CURRICULUM FRAME WORK

M.Ed. – FIRST SEMESTER

Academic Year 2019-2021

HISTORY AND POLITICAL ECONOMY OF EDUCATION
SEMESTER - I

M191CHPE

Marks: 100

Objectives
At the end of the course the student will be able to;
 i)   understand the need and importance of the History of Education,
 ii) critically analyze the Policies and Commissions and its implication on the Educational system,
iii) appreciate relationship between Education and Political System,
iv) understand the role of Education in Economic Development,
 i)   analyse the challenges before Education due to Globalization.

Unit - I: History of the Education System in India   **[10 hrs]**
History of Education: Need and Importance – Education in Ancient, Medieval, and Modern India - Constitutional provisions related to Education - Indian Educational system: Nature, Merits and Demerits.

Unit - II: Political Ideologies and Education   **[10 hrs]**
Education in relation to National Integration and International Understanding - Democracy: Meaning and Democratic Values - Features of democratic Education: Aims, Curriculum, Methods of teaching and School administration.

Unit - III: Economics of Education.   **[10 hrs]**
Education as Investment, Consumption and Welfare Activity - Economic Demand Vs Social, Cultural and Political Demand for Education - Concepts of Physical Capital, Human Capital and Human Resources and their distinctive features.

Unit - IV: Education Socialization   **[10 hrs]**
Process of Socialization - Social stratification and Education - Social Mobility and Education - Inter - relationship between Education and Social variable - Education for women - Education and culture - Education and religion, Caste, Gender. Education for Weaker Sections and Minorities - Education and Inequality: Rural and Urban differences.

Unit - V: Globalization and Education   **[10 hrs]**
Nature of Globalization: Social, Economic, Cultural, Political - GATS and WTO - Globalisation and Challenges in Education at different levels - Development and Education - Restructuring Education at different levels due to Globalisation - Impact of Globalisation on Knowledge, Skill and Attitude.

Tasks and Assignment:
▪ Trace the historical hallmarks of Indian Education till date with its salient feature. (Compulsory)

Any one of the following
- A Study on cost of Education at various levels of Education.
- Prepare a report on the major contribution of GATT & WTO.

References:
- James, Anice. (2010). *Methods of teaching Mathematics.* Hyderabad: Neelkamal Publishers Pvt. Ltd.
- Aggarwal, J.C. (2004). *Development of Education System in India*. New Delhi: Shipra.
- Aggarwal, J.C. (2004). *Modern Indian Education*. New Delhi: Shipra.
- Banerjee, J.P. (1979). *Education in India: Past, Present, Future*. Calcutta: Gupta and Co. (Pvt.) Ltd.
- Sharma, R. L. (2006). *Comprehensive History of Modern Education*. New Delhi: Cyber Tech Publications.
- Sharma,S. (2005). *History and Development of Higher Education in free India.* Jaipur: ABD Publishers.
- Shrimali, K.L. (1965).*Education in Changing India*. Bombay: Asia Publishing House.
- Shrimali, K.L.(1961). *Problems of Education in India*. New Delhi: Publications Division Govt. of India.
- Shrivastava, B.D. (1963). *The Development of Modern Indian Education*. Calcutta: Orient Longmans.

PHILOSOPHY OF EDUCATION
SEMESTER - I

M191CPED

Marks: 100

Objectives
At the end of the course the student will be able to;
 i) acquire knowledge of the basic concepts of Philosophy of Education, the relationship between Education and Philosophy.
 ii) understand the perspectives of the Eastern Schools of Philosophy.
 iii) understand the different perspectives of the Western Schools of Philosophy.
 iv) understand and appreciate the contribution made to Education by Eastern and Western thinkers.
 v) acquaint with the knowledge of the Contemporary Schools of Philosophy.

Unit - I: Introduction to Philosophy of Education.   **[10 hrs]**
Philosophy: Meaning, concept, scope, nature, Branches of Philosophy: Metaphysics, Epistemology, Axiology and Education. Education: Meaning, definition and nature. Relationship between Philosophy and Education. Need and importance Philosophy of Education. Scope and Functions of Philosophy of Education. Significance of Philosophy of Education with respect to different aspects such as aims, methods, curriculum, discipline and the role of the teacher.

Unit - II: Perspectives of Philosophy in Education   **[10 hrs]**
Indian Schools of Philosophy: Heferodox - Charvaka, Budhism, Jainism, Orthodox - Sankhya, Yoga, Nyaya, Vaisesika, Mimamsa, Vedanta and their educational implications - Islamic Philosophy of Education and its educational implications - Christian Philosophy of Education and its educational implications.

Unit - III: Perspectives of Western Philosophy of Education   **[10 hrs]**
Idealism, Naturalism, Pragmatism, Realism and their educational implications with special reference to the concept of knowledge, reality, values and their educational implications with respect to aims, methods, curriculum, discipline and the role of the teacher.

UNIT - IV: Contribution of Indian and Western Thinkers to Education   **[10 hrs]**
Western Philosophers: Socrates, Plato, Aristotle, St. Thomas Aquinas, St. Augustine, John Dewey, Maria Montessori, Froebel and Ivan Illich - Indian Philosophers: Gandhi, Tagore, Sri Aurobindo, Vivekananda, J. Krishnamoorthi and Dr. Radhakrishnan.

Unit - V: Contemporary Schools of Philosophy   **[10 hrs]**
Logical Positivism, Humanism, Existentialism, Dialectical Materialism, Essentialism, Eclecticism, Feminism and their educational implications with respect to aims, methods, curriculum, discipline and the role of the teacher.

Tasks and Assignments (Any Two)
▪ Small group Discussion on the importance of the knowledge of Philosophical perspectives for the teacher educator with suitable examples and prepare a report.

- Express your thoughts and reflections on Western Philosophical schools and their relevance to present day Indian Education.
- Critically review a book written by an Indian Educationist.

References:
- Banarjee,A.C. (2007). *Philosophical and Socialogical foundation of Education.* Delhi: Independant Publishing Company.
- Dash ,B.N. (2004). *Education and Soceity.* New Delhi: Dominant Publishers and Distributors.
- Dash,B.N. (2005). *A New Approach to Teacher and Education in the Emerging Indian Soceity.*
- Habib,S. (2008). *Philosophy of Education.* New Delhi: Independant Publising Company.
- *In search of our Nationalist Roots for a Philosophy of Education.* (2003). Kolkata: Ramakrishna Mission Institute of Culture.
- Kaushik Vijaya Kumari, S. S. (2004). *Education Theory and Practice.* New Delhi: Anmol publication.
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- Mirunalini,T. (2008). *Philosophical Foundation of Education.* Hyderabad: Neelkamal Publication.
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- Sachdeva M.S, S. K. (2002). *Philosophical and Socialogical Bases of Education.* Ludhiana: Bharat Publications .
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- Sharma,K.Y. (2004). *History and Problems of Education.* New Delhi: Kanishka Publishers.
- Shrivatsava,K.K. (2003). *Philosophical foundation of Education.* Delhi: Kanishka Publishers.
- Siddiqui,M.H. (2009). *Philosophical and Socialogical Perspective in Education2.* New Delhi: APH Publishing Company.
- Singh, B. (2004). *Modern Educational Theory and Practice.* New Delhi: Anmol Practice.
- Singh,Y.K. (2006). *Philosophical Foundation of Education.* New Delhi: APH Publishing Company.
- Srinivasa,S. & Swarnalatha .R. (2009). *The philosphy of Education.* Chennai: T.R.Publication.
- Talwar,M.S & Banakanal.V.A. (2009). *Philosophical and Socialogical Perspectives in Education.* New Delhi: Centrum Press.
- Venkataish,S. (2004). *Restructuring of Teacher's Work.* New Delhi: Anmol Publishing.
- Sharma, Ramnath, (2000). *Textbook of Educational Philosophy*, Kanishka Publishers, Distributers , New Delhi.
- Sindu(2005). *Philosophical and Historical Basis of Education*, International Publishing House, Meerut.

