CURRICULUM

FRAMEWORK

M.Ed.

Academic Year

2022-2023

SEMESTER I

HISTORY AND POLITICAL ECONOMY OF EDUCATION

M221CHPE

Marks:100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) realize the need and importance of the history of Education

ii) appreciate the relationship between education and political system

iii) acquire information on the role of education in economic development

iv) analyse the challenges before education due to globalization

v) gain exposure regarding the social process in education.

UNIT I: History of the Education System in India   [12 hrs]

History of Education: Need and Importance – Education in Ancient and Medieval Period in India - Indian Educational System: Nature, Merits and Demerits – Committees and Commissions contributing to Teacher Education: Secondary Education Commission (1953), Kothari Education Commission (1864-66), National Policy of Education (1986), National Curriculum Framework (2005), National Knowledge Commission (2007), National Curriculum Framework for Teacher Education (2009) and National Education Policy (2020).

UNIT II: Political Ideologies and Education   [12 hrs]

Perspectives of Politics of Education: Liberal, Conservative and Critical – Approaches to Understanding Politics: Theory of System Analysis and Theory of Rational Choice – Education for Political Development and Political Socialisation - Education in relation to National Integration and International Understanding – Democracy: Democratic Values and Features of Democratic Education.

UNIT III: Economics of Education   [12 hrs]

Education as Investment, Consumption and Welfare Activity - Educational Finance: Concept, Micro and Macro Levels - Concept of Budgeting - Concepts of Physical Capital, Human Capital and Human Resources and their Distinctive Features.

UNIT IV: Sociology of Education   [12 hrs]

Approaches to Sociology in Education: Symbolic Interaction, Structural Functionalism and Conflict theory - Process of Socialization - Social Stratification and Education - Social Mobility and Education - Education for Women – Education and Culture, Religion and Gender.

UNIT V: Globalization and Education [12 hrs]

Nature of Globalization: Social, Economic, Cultural and Political - GATT 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 Assignments

Trace the historical hallmarks of Indian education till date with its salient features

Write an assignment about the role of education as investment

Submit a report on the National education Policy 2020

Discuss on the means of implementation of democratic values among children Prepare an assignment on the major contribution of GATT & WTO

Text Books

Aggarwal, J.C. (2004). Development of Education System in India. Shipra Publishers.

Aggarwal, J.C. (2004). Modern Indian Education. Shipra Publishers.

Banerjee, J.P. (1979). Education in India: Past, Present, Future. Gupta And Co.

Chandra, S.S., Rawat, V.S., & Singh, R.P. (2008). Indian Education Development: Problems, Issues and Trends. R.Lall Book Depot.

Sharma, R. L. (2006). Comprehensive History of Modern Education. Cyber Tech Publications.

Sharma,S. (2005). History and Development of Higher Education in Free India. ABD Publications

References

Akinyemi,S. (2013). The Economics of Education. Strategic Book Publishing Agency

Ghosh,S.C. (2013). History of Education in Modern India. Orient Blackswan Publishers

Kumar,M., & Rekha, N. (2020). History and Political Economy of Education. Saankalp Publications

Sharma,R.N&Sharma,R.K. (2021). History of Education in India. Atlantic Publishers

Web Resources

Ancient Education system in India

https://bit.ly/3JDEmwm

Kothari Education Commission

https://bit.ly/3FRLK50

Social Stratification and Education https://bit.ly/3mTrZTn

PHILOSOPHY OF EDUCATION

M221CPEN

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) recognize the basic concepts of Philosophy of Education and to relate education with philosophy

ii) realize the perspectives of the eastern schools of philosophy

iii) analyse the different perspectives of the western schools of philosophy

iv) 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   [12hrs]

Philosophy: Concept, Scope, Nature - Branches of Philosophy: Metaphysics, Epistemology, Axiology - Education: Meaning, Definition and Nature-Relationship between Philosophy and Education - Need and Importance of 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 Indian Philosophy of Education   [12 hrs]

