

**BHARATHIAR UNIVERSITY: COIMBATORE – 641 046**  
**DEGREE OF MASTER OF EDUCATION (M.Ed.)(Regular)**  
**(Semester pattern)**  
**(Effect from the academic 2016 – 2017 batch and onwards)**  
**OBJECTIVES, RULES AND REGULATIONS, NORMS, CODE, COURSE,**  
**CREDITS,**  
**CONTENT AND EVALUATION PATTERN**

## **I. Introduction**

The Two-year Master of Education (M.Ed.) is a professional programme, designed on the basis of the New NCTE (Recognition Norms and Procedures) Regulation, 2014. The main purpose of this M.Ed. programme is to prepare teacher educators and educational administrators to develop a global as well as a national vision for education.

The programme provides opportunities for students to extend as well as deepen their knowledge and understanding of education, specialize in select areas, develop research capacities, and leading to specialization in elementary education, secondary and higher secondary education.

## **II. Objectives of the Programme**

Objectives of the programme will be learners able to:

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Acquaintance with the content, organisation of pre-service teacher education curriculum, infrastructure, resources needed, and problems related to teacher preparation
- Examine the existing pre-service and in-service teacher education programmes from the point of policy and its relevance to the demands of present day school realities
- Involve in various activities and processes of a teacher education institution, in order to gain the insight into the multiple roles of teacher educators and understand the organizational culture.
- Develop competence in organization and evaluation of various components of pre-service and in-service teacher education programmes
- Design in-service teacher professional development programme/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspectives on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher Educator.

### **III. Duration and Weight age of the Programme**

Total number of credits	: <b>90 credits</b> including research dissertation
Minimum period to complete the programme	: <b>2 years</b> (with four semesters under <b>Choice Based Credit System</b> )
Maximum period to complete the programme	: 4 years

### **IV. Eligibility**

Candidates seeking admission to the M. Ed programme should have obtained at least 50% marks or an equivalent grade in the following programmes/course

- i) B. Ed
- ii) B. A., B. Ed./ B. Sc., B. Ed.
- iii) B. El. Ed.
- iv) D. El. Ed.

Reservation norms will be adopted as per the rules of the State Government /NCTE /University.

### **V. Sanctioned Strength**

Thirty Five

### **VI. Medium of Instruction**

The medium of instruction is English

Sl.N	Course code	Course Category	Course Title	Credits	Course Marks		
					IA	UE	Total marks
<b>Semester -I</b>							
1	EDU16PC01	Perspective Course	Philosophical and Sociological Perspectives of Education	04	25	75	100
2	EDU16PC02		Psychology of Learning and Development	04	25	75	100
3	EDU16PC03		Historical, Political and Economical Perspectives in Education	04	25	75	100
<b>(Select Any ONE)</b>							
5	EDU16SP01	Specialization	Early Childhood Care & Education	04	25	75	100
7	EDU16SP02		Basis of Elementary Education				
8	EDU16TC01	Tool Course	Self Development: Yoga Education	03	75	-	75
9	EDU16TC02	Tool Course	Professional Career Skill Development (Activity based)	02	50	-	50
			<b>Total</b>	<b>21</b>	<b>225</b>	<b>300</b>	<b>525</b>
<b>Semester -II</b>							
10	EDU16PC04	Perspective Course	Curriculum Design and development	04	25	75	100
11	EDU16PC05		Education as a Field of Study	04	25	75	100
12	EDU16TC03	Tool Course	Basic of Educational Research	04	25	75	100
<b>(Select Any ONE)</b>							
13	EDU16SP03	Specialization	Basis For Secondary and Higher Secondary Education	04	25	75	100
14	EDU16SP04		Curriculum, Pedagogy and Assessment				
15	EDU16TC04	Tool Course	Expository and Academic Writing	02	50	-	50
16	EDU16RW01	Research Work	Preparation of Research Proposal	01	25	-	25
17	EDU16IT01	Internship	Internship Training(Visit to Teacher Education Institutions-3 Weeks)	04	100	-	100
			<b>Total</b>	<b>23</b>	<b>275</b>	<b>300</b>	<b>575</b>
<b>Semester -III</b>							
18	EDU16TE01	Teacher Education	Pre-service and In-service Teacher Education	04	25	75	100
19	EDU16TC05	Tool Course	Advanced Educational research and statistics	04	25	75	100
<b>(Select Any TWO)</b>							
20	EDU16SP05	Specialization	Financing of Education	04	25	75	100
21	EDU16SP06		Environmental Education				
22	EDU16SP07		Inclusive Education				
23	EDU16SP08		Educational Management and Administration				
24	EDU16TC06	Tool Course	Training in Educational Software (SPSS)	03	75	-	75
25	EDU16RW02	Research Work	Construction and standardization of Research tool	01	25	-	25
26	EDU16IT02	Internship	Internship Training( preparation of video package schools in subject wise- 3 weeks)	04	100	-	100
			<b>Total</b>	<b>24</b>	<b>300</b>	<b>300</b>	<b>600</b>
<b>Semester -IV</b>							
27	EDU16PC06	Perspective Course	Gender Disparity in Education	04	25	75	100
28	EDU16TE02	Teacher Education	Teacher Education For 21 <sup>st</sup> Century	04	25	75	100
<b>(Select Any ONE)</b>							
29	EDU16SP09	Specialization	Recent Trends in Higher Education	04	25	75	100
30	EDU16SP10		Technology of e- learning				
31	EDU16TC07	Tool Course	Training in communicative skills	02	50	-	50
32	EDU16RW03	Research Work	Dissertation	04	40	60	100
33	EDU16RW04	Research Work	Viva-voce	04	-	100	100
			<b>Total</b>	<b>22</b>	<b>165</b>	<b>385</b>	<b>550</b>
			<b>Grand Total</b>	<b>90</b>	<b>965</b>	<b>1285</b>	<b>2250</b>

**BHARATHIAR UNIVERSITY, COIMBATORE-641046**  
**M.ED (CBCS PATTERN)**

**Passing minimum of each paper of theory and practical will be 50% (fifty percentage).**

**Evaluation**

The ratio of Internal Evaluation and External Evaluation is 1:3 for Theory Papers and 2:3 for practical and dissertations. Viva – voce exam is totally external.

**Internal Assessment**

1. Two tests – each for 15 marks (aggregate)	-	15	Marks
2. Group discussion / Seminar	-	5	Marks
3. Assignment	-	5	Marks
Total	-	25	Marks

**Question Paper Pattern**

The pattern of Question Paper will be as follows:

Each written paper shall be for the duration of three hours. The question paper will be set according to the following pattern: -

**Section – A:** Objective type questions. 10 x 1 = 10 Marks  
(Two MCQs from each unit)

**Section – B:** Short answer questions 3 x 5 = 15 Marks  
Answer any five questions from out of eight questions covering all the five units each question carrying 3 marks.

**Section – C:** Essay type questions 5 x 10 = 50 Marks  
Answer all the five questions. Each essay type question carries 10 marks.

**Internship/ Field Attachment**

**1. Visit to Teacher Education Institution**

Each student will have to undergo internship training to Teacher Education Institution for 3 weeks (during the third semester). He/ She has to teach B.Ed student-teachers in his/her subject concern and it will be observed by the college mentor and University faculty. He/ She is required to submit the report of the Educational Institution on completion of the Internship Training signed by the both mentor and university faculty. Hundred marks will be awarded for both records submission (including presentation (40 marks)).

**2. Prepare a Video Package in Subject-wise**

He/ She is required to prepare a CAI/Instructional Video Package in schools after

completion of internship. Duration of the internship programme will be 3 weeks. Hundred marks will be awarded both preparation of video-package (60 marks) maximum and presentation (40 marks) maximum.

### **Dissertation**

The maximum marks awarded for dissertation is 100; the guide will award marks for a maximum of 40 while the external examiner will award marks for a maximum of 60.

### **Viva – Voce**

The marks for *Viva – voce* examination is for a maximum of 100, to be awarded by the *viva – voce* examination board.

### **Award of Class and Pass**

The weighted average of the Grade points of all completed courses in a semester by taking the credits as weights is called Grade point Average. This shall be computed for courses in each semester.

GPA = (sum of the products of the grade point and the respective credit of all completed courses) / (sum of the credits of these courses)

Mathematically, for each semester,

$$\text{GPA} = \frac{\sum_j C_j (\text{GP})_j}{\sum_j C_j}$$

Where,

(GP)<sub>j</sub> is the grade point for course j,  
C<sub>j</sub> is the credit for course j.

### **Cumulative Grade Point Average**

The cumulative Grade point Average gives an overall measure of the performance of a student in all semesters. This shall be calculated for each semester by dividing the sum of products of grade point and the credit (of all completed courses) by the sum of the credits (of these courses). In other words, the weighted average of the grade points of all completed courses in a program by taking the credits as weights is called Cumulative Grade Point Average. That is,

CGPA = (sum of the products of the grade point and the respective credit of all completed courses) / (sum of the credits of these courses).

Mathematically, for each semester,

$$\text{CGPA} = \frac{\sum_j C_j (\text{GP})_j}{\sum_j C_j}$$

Where,

(GP)<sub>j</sub> is the grade point for course j

C<sub>j</sub> is the credit for course j

$\sum_j$  is the sum over all courses of that semester

### Classification

For each programme, the overall performance of the candidates shall be classified on the basis of the CGPA obtained as per the details given in the following table. The class of the students is specified on the grade and CGPA.

CGPA lies between	Grade	Class
9.50000 and 10.0000	O+	FIRST
9.00000 and 9.49999	O	
8.50000 and 8.99999	D++	
8.00000 and 8.49999	D+	
7.50000 and 7.99999	D	
7.00000 and 7.49999	A++	
6.50000 and 6.99999	A+	
6.00000 and 6.49999	A	
5.50000 and 5.99999	B+	SECOND
5.00000 and 5.49999	B	

**SEMESTER-I**  
**PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

Paper code: EDU16PC01

**Number of Credits: 4**

**Expected Learning outcomes:**

After completing the course, the learner will be able to:

- understand the scope and application of educational philosophy
- expose the different mode of philosophical enquiry as a basis of all educational endeavors.
- develop understanding about the contributions of Eastern and Western philosophies.
- help the student to develop a philosophical outlook towards educational problems.
- understand the contributions made to education by prominent educational thinkers.
- know the role of different elements in the process of socialization.
- understand the importance of education for socially and economically disadvantaged.
- critically analyse the current issues in Indian society and education.

**UNIT 1: PHILOSOPHY AND EDUCATION**

Educational philosophy:- Concept and meaning, need, nature, scope and functions – relationship between philosophy and education –Structure and modes of philosophical inquiry :Metaphysics, Epistemology, Axiology and their educational implications.

**UNIT 2: INDIAN AND WESTERN SCHOOLS OF PHILOSOPHY**

Indian Schools: Jainism, Sankhya, Buddhism, Vedanta, and Islamic with respect to aims, curriculum, teaching methods and discipline. Western Schools: Idealism, Realism, Naturalism, Pragmatism and Existentialism with respect to aims, curriculum, teaching methods and discipline.

**UNIT 3: EDUCATIONAL CONTRIBUTIONS OF INDIA AND WESTERN THINKERS**

Indian Thinkers: Mahatma Gandhi, Swami Vivekananda, Krishnamurthy, Shree Arabindo and Tagore with respect to concept, principles, aims, educational contributions. Western Thinkers: Aristotle and Plato with respect to concept, principles, aims, and educational contributions.

**UNIT 4: SOCIOLOGY OF EDUCATION**

Socialization- meaning, concept and nature – Cultural lag- Role of Primary Education, Secondary Education, Higher Secondary Education, Higher Education, Religion, Culture and Economics in the process of socialization- Social problems in Teacher Education- Education for socially and economically disadvantaged section of society.

**UNIT 5: CURRENT ISSUES IN THE CONTEXT OF EDUCATION AND INDIAN SOCIETY:**

Education & Neo-Colonialism, Neo- capitalism & Neo-liberalism-Divergence of the State, society& Education -Education & Lawlessness - Education & Adhocism -Education: Equity & Equality- Education & Secularism - Identity & Autonomy of Indian Education -Educational Determinism & Challenges of the Indian Society.