PERSPECTIVES IN TEACHER EDUCATION
SEMESTER - I

M191CPTE

Marks: 100

Objectives:
At the end of the course, the students will be able to;
 i) examine the nature and objectives of Teacher Education,
 ii) critically examine the growth and development of Teacher Education in our country,
iii) understand teacher preparation programme at all levels,
 iv) discuss the concept and importance of in-service teachers faculty improvement programme,
 v) critically examine the role and contribution of various regulatory bodies and support institutions for improving quality of Teacher Education,
 vi) reflect on the functions and roles of regulatory bodies in Teacher Education,
vii) appreciate the innovative practices that are adapted by Teacher Education Institutions.

Unit - I: Teacher Education: Historical Perspectives   [10 hrs]
Teacher Education: Concept, Nature, Objectives and Scope - Development of Teacher Education in India - Ancient and Medieval Period, Buddhist Period, British Period, Pre -Independence Period and Post – Independence Period- New Experiments in Education and its Implications to Teacher Education- Life Skills Education, e-learning, Inclusive Education.

Unit - II: Pre-service Teacher Education: Structure and Components   [10 hrs]
The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT (2009) and NCTE (2015) - Pre-Service Teacher Education for Various Levels (Pre-Primary, Primary, Secondary, Higher Secondary) Nature and Differences. Modes of Pre-Service Teacher Education – Face-to-Face, and Distance Mode - Relative Merits and Limitations.

Unit - III: In Service Teacher Education: Concept, Planning and Organisation   [10 hrs]
Concept and Need for Professional Development of a Teacher: Planning In-Service Teacher Education Programme – Preliminary Considerations of Purpose, Duration, Resource Requirements, and Budget: Designing In-Service Teacher Education Programme - Assessment of Training Needs, Formulation of Training Curriculum, Preparation of Course Material - Organizing and Implementing In-service Teacher Education Programme - Arrangement, Preparation, Facilitating Participation, Collecting Feedback and Evaluation. Agencies for In-Service Education: Institutional Programmes, S.I.E., D.I.E.T., N.C.T.E., N.C.E.R.T., Human Resource Center, Extension Service Department.

Unit - IV: Agencies of Teacher Education: Role and Functions   [12 hrs]
National or Central Level Agencies**:** UGC, NCERT, NCTE, NUEPA, NAAC, MHRD, National Curriculum Frame Work for Teacher Education (NCFTE).
State Level Agencies**:** State Board of Teacher Education (SBTE) – Functions of SBTE, University Departments of Teacher Education, (UDTE) Functions of University Departments of Teacher Education, SCERT

Unit - V: Teacher Education: Innovative Practices   [8 hrs]
Cooperative and Collaborative Teacher Education-Constructivist and Reflective Teacher Education- Competency based Teacher Education-Systems Approach to Teacher Education.   ICT Integrated Teacher Education,

Tasks and Assignments (Any Two)
- "Constructivist methods a teacher can adopt in the classroom to enhance a student's knowledge adding to the curriculum" (compulsory)
- The changes in curriculum and teaching methods in the schools in the last 10 years"
  The report has to be based on the views of a minimum of 5 teachers who have an experience of over 10 years.
- Identify, analyse and reflect on the multidimensional nature of the roles of the teacher and the teacher educator.

References:
- Jagannath Mohanty. (2008).*Dynamics of Teacher Education*. Hyderabad: Neelkamal Publications Pvt. Ltd**.**
- Jagdish Prasad Sharma. (2009). *Teacher Education*. New Delhi: Centrum Press.
- Promila Sharma. (2010).*Teacher Education*. New Delhi: APH Publishing Corporation.
- Radha Mohan. (2011).*Teacher Education*. New Delhi: PHI Learning Pvt. Ltd.
- Saxena, N.R., Mishra, B.K., &Mohanty, R.K. (2009).*Teacher Education*. Meerut: VinayRakheja.
- ShashiPrabha Sharma. (2007). *Teacher Education - Principles, Theories and Practices*. New Delhi: Kanishka Publishers and Distributors.
- Shrivastave, R. C. & Base K. (1973). *Theory & Practice of Teacher Education In India*. Allahabad: Chugh Publication.
- Singh, U.K., & Sudershan, K.N. (2006).*Teacher Education*. New Delhi: Discovery Publishing House.
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INTRODUCTION TO RESEARCH IN EDUCATION
SEMESTER - I

M191CIRE

Marks: 100

Objectives
At the end of course the Students will be able to;
 i) describe the nature, purpose, scope, areas and types of research in education,
 ii) identify the research problems, formulate the hypotheses and sampling strategies,
 iii) explain sampling and sampling strategies,
 iv) describe appropriate tools for research in education,
 v) understand the construction and standardization of test.

Unit-I: Research in Education: Conceptual Issues [8 hrs]
Research: Meaning and Definition- Research as a Scientific Approach- Objectives of Educational Research: Scope and Need for Educational Research- Types of Research: Basic Research, Applied Research and Action Research- Difference between Basic or Fundamental Research, Applied Research and Action Research - Exploratory Research, Descriptive Research, Causal Researches in Education- Plagiarism, Ethics in Research, Problems Faced in Educational Research - Qualities of a Researcher.

Unit-II: Major Steps in Research [12 hrs]
a) **Formulation of Research Problem**
 Defining a Research Problem - Selection of the Problem- Sources of the Research Problem - Criterion for selecting a Problem - Statement of the Problem - Research Questions in Qualitative and Quantitative Research - Delimitations of the Problem.
b) **Framing of Hypotheses**
 Hypotheses: Meaning, Purpose and Role of Hypotheses- Framing of Hypotheses- Classification of Hypotheses- Testing of Hypotheses.
c) **Sampling**
 Sampling: Meaning and Definition - Nature of Sampling - Importance of Sampling - Different Types of Sampling Techniques: Probability Sampling, Non-probability Sampling- Sampling Design.
d) **Preparation of Research Proposal**
 Role of Related literature on a Research Project- Need and Importance of Review of Related Literature- Preparation of Research Proposal- Framework of the Research Proposal and Strategies for Writing the Research Proposal.

Unit-III: Research Methods [10 hrs]
a) Quantitative Research: Normative Survey, Descriptive Research and Correlation Research- Developmental Research: Cross-Sectional Research, Longitudinal Research, Trend Analysis, Analytic and Causal–Comparative Research.
b) Qualitative Research: Meaning, Steps and Characteristics - Case Studies- Historical Research: Meaning, Significance and Steps- Primary and Secondary Sources of Information- External and Internal Criticism of the Source- Content Analysis.

