal management: email, task, events, diary, networking
    - ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community
    - ICT for professional development: tools and opportunities
    - Action research and design based research in technology integration and its implications for professional development

Unit IV: Technology Integration: Policies, Promises, Problems and Trends
- Promising Trends
    - increased online access and connectivity
    - mobile access- ubiquitous computing
    - Free and Open Source Software (FOSS)
    - Convergence of Hardware and software
    - Technological sophistication and affordability
    - Digital assistive technology

- Problems
    - Equity issues and the digital divide
    - Social, ethical, and security issues
    - Limitations of technology integration: A critical look at the impact of technology integration
    - Technology dependence and learner autonomy
- Current and Future Trends
    - Emerging role for augmented and virtual reality in education
    - Learning analytics and education
    - Personalised learning spaces
    - Digital badging and games
    - BYOD and digital citizenship
    - 3D printing and its educational application
- ICT Plans/schemes, policies, curriculum and standards

Sessional Work
1. Perform content analysis and task analysis of any topic at school level

2. Write instructional objectives for any topic based on performance approaches to objectives
3. Comparative analysis of the contributions of Piaget, Bruner, Gagne, and Ausubel to learning and instruction
4. Write an essay on emergence and evolution of radio/display boards/projected aids/video and TV/storage media
5. Develop a lesson based using UDL approach
6. Create an assessment portfolio using offline/online tool
7. Develop an online test for any topic using Rogo online tool
8. Create account in online teacher collaboration site and take part in the activities and submit a report
9. Develop a technology integration plan for administrative task and personal management
10. Review of national ICT curriculum
11. Essay on social, ethical, and security issues related to ICT

References

1. Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly:Cambridge
2. Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
3. Evant, M: The International Encyclopedia of Educational Technology.
4. Gwen Solomon, Lynne Schrum. (2014). Web 2.0 How-to for Educators, Second Edition. ISTE
5. Howard Pitler, Elizabeth R. Hubbell, and Matt Kuhn. (2012)Using Technology with Classroom Instruction That Works, 2nd Edition. ASCD:Denver
6. Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK
7. Katherine Cennamo, John Ross, Peggy Ertmer. (2013).Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. Wadsworth: AU
8. W.J. Pelgrum and N.Law(2003). ICT in Education around the world-Trends ,Problems and Prospects . UNESCO : Paris.

Programme Planning, Implementation, Monitoring and Evaluation
RIEMED - TS-PPIME1: PLANNING EDUCATIONAL PROGRAMMES

Credits: 4   Max.marks: 100
Examination Duration: 2 Hours   Internal: 50
Contact hours per week: 3L + 2T   External: 50

Objectives:

On completion of this course, the students will be able to:
- Revisit and gain insight in to the concept of educational programme and educational planning
- Understand the process of planning a programme.
- Develop a comparative understanding of different models of planning
- Critically examine the factors influencing educational planning.
- Understand and appreciate the importance of planning in an educational programme.

Course Content

Unit 1: Educational Programme Planning: Meaning and Types
- Educational programme: meaning
- Different types of programmes
  - Direct service interventions, Community mobilization efforts, Research initiatives, Surveillance systems, Advocacy work, Social marketing campaigns, Infrastructure building projects, Training programs, Administrative systems
- Nature and scope of planning an educational programme
- Factors affecting planning of an educational programme
  - Consideration of cost
  - Consideration of technological factors

- Availability of associated support materials
- Simplicity of implementation
- Innovation system congruence

Unit 2: Steps in planning an educational programme I:
- Establishing a programme planning team
- Need Analysis: Formal and Informal Approaches
  - What is a Needs Assessment?
  - Why is Needs Assessment Important to Project Design and Implementation?
  - Planning a Needs Assessment.
- Stake holder Analysis and Identifying the target group
- Resource and Capability Analysis

Unit 3: Steps in planning an educational programme II:
- Develop a logic model
  - Outcome analysis and statement of objectives
  - Input-output analysis
  - Designing the activities
- Financial Analysis and Budgeting
- Establish program format and delivery system

Unit 4: Program Planning Models – their merits and demerits
- top-down and bottom-up approach to planning
- **Programme** theory and logic model approach to planning
- Building responsibility – leadership in implementation
- Issues and concerns in planning an educational programme
- Need for a research base in conceptualising a programme
- Developing a strategic plan - Developing Vision and Mission Statements, Creating Objectives, Section 4. Developing Successful Strategies, Developing an Action Plan, Obtaining Feedback from Constituents, Identifying Action Steps

Sessional Work

- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the planning process involved in a programme pertaining to elementary/secondary level.
- Select any one current practice in elementary/secondary teacher education and trace the background of its formulation.
- Develop the programme logic for a selected programme at elementary/secondary level