### Learning Activities:

- Analysing the philosophical assumptions & operations to education
- Contrasting Indian & Western Philosophies
- Collecting the documents related to great Philosophers
- Discussion on Philosophical thoughts
- Review the volumes “Field Studies in Sociology of Education” published by NCERT (1978)

### Reference:

1. Aggarwal, J.C (2009). *Teacher and education in a developing society*, (4<sup>th</sup> ed). New Delhi: Vikas Publishing House.
2. Aggrawal, J.C. & Gupta, S., (2007) *Great Philosophers and Thinkers on Education*, Shipra publications, New Delhi.
3. Aggrawal, J.C., (2007) *Philosophical and Sociological Perspectives on Education*, Shipra publication, Delhi.
4. Aggrawal, S. (2007) *Philosophical Foundation of Education*, Authorspress, Delhi.
5. Baggini, J. & Stabgroom, J. (2007) *Great Thinkers A-Z*, Viva Books Private Limited, Delhi.
6. Bakshi, N. S ,(2007) *Siksha Darshan*, Prerana Prakashan Rohini , Delhi. (Hindi)
7. Bakshi, N. S ,(2007) *Udiy man Bharatiy Samaj avam Siksha*, Prerana Prakashan Rohini , Delhi. (Hindi)
8. Bharathy, V. D. (2004) *Educational Philosophies of Swami Vivekananda and John Dewey*, A.P.H. Publishing Coporation, New Delhi.
9. Chaube, Saryu Prasad, & Chaube Akhilesh ,(2006) *Bharat hetu Siksha Darshan* , Mayur Peparbaiks , Noeda. (Hindi)
10. Dhewan, M.L. (2005). *Philosophy of education*, Delhi: ISHA Books
11. Nandini, Durgesh, (2005) *Siksha Darshan*, Sumit Enterprise , Delhi. (Hindi)
12. Naqi, mohammad, (2005) *Modern Philosophy of Education*, Anmol Publication, Nrew delhi.
13. Pathak, R.P. ( 2007) *Philosophical Perspective of education*, Atlantic publication, New Delhi.
14. Raja, B.W.D., & Anandan, K. (2010). *Education in emerging Indian society*. New Delhi: APH Publishing Corporation.
15. Rusk, R.R. (2007) *Philosophical Bases of Education*, Surjeet Publication, New Delhi.
16. Rusk, R.R. (2007) *The Doctrines of the Great Educators*, Surjeet Publication, New Delhi.
17. Sharma, Naina. (2011). *Value education and social transformation*. New Delhi: Rawat Publications.
18. Sharma, R.n., (2007) *Philosophy and sociology of Education*, Surjeet Publication, New Delhi.
19. Singh, K., (2001). "Principles of Sociology", Prakashan Kendra, New Delhi,



## **PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

Paper code: EDU16PC02

**Number of Credits: 4**

### **Expected Learning Outcome:**

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

- Describe multiple dimensions of learner's development and its implications on learning
- Reflect on the process of learning from the point of view of different theoretical perspective and the need to adopt appropriate approach
- Understand the learner in terms of diversities and its implications on learning
- Learn the factors affecting learner's environment and assessment
- Discuss the strategies for effective management of learning
- Gain a systematic knowledge about motivation and emotion
- Conceptualize the needs of the learners and the process of learning
- Recognize different theories of learning and creativity
- Understand the concept of personality and methods of personality assessment

### **UNIT 1: PSYCHOLOGY AND DEVELOPMENT**

Psychology: Meaning of modern psychology - Schools of Psychology: Structuralism, Functionalism, Behaviourism, Cognitive, Psychoanalytic, Humanism – Relationship of Education & Psychology – Scope of Educational Psychology - Methods of studying Psychology: Observation, Case study, Clinical and Experimental method

Development: Concept, Stages of Development: Infancy to Adulthood; Dimension of Development: Physical, Intellectual, Emotional, Social, Language and Moral dimensions - Theories of development: Intellectual development – Piaget, Bruner. Psycho social development: Erikson. Moral Development: Piaget, Kohlberg.

### **UNIT 2: LEARNING AND MOTIVATION**

Learning: Concept and Nature of learning – Factors affecting Learning - Theories of Learning and their educational implications: Hull's systematic behaviour theory; Tolman's signs learning; Lewin's field theory; Gagne's theory of learning. Transfer of learning: Types and its theories – Educational implications of the Transfer of Learning.

Motivation: Meaning - Kinds of Motivation: Physiological, Psychological, Social and Personal - Factors facilitating motivation: Intrinsic and Extrinsic.

### **UNIT 3: INTELLIGENCE AND CREATIVITY**

Intelligence: Meaning & Nature of Intelligence - Theories of Intelligence: Spearman's Two factory theory, Guilford's Structure the Intellect Theory, Thurston's Group Factor Theory. Emotional Intelligence: Meaning, Branches, Characteristics and Components – Assessment of Intelligence: Verbal; Non-Verbal; Performance; Individual and Group. Creativity: Concept, Characteristics, Steps of Creativity – Factors Influencing

Creativity - Techniques for development of Creativity: Brain-Storming (Osborn); Synectics (Gorden); Attribute – listing (Grawford); SCAMPER (Bop Eberle); Mind Mapping (Buzan) – Fostering Creativity in our classrooms - Theory of Creativity: Taylor’s Level of creativity.

#### **UNIT 4: PERSONALITY AND GROUP DYNAMICS**

Personality: Concept, Nature and Factors Influencing Personality - Theories of Personality: Type Approach (Galen, Sheldon, Kretschmer, Jung); Trait Approach: (Allport, Cattell, Big Five Theory); Type-cum-Trait Approach (Eysenck); Psychoanalytical Approach (Sigmund Freud); Humanistic Approach (Maslow, Carl Rogers) and its educational implications - Measurement of Personality in Educational settings: Tools and Techniques.

Group Dynamics & Leadership: Group Dynamics:- Characteristics and Type of Groups, Stages of Group Development, Factors of Group Formation.

#### **UNIT 5: THINKING STYLE AND MANAGING CLASSROOM BEHAVIOUR**

Thinking styles: concept, application and contribution of R. Sternberg. Creative thinking: concept, application and contribution of E. De“bono. Teaching thinking: Feuerstein’ s approach.

Managing class room Behaviour: define and concept. Theories of Motivation: Cognitive approach (Attribution theory) – Behaviouristic approach (Extrinsic – B.F. Skinner and C. Hull) – Humanistic approach (Intrinsic – Carl Rogers, Abraham Maslow) – D. McGregor’ s theory X,Y.

#### **Learning Activities:**

The students will undertake the following activities:

- Reading Gardner’s theory of Multiple intelligences: Implications for understanding differences in individual learners
- Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
- Analysis of a case of adolescent learner with maladjusted /deviant behaviour.
- Analysis of learning situations and presentation before a group followed by discussion.
- Suggesting structures of classroom environment in which all students can learn.
- Designing activities for developing critical consciousness about various social and political issues.

#### **References**

1. Aggarwal, J.C. (2009). Child Development and the Process of Learning, Shipra Publication, Delhi.
2. Aggarwal.J.C. (2008) Essentials of Educational Psychology (2nd Edition) Vikas Publishing House Pvt. Ltd., New Delhi.
3. Agochiya, Devendra (2010). Life Competencies for Adolescents-Training Manual for Facilitators, Teachers and Parents, Sage Publications Pvt. Limited, New Delhi
4. Baron A. Robert (2000) Psychology. Prentice-Hall of India, New Delhi.

5. Bichard, M.H. (2000). Motivation and Emotion: An Interactive Process Model. In R.D. Ellis, N. Newton (Edn). The Caldron of Consciousness. Pp. 161-178.
6. Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
7. Chaube, S.P. (2007). Development Psychology, Neelkamal Publications Pvt. Limited, Hyderabad.
8. Chauhan. S. S. (2007) Advanced Educational Psychology (7th Edition), Vikas Publishing House Pvt. Ltd. New Delhi.
9. Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
10. Dennis Child (1973) Psychology and the Teacher. Holt Rinehart and Winston, New York.
11. Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
12. Hergenhahn, B.R. & Mathew H. Olson (2007). Theories of Learning: An Introduction. (7th edition). Prentice Hall of India.
13. Hurlock B.Elizabeth (1980) Developmental Psychology. Tata McGraw Hill, New Delhi.
14. John.W.Santrock (2006) Educational Psychology, Mc graw-hill Higher Education, New Delhi.
15. Mangal, S.K. (2012). Advanced Educational Psychology, 2nd Edition PH1 Learning Pvt. Limited, New Delhi

## **HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVES IN EDUCATION**

Paper code: EDU16PC03

**Number of Credits: 4**

### **Expected Learning Outcome:**

After the completion of the course the students will be able to

- Provide opportunity to probe into history of schooling
- Develop perspective on the origin and nature of schooling
- Develop understanding about the changing functions of schooling historically
- Able to view education from political economy perspective
- Appreciate the relationship between education and political economy
- Provide opportunity to develop critical understanding about the politico-economic basis of emerging education.
- Provide criticality regarding Intellectual Property Rights and the role of International and other organizations.

### **UNIT 1: HISTORICAL PERSPECTIVES OF EDUCATION**

Brief History of Educational development in India Vedic, Medieval, Modern India- Education and National development. Commission and Committee reports: Pre Independence and Post Independence of India.

## **UNIT 2: CONTEMPORARY INDIAN EDUCATION SYSTEM**

Contemporary Indian education system, structure, policies, practices and major challenges – Basis of underlying educational policies and practices - during post Independence Period - The evolution of national system of modern education in India - Educational philosophy and ideals of Indian thinkers and social reformers.

## **UNIT 3: POLITICAL PERSPECTIVE OF EDUCATION**

Relationship between education and democracy, Education and political development - Role of the State and civil society in education - Role of teachers' union/organizations in education development- Group diversity and politics of inclusion in education; Equity and inclusion in education; Education for citizenship building - Rights-based approach to education: Education as a human right, claims and entitlements - Claim holders and duty bearers; Child rights.

## **UNIT 4: ECONOMIC PERSPECTIVE OF EDUCATION**

Education- Public good vs. Private good - Education as consumption and investment - Education and economic development - Education and human development, Human Development Index (HDI) - Impact of liberalization, privatization and globalization on Education - Neo-liberal perspectives of education;

## **UNIT 5: COMPARATIVE STATUS OF EDUCATION**

Comparison of Policies, Provisions and Status of Education in India with UK, USA, Japan, Russia and Australia in the context of School education and Higher Education.

### **Learning Activities:**

The students will undertake the following activities:

- Collect the document on recent research trends in education and society.
- Trace out the local educational history.

### **References :**

1. Anuradha De & Jean Dreze (1999). PROBE. Oxford University Press, New Delhi.
2. Apple W Micheal & Beane A James (2006). Democratic Schools: Lessons from chalk face. Ekalavya, Bhopal
3. Bowels S & Gintis H(1976). The Schooling in Capitalist America. Routledge and Kegan Paul, London.
4. Chandra Rajashree (2010). Knowledge as Property: Issues in the Moral grounding of Intellectual Property Rights. Oxford University Press, New Delhi
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6. Geeta Kingdon (Lead Investigator) (2014). A rigorous review of the political economy of education systems in developing countries. Institute of Education, London.
7. Harry Broudy S (1988). The Uses of Schooling. Routledge, New York.
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9. Kumar Krishna (1991). Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi.
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11. Naik J. P. (1997). The Education Commission and After. A. P. H Publishing Corporation.

12. O' Neil Williams (1981). Educational Ideologies: Contemporary Expressions of Educational Philosophy. Good year publishing house, California.
13. Reimer E (1971) School is dead: Alternatives in Education. Anchos Books, Double Day & Co., New York.

## **EARLY CHILDHOOD CARE AND EDUCATION**

Paper Code: EDU16SP01

**Number of Credits: 4**

### **Expected Learning Outcome:**

After completing the course, the learners will be able to:

- know the historical development of early childhood education
- know the different aspects of child development
- review the various committees and commissions suggestions on early childhood education
- understand the principles involved in the planning of pre-school programmes
- know the various management process of the pre-school programmes
- analyse the methods of teaching to pre-school children
- explore the objectives, types and techniques in educating the early childhood education programmes.

### **UNIT 1: OVERVIEW OF EARLY CHILDHOOD EDUCATION**

Early Childhood Education: Concept, meaning, nature, objectives, need and importance – Early Childhood Education - Movement in India and Abroad – Prominent promoters of Early Childhood Care and Education: Plato, Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi, Aurobindo, Giju Bhai Patel and Tarabai Modak.

### **UNIT 2: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD**

Pattern and Factors influencing the Physical development, Motor development, Emotional development, Social development, Cognitive development and Language development of the Pre-school children – Concept development: Importance and learning of various concepts such as size, shape, colour, weight, time and number.

### **UNIT 3: COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION**

Sargent Report (1944), Secondary Education Commission (1952-53), Childcare Committee (1963-64), Indian Education Commission (1964-66), Report of the Study Group (1972), National Policy on Education (1986), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for All Global Monitoring Report (2007) Declaration of the Rights of the Child (1959), Convention on the Rights of the Child (1989), Salamanca Statement (1994) and Dakar Framework for Action of Education for All (2000).

#### **UNIT 4: MANAGEMENT OF PRE-SCHOOL AND METHODS OF TEACHING**

Selection of sites – Building requirements – Selection and Care of equipment - Staff Pattern and Qualifications – Importance of Records and Reports – Budget – Income and Expenditure – Characteristics and Responsibilities of Pre-school teachers – Need of Parent-teachers Cooperation – Crèches: Aims, objectives, importance, and types – Organisations working for Pre-school Education: Methods: Kindergarten, Montessori Nursery and play way.

#### **UNIT 5: EVALUATION OF EARLY CHILDHOOD EDUCATION PROGRAMME**

Evaluation: Meaning, objectives, need and significance – Functions, components and characteristics of Evaluation – Types of evaluation: Summative and Formative, Formal and Informal and Competency based Evaluation – CCE: Principles and Techniques - Anecdotal Record, Cumulative Record and Report Card.

#### **Learning activities:**

- Prepare the assignment on early childhood education
- Collect the materials on ECCE commissions
- Seminars on management of methods of teaching in ECCE
- Prepare evaluation of ECCE and discuss the same in group.