Unit-IV: Selection of Tools [10 hrs]

Criteria for Selection of Tools- Factors Related to the Construction of Tools - Tool of Different Types: Questionnaires, Rating Scales, Interview and Observation- Attitude Scale- Types of Attitude Scale: Thurstone Techniques and Likert Method.

Unit-V: Construction and Standardization of a Test [10 hrs]

Characteristics of a Good Test – Validity- Types of Validity- Reliability- Methods of Determining Reliability Test: Retest Method, Parallel Form Method, Split-Half Techniques- Item Analysis: Indices of Difficulty and Discriminating Power of Items.

Tasks and Assignments
- Preparation of a Research Proposal.
- Development of a Suitable Tool in Education.

References:

- Aggarwal, Y. P. (2004). *The Science of Educational Research*. New Delhi: Oscar Publications**.**
- Clifton, F. Conrad., & Ronald, C. Serlin. (2011). *Research in Education*. New Delhi: SAGE Publication India pvt.Ltd.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*. London: Routledge Falmer.
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- Nagarajan. (2005). *Elementary Statistics*. Chennai: Ram Publishers.
- Pamela, Juliet, Alma, A. (2016). *Strategies and Techniques for Research in Education* (1st edition)*.* New Delhi: Neelkamal Publications Pvt. Ltd
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- Sharma, Bharti. (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S. R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.

SOCIOLOGY OF EDUCATION
SEMESTER - II

M192CSED

Marks: 100

Objectives
At the end of the course the student will be able to;
 i) develop understanding of Educational Sociology,
 ii) understand Social Stratification, social organization, social mobility and their impact an Education,
iii) understand the relation between Education and social change,
iv) understand Multicultural Education,
 v) examine education from different sociological perspectives and Theoretical frameworks.

Unit - I: Sociology and Education **[10 hrs]**
Educational Sociology: concept, nature and scope - Relationship between Sociology and Education with special reference to aims of education, methods and curriculum. Concept and nature of Sociology of Education, Difference between Sociology of Education and Educational Sociology; Social agencies of Education: home, school, community, religion and state.

Unit - II: Social Stratification and Social Mobility **[10 hrs]**
Education and Social Stratification, Theories of Social Stratification - Functionalist and Conflict Theory. Social Mobility - Role of Education in Social Mobility, Social organization: meaning, nature and Characteristics, Social groups: Meaning, significance and types. Inter group relationships.

Unit - III: Social - change and Education **[10 hrs]**
The Individual and Society, Mutual Needs of the Individual and Society, Social change and Education. Constraints of social change in India, Education as a Construct of Social change, Meaning of social change, factors influencing social change, (with special reference to India), Role of education in promoting desired social changes. Social control and Education, Symbolic Interactionism.

Unit - IV: Multi - cultural Education **[10 hrs]**
Multi-cultural education: meaning, concept, need and scope, principles of teaching and learning in multi-cultural society. Dimensions of Multicultural Education (Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture), Approaches to Multi Cultural Education (Culturally Different, Human Relation, Single Group Study, Multicultural Education, Social Reconstructionist), Re-conciliation of Traditional and Technological culture. Role of education in the multi- cultural context.

Unit - V: Sociological Developmental Perspectives **[10 hrs]**
Social theorists: Auguste comte, Emile Durkheim, Karl Marx, Max Weber, Contemporary Sociological Perspectives: Conflict Perspectives, Social Action Perspectives – Implications in Education.

Tasks and Assignments (Any Two)
▪ Local Community survey – {Literacy rate among boys and girls – Access, Continuity, Dropout, entry, pass percentage, child marriages, child labour, etc.} and prepare a report.
▪ Study the diversities existing in the community and describe the root causes for the same.
▪ Critically analyse a Sociologist of your choice and present your views.

References:
▪ Banarjee, A.C. (2007). *Philosophical and Socialogical foundation of Education.* Delhi: Independant Publishing Company.
▪ Banks, J. (2004). Approaches to multicultural curriculum reform. In J. Banks & C. Banks (Eds.),
▪ Brocke - Utne, B. (1985) Educating for peace: A feminist perspective. New York: Pergamon Press.
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▪ Singh, Y. K. (2009) *Sociological Foundation of Education*. New Delhi: A.P.H Publishing Corporation.
▪ Talwar,M.S & Banakanal.V.A. (2009). *Philosophical and Socialogical Perspectives in Education.* New Delhi: Centrum Press.

CURRICULUM DESIGNS AND DEVELOPMENT
SEMESTER II

M192CCDT

Objectives
At the end of the course the student will be able to;
i)   understand the concepts and foundation of Curriculum,
ii) acquaint with the approaches to Curriculum,,
iii) analyse the steps in Curriculum Organization,
iv) describe the methods of Curriculum Evaluation,
v)   explain the role of Curriculum reforms and innovations.

UNIT – I: Concept and Foundations of Curriculum   **[12 hrs]**
Curriculum: Concept, Plan, Process, Experiences and System – Foundations of Curriculum: Philosophical, Psychological and Sociological Bases of Curriculum – Components of Curriculum – Objectives, Content, Teaching Methods and Evaluation Scheme – Basic Task for Curriculum Development.

UNIT – II: Approaches to Curriculum Development   **[8 hrs]**
Approaches to curriculum: Subject Centred, Learner Centred, Broad Field and Social – Problem Approach - Issues related to Curriculum Development - Models of Curriculum Development: Technical / Scientific Models: Ralph. W. Tyler, Hilda Taba, Hankin's model - Non - Scientific Models: Gerald Weinstein and Mario Fantini Model , Carl Rogers Model and Didier Noye Model.

UNIT – III: Curriculum Organization   **[12 hrs]**
Curriculum Content: Criteria of Content Selection – Sequence, Continuity and Concentric, Structure Flexibility and Integration of Content - Distribution of instructional time – Learning Activities: Meaning, Criteria for Selection and Organization – Curricular Materials: Textbook, Presentation of Content, Language, Sequence, illustrations, Examples, Episodes, Stories and Practical Exercises.

UNIT – IV: Evaluation of Curriculum   **[10 hrs]**
Significance of Curriculum Evaluation - Curriculum Evaluation Models: Robert Stake's Congruence - Contingency Model - CIPP (Context, Input, Process and Product) Model and Tylerian Objectives Based Model - Curriculum Analysis **–** Evaluation of Instructional Materials; Review of Selected Recent Researches on Curriculum Development.

UNIT- V: Curriculum Reforms and Innovations   **[8 hrs]**
National curriculum Framework (2005) - Concept of Curriculum Change, Improvement and Innovations - Emerging Trends in Curriculum Development. Barriers to Curriculum Change – Participants in Curriculum Change: Curriculum Specialists, Administrators, Teachers, Students - Teacher as Curriculum Leader and Decision makers – Curriculum Reforms

Tasks and Assignments (Any Two)

- Study the Curriculum being Implemented in our State at Present and Analyse it from the view point of Modern Concept of Curriculum and offer Suggestions for its Improvement.
- Prepare a Report on National Curriculum Frame Work 2009.
- Compare Indian and International Dimensions of Curriculum Studies Involving Multicultural Education.

