

SWAMI RAMANAND TEERTH MARATHWADA
UNIVERSITY, NANDED



STRUCTURE AND SYLLABUS

(Draft)

For award of degree

Master of Education

(M.Ed.)

Introduced from Academic Year 2015-16 with Choice Based Credit System

Under Academic Autonomy

Subject to revise from time to time

2015-16

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1. Preamble

The Master of Education (M.Ed.) Programme is a two year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. This is mainly to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialization in selected areas, and also develop research capacities leading to specialization in different fields of education.

Introduction:

Education has vital responsibility in building emerging society and to locate an individual in it as a constructive, accountable, progressive citizen. In this regard teacher education programs at various levels must be moulded in new fashion relevant to the modern context.

Swami Ramanand Teerth Marathwada University, Nanded through its Faculty of Education locating reforms in to practice by modification and updating curriculum. This particular revised syllabus is subjected for post graduate course Master of Education (M.Ed.) in the Faculty of Education from academic year 2009. It will have good prospectus in teacher Education institutions and other Educational organizations. Course structure and syllabus for this is formed with following objectives.

The General Objectives of M.Ed.(Education) Course :

1. To enable to promote goals of education in response to our constitutional values and national policies in the capacity of Teacher Educator.
2. To enable to understand, analyse, evaluate, criticise changes in education, Philosophical-Social- Economic-Cultural-Psychological concern of Education.
3. To prepare professional personnel required for staffing of the Colleges of Education.

4. To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational Research and Educational planning.
5. To prepare personnel for various educational services.
6. To enable to conduct research in different fields of education.
7. Advancement of specialized knowledge and understanding about the philosophical , sociological, Psychological, Historical, Political and Economic perspectives of education
8. To develop ability to understand human behaviour and personality, and capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively
9. To develop Worldwide perspective about educational theories and practices to enable the learners to visualize the inter-linkages different educational systems and educational phenomena
10. To enhance knowledge of ICTs and their application for empowerment of educational practices and research.
11. To enhance knowledge and understanding of Educational Management, Administration, Financing and built up capabilities and skills to effectively work in educational institutions
12. To develop research aptitude and skills to advance knowledge in the field of Education
13. To enhance awareness and understanding of emerging areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, measurement and evaluation, value education and human responsibility so as to develop ability to deal with modern educational practices and issues related to education.

Duration of the Course

The course for the M.Ed. Degree in Regular shall be of two academic years. The required minimum working days for teaching –learning will be as per the norms of NCTE and given by University. The Terms and vacations of the course shall be as prescribed by the University from time to time.

Eligibility for Admissions:

- a. Candidate seeking admission to the M.Ed. programme should have obtained at least 50 % marks or an equivalent grade in the following programmes:
 - (i) B.Ed.
 - (ii) B.A. B.Ed., B.Sc. B.Ed.
 - (iii) B.El.Ed.
 - (iv) D.El.Ed. with an undergraduate degree (with 50 % marks in each) of this University or any other recognized University.
- b. Equivalent to the above mentioned qualification degree of this or other recognized university shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part.
- c. In the case of SC/ST /VJNNT/ OBC/PWD and other notified categories as per direction of Government students this percentage of marks shall be at least 45%. Timely changes will be followed as per Government Rules.
- d. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university or recognised Admission Committee and Government in this respect from time to time
- e. The reservations will be given as per the policy and guidelines prescribed by Government and University, subject to revision by the university from time to time.
- f. At the final stage of admission student- teachers must submit an undertaking regarding regular attendance and practical work.

Admission procedure

Admission to the eligible candidates shall be as per procedure laid down by the State Government of Maharashtra and University from time to time.

Medium:

- a. Medium of Instruction: - The medium of instruction for this course will be Marathi or Hindi or English. Concerned department can make arrangement and is permitted to do so by the University.
- b. Medium of Dissertation: - The students, with preceding permission, have option of medium for the submission of the dissertation as - Marathi, English or Hindi irrespective of the medium of Instruction, but not different from the medium of the Examination.
- c. Medium of Examination:-The medium of the Examination shall be Marathi or Hindi or English.

Attendance

- a. A candidate desiring to appear for the M.Ed. examination must attend the College recognized for this purpose.
- b. In each semester in each paper/practical/ activities/seminar a student should put-in at least a minimum 80% attendance, subject to the general provisions existing in the University for condonation of attendance, provided a student who falls short of the required minimum of attendance in the first or second semester shall make good the same in the next year I semester and II semester term as the case may be.
- c. Student shall attend the lectures and undertake activities (Components under each Head) of the course in each semester as prescribed by the University.
- d. In case a student remains absent for a particular component he/she will have to make good the same in subsequent year.

7. Eligibility for appearing M.Ed. examination

1. Student- teachers must be present 80 % for theory classes and practical work.
2. The powers of condolence are given to Principal for 20 % attendance.
3. Student –teachers should complete all practical and other work assigned in each part of syllabus.
4. Student-teachers have to obtain completion certificate of theory & practical work from the principal/ Head of Institute.
5. Unless and until he/she obtains such a certificate, he/she will not be allowed to appear in the university examination.

Choice Based Credit System (CBCS):

CBCS is a flexible system of learning that permits students to, Learn at their own choice and pace. Adopt an inter-disciplinary and intra disciplinary approach in learning, and make best use of the expertise of available faculty. The relative importance of subjects of study is quantified in terms of credits.

In CBCS for M.Ed. program of this university carry **80** numbers of credits distributed in two academic years comprising of four semesters. Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations, etc.

In each of the courses, credits are assigned on the basis of the number of lectures / tutorials / laboratory work and other forms of learning required for completing the course contents in academic year excluding examination, vacation period from the commencement of course.

The minimum instructional days as worked out by the NCTE for one academic year are 200 working days.

The courses offered in this Programme consist of Core Courses (CC), Optional Courses (OC), Specialization Courses (SC), Elective Courses (EC) Enhancing Professional Competencies (EPC), Practical Courses (PC), Dissertation and Internship with defined ratio of weightages for each. The core papers deals with the discipline specific and the optional paper deals with inter and intra disciplinary nature.

Features of CBCS for M.Ed. are as following.

1. Choose electives from a wide range of elective courses offered within faculty including set of different skills.
2. This program with choice based courses is offered within the faculty.
3. The curricula should be unitized.
4. A contact hour is a 60 minute duration a teacher engaged in Lecture, tutorial, practical, field work, discussion etc.
5. Contact hours include all the modes of teaching like lectures / tutorials / practical/ laboratory work / fieldwork/ Internship or other forms which suits to that particular course.
6. In determining the number of hours of instruction required for a course involving laboratory / field-work/practicum/ Internship etc, 2 hours of laboratory / field work is generally considered equivalent to 1 hour of lecture.
7. The credits shall be based on the number of instructional hours per week, generally 1 credit per one hour of instruction in theory and 1 credit for 2 hours of practical/project work/Field work/internship.
8. 'Academic Week' is a unit of six working days during which distribution of work is organized from five to seven contact hours of one hour duration on each day and the total number of contact hours in a entire course shall be 0000.
9. Four –credit course of theory will be of four clock hours per week.
10. The evaluation will be on Continuous Internal Assessment (CIA) and End Semester Assessment (ESA). The final results shall be declared after integration of CIA and ESA.
11. The declaration of result is based on the Grade Point Average (GPA) earned towards the end of each semester and the Cumulative Grade Point Average (CGPA) earned towards the end of the program.
12. Befits of Sports/ NSS etc. Shall be given according to university rules.

11. Mechanics of Credit Calculation:

As per SRTMUN standard for M.Ed.,

- 01Credit= 16 contact hours for theory courses &
32 contact hours for practicum/internal etc.
- 01 credit= 25 marks

Credit Point (P):

Credit point is the value obtained by multiplying the grade point (G) by the credit

$$(C): P = G \times C.$$

Grade Point:

Grade point is an integer indicating the numerical *ANNUAL GRADE POINT*

AVERAGE (AGPA):

I. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points (P) earned by a student in various courses taken in a semester by the total number of credits earned by the student in that semester. SGPA shall be rounded off to two decimal places.

II. Cumulative Grade Point Average (CGPA):

'Cumulative Grade Point Average' (CGPA) is the value obtained by dividing the sum of credit points in all the courses earned by a student for the entire programme, by the total number of credits. CGPA shall be rounded off to two decimal places. CGPA indicate an overall letter grade (Cumulative Grade) for the entire programme shall be awarded to a student depending on his/her CGPA. The comprehensive academic performance of a student in a programme is equivalent of the letter grade.

12. Evaluation System

The evaluation will be on Continuous Internal Assessment (CIA), End Semester Assessment (ESA). The final results shall be declared after integration of CIA and ESA.

Weightage: 50% for End Semester Assessment (ESA) & 50% for Continuous Internal Assessment (CIA)

The declaration of result is based on the grade point average (GPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the end of the program.

Examination/Evaluation Rules

The evaluation of the student will be mainly on

- 1. Continuous Internal Assessment (CIA) and**
- 2. End Semester Assessment (ESA).**

The ratio of CIA and ESA is 50:50

Passing Rules:

The CIA and ESA have different passing heads and Minimum passing:- 40% of passing for each course in each head.

To pass the degree program, a student will have to obtain a minimum aggregate of 40% marks (C+ and above in grade point scale) in each course.

13. Assessment:

1. **Continuous Internal Assessment (CIA):** CIA aims to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned college. CIA will be done on a continuous basis during the year with prescribed assessment components.
2. **The components selected for CIA** may be: Tests, Quiz, Seminars, Assignments, essay, tutorials, term paper, seminar, laboratory work, field work, workshop practice, Comprehensive Viva, Attendance and any other best and innovative assessment practice approved by the Board of Studies.
3. Components of internal evaluation are to have a time frame for completion (by student teachers), and concurrent and continuous evaluation (by teacher educators).
4. The evaluation outcome shall be expressed initially by predetermined marks and latter converted by grades. Minimum Mark for passing in each Paper is 40% for Continuous Internal Assessment (CIA)
5. **End Semester Assessment (ESA):** This is to be carried out at the end of each Semester by University, and will aim to assess skills and knowledge acquired by the students through classroom instruction, fieldwork, and laboratory work and/or workshop practice. The End Semester Assessment (ESA) is based on written examination. These examinations shall be at the end of each semester.
6. **Integration of CIA and ESA:**
 1. A student failed in CIA shall have to appear for ESA again in that particular paper. In a particular paper if a student failed in internal (CIA), he deemed to be failed in that course and he has to reappear for CIA and ESA irrespective of the marks he got in ESA.
 2. If a student passed in CIA and failed in ESA, the student needs to appear for ESA only in his next attempt and the CIA marks shall be carried.
 3. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations

to be held in winter/summer season. However the student has to clear the course in the prescribed maximum period for that course.

4. CIA marks will not change. A student cannot repeat CIA. In case s/he wants to repeat CIA, then s/he can do so only by registering the said course during the semester in which the course is conducted and up to 4 years as the case may be, provided the student was failed in that course.
5. Students who have failed in a course may reappear for the ESA only twice in the subsequent period.
6. If student fail to acquire required Credits within four years from admission period, such student has to acquire Credits with prevailing / revised syllabus at that time.
7. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
8. A student cannot register for the second year, if she/he fails to complete 75% credits of the total credits expected to be ordinarily completed within first year (ATKT is 25 %).
9. While marks will be given for all examinations, they will be converted into grades. The end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).