Indian Schools of Philosophy: Heterodox, Charvaka, Buddhism, Jainism, Orthodox - Samkhya, 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   [11 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   [12 hrs]

Western Philosophers: Socrates, Plato, Aristotle, St. Thomas Aquinas, St. Augustine, John Dewey, Maria Montessori, Froebel, Ivan Illich, Paulo Freire, Wollstonecraft and Nel Noddings-Indian Philosophers: Gandhi, Tagore, Sri Aurobindo, Vivekananda, and Savitribai Phule and Dr. Radhakrishnan.

UNIT V: Contemporary Schools of Philosophy   **[13 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.

Text Books

Sharma, R. (2004). Text Book of Educational Philosophy. Kanishka Publisher

Dash,B.N. (2005). A New Approach to Teacher and Education in the Emerging Indian Society

Mittal,M.L. (2005). Education in Emerging Indian Society. International Publishing House

Mishra, M. (2007). Philosophical and Sociological Foundation of Education. Alpha Publication

Sharma, Ramnath, (2000). Textbook of Educational Philosophy, Kanishka Publishers and Distributors.

References

Banarjee,A.C. (2007). Philosophical and Sociological Foundation of Education. Independent Publishing Company.

Habib,S. (2008). Philosophy of Education. Independent Publishing Company.

Vijaya, K. K. (2004). Education Theory and Practice. Anmol Publication.

Mirunalini,T. (2008). Philosophical Foundation of Education. Neelkamal Publication.

Nath, P. (1970). The Bases of Education. S.Chand Company.

Radhakrishnan, S. (2004). History of Philosophy-Eastern and Western (Vol.II).

Sachdeva, M.S. (2002). Philosophical and Sociological Bases of Education. Bharat Publications.

Seethuraman. (1989). Philosophies to Teacher and Education in Emerging Indian Society. Ashish Publishing House.

Sharma,K.Y. (2004). History and Problems of Education. Kanishka Publishers.

Shrivatsava,K.K. (2003). Philosophical Foundation of Education. Kanishka Publishers.

Siddiqui,M.H. (2009). Philosophical and Sociological Perspective in Education. APH Publishing Company.

Singh, B. (2004). Modern Educational Theory and Practice. Anmol Practice.

Singh,Y.K. (2006). Philosophical Foundation of Education. APH Publishing Company.

Srinivasa,S. & Swarnalatha .R. (2009). The Philosphy of Education. T.R. Publication.

Talwar,M.S., & Banakanal,V.A. (2009). Philosophical and Sociological Perspectives in Education. Centrum Press.

Venkataish,S. (2004). Restructuring of Teacher's Work. Anmol Publishing.

Sharma, Ramnath, (2000). Textbook of Educational Philosophy, Kanishka Publishers and Distributers.

Sindu.(2005). Philosophical and Historical Basis of Education, International Publishing House.

Shrivatsava,K.K. (2003). Philosophical Foundation of Education. Kanishka Publishers.

Web Resources

Meaning of Philosophy & Education.

Https://Bit.Ly/31znsxg

Definition, Scope and Importance of Philosophy.

Https://Bit.Ly/3pr2auz

Meaning, Scope & Functions of Philosophy of Education.

Https://Bit.Ly/3dtnmvk

Idealism, Naturalism, Realism and Pragmatism.

Https://Bit.Ly/3y3hdvl

Philosophical Basis of Education.

Https://Bit.Ly/3y3hdvl

Schools of Indian Philosophy.

Https://Bit.Ly/3onzxdj

Philosophical Foundation of Education.

Https://Bit.Ly/3lzn5e2

Contribution of Indian Philosophers.

Https://Bit.Ly/3DOQ03u

Major Philosophers & their Big Ideas.