Reference:

- Aggarwal, Deepak, (2007). *Curriculum development: Concept, Methods and Techniques.* New Delhi: Book Enclave.
- Arora,G.L . (1984). *Reflections on Curriculum*. NCERT.
- Arulsamy,S.(2014).*Curriculum Development*. Hyderabad: Neelkamal Publications.
- Balsara, M. (2006). *Principles of curriculum construction*. New Delhi: Kanishka Publications.
- Dash, B. N. (2007) *Curriculum planning and development*. New Delhi, Dominant Publ.
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- Wiles, J.W.,& Joseph Bondi, (2006).*Curriculum Development: A Guide to Practice.* Pearson Publication.

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS
SEMESTER - II

M192CAES

Marks: 100

Objectives
At the end of the course the student will be able to;
 i)   get familiarized with the experimental research designs,
 ii) develop competency in presentation of research data, statistical analysis and interpretation,
iii) differentiate parametric and non-parametric tests,
iv) empower students in computer and software application skills for data analysis,
 v)   develop competencies in preparing a research report,
vi) statistically analyse the data collected.

Unit-I: Experimental Research Designs **[10 hrs]**
Experimental Research Designs: Single-Group Design, Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control Group Design- Quasi-Experimental Designs- Non-equivalent Comparison Group Design- Time-Series Design - Internal and External Validity of Research Tools- Expost facto Research Design- Casual-Comparative and Corelational Research.

Unit-II:Inferential Statistics **[10 hrs]**
Concept of Parameter and Statistics - Estimation of a Parameter - Elementary Ideas of Probability- Normal Probability Curve (NPC): Properties, Conditions, Characteristics, Importance and Application of NPC - Skewness and Kurtosis- Concept of Standard Error and its Uses- Testing of Hypotheses- Errors in Hypotheses Testing- Levels of Significance and Degrees of Freedom- Testing of difference between two means: Test for Small and Large Samples.

Unit-III: Parametric and Non Parametric Statistics **[10 hrs]**
Parametric Tests: t – test, Analysis of Variance and Co-variance (ANOVA and ANCOVA)- Linear Correlation: Meaning and its Uses – Co-efficient of Correlation - Pearson's Product Moment Method: Calculation, Interpretation and Uses- Further Methods of Correlation: Biserial Correlation, Point Biserial Correlation, Tetra Choric and Phi Correlation- Regression Analysis: Concept, Assumptions, Significance, Interpretation and Applications – Non-parametric Test: Rank Difference Method , Chi-Square, Mann-Whitney Test, Median Test, Rank Test and Sign Test.

Unit-IV: Data Analysis and Interpretation **[10 hrs]**
Nature of Data: Quantitative and Qualitative Data- Continuous and Discrete Data- Primary and Secondary Data- Measurement Scales: Nominal, Ordinal, Interval and Ratio Scales -Organization and Tabulation of Data - Classification and Frequency Distributions - Graphical Representation of Data- Measures of Central Tendency and Measures of Variability : Calculation, Interpretation and its Uses– Coding of Data and Data Entry in Various Computer Software- Analysis of Data: Presentations and Interpretation of Results.

Unit-V: Report Writing [10 hrs]
Preparation of Research Report- Significance of Research Report – Format-Style- Content and Chapterization- Bibliography Application of Style Manuals APA (6th edition) – Appendices-Structure (Preliminary, Main Body and Reference Section)- Presentation of Research Report.

Tasks and Assignments (Any Two)
- Select a Research Problem, Formulate Hypotheses and Describe Appropriate Statistical Techniques for Testing Hypotheses.
- Prepare a critical assessment of sample used in a research.
- Collect the result of two classes and apply mean and SD of this data and prepare a comparative report.

References:
- Aggarwal, Y. P. (1998). *Statistical Methods Concept, Application and Computation*. New Delhi: Sterling Publishers Pvt. Ltd.
- Anfara, Vincent, A., & Mertz, Norma, T. (2006). *Theoretical Frameworks in Qualitative Research*. California: SAGE Publication.
- Best,Longman,J. W. (2005). *Research in Education.* New Delhi: Prentice Hall of India Pvt. Ltd.
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- Creswell, John, W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.*California: SAGE Publication.
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PSYCHOLOGY OF LEARNING AND DEVELOPMENT
SEMESTER - II

M192CPLD

Marks: 100

Objectives
At the end of the course the student will be able to;
  i) understand the basic concepts and scope of Educational Psychology,
 ii) appreciate the contribution of various schools of Psychology in Education,
iii) understand the social, moral and emotional development of learners,
 iv) acquaint with the perceptional process, attention, concept formation and thinking,
  v) apply the cognitive processes to enhance teaching learning process,
 vi) comprehend the theories of learning and their utility in the learning activit,.
vii) apply the knowledge of personality theories for understanding the individuals,
viii) apply the concept of adjustment and maladjustment in the teaching learning process to suit individual needs.

Unit - I: Nature and Scope of Educational Psychology   **[8 hrs]**
Educational Psychology: Nature and Scope of Educational Psychology - Relevance of Educational Psychology in Teaching and Learning Process- Major Schools of Psychology and their Contribution to Education-Structuralism, Functionalism, Behaviorism, Psycho -dynamism, Humanism - Methods of Study in Psychology - Introspection/Self-Reporting, Experimental, Observation, Survey, Case study and Interview.

Unit - II: Social, Emotional and Moral Development   **[7 hrs]**
Social Development: Development of Self -concept, Development of Group Consciousness - Factors Influencing Social Development-Erikson's Psychosocial Stages of Development - Emotional Development: Positive and Negative Emotions, Physiology of Emotion, Theories of Emotion (The James - Lange Theory, The Cannon-Bard Theory, Schachter-Singer Theory) - Significance of Emotional Intelligence-Moral Development: Theories of Moral Development- Piaget and Kohlberg

Unit - III: Cognitive Development   **[15 hrs]**
Perception - Sensation and Perception, Perceptual Errors - Gestalt's Theory of Perception - Perception and Learning-Attention - Kinds of Attention, Attention Span, Determinants of Attention - Automatic Processing - Automaticity and Reading.
Cognitive Development-Piaget-Concept Formation-Bruner's theory on Concept Formation
Thinking and Language: Concept of thinking-The Styles of Thinking - Reasoning - Critical Thinking - Lateral Thinking - Role of Mental Images in the Thought Process –Meta Cognition - Role of Language in the Thought process - Factors Affecting Language Development - Development of Language - Views of Noam Chomsky and Vygotsky. Memory: Memory Process - Types of Memory-Memory models.

Unit - IV: Learning Theories   **[10 hrs]**
Nature and Importance of Learning - Factors Influencing Learning - Theories of Learning - Classical Conditioning(Pavlov), Operant Conditioning (Skinner), Hierarchy of Learning (Gagne),

Information Processing (Donald Norman), Discovery theory of Learning, Meaningful Learning Theory, Lewin's Field Theory, Social Learning Theory - Albert Bundura - Constructivism and Learning-Educational Implications of above Theories of Learning.

Unit - V: Personality and Adjustment [10 hrs]

Nature and Meaning of Personality- Determinants of Personality – Theories of Personality - Trait Theory-Cattell , Psychoanalytic Theory- Freud – Neo-psychoanalytic Theories- Carl Jung, Adler, Karen Horney, Erich Fromm–Humanistic Theory- Carl Rogers, Abraham Maslow - Adjustment and Maladjustment-Concept and Understanding.