#### **Reference :**

1. Aggarwal, J.C and Gupta, S. (2013). *Early childhood care and education*. Delhi: Shipra Publications.
2. Ganai M.Y. & Sayid, Mohd. (2002). *Early child care and education*. Srinagar (India): Kashmir University.
3. Govt. of India (2005). *National plan of action for children*. New Delhi: Department of Women and Child Development.
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5. NCERT (2005). *Position paper of the national focus group on early childhood education*, New Delhi: NCERT.
6. NCTE (2005). *Report on ecce teacher education: Curriculum framework and syllabus outline*, New Delhi: NCTE.
7. NIPCCD (2002). *Children in difficult circumstances: Summaries of research*. New Delhi: Resource Centre on Children.
8. UNESCO (2007). *Early childhood care and education*. Paris: Strong Foundations.

### **BASIS OF ELEMENTARY EDUCATION**

Paper Code: EDU16SP02

**Number of Credits: 4**

#### **Expected Learning Outcomes:**

After completing the course, the student will be able to:

- understand the context of elementary education
- learn 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.
- analyse the principles of school curriculum and
- critically analyse the evaluation in elementary subjects.

### **UNIT 1: INTRODUCTION**

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

### **UNIT 2: DEVELOPMENT OF ELEMENTARY EDUCATION**

Nature and focus of Elementary Education after independence; Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education; Constitutional provision for education and Directive Principles related to elementary education and their implications; Right to education (Education as a fundamental right) Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

### **UNIT 3: UNIVERSAL STATUS OF ELEMENTARY EDUCATION (UEE) : OBJECTIVES AND CHALLENGES.**

Concept, objectives, meaning and justification of UEE; Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles. Access and enrolment of different types of learners-issues and challenges; Dropout rate-meaning and computation; reasons for drop out; Achievement levels of different types of learners-status and issues;

### **UNIT 4: STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION**

Decentralized educational planning and management; Community mobilization, micro planning, district primary education programme – goals and strategies, involving local bodies and community in educational planning and management, village education committees – roles and functions; Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement; Teaching methods: ABL, ALM and special ABL.

### **UNIT 5: CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION**

Principles of Elementary School Curriculum - Objectives, Planning, Organisation and Evaluation for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education

#### **Learning activity:**

The students may undertake any one of the following activity:

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

### References:

1. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
2. Deep & Deep Publications, New Delhi National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
3. Government of India (1986) National Policy on Education, New Delhi, MHRD.
4. Government of India (1987) Programme of Action, New Delhi: MHRD.
5. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
6. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
7. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA.
8. Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
9. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
10. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
11. MHRD (2001): Convention on the Right of the child. New Delhi.
12. Mohanty, J. N. (2002): Primary and Elementary Education.
13. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
14. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
15. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
16. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
17. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
18. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

### **SELF DEVELOPMENT: YOGA EDUCATION**

Paper Code: EDU16TC01

**Number of Credits: 3**

#### **Expected learning outcomes:**

After going through subject, learners will be able to:

- describe the concept of holistic personality from yogic point of view;
- distinguish yogic concept of personality from its modern concept;
- describe the concept of integrated holistic personality;
- explain yogic ways of holistic personality development;
- relate various yogic practices with different dimensions of personality
- describe the concept of holistic personality from yogic points of view;
- describe the harmful effects of stress in relation to behaviour, performance and health;
- identify situations which may cause stress;
- recognize the presence of stress by identifying its symptoms;
- describe the need for self development;
- list and describe tools and methods of yoga to achieve this objective;
- explain the basic concept of values in human life;
- list out the varieties of values;
- underline the importance of spirituality for self development;
- list and describe various tools to excel in your chosen field and life.



## **UNIT 1: INTRODUCTION TO YOGA AND PERSONALITY DEVELOPMENT**

Yogic concepts of personality : pancakosa, gunas (attributes): sattva-guna, rajas-guna and tamas –guna. Dimensions of integrated personality: physical dimension, emotional dimension, cognitive intellectual dimension, social dimension, spiritual dimension. Toga for integrated personality development: yogic attitudes for personality development, patanjali's astanga yoga for personality development.

## **UNIT 2: YOGA AND STRESS MANAGEMENT**

Concept of stress : stress – a modern perspective - causes and symptoms of stress – consequences of stress. Stress- a yogic perspectives. Yoga as a way of life to cope with stress: Ahara (food), Vihara (recreation), Acara (conduct), Vicara (thought), Vavahara (behavior/conduct). Yogic practices for stress management: Asana, Pranayaama, yoga0nidra, Antar mauna, Meditation. Cyclic meditation for stress management.

## **UNIT 3: YOGA AND SELF DEVELOPMENT**

Concept and nature of self development: essentials for self-development and their description, description of essentials for development of self, holistic approach to self development. Spirituality and its role in human self-development – yamas and niyamas: a simplified approach to understanding of spirituality vis-à-vis self-development, Role of yamas and niyamas in development of self, spirituality and value-orientation.

## **UNIT 4: YOGA AND VALUES**

The concept of values and value education: Values according to patanjali yoga and hetha yoga. Helping children develop values: the concept of values, values as absolute vs. context-dependent, different approaches to helping children develop values. Yoga and human excellence: what constitutes human excellence and how? Developing human excellence through yoga.

### **Learning Activities:**

- Yoga techniques practice session
- Counselling for stress management

### **Practicum**

Asanas: General guidelines for performing asanas, advantages of asanas, techniques of asanas. Bandhas and Mdras – Pranayama – Meditation.

### **References:**

1. American Psychologic Association, 'Stress'. Available at <http://apa.org/topics/stress/index.aspx> (accessed April 8. 2015)
2. Basavaraddi, I.V. (ed.)(2013). *A Monograph on Yogasana*. New Delhi: Morarji Desai National Institute of Yoga.
3. Bhavanani, Anada Balayogi (2012). *Yoga:the Original Mind Body Medicine*. Available at [http://icyer.com/documents/yoga\\_mind\\_body\\_2012](http://icyer.com/documents/yoga_mind_body_2012) (Accessed April 11, 2015).
4. George Feuerstein: *The yoga Tradition (Its history, literature, philosophy and practice.)*
5. Sri Ananda: *The complete Book of yoga Harmony of Body and Mind*. (Orient paper Backs: vision Books Pvt.Ltd., 1982.
6. B.K.S Iyengar: *Light on the Yoga sutras of patanjali* (Haper Collins Publications India Pvt.,Ltd., New Delhi.)
7. Dr. HR. Nagendra: *Yoga Research and applications* (Vivekanda Kendra Yoga Prakashana Bangalore)

8. Dr. Shirley Telles: Glimpses of Human Body (Vivekanda Kendra Yoga Prakashana Bangalore) Science of Divinity and Realization of Self – Vethathiri Publication, (6-11) WCSC, Erode

## **PROFESSIONAL CAREER SKILL DEVELOPMENT (ACTIVITY BASED COURSE)**

Paper code: EDU16TC02

**Number of Credits: 2**

**Note:** No Instructor is required for this course. However a special seminar or workshop may be conducted twice in a semester.

### **Expected Learning outcomes:**

After the completion of the course, the students will be able to

- Understand how professional Career skills can help with a successful transition into a professional setting.
- Become acquainted with concepts of career planning, offering a systematic approach to life - long career decision-making.
- Learn about resources and information that can be utilized in career decision making and goal setting when exploring career options.
- Assess personal and professional skills required to achieve strategic goals
- Understand and enhance interpersonal communication process
- Understand the importance of various skills involved in developing, enriching interpersonal relationships.
- Understand and handle emotions of self and others.
- Understand the necessity and importance of working together as a team
- Understand the skills tested and participate effectively in Group Discussions.
- Attend any type of interview with confidence borne out of knowledge gained and practice session

### **UNIT 1: PROFESSIONAL CAREER DEVELOPMENT**

Introduction to Career Development ; Career planning - Steps in the career planning, Self-Assessment, Identifying Professional Talents, Career Exploration; Professional Resume-Developing Professional Resume, Enhancing Professional Resume, resume critique, Preparing Career and Internship Cover Letters.

### **UNIT 2: PERSONAL AND PROFESSIONAL SKILLS**

**Personal skills:-** time management - using time effectively, analysing time spent to improve productivity, setting SMART (specific, measurable, achievable, realistic, time-based) objectives, prioritising work tasks, dealing with time wasters, effective delegation; stress management; problem solving skill; decision making skill; critical and creative thinking skill.

**Professional skills:-** counselling and mentoring to support staff with their own learning and development requirements; writing skills; coaching skills; leadership skills; multi-tasking skill; using occupational standards to identify competencies; continuing self-development to meet requirements for professional bodies - learning new skills and knowledge, developing in current and future job roles; leading and chairing meetings; delivering effective presentations

### **UNIT 3: COMMUNICATION AND TEAM WORK**

Professional Communications; Interpersonal Communication skills; fundamentals of Communications; Body language in communication; importance of active listening; Skills involved in interpersonal relationship; handling emotions of self and others; importance of team work skill; team building skills; effective group discussion; presentations in small groups and larger audiences; Preparation for internship interviews

#### **SUGGESTED PROJECTS**

- Interview Skills Assessment
- Interview Preparation Personal Qualities
- Mock Interview
- Developing writing skills
- Resume Preparation Techniques
- Preparation of Cover Letter
- Professional Correspondence (joining report)
- Internet Career and Job Research
- Professional Career Portfolio (Mandatory)
- Network Partner Database Creation

#### **References**

1. Allen, M., and Adair, J. (2003), The Concise Time Management and Personal Development
2. Beebe, T. and Mottet, X. (2014) Business and professional communication: Principles and skills for leadership. New York, NY: Pearson.
3. Feller, Honaker, and Zagzebski (2002). Theoretical voices directing the career development journey: Holland.
4. G. Ravindran, S.P. Benjamin Elango and L. Arockiam(2007), “ Success Through Soft Skills”.
5. Gold J, Thorpe R and Mumford A (2010), Leadership and Management Development, CIPD.
6. McGraw-Hill Professional.
7. Megginson D and Whitaker V (2007), Continuing Professional Development, CIPD.
8. Owen J (2009), How to Lead, 2nd Edition- Prentice Hall.
9. Pedler M, Burgoyne J and Boydell T (2006), A Manager’s Guide to Self Development
10. Trilling, B., Fadel, C. (2009). The Future of Work and Careers in 21st Century Skills, John Wiley.

#### **Websites**

1. [www.businesslink.gov.uk](http://www.businesslink.gov.uk) Interactive tools for creating a personal development plan through assessment of management and leadership skills
2. [www.cipd.co.uk](http://www.cipd.co.uk) Chartered Institute of Personnel and Development
3. [www.managementhelp.org](http://www.managementhelp.org) Articles on leadership development
4. [www.managementhelp.org](http://www.managementhelp.org) planning and self-assessments for personal and professional development
5. [www.management-standards.org.uk](http://www.management-standards.org.uk) Chartered Management Institute
6. [www.mindtools.com](http://www.mindtools.com) Time-management tools and activity logs

**SEMESTER-II**  
**CURRICULUM DESIGN AND DEVELOPMENT**  
Paper Code: EDU16PC04

**Number of Credits: 4**

**Expected Learning outcomes:**

After completing the course, the student will be able to:

- Comprehend the Curriculum as a field of study.
- Learn the Models of curriculum development.
- Understand the approaches of curriculum organization.
- Develop the approaches, methods and forms involved in curriculum evaluation.
- Critically analyze the changes and innovations in curriculum planning and development.

**UNIT 1: THE NATURE OF CURRICULUM**

Meaning and Concept of Curriculum - Definition of curriculum: Curriculum as a Plan, Curriculum as an Experience, Curriculum as an Objective and Curriculum as a Subject Matter – Elements of Curriculum – Constituents of Curriculum – Correlates of curriculum – Types of Curriculum: Open Curriculum, Hidden Curriculum, Informal Curriculum, Actual Curriculum and Extra-Mural Curriculum – Principles of Curriculum Construction – Theories of Curriculum Development – Different ways of Approaching Curriculum Theory – Curriculum and Syllabus.

**UNIT 2: MODELS OF CURRICULUM DEVELOPMENT**

Technical Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model, Goodlad's Model, Hunkin's Model and Miller and Seller's Model. Non-Technical - Non-Scientific Models: Kohl and Holt's Model, Fantini's Model and Rogers Model.

**UNIT 3: APPROACHES OF CURRICULUM ORGANIZATION**

Subject- Centred Designs: Subject design, Discipline design, Broad field design and Correlation design – Learner-Centred designs: Child-Centred design, Experience-Centred design, Romantic design and Humanistic design – Problem-Centred Design: Life-Situation design, Core design and Social Reconstruction design – Sources of Curriculum Design.

**UNIT 4: EVALUATION OF CURRICULUM**

Concept, Definition, Need, Importance and Sources of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic. Methods of Curriculum Evaluation: Evaluation during curriculum development and Evaluation during curriculum implementation – Continuous and Comprehensive Evaluation – Models of Curriculum Evaluation: Tyler's Objectives-Centered Model – Robert Stake's Congruence – Contingency Model.

**UNIT 5: CHANGE AND INNOVATIONS IN CURRICULUM**

Patterns of Curriculum Designing: Centralized and Decentralized Curriculum Designing – Levels of Curriculum Designing – Advantage and Limitations of Centralized and Decentralized Curriculum Designing – Curriculum Change and Innovations:- Context of Curriculum Change and Innovations – Strategies and Models for Curriculum Change and Innovations – Planning and Executing the Change.