References

- Baskas Richard S. Compare and Contrast Program Planning Models. Walden University. 2011
- Elaine Andrews, Elva Farrell, Joe Heimlich, Richard Ponzio and Kelly J. Warren. *Educating Young People about Water: A Guide to Program Planning and Evaluation*. ERIC Clearinghouse for Science, Mathematics, and Environmental Education. The Ohio State University. September, 1995
- Major Chaval Chompucot. Major Factors Affecting Educational Policy Implementation Effectiveness For The Three Southernmost Provinces Of Thailand As Perceived By School Directors. Ph. D. National Institute of Development Administration, 2011
- Lorilee R. Sandmann, Richard C. Kiely, and Robin S. Grenier Program Planning: The Neglected Dimension of Service-Learning. *Michigan Journal of Community Service Learning. Spring 2009*
- Unesco. Economic and social aspects of educational planning. Netherlands. 1964
- IIEP (UNESCO). Educational Planning: Approaches, Challenges - International Frameworks. Module-1. Distance Education Programmeon Education Sector Planning
- Belinda Gimbert and Rebecca Parker. Using Logic Modeling for Programme Planning and Evaluation. 2013

- A.O. Alabi and T. Okemakinde. Effective Planning as a Factor of Educational Reform and Innovation in Nigeria. Current Research Journal of Social Sciences 2(6): 316-321, 2010
- Elizabeth A. Day-Miller and Janice O. Easton.Designing Education Projects - a Comprehensive approach to Needs Assessment, Project Planning and Implementation and Evaluation (Second Edition). U.S. Department of Commerce. BridgeWater Education Consulting, LLC. Bridgewater, VA 22812. APRIL 2009
- Program Planning & Evaluation: Covering All Bases at
  https://www.youtube.com/watch?v=R3QbABUZoEc
- Developing a Project Plan at https://www.youtube.com/watch?v=UFeMVz6dam8

EDUCATIONAL TECHNOLOGY AND ICT
RIEMED - TS-ETICT2: E-CONTENT: DESIGN AND DEVELOPMENT

Credits: 4   Max.marks: 100
Examination Duration: 2 Hours   Internal: 50
Contact hours per week: Lectures: 3+Tutorials: 2   External: 50

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

Unit I: Learning Theories and Instructional/Learning Design
- Instructional Design: Meaning and Need
- Implications Learning theories for Instructional design
    - Behavioural Learning Theories
    - Social Learning Theories
    - Cognitive and constructivist Learning Theories
- Theory of multiple intelligences and its implications for instructional design
- Developing a personal learning theory
- Types of Learning and learning styles

Unit II: Instructional/Learning Design: Models and Process
- Instructional Design Models
    - ADDIE Model
    - System model
    - ASSURE Model
    - ARCS Model
- Instructional Design Process
    - Analysis- need, target, task, and topic/content
    - Design- define objectives, sequencing, instructional methods, delivery strategies, evaluation strategies
    - Develop- content, story board, courseware, authoring tools and interactivity, and interface
    - Implement – installation, deliver and distribution, managing learner activities

- Evaluation – purpose, models of evaluation, evaluating reaction, learning, behaviour, result

Unit III: E-content Tools
- Open source versus proprietary tools
- Audio tools (Audacity) for creating, editing, and sharing
- Video (openshot/avidmux)tools for creating, editing and sharing
- Screen casting tools (camtasia) for creating screen casting presentations
- Graphic editing
    - Timeline (timeline) for creating time lines
    - Picture/photographs (GIMP/Mypaint)
    - Concept map (freemind, VUE)
- Animation -2d animation (Pencil, Tupi)
- Collaborative authoring tools
- Authoring tools (eXe Learning, Xerte) – putting together e-content with interactivity
- E-book tools (sigil, calibre) for creating and editing e-books

Unit IV: E-resources
- Reusable Learning Objects (RLO): meaning, characteristics and need. RLO repositories
- Open Educational Resources (OER): meaning, need and importance, sources of OER, adoption, adaption –openness, relevance, and accessibility
- Searching OER-tools and techniques
- Intellectual property right and creative common license, OER policy
- Open textbooks: meaning and features
- OER graphics, videos, audio/music, courses, etc. and its sources
- Evaluating e-resources- criteria

Sessional Work
1. Review the contributions of behavioural, social, cognitive, and constructivist learning theories for instructional design
2. Review of any three instruction design models
3. Develop story board for any topic of your choice
4. Create and edit an e-book using sigil software
5. Create a timeline on any topic using timetoast/timeline tool
6. Create an online and offline concept map on any topic
7. Creation of an RLO on any topic
8. Review of OER materials related to school/teacher education

References
1. Information Resources Management Association. (2011).Instructional Design: Concepts, Methodologies, Tools and Applications: 3
2. Mohit K (2003). Design and implementation of Web-enabled Teaching Tools : IRM Press,UK.
3. Patricia Smith, Tillman J. Ragan. (1999).Instructional Design. John Wley and Sons
4. Robert Maribe Branch. (2009).Instructional Design: The ADDIE Approach. Springer
5. Sanne Dijkstra (Editor), Franz Schott (Editor), Norbert Seel (Editor), Robert D. Tennyson (Editor), Norbert M. Seel (Editor) (1997). Instructional Design: International Perspectives: Volume I: Theory, Research, and Models:volume Ii: Solving Instructional Design Problems: 1. Lawrence Abingdon:New Jersey
6. Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO
7. Viva Lachs (2000). Making Multimedia in the Classroom-A Teacher's Guide. Routlegde Farmer :London.