Https://Bit.Ly/3m1c4gg

RESEARCH IN EDUCATION

M221CREN

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) describe the nature, purpose, scope, areas and types of research in education

ii) identify the importance of literature review and sources of review of related literature

iii) explain the research problems, formulate the hypotheses and sampling strategies

iv) explore the research methods in education

v) apprehend the appropriate tools for research in education

UNIT I: Research in Education: Conceptual Issues [10 hrs]

Concept and Scope of Educational Research, Scientific Method Concept, Steps, Characteristics (Replicability, Precision, Falsifiability and Parsimony) and Types (Exploratory, Explanatory and Descriptive) - Types of Research: Basic, Applied and Action - Variables: Meaning and Concepts of Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator - Problems Faced in Educational Research - Qualities of a Researcher.

UNIT II: Review of Related Literature [12 hrs]

Literature Review: Meaning, Definition, Importance and Purposes of Literature Review - Types of Literature Review - Sources of Review of Literature: Primary and Secondary Sources- Organizing Review of Literature -Steps in Conducting Review of Literature - Role of Literature in Research Project.

UNIT III: Major Steps in Research [16 hrs]

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 - Framing of Hypotheses: Hypotheses: Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a Good Hypothesis, Testing of Hypotheses - Sampling: Concept, Nature, and Importance - Different Types of Sampling Techniques: Probability and Non-probability - Sampling Design -

Preparation of Research Proposal: Framework of the Research Proposal and Strategies for Writing the Research Proposal.

UNIT IV: Research Methods [12 hrs]

Quantitative Research: Normative Survey, Descriptive Research and Correlation Research-Developmental Research: Cross-Sectional Research, Longitudinal Research, Trend Analysis - Qualitative Research: Concept, Steps and Characteristics - Case Studies- Historical Research: Significance and Steps - External and Internal Criticism of the Source- Content Analysis and Ethnography.

UNIT V: 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, Projective Techniques and Observation-Attitude Scale- Types of Attitude Scale: Thurstone Techniques and Likert Method, Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio).

Tasks and Assignments

Write conceptual framework for one selected variable. State five research topics based on review of literature. Prepare a research proposal for a selected research topic.

Write about the qualitative and quantitative researches with examples. Develop a suitable tool for one selected variable.

Text Books

Aggarwal, Y. P. (2004). The Science of Educational Research. Oscar Publications.

Best, J. W., & Kahn, J.V. (2012). Research in Education. (10th Ed.). Prentice Hall Of India.

Clifton, F. C., & Ronald, C. S. (2011). Research in Education. SAGE Publication India.

References

Cohen, L., Manion, L., &Marrison, K. (2013). Research Methods in Education (7th Ed.). Replika Press.

Kumar,A. (2010). Research Methodology of Education. Alfa Publications.

Mohan, R. (2013). Research Methods in Education. Neelkamal Publication.

Nagarajan. (2009). Research Methodology in Education. Ram Publishers.

Pamela, J.A.A. (2016). Strategies and Techniques for Research in Education. Neelkamal Publication.

Parkash, R. (2009). Encyclopaedia of Educational Research (Vol. I). Offset Printers.

Pathak, R. P. (2008). Methodology of Educational Research. Atlantic Publishers.

Perry, & Bellamy, C. (2012). Principles of Methodology Research Design in Social Science. Sage Publications.

Suter,N.W. (2012). Introduction to Educational Research: A Critical Thinking Approach (2nd Ed.). Sage Publications.

Wright, R.J. (2014). Research Methods of Counselling. Sage Publications.

Web Resources

Problems Faced in Educational Research

https://bit.ly/3zguB2B

Variables in Educational Research.

https://bit.ly/3HwhrBg

Sampling and Hypothesis Testing.

https://bit.ly/3qEyfzh

Format of Research Proposal

https://bit.ly/3eGYek3

Qualitative and Quantitative Research Methods

https://bit.ly/32LHcyO

PERSPECTIVES IN TEACHER EDUCATION

| M221CPTE |

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) comprehend the perspective, structure and components of teacher education

ii) apply and analyse the education policies and its implications the real class room

iii) appreciate, analyse and evaluate the diversity and concerns of equity in higher education

iv) examine the significance of global consciousness and perspective of education

v) identity the various agencies and appropriately providing references while drafting academic writings.