### **Learning Activities:**

- Collecting the different school curriculum.
- Taking Seminar on curriculum development.
- Discussing the innovative curriculum in teacher education.
- Evaluating school curriculum.

### **References:**

1. Aggarwal,Deepak. (2007). Curriculum development: concept, methods and techniques. New Delhi: Book Encla.
2. Arulsamy,S.(2010) Curriculum Development, Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Dewey, John (1916) Democracy and Education. New York: The MacMillan Company.
4. Doll, Ronold, C. (1964) Curriculum Improvement: Decision-Making and Process. Boston: Allyn and Bacon.
5. Kerlinger, Fred N. (1965) Foundations of Behavioural Research: New York: Hott, Rineont and Winston.
6. Madhulika, Sharma. (2013). Education management, curriculum development and teaching techniques. New Delhi: Kanishka Publishers.
7. Robert .S.Zais(1934) Curriculum Principles and Foundations,Newyork:Thomas y.Crowell company.
8. Robert S. Zais (1976) Curriculum: Principles and Foundations, New York: Thomas Y. Crowell Company, Inc.
9. Sharma, R A (2009), Curriculum Development and Instruction, Meerut
10. Taba, Hilda, (1962) Curriculum Development: Theory and Practice: New York: Harcourt Brace Jovanovich.

## **EDUCATION AS A FIELD OF STUDY**

Paper Code: EDU16PC05

**Number of Credits: 4**

### **Expected Learning outcomes:**

After completing the course, the student will be able to:

- understand the nature of education as a discipline /an area of study.
- examine issues related to education as interdisciplinary knowledge.
- understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised.
- examine critically the theories and concepts of education drawn from various disciplines cognate to education such as philosophy, psychology, sociology, Management, Economics etc.
- examine critically the concerns arises from vision of school education, teacher education and also the vision of great educators.

### **UNIT -1: KNOWLEDGE AND EDUCATION**

Education- Concept, Meaning and Nature, Normative and Non-normative nature of Education, Knowledge and information- Methods of obtaining knowledge (K-generation)- Knowledge without boundaries, Knowledge and pedagogy: constructivist and alternative approaches. Politico-economic Context- Liberalization, Privatization, Marketization and Globalization to develop critical understanding and proper perspective, Education as an Act and Process: Constituents/ Determinants.

### **UNIT -2: INTERDISCIPLINARY NATURE OF EDUCATION**

Disciplinary of Education: Intradisciplinary, Multidisciplinary, Crossdisciplinary, Interdisciplinary and Transdisciplinary, Distinct Nature of Education and its multi-facetedness, Relationship with other disciplines such as Philosophy, Sociology, Psychology, Economics, political science and Anthropology, Education as an act of Teaching – Teaching as a profession, Concept of liberal education, vocational education and professional education; needs and importance.

### **UNIT-3: TRENDS IN CURRICULUM CONSTRUCTION AND DEVELOPMENT**

New trends and perspectives in curriculum design development -New policies and practices in education in India in the light of UNESCO Report for 21st Century education -NCF2005, KCF 2007, NCFTE 2009, JVC Report 2012, Yashpal Committee Report, NCTE Regulations 2014 - RTE 2009 and social realities in the context of RTE.

### **UNIT-4: INTER LINKAGE OF KNOWLEDGE WITH VARIOUS ISSUES**

Analysis of concepts, principles, theories, assumptions and contexts related to education such as: Curriculum, syllabus, text book, Study material, teaching-learning process and assessment.

### **UNIT -5: CONTEMPORARY THOUGHTS AND ISSUES IN EDUCATION**

The four pillars of Education (Delor's Commission Report) -Learning as a search for meaning- Teachers and learners as creators of knowledge. -Inclusive Education, Education for equitable and sustainable development, Multicultural and diversified teaching learning-Gender Issues, cultural issues, social and economic issues. Education for sustainable development – value crisis – education for peace – value education, life skill education, Inclusive education- Equity, access and quality.

#### **Learning Activities:**

The students will undertake the following activities:

- Observation of learning process in schools
- Reflecting upon curriculum framework
- Documenting the relevant readings in groups

#### **Reference:**

1. Deng, Z. (2003). School Subjects and Academic Disciplines. In A. Luke, A. Woods, & K. Weir (Eds.) Curriculum, Syllabus design and equity: A Primer and model. Routledge.
2. Goodson, I. F. & Marsh, C. J. (2005). Studying School Subjects: A Guide. Routledge.
3. Govt. of India (2005). National Plan of Action for Children, Department of Women and Child Development, New Delhi.
4. Hollis, Martin. (2000). The Philosophy of Social Science: An Introduction. Cambridge

University Press.

5. Kumar Krishna. (2004). what is worth Teaching? (3<sup>rd</sup> edition). Orient Blackswan.
6. National Curriculum Framework on school education, 2005.
7. National Policy of Education 1986/1992.
8. NCERT. (2005) National Curriculum Framework, NCERT. New Delhi.
9. NCERT. (2005) Position Paper on Curriculum, Syllabus, and Textbooks. NCERT. New Delhi.
10. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
11. PathakAvjit (2009). Education and Moral Quest. Aakar Books, New Delhi.

## **BASIC OF EDUCATIONAL RESEARCH**

Paper Code: EDU16TC03

**Number of Credits: 4**

### **Expected learning outcomes:**

At the end of the course, the perspective teacher-educators will be able to:

- acquire knowledge of research in the field of education;
- write a research proposal;
- describe the nature, characteristics, types, advantages and limitations of quantitative and qualitative research;
- acquire skills to select appropriate population and sampling techniques;
- acquire skills to construct suitable tests and tools;
- familiarize with agencies of research;
- Understand the scientific enquiry and its applications in education.
- Familiarize the students with various methods and techniques of educational research.
- Formulate design for undertaking research projects and to construct the tools for data collection.
- Use various statistical techniques in education research.
- Develop competency in software package for statistical analysis.

### **Unit 1: Research Process in Education**

Educational Research: Characteristics, functions and scope, Types of Research in Education- Fundamental, Applied, Action Research and their Characteristics, Research paradigms in Education- quantitative, qualitative and mixed research. Steps in research, identifying the problem and sources of a research problem – statement of a research problem, objectives and operationalization of key terms – Review of Related Literature, primary and secondary sources and e-resources and APA Styles in references. Variables: definitions and types – Formulation of hypothesis –Meaning, characteristics and types of research hypothesis.

### **Unit 2: Methods of Research**

Quantitative Research: Meaning, characteristics. Research designs: true experimental (single group pre-test, post-test design; two-group experimental-control group design; Solomon four-group design, rotational group design; factorial design, quasi-experimental designs, internal and external validity of the research designs Qualitative Research: meaning, nature, characteristics, scope and relevance, types of qualitative research: naturalistic enquiry, hermeneutics,

phenomenology symbolic interactionism, grounded theory, ethnography, case study, ex post facto research and development studies.

### **Unit 3: Sampling, Tools & Techniques in Research**

Concept of population and sample, sampling unit, representativeness of a sample, sampling frame, Sampling methods: Probability Sampling (Simple Random Sampling, Stratified Random Sampling, Systematic Sampling, Multi-Stage Sampling, Cluster Sampling,) Non-Probability Sampling:(incidental Sampling, Purposive Sampling and judgmental sampling, snowball sampling. Tools and techniques – observation, interview, inquiry forms. Scaling techniques: rating scale, attitude scale, psychological tests and projective techniques, sociometry – development and standardization of research tools, Characteristics of the tools: reliability, validity and usability.

### **Unit 4: Research Proposal and Agencies in Educational Research**

Meaning of Research Proposal – Need of Research Proposal – Introduction – Statement of the Problem – Review of Related Literature – Methodology: Objectives, Hypothesis, Sampling, Tools, Procedures for collecting Data, Bibliography, Time Schedule, Budget Schedule. Need Importance and role. Agencies in Educational Research: MHRD, UGC, NCERT, NCTE, ICSSR, ICHR, ICPR, SCERT's, State Ministries of Education.

### **Unit 5: Descriptive Statistics in Educational Research**

Measures of Central Tendency: Mean, Median & Mode – Calculation, Interpretation and Uses. Measures of Dispersion: Range, Mean Deviation, Quartile Deviation and Standard Deviation – Calculation, Interpretation and Uses. Percentiles and percentile ranks, derived scores Z-score & T-score. Processing data in tabular and graphical representation (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive and Box plot).

#### **Learning Activities:**

- Preparation of Research Tools
- Collecting Review of Research Literature
- Learning E-learning & APA Styles
- Using of Computers in data processing
- Comparing the role of agencies
- Discussing an appropriate sampling techniques

#### **References**

1. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative
2. Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Best, J.W. and Kahn, J.V. (2006). Research in education. 10th ed., Delhi: PHI Learning.
4. Bhandarkar, P.L. Wilkinson, T.S., and Laldas, D.K., (2004). Methodology and techniques of social research. Mumbai: Himalaya Publishing House.
5. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New
6. Chandra, S.S and Sharma, R.K. (2007). Research in education. New Delhi: Atlantic Publishers.
7. Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
8. Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education.
9. Edwards (1973). Statistical Methods for Behavioural Sciences, New York: Holt,



10. Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York, McGraw Hill.
11. Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
12. Garret, H.E. (1967). Statistics in Psychology and Education, BombayVakils.
13. Garrett, H.E &Woodworth, R,S.( 1998) Statistics in Psychology and Education. New York: Longman Greens & Co.
14. Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.
15. Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.
16. Guilford, J.P. and B. Fruchter. (1987). Fundamental Statistics in Education and
17. Guilford, J.P., and B. Fruchter. (1987). Fundamental Statistics in Education and
18. Keeves, Jhon.P, (1998). Educational research methodology and measurement. An International Hand Book, Oxford: Pergamon Press.
19. Kothari, C.R. (1998). Quantitative techniques. New Delhi: Vikas Publishing House.
20. Kulbir.S.S. (2002). Methodology of research in education. New Delhi: Sterling Publications.
21. Kumar, (1999). Research methodology. Agra: Lakshmi Narayan Agarwal Ltd.,
22. Levin, J. (1977).Elementary Statistics in Social Research. New York: Harper and Row Publishers.
23. Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication.
24. Lokesh Koul, (2009). Methodological of educational research. 4 th ed., New Delhi: Vikas Publishing house.
25. Munirudin, Qurishic, (2005). Educational research. New Delhi: Anmol Publications.
26. Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.  
Psychology. Tokyo: McGraw Hill (Student-Sixth edition).  
Psychology. Tokyo: McGraw Hill (Student- Sixth edition).
27. Quinn, MC Nemar (1969).Psychological Statistics, New York: Wiley & Sons.  
Research. New Delhi: SAGE Publication.  
Rinehart and Winston.  
Routledge, London.  
York: Longman, Inc.
28. Good, Carter, V. Methodology of Educational Research, New York: Appleton Century Crafts.
29. Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
30. Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
31. Wiersma, W., (2000). Research Methods in Education, (7th edition), Allyn & Bacon.
32. Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and CriticalApproaches, SAGE Publication.

## **BASIS FOR SECONDARY AND HIGHER SECONDARY EDUCATION**

Paper Code: EDU16SP03

**Number of Credits: 4**

### **Expected Learning outcomes:**

After completing the course, the student will be able to:

- Understand the need and the basic principles of secondary and higher secondary Education
- Gain insight on the trends in Education
- Understand impact on common school Education system.
- Analyse the inter-relationship between secondary and higher secondary Education.
- Critically analyse the functions and values of higher secondary education.

### **UNIT 1: BASIC EDUCATION**

Aim, the General Factual picture of basic Education, system of schooling, Beginning and Evolution, Development of Education, Growth of Education and Spread of Education.

### **UNIT 2: VOCATIONALISATION OF SECONDARY EDUCATION**

Local management of vocational training; Non-formal initial Education and training; Evaluation for vocational Education and Training; new policy for Education. 10+2+3 system – common school system, Neighborhood School, Three Language Formula. Roles of: - CBSE , Navodaya Vidyalaya , Kendriya Vidhyalaya and Equitable education.

### **UNIT 3: INFORMATION AND COMMUNICATION IN SCHOOLS**

Computer usage in class room transactions - ICT policy – mobile classrooms, Smart classroom,

Quality Improvement in Schools, Internet and e-Learning.

### **UNIT 4: SECONDARY AND HIGHER SECONDARY EDUCATION**

Objectives of Secondary and Higher Secondary Education, Students opinion on Teaching and

Learning in higher secondary Education; Private cost of Higher Education; Value of Education.

### **UNIT 5: FUNCTIONS AND VALUES OF HIGHER SECONDARY EDUCATION**

Functions and values of higher secondary Education; Performance of secondary school system, Development of secondary and Higher secondary Education in Pre-Independent and Post-Independent India. Current status of higher secondary Education.

### **Learning Activities:**

- Discussing the Basic Structure of Education in India
- Comparing the secondary and higher secondary education

- Conducting Seminars on role of ICT in school education
- Collecting the documents on functions of higher secondary education.

### References:

1. Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT.
2. Govt. of India, MHRD (2005).Universilisation of Secondary Education : Report of the CAFE Committee, New Delhi.
3. Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications.
4. National Curriculum Frameworks for Teacher education, 2009.
5. NCF 2005, NCERT : New Delhi.
6. NCTE (2009) NCF for Teacher Education: New Delhi.
7. Siddiqui. M.A. (1993). In-service Education of Teachers, New Delhi, NCERT.
8. Singh, .L.C. and Sharma. P.C(1995). Teacher Education and Teachers, New Delhi: Vikas Publishing House.
9. UNESCO (2004), Education for All Quality imperative , EFA Global Monitoring Report, Paris.