PROGRAMME PLANNING, IMPLEMENTATION AND EVALUATION
RIEMED - TS-PPIME2: PROGRAMME IMPLEMENTATION AND MONITORING

Credits: 4   Max.marks: 100
Examination Duration: 2 Hours   Internal: 30
Contact hours per week: Lectures: 3 and Tutorials: 2   External: 70

Objectives:
On completion of this course, the students will be able to:
- Gain insight in to the process of implementation of educational programme.
- Understand the factors affecting implementation of a programme.
- Understand the need and importance of monitoring an educational programme.
- Develop a monitoring protocol for a selected programme at elementary/secondary level.
- Analyse the factors affecting sustainability of a programme.
- Articulate the issues and challenges in implementing a programme

Course Content
Unit I: Concept and Models of implementation of an educational programme:
- Concept and importance of systematic implementation of programme
- Advantages of systematically implementing a programme
- Models for implementation of an educational programme:
  - cascade model, curricular model, service delivery model – their meaning, scope, merits and demerits

- Programme Implementation and Monitoring
- Resource management
- Implementation structure, personnel and defining their roles and responsibilities
- Developing implementation guidelines

Programme Delivery and Monitoring
- Program delivery
- Monitoring the implementation: logical framework – its meaning, components and steps in development
- Monitoring the implementation: Personnel and activities
- Monitoring the implementation: Tools and Techniques
- Monitoring the implementation: Data capture, consolidation and transmission

Unit II: Stages of Implementation of Programme I
1. Exploration
- Identify needs to determine the type of program that will be most appropriate.
- Assess organizational capacity including financial resources, organizational commitment to determine ability to implement a program with fidelity.
- Search and select a program that matches needs, available resources of the organization, and available programs.
- Understand program fidelity and program adaptation.
2. Installation
- Establish space in the organization for the program, including both physical space and process space.
- Develop easily accessible data systems to collect and measure the effects of the program and the process.
- Install and debug any needed equipment (e.g., software).
- Interview current staff to ensure a match with needed qualifications.
- Recruit, select, and hire additional staff as needed.
- Train staff to use the program and any new systems or equipment needed to implement the program.

Unit III: Stages of Implementation of Programme II

3. Initial Implementation
   - Managing the Change Process
   - Accepting Coaching
4. Full Implementation
   - Maintain and improve service, linkages, support, and infrastructure.
   - Maintain integrated, fully functioning core program components.
   - Monitor and evaluate fidelity to ensure the program is being skilfully delivered, using fidelity measures and indicators developed specifically for this purpose.
5. Program Sustainability
   - Ensure continued funding and the supporting infrastructure.
   - Ensure fidelity to core program components.
   - Develop and implement plans for quality improvement, including regular review of process and outcome measures and using results to improve the program.
   - Evaluate data systems that support decision-making regarding the implementation.
   - Develop new community partnerships while maintaining existing relationships.
   - Share positive results with staff, community and others to maintain buy-in and support.

   Potential challenges at every stage of implementation

Unit IV: Issues and concerns in implementation of a programme
- Issues and concerns in implementing and monitoring a programme – Centralisation vs. Decentralisation, adhocism and abrupt discontinuation of programmes, replication and up-scaling of programmes
- Theories and Models That Explain Implementation Effectiveness - top-down and bottom-up models
- Researches findings on effective implantation of an educational programme

Sessional Work
- Study relevant documents/Annual Reports/Programme Evaluation Reports of DIET/CTE/SCERT/RIE/NCERT/ NUEPA to
  - i. Develop the programme logic for a selected programme at elementary/secondary level
  - ii. Describe the implementation process in terms of the activities involved.
- Select any one current practice in elementary/secondary teacher education and identify the factors that might influence the effectiveness of its implementation.

RIEMED -TE-INT:INTERNSHIP IN TEACHER EDUCATION

Credits: 4   Max.marks: 100
Duration: 3 Weeks   Internal: 100

RATIONALE
The would be teacher educator needs space and time in the curriculum to realistically understand the roles and functions expected of them by observing and analyzing the activities performed by the

teacher educators in an institutional context. They also need opportunities to put into action the theoretical understandings about teacher preparation gained through various courses in the curriculum. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice of teacher education on the one hand and of school experiences with that of teacher education on the other.