Tasks and Assignments (Any Two)

- Write your views as a prospective teacher educator on how you would combat social phobia in your student teachers.
- Prepare a flowchart of the thought process of the people classified under the eight stages of Erikson's Psycho - Social Development based on their reaction to the following question: "What is your opinion on God?"
- Elucidate on the parallels a teacher can draw from the learning environments of a student other than a class room in school or college.
  (For example, a student learns from their peer students about various methods for learning. The parallel you can draw from here is how you can incorporate this student-student interaction in your classroom.)

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EDUCATION FOR KNOWLEDGE CONSTRUCTION
SEMESTER - III

M193CEKC

Marks: 100

Objectives
At the end of the course the student will be able to;
 i) describe the meaning and identify the different ways of knowing,
 ii) appreciate constructivist approach to knowledge construction,
iii) understand the foundations of knowledge acquisition,
iv) understand the methodology of organising knowledge,
 v) examine critically the contemporary challenges that arise from vision of school education,
vi) discuss the issues and concerns of Support Systems of Education.

Unit - I: Education for Knowledge Construction. [10 hrs]
Knowledge: Meaning and Definition, Knowing and knowledge. Process of knowing and ways of Knowing, Forms and characteristics of Knowledge, facets of knowledge. - Process of knowledge construction: Essentials for construction of knowledge, the process of constructivism, guiding principles of constructivist learning and Education. Procedure of bridging the gap in the process of knowledge construction between Theoretical knowledge and practical knowledge. Role of the teacher in the process of Knowledge construction.

Unit - II: Foundations of Knowledge Acquisition [10 hrs]
Knowledge as an entity of Education – Epistemology as the basic theory of knowledge - Dimensions of Epistemology (Virtue, Naturalistic, Religious, Moral, Social and Feminist) - Knowledge as opinion, truth, belief and justification - Foundations of knowledge: Intuitive, Reasoning and Sense experience – Approaches: Rationalism and Empiricism – Knowledge as Forms, Models, Objects, Symbols and Imagery - Sources of knowledge: Perception, Introspection, Memory, Reason and Testimony .

Unit - III: Methods of Knowledge Organisation [10 hrs]
Knowledge analysis: knowledge by propositions, acquaintance, description – Curriculum as a repository of knowledge – Characteristics of curricular knowledge: content-oriented, learning-centered, integrated alignment of skills, abilities, activities, studies and investigation (assessment) – Curriculum as a source of knowledge creation, regulation and organisation. Implications for curriculum and practice: collaboration, and multiple interpretations and manifestations.

Unit - IV: Contemporary Challenges in Education [10 hrs]
Aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society. Transformation of national aspirations into educational goals / aims of education, its linkage with curricular decisions, teaching - learning process and pedagogy for different stages of Education. Education as a system influenced by social, cultural, political, economic, and technological factors. Equity, Access and Quality in Education.

Unit - V: Support Systems of Education [10 hrs]
Meaning, Principles and guidelines in organising the support systems .Manpower resources, financial resources and infrastructure resources , Role, involvements, issues related to control and autonomy of different agencies of state and central government, NGO's, media and technology. Support services of teacher organisations, family and local community. Leaner support systems.

Tasks and Assignments (Any Two)
- Prepare a report by discussing the various ways through which you can help students to construct their knowledge. (give examples)
- Critically analyse on epistemological differences between knowledge & skill, teaching & training, Knowledge & information, Reason & belief and prepare a report.
- Discuss the implications of major shift from traditional learning approach to constructivist learning.

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STRUCTURE, STATUS AND ISSUES IN SECONDARY EDUCATION | M193CSSS
SEMESTER - III

Marks: 100

Objectives
At the end of the course the student will be able to;
 i)   understand the nature - scope and systems of secondary education,
 ii) examine the status of development of secondary education,
iii) understand different forms and issues of inequality in education,
 iv) identify the indicators and standards of quality in education,
 v)   appreciate the role of Teacher Education.

UNIT - I: Structure and Status of Secondary Education   **[10 hrs]**
Nature, Scope and Status of Secondary Education in India: Central Board of Secondary Education, Secondary School Certificate Board , State Board, Indian Certificate of Secondary Education Delhi Board. Schooling Systems: International Baccalaureate ,National Open Schools, Special-Needs Schools - Organizational Structure of school in India- Types of School Education: Aided-unaided, Private and International.

UNIT - II: Commissions and Committees on Secondary Education   **[10 hrs]**
Constitutional Provisions Related to Education - Secondary Education Commission (1952 - 1953) - National Education Commission (1964 - 1966) - Ishwar Bhai Patel Committee (1977)-Adisehiah Committee (1978)-National Policy on Education (1986) and Programme of Action (1992) - SSA.

UNIT - III: Policies and Programmes of Secondary Education   **[10 hrs]**
Agency of Policy Making: NCERT, SCERT, NUEPA Policies and Schemes Related to Secondary and Higher Secondary Education – Draft on the National Policy of Education (1992)-National Scheme of Incentives to Girls for Secondary Education (2008) - National Programmes: Rashtriya Madhyamik Shiksha Abhiyan - National Mission for Secondary Education - Inclusive Education for Disabled at Secondary Stage - The Adolescence Education Programme.

UNIT - IV: Issues and Challenges of Secondary Education   **[10 hrs]**
Problems and Challenges Related to Universalization of Secondary Education - Achievement of Equalization of Educational Opportunities - Forms of Inequality - Gender Inequality - Urban Rural and Tribal Schools - Public and private schools - Issues of Quality in Secondary and senior secondary education - Classroom problems, discipline, under achievement, lack of motivation - Intervention in relation to Access, Retention, Enrolment and Dropout.

UNIT - V: Teacher Education in India at Secondary Level   **[10 hrs]**
Development of Teacher Education in India at Secondary Level - Recommendations of Various Commissions Concerning Teacher Education - Impact of NPE 1986 and POA on Teacher Education - Role and Functions of IASE and CTE - Pre-Service and In-Service Teacher Education.

Task and Assignments (Any Two)
- Prepare a Profile of a Government Aided and a Private School of your Locality.
- Bring out the Problems of Vocational Education Course.
- Study the Difference between the Different Boards of Education.

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PSYCHOLOGY OF LEARNING AND DEVELOPMENT
SEMESTER - III

M193CPLD

Marks: 100

Objectives
At the end of the course the student will be able to;
ix) understand the basic concepts and scope of Educational Psychology,
x) appreciate the contribution of various schools of Psychology in Education,
xi) understand the social, moral and emotional development of learners,
xii) acquaint with the perceptional process, attention, concept formation and thinking,
xiii) apply the cognitive processes to enhance teaching learning process,
xiv) comprehend the theories of learning and their utility in the learning activit,.
xv) apply the knowledge of personality theories for understanding the individuals,
xvi) apply the concept of adjustment and maladjustment in the teaching learning process to suit individual needs.