## **CURRICULUM, PEDAGOGY AND ASSESSMENT**

Paper code: EDU16SP04

**Number of Credits: 4**

### Expected Learning Outcomes

- Know the need and importance of curriculum
- Analyse the different stages of curriculum development
- Analyze various approaches, methods and techniques in curriculum transaction
- Understand the role of assessment in the teaching and learning process
- Get acquainted with the new challenges

### Unit 1: Curriculum: Concept and Bases

Meaning – need and importance - Concept of Core curriculum, Hidden curriculum, Spiral curriculum, Activity based curriculum, Interdisciplinary curriculum, Integrated curriculum; Standard Based Curriculum and Issue Based Curriculum. Stages of curriculum development - Different approaches followed in curriculum development - barriers in curriculum development - Curricular reforms in India - NCERT, NCF, KCF and NCTE.

### Unit 2: Curriculum and Pedagogy

Types of approaches in Curriculum development in Schools: The concept of constructivist pedagogy, critical pedagogy and blended pedagogy. Types of approaches in curriculum transaction: Structural approaches, investigatory approach, guided discovery approach, learner centered approach, participatory approach. Types of methods in curriculum transaction: Direct method, Bilingual Method, lecture Method, Situational teaching, inquiry method, problem solving method, concept development method, inductive method, deductive method, project based learning, cooperative and collaborative learning, mentor tutoring, spot-guidance technique

### **Unit 3: Instructional Process and Teaching Aids**

Role of teacher in Language Instruction- developing the language curriculum: selection and grading of content, preparing the content for teaching and learning - transaction techniques- Instructional Materials -familiarity with a range of resource materials. Teaching Aids: Dynamic, static and improvised aids. Teaching aids by ICT: Preparation of PPT, preparation of video-packages, multimedia packages. Diagnose the problem and remedial teaching.

### **Unit 4: Curriculum -New challenges**

Concept of Accessible curriculum. Curriculum reforms - management of curriculum change and Adaptation. Modern emerging trends in curriculum development. Science, Technology and Society (STS) in curriculum development. Innovations and Creativity in curriculum. Research in Curriculum in India; implications of curriculum research to classroom practices.

### **Unit 5: Assessment in pedagogy**

Role of assessment in Curriculum. Assessment in pedagogy: Flander's interaction, self-appraisal, observation by experts, professional development. Assessment in schools: Summative and Formative. Modern assessment: self-evaluation by computer, computer based testing. Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.

### **Learning Activities:**

- The students may undertake any one of the following activities:
- Assignment on construction of Test items for a Unit
- Class Test
- Group puzzles activity
- Preparation & use of teaching aids

### **References:**

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Aggarwal, J. C. (2013). Teaching of Social Studies: A Practical Approach- Fourth Edition. New Delhi: Vikas Publication.
3. Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. Paul Chapman Publishing, London.
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5. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
6. Erickson, H.L (2002), Concept based Curriculum and Instruction: Teaching beyond the facts, Corsion Press Inc (a sage publication company), California.
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10. NCERT (2000). National Curriculum Framework for School Education, New Delhi. NCERT.

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14. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
15. NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
16. Pathak, R. P. (2010). Teaching of Social Studies. New Delhi: Atlantic Publication.
17. Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
18. Sharma, S. P. (2013). Teaching of Social Studies: Principles, Approaches and Practices. New Delhi: Kanishaka Publication.
19. Srivastava, D.S. and Sarita Kumari (2005), Curriculum and Instruction, Isha Books, Delhi.
20. Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
21. Taba, Hilda (1962).Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
22. Tummons, Jonathan. (2012). Curriculum studies in the Lifelong learning sector. London: Sage publications.

## **EXPOSITORY AND ACADEMIC WRITING**

Paper Code: EDU16TC04

**Number of Credits: 2**

### **Expected Learning Outcomes:**

After completing the course, the student will be able to:

- Basic units in written texts (phrases, clauses, sentences, paragraphs);
- Connect text units correctly and effectively: Punctuation
- Lexis and spelling conventions; how to use a dictionary effectively.
- Academic genres: Reports, essays, research papers and dissertations.
- Classroom practice: Problem solving in writing.
- The writing process: Drafting, revising and proof-reading.

### **UNIT 1: WRITING PROCESS**

Demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers.

### **UNIT 2: ELEMENTS OF WRITING**

Demonstrate competence in the varied elements of writing: thesis, stance, content, organization, sentences, diction and technical matters.

### **UNIT 3: SOURCES**

Assess the usefulness and reliability of sources, including Internet sources. Synthesize and critique material from a variety of sources with an emphasis on scholarly and professional publications; incorporate sources and document sources properly.

### **UNIT 4: READING**

Writing to real-world situations: Readings come from a variety of disciplines and cover topics including economics, ethnicity and gender discrimination and conflict resolution.

### **SESSIONAL WORK**

1. This course is structured as a writing workshop, where students write multiple drafts of their essays, receiving feedback from the instructor as well as from their peers at every step. It stresses the notion of writing as a process, and secondary assignments range from research proposals to draft outlines and even research notes.

2. This is the nature of a writing course; student writing is evaluated on the basis of these categories, as well as the progress they make through the revision process.

## **PREPARATION OF RESEARCH PROPOSAL**

Paper code: EDU16RW01

**Number of Credits: 1**

### **Expected Learning outcomes:**

Objectives of the practical will make the learners to be able to:

- Understand the meaning of Research
- Perceive the need of preparing a research proposal
- Select the problem and write the research proposal for the problem
- Describe the important components of research proposal
- Learn the methodology to write the research proposal

### **UNIT I**

- Choosing a Research Problem: Criteria and Characteristics
- Need for the study & statement of the problem
- Terms and definitions
- Objectives of the study
- Variables of the study
- Hypotheses of the study

### **UNIT II**

- Methodology-in-brief: Method, Technique, Sample, Tools and Statistical techniques
- Limitations and Delimitations and scope of the study
- Time schedule /Financial schedule
- Writing a Proposal for Quantitative Research -Practical approach
- Writing a Proposal for Qualitative Research -Practical approach

**References:**

1. John W. Creswell (2012). Educational research: planning, Conducting and evaluating quantitative and qualitative research (4th edition), PHI learning Private limited, New Delhi.
2. John W.Best and James V.Kahn(10 th Edition), Resarch in Education, Delhi: Prentice Hall of India
3. Lichtman, Marilyn (2006). Qualitative Research In Education-A User Guide. SAGE Publication
4. Salkind, N.J. (2006).Exploring Research (6th Edition) Nj: Pearson Prentice Hall.
5. Van Dalen, D.B (1973) Understanding Educational Research, New Jersey;Prentice Hall,inc.England Cliffs.

**SEMESTER-III**  
**PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION**  
**Paper code: EDU16TE01**

**Number of Credits: 4**

**Expected Learning Outcomes:**

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

- develop insight and reflect on the concept and the status of pre-service and in-service teacher education.
- understand the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues & problems related to teacher preparation
- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher.
- Develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes
- Develop professional attitudes, values and interests needed to function as a teacher educator

**UNIT 1: PRE SERVICE TEACHER EDUCATION- STRUCTURE, CURRICULUM AND MODES**

Pre-service teacher education – concept, nature, objectives and scope. The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE. Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation. Pre service teacher education for various levels of schooling. Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations.

**UNIT 2: ORGANISATION OF DIFFERENT COMPONENTS OF TEACHER EDUCATION CURRICULUM**

Andragogy - Concept and its Principles. Organisation of different components of teacher education curriculum – existing practices. Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation

### **UNIT 3: TRANSACTIONAL APPROACHES**

Transactional approaches for the skill and competency development courses – need for awareness-modelling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment. Integrating e- learning in teacher education classrooms.

### **UNIT 4: IN SERVICE TEACHER EDUCATION IN INDIA**

Concept, need for in-service teacher education. Purpose of an in-service teacher education programme –orientation, refresher, workshop, seminar and conference – their meaning and objectives. Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode. Varieties of in- service teacher education programmes- induction, one shot, recurrent, cascade, multi-site, school based and course work -scope, merits and limitations of each of them. Centrally Sponsored Schemes for the Reconstructing and Strengthening of Teacher Education Institutions – IASE, CTE, DIET.

### **UNIT 5: PLANNING, ORGANISING AND EVALUATING AN IN-SERVICE TEACHER EDUCATION**

Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget. Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material. Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation. Relevant criteria for evaluating in-service teacher education programme. Academic staff colleges – purpose and role in in-service teacher education; Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.

#### **Learning Activities:**

The students will undertake the following activities:

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
- Discuss of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
- Seminar on practicing teachers to identify the nature of in-service teacher education received and the felt needs.

#### **References:**

1. Dash B. N. Teacher and Education in the Emerging Indian Society.Neelkamal: New Delhi. 2003
2. Joyce, B., and Weal, M. (2003).Modals of Teaching (7th Ed.). Boston: Allyn& Bacon.
3. Loknath Mishra. Teacher Education:Issues and Innovations. Atlantic Publishers & Distributors Ltd. New Delhi. 2013
4. McClelland V. A. and Varma V. P. Advances in Teacher Education.Routledge: London. 1989
5. MohitChakrabarti. Teacher Education: Modern Trends. Kanishka publishers. New Delhi.2012



6. NCERT.National Curriculum Framework. NCERT: New Delhi. 2005
7. NCERT.Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006
8. New Delhi Singh L. C. and Sharma P. C. Teacher Education and the Teacher.Vikas: New Delhi. 1997
9. NizamElahi.Teacher Education in India. APH: New Delhi. 1998.
10. Panda B. N. and Tewari A. D. Teacher Education. APH: New Delhi. 1997.
11. Rao, DigumartiBhaskara(1998). Teacher education in India.Discovery publishing House.
12. Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.
13. TalmeezFatmaNaqvi. Planned Teaching and Professional Development.Shiprapublications.New Delhi. 2013
14. Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006
15. Web sites of NCERT, NUEPA, NCTE, SCERT.

## **ADVANCED EDUCATIONAL RESEARCH AND STATISTICS**

Paper Code: EDU16TC05

**Number of Credits: 4**

### **Expected Learning Outcome:**

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

- Analyse quantitative & qualitative in educational research
- Understand the various application of statistics in research
- Use different software for data analysis
- Identify issues of data collection and their treatment;
- Develop competencies in Research reporting
- Appreciate role of research methodology in education

### **UNIT 1: QUANTITATIVE DATA ANALYSIS**

Scales of Measurement- Nominal, Ordinal, Interval and Ratio. Normal Probability Distribution - Concept, Characteristics and Applications, Deviation from normality and underlying causes. Correlation: Meaning, Computation and Interpretation of Linear correlation, Product-Moment Correlation, Rank Order Coefficient of Correlation, theoretical aspects of biserial, point biserial, tetrachoric, phi coefficient, partial and multiple correlation. Regression: Concept of linear regression, regression equations - computation and application, prediction in relation to correlation. Quantitative Data Analysis by using Computer software {SPSS/R etc.}

### **UNIT 2: QUALITATIVE DATA ANALYSIS**

Techniques of qualitative data analysis - Content Analysis, Classification, Categorization, Triangulation, Frequency and Percentage Analysis, Trend Analysis, Utilization of Corroborative evidences – Utilizing Packages for qualitative analysis (Use of AnthroPack, Alta Vista) – Credibility and Limitations of on Line Research – Computer Based Data Analysis: Support & Threats – Threats to Validity of Research.

### **UNIT 3: INFERENCE STATISTICS- PARAMETRIC**

Inferential Statistics- meaning and logic, concept of sampling distribution of statistics, standard error as an index of sampling error; concept of estimation-point and interval; Testing of

hypothesis, concepts of one-tailed and two-tailed test; type 1 and type 2 error, degrees of freedom, testing the significance of the difference between means, variances, correlations and proportions. ANOVA and ANCOVA- inference and generalization.

#### **UNIT 4: INFERENTIAL STATISTICS – NON-PARAMETRIC**

Non-parametric statistics in education - Use of non-parametric tests and its rationale for distribution free data; Chi-Square Test; Median Test; Sign Test, Mann Whitney Utest and Wilcoxon test, Kruskal-Wallis test and Friedman's test.

#### **UNIT 5: RESEARCH REPORT WRITING**

Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/Referencing, Appendix, Variation in the scheme of Reporting ,Tables and figures, Footnotes, Bibliography, Pagination Typing and Font, Format of Report Writing; APA reference style Ethical considerations in quantitative and qualitative research: Accuracy, credibility, confidentiality, transparency, honesty, originality, protecting, authenticity and plagiarism.

##### **Learning Activities:**

- practices on statistical measurements in classroom.
- Preparation of Research Tools
- Reviewing of Research Literature
- Identification of population & sample learning
- APA styles in reference
- Using of Computer software in data analysis

##### **Reference:**

1. Anpara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
2. Best J.W. (1986). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3. Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers.
4. Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
5. Creswell, J.W. (2011). Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research. New Delhi: PHI learning Pvt. Ltd.
6. Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
7. Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York, McGraw Hill.
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9. Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
10. Garrett, H.E & Woodworth, R.S.( 1998) Statistics in Psychology and Education. New York: Longman Greens & Co.
11. Gay, L.R., Mills, G.E., and Airasian, P. (2009). Educatinal Research. Competencies for Analysis and Applications. New Jersey: Merrill and Pearson.
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13. Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.