Course Objectives
The course is designed to enable the prospective teacher educators to
- be acquainted with the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.
- acquire competencies and skills required for effective transaction of the curriculum and organization of component activities such as internship and working with the community
- design in-service teacher professional development program/activities based on the needs of teachers
- develop professional attitudes, values and interests needed to function as a teacher educator

Organization
The internship will be organized in two phases of two weeks in a pre-service teacher education institution and one week in an in-service teacher education setting. Necessary orientation to the students of this programme and mentor teacher educators from the respective institutions of teacher education will be provided before organizing the internship.

Activities

Task Set 1: Pre-service Teacher Education (2 weeks)
- Under the guidance of a mentor teacher educator, undertake planning and implementation of learning experiences on a unit from the prescribed course in the pre-service teacher education curriculum.
- Plan assessment criteria/tools and evaluate the performance of student teachers on the unit transacted.
- Based on the acquaintance with various activities, infrastructure and resources of the teacher education institution, prepare an institutional profile with reflections on the experiences gained

Task Set 2: In-service Teacher Education (one week)
- Undertake assessment of training need through an interview with practicing teachers
- Observe and analyze an in-service teacher education programme
- Review the TLM developed / the report of an in-service teacher education

Evaluation and Scheme of Assessment

Evaluation of performance during internship in teacher education will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows.

	Area	**Marks**
1	**Pre-service Teacher Education**	
	• Observing the transactional approach followed by a teacher educator	10
	• Planning learning experiences on a unit	10
	• implementation and evaluation of learning experiences on a group of student teachers	25
	• Report on institutional profile and reflections	15
		60 marks
2	**In-service Teacher Education**	
	• Need Assessment/Case study of the professional journey of a teacher educator	10
	• Analysis of an in-service teacher education programme	20
	• Review of TLM/Programme Report	10
		40 marks
	Total	**100 marks**

EDUCATIONAL TECHNOLOGY AND ICT
RIEMED - TS-ETICT3: E-LEARNING

Credits: 4 Max.marks: 100
Examination Duration: 2 Hours Internal: 50
Contact hours per week: Lectures: 3+Tutorials: 2 External: 50

Objectives
1. Describe the concept, nature, and components of e-learning
2. Explore and use various e-learning tools and technologies
3. Use e-learning standards while designing and delivering e-learning
4. Explain the elements technology leadership in providing technology supported learning environment
5. Analyse a comprehensive range of approaches to e-Learning in detail;

6. Evaluate critically the practices associated with e-Learning;
7. Relate e-Learning systematically to a range of broader issues in both pedagogy and formal education.
8. Collaborate, communicate and have dialogue in digital learning environment

Unit I: Foundations of Online Learning
- Historical perspectives on e-learning
- Why e-learning?
- Characteristics of digital natives
- Twenty First Century Skills and e-Learning
- Approaches to e-learning
- Components of e-learning
- E-learning contexts

Unit II: E-learning Tools and Standards
- Synchronous and Asynchronous Tools
- Learner Management System: Meaning, Types, features, proprietary versus open source LMS
- Use of web 2.0 Tools/communication and collaboration tools in e-learning
- E-learning Standards
    - Metadata: meaning, types and need
    - SCORM: features, procedure and limitations
    - IMS: features, procedure and limitations
    - ARDIANE: features and procedure
    - IEEE-LOM
    - Dublin core
    - AICC
- Subject specific tools for e-learning: science, Mathematics, language, and social studies

Unit III: E-Learning Resources and Approaches
- Emerging e-learning approaches
    - M-learning
        - Mobile applications
        - Advantages of M-learning
        - Ubiquitous technology and mobile learning
    - Blended Learning: concept, requirements, advantages and limitations
    - MOOC: concept, tools, advantages and limitations
    - Flipped Learning: concept, procedure, tools, advantages and limitations
- Designing courseware for e-learning, blended learning, MOOC, Flipped, M-learning
- Review of e-learning resources

Unit IV: Managing e-Learning
- Designing technology supported learning environment
- Managing ICT in learning – leadership for technology integration
    - technology vision and mission
    - innovation and creativity
    - Sustainable integration and systemic change
    - Creating enabling environment, climate and culture
    - Teacher supervision and facilitating professional development
    - Creating 21st century technology infrastructure
    - Managing Legal, social, and ethical issues
    - Overcoming roadblocks and providing digital leadership
    - Strategic partnership

- o Leveraging Social media for technology leadership
- E-learning competencies of a teacher
- Review of Research in ICT and e-learning: what research says about ICT integration?