Unit - I: Nature and Scope of Educational Psychology [8 hrs]
Educational Psychology: Nature and Scope of Educational Psychology - Relevance of Educational Psychology in Teaching and Learning Process- Major Schools of Psychology and their Contribution to Education-Structuralism, Functionalism, Behaviorism, Psycho -dynamism, Humanism - Methods of Study in Psychology - Introspection/Self-Reporting, Experimental, Observation, Survey, Case study and Interview.

Unit - II: Social, Emotional and Moral Development [7 hrs]
Social Development: Development of Self -concept, Development of Group Consciousness - Factors Influencing Social Development-Erikson's Psychosocial Stages of Development - Emotional Development: Positive and Negative Emotions, Physiology of Emotion, Theories of Emotion (The James - Lange Theory, The Cannon-Bard Theory, Schachter-Singer Theory) - Significance of Emotional Intelligence-Moral Development: Theories of Moral Development-Piaget and Kohlberg

Unit - III: Cognitive Development [15 hrs]
Perception - Sensation and Perception, Perceptual Errors - Gestalt's Theory of Perception - Perception and Learning-Attention - Kinds of Attention, Attention Span, Determinants of Attention - Automatic Processing - Automaticity and Reading.
Cognitive Development-Piaget-Concept Formation-Bruner's theory on Concept Formation
Thinking and Language: Concept of thinking-The Styles of Thinking - Reasoning - Critical Thinking - Lateral Thinking - Role of Mental Images in the Thought Process –Meta Cognition - Role of Language in the Thought process - Factors Affecting Language Development - Development of Language - Views of Noam Chomsky and Vygotsky. Memory: Memory Process - Types of Memory-Memory models.

Unit - IV: Learning Theories [10 hrs]
Nature and Importance of Learning - Factors Influencing Learning - Theories of Learning - Classical Conditioning(Pavlov), Operant Conditioning (Skinner), Hierarchy of Learning (Gagne),

Information Processing (Donald Norman), Discovery theory of Learning, Meaningful Learning Theory, Lewin's Field Theory, Social Learning Theory - Albert Bundura - Constructivism and Learning-Educational Implications of above Theories of Learning.

Unit - V: Personality and Adjustment   **[10 hrs]**
Nature and Meaning of   Personality- Determinants of Personality – Theories of Personality - Trait Theory-Cattell , Psychoanalytic Theory- Freud – Neo-psychoanalytic Theories- Carl Jung, Adler, Karen Horney, Erich Fromm–Humanistic Theory- Carl Rogers, Abraham Maslow - Adjustment and Maladjustment-Concept and Understanding.

Tasks and Assignments (Any Two)
- Write your views as a prospective teacher educator on how you would combat social phobia in your student teachers.
- Prepare a flowchart of the thought process of the people classified under the eight stages of Erikson's Psycho - Social Development based on their reaction to the following question: "What is your opinion on God?"
- Elucidate on the parallels a teacher can draw from the learning environments of a student other than a class room in school or college.
  (For example, a student learns from their peer students about various methods for learning. The parallel you can draw from here is how you can incorporate this student-student interaction in your classroom.)

References:
- Anderman, E., &Corno, L. (Eds.). (2013). Handbook of educational psychology. Routledge.
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GUIDANCE AND COUNSELLING
SEMESTER - III

M193EGCG

Marks: 100

Objectives
At the end of the course the student will be able to;
 i)   understand the meaning, nature, principles and scope of guidance,
 ii) understand the need of guidance for the special children,
iii) acquire knowledge about concept and importance of Educational and vocational guidance,
iv)   understand the meaning, nature and scope of counselling, analyze the relationship between guidance and counseling,
 v)   recognize the stages of counselling and become acquainted with the skills of counselling.

UNIT-I: Nature and Scope of Guidance [8 hrs]
Meaning, Need and Significance of Guidance - Principles of Guidance: Physiological, Sociological and Educational - Scope of Guidance - Objectives of Guidance - Functions of Guidance Services.

UNIT-II: Educational and Vocational Guidance [14 hrs]
Types of Guidance: Individual and Group Guidance, Advantages of Group Guidance - Principles of Educational Guidance - Guidance Services: Orientation, Information, Counselling, Placement, Follow-up, Research and Evaluation - School Guidance Committee: Constitution, Roles and Functions - Placement Services - Research and Evaluation Services - Place of Guidance in School Curriculum Need - Role of Principal and Teachers in School Guidance Programmes – Vocational Guidance: Concept and Importance - Process of Vocational Guidance - Fantasy Stage, Tentative Stage and Realistic Stage - Group Guidance Techniques: Class Talk and Career Talk, Orientation Talk, Group Discussion, Career Corner, Career Conference, Bulletin Board and Role Play.

UNIT - III: Guidance to Special Children [8 hrs]
Guidance: Special Learners, Gifted Learner, Creative Learner, Slow Learners and Learners with Difficulty for Learning - Psychological Guidance for Problematic Students, Backward Children, Dull or Deficient Children, Delinquent Children and Obstinate Children - Enrichment Programme for the Gifted, Slow Learner and Exceptional Children.

UNIT-IV: Understanding Counselling [12 hrs]
Meaning and Nature of Counselling, Scope of Counselling, Objectives of Counselling - Resolution of Problems - Modification of Behaviour - Promotion of Mental Health – Relationship between Guidance and Counselling - Skills and Qualities of an Effective Counsellor – Professional Ethics of a Counselor - Teacher as a Counsellor. Approaches in Counselling: Meaning, Characteristics, Steps, Advantages and Limitations of Directive - Non directive - Eclectic Counselling and Group Counselling - Behavioural Approach, Existential Approach and Cognitive Approach.

UNIT-V: Stages and Skills of Counselling [8 hrs]
Rapport Building - Goal Setting - Assessment and Diagnosing - Selection of Intervention Strategy - Planning and Conducting Sessions – Termination - Developing Counselling Goals - Functions of

Counselling Goals - Obstacles in Developing Specific Goals - Skills Associated with Goal Setting - Peer Counselling: Concept and the relevance to the Indian situation - Steps and Skills in Group Counselling Process.

Tasks and Assignments (Any Two)
- List out any two Guidance service activities that need to be conducted at the higher secondary level.
- Conduct a survey of the problems that are most prevalent among students in your class, which need immediate attention of a guidance counsellor and prepare a brief report.
- Identify the problems faced by the students that can be solved through peer counseling approach.

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EDUCATION FOR THE DIFFERENTLY – ABLED LEARNERS
SEMESTER - III

M193CEDL

Marks: 100

Objectives
At the end of the course the student will be able to;
 i) indentify the differently - abled learners,
 ii) deconstruct the prevailing myths about disability.
iii) develop critical understanding of the recommendations of various acts towards education for disabled,
 iv) acquire adequate knowledge about the concept and nature of varied categories of disabled children,
 v) familiarize with various aids and appliances for addressing special children's specific learning needs,
 vi) become aware of resources in the community which can be utilized in the teaching process,
vii) gain awareness of the schemes, concessions and facilities made available for the children with diverse needs,
viii) provide **/** arrange for necessary guidance and vocational training.

UNIT - I: Conceptual Background [10 hrs]
Concept of differently - abled learners; Common terms used for differently - abled; Categories of differently - abled children; Myths and realities regarding differently - abled; Educational Acts: Rehabilitation Council of India Act (1992), The Persons with Disabilities Act (1995), National Trust Act (1999), National Policy for Persons with Disabilities (2006).