7. Assessment and Grade point average:

The system of evaluation will be as follows: Each CIA and ESA will be evaluated in terms of marks. The marks for CIA and ESA will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester.

After the completion of minimum number of credits of program, a student will get a grade sheet with total grades earned and a grade point average.

Table 1: Conversion of marks to grades in credit system

| Marks (for papers having weightage of 100 marks) | Marks (for papers having weightage of 50 marks) | Marks (for papers having weightage of 25 marks) | Grade | Grade Points |
|--|---|---|--------------|--------------------------------|
| 100-90 | 50-45 | 25-23 | S | 10 |
| 89-80 | 44-40 | 22-21 | O | 09 |
| 79-70 | 39-35 | 20-18 | A+ | 08 |
| 69-60 | 34-30 | 17-16 | A | 07 |
| 59-55 | 29-26 | 15-14 | B+ | 06 |
| 54-45 | 27-23 | 13-12 | B | 05 |
| 44-40 | 22-20 | 11-10 | C+ | 04 |
| 39 and Less FC | 19-- | 9-- | FC | 0 (Fail but Continue) |
| 39 and Less (Internal) | 19-- | 9-- | FR | 0 (Fail and Repeat the course) |

A student who passes the internal tests but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/she shall be disqualified for a credit and will have to opt for another credit.

Student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course. The grade FC and FR will be taken into consideration while calculating Semester Performance Index (SPI). It shall be replaced only when student clears the course with passing grade within 1.5 year from appearing for first time in the concerned semester.

Grade points earned in each paper shall be calculated as-

Grade points obtained (vide Table 1 above) X Credits for the paper.

The Semester Performance Index (SPI) gives weighted performance index of a semester with reference to the credits of a course.

The SPI shall be calculated as-

$$\text{SPI} = \frac{\text{Total Earned Grade Pointes (as given above) for the Year}}{\text{Total Credits for the semester}}$$

The total grade point earned in each course shall be calculated as:

Grade point obtained as shown in table -1 X Credits for the Course

Semester Grade Point Average (SGPA): The performance of the student in a semester is indicated by number called SGPA. It shall be calculated as follows:

$$\text{SGPA} = \frac{\text{Total earned grade point for the Year}}{\text{Total credits for the semester}}$$

14. Final result:

The final marks after assessment will be submitted by the respective schools to the controller of Examination for finalization of the results. Up to date assessment of the overall performance of a student from the time of his / her first registration is obtained by calculating a number is called as Cumulative Grade Point Average (CGPA), which is weighted average of the grade points obtained in all courses registered by the student since he / she entered the department.

$$\text{CGPA} = \frac{\text{Total earned grade point for the program (I+II+III+IV semester)}}{\text{Total credits for the Program}}$$

Final Grade: Table -2

| CGPA | Grade | |
|-------------|-------|--------------|
| 09.00-10.00 | S: | Super |
| 08.00-08.99 | O: | Outstanding |
| 07.50-07.99 | A+: | Excellent |
| 07.00-07.49 | A: | Very Good |
| 06.00-06.99 | B+: | Good |
| 05.00-05.99 | B: | Satisfactory |
| 04.00-04.49 | C+: | Pass |
| 00.00-03.99 | F: | Fail |

- i) 'B+' Grade is equivalent to at least 55% of the marks as per circular No. UGC-1298/ [4619] UNI- 4 dated December 11, 1999.
- ii) " A" Grade is equivalent to first class
- iii) If the (C) GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting (C)GPA of 3.992 may be awarded 'C+' grade).
- iv) If a student failed to obtain a grade other than F in a course then such a course will not be taken into account for calculating CGPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the CGPA and overall grade.
- v) For grade improvement a student has to reappear for End Year Examination (EYE) after the successful completion of the course for a minimum 20 credits. These courses will be from theory courses (CC, PSS, OC).
- vi) A student can appear only once for the Grade Improvement Program only after the successful completion of Degree program and at the end of the next academic year after completion of the Degree and within two years of completion of the Degree.

Credit Exchange with Other Institutions/ other Schools on the campus:

- Depending on the feasibility and availability a Maximum of four credits can be completed by the student in any of the national or reputed institutes/organizations/companies/industries (HOST). For this a student has to complete a minimum number of 16 interactive hours (not necessarily only teaching) with assigned faculty from Host. It may be 3-4 interactive hours in a day and the

necessary certificate in this regard shall be issued by HOST faculty. The Director of the school can fix this credit transfer mechanism with mutual consent/understanding form any host institute.

- After completion of minimum required interactive/teaching hours at the chosen institute the Host has to provide course completion certificate with a grade. The assessment will be made by the concerned faculty of the host and one faculty/Director of the concerned school (Parent) and performance grade and marks will be allotted. The same marks shall be sent to university examination section along with other marks for declaration of the results by the school.
- The School offer elective paper subjects for credit exchange with other schools. The elective may be chosen by the students from other schools according to relevance of their core subjects. (I.e. Students of School of Language, Literature & Cultural studies may opt elective like Language Education).

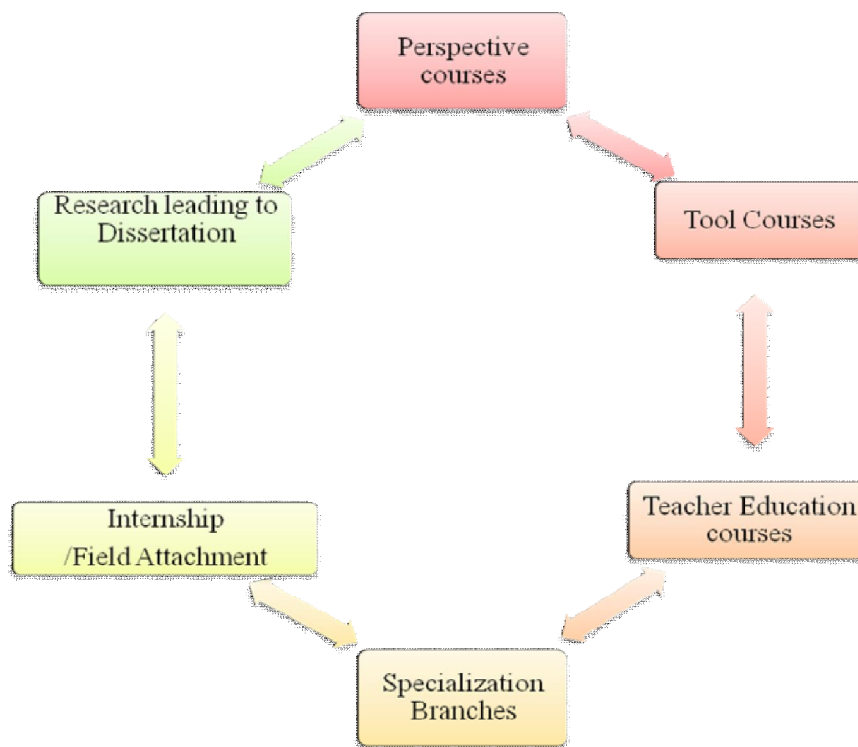
CURRICULAR AREAS:

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the education and teacher education. It comprises of following broad interrelated curricular areas prescribed by NCTE :-

- I. **Perspectives Courses** : Philosophy of Education, Sociology-History-Political-Economy of Education, Psychology of Education, Education Studies and Curriculum Studies
- II. **Tool Courses:** Basic and Advance level education research, academic writing and communication skills, Education Technology and ICT, Self Development (Gender & Society, Inclusive Education, Mental & Physical well-being through modalities like Yoga.
- III. **Teacher Education Courses:** these are linked with the field internship.
- IV. **Specialization Branches:** one of the School stage (Elementary/Secondary) and cluster of electives in thematic areas pertinent to that stage.
- V. **Internship/Field attachment** : Internship/Field attachment in (i) Teacher Education Institution and (ii) the area of specialization

VI. Research leading to specialization: related to specialization/core courses.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.



The course structure designed according to themes and areas prescribed by NCTE is given below.

Course Structure:

Semester wise distribution of Credits:

Semester I

| 1 | Course | Theory | Practical & Field work | Internal Work | Total Credits |
|---|--|-----------|------------------------|---------------|---------------|
| 1 | Psychology of Learning & Development | 2 | 1 | 1 | 4 |
| 2 | History –Political -Economy | 2 | 1 | 1 | 4 |
| 3 | Education Studies | 2 | 1 | 1 | 4 |
| 4 | Introduction to Research Method | 2 | 1 | 1 | 4 |
| 5 | Communication and Expository Writing (ISB) * | | 1 | | 1 |
| 6 | Self Development (ISB) * | | 1 | | 1 |
| | Total | 08 | 06 | 04 | 18 |

* To be completed in Inter Semester Break (ISB)

Semester II

| 1 | Course | Theory | Practical & Field work | Internal Work | Total Credits |
|---|---------------------------|--------|------------------------|---------------|---------------|
| 2 | Philosophy of Education | 2 | 1 | 1 | 4 |
| 3 | Sociology of Education | 2 | 1 | 1 | 4 |
| 4 | Curriculum Studies | 2 | 1 | 1 | 4 |
| 5 | Teacher Education | 2 | 1 | 1 | 4 |
| 6 | Dissertation | | 2 | | 2 |
| 7 | Internship in TEI (ISB) * | | 4 | | 4 |
| | | 08 | 10 | 04 | 22 |

* To be completed in Inter Semester Break (ISB)

Semester III

| | Course | Theory | Practical & Field work | Internal Work | Total Credits |
|---|-----------------------------|--------|------------------------|---------------|---------------|
| 1 | Specialization Course -1 | 2 | 1 | 1 | 4 |
| 2 | Specialization Course -2 | 2 | 1 | 1 | 4 |
| 3 | Research Methods (Advanced) | 2 | 1 | 1 | 4 |
| 4 | Teacher Education | 2 | 1 | 1 | 4 |
| 5 | Internship in TEI (ISB) * | | 4 | | 4 |
| 6 | Dissertation | | 2 | | 2 |
| 7 | Academic Writing | | 2 | | 2 |
| | | 08 | 12 | 04 | 24 |

* To be completed in Inter Semester Break (ISB)

Semester IV

| | Course | Theory | Practical & Field work | Internal Work | Total Credits |
|---|--------------------------|--------|------------------------|---------------|---------------|
| 1 | Specialization Course -1 | 2 | 1 | 1 | 4 |
| 2 | Specialization Course -2 | 2 | 1 | 1 | 4 |
| 3 | Specialization Course -3 | 2 | 1 | 1 | 4 |
| 4 | Dissertation | | 3 | | 3 |
| 5 | Dissertation via-voce | | 1 | | 1 |
| | | 06 | 07 | 07 | 16 |

Total Credits:

| | Course | Theory | Practical & Field work | Internal Work | Total Credits |
|---|------------------------------------|--------|------------------------------|------------------|------------------|
| 1 | Core paper courses | 20 | 10 | 10 | 40 |
| 2 | Specialization Courses | 10 | 05 | 05 | 20 |
| 3 | Internship | | 08 | | 08 |
| 4 | Dissertation | | 08 | | 08 |
| 5 | Communication & Expository Writing | | 01 | | |
| 6 | Self Development | | 01 | | |
| | Academic Writing | | 2 | | |
| | Total Credits | 30 | 35 | 15 | 80 |

Total Credits: Semester I (18)+ Semester II (22) + Semester III (24) + Semester IV (16)

= 80 Credits

Detail Course Content:

Semester I

Core Course Paper- I:

PSYCHOLOGY OF LEARNING AND DEVELOPMENT:

Objectives:

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

- Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- Visualize multiple dimensions and stages of learner's development and their implications on learning
- Understand the group dynamics
- Learn the factors affecting learner's environment and assessment
- Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
- Understand theories of Intelligence and Creativity.
- Understand the concept of Individual Differences
- Describe the relation amongst Teaching, Psychology and Education

LEARNING OUTCOMES:

1. Understand the psychological basis of education.
2. Understand the theories of development and personality
3. Understand the changing concept of intelligence and creativity
4. Understand and apply the models of teaching and their utility in the teaching learning process.
5. Understand the theories of learning.
6. Utilize the theories of learning in the teaching learning process
7. Understand about counseling, research issues and trends

MODULE I: RELATION OF EDUCATION AND PSYCHOLOGY.