Sessional Work
1. Analysis of the characteristics of digital natives
2. Review of e-learning standards
3. Comparative study of various learner management systems
4. Creation of social bookmark on all web 2.0 tools
5. Use of any subject specific tools like geogebra for teaching a particular unit (plan and action)
6. Review any ten android applications for education
7. Developing/ reusing any content and providing flipped learning to school students
8. Review of all MOOC providers and their courses
9. Review of research literature on any aspects of educational technology
10. Developing a technology integration plan for a school

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3. Barbara B. Levin, Lynne Schrum. (2012). Leading Technology-Rich Schools (Technology & Education, Connections (Tec). Teachers College press:New York
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8. Liz Arney (2015.)Go Blended!: A Handbook for Blending Technology in Schools
9. Loveless Avril(2001). ICT-pedagogy and the curriculum-Subject to change. Routledge Falmer: London.
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15. Rosemary Papa.(2010).Technology Leadership for School Improvement. Sage:New Delhi.
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Programme Planning, Implementation, Monitoring and Evaluation
RIEMED - TS-PPIME3: PROGRAMME EVALUATION

Credits: 4   Max.marks: 100
Examination Duration: 2 Hours   Internal: 50
Contact hours per week: Lectures: 3 and Tutorials: 2   External: 50

Objectives:

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

- Understand the need and importance of evaluating an educational programme.
- Gain insight in to the process of evaluation of an educational programme.
- Suggest appropriate type of evaluation based on the objectives and evaluation questions stated.
- Suggest the evaluation design based on the information provided about a programme in practice.
- Develop a proposal for evaluating a given educational programme.

Course Content

Unit I: Meaning and Types of Programme Evaluation:

- Programme evaluation – its meaning and importance in quality assurance
- Different types of programmes
   - Direct service interventions, Community mobilization efforts, Research initiatives, Surveillance systems, Advocacy work, Social marketing campaigns, Infrastructure building projects, Training programs, Administrative systems
- What is evaluated –types of programme evaluation:
   - Programme theory evaluation, Formative evaluation, Process/implementation evaluation, Outcome / effectiveness evaluation, and Impact evaluation.
- Difference between evaluation research and programme evaluation

Unit II: Planning a Programme Evaluation

Planning a programme evaluation
   - Examine the issue, audience, and programme objectives
   - Establish the evaluation team
   - Identify a purpose for the evaluation
   - Prepare evaluation time line and role allocation

Unit III: Methodology of Programme Evaluation I:

- Bennett's program evaluation methodology to measure effectiveness:
   - Inputs: time expended, staff qualifications
   - Activities: educational methodology
   - People involvement: number and characteristics,
   - continuity and intensity
   - Reactions: interest in activities, acceptance of leadership
   - Knowledge, attitude, skills, and aspirations change (KASA): direction and extent, duration
   - Practice change: individual innovation, structural change
   - End result: ultimate objectives, side effects

Unit IV: Methodology of Programme Evaluation II:
- Stake holder analysis and deciding evaluation questions

- Evaluation framework -
- Evaluation designs – their relative merits and limitations
- Uses, Benefits, and Limitations of Various Data Collection Instruments
- Data analysis and display
- Reporting for different stakeholders and dissemination of findings
- Issues and concerns of programme evaluation:
  - Budgeting considerations for programme evaluation
  - Ethics in Evaluation and Evaluation Standards: Letter of informed consent and other practices in following evaluation standards
  - Qualities of a programme evaluator – negotiation, objectivity, communication

Transactional Mode:

Lecture cum Discussion, group work, ICT - power-point presentation, use of internet, and field visit to get firsthand experience.

Sessional Work:

The students will undertake any one of the following activities:
- Study relevant documents/Annual Reports/Programme Evaluation Reports of DIET/CTE/SCERT/RIE/NCERT/ NUEPA to
  - iii. Develop the programme logic for a selected programme at elementary/secondary level
  - iv. Describe the implementation process in terms of the activities involved.
- Select any one current practice in elementary/secondary teacher education and identify the factors that might influence the effectiveness of its implementation.

References

- American Evaluation Association. *Guiding Principles for Evaluators.* [http://www.eval.org/publications/guidingprinciples.asp], 2004.
- Joint Committee on Standards for Educational Evaluation. *The Program Evaluation Standards.* (2nd ed.) Thousand Oaks, Calif.: Sage, 1994.
- Rossi, P. H. (ed.). *Standards for Evaluation Practice.* New Directions for Program Evaluation, no. 15. San Francisco: Jossey - Bass, 1982.
- Joint Committee on Standards for Educational Evaluation. [Home page.] [http://www.wmich.edu/evalctr/jc]. 2010.
- Metzenbaum, S. H. *Performance Accountability: The Five Building Blocks and Six Essential Practices.* Managing for Performance and Results Series. Washington, D.C.: IBM Center for the Business of Government, 2006. [http://www.businessofgovernment.org/pdfs/MetzenbaumReport2.pdf].
- Newcomer, K. E. "Assessing Program Performance in Nonprofi t Agencies." In P. Lancer Julnes, F. Stokes Berry, M. Aristigueta, and K. Yang (eds.), *International Handbook of Practice - Based Performance and Management Review.* Thousand Oaks, Calif.: Sage, 2008.
- Patton, M. Q. *Utilization - Focused Evaluation.* (4th Ed.) Thousand Oaks, Calif.: Sage, 2008.
- Scriven, M. *The Logic of Evaluation.* Inverness, Calif.: Edgepress, 1980.
- Shadish, W., Cook, T., and Campbell, D. *Experimental and Quasi - Experimental Designs for Generalized Causal Inference*. Boston: Houghton Miffl in, 2002.