UNIT - II: Concept and Nature of Physical Disabilities [10 hrs]
Visual Impairment: Categories, Identification, Characteristics, Causes, Prevention, Intervention programmes, Educational programs, Plus curriculum.
Hearing Impairment: Identification, Types, Characteristics, Causes, Prevention, Communication approaches, Educational programmes.
Locomotor Disability: Identification, Types, Characteristics, Causes, Prevention, Intervention programs, Educational programmes, Barrier free environment.
Cerebral Palsy: Types, Characteristics, Causes, Educational Programmes.

UNIT - III: Concept and Nature of Intellectual Impairment [10 hrs]
Mental Retardation: Definition, Identification, Causes, Characteristics, Prevention, Classification, Educational programmes, Enrichment Programmes.
Mental Illness: Types, Difference between Mental Retardation and Mental Illness, Intervention programs, Educational programmes.
Attention Deficit Hyperactivity Disorder (ADHD): Symptoms, Associative disorders, Causes, Diagnosis, Educational strategies.

UNIT - IV: Concept and Nature of Neurological Impairment [10 hrs]
Learning Disability: Definition, Types, Identification, Causes, Characteristics, Prevention, Intervention programmes, Educational programmes.

Autism Spectrum Disorder: Definition, Types, Identification, Causes, Characteristics, Other associative disorders, Prevention, Intervention programmes, Educational programmes.

UNIT - V: Support Services [10 hrs]

Environmental Modifications; Use of Assistive Technology for differently - abled learners; Government Schemes, Facilities, Educational Concessions for the differently - abled; Vocational Training: Sheltered Workshop, Transitory Employment, Self Employment, Extended Employment, Community Based Rehabilitation.

Tasks and Assignments (Any Two)
- Conduct an individual case study of a differently abled child and produce a report.
- Drama/Role Play on the teaching strategies for any disability.
- Prepare an album on the various technologies for educating the differently abled children.

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ADULT EDUCATION
SEMESTER - III

M193CAED

Marks: 100

Objectives
At the end of the course the student will be able to;
 i) differentiate formal, informal and non-formal education,
 ii) recognize factors influencing adult learning,
iii) acquaint with the different methods of teaching adults,
iv) understand various programmes on Adult Education,
 v) identify recent trends in Adult Education.

Unit - I: Introduction   **[8 hrs]**
Concept, importance & objectives-Distinction between Formal and non-formal education - Education for all with special reference to Adult Education.

Unit - II: Adult Psychology and Learning.   **[10 hrs]**
Psychology of adult learners - Adult learning - factors facilitating adult learning
Methods of motivating adult for learning - Learning - factors influencing adult learning - Learning Strategies: Guided learning, Inter - learning and self - directed learning - Challenges faced by adult learners and the counseling support.

Unit - III: Methods of Teaching Adults   **[12 hrs]**
Methods of adult education - lecture, workshop, seminar, symposium, discussion, demonstration, dramatization and role-play - Traditional Literacy and functional literacy - Different approaches to providing literacy - mass approach, selective approach and campaign approach - Role of Mass Media (Electronic & Print)

Unit - IV: Adult Education Programmes   **[12 hrs]**
Various programmes of Adult Education in India with special reference to: National Adult Education Programme (NAEP), National Policy on Education (NPE), Post Literacy Campaign (PLC), Total Literacy Campaign (TLC), Continuing Education Programme (CEP) - Policy Planning, Administration and Management of Adult Education / Continuous Education / Life Long Education - Problems and Challenges of Adult Education / Continuous Education / Life Long Education in India.

Unit - V: Recent Trends in Adult Education   **[8 hrs]**
National Literacy Mission (NLM): Structure, role and function, operational network and supporting agencies and bodies such as State Resource Centers (SRC), DIET, National Institute of Adult Education (NIAE), Directorate of Adult Education- Open Schooling and Distance Education

Tasks and Assignments (Any Two)
- As an adult educator, what challenges do you foresee in dealing with adults with learning disabilities
- Write a report on:
- "The need to emphasize adult education". Conclude the report by elucidating on methods that can be implemented to promote adult education.
- In about 500 words, describe the scenario of an adult education classroom. Touch upon the various factors including the ambience of the classroom, the mindset of the students, how a teacher might go about teaching and so on.

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INSTRUCTIONAL TECHNOLOGY
SEMESTER - IV

M194CITC

MARKS: 100

Objectives
At the end of the course the student will be able to;
 i) know the nature and scope of instructional technology,
 ii) incorporate technology in the classroom,
 iii) acquaint with the approaches to instructional technology,
 iv) understand the need and importance of e-learning,
 v) explore new trends in instructional technology.

Unit-I: Instructional Technology   **[10 hrs]**
Concept, Meaning and scope of Instructional Technology - Transactional usage of Instructional Technology: Integrated, Complementary, Supplementary and Standalone Technology - Teleconferencing and its Types - Major Institutions of Educational Technology in India: CIET, SIET, AVRC, EMRC and their Role in Education.

Unit-II: Integrating Technology in Curriculum Transaction   **[10 hrs]**
Technologies used in Class Room: Computer, Projector, Interactive Whiteboard, i Pad, i Pod, Tablet - Instructional Game - Use of Documentaries, Animation Films and CCTV in Instruction and Training- Educational Television in India. Use of Mass Media for Instruction: Distance Education and Continuing Education Including Adult Education – Instructional Technology in Special Education.

Unit-III: Instructional Design and Technology   **[10 hrs]**
Instructional Design: Concept and Views-Process and Stages in Development of Instructional Design - Models of Instructional Design: ADDIE, Morrison and Kemp, Dick and Carey, Moore's Transactional distance Model - Instructional Design for Competency Based Teaching - Models for Development of Self Learning Material - Satellite Instruction and Multimedia Approach.

Unit -IV: e-Learning   **[10 hrs]**
Concept of e-Learning: Definitions, Objectives and Need for e-Learning - Approaches to e Learning: Offline, Online, Synchronous and Asynchronous - Application of Assistive Technology in e – Learning- Educational Resources: e - Content, e-Book, e-Tutoring, e-Journal, e-Library-Virtual University

Unit-V: Emerging Trends in Instructional Technology   **[10 hrs]**
Social Networking: Sites, Blogs, Chats, Discussion Forum-Recent Trends in Instructional Technology: Virtual Class Room and Virtual Laboratories - Open Educational Resources: MOOC and its Types – Modular Object Oriented Dynamic Learning Environment - Swayam – Learning Management System-Cloud Computing-Blended Learning - Flipped Classroom - Mobile learning-Web 2.0 Technology and its Applications.

Tasks and Assignments (Any Two)
- Prepare e-content on any topic of your choice.
- Develop a technology based study material for school students
- Critically Review an Educational Programme presented through Media.

Reference:
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TEACHER EDUCATION: ISSUES AND CHALLENGES
SEMESTER - IV

M194CTIC

Marks: 100

Objectives
At the end of the course the student will be able to;
 i) examine the issues and concerns in Teacher Education,
 ii) understand Teacher Education as a Profession,
iii) identify the areas of research in Teacher Education,
iv) inculcate values from the Teacher Education programmes of different countries,
 v) explore the ways and means of organizing practicum in Teacher Education.