Instruction (Referencing):

| Content | Mode of Transaction (08hrs) |
|---|---|
| <ol style="list-style-type: none">1. Nature and scope of Educational Psychology. Relevance of Educational Psychology for theory and practice of education.2. School of Psychology.3. Methods of Educational Psychology-observation , experimental , differential: longitudinal and4. cross sectional5. Scope and recent trends in Educational Psychology.6. Education implication of Psychology to Education | Lecture, discussions and Documentary studies |

MODULE II: FRAMEWORK FOR LEARNING PROCESS

Instruction (Referencing):

| Content | Mode of Transaction (14 hrs) |
|---|--|
| <ol style="list-style-type: none"> 1. Learning- Concept, Levels of Learning 2. Factors influencing learning. 3. Learning and motivation. 4. Theories of Learning. 5. Educational Implications of theories of learning. 6. Transfer of Learning 7. Learning styles – concept, its implications to teaching. 8. Approaches to learning: Behavioral approaches, Cognitive approaches and Social learning approaches 9. Constructivism and learning 10. Learning in the classroom, individual differences in acquisition and performance -educational implications. | Lecture, reflective discussion in small groups and presentations |

MODULE III: LEARNERS' DEVELOPMENT, INDIVIDUAL DIFFERENCES & PERSONALITY

Instruction (Referencing):

| Content | Mode of Transaction (14 hrs) |
|---|---|
| <ol style="list-style-type: none"> 1. Concept of development , stages , dimensions, principals of development, sequential stages of development and their relative role, general characteristics and problems of each stage. 2. Theories of development. <ol style="list-style-type: none"> a) Piaget's Cognitive development. b) Bruner Theory c) Erikson's Psycho-social development d) Factors influencing development 3. Individual difference <ol style="list-style-type: none"> a) concept of intra and inter differences b) Role of heredity and environment for individual differences. 4. Personality <ol style="list-style-type: none"> a) Concept & Factors influencing personality b) Personality type and trait theories measurement of personality. c) Theories of Personality. (Types and trait Theories) 5. Indian concept of development & Personality | Lecture, Documentary studies , observation based seminars and presentations |

MODULE: IV: LEARNING ASSESSMENT AND PSYCHOLOGICAL MEASUREMENTS

Instruction (Referencing):

| Content | Mode of Transaction (14 hrs) |
|--|--|
| <p>A. Mental health and hygiene</p> <ol style="list-style-type: none"> 1. Concept of mental health and hygiene. 2. Defense mechanism 3. Mental health and hygiene- process of adjustment. 4. Principles of mental hygiene. <p>B. Intelligence & Creativity</p> <ol style="list-style-type: none"> 1. Theories of intelligence by – Guilford J.P. , Gardener, Sternberg. 2. Measurement of intelligence- verbal, non-verbal, individual and group. 3. Nature of intelligence- emotional intelligence, social intelligence and their measurement 5. Creativity- concept, factors , process of creativity and its measurement | <p>Lecture, Documentary studies , observation based seminars, case studies and presentations</p> |

MODULE V: GROUP DYNAMICS AND SOCIAL COGNITION

Instruction (Referencing):

| Content | Mode of Transaction (14 hrs) |
|---|--|
| <p>A. Group dynamics</p> <ol style="list-style-type: none"> 1. Concept of group dynamics 2. Types of group 3. Sociometric grouping 4. Social emotional climate of the classroom, influence of teacher characteristics and their role in learning <p>B. Social Cognition</p> <ol style="list-style-type: none"> a) The nature of social cognition, Attachment and bonding as a process, temperament, development of security and its role in learning b) Media , Social cognition and its relation to learning c) Development of friendships and relationships, peer Participations and its role in learning d) Implications of Social Psychology to Educational processes | <p>Lecture, Documentary studies , reflective discussions</p> |

PRACTICUM (Training & Creation) :

1. Conducting case study on one student who has difficulties in learning in primary years.
2. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
3. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
4. Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
5. Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
6. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
7. Analysis of a case of maladjusted adolescent learner.

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Semester-I

Core Course Paper-2:

HISTORY –POLITICAL -ECONOMY

Objectives:

- To enable the students to develop knowledge and understanding of the history of education
- To enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees
- To acquaint the students with the different aspects of growth of the national system of education
- To acquaint the students with the educational development at different levels as well as some special aspects of it
- To acquaint the students with role of politics in education
- To acquaint students with role of education in economic development

LEARNING OUTCOMES:

1. Classify & Compare the characteristics of education system in the various era of Indian education.
2. Understand the history of Education.
3. Understand the history of Education.
4. Analyses & compare the different aspects of growth of the national system of education.
5. Analyses & compare the different aspects of growth of the national system of education.
6. Describe / analyses the role of politics in education.
7. Amylases the role of education in economic development.

MODULE: I: HISTORICAL DEVELOPMENT OF INDIAN EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Need and importance of History of Education.2. Education in Ancient India.3. Education in Medieval India.4. Discontentment against western system of education.5. National Educational Movement6. Basic Education Movement | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: II: ELEMENTARY AND SECONDARY EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <p>A. Elementary Education</p> <ol style="list-style-type: none">a. Development of elementary educationb. Recommendation of different committees and commissions.c. Efforts to introduce compulsion : Gokhale's attempt; introduction of compulsory primary education in the State of Baroda,d. Issues in Elementary education. <p>B. Secondary Education</p> <ol style="list-style-type: none">a) Recommendations of different committees and commissions on Secondary educationb) Issues in Secondary education. | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE:III: HIGHER EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Origin of modern universities in India.2. Types of University in India: State University, Central University, Unitary University, Affiliated University, Deemed University3. Expansion and progress of higher education: University Grants Commission; Recommendations of different Committees and Commissions; Distance education; Higher education under the current plan.4. Problems of Higher Education: Language; Students' unrest; job-oriented curricula; linkage of university with environment, privatization, fee structure, shortage of teachers | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV: POLITICS IN EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Education policy-making and the politics of educational reforms2. Politicisation of Education: Curriculum, , transaction of curriculum, teachers union, Recruitment3. Globalisation and politics of Education | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: V: EDUCATION AND ECONOMIC DEVELOPMENT

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Role of Education in Economic Development2. Education as an Investment3. Returns/Benefits from Educational Investment4. Manpower approach for Educational planning | Lecture, Documentary studies , reflective discussion in small groups and presentations |

PRACTICUM (Training & Creation)

1. Prepare scrap book on education in ancient period and medieval period
2. Presentation on critical analysis of education system in ancient period and medieval period
3. Collect information regarding the education institutions in medieval period.
4. Collect information and make presentation on different types of universities.

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Core Course Paper-3:

Semester-I

EDUCATIONAL STUDIES

Objectives:

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

1. Understand and appreciate the theoretical development in Education in their proper perspectives
2. Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions
3. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
4. Analyze the social and the cultural dimensions of education and the issues related.
5. Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.

LEARNING OUTCOMES:

1. Read critically for argument and Demonstrate their understanding of scholarly literature, particularly within their Area of Emphasis
2. Demonstrate understanding of the assumptions and principles underlying common education research methods
3. Adapt and apply skills, theories, or methods gained in one course or scholarly discipline to another
4. Demonstrate coherent understanding of the salient contemporary issues and challenges in education
5. Connect theory to real world information and practice
6. Approach education issues from multiple perspectives

MODULE: I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.2. Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their linkage to pedagogy and practices.3. School education: Contemporary challenges4. Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.5. Procedure of bridging gap in the process of knowledge construction between: | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE II : EPISTEMOLOGICAL BASIS OF EDUCATIONAL STUDIES

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Epistemological perspectives, categories of Knowledge and Education2. Procedure of bridging gap in the process of knowledge construction between:<ol style="list-style-type: none">a) Content knowledge and Pedagogy knowledgeb) School knowledge and out of the school knowledgec) Experiential knowledge and empirical knowledged) Knowledge on action and reflection on outcome of actione) Theoretical knowledge and practical knowledgef) Universal knowledge and contextual knowledge.3. Role of different subjects in the faculty of education in bridging the above mentioned gaps | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|---|
| <ol style="list-style-type: none"> 1. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge. 2. Contribution of science and technology to education and challenges ahead. 3. Axiological issues in education: role of peace and other values, aesthetics in education. 4. Dynamic relationship of education with the political process. 5. Interrelation between education and development. | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

MODULE: IV: SOCIAL AND CULTURAL CONTEXT OF EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|---|
| <ol style="list-style-type: none"> 1. Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict 2. Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society 3. Role of Education in addressing the technological culture, privatization and globalization. 4. Interrelationship between education and sustainable development 5. Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education 6. Education of socio-economically deprived groups and differential disabilities as seen in the society; Relevance of Education in social policy and policy of inclusion. | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

MODULE: V: NEED FOR A VISION OF SCHOOL EDUCATION AND TEACHER
EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|---|
| <ol style="list-style-type: none"> 1. Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decisions, teaching-learning process and pedagogy for different stages of education, overall development of the children, assessment, school and classroom environment, pedagogy, role of the teachers, discipline and participatory management, etc. 2. Analysis and synthesis of different Philosophical schools of thought, thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc; 3. The multiple contexts in which the schools are functioning; emerging dimensions of school and teacher education; 4. Linkage between education and other development sectors. 5. The complex process related to the role of educational transformation in national development in the rights of the child. 6. Concepts of quality and excellence in education- it's relation to quality of life. | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

PRACTICUM (Training & Creation)

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

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Semester-I

Core Course Paper-4:

METHODOLOGY OF EDUCATIONAL RESEARCH

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

1. Describe the nature, purpose, scope, areas, and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select and explain the method appropriate for a research study
4. Conduct a literature search and develop a research proposal
5. Explain a sampling design appropriate for a research study
6. Explain tool, design and procedure for collection of data
7. Explain the importance of documentation and dissemination of researches in education

LEARNING OUTCOMES:

1.