UNIT I: Teacher Education: Perspective, Structure and Components   [10 hrs]

Teacher Education: Concept, Nature, Objectives and Scope - Development of Teacher Education in Modern India: Pre-independence and Post-independence Period - The Hartog Committee (1928-29) – Abott Wood Report (1937) - Wood Report (1937)-The Sergeant Report (1944) - New Experiments in Education and its Implications - Life Skills-Inclusive Education and e-learning - The Structure of Teacher Education: NCERT and NCTE.

UNIT II: Agencies and Commissions of Teacher Education-Role and Functions   [12 hrs]

National Agencies of Teacher Education: UGC, NCERT, NCTE, NUEPA, NAAC - National Curriculum Frame Work for Teacher Education (NCFTE) – SCERT - State Level Agencies: State Board of Teacher Education (SBTE) and Functions - University Departments of Teacher Education, (UDTE) - Commissions and Policies: The Universities Commission (1902), Radhakrishnan Commission (1948), Mudhaliar Commission (1952), Kothari Commission (1964 -1966), National Policy of Education: 1968, 1986, and 2020.

UNIT III: Equity, Diversity and Inclusion in Higher Education   [14 hrs]

Concepts of Equity – 360 Degree Student Equity Audit - Building Academic Confidence through Pre-College Programs – Redesign Curricular Pathways to Support Student Success – Mentoring – Concept of Diversity and Inclusion: Learning for All - Provisions for Socio-Economically Disadvantaged Groups (SEDGs) - Gender Identities: Female and Transgender - Geographical Identities: Rural, Urban, Suburban, Towns, and Aspirational Districts -

Disabilities: Learning Disabilities, Socio-Economic Conditions, Migrant Communities, Low Income Households, Children in Vulnerable Situations, Victims of Children of Trafficking.

UNIT IV: Education for Developing Global Consciousness and Perspective   [12 hrs]

From Teaching Globalization to Nurturing Global Consciousness - Understanding Cultural Patterns: Mind, Brain, and Education in the Era of Globalization – Globalization and Education: Challenges, Immigrant Students in a Globalized World – Human Rights – Education for world Peace

UNIT V: Applications of Multimedia and Web Content in Education   [12 hrs]

Multimedia Content – Critical Analysis of Multimedia Content - Educational Implications of Media Use and Interaction – Website Educational Content: Search, Locate and Maintain Lists of Educational Web Sites - Critically Examine the Content of Websites - Using the Web as A Teaching Learning Resource - Academic and Research Content on The Web: Online Journals and Abstract Services - Online Learning: Online Courses and Learning Management Systems- Communication Through the Web: Audio and Video Applications on The Internet, Interpersonal Communication Through the E-Mail, Web Forums and Chatting Group.

Tasks and Assignments

Submit an assignment on the progress of teacher education during pre-independent and post independent periods in India.

Submit a record on the significance of the National Policy of Education of 1968, 1986 and 2020.

Conduct a debate on Equity in higher education.

Conduct an interview among the student teachers on the awareness of global consciousness.

Make a visit to a library outside the college and write a report on your experience.

Text Books

Mohan, R. (2011). Teacher Education. PHI Learning.

Mohanty, J. (2008). Dynamics of Teacher Education. Neelkamal Publications.

Promila, S. (2010). Teacher Education. APH Publishing Corporation.

References

Chaurasia Gulab (2000). Teacher Education and Professional Organizations. Authors Press.

Christopher, C. M., And Yinger, R. J. (1987). Teacher Planning: In Exploring Teachers' Thinking.

James Calderhea. Frank, M. B. (Ed.1996). Teacher Educator's Handbook; Building A Base for Preparation of Teachers. Bass Publishers.