UNIT - I: Issues and concerns in Teacher Education [10 hrs]
Quality in Teacher Education: Admission Policies and Procedures, Quality Management of Teacher Education - Privatization, Globalization and Autonomy in Teacher Education - Preparing teachers for Inclusive classrooms - Integrating Technology in Teacher Education.

UNIT - II: Teacher Education as a Profession [10 hrs]
Concept of Profession and Professionalism-Developing Professionalism, Professional Ethics and Professional Code of Ethics for Teacher Educators-Meaning and Components of Teacher Effectiveness - Enhancing and Evaluating Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators.

UNIT - III: Teacher Education in the global perspective [10 hrs]
Comparative study of Teacher Education in Russia, UK, USA, France, Germany, China and Scandinavian countries and in India - Levels of Training and structure of Teacher Training and their courses of Study - Administration and Finance - Contemporary problems and Emerging Trends.

UNIT - IV: Research in Teacher Education [10 hrs]
Nature and Scope of Research in Teacher Education-Areas of Research in Teacher Education (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Teacher Educators and Teacher Education Institutions - Infrastucture facilities) - Recent Trends - Implications of Research in Teacher Education.

UNIT - V: Organization of School Based Practicum and Internship [10 hrs]
Integration of Theory and Practice - Organisation, Observation, Supervision and Assessment of Practice Teaching- Concept and Types of Feedback to Student Teachers - Principles and Organization of Internship- Supervising and Mentoring and Coaching In Teacher Education-Relationship of Teacher Education Institutions with Practice Schools.

Tasks and Assignments (Any Two)
▪ Write a report on:
 "The strategies of teaching used in other countries that can be implemented into our strategies successfully and how it can be done"

- Structure tools on "Teacher Competency" and "Teaching Competency"
- Write a brief report on:
  "How the education system has changed from being teacher centered to student centered"

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EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
SEMESTER - IV

M194EMAL

Marks: 100

Objectives
At the end of the course the student will be able to;
 i) identify the principles and approaches of Educational Management,
 ii) understand educational leadership and accountability to be maintained by the teacher and administrators,
iii) analyse the trends in Educational Administration,
iv) acquaint with the modern trends in Educational Management and Administration,
 v) familiarize with the methods and strategies of financial management.

UNIT - I: Educational Management [10 hrs]
Educational Management: Meaning, Concept, Scope and Functions - Principles of Educational Management - Types of Educational Management - Organisational Climate - Academic Management - Classroom Management - Total Quality Management (TQM) - Research Relating to Educational Management.

UNIT - II: Leadership in Educational Management [10 hrs]
Leadership: Definition, Concept, Functions and Characteristics - Principal as a Leader - Theories of Leadership and Their Styles - Responsibilities of a Head in a School as a Transformative Leader - Duties of a Headmaster / Principal - Teacher as Leader- Roles of a Teacher - Managerial Problems and Their Solutions.

UNIT - III: Educational Administration [10 hrs]
Educational Administration: Meaning, Need and Functions – Difference Between Management and Administration – Educational Administration at the Central and State Level - Role of Local Bodies - Decision Making: Steps in Decision Making, Types of Decision Making, Centralization and Decentralization of Decision Making, Merits and Limitations - Existing Problems of Administration in India - Issues in Educational Administration.

UNIT - IV: Trends in Educational Management and Administration [10 hrs]
Stress Management: Definition, Causes, Types - Coping Stress - Time Management - Conflict Management - Types of Conflict - Causes of Conflict Resolution - Change Management - Need for Institutional Change - Managing of Institutional Change - Tools of Change - Management by Objectives (MBO) - Management by Exception (MBE).

UNIT - V: Financial Management in Education [10 hrs]
Financial Management: Need, Significance and Principles - Mobilisation of Finance for Education Development - National and International Agencies - Grant in Aid: Types - Allocation of Educational Budget: Central and State - Cost of Education: Social and Individual Cost, Opportunity Cost, Recurring and Non - Recurring Cost, Divisible and Non-divisible Cost and Capital Cost - Problems and Issues in Educational Finance.

Tasks and Assignments (Any Two)
- Analysis of the institutional climate of any school
- Preparation of a School Time Table
- Prepare a case study on the impact of leadership on the performance of any one institution.

References:
- Bhatnagar & Vidya Agarwal. (2001). *Educational Administration*. Meerut: Surya Publication.
- Bush, Tony. (1986). *Theories of Educational Management*. London: Harper & Row Publishers.
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EARLY CHILDHOOD EDUCATION
SEMESTER - IV

M194ECED

Marks: 100

Objectives
At the end of the course the student will be able to;
 i) understand the concept and significance of early childhood education,
 ii) gain knowledge about the global agencies and children's rights,
 iii) analyse the provisions for early childhood education in the Indian context,
 iv) identify the issues about early childhood education in various sectors,
 v) recognize the standards demanded for promoting early childhood education,
 vi) familiarize them with the curricular aspects of early childhood education,
 vii) develop understanding about the role of different agencies involved in early childhood education.

UNIT - I: Global Perspectives on Early Childhood Education   [10 hrs]
Early Childhood Education - Concept and Significance; ECE in the Global Context - UN Convention on the Rights of the Child(1989) - United Nations Development Programme (1990) - World Conference on Education for all (EFA 1990) - UN Millennium Declaration (2000); ECE in the Indian context - Profile of the child in India ; Global development in ECE.

UNIT - II: Analysis of Early Childhood Education in the Indian Context   [10 hrs]
Historical Perspective - Constitution of India and the Young child - Protection of Children's Rights - Statutory Provisions for ECE - Planning process and the Young Child - Ministerial Charge in ECE services; Programmes and Interventions for children - Public Sector - Private Sector - Services of the NGO.

UNIT - III: Critical Issues on Early Childhood Education   [10 hrs]
Societal Divides: Equity, Access and Quality - Creches and Daycare centres in Public sector, Private sector and NGO sector; Qualitative studies about ECE Scenario - Government - Voluntary and Private - Current Practices in ECE in the private sector - Risks of early instruction; Ensuring quality in ECE - Development of Norms and Standards - Providing Standard Regulations - Empowering Parents and Community - Quality Workforce - Research in Curriculum; Language Issues.

UNIT - IV: Curricular Framework for Early Childhood Education   [10 hrs]
General Objectives of ECE; Principles of the Curricular Framework; Curriculum for Infants and Toddlers; Curriculum for Children aged between three to five - Play as the learning base - Arts - Stimulating activities for Creativity - Cultural and Textual Blend - Fusing of formal and informal interaction - Familiarity to face everyday challenges - Appropriate Practices - Health and wellbeing.

UNIT - V: Role of Various Agencies in Early Childhood Education   [10 hrs]
ECE Educator - Interpersonal Relationships with Parents and Community - Role of an ECE Educator in Observing, Documenting, Supervising and Organising various activites in Day Care Centres; Role of Family, Parents, School , community, Government and NGO in promoting ECE.

Tasks and Assignments (Any Two)
- Compile the services rendered by different ministries of the Government of India in promoting in ECE over the last five years.
- Visit an NGO in your neighbourhood and prepare a report about its activities.
- Interact with an ECE educator and prepare a report about the issues faced in the workplace.

References:
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