MODULE: I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Meaning, purpose and areas of educational research2. Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics3. Identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research4. Formulation of Hypotheses5. Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: II: METHODS OF RESEARCH

Instruction (Referencing):

| Content | Mode of Transaction (14 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and co relational research; necessary conditions for causation2. Techniques of control: matching, holding the extraneous variable constant and statistical control3. Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory4. Nature of experimental research, variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables5. Experimental research designs: single-group pre-test post-test design, pre-test post-test control-group design, Post-test only control-group design, and Factorial design6. Quasi-experimental designs: nonequivalent comparison group design, and time-series design Internal and external validity of results in experimental research7. Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: SAMPLING IN QUALITATIVE, QUANTITATIVE AND MIXED RESEARCH

Instruction (Referencing):

| Content | Mode of Transaction (08 hrs) |
|---|---|
| <p>Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples</p> <p>Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling</p> <p>Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case</p> <p>Determining the sample size when using random sampling</p> | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

MODULE: IV: METHODS OF DATA COLLECTION:

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|---|
| <ol style="list-style-type: none"> 1. Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information 2. Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires 3. Interview: types, characteristics and applicability, guidelines for conducting interviews 4. Qualitative process and quantitative process, Observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion 5. Secondary (existing) data: sources | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

MODULE: V : DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA

Instruction (Referencing):

| Content | Mode of Transaction (20 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Data types: Nominal, Ordinal, Interval and Ratio scale, data levels: individual and group Graphical representation of data2. Description and comparison of groups: measures of central tendencies and dispersion,3. Assumptions, uses and interpretation Normal distribution: theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications4. Relative positions : percentile rank z-scores.5. Examining relationships: Scatter plots and their interpretation product moment, rank, bi serial, point-biserial, tetra-choric, partial and multiple correlations | Lecture, Documentary studies , reflective discussion in small groups and presentations |

PRACTICUM (Training & Creation)

1. Development of a research proposal on an identified research problem
2. Preparation, try out and finalization of a tool
3. Identification of variables of a research study and their classification in terms of functions and level of measurement
4. Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
5. Preparation of a review article
6. Use of computers in literature review /review of a dissertation
7. Review of research report
8. Visit to various libraries for reviews
9. Visit to other Research centers to study the previous researches

10. Preparation of questionnaire for micro-level educational survey.
11. Preparation of interview schedule for micro- level educational survey.

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INTER SEMESTER BREAK ACTIVITIES

Inter semester Break activities will be as per NCTE Guidelines.

Semester-II

Core Course Paper-1:

PHILOSOPHY OF EDUCATION

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

1. Understand the nature of Philosophy and Philosophy of Education
2. Critically analyze Eastern and Western Schools of Philosophy
3. Understand the implications of Eastern and Western Schools of Philosophy to Education
4. Critically analyze and appreciate the Thoughts of Great Thinkers with reference Concept of Man and his
5. Development , Aims of Education, Curriculum, Teaching and Learning and Role of the Teacher

LEARNING OUTCOMES:

1. Demonstrate an understanding of the several different senses of education, including education as experience, education as upbringing, education as character building, education as intellectual development, education as personal discovery, education as institutional achievement, education as social praxis;
2. Explain and analyse competing theories of education, especially education as an instrument for the achievement of societal ends; education as an intrinsic good; education as harmonization with community values; and education as the development and empowering of individual autonomy;
3. Distinguish between the theoretical aspects of education and the practice of teaching, as well as demonstrate an ability to provide resolutions for specific problems that arise in the practice of teaching, such as promoting curiosity, fostering self-discipline, and distinguishing learned behaviour from subjective insight;
4. Develop an ability to employ aspects of philosophical analysis and reasoning, as well as critical thinking skills, in the context of writing about the philosophy of education;
5. Recognize and explain some of the basic philosophical concepts which underlie any analysis of education, including concepts such as knowledge, learning, rationality, emotions, experience, personhood, objectivity, morality, autonomy, society, value and transformation.

MODULE: I: PHILOSOPHY AND PHILOSOPHY OF EDUCATION: NATURE AND
FUNCTIONS

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|--|
| a) Philosophy- Meaning, Scope, Need and Importance (2hrs.) b) Functions of Philosophy – Speculative, Normative and Analytical (1hr.) c) e) Philosophy of Education – Meaning, Scope, Need and Importance, Functions (2hrs.) | Lecture, Documentary studies , reflective discussion in small groups and presentations |

: MODULE: II: BRANCHES OF PHILOSOPHY AND EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|--|
| Major Branches of Philosophy - Metaphysics, Epistemology and Axiology (1hr.) Relationship of Metaphysics, Epistemology, Axiology and Education (1hr.) Critical understanding of concept of discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their relation with Philosophical perspectives. | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: EASTERN SCHOOLS OF PHILOSOPHY AND EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (14 hrs) |
|---|---|
| <p>Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education</p> <p>Schools:</p> <ul style="list-style-type: none">a) Upanishadb) Jainc) Buddhistd) Islame) Vision derived from synthesis of different schools | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

MODULE: IV: WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (08 hrs) |
|---|---|
| <p>Critical Analysis of Western Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education</p> <p>Schools:</p> <ul style="list-style-type: none">a) Idealismb) Naturalismc) Realismd) Pragmatisme) Reconstructionismf) Existentialismg) Essentialismh) Vision derived from synthesis of different schools - Open, Flexible or Prescriptive nature | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

MODULE: V: CONCEPT OF MAN, DEVELOPMENT AND EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (20 hrs) |
|---|---|
| Critical Analysis and Appraisal of Thoughts of different Thinkers : a) Swami Vivekananda b) Rabindranath Tagore c) Sri Aurobindo d) Mahatma Gandhi e) Plato and f) John Dewey g) Dr. A.P.J. Abdul Kalam with reference to i) Concept of Man and his Development ii) Aims of Education, Curriculum, Teaching and Learning, Role of the Teacher | Lecture, Documentary studies, reflective discussion in small groups and presentations |

PRACTICUM (Training & Creation)

1. Prepare scrap book on Educational Philosophies and their impact on Education.
2. Presentation on critical analysis of different educational thinkers (not included in above modules)
3. Conducting discussions and debates on different philosophical schools and their role for contemporary issues
4. Preparing own statement of Philosophy of Education.

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Delhi: National Publishing House.

Semester-II

Core Course Paper-2:

SOCIOLOGY OF EDUCATION

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

1. Understand relationship between society and education
2. Develop the understanding of Sociology of Education
3. Understand the role of new technologies in the changing social content
4. Understand the changing nature of society and Education in 21st Century
5. Enable the role of Education in sustainable development and creating a culture of peace

LEARNING OUTCOMES:

1. Understand the relationship between society and education
2. Apply the principals of sociology of education in learning process.
3. Understand the role of new technology in the changing social content.
4. Understand and analyze the changing nature of society and education in 21st century.
5. Acquire the knowledge about the role of education in sustainable development.
6. Creating a culture of peace in society.

.MODULE: I: SOCIOLOGY AND SOCIOLOGY OF EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Educational Sociology : Meaning, Nature, Scope of Educational Sociology2. Relationship between Sociology and Education with special reference to aims of Education , method & curriculum3. Education as a sub System of Society, as a social system. Social structure and social mobility: Impact on educational process.4. Process of Socialization and Acculturation of the child-critical Appraisal of the role of school, parents, peer group and community. | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: II: EDUCATION AND SOCIETY

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Education as a process in the social system: structural functional school, symbolic interaction.2. Education as a process of Socialization concept and agencies of socialization3. Social organization and social groups : concept, nature and characteristics4. Liberalization, privatization and globalization5. Social control : Concept and role of education in the process of social control | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: THE CHANGING NATURE OF SOCIETY AND EDUCATION IN 21ST CENTURY

Instruction (Referencing):

| Content | Mode of Transaction (14 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Impact of Science & Technology on society and education2. Modernity post modernity : Concept of modernity and post modernity3. Role of Education under modernity and post modernity4. Social change and development through social networking5. Learning Society : Concept, Characteristics and role of Education6. Education of Global Citizenship : Meaning and nature of global citizenship, Role of Education in global citizenship | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV: CONTEMPERORY ISSUES AND EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (08 hrs) |
|--|---|
| <p>Education for sustainable development:</p> <ol style="list-style-type: none"> 1. Concept, need, aims, curriculum. Teaching-Learning and role of the teacher, need of an interdisciplinary approach <p>Education for Gender Equity:</p> <ol style="list-style-type: none"> 1. Need and importance with special reference to India 2. Role of Education in women empowerment. <p>Human Right Education:</p> <ol style="list-style-type: none"> 1. Concept, need, Role of Education with reference to human rights 2. Concept of right based schools. <p>Education for peace :</p> <ol style="list-style-type: none"> 1. Concept and need of peace and peace education 2. Role of Education, Role of Education in developing a culture of peace | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

MODULE: V: CONCEPT OF MAN, DEVELOPMENT AND EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (20 hrs) |
|---|---|
| <ol style="list-style-type: none"> 1. Critical Analysis and Appraisal of Thoughts of different Thinkers : Mahatma Phule, Maharaja Sayajirao Gaikwad ,Chhatrapati Shahu Maharaj, Dr. B.R. Ambedkar, Karmveer Bhaurao Patil and Dr. J. P. Naik with reference to <ol style="list-style-type: none"> i) Concept of Social Development and Social Justice ii) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

PRACTICUM (Training & Creation)

1. Prepare scrap book on Perspectives of Educational Sociologies and their impact on Education.
2. Presentation on critical analysis of educational thoughts of different social thinkers (not included in above modules)
3. Conducting discussions and debates on education, schooling of people from different socio-economic background and their role for contemporary issues
4. Preparing own statement of socio cultural perspective of Education.

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Core Course Paper-3:

Semester-II

CURRICULUM STUDIES

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

- Understand the concept, nature, components and factors affecting on the curriculum.
- Augment with the approached and models of curriculum
- Analyze any curriculum with respect to context, issues and factors.
- Evaluate any curriculum.
- Understand the process of curriculum development.

LEARNING OUTCOMES:

1. Describe the curriculum related compels
2. Understand component, leads and relationship of curriculum.
3. Identify and explain factors considered in curriculum.
4. Discover the critical issues in curriculum construction.
5. Discuss the development of curriculum.
6. Discover the relationship of curriculum engagement with real life.
7. Understand the agents of curriculum evaluation
8. Describe curriculum and curriculum mapping
9. Identify the research areas in curriculum

.MODULE: I: CURRICULUM-CONCEPT, NATURE AND COMPONENTS

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Curriculum - meaning, concept, nature2. Components of curriculum.3. Levels of curriculum-Global, National, State, regional4. Relation among Curriculum, Syllabus, Text-book & Learning Environment. | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: II: CURRICULUM CONSTRUCTION

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Factors to be Considered in Curriculum - Social, Political, Economic2. Sociocultural, multicultural contexts and curriculum construction3. Critical issues in curriculum construction- environment gender, inclusive, value<ol style="list-style-type: none">1. Principles of curriculum construction.2. Hidden curriculum | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: DEVELOPMENT OF CURRICULUM

Instruction (Referencing):

| Content | Mode of Transaction (14 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Setting of goals, Aims and objectives.2. Selection of knowledge and organization of learning experiences , content & Learning Resources3. Approaches of curriculum construction4. Models of curriculum development5. Curricular engagement and integration with real life | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV: EVALUATION OF CURRICULUM AND CURRICULUM

Instruction (Referencing):

| Content | Mode of Transaction (08 hrs) |
|--|--|
| <ol style="list-style-type: none"> 1. Transaction of curriculum 2. Continual evaluation of curriculum 3. Feedback from Learner, Teacher, Administrate for & society. 4. Review & Revision of curriculum 5. Curriculum mapping | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: V: RESEARCH AREAS IN CURRICULUM

Instruction (Referencing):

| Content | Mode of Transaction (20 hrs) |
|---|--|
| <p>Critical Studies in Curriculum and Pedagogy:</p> <ol style="list-style-type: none"> 1. Educational phenomena in and out of schools related to socio-economic-cultural-political-philosophical-historical perspectives <p>Learning Schools and Innovations:</p> <ol style="list-style-type: none"> 1. Instruction in different setting, 2. Development of learning resources, 3. Evaluation and assessment 4. Learning of different subject areas. <p>Teaching and Teacher Education:</p> <ol style="list-style-type: none"> 1. Study of teaching and teacher learning across the curriculum. 2. Teachers' beliefs, attitude and perspectives | Lecture, Documentary studies , reflective discussion in small groups and presentations |

PRACTICUM (Training & Creation)

1. Analyze how curriculum is culturally, politically, and economically situated.
2. Compare global and international dimensions of curriculum studies involving multicultural education
3. An essay on your reflections on curriculum studies involving critical theory or post structuralism
4. Critical analysis of a curriculum with respect to any one--gender sensitivity, language across the curriculum, integration of formal and hidden curricula
5. Meta analysis of existing researches on curriculum at different level.