RIEMED –TS-PPIME-INT: INTERNSHIP IN PPIME

Credits: 4   Max marks: 100
Total Duration: 3 Weeks   Internal: 100

Every student is required to select one educational programme/intervention and carry out following activities by visiting appropriate sites

1. Describe the planning process at various levels through discussion with concerned functionary and document analysis
2. Study the implementation of the programme for a duration of two weeks
    (Prepare a power point presentation describing (i) the planning process and (ii) the implementation process to be presented at the institution after the internship)
3. Prepare an Evaluation Plan for evaluating the selected programme, Conduct Evaluation and Prepare a report

(Note: The internship would be places in the Semester 3 and ISB 3. Students need to be provided orientation to the internship and the activities to be performed before organising the internship)

Scheme of Evaluation:

I.   Presentation on analysis of programme planning process – 25 marks
II.   Presentation on analysis of programme implementation process – 25 marks
III. Evaluation Report – 50 marks.
   - Programme Logic Model – 10 marks
   - Evaluation Framework – 10 marks
   - Evaluation Tools and Techniques – 10 marks
   - Data Analysis and Display – 10 marks
   - Results and Recommendations – 10 marks

RIEMED -TC5: ACADEMIC WRITING

Credit: 2   Marks: 50 (Internal Assessment)
Duration: Workshop mode spread over semester

Rationale: This course aims to create expertise in writing skills. Since academic writing does not cover professional aspects of writing (e.g. CV, noting and drafting, letters etc.) which teacher educators will require for different purposes, so the title of this course is Writing Skills. Academic writing is given full weightage in this course.

Objectives:
1. To facilitate learners to understand different types of writing and writing styles
2. To enable the learners to write reports
3. To engage learners with journalistic writing
4. To develop creative writing skills amongst learners
5. To enable learners to handle professional writing

Transaction Mode: Different theoretical aspects of writing skills will be taught through presentation cum discussion mode. Practical exposure/group work/individual assignment/etc. will be given to trainees on differ kinds of academic writing.

Types of Writing and writing styles

Presentations on different types of writing (narrative, descriptive, persuasive, academic, creative, reflective Journal) and writing styles should be made by the teacher.ICT tools can be utilized for this purpose.

Reports ; Sample Reports of Seminars,Project Reports , Research reports, Institutional reports, Field visit reports should be shown to students. This should be followed by a discussion.
Suggested Tasks--- writing reports.

Journalistic Writing and Expository Writing
Samples ofBook reviews, Film reviews, Editorials, Articles and Film scripts (as per requirement) can be provided to learners. Discussion can be encouraged amongst learners to understand features of journalistic writing.
Suggested Tasks--- writing book reviews, film reviews, editorials, articles

Creative Writing
Learners should be provided exposure to some literary works like poems, stories, travelogue, diary and children's literature. They can discuss on what makes literary works creative and also appreciate aesthetics in literary pieces.
Suggested Tasks- Writing poems, stories, travelogue, diary, film scripts and writing for children

Professional Writing
Samples of the letters, memos, official minutes, CV, official files for noting and drafting should be shown to learners. Let them discuss and understand the format and content.

Suggested Tasks- writing letters, resume, note, official minutes and memos.

Modes of Assessment: Assessment can be continuous and comprehensive, i.e., in each workshop and tasks suggested can be used for this purpose.

Note: Assessment will be by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The peers may also evaluate.

Suggested Readings:
- Mc Carter, Sam and Norman Whitby. Improve your IELTS Writing Skills, Macmillan. New Delhi, 2009.
- Gangal, J. K. Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi, 2011.
- Taylor, Shirley. Communication for Business. Pearson. Delhi, 2005.
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Murray, R. (2004) Writing for Academic Journals. Maidenhead: Open University Press.

RIEMED - PC5: SOCIOLOGY OF EDUCATION

Credits: 4   Max.marks: 100
Examination Duration: 2 Hours   Internal: 50
Contact hours per week: Lectures: 3+Tutorials: 2   External: 50

Schools are the primary institution for instructing, training and socializing the next generation. The course on Sociology of Education critically examines the place and role of schools and schooling in the wider society. It is intended to familiarise students with the theoretical perspectives, dynamics of education practice in the context of society and school. Education as an institution is greatly influenced and determined by socio-economic and political realities. While informing the student about these realities, the course will also familiarise the student about the social institutions and individual

experiences which affect the education and its outcomes. The course relates to the education systems of modern industrial societies, changes happening within educational practices, major debates in educational research and policy and the alternative forms of schooling and their influences.