Justin, D., & Maguire, M. (1997). Becoming a teacher: Issues in Secondary Teaching. Open University Press.

Michael, D. J. (1987) The International Encyclopaedia of Teaching and Teacher Education. Oxford, Pergamon Press.

Nizam, E. (1997). Teacher's Education in India. APH Publishing Corporation.

James, C., And Sharrock, S. B. (1997). Understanding Teacher Education: Case Studies in The Professional Development of Beginning Teachers. Falmer Publication.

Kathy, C. (1993). The Place of Story in the Study of Teaching and Teacher Education. Educational Researcher. 22 (1):5–12, 18.

Kundu, C.L. (1998). Indian Year Book on Teacher Education. Sterling Publishers.

Robert, M. F. & Herbert, J. M. (2001). Foundations of Education: The Challenge of Professional Practice. Allyn & Bacon.

Misra, K.S. (1993). Teachers and their Education Ambala Cantt. The Associated Publishers.

Paul, C. (1998). Systematic Classroom Observation. Taylor and Francis.

Web Resources

https://Www.Researchgate.Net/Publication/292918884

www.eltai.in

http://htmladviser.com/www/aissta.com.html\

www.naac.gov.in/

http://ncte-india.org/ncte_new/

https://www.nsta.org/

http://www.iate.in/

http://www.karmayog.org/ngo/iape/upload/197/iape.pdf

PUBLICATION AND RESEARCH ETHICS | M221VPRE |

Hours: 30

Credits: 2

Course Objectives

At the end of the course, the prospective teacher educator will be able to

  i) gain fundamental knowledge of ethics with respect to research.

  ii) acquaint with the concepts of scientific conduct and scientific misconduct.

  iii) identify publication misconduct and predatory publications

  iv) analyse reference management and style manuals

  v) classify the types of plagiarism and acquire ways to avoid plagiarism.

UNIT I: Introduction to Research Ethics [5 hrs]

Research Ethics: Concept, History, Evolution and Objectives – Principles of Research Ethics– Ethics with respect to Science and Research.

UNIT II: Scientific Conduct [6 hrs]

Intellectual Honesty and Research Integrity – Scientific Misconduct: Falsification, Fabrication and Plagiarism - Redundant Publications: Duplicate and Overlapping Publications - Salami Slicing - Selective Reporting and Misrepresentation of Data.

UNIT III: Publication Ethics [7 hrs]

Publication Ethics: Definition, Introduction and Importance - Conflicts of Interest - Publication Misconduct: Definition, Concept, Problems leading to Unethical Behaviour Types - Violation of Publication Ethics, Authorship and Contributor ship - Identification of Publication Misconduct, Complaints and Appeals - Predatory Publishers and Journals.

UNIT IV: Reference Management and Style Manuals [5hrs]

Introduction to Reference Management – Reference Management using MS Word, Mendeley and Zotero – Style Manuals - History of Style Sheets – Types of Citation Styles – APA Style.

UNIT V: Plagiarism in Research [7 hrs]

Plagiarism: Concept, Types: Global, Verbatim, Paraphrasing, Patchwork and Self - Ways to avoid Plagiarism – Checking for Plagiarism – Plagiarism Checking Tools.

Reference

Gurumani, N. (2010). Scientific thesis writing and Paper Presentation. MJP Publishers.

Web Resources

A Guide to Ethical Considerations in Research

https://bit.ly/3n0wCLz

Research Integrity and Scientific misconduct

https://bit.ly/335M9ma

The Importance of Ethical Conduct in Scientific Research

https://bit.ly/339taH2

Publication Ethics

https://bit.ly/3zwyocf

Style Manuals and Citation Guides for Scholarly Writing

https://bit.ly/3JKVAIi

How to avoid Plagiarism in Research Papers?

https://bit.ly/3zxdgmj

SEMESTER II

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

M222CPLD

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i)   appreciate the contribution of various schools of Psychology in Education

ii)   analyse the social, moral and emotional development of learners

iii)   acquaint with the perception process, attention, concept formation and thinking

iv)   comprehend the theories of learning and its utility in the learning activity

v)   examine the theories of personality for understanding the individuals

UNIT I: Nature and Scope of Educational Psychology   [13hrs]

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, Behaviourism, Psycho - dynamism, Humanism -Methods of Study in Psychology: Introspection, Experimental, Observation, Survey, Case study and Interview.