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Semester-II

Core Course Paper-4:

TEACHER EDUCATION

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

- Gain insight on concept, objectives and status of pre-service and in- service teacher education
- Acquaint student-teachers with historical background of teacher education in India
- Acquaint student-teachers with organization of pre-service teacher education programmes with respect to curriculum, infrastructure and resources needed
- Examine the current pre-service and in-service teacher education programmes in terms of various policy documents
- Critically examine the role of various regulating agencies of teacher education
- Understand the value and process of in-service education

LEARNING OUTCOMES:

1. Describe the structure and curriculum of pre service teacher education.
2. Differentiate the modes of pre service teacher education.
3. Define and describe concepts associated with
4. Understand the traceacfrmal Approaches of technology
5. Analyses the key terms related to pre service teacher education pre independents in India
6. Explain the modes and models of in service teacher education
7. Identify basics of planning and organizing of in-service teacher education program
8. Describe the executing design of in-service teacher education program
9. Understand objectives, functions and role of various agenesis of teacher education program

.MODULE: I: STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER

EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|---|
| <ol style="list-style-type: none">1. A review of the understandings developed on teacher roles and functions1. Pre-service teacher education – concept, nature, objectives and scope.2. The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE3. Components of pre-service teacher education – foundation courses, subject4. Specialisation and pedagogy, special fields, school based practicum and internship –weightages in course work and evaluation5. Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: II: ORGANISATION OF DIFFERENT COMPONENTS OF TEACHER

EDUCATION CURRICULUM

Instruction (Referencing):

| Content | Mode of Transaction (20 hrs) |
|--|--|
| <ol style="list-style-type: none">1. The student teacher as an adult learner – characteristics. The concept of andragogy and its principles organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.2. Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation3. Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organization and evaluation – practicum records and portfolio assessment4. Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: IN-SERVICE TEACHER EDUCATION IN INDIA

Instruction (Referencing):

| Content | Mode of Transaction (14 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Concept, Structure and Modes2. Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme –orientation, refresher, workshop, seminar and conference – their meaning and objectives3. The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.4. Modes and Models of in-service teacher education:5. Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.6. Induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV: PLANNING, ORGANISING AND EVALUATING AN IN-SERVICE TEACHER EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget2. Designing an in-service teacher education programme – steps and guidelines –assessment of training needs, formulation of training curriculum, preparation of course material3. Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.4. Qualities and characteristics of an effective in-service teacher educator | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: V: ORGANIZATION AND ROLE OF VARIOUS AGENCIES IN THE FIELD
OF TEACHER EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (08 hrs) |
|---|--|
| Objectives, functions and role of following agencies in Teacher Education 1. UGC 2. NCERT 3. NCTE 4. SCERT 5. CTE 6. DIET | Lecture, Documentary studies , reflective discussion in small groups and presentations |

PRACTICUM (Training & Creation)

1. A “comparative study of state and national curricula” of pre-service teacher education
2. in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
3. Design, implementation and evaluation of a training input in any one course of preservice teacher education – mentored practicum
4. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes –document analysis
5. Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.
6. Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation

7. Study best practices of teacher education institutions
8. Comparative Study of teacher education system in India and different countries
9. Studying organization of different components in teacher education institutions (practice teaching, co-curricular activities, evaluation patterns, etc.)
10. Studying the difference between practices and demand in preparation of teacher

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Education. Bangkok:Regional office for Education in Asia and Oceania.

Semester III

Specialization course- 1

ELEMENTARY LEVEL SCHOOL EDUCATION

Objectives

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

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- Reflect on the relevance of strategies and programmes of UEE.

LEARNING OUTCOMES:

1. Compare the Indian Elementary education system in Pre & Post Independent period
2. Understand the Constitutional provisions for elementary education
3. Analyses the development process of Elementary Education.
4. Assess the outcomes of elementary education.
5. Describe the role of various programs for enhancing elementary education
6. Analyses & compare various programs for enhancing elementary education
7. Understand the management structure of elementary education on various levels.
8. Understand the causes of drop out students

MODULE: I: HISTORICAL PERSPECTIVES ON ELEMENTARY EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|------------------------------|
| <ul style="list-style-type: none">✓ Elementary Education in Pre - Independent India✓ Elementary Education in Post-Independent India✓ Constitutional Provisions for Elementary Education | |

| | |
|---|--|
| <ul style="list-style-type: none"> ✓ Programmes UEE (Universalization of Elementary Education) <ul style="list-style-type: none"> • OBB (Operation Black Board) • MDM (Mid-day Meal Programme) • DPEP (District Primary Education Programme) • SSA-Sarv Shiksha Abhiyan | |
|---|--|

MODULE: II: CURRICULUM, PEDAGOGY AND ASSESSMENT

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|------------------------------|
| <ul style="list-style-type: none"> ✓ Developing of Curriculum at Elementary Education (NCF-2009) ✓ Pedagogies on Elementary Education ✓ Assessment of Learning Outcomes at Elementary Education | |

MODULE: III- PROGRAMS FOR ENHANCING ELEMENTRY EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|------------------------------|
| <ul style="list-style-type: none"> ✓ Perspective Planning and Annual Planning ✓ Civil Work ✓ Teacher's Training/Capacity Building ✓ Programmes for Out of School Children | |

| | |
|---|--|
| <ul style="list-style-type: none"> ✓ Integrated Education for Disabled (IED) ✓ Programmes for Girls' Education <ul style="list-style-type: none"> • KGBV (Kasturba Gandhi Balika Vidyalaya) • NPEGEL (National Programme for Education of Girls at Elementary Level) ✓ MIS (Management Information System) ✓ Teacher Support System ✓ Community Participation | |
|---|--|

MODULE: IV MANAGEMENT STRUCTURES AT DIFFERENT LEVEL

Instruction (Referencing):

| Content | Mode of Transaction (06hrs) |
|---|--|
| <ul style="list-style-type: none"> ✓ National ✓ State ✓ District (including Municipal Corporation) ✓ Block ✓ Cluster ✓ School | |

MODULE: V: ISSUES, CHALLENGES AND RESEARCHES IN ELEMENTARY EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (05 hrs) |
|---|-------------------------------------|
| <ul style="list-style-type: none">• Major Issues and Challenges in UEE• Drop out of students• Migration of parents• Making education assessable to remote areas• Availability of Subject Specialized teachers• Recent Researches in Elementary Education | |

PRACTICUM (Training & Creation)

The students may undertake any one of the following activities:

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

REFERENCES:

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SPECIALIZATION COURSES CLUSTER -2

(Students have to opt any one course from this cluster)

Specialization Course-1

INCLUSIVE EDUCATION

Objectives

To enable students to:

- Understand the concept and nature of Inclusive Education.
- Understand the modes and approaches of Inclusive Education and approaches of Identification for Special children.
- Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

LEARNING OUTCOMES:

1. Understand the concept and nature of inclusive education
2. Understand the modes and approaches of inclusive education
3. Understand and identification of approaches for special children
4. Understand the meaning, characteristics of educational programmes.
5. Understand the types and educational programmes for prevention and rehabilitation of various types of special children.

MODULE: I: CONCEPT AND NATURE OF INCLUSIVE EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (06 hrs) |
|---|--|
| 1. Objectives, types, historical perspective, Inclusive education 2. Researches in Inclusive Education | Lecture, reflective discussion in small groups and presentations |

MODULE: II: EDUCATION OF MENTALLY RETARDED

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|--|
| 1. Characteristics of the retarded 2. Educable mentally retarded 3. Teaching strategies 4. Enrichment programmes | Lecture, Documentary studies , reflective discussion in small groups and presentations |

| | |
|--|--|
| <ul style="list-style-type: none"> 5. Remedial programmes 6. Etiology and prevention 7. Mental hygiene as remediation | |
|--|--|

MODULE: III: EDUCATION OF THE IMPAIRED & HANDICAPPED

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <ul style="list-style-type: none"> 1. Impairments: Visual and Hearing, characteristics, degree of impairment, etiology and prevention 2. Orthopaedically Handicapped: types of handicap, characteristics 3. Educational programmes for impaired and orthopaedically handicapped | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV: EDUCATION OF THE GIFTED, CREATIVE AND DISABLED CHILDREN

Instruction (Referencing):

| Content | Mode of Transaction (07 hrs) |
|--|--|
| <ul style="list-style-type: none"> 1. characteristics 2. identification process 3. educational programmes | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: V: EDUCATION OF JUVENILE DELINQUENTS

Instruction (Referencing):

| Content | Mode of Transaction (10hrs) |
|---|---|
| <ul style="list-style-type: none"> 1. characteristics 2. problems of alcoholion, drug addiction | Lecture, Documentary studies , reflective discussion in small |

| | |
|--|--------------------------|
| 3. anti-social and character disorder | groups and presentations |
| 4. educational programmes for Rehabilitation | |

PRACTICUM (Training & Creation)

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
3. Identify suitable research areas in inclusive education.
4. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
5. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
6. Visit to any local Special School and Report.
7. A Survey of Special Children included in Regular Schools – Local Primary Schools or Secondary Schools and Report.
8. Visit to any local Special School and report.
9. Conduct of Two case studies (from Special Schools or Remand home) and report.

REFERENCES

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
- Anlscow, M, (1994). *Special Needs and the Classroom* : UNESCO Publishing.
- Heward, W. L., (1998) . *Exceptional Children*. Chicago: Merril Publishing Co.
- Learner, J. (1985). *Learning Disability*. Houghton, Mifflin Co. Boston.
- Panda, K. C., (2002) . *Education of Exceptional Children*. New Delhi : Vikas Publishing House Pvt. Ltd.
- Reddy, L. G., Ramar R, & Kusuma A. (2000). *Education of Children with Special Needs*. New Delhi : Discovery Publishing House.

Specialization course-2

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Objectives of Paper:

1. To help the students to understand the concepts, principles processes and techniques of management of education scientifically.
2. To acquaint the students with some management skills required in the educational environment.
3. To enable the students to apply the concepts, techniques and processes of management to the situations in education.
4. To orient the students with the procedures of supervision and inspection and bring about improvement in the field of education.