13. Good, Carter, V. Methodology of Educational Research, New York: Appleton Century Crafts.
14. Graziano, M., and Raulin, M. (1980). Research Methods, A process of Inquiry. New York: Harper and Row.
15. Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication. Guilford, J.P. and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
16. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
17. Keeves, J. P. (Ed.) (1990).Educational Research Methodology and Measurement: An international Handbook. New York: Pargamon Press.
18. Lichmen, M (2006) Qualitative Research in Education. London: Sage Publication Lovell, K., and Lawson, K.S. (1970).Understanding Research in Education. London : New Delhi: Vistar Publications.
19. Patton, M.Q. (2002). Qualitative Research and Evaluation Methods,ThousandOaks, C.A, Sage.
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21. Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.
22. Quinn, MC Nemar (1969).Psychological Statistics, New York: Wiley & Sons. Scott, David & Usher, Robin (1996). Understanding Educational Research. Rout ledge. London and New York.
23. Singh, K.(2001).Methodology and Techniques of social Research. New Delhi. University of London.

## **FINANCING OF EDUCATION**

Paper code: EDU16SP05

**Number of Credits: 4**

### **Expected Learning Outcome:**

After completion of this course, the learner will be able to:

- Comprehend of the literature on the financing of education;
- Gain knowledge of economic value of education, including the personal and societal returns from investing in education;
- Know methods by which education is financed;
- Understand the mobilization of resources for education.

### **UNIT 1: INTRODUCTION TO FINANCING OF EDUCATION**

Introduction to Financing of Education- Investment-consumption in education - Rate of return to education: Public and private returns to education - Social demand for education - Education and Economic Growth.

### **UNIT 2: INVESTING IN EDUCATION**

The Human Capital Model - Human capital (General, Specific) vs. physical capital; critique of human capital theory: Screening – Signaling.

### **UNIT 3: FINANCING OF EDUCATION**

Concepts and indicators of financing of education - Principles of financing education: Equity, Efficiency, Adequacy - Education and distribution, inequality; Distribution of public spending on education -- Importance of public expenditure on education; its impact on development.

### **UNIT 4: RESOURCES FOR FINANCING EDUCATION**

Sources of funding: Public, Private Public funding of education: Taxes –General, Earmarked; Grants, Vouchers Fee as a source of finances; scholar loans Private sector, community contributions External aid.

### **UNIT 5: CONTEMPORARY TRENDS IN FINANCING EDUCATION: NATIONAL AND INTERNATIONAL**

Public expenditure on education: Indian and global scenario Role of state and markets in education; Privatisation of education Internationalization and trade in education.

#### **Learning Activities:**

- A seminar on comparing India with any one foreign nation based on trends in financing education in these two nations.
- Comparison with as many nations possible must be promoted in the classroom.

#### **Reference:**

1. Blaug,Mark (1968) ed. Economics of Education I & II. Penguin.
2. Blaug,Mark (ed.) 1992. The Economic Value of Education. Hants, England: Edward Elgar.
3. Blaug,Mark 1972) An Introduction to Economics of Education. Allen Lanethe Penguin, London.
4. Bowman M.J., et al: eds. Readings in Economics of Education.UNESCO, 1962
5. Carnoy, M., ed. (1995) International Encyclopedia of Economics of Education. Oxford: Pergamon
6. Cohn E. and T Geske: Economics of Education. Pergamon Press. 3rdedition
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9. Education Commission (1966) Education for Development: Report of the Education Commission 1964-66. New Delhi: National Council of Educational Research and Training [Reprint1971]
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12. Jones, P.W. World Bank Financing of Education: Lending, Learning. Routledge.
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14. Kothari,V.N.,and P.R. Pancharukhi(1980) Economics of Education: ATrendReport,in D.T. Lakdawala,ed., A Survey of ResearchinEconomics Vol. VI. New Delhi:Allied, pp.

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18. PanchamukhiP.R. (1989) Economics of Educational Finance, Studies in Educational Reform in India Vol. 5. Bombay: Himalaya
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20. Psacharopoulos, G and M Woodhall – 1985: Education for Development: An Analysis of Investment Choices. New York: Oxford.
21. Psacharopoulos, G., ed. (1987) Economics of Education. New York:Pergamon
22. Rao, V.K.R.V. (1964) Education and Economic Development. New Delhi: National Council of Educational Research and Training
23. Schultz, T.W. (1971) Investment in Human Capital. New York: Free Press
24. Schultz, T.W. (ed.) 1972. Investment inEducation: Equity-Efficiency Quandary
25. Singh, B. (ed.) Education as an Investment. Meenakshi Prakashan, Meerut
26. Tilak, J.B.G. (1987). Economics of Inequality inEducation. New Delhi: SagePublications.
27. Tilak, J.B.G. (1997b) Lessons from Cost Recovery in Education,in Marketising Educationand HealthinDevelopingCountries: Miracle or Mirage?(ed.: C. Colclough). Oxford: Clarendon Press, 1997, pp. 63-89
28. Tilak, J.B.G. (2003) ed. Financing Education inIndia.New Delhi: Ravi Books

## **ENVIRONMENTAL EDUCATION**

Paper code: EDU16SP06

**Number of Credits: 4**

### **Expected Learning Outcome:**

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

- Familiarize terminologies and concepts in the field of environmental education as an academic discipline.
- Conceptualize the vital significance of the concept, importance, scope and aims of environmental education
- Acquaint the prospective teacher educator, the need for addressing various issues of environmental degradation.
- Develop among the prospective teacher educator a conceptual clarity on various causes, consequences and possible remediation on issues related to environmental hazards.
- Enable the students to develop various strategies for realizing the objectives of Education for sustainable development with special emphasis at local level
- Enable the prospective teacher educator to formulate strategies for integrating education for sustainable development in an integrated approach with their specialization subject of study.
- Understand the disaster management.

### **UNIT 1: ENVIRONMENTAL EDUCATION: PRELIMINARY CONCEPTS**

Nature and scope of environmental education - evolution of the concept. - Revisit to Indian Tradition of Environment. Contemporary Need and Significance to regain the Indian tradition Need for a “Green Curriculum” - Methods and Strategies for EE at elementary, secondary and Higher Education. Eco pedagogy: Meaning and Importance.

### **UNIT 2: ENVIRONMENTAL ISSUES CAUSES, CONSEQUENCES AND REMEDIATION**

Concept of Homeostasis, threat to homeostasis – natural and man-made causes - Role of individuals in the Prevention of Pollution, Climate change, Global Warming, Acid Rain , Ozone Depletion (Emphasis to be given to the role of Individuals) - Waste – its origin and management- Role and Responsibility of Individuals and Institutions in the management - Waste management at house hold level.

### **UNIT 3: EDUCATION FOR SUSTAINABLE DEVELOPMENT**

Education for Sustainable Development Role of Teachers and Teacher Educators. Integrated approach in formulation and transaction of education for sustainable development. Environmental Citizenship as the ultimate goal of Education for Sustainable Development. Environmental Ethics - Need for cultivating environment Environmental attitude among teachers and teacher educators.

### **UNIT 4: PRESERVATION AND CONSERVATION OF ENVIRONMENTAL HERITAGES**

Natural resources and its vital role-UNESCO world heritage site- Heritage sites across the world with special reference to India Relevance of Bio diversity- its ecological and economic significance. Public Participation in Conservation of Nature and Natural resources. - Environmental management- role of individual and Institution in environmental management.

### **UNIT 5: DISASTER MANAGEMENT**

Disaster Management- Meaning, concept and principles of disaster management - Types of Disasters, their cause and impact-. Need and importance of Disaster management training Role of teachers and educational Institutions in Disaster Management

#### **Learning Activities:**

- Conduct a field trip to an area as an outdoor lesson to identify and appraise the environmental hazards in terms of habitat destruction caused by human interference and as a follow up conduct class room discussion on the remedies.
- Conduct the classroom seminar on environmental pollution and submit a report with empirical illustrations on its ever ending consequences.
- Discuss the environmental tradition of India.
- Conduct a debate for the teachers of the neighboring schools on how to propagate values of education for sustainable development.
- Lecture on system of waste management at house hold level.

**Reference:**

1. Arulsamy, S. and Jeyadevi, J. (2012). Disaster Management. Hyderabad: Neelkamal Publications Private Ltd.
2. Arulsamy, S. Jeyadevi, J. (2011). Safety and Disaster Management. Hyderabad: Neelkamal Publications Private Ltd.
3. Bhall, S.C. &Khanna, H. (2007), Environmental Education, New Delhi : RegalPublication
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5. Brown , Lester R (2002) Eco Economy : Building an economy for earth , Orient Longmann
6. Capra, F.(1999). Eco- literacy : The challenge for next century. Liver pool Schumacher Lectures..
7. Dani, H.M. (1986), Environmental Education, Chandigarh : Publication Bureau, Panjab University
8. Firor, John & Judith E ,J. (2003) Crowded Green House, University Press Gardner HS( 2006) Frames of Mind. Harvard university Press
9. Goleman, D.( 2010) Ecological Intelligence, Penguin Books, London
10. Shrivastva, K.A. (2007),Global Warming, New Delhi : APH Publishing Corp.
11. Speth&James,G. (2006) Global Environmental challenges: Transition to a sustainable world, Orient Longmann.

**INCLUSIVE EDUCATION**

Paper code: EDU16SP07

**Number of Credits: 4**

**Expected Learning Outcome:**

After completion of this course, the learner will be able to:

- learn the concept of inclusive education at secondary level
- Understand the role responsibilities of teachers and community members at secondary level
- perceive the diverse needs of students at secondary level
- Comprehend about curriculum adaptation at secondary level
- Acquire the knowledge on assessment and evaluation at secondary level

**UNIT 1: INTRODUCTION FOR INCLUSIVE EDUCATION**

Definition, concept and importance of inclusive education - Historical perspectives of inclusive education for students with diverse needs - Difference between special education, integrated education and inclusive education.

**UNIT 2: DIVERSE NEEDS OF THE STUDENTS BASED ON RESEARCH EVIDENCE AT SECONDARY LEVEL**

Sensory Impairment (hearing, visual and physically challenged) Intellectual Impairment (gifted, creativity, talented and children with intellectual disabilities), Developmental Impairment (autism, cerebral palsy, learning disabilities), Social and Emotional problems, scholastic backwardness, underachievement, children with special health problems -

Environmental/ecological difficulties- rural, tribal, girls and other marginal groups - Socially disadvantaged students- SC, ST and other minority groups.

### **UNIT 3: CURRICULUM ADAPTATIONS FOR INCLUSIVE EDUCATION AT SECONDARY LEVEL**

Concept, meaning and need for curriculum adaptations for students with diverse needs at secondary level - Adaptations in instructional objectives, curriculum and co-curricular activities for inclusive education at secondary level and its importance.

### **UNIT 4: ASSISTIVE TECHNOLOGY**

Meaning and Definition of Assistive Technology. Role of assistive technology. Types of assistive technologies and classroom applications: 1. Orthopedic Impairment:- Prosthesis, Wheelchair, Standing frames, Crutches. 2. Visually Impairment:- Braille, Speech input software, Screen reader, Text reader, Talking calculators, Audio books. 3. Hearing Impairment:- Hearing loop or induction loop, FM system, Infrared system, Personal amplifier. Identifying and using proper assistive technology in inclusive classrooms.

### **UNIT 5: ASSESSMENT AND EVALUATION AT SECONDARY LEVEL**

Teachers' role in implementing reforms in assessment and evaluation in inclusive education at secondary level - Type of adaptations / adjustment in assessment and evaluation strategies in inclusive education at secondary level - Importance of continuous and comprehensive evaluation for inclusive education at secondary level.

#### **Learning Activities:**

- The study materials must be presented to the trainees and discussion and reflection should be followed.
- The student trainees can also be asked to write their reflections on various topics.
- The students should be exposed to good practices of dealing with special needs either through videos or through actual visits.

#### **Reference:**

1. Ahuja, A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
2. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
3. Azad, Y.A. Shravan Vikaryukt Bachchon Ka Bhasha Vikas: NCERT, New Delhi
4. Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown, C., & Clough, P. (2006) 'Inclusion in the Early Years', London, Sage
5. Baquer, A. & Sharma, A. (1997) Disability: Challenges vs. Responses: CAN, New Delhi
6. Biwako Millennium Framework for Action towards an Inclusive, Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific (2002).
7. Burrello N. C., Lashley C, and Beatty E. E. (2001) Educating all students together. How school leaders create Unified System. Corwin Press, Inc., Sage Publication Company.
8. Danforth, S. and Smith T. J. (2005) Engaging Troubled Students – A constructivist Approach. Corwia press – A Sage Publication Company
9. Farrell, M. (2004) Special Educational Needs: A Resource for Practitioners, New Delhi, Sage Publications.