UNIT II: Social, Emotional and Moral Development   [10 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: James - Lange Theory, Cannon-Bard Theory, Schachter-Singer Theory - Significance of Emotional Intelligence-Moral Development: Theories of Moral Development: Piaget and Kohlberg.

UNIT III: Cognitive Development   [10 hrs]

Perception and Sensation: Perceptual Errors - Gestalt's Theory of Perception - Perception and Learning-Attention : Determinants of Attention, Kinds of Attention, Span of Attention-Automatic Processing: Automaticity and Reading-Memory: Memory Process -Types of Memory-Memory models-Cognitive Development Theory on Concept Formation: Piaget and Bruner-Thinking and Language: Concept of Thinking-Types 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.

UNIT IV: Learning Theories   [15hrs]

Nature and Importance of Learning – Factors Influencing Learning-Theories of Learning and its Educational Implications: Pavlov Classical Conditioning-Skinner Operant Conditioning-Gagne's Hierarchy of Learning-Donald Norman's Information Processing - Discovery Theory of Learning-Meaningful learning Theory: Lewin's field theory- Social Learning Theory: Albert Bandura-Constructivism and Learning

UNIT V: Personality and Adjustment   [12 hrs]

Nature and 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.

Tasks and Assignments

Conduct a Case Study of adolescent learners with deviant behaviour

Administration and interpretation of EQ test on school student and give suggestions for improvement

Prepare a report of fostering on intelligence and cognitive abilities based on current research

Conduct a Seminar on Learning theories

Analyse the merits and demerits of the various methods of assessing the personality

Text Books

Chauhan, S.S (2006). Advanced Educational Psychology. Vikas Publishing House.

Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications

References

Anderman, E. (2013). Handbook of Educational Psychology. Routledge.

Anderson, J. R. (1985). Cognitive Psychology and its Implications. 2nd Ed. New Freeman.

Crow.L.D .(2008) .Human Development and Learning. Surjeet Publications

Bandura.A.(1977). Social Learning Theory. Prentice Hall.

Bower, G.H. And Hilgard, E.R. (1981). Theories of Learning. Prentice Hall.

Bruner, J.S. (1977). Process of Education. Harward University Press.

Dececco, JP, & Crawford, WP (1974). The Psychology of Learning and Instruction. Prentice-Hall.

Erickson, E.H. (1968). Identity, Youth and Crisis. Norton.

Good, T.L &Brophy, J.E. (1990). Educational Psychology-A Realistic Approach. Longman Publishers.

Hurlock E. B (1995). Development Psychology a Life Span Approach. Tata Mcgrow Hill Publishing

Hunt, R.R. & Ellis, H.C. (2006). Fundamentals of Cognitive Psychology.Tata Mcgraw-Hill Publishing Company.

Kagan, J., & Lang, C. (1978). Psychology and Education: An Introduction. Harcourt Brace Jovanovich.

Kakkar S.B (1992). Advanced Educational Psychology. Oxford & IBH Publishing.

Kincheloe, L. (2007). The Praeger Handbook of Education and Psychology. Atlantic Publishers

Mangal, S.K (1997). Advanced Educational Psychology. Prentice Hall Of India.

Schunk, D. H. (1991). Learning Theories: An Educational Perspective. Macmillan Publishing

Singh.K.P, Trilok Chandra & A.J.S Parihar. (2011). Advanced Educational Psychology. Vinajrakheja Publishers.