LEARNING OUTCOMES:

1. Understand the concept, principals, and process of management skills required in the education.
2. Understand the techniques of management of education scientifically
3. Acquaint the students with some management skills required in the educational environment
4. Abel the students to apply the concepts techniques and process of management to the situation in education
5. Students apply the procedures of supervision and inspection and bring about improvement in the field of education

MODULE: I: CONCEPT AND MEANING OF EDUCATIONAL MANAGEMENT

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Educational Management: Concept, Nature, importance2. Trends in management (concept, Nature and importance) : 1- Human Resource Management, 2- Performance Appraisal and Time Management | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: II: CONCEPT AND MEANING OF EDUCATIONAL ADMINISTRATION

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|--|
| <ol style="list-style-type: none"> 1. Development of Modern Concept of Educational Administration from 1900 to Present-day. 2. Taylorism 3. Administration as a process 4. Administration as a bureaucracy 5. Meeting the Psychological needs of employees, systems approach 6. Administration such as (a) Decision making, (b) PERT, | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: STRUCTURAL FRAMEWORK OF EDUCATIONAL MANAGEMENT IN INDIA

Instruction (Referencing):

| Content | Mode of Transaction (06 hrs) |
|---|--|
| <ol style="list-style-type: none"> 1. Agencies of educational Management – U.G.C., NCERT, NIEPA, CIBE, NCTE, IGNOU (Genesis, objectives, functions and role) 2. Management of Schools : Role of headmaster in planning of school activities 3. Staff development programmes 4. Role of teachers in school management and administration | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV: PROCESS OF MANAGEMENT

Instruction (Referencing):

| Content | Mode of Transaction (10hrs) |
|--|--|
| <ol style="list-style-type: none"> A. Planning <ul style="list-style-type: none"> • Meaning and Nature • Approaches to Educational Planning • Perspective Planning • Institutional Planning B. Organization <ul style="list-style-type: none"> • Concept of Organization, Organisation theory. • Concept of Organizational structure • Factors affecting organizational structure | Lecture, Documentary studies , reflective discussion in small groups and presentations |

| | | |
|----|--|--|
| C. | Leadership <ul style="list-style-type: none"> • Meaning and Nature of Leadership • Theories of Leadership • Styles of Leadership • measurements of Leadership | |
|----|--|--|

MODULE: V: EDUCATIONAL SUPERVISION

Instruction (Referencing):

| Content | Mode of Transaction (07 hrs) |
|--|--|
| <ul style="list-style-type: none"> • Meaning and Nature • Supervision as service activity • Supervision as a process • Supervision as functions • Supervision as educational leadership • Modern supervision • Functions of supervision • Planning the supervisory programme • Organizing supervisory programme • Implementing supervisory programme | Lecture, Documentary studies , reflective discussion in small groups and presentations |

PRACTICUM (Training & Creation)

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Study of conflict resolution studies adopted by Heads in two schools.
4. Panel discussion on corporate punishment in schools.
5. Prepare a plan for the mobilization of different types of resources for a school form the community.
6. Analysis of School Education Act of a state.
7. Case studies of School Education Act of states with better results at the secondary/senior secondary levels.
8. Critical Analysis of School Education Act of a State.
9. Formulation of a school mapping exercise for location of schools in an identified area.
10. Preparation of plan for instructional management in a secondary school.
11. Preparation of an institutional plan.

12. Critical of an educational project.

13. Evaluation of management of DPEP activities in a district.

REFERENCES:

Alfonso. R.J, Firth, G.R., Neville, R.E (1977) *Instructional Supervision, - A Behavioural System*: Boston – Allyn and Bacon, Inc.

Anthony, N.F. (1981) *Management competencies and Incompetence's* Canada: Addison Wesley Publishing Company, Inc.

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Burton, W.H. and Brueckner, L.J (1955) *Supervision – A Social Process*, U.S.A Appleton Century Crofts, Inc.

Desai, D and Other (1970) *School Management and Change*, Baroda: M.S University.

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Eric, H. and McMohan, A. (eds) (1986) *The Management of Schools*, London: Kogan Page.

Etzioni, A. (1972) *Modern Organisation*, New Jersey: Prentice Hall Inc. Eye, G.G and Netser,

L.A (1965) *Supervision of Instruction – a Phase of Administration*, New York: Harper and Row, Publisher.

Flippo, E.B (1884) *Personnel Management*. New York: McGraw Hill, Inc.

Hersey, P. and Blanchard, K.E (1978) *Management of Organizational Behavior*, New Delhi: Prentice Hall of India.

Kast and Rosenweig (1974) *Organizational and Management Systems Approach*, Tokyo : McGraw Hill.

Khanna, S.S (2000) *Organizational Behavior*, New Delhi: Chand and Company

Knezevich, S.J (1975) *Administration of Public Education* New York, : Mc Graw Hill Book co.

McNaklly, E. (1959) *Elementary School Administration and Supervision*, New York: American Book company.

SEMESTER – III

Specialization Course – 3

ICT IN EDUCATION

Objectives

To enable the student to:

1. Understand the ICT and its relevance with education.
2. Understand the concepts associated with e-learning.
3. Understand the technical aspects of e-content design.
4. Understand the ICT and Multimedia.
5. Understand the applications of ICT to Education Research.

LEARNING OUTCOMES:

1. Describe the key components of ICT with respect to education
2. Describe how ICT change the nature of education, challenges
3. Identify affordable ICT equipments
4. Describe the key concepts of e-learning with
5. Categories knowledge, skill and ..
6. Understand the e-learning ...
7. State the learning management system
8. Define and describe multimedia and its components

MODULE: I: ICT AND EDUCATION CONCEPT AND MEANING OF EDUCATION MANAGEMENT

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|---|
| ICT; Meaning, Concept, Need and Importance, advantages, disadvantages and uses w,r,t, Education, Paradigm shift in Education due to ICT, challenges in integration ICT at various levels, Affordable ICT equipped Classroom, Basics of internet and e-learning | Lecture, Documentary studies, reflective discussion in small groups and presentations |

MODULE: II: ICT AND STUDENTS CENTER LEARNING

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|--|
| E-learning: Elements of e-learning, e-Content and e-Books, Virtual Classroom and virtual University- merits and limitations, characteristics of the e-Learner, Knowledge, skills and attitude requirements of the e- educator, E-tutor e-Moderator Design content for role based learning, situated based learning, scenario based learning. | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: E-LEARNING CONTENT DESIGN

Instruction (Referencing):

| Content | Mode of Transaction (06 hrs) |
|---|--|
| Content- design patterns-script writing-graphics-animation, audio-video; Inserting and interactivity; possibilities and design procedure. Introduction to Learning Management Systems | Lecture, reflective discussion in small groups and presentations |

MODULE: IV: ICT AND EDUCATIONAL MULTIMEDIA

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| Multimedia: Meaning, Concept Nature Components of Multimedia Multimedia Development Team Theories of Multimedia Principles of Multimedia | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: V: ICT FOR EDUCATION RESEARCH

Instruction (Referencing):

| Content | Mode of Transaction (07 hrs) |
|---|--|
| Application of ICT for Research problem identification, Review of literature, Tool designing and Data collection, Data analysis and presentation, Report writing and publication Data analysis software; Microsoft Excel, SPSS, Matlab Scilab ect. (Any one) | Lecture, Documentary studies , reflective discussion in small groups and presentations |

RACTICUM (Training & Creation)

1. Lecture cum demonstration and hands-on-experiences on the preparation of e-content.
2. Visit to local institute where the e-learning is in practice.
3. Research problems/application of ICT in education settings.
4. Data analysis with the help of any one application software.

REFERENCES:

- Phillips. R (1997) Interactive3 Multimedia London: Konan page
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- T.M. Shrinivasan (2002) Use of Computers and Multimedia in Education.
- Vaughan, T. (199) Multimedia making it works, New Delhi: Tata Mcgraw Hill [Fourth Education]
- Alexis, Leon & other (1999). Fundamentals of Information Technology, New Delhi: Vikas Publishing House Pvt. Ltd.
- Babola Danil T. (1998). Microsoft World. New Delhi: Prentics Hall of India Pvt.Ltd.
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- Kumar K. L. (1996) Educational Technology : New Delhi. New Age international (P) Ltd
- Mohanti, j. (1992) Educational Technology. New Delhi Deep and Deep Publication Co.

Semester III

Specialization Course – 4

CURRICULUM, PEDAGOGY AND ASSESSMENT

Objectives

To enable the student to:

1. Get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation in relevance of curriculum and pedagogies
2. Understand the relationship between evaluation and curriculum
3. To understand various taxonomies of educational objective
4. Get acquaint with various reforms in examination system

MODULE: I: CURRICULUM, EDUCATIONAL MEASUREMENT AND EDUCATIONAL EVALUATION

Instruction (Referencing):

| Content | Mode of Transaction (08hrs) |
|---|--|
| <ol style="list-style-type: none">1. Conceptual basis of curriculum and pedagogies2. Meaning and concept of Educational Measurement3. Historical background of measurement4. Educational Evaluation - Concept, process, principles and types5. Relationship among measurement, assessment and evaluation6. Relation between 'Evaluation and curriculum', 'Curriculum and pedagogies' and 'Pedagogies and Evaluation' | Lecture, reflective discussion in small groups and presentations |

MODULE: II: TAXONOMIES OF EDUCATIONAL OBJECTIVES, CURRICULUM AND PEDAGOGIES

Instruction (Referencing):

| Content | Mode of Transaction (08 hrs) |
|---|---|
| <ol style="list-style-type: none">1. Domains of Evaluation: Cognitive, Affective and Psychomotor, their relation with curriculum development and transactions via different pedagogical practices2. Taxonomies of educational objectives in different domains and their relevance to pedagogical practices | Lecture, Documentary studies, reflective discussion in small groups and presentations |

MODULE: III: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT

Instruction (Referencing):

| Content | Mode of Transaction (09 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, Norms2. Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability3. Validity - Types, Factors affecting, interpretation and improving validity | Lecture, reflective discussion in small groups and presentations |

MODULE: IV: EVALUATION OF LEARNING

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Diagnosis and Remediation of Learning Difficulties2. Nature and Characteristics of good diagnosis3. Diagnostic Test – meaning, purpose planning, administration and interpretation4. Remedial Instruction – meaning, principles, and organization5. Techniques in Evaluating Learning and Development6. (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion) | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: V: EXAMINATION REFORMS

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Concept, need and importance2. Grading, Marking and Credit System3. Semester System4. Question Bank5. Continuous Internal Assessment6. Moderation and reevaluation7. Online Examination | Lecture, Documentary studies , reflective discussion in small groups and presentations |

RACTICUM (Training & Creation)

1. Prepare a question bank of 25 questions at different levels and types for any one paper of B.Ed. or M.Ed. Course.
2. Study of online examination system through visit to computer Institute.
3. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)with the readymade test or inventory and interpret the results.
4. Prepare administer and assess an achievement test for one Unit at B.Ed or M.Ed level and equivalence the results (within the group and against a standard)

REFERENCES:

- Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York : Harper and Row Publishers.
- Chavan, C.P.S., (1993). Emerging Trends in Educational Evaluation. New Delhi : Common wealth Publishers.
- Choppin, Bruce and PasHethwaite, T. (1981). Evaluation in Education An International Review Series. New Delhi : Pergamon Press.
- Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics. Bombay : Sheth Publishers.
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- Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition. New York : Machmillan Publishing Company.
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- Martuza, Victor (1977). Applying Norm - Referenced and criterion - Referenced Measurement in Education. Boston : Ptllyn and Bacon Tnc.
- Mehrens, William and Lehmann, Irvin (1972). Measurement and Evaluation in Education and Psychology. New York : Holt, Rinehart.