OBJECTIVES

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

- understand the nature and scope of Sociology of Education; analyze, interpret and synthesize various concepts and sociological principles related to educational phenomena
- to understand educational institution as an agency of socialization
- apply the knowledge of sociology in the analysis of present day educational system
- to analyze the relationship of education with culture, social stratification and social mobility
- reflect the educational issues that relate to education system and practice (iii) changes occurring in the framework of education and their factors and (iv) the need to have a critical understanding on education and society.
- analyze education from different sociological perspectives and theoretical frameworks.
- review the seminal works in the Sociology of Education

COURSE CONTENT

Unit I: Understanding Sociology of Education

- Sociology of Education:
  - Nature, scope, Need and Relevance
- Social Structure:
  - Meaning and Definition of Social Structure
  - Role and Function of Education in Social Structure
- Sociological Concepts and their relationship with Education:
  - Social Stratification:
    - Concept, and Types of Social Stratification
    - Education and Social Stratification
  - Social Mobility:
    - Concept, and Forms of Social Mobility
    - Factors affecting Social Mobility
    - Education and Social Mobility
- Social Institution: Concept

  - School as a Social Institution : Analytical understanding

Unit II: Social Context of School

- Schooling as a socio-cultural process
  - School as a Social Organization
  - Sociological Function of School
- Socialization: Stages, Types and Theories
- Schooling and Socialization of Learners : Analyzing the Continuum and the Processes
- School Culture and Home culture: Issues of Conflicts and Compatibilities
- Peer Groups and Media: Socialization of Learners

Unit III: Sociological Perspectives and Thoughts in Education

- Functionalism:
  - Emile Durkheim: " On Education and Society"
  - Talcott Parsons: "School as a Social System"
- Conflict Theory:
  - Gentis and Bowls- Education a Social Reproduction,
  - (Michiel Apple on Education and Inequality)

- Symbolic Interactionism : Blumer- " Social interaction at school"/ Rosenthal & Jacobson
- Sociological Thought in Education
  - Sociology of Knowledge: Karl Manheim
  - Class Codes and Social Control: Basil Bernstein
  - Cultural capital: Perrie Bourdieu
  - Social Character of Learning: Krishna Kumar

Unit IV: Sociology of Schooling in India
- Indian Social Structure: Caste, Class, Gender, Tribes and its bearing on Schooling
- Exclusion, Inclusion and Equity in India – Sociological Analysis
- Indian Society: Issues and Concerns
  - Multiculturalism and Multilingualism- Sociological Reflections
  - Social Change &Social Control: Role of School
- Sociology of Teaching:
  - Teacher Personality: Conceptual Understanding
  - Teacher Authority vs Learner Autonomy: Reflections

Mode of Transaction:
- Teacher acts as a facilitator and delivers lectures on the concepts
- The course work will be carried out in the form of seminar. The prescribed readings are given in the references and students are expected to read the reference books before coming to the classroom. Students have to form groups consisting of 4-5 members and discuss their critical understanding pertaining to the readings given for the particular topic in each unit.
- Group presentations facilitated by the teachers will be one of the core components of the transaction

Sessional Work:
Students are expected to take two or more tasks to fulfil the sessional work
- Review the volumes "Field Studies in Sociology of Education" published by NCERT (1978)
- Book review pertaining to Sociology of Education. Apart from highlighting the ideas that book articulates and the way arguments with evidences are provided, students will have to critically review the strengths and weakness of the book. Also, the relevance of the book in understanding day to day phenomena that are happening in the school and teacher education system at large have to brought at the end of the book review.
- A term Paper based on the topics in the syllabus. It has to be very argumentative and analytical in nature.
- Thematic Presentations

Suggested Readings
1. A.H. Halsey et. al. (eds.). 2002. Education. Culture, Economy, Society. Oxford: Oxford University Press. (Selected chapters).
2. Apple, M. W. 1982. Cultural and Economic Reproduction in Education: Essays on class, ideology and the state. London: RKP. (Chapters 1, 9).
3. Banks. Olive. 1971. Sociology of Education, (2nd Ed.) London : Batsford.
4. Benei, Veronique. 2009. Schooling India. Hindus, Muslims and the Forging of Citizens. New Delhi, Orient Blackswan.
5. Bernstein, Basil. 1996. Pedagogy. Symbolic Control and Identity. London: Taylor and Francis. (Chapter 1).
6. Beteille, A. 1985. Equality of Opportunity and the Equal Distribution of Benefits. Pune: Orient Longman (Gokhale Institute of Politics and Economics).
7. Blackledge, D and Hunt, B. 1985. Sociological Interpretations of Education. London, Crom Helm.
8. Bourdieu, P. and Passeron. J.C. 1978. Reproduction in Education, Society and Culture. London: Sage. (Book 1).
9. Chanana, Karuna: Interrogating Women's Education, Jaipur and New Delhi, Rawat Publications,