10. Fox, A.M. (2003) An Introduction to Neuro-Developmental Disorders of Children, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation & Multiple Disabilities, New Delhi, India.
11. Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992) The Exceptional Student in the Regular classroom (5th Ed.) Macmika Publishing company.
12. Hallahan, D.P., Kauffman, J.M., Pullen, P.C. (2009). Exceptional Learners – An Introduction to Education (11th Ed) Allyn & Bacon, Pearson Education, Inc. USA.
13. Hegarty S and Alur M (2002) Education and Children with special needs – from Segregation to Inclusion (Ed) Sage Publication
14. Hegarty, S. & Alur, M. (eds.) (2002). Education and Children with Special Needs: From Segregation to Inclusion. New Delhi, Sage Publications.
15. International Classification of Functioning, Disability and Health, (2001). World Health Organization, Geneva.
16. Internet Source, MHRD (2005b). ‘Action Plan for Inclusive Education of Students and Youth with Disabilities’,
17. Internet Source, SSA (2002). ‘Basic features of SSA’, Inclusive education in SSA, Retrieved from [www.ssa.nic.in / inclusive\\_education / ssa\\_plan\\_manual](http://www.ssa.nic.in/inclusive_education/ssa_plan_manual)
18. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.

## **EDUCATIONAL MANAGEMENT AND ADMINISTRATION**

Paper Code: EDU16SP08

**Number of Credits: 4**

### **Expected Learning Outcomes:**

After completing the course, the student will be able to:

- become efficient teacher and administrator in Education
- have acquaintance with leadership and its various Education concepts.
- perceive the recent trends in Educational management and administration.
- know the role of state and central government for educational administration
- gain insight into supervision
- understand the educational planning of education.
- achieve the management skills.

### **UNIT 1: EDUCATIONAL MANAGEMENT**

Educational management – meaning-concept, scope of Educational Management and need of Educational Management. Difference between Educational Management and Administration. Development of communication – Total quality management in Education – importance – Development of TQM; Organisational structure- need to improve the Organizational structure – Approaches to management – Abraham Maslow – Human relation approach.

### **UNIT 2: EDUCATIONAL ADMINISTRATION IN INDIA**

Educational Administration – meaning, goals, scope and concept; Recent trend of Educational Administration in India - Educational Authorities in India; Role of centre, state, local bodies in education administration – Role of NAAC, Constitutional provisions, centre – state relation in education - Role of private institutions – role of government institutions – remedial measures.

### **UNIT 3: LEADERSHIP IN EDUCATIONAL ADMINISTRATION**

Leadership – Meaning, Nature and Scope-Theories of Educational Administration and application- need and application; Need of Leadership style and Meaning of Leadership style - Importance of leadership quality in Educational institutions, School improvement and Reforms - Capacity building-need for quality.

### **UNIT 4: EDUCATIONAL PLANNING**

Educational planning- meaning , objectives, nature and scope; Approaches to Educational planning; Social demand approach, Rate of return approach and man power requirement approach; Institutional planning – importance- Man power forecasting – man power planning of MHRD; Function of supervisors, defects in existing system of supervision and remedies.

### **UNIT 5: MANAGEMENT SKILLS AND DECISION MAKING**

Management skills, meeting skills, delegating principals and time management. Decision making: definition, steps, elements - Aspects of decision making process – Participative decision making - Managing institutional resources and support system – Classroom climate management: meaning, scope - Teacher as a manager.

#### **Learning Activities:**

- Preparation of report on Management of Educational institutions.
- Seminars on educational management
- Arranging debate of educational leadership
- Collecting the information on different administrative bodies in india.

#### **References:**

1. Balu, V. (2000). Management principles. Chennai: Sri Venkateshwara Publications.
2. Belvel, Patricia Sequeira. (2010). Rethinking classroom management (2nd ed.). California: Corwin.
3. Kocher, S.K. (2011). Successful supervision and inspection. New Delhi: Sterling Publishers.
4. Mishra. (2005). Management of special educational research. Coimbatore: Global Books Syndicate.
5. Mohanty, Jagannath. (2005). Educational administration, supervision and school management (2nd ed.). New Delhi: Deep & Deep Publication.
6. Morphet et al., (1974). Educational organization and administration. New Jersey: Prentice-Hall. 26
7. Narayana.( 2005). School administration and management. Coimbatore: Global Books Syndicate.
8. Osula, Bramwell & Ideboen, Renae. ( 2010). 10 winning strategies for leaders in classroom. New Delhi: Sage.
9. Sood. (2005). Management of school education in India. Coimbatore: Global Books Syndicate.

## **TRAINING IN EDUCATIONAL SOFTWARE (SPSS)**

Paper Code: EDU16TC06

**Number of Credits: 3**

### **Expected Learning outcome:**

After completing the course, the learner will be able to:

- understand the overview of SPSS
- practice the statistical techniques in SPSS.
- understand the basic concept and usage of SPSS
- develop the ability in usage of SPSS for different statistical techniques.

### **UNIT 1:**

Introduction to SPSS- An over view of SPSS for windows, SPSS windows processes: Mouse and key board processing, frequently – used dialogue boxes, editing output, printing results, and the options. Option – creating and editing a data file- managing data- graphs- creating and editing graphs and charts.

### **UNIT 2:**

Frequencies- descriptive statistics- cross tabulation and chi-square analyses. The mean procedure- t-test , F-test procedure. The one way: ANNOVA procedure- General linear models- simple linear regression- multiple regression analysis- non parametric procedures.

### **UNIT 3:**

Reliability analysis- co-efficient alpha ( $\alpha$ ) and split-half reliability. Analysis: - factor analysis- cluster analysis and discriminant analysis.

### **UNIT 4:**

General linear models; MANOVA and MANCOVA- logistic regression- hierarchical log linear models- geneae loglinear models- residuals; analyzing left over variance.

### **References:**

1. Davison, M.L (1992) Multidimensional scaling. New York.
2. Fox, James; Levin, Jack (1994) Elementary statistics in behavioral research New York.
3. Gonick, Lacy & Smith, Woolcott (1993) The cartoon guide to statistics. New York, Harper perennial.
4. Gorsuch, R.L (1983) Factor analysis. Hills dale, N.J.
5. Norusis, Marija (2009) SPSS 17.0 Advanced statistical procedures companion. Upper Saddle River, NJ: Prentice Hall.
6. Norusis, Marija (2009) SPSS 17.0 Guide to data analysis, Upper Saddle River, NJ: Prentice Hall.
7. SPSS for windows step by step (A simple guide and reference). Darren George, Paul Mallery, Tenth edition.
8. Weisberg, Sanford (2005) Applied linear regression, Third edition, New York.

## **CONSTRUCTION AND STANDARDIZATION OF RESEARCH TOOL** **EDU16RW02**

**Number of credit : 1**

### **Expected Learning outcomes:**

After completing the course, the learners will be able to:

- Understand the meaning of Tools and types of tools
- Select the appropriate tool for the research project
- Calculate item analysis for the selected research tool
- Find reliability and validity of the tool

### **UNIT 1: PREPARATION OF RESEARCH TOOL**

- Meaning of research tool
- Purpose of research tool
- Types of research tool
- Select appropriate tool for the research project
- Preparation of relevant test items
- Arranging the test items in proper manner

### **UNIT 2: STANDARDIZATION OF RESEARCH TOOL**

- Selecting sample for pilot study and final study.
- Administration of the test
- Collecting data from the sample
- Finding difficulty index and discriminating power of each item in the sample
- Reliability of the tool: test-retest, alternate forms, split half method.
- Validity of the tool: content validity, construct validity, criterion validity, factorial validity.

### **References**

1. Ahmann, J. Stanley. (1965). Testing student achievements and aptitudes. New Delhi: Prentice Hall.
2. Anastasi, Anne. (1970). Psychological testing (4th ed.). New York: Macmillan & Co.
3. Guilford, J. P. (1954). Psychometric methods (2nd ed.). Bombay: Tata Mc Graw Hill.
4. Horrocks, John E. (1964). Assessment of behavior. Ohio: Merrill.
5. John W.Best and James V.Kahn(10 th Edition), Research in Education, Delhi: Prentice Hall of India.
6. Jum Jr, Nunnally C. (1970). Introduction to psychological measurement. New York: Mc Graw Hill.
7. Leona, Tyler E. (1969). Test and measurements. New Delhi: Prentice - Hall.
8. Mehrens, W.A. (1999). Measurement and evaluation in education and psychology. New York: Hall Kiechaot and Wizeton.

9. Monroe, Miller D. (1972). Interpreting test scores. New York: John Willey.
10. Norman, Gronlund E. & Robert, Linn L. (1990). Measurement and evaluation in teaching (6th ed.). New York: Macmillan & Co.
11. Van Dalen, D.B(1973) Understanding Educational Research, New Jersey;Prentice Hall,inc.England Cliffs.

**SEMESTER-IV**  
**GENDER DISPARITY IN EDUCATION**  
Paper Code: EDU16PC06

**Number of Credits: 4**

**Expected Learning Outcomes:**

After completing the course, the student will be able to:

- understand the basic concepts relating to gender and to provide logical understanding of gender roles.
- gain awareness on various perspective of body and discourse on power relationship.
- gain insight on cultural construction of masculinity and femininity.
- trace the evolution of gender studies from women's studies.

**UNIT 1: INTRODUCTION**

Sex and Gender:- Types of Gender; Gender Roles and Gender Division of Labour; Gender Stereotyping and Gender Discrimination; the Other and Objectification; Male Gaze and Objectivity.

**UNIT 2: GENDER PERSPECTIVES OF BODY**

Biological, Phenomenological and Socio-Cultural Perspectives of body; Body as a Site and Articulation of Power Relations; Cultural Meaning of Female Body and Women's Lived Experiences; Gender and Sexual Culture Richard Freiherr von Krafft-Ebing, Henry Havelock Ellis and Sigmund Freud

**UNIT 3: SOCIAL CONSTRUCTION OF FEMININITY**

Bio-Social Perspective of Gender; Gender as Attributional Fact; Essentialism in the Construction of Femininity; Challenging Cultural Notions of Femininity (Butler, Douglas, Foucault and Haraway); Images of Women in Sports, Arts, Entertainment and Fashion Industry; Media and Feminine Identities.

**UNIT 4: SOCIAL CONSTRUCTION OF MASCULINITY**

Definition and Understanding of Masculinities; Sociology of Masculinity; Social Organization of Masculinity and Privileged Position of Masculinity; Politics of Masculinity and Power; Media and Masculine Identities

**UNIT 5: WOMEN'S STUDIES AND GENDER STUDIES**

Evolution and Scope of Women's Studies; From Women's Studies to Gender Studies: A Paradigm Shift; Women's Studies vs. Gender Studies

### **Learning Activities:**

- Workshop: gender sensitisation through gender related concepts
- Textual analysis of documentary/short films: cultural construction of gender
- Video clip presentation: Masculine and Feminine identities, male gaze and objectivity
- Debates: Challenging traditional/ideal attributes of male and female psyche
- Class room Activity : Analysis of gender gap in Indian polity
- Case study Analysis: women leaders in Panchayati raj.

### **Practicum**

Gender auditing in Panchayat Raj Administration

### **References**

1. Ambedkar, S. N. and Nagendra, Shilaja (2005) Women Empowerment and Panchayati Raj. Jaipur: ABD Publishers.
2. Brush, Lisa D. (2007) Gender and Governance. New Delhi: Rawat Publications.
3. Jha, Ashok Kumar (2004) Women in Panchayat Raj Institutions. New Delhi: Anmol Publications Pvt. Ltd.
4. Jha, Deepika (2010) Women in World Politics. New Delhi: Pearl Books.
5. Nandal, Roshini (1996) Women Development and Panchayati Raj. Rohtak: Spellbound Publications Pvt. Ltd.
6. Panda, Smita Mishra (ed.) (2008) Engendering Governance Institutions: State, Market and Civil Society. London: Sage Publications.
7. Saxena, Alka (2011) Role of Women in Reservation Politics. New Delhi: Altar Publishing House.
8. Saxena, Alka (2011) Situational Analysis of Women in Politics. New Delhi: Altar Publishing House.
9. Saxena, Alka (2011) Women and Political Leadership. New Delhi: Altar Publishing House.
10. Singh, Narpat (2008) Changing Status of Women. Delhi: Vista International Publishing House.

## **TEACHER EDUCATION FOR 21ST CENTURY**

Paper Code: EDU16TE02

**Number of Credits: 4**

### **Expected Learning outcomes:**

After completing the course, the student will be able to:

- develop their ability to comment on approaches to Teacher Education.
- develop their ability to design Teacher Education for a given level .
- acquire a fuller understanding of the foundations of Teacher Education.
- understand the issues in teacher education
- analyse the problems in teacher education

### **UNIT 1: CONCEPT OF TEACHER EDUCATION**

Introduction, Meaning of Teacher Education, use of the term Teacher Education Instead of Teacher Training, functions and objectives of Teacher Education; Needs and Importance of

Teacher Education; Types of Teachers Education Institution, Role of Teacher Education Institutions, Quality of Teachers Education, Quality Indicators in Teacher Education Institutions; Agencies of Quality Assurance in Teacher Education, Suggestions for enhancing quality of Teacher Education.

### **UNIT 2: DIRECTIONS FOR EDUCATION REFORM**

Directions for Education Reform – A career in the classroom, creative Teaching, Flexibility and authority in the Classroom; Education and Values: Study, practice, example, equity versus excellence.

### **UNIT 3: EDUCATION AND MORALITY: THE 21ST CENTURY CONTEXT**

Education and Mortality : meaning, concept, present context of “Mortality and Religion”. Contribution of Gandhiji and Radhakrishnan towards teacher education. Responsibility of teachers: development of society, politics, philosophy, tolerance, peace, unity, patriotism, democracy, non-violence, religion and moral.