Semester III

Core Course Paper

RESEARCH METHODS (ADVANCED)

Objectives

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

1. Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation examine relationship between and among different types of variables of a research study explain or predict values of a dependent variable based on the values of one or more independent variables
2. Estimate the characteristics of populations based on their sample data test specific hypotheses about populations based on their sample data
3. Use appropriate procedures to analyze qualitative data
4. Demonstrate competence in the use of statistical packages for analysis of data

LEARNING OUTCOMES:

1. Compute various measures of average and variation
2. Use the various teachings of qualitative data for data analysis
3. Explain & use the various methods of data analysis of mixed research
4. Test the hypothesis of research study
5. Predict values of dependant variables
6. Use various software for statistical analysis prepare the research report

MODULE: I: TECHNIQUES OF QUALITATIVE DATA

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|--|
| <ul style="list-style-type: none">✓ Content Analysis✓ Classification✓ Categorization✓ Triangulation✓ Frequency and Percentage Analysis | Lecture, reflective discussion in small groups and presentations |

| | |
|--|--|
| <ul style="list-style-type: none"> ✓ Trend Analysis ✓ Use of computer in qualitative data analysis | |
|--|--|

MODULE: II: INFERENCE ANALYSIS OF QUANTITATIVE DATA-1

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|--|
| <ol style="list-style-type: none"> 1. Estimation of a parameter-Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean 2. Testing of hypotheses-null and alternative hypotheses, directional alternative hypotheses, testing of null hypotheses, types of error, levels of significance, testing the significance of difference between the following statistics for independent and correlated samples: Proportions, means (including small samples) and variances | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III- INFERENCE ANALYSIS OF QUANTITATIVE DATA-2

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|--|
| Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses Non-parametric statistics: assumptions and Chi-square | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV- DATA ANALYSIS IN MIXED RESEARCH

Instruction (Referencing):

| Content | Mode of Transaction (06hrs) |
|--|--|
| Data reduction, data display, conclusion drawing and verification, removing, categorization and clarification, | Lecture, Documentary studies , reflective discussion in small groups and presentations |

| | |
|---|--|
| analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, establishing credibility. | |
|---|--|

MODULE: V: COMPUTER FOR DATA ANALYSIS AND PREPARATION OF RESEARCH REPORT

Instruction (Referencing):

| Content | Mode of Transaction (05 hrs) |
|--|--|
| Use of Computer for data analysis- Knowledge of different types of software for statistical analysis, use for preparing research report, EXCEL | Lecture, Documentary studies , reflective discussion in small groups and presentations |

PRACTICUM (Training & Creation)

1. A critical assessment of statistical techniques used in a research report.
2. Preparation of graphic designs of data obtained in a research study.
3. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.
4. Analysis of data using Statistical Packages.
5. Study of statistical analysis used in various researches
6. Prepare one research paper
7. Four research report evaluation
8. Attend two conferences

REFERENCES:

- Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
- Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
- VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.

Semester III

Core Course Paper -4

TEACHER EDUCATION

Objectives :

- To understand the perspectives and policies on teacher education
- To appreciate the researches on various practices in teacher education
- To understand the recent trends in teacher education
- To acquaint with various issues and innovations in teacher education

LEARNING OUTCOMES:

1. Understand the perspectives and practices of teacher education.
2. Record the different organizations and agencies of teacher education and describe their role, functions and
3. Describe general structure of teacher education in India.
4. Analyze the factors affecting the quality of in and pre service teacher education program in India.
5. Understand the paradigms for research in teacher education
6. Predict new trends of research in teacher education
7. Identify the challenges in professional development of teachers.
8. Explain the issues related to enhancing teacher competencies, commitment & performance

To understand the management of teacher education

Unit I: Perspectives and Policy on Teacher Education

Teacher Development – Concept, Factors influencing teacher development – personal, contextual.

Teacher Expertise – Berliner’s stages of development of a teacher.

Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.

National and state policies on teacher education – a review

Different organisations and agencies involved in teacher education – their roles, functions and networking

In-service teacher education under DPEP, SSA and RMSA

Preparation of teachers for art, craft, music, physical education and special education

– need, existing programmes and practices

Initiatives of the NGOs in designing and implementing in-service teacher education programmes

Unit II: Structure and Management of Teacher Education

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

Unit III: Research in Teacher Education

Paradigms for research on teaching – Gage, Doyle and Shulman.
Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation
Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

Unit IV: Problems and Issues in Teacher Education

Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
Sufficiency of subject matter knowledge for teaching at the senior secondary level,
Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
Issues related to enhancing teacher competence, commitment and teacher performance
Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education

Session Work may include:

- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- A review of researches in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for practitioner

SEMESTER-IV

Specialization course- 1

SECONDARY AND SENIOR SECONDARY EDUCATION

Objectives

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

- To enable students to understand the Organization of Curriculum in Secondary and Senior Secondary Education
- To enable students to understand the importance of Co-curricular activities in Secondary and Senior Secondary Education
- To enable students to gain an understanding of Evaluation at Secondary and Senior Secondary Education
- To enable students to know the New Trends and Innovation in Secondary and Senior Secondary Education
- To enable students to know the status and role of teachers in Secondary and Senior Secondary Education

LEARNING OUTCOMES:

1. Understand the aims and objectives of Secondary Education.
2. Compare & Classify the Indian Secondary education system in Pre & Post Independent period.
3. Sort out the Problems and Issues in Curriculum Development at secondary and Senior Secondary education.
4. Understand the importance of Co-Curricular Activities in Secondary and Senior Secondary Education.
5. Organize and manage Co-Curricular Activities.
6. Understand the Purposes, Nature, Types & Issues in the Evaluation at Secondary and Senior Secondary Education.
7. Understand the Status, Recruitment, Qualifications and Role of Teacher in Secondary and Senior Secondary Education.
8. Describe & analyze the role of teacher in Secondary and Senior Secondary Education.

MODULE: I: Organization of Curriculum in Secondary and Senior

Secondary Education

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|------------------------------|
| <ul style="list-style-type: none">✓ Aims and objectives of Education at Secondary and Senior Secondary level✓ Secondary and Secondary level education in India Pre-independent period✓ Secondary and Secondary level education in India post-independent period✓ Main features and components of secondary and senior secondary school curriculum✓ Curriculum and Text Book development✓ Problems and Issues in Curriculum Development at secondary and Senior Secondary education. | |

MODULE: II: Co-curricular activities in Secondary and Senior

Secondary Education

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---------|------------------------------|
| | |

| | |
|--|--|
| <ul style="list-style-type: none"> ✓ Place of Co-Curricular Activities in Secondary and Senior Secondary Education ✓ Objectives of Co-Curricular Activities; ✓ Principles underlying the Organization of Co-Curricular Activities ✓ Type of Co-Curricular Activities ✓ Management of Co-Curricular Activities ✓ Place of Co-curricular activities in CCE | |
|--|--|

MODULE: III– Evaluation at Secondary and Senior Secondary

Education Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|-------------------------------------|
| <ul style="list-style-type: none"> ✓ Purposes of Evaluation at Secondary and Senior Secondary Education ✓ Nature of Evaluation at Secondary and Senior Secondary Education ✓ Types of Evaluation at Secondary and Senior Secondary Education ✓ Issues and Problems in the Evaluation at Secondary and Senior Secondary Education | |

MODULE: New Trends and Innovation in Secondary and Senior Secondary Education

Instruction (Referencing):

| Content | Mode of Transaction (06hrs) |
|--|--------------------------------|
| <ul style="list-style-type: none"> ✓ Universalization of Secondary and Senior Secondary Education: Need, Challenges and Actions. ✓ Rashtriya Madhamik Shiksha Abhiyan (RMSA)- Objectives and Functioning ✓ Innovations in Teaching learning at Secondary and Senior Secondary Education- Blend of ICT, Competency Based teaching, Project based learning ✓ Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination, No Examination ✓ Research in Secondary and Senior Secondary Education | |

MODULE: V: Teachers in Secondary and Senior Secondary Education

Instruction (Referencing):

| Content | Mode of Transaction (05 hrs) |
|---|------------------------------|
| <ul style="list-style-type: none"> ✓ Status of Teachers in Secondary and Senior Secondary Education: Recruitment, Qualifications and present | |

| | |
|---|--|
| <p>position.</p> <ul style="list-style-type: none"> ✓ Role of Teacher in Secondary and Senior Secondary Education ✓ Teacher motivation –factors affecting teacher motivation; teacher role performance, role conflict, accountability. ✓ Education of Teachers: Pre-service Education and in-service education of teachers. ✓ Issues and problems with the Teachers in Secondary and Senior Secondary Education | |
|---|--|

PRACTICUM (Training & Creation)

The students may undertake any one of the following activities:

- Visit the text book board and study the working of it.
- Analyse the curriculum of secondary and Senior Secondary schools and suggest the changes in it
- Conduct a debate on issues in curriculum development
- Ask students to prepare a list of co-curricular activities to be conducted at secondary and Senior Secondary schools and ask them to conduct one and prepare a report
- Visit schools and study the evaluation system followed by at secondary and Senior Secondary schools and given your suggestions
- Ask students to prepare presentations on UEE, RMSA, innovations in evaluation
- Ask student to suggest one innovation which can be thought of at secondary and Senior Secondary schools

- Prepare innovative lesson plan in your subject area and make a presentation of same
- Study the status of at secondary and Senior Secondary school teachers
- Visit schools and resource centers and study the problems faced by at secondary and Senior Secondary school teachers and make a presentation

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- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
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- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

SEMESTER – IV

Specialization Course – 2

EDUCATION TECHNOLOGY

Objectives

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

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

LEARNING OUTCOMES:

1. Describe the key concept of educational technology.
2. Trace out the historical development and major institutions of educational technology in India
3. Understand the key concepts related to ... approaches
4. Describe the modes barrier and process of effective communication
5. Define and describe institutional design and related terms.
6. Explain the models of instructional design.
7. Describe the audio visual media in education
8. Recognize and anticipate various audio visual media agencies in India
9. Recognize the innovations in educational technology

MODULE: I: NATURE AND SCOPE

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Educational technology-concept,2. Forms of educational technology: teaching technology, instructional technology and behaviour technology;3. Approaches of educational technology: Hardware and Software;4. Transactional usage of educational technology: integrated, complementary, supplementary, standalone (independent);5. Historical development – programmed learning stage; media application stage and computer application stage;6. Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education | Lecturereflective discussion in small groups and presentations |

MODULE: II: SYSTEMS APPROACH TO EDUCATION AND COMMUNICATION

Instruction (Referencing):

| Content | Mode of Transaction (08 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;2. Instructional Strategies and Media for Instruction.3. Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.4. Education and Training: Face-to-face, Distance and other alternative modes | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: INSTRUCTIONAL DESIGN

Instruction (Referencing):

| Content | Mode of Transaction (08 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Instructional Design: Concept, Views. Process and stages of Development of Instructional Design.2. Overview of Models of Instructional Design- ADDIE Model; Instructional Design for Competency Based Teaching;3. Models for Development of Self Learning Material, Review of Researches on Instructional Design. | Lecture, reflective discussion in small groups and presentations |

MODULE: IV: AUDIO VISUAL MEDIA IN EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|---|--|
| <ol style="list-style-type: none">1. Audio-visual media – meaning, importance and various forms.2. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching,3. Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.4. Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, | Lecture, Documentary studies , reflective discussion in small groups and presentations |

| | |
|---|--|
| <p>Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.</p> <p>5. Use of animation films for the development of children's imagination. Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.</p> | |
|---|--|

MODULE: V: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY

Instruction (Referencing):

| Content | Mode of Transaction (07 hrs) |
|---|---|
| <ol style="list-style-type: none"> 1. Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc. 2. Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities. 3. Recent experiments in the third world countries and pointers for India with reference to education. 4. Recent trends of Research in Educational Technology and its future with reference to education. | <p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p> |

RACTICUM (Training & Creation)

1. Identifying appropriate media and material for effective use in the transaction of a lesson.
2. Writing a script for media production.
3. Critical analysis of an instructional system based on components of systems approach
4. Critical analysis of the different instructional designs based on the various instructional design models.
5. Preparation of a trend report on researches on instructional design.
6. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content. Design intervention programme of educational technology in the current practices of teacher training programmes in India.