2001.
10. Coleman, J. S. 1968. "The Concept of Equality of Educational Opportunity". Harvard Educational Review, 38(1): 7-22.
11. Dewey, J. (1916). Democracy and Education. An Introduction to the Philosophy of Education. New York: Free Press.
12. Durkheim, E. 1956. Education and Society. New York: Teachers College Press.
13. Durkheim, E. 1961. Moral Education. New York: The Free Press.
14. Friere, P. 1970. Pedagogy of the Oppressed. New York: Continuum.
15. Gandhi, M.K. 1977. Basic Education, in The Collected Works. Ahmedabad: Navajivan.
16. Gore, M.S. et.all (ed.): Papers on Sociology of Education in India, New Delhi, NCERT, 1975.

RIEMED -TC6: DISSERTATION

Sl. No	Research Dissertational Activity	Mode of Engagement	Time required	End Product	Marks
1	Understanding the Objects of research in Education **Lead Questions/Guided Questions** • What is/are objects of research in education? • How diverse they are?	Debate and dialogue	2 Hours	Identification and listing of objects/issues/variables of education --Preparation of list and their nature; Either preparation of Table or listing them in sentences (in 500 words)	5

2	Identifying Research Areas **Lead Questions/Guided Questions**
	• What areas of research interests you have? And why?
	  ○ Infrastructure related
	  ○ Process related
	  ○ Pedagogy related
	  ○ Policy related
	  ○ Socio-cultural aspects of schooling related and etc..
		Self dialogue; Exploring one's personal interests, academic strengths and background to relate with research area;
		
		Seminar presentation
			1 Week	Listing the area of research of one's own interest and mentioning the reasons. Which of the above falls within the expressed area of interest
				
				(Write up)
					5

3	Review of research literature **Lead Questions/Guided Questions**
	• How the review needs to be done?
	• What is to be observed in RRL?
	  ○ Statement of the Problem.
	  ○ Variables of the study
	  ○ Objectives
	  ○ Research question/hypotheses
	  ○ Methods
	  ○ Findings and their interpretation
	• How the research is conducted in the research literature that you are reviewing?
	• What are the components that need to be seen in RRL?
	• Where do you use the RRL in your research?
	• Should the Theme based review is better?
	• Should the Chronology of research be the better way?
		Library work; Table work;	2 Weeks
			
			Two blocks of Two hours, per week
				Identifying one study for each of the 'object'/issues/variables of study listed above;
				
				(as many and as diverse as possible) Review report writing and presentation
					10

4	Evolving and Stating Research Problem **Lead Questions/Guided Questions** • How do you state your research problem?	Classroom dialogue and seminar presentation	1 Week	Statement of the Problem Spelling out effect/relation/interaction between the variables	5
5	Conceptualization of the Problem	Seminar presentation	2 Weeks	Write up on conceptual/theoretical basis for the above stated problem (1000 words)	5
6	Framing of Objectives of the Study	Classroom presentation,	1 Week	Finalization of the Objectives	5
		discussion, refinement		**(Write up)**	
7	Formulation of Research questions/hypotheses	Classroom presentation, discussion, refinement	1 Week	Finalization of the Research Questions/Hypotheses **(Write up)**	5
8	Methods of the Research Study	Classroom seminars, debates	1 Week	i. Identifying appropriate method of study for one's research ii. Identifying appropriate tools and techniques for one's research. **(Write up)**	5
9	Sampling procedure	Classroom presentation	1 Week	Identifying Sample, sampling technique along with rationale **(Write up)**	5
	(To be assessed by a committee of Guide and two other staff)		**Total**		**50**
	II SEMESTER ACTIVITIES				
10	Preparation of Research Proposal/ Synopsis (1500-2000 words)			Detailed proposal	25
11	Presentation of Research Proposal /synopsis	Classroom seminar presentation	2 weeks	Written Proposal and its Presentation	5
12	Planning the data collection Procedure	Seminar presentation	1 Week	Write up	5
13	Tool development	Seminar presentation	1 Week	Mention the tools required and their preparation/adaptation process and the rationale	5
14	Chapterization (Tentative) Skeleton of the chapters		1 Week	Write up on chapterization along with rationale for the proposed chapterizaiton	5
15	Data Analysis Procedure		1 Week	Identifying and Mentioning the procedure in written mode along with rationale for the proposed data analysis procedure.	5
	(To be assessed through a presentationby a committee of Guide and two other staff)**Total**				**50**
	Valuation of Dissertation by an external examiner				**100**