### **UNIT 4: INDIAN TEACHER – THE 21ST CENTURY CONTEXT**

Indian teacher:- Motivator, Guide, Organiser, maker of future generation, Instructor, Guard, peace maker, problems solver, awareness creator on environment, preacher of moral, supporter of values, teacher of democratic concept and creator of equality in educational opportunity.

### **UNIT 5: ISSUES AND PROBLEMS OF TEACHER EDUCATION**

Introduction, suggestions, measures, ways and means for the solution of the problems of Teacher Education, Recommendations of Commissions on Teacher Education:- Secondary Education Commission (1952 -53), Kothari commission (1964 -66), Recommendations of the Indian Association of Teacher Education (IATE ,1965) on Teacher Education, Recommendations of National council of Teacher Education ( N.C.T.E., 1973).

#### **Learning Activities:**

- Seminars on teacher education concepts and Indian teacher
- Collecting the documents related to teacher education commissions
- Discussion on the issues of teacher education

#### **References**

1. Day, C. and J. Sachs, J. (Ed.) (2004). International handbook on the continuing professional development of teachers. Maidenhead: Brinks Open University Press.
2. Jaganath Rao, D. (2010). Elementary education in india: Status, issues and concerns. New Delhi: Viva Boos Publications.
3. Jagangira, N.K. (1979). Teacher training and teachers effectiveness of teacher educators. New Delhi: National Publications.
4. Lokman Ali. (2010). Teacher education. New Delhi: APH Publications
5. Mohammed Miyan. (2004). Professionalisation of teacher education. New Delhi: Mittal Publications.
6. Mohanty, J.N. (1993). Adult and national education. New Delhi: Deep & Deep Publications.
7. NCTE (1998) , competency Based and committed oriented Teacher Education for quality school Education, Initial Document : New Delhi.

8. NCTE (1998). Competency based and commitment oriented teacher education for quality school education: Pre-service education. New Delhi: NCTE.
9. R.S.Shukla, (1978) Emerging trends in teacher Education.
10. Ram, S. (1999). Current issues in teacher education. New Delhi: Saurp & Sons Publications.
11. Singh, U.K and Sundershan K.N. (2005) Teacher education. New Delhi: Discovery Publishing House.
12. Srivastava, G.N. (2004). Perspectives in teacher education concept. New Delhi: APH Publications.

## **RECENT TRENDS IN HIGHER EDUCATION**

Paper code: EDU16SP09

**Number of credits: 4**

### **Expected Learning Outcome:**

After completion of this course, the learners will be able to:

- Conceptualize the significant role of higher education in the national development
- Understand the structural and functional evolution of higher education in India
  
- Familiarise the structure and organisation of higher education in India
- Understand the various aspects of curriculum at higher education level
- Develop awareness on various attributes of higher education pedagogy
  
- Understand the specific nature of evaluation in higher education
- Develop ability to formulate strategies to evaluate higher education learners
  
- Develop awareness on different policies on the development of higher Education in our country
- Understand the various issues and challenges of Indian higher education
- Develop skill in doing research to supply both theoretical and practical inputs to solve the issues in higher education

### **UNIT 1: INDIAN HIGHER EDUCATION –STRUCTURE AND ORGANIZATION**

Higher education preliminary considerations - Goals of higher education - Factors determining goals:- Policy, Human Resource, Technology, Employability - Evolution of Higher Education in pre and post-independence India - Major Legislative Initiatives - System of Governance - Role of Central and State Governments - Regulating Authorities- Accreditation of Institutions for Higher learning - Role of Higher Education in Nation Building.

Qualitative and Quantitative Expansion of Higher Education: Growth in terms of Enrolment, Institutions and Finance - Qualitative Reforms in Higher Education - Role of Research in Fostering Innovations.

### **UNIT 2: HIGHER EDUCATION PEDAGOGY- CONCEPTUAL TREATMENT**

Characteristics of Learners at higher education- Study Skills - Improving learning competence among Higher Education Learners. Methods of learning/ teaching in Higher Education:-



Projects, Case study, Field visit, Internship, Survey, Discussion, debates, conferences, seminars, buzz session, etc .

Need for evolving an ideal learning Ecosystem -Integration of Information and Communication Technology in instruction - Technology and Cross border education - Open and online higher education – MOOC courses- Utilizing social Media in Higher Education Learning.

Teachers in Higher education- qualification, teacher - student relationship, Evaluation of teacher – (self-appraisal and appraisal by students) - Professional Development of Teachers - role of teachers' organizations and higher education institutions.

### **UNIT 3: CURRICULUM AND EVALUATION IN HIGHER EDUCATION**

Global trends in curriculum reformation - Choice based credit and semester system – inter disciplinary and multi-disciplinary approach - Evaluation- Why What & How of Evaluation. Critical appraisal of the present evaluation system. Computer based and online examinations

### **UNIT 4: ISSUES AND CHALLENGES IN HIGHER EDUCATION**

Issues of Access, Equity and Excellence - Resent trends in Higher Education – Role of MHRD in Higher Education - Regulation and Governance - Liberalisation, Privatisation and Globalisation - Technology and Higher Education - Indian Higher Education in the Globalisation Context - Issues and Challenges.

### **UNIT V: INTERNATIONALISATION OF HIGHER EDUCATION**

Internationalisation of Higher Education: Meaning, Definition and Nature of Internationalisation of Higher Education -International Collaborations in Higher education and Research - Internationalisation of Indian Higher Education - Issues and Challenges - Knowledge management and research in Higher Education – India as Knowledge capital Priority areas of research in Higher Education - Origin and Development of Higher Education in India- Financing of HE - Issues in HE- Role of Teacher Education Institutions in reshaping the higher education system.

#### **Learning Activities:**

- Supervised Discussion on the thematic evolution of Indian higher education system.
- Group wise field visit to sampled veteran higher education institutions of the country to identify the organizational issues.
- Document analysis of significant policy perspectives relating to higher education of the country.
- Reporting of the interview with educationist on issues of Indian Higher education.
- Tracing and documenting research trends in Higher Education

#### **Reference:**

1. Bell,R.E. &Younson A,J, (Eds) (1973). Present and Future of Higher Education. London:Tavistock
2. Gupta.O.P.(1993). Higher Education in India Since independence : UGC and its Approach. New Delhi: Concept Pub.co.
3. Khurana, P.S.M. &Singhal,P.K. (Eds) (2010). Higher Education: Quality & Management. Delhi :Gyan
4. Manning,K. (2014). Organizational Theory in Higher Education .Nutech Print services

5. Panikkar,K.N. &Bhaskaran Nair . (2012)Globalization and Higher Education in India. Delhi:Pearson
6. Patil .V.T. (1984). The saemster System: substance and problems. New Delhi : Sterling
7. Patnaik.J.(2001). Higher Education in Information Age. New Delhi: Authers Press
8. Powar,K.B. (2002). Indian Higher Education. New Delhi : Concept Pub.co.
9. Sambell.K., McDowell.L, &Montegommy (2013). Assessment for Learning in Higher Education.New York: Routledge
10. Vashist.V. (2002). Modern Methods of Training of Univesity and College Teachers. New Delhi: Sarup& sons
11. Wright.J. (1982). Learning to Learn in Higher Education. Great Britan: Croom Helm

**Web resources:**

1. <http://www.oecd.org/edu/imhe/theassessmentofhighereducationlearningoutcomes.htm>
2. <http://www.oecd.org/edu/skillsebeyondschool/unescoecdguidelinesonqualityprovision> in cross border higher education.. htm
3. [http://www.oecd.org/education/skills-beyondschool/AHELOFSReport\\_Volume1.pdf](http://www.oecd.org/education/skills-beyondschool/AHELOFSReport_Volume1.pdf)
4. <http://www.oecd.org/edu/imhe/supportingqualityteachinginhighereducation.htm>
5. [http://www.oecd.org/education/skill\\_beyond\\_school/thematic\\_review](http://www.oecd.org/education/skill_beyond_school/thematic_review)

## **TECHNOLOGY OF E-LEARNING**

Paper Code: EDU16SP10

**Number of Credits: 4**

### **Learning Outcomes:**

After completing the course, the learners will be able to:

- explain the concepts of e-learning, elements of e-learning.
- describe the patterns of e-content design and its validation. □
- understand the best practices in e-learning.
- analyse the e-learning techniques and technical aspects
- understand the online courses and types of online training

### **UNIT 1: INTRODUCTION TO E-LEARNING**

Concept of e-Learning; importance of e-Learning in Education; History of e-Learning; The benefits and drawbacks of online learning; Elements of e-Learning: e-Content and e-Books; Virtual Classroom and Virtual University – merits and limitations;

### **UNIT 2: BEST PRACTICES IN E-LEARNING**

Best practices of online training: supportive community, clear expectations, asynchronous and synchronous activities, effective uses of available resources. Difference between Learning and Training in e-Learning. Corporative e-Learning and e-Learning in the education sector. Future of e-Learning.

### **UNIT 3: TRENDS AND CONTENT DESIGN IN E-LEARNING**

Blended learning and its uses; Social and collaborative e-Learning and their uses; Gamification in online training and learning; Micro-learning and its advantages; Utilization of video in e-Learning; e-learning development and resources; personalization in e-Learning and cloud computing; Content design pattern: script writing, graphics, animation, audio-video; Inserting

and interactivity; possibilities and design procedure; Roles of the Multimedia development team. Tools to create online course.

#### **UNIT 4: E-LEARNING TECHNIQUES & TECHNICAL ASPECTS OF E-CONTENT**

e-learning techniques: Wikipedia, Wiki educator and other web-based technologies for online learning and training; E-learners and e-educator interaction using Web tools, e-mail, chat, conferencing, discussion forum. Storyboard and instructional design; Multimedia authoring and authoring tools; Design content for Role based learning, situated based learning, scenario based learning.

#### **UNIT 5: ONLINE COURSES AND APPLICATIONS OF ONLINE TRAINING**

Elements of online learning courses; Importance of tests and quizzes for students in e-learning; Tips to increasing the effectiveness of e-learning; Tools to create online courses. Customer service training; e-learning tools in sales training; effective online customer training; e-learning solutions for safety training; information technology training for e-learning; New product customer training; Health care training in E- Learning.

#### **Learning Activities**

- Small group discussion
- Finding and some online resources
- Practicing by using hands on learning.

#### **References**

1. Asha Kanwar and Stamenka Uvalic-Trumbic (2015) A Basic Guide to Open Educational Resources, Paris:UNESCO. (2011)Guidelines for Open Educational Resources (OER) in Higher Education, published by Commonwealth of Learning and UNESCO.
2. Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
3. H.M. Deitel, P.J. Deitel, et al. (2003), Internet & World Wide Web – How to program, 3rd Ed., Prentice Hall.
4. Harasim, L. (1990): Online Education: Perspectives on a New Environment. New York: Prasser.
5. Harasim, L. (1993): Global Networks Computers and International Communication. Cambridge; NIT Press.
6. Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.
7. Joseph W. Lowrey (2006), Dreamweaver 8 Bible, Wiley Publication.
8. Khan, BoH (1977): Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
9. Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002.
10. P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
11. Rajasekaran S. (2007): Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
12. Ray West, Tom Muck (2002), Dreamweaver MX: The Complete Reference, Mc Graw Hill Publications.
13. Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.

## TRAINING IN COMMUNICATION SKILLS

Paper code: EDU16TC07

Number of credits: 2

### Expected learning outcomes:

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

- Sensitize students in oral communicative behaviour
- Gain insight and reflect on the concept and process of communication.
- Use different style, tone and format to the writer's purpose and audience.

### UNIT 1: LISTENING & SPEAKING SKILLS

Workshop can be organized to provide exposure to listening and speaking skills, these can be conducted in the language lab/seminar rooms.

**Listening Skill:** Sound of English / Regional Language – Patterns of stress and intonation – Self-recording while practicing pronunciation – Speeches of famous personalities –Keynote addresses in seminars Videos on group discussions and can observe body language. Making listening notes – Completing worksheets on listening tasks. – Developing criteria for analysis of listening skills –Presentations – Students can observe anchors in programmes – Observing webinars.

**Speaking Skill:** Sounds of English – Stress and intonation patterns –Participate in conversation (situations to be provided) –Engage in group discussion on topics related to education – Analyse speech styles – Analyse of presentation – Make presentations –Involved in mock interview – Anchoring programmes in the institute.

### UNIT 2: READING SKILLS

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

**Reading Skill:** Editorials in newspapers on a regular basis – Articles in newspapers and magazines – Research papers in journals – Book reviews, film reviews and art reviews in newspapers and magazines – E-books, online journals – Subject related reference books. Note making – Discourse analysis (to be integrated with reading, speaking and writing skills).

### UNIT 3: PROCESS OF COMMUNICATION

To understand the process of communication students should have the knowledge & skills for Presentation, Interview, Public Speaking, Preparing & Organising the Speech - Elements of Effective Writing- Main Forms of Written Communication: Agenda, Minutes, Notices, Writing of CV, Memo, Drafting an E-mail, Press Release.

### Sessional Activities:

- Classroom Practice: Greeting and introducing
- Practicing Short Dialogues, Extempore speeches
- Seminars/Paper-Presentations/Reporting an Issue
- Analysis of topics of text
- Panel discussion on different themes
- Review of articles, texts and reports