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SEMESTER – IV

Specialization Course – 3

ANTI TERRORISM AND PEACE EDUCATION

Objectives of Paper

- to develop critical understanding of relates of terrorism
- To enhance civiv responsibilities among rthe students
- To develop social confidence and build own value order
- Visioning peaceful futures

LEARNING OUTCOMES:

1. Demonstrate different concept, Theories and Models of Violence, Terrorism and peace.
2. Identify the challenges to peace with respect violence, crimes, conflicts, terrorism and war.
3. Describe the role of national levels and international level agencies for peace education.
4. Design activities to aware about the importance of skills and strategies of assessment of the peace-building process at institutional level.

MODULE: I: UNDERSTANDING TERRORISM & ANTITERRORISM

Instruction (Referencing):

| Content | Mode of Transaction (06 hrs) |
|---|---|
| <ul style="list-style-type: none">• Terrorism and anti terrorism : concept , nature, objectives, direct & indirect forms• Introduction with antiterrorist activities | Lecture, Video presentation , reflective discussion in small groups and presentations |

MODULE: II: UNDERSTANDING RELATES OF TERRORISM

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|--|
| Nature and impact of following relates on society, economy and development Psychology of violence, Socio-Economic roots Religious radicalism Political affairs at national / international levels Terrorism and Media Terrorism and Technology | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: SUPPORTING ANTITERRORISM

Instruction (Referencing):

| Content | Mode of Transaction (06 hrs) |
|---|--|
| <ul style="list-style-type: none">• Civic responsibilities, legislative provisions, Investigating conflicts, violence• Understanding significance & limitations of factors like Languages, region, religion, race etc. | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV: MOTIVATIONAL SKILL FOR ANTITERRORISM

Instruction (Referencing):

| Content | Mode of Transaction (10hrs) |
|--|--|
| <ul style="list-style-type: none">• Positive attitude, intrapersonal relations, cooperation & team work, accountability, commitment, sensitivity & sympathy etc. | Lecture, Documentary studies , games, simulation and reflective discussion in small groups and presentations |

MODULE: V: DEVELOPMENT OF VALUE ORDER

Instruction (Referencing):

| Content | Mode of Transaction (12hrs) |
|---|--|
| <ul style="list-style-type: none">• World thinkers on peace education , their concept of man., aims of life and society with reference to :• Caliph Omar, Abraham Lincoln, Mahatma Gandhi, J. Krishnamurti• Albert Einstein , Abdul Kalam | Lecture, Documentary studies , reflective discussion in small groups and presentations |

PRACTICUM (Training & Creation)

1. Field Visit
2. Organization of public awareness impartment programs
3. Preparation of posters
4. Group discussion
5. News paper cutting collection

REFERENCES

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Specialization Course--4

EDUCATIONAL GUIDANCE AND COUNSELING

Objectives

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

1. Understand the meaning, nature and scope of guidance
2. Understand the meaning of and the need for group guidance
3. Recognize the role of guidance in attaining the goals of education
4. Appreciate the need for guidance
5. Develop acquaintance with various techniques of group guidance
6. Understand the meaning, nature and scope of counseling
7. Appreciate the need for and goals of counseling
8. Analyze the relationship between guidance and counseling
9. Understand the concept and process of counseling in group situation
10. Recognize the different areas of counseling

LEARNING OUTCOMES:

1. Understand the meaning, nature and scope of guidance.
2. Understand the meaning and need of group guidance.
3. Recognize the role of guidance in attaining them goals of education.
4. Understand and appreciate the need for guidance.
5. Apply the various techniques of group guidance in classroom
6. Understand the meaning, nature and scope of Counseling.
7. Analyze the relationship between guidance and counseling
8. Understand and apply the knowledge of counseling process in forming group situation
9. Recognize the different areas of counseling
10. Apply principals of counseling in counseling

MODULE: I: UNDERSTANDING EDUCATIONAL AND CAREER GUIDANCE

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Meaning and Definitions2. Need for guidance3. Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization4. Scope of guidance programme5. Needs for Guidance at various levels of education/schooling6. School Guidance: a collaborative effort of school and community7. Organisation of Guidance programmes in schools,8. Career development needs of the students | Lecture, Documentary studies , reflective discussion in small groups and presentations |

| | |
|---|--|
| 9. Career development process; factors affecting career development | |
|---|--|

MODULE: II: TYPES OF GUIDANC

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|--|
| 1. Types of Guidance: Educational, Vocational/Career and Personal Individual guidance and group guidance; advantages of group guidance Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: ESSENTIAL SERVICES IN EDUCATIONAL GUIDANCE

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|--|
| <ol style="list-style-type: none"> Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation Resources required for organizing guidance services School guidance committee: constitution, roles and functions Placement services Research and evaluation services Place of guidance in school curriculum-need Role of principal and teachers in school guidance programmes. | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV: UNDERSTANDING COUNSELING KNOWLEDGE ANALYSIS:

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|--|--|
| <ol style="list-style-type: none"> Meaning & nature of counseling Scope of counseling Objectives of counseling: resolution of problems, modification of behaviour, promotion of mental health | Lecture, Documentary studies , reflective discussion in small groups and presentations |

| | |
|---|--|
| <ol style="list-style-type: none"> 4. Relationship between guidance and counseling 5. Place of counseling in the total guidance programme 6. Stages of the counseling process 7. Counseling Techniques-person centred and group centred, cognitive interventions, behavioral interventions, and systematic interventions strategies. 8. Skills and qualities of an effective counselor 9. Professional ethics | |
|---|--|

MODULE: V: TYPES AND AREAS OF COUNSELING

Instruction (Referencing):

| Content | Mode of Transaction (12 hrs) |
|---|--|
| <ol style="list-style-type: none"> 1. Uses of group process in counseling 2. Process of group counseling 3. Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups 4. Peer counseling: Its concept and the relevance to the Indian situation. 5. Steps and skills in group counseling process | Lecture, Documentary studies , reflective discussion in small groups and presentations |

PRACTICUM

1. Prepare two case studies regarding various factors of personality
2. Organising counselling programs for School and College students
3. Preparation of Instructional material regarding educational guidance and counselling
4. Organise a programme for mental health and report the outcomes

REFERENCES:

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Jangira, N.K., etal (1991). Functional Assessment Guide. New Delhi : NCERT.

Kuppuswami, B. (1967). An Introduction to Social Psychology. Bombay : Asia Publishing House.

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Shriwasthav, Prakash G.N., (1987). Recent Trends in Educational Psychology.

Specialization Course-5

ECONOMICS OF EDUCATION

Objectives of Paper:

To make the students aware about:

1. The meaning, importance and scope of economics of education.
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development;
3. The concept and relationship between input and output of education.
4. The source and resources of finances for education.
5. The financial resource management.

LEARNING OUTCOMES:

1. Apply methods used by economists to evaluate education policies.
2. Design and Model the Education Production Function.
3. Evaluate the return to education and understand its empirical estimates.
4. Participate and evaluate the debate regarding school accountability.
5. Identify the externalities and financial effects in education.
6. Evaluate and frame the various degrees of school choice and their economics.

MODULE: I: ECONOMICS OF EDUCATION: AN INTRODUCTION

Instruction (Referencing):

| Content | Mode of Transaction (10 hrs) |
|--|--|
| <ol style="list-style-type: none">1. Economics: Meaning , concepts, nature, significance and scope2. Interrelations between Economics, Education and development3. Economics of Education: Concept, Scope and Significance. Recent trends in Economics of education. | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: II: APPROCHES OF ECONOMICS OF EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (12 |
|---------|-------------------------|
|---------|-------------------------|

| | hrs) |
|---|--|
| <ol style="list-style-type: none"> 1. Education as productive Consumption 2. Education as returning Investment 3. Taxonomy of Costs of Education 4. Taxonomy of Benefits of Education 5. Age-Education-Earning Profiles 6. Rates of Return of Investment in Education 7. Earning Differentials- Concepts, Significance and Strategies. | Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: III: DEVELOPMENT AND EDUCATION

Instruction (Referencing):

| Content | Mode of Transaction (06 hrs) |
|---|---|
| <ol style="list-style-type: none"> 1. Education and Economic development: Human capital formation and Manpower planning. 2. Human development: meaning, concept and importance 3. Role of Education in human development 4. Resources for Education: Role of the Centre, States and Institutions for financing education. 5. Five year plans and Education 6. Impact of Liberalization, Privatization and Globalization | 7. Lecture, Documentary studies , reflective discussion in small groups and presentations |

MODULE: IV: EDUCATIONAL FINANCE

Instruction (Referencing):

| Content | Mode of Transaction (10hrs) |
|---|--|
| <ol style="list-style-type: none"> 1. Importance of Financing of Education Principles of Financing of Education 2. Sources of Educational Finance 3. Factors influencing Financing of Education 4. Role of Government in Financing of Education | Lecture, Documentary studies , reflective discussion in small groups and presentations |

| | |
|--|--|
| 5. The System of Grants-in-Aid Scheme (Sharing and distribution of financial responsibility) 6. International Sources of Financing Education in India 7. Problems of Financing Education in India.. | |
|--|--|

MODULE: V: EDUCATIONAL FINANCING AND ECONOMIC PRODUCTIVITY

Instruction (Referencing):

| Content | Mode of Transaction (07 hrs) |
|--|--|
| 1. Concept of Economic Productivity 2. Productivity of educational System 3. Efficiency of Educational System 4. Education as a industry 5. Approaches for measuring the Contribution of Education to Economic Growth a. Correlation Approach b. Residual approach | Lecture, Documentary studies , reflective discussion in small groups and presentations |

PRACTICUM (Training & Creation)

1. Development of Institutional Plan or Institutional Budget
2. Preparation of a Educational Perspective Plan
3. Review of Research Studies in Educational Planning or Finance
4. Review of a Book on Educational Planning /Financing
5. Development of Learning Resources on Educational Planning/Finances.
6. Annotated Bibliography on Educational Planning /Finance.

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Administration. American Book Company.

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Mc Grow- Hill Publishing Company Limited..

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McGraw-Hill Publishing Company Limited.

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Ltd..

Paper Pattern:

Faculty of Education

M.Ed. (CBCS)

Marks: 50

Time: 3 Hours

NB.

1. Question no. 1 is compulsory
 2. Off the remaining solve any four
 3. All questions carry equal marks
-

| Question No. | Marks | Instruction | Level of question |
|--------------|-------|--|--|
| Q1. | 10 | Write Short notes on (any four) a) b) c) d) e) | Understanding |
| Q2. | 10 | Long question (Discuss, Evaluate, Comment, justify etc.) | Analysis and Application |
| Q.3 | 10 | | |
| Q.4 | 10 | | |
| Q. 5 | 10 | Write Short notes on (any two) A) B) C) D) | Analysis, Critical understanding, Evaluative |
| Q.5 | 10 | Long question (Discuss, Evaluate, Comment, justify etc.) | Analysis and Application |
| Q.6 | 10 | | |
| Q. 8 | 10 | Write Short notes on (any two) A) B) C) D) | Analysis, Critical understanding, Evaluative |