Skinner, C.E. (Ed) (1974). Educational Psychology. Prentice Hall Of India.

Vygostsky. L. (1986). Thought and Language. MIT Press.

Web Resources

Schools of Psychology

https://bit.ly/3Hwo4nk

Theories of Emotion

https://bit.ly/3G8Cl9H

Perception, Attention, Memory and Thinking

https://bit.ly/3ESFcBV

Learning Theories

https://bit.ly/3pPlsLl

SOCIOLOGY OF EDUCATION

M222CSEN

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) develop the concept, nature of Educational Sociology

ii) analyse social stratification, social mobility and their impact on Education

iii) discuss the relationship between Education and social change

iv) learns the various multicultural dimensions of education

v) examine education from different sociological perspectives and theoretical frameworks.

UNIT I: Sociology and Education [13 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: Nature and Characteristics-Social groups: Significance, Types and 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 -Role of Education in Promoting Desired Social Changes -Social Control and Education- Symbolic Interactionism

UNIT IV: Multi - Cultural Education [15 hrs]

Multi-cultural Education: 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, Social

Reconstructionist-Re-conciliation of Traditional and Technological Culture Role of Education in the Multi- Cultural Context.

UNIT V: Sociological Developmental Perspectives [12 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

Conduct a local Community survey on Literacy rate among boys and girls and prepare a report

Conduct a group discussion on the topic social mobility

Study the diversities existing in the community and describe the root causes for the same.

Critically analyse the multicultural background of school going student.

Prepare an album on any 5 Sociologists and present your views

Text Books

Banarjee, A.C. (2007). Philosophical and Sociological Foundation of Education.

Independant Publishing Company.

Coffey, A. (2001) Education and Social Change. Open University Press.

Dash, B.N. (2004). Education and Society. Dominant Publishers and Distributors.

Mishra, M. (2007). Philosophical and Sociological Foundation of Education. Alpha Publication.

Siddiqui,M.H.(2009).Philosophical and Sociological Perspective in Education. APH Publishing Company.

References

Banks, J. (2004). Approaches to Multicultural Curriculum Reform. In J. Banks & C. Banks (Eds.).

Brockeutne, B. (1985) Educating for Peace: A Feminist Perspective. Pergamon Press.

Brookover,W.B, And Erickson. E. L. (1973) Sociology of Education Illinois: The Dorsey Press.

Chandra, S.S. (1996) Sociology of Education. Eastern Book House.

Chesler, M. A And Cave, W.M. (1981). Sociology of Education. Macmillan Publishing Co,Inc.

Hallinan,M.T.(Ed) (2000) Handbook of The Sociology of Education. Springer.

Hunt,M.P. (1973) Foundation of Education Social and Cultural Perspectives. Halt, Rinehart and Winston.

Ivor Morrish, (1972). The Sociology of Education: An Introduction. George Allen And Unwin.

Meighan,R.A (1986) .Sociology of Education. Cassell Education.

Mirunalini,T. (2008). Philosophical Foundation of Education. Neelkamal Publication.

Mohanty, Jagannath (2005). Teaching of Sociology New Trends and Innovations. Deep And Deep Publication.

Mujibul Hasan Siddiqui (2009). Philosophical and Sociological Perspectives in Education. A.P.H Publishing Corporation.

Sachdeva, M.S. (2002). Philosophical and Sociological Bases of Education. Bharat Publications

Siddiqui,M.H.(2009).Philosophical and Sociological Perspective in Education. APH Publishing Company.

Singh, Y. K. (2009). Sociological Foundation of Education. A.P.H Publishing Corporation.

Talwar,M.S & Banakanal.V.A.(2009).Philosophical and Sociological Perspectives in Education. Centrum Press.

Web Resources

Sociology and Education

https://bit.ly/3eNVIsp

Social Stratification and Social Mobility

https://bit.ly/3JEVFgU

Social Change and Education

https://bit.ly/3JEy6Vl

Multi - Cultural Education

https://bit.ly/34oCqrP

Social Theorists

https://bit.ly/3zlEBYm

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS | M222CAER |

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

  i)   understand Experimental Research designs and its types

  ii) get familiarized with qualitative and quantitative research designs

  iii) understand the concepts behind inferential statistical analysis

  iv) differentiate parametric and non-parametric tests

  v)   develop competencies in preparing a research report.

UNIT I: Experimental Research Designs [12 hrs]

Experimental Research: Need, Significance, Nature and Steps-Validity: Internal and External, Use and Limitations - Different Types of Experimental Designs: Pre- Experimental, Quasi-Experimental Designs, True Experimental Research Design- Factors Affecting Internal and External Validity of Experimental Research Designs

UNIT II: Qualitative Research Designs [11 hrs]

Meaning, Steps and Characteristics - Qualitative Research Approaches: Phenomenology, Ethnography, Naturalistic Enquiry and Grounded Theory- Mixed Research: Meaning, Fundamental principles, Types, Strengths and Weakness.

UNIT III: Inferential Statistics [12 hrs]

Concept of Parameter and Statistics – Basic Ideas about Inferential Statistics: Sampling Error, Sampling Distribution- Concept and Calculation of Standard Error of Mean, Percentage, Correlation and Standard Deviation-Point and Interval Estimation- Calculation of Confidence Intervals- Elementary Ideas of Probability- Normal Distribution-Normal Probability Curve (NPC): Properties, Conditions, Characteristics, Importance and Applications of NPC - Skewness and Kurtosis.

UNIT IV: Parametric and Non-Parametric Statistics [13hrs]

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- Further Methods of Correlation: Bi-serial Correlation, Point Bi-serial

Correlation, Tetra Choric and Phi Correlation- Regression Analysis: Concept, Assumptions, Significance, – Non-parametric Test: Rank Difference Method, Chi-Square, Mann-Whitney Test, Median Test, Rank Test and Sign Test.

UNIT V: Report Writing [12 hrs]

Preparation of Research Report- Significance of Research Report – Format Style- Content and Chapterization- Bibliography- Application of Style Manuals APA (7th Style) – Appendices - Structure (Preliminary, Main Body and Reference Section)- Presentation of Research Report.

Text Books

Best,L.J.W. (2005). Research in Education. Prentice Hall Of India.

Creswell, J.W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. SAGE Publication.

Creswell, J.W. (2011). Educational Research: Planning, Conducting and Evaluating, Quantitative and Qualitative Research. PHI Learning.

Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.

Nagarajan. (2003). Research Methodology in Education. Ram Publishers.

Juliet, A.P.A. (2016). Strategies and Techniques for Research in Education. Neelkamal Publications.

Mohan, R. (2004). Research Method in Education. Neelkamal Publications.

References

Aggarwal, Y. P. (1998). Statistical Methods: Concept, Application and Computation. Sterling Publishers.

Anfara, V. A., & Mertz, N.T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.

Elliott, J. (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

Flick, U. (2012). An Introduction to Qualitative Research. SAGE Publication.

Fraenkel, J.R., & Wallen, N.E. (1996). How to Design and Evaluate Research in Education. Mcgraw Hill.

Garrett, H. V. (1990). Statistics in Psychology and Education. Vakils, Feffer & Sons.

Gay, L.R. (2009). Educational Research. Competencies for Analysis and Applications. Merrill and Pearson.

Guilford, J.P. (1978). Fundamentals of Statistics in Psychology and Education. Mcgraw Hill Series.

Gupta, S. (1983). Research Methodology and Statistical Technique. Deep And Deep Publisher.

Kaul, L. (1984). Methodology of Educational Research. Vikas Publications.

Leary, M. R. (2004). Introduction to Behavioural Research Methods (4th ed.). Pearson Prentice Hall.

Lindquist, E. F. (1970). Statistical Analysis in Educational Research. Houghton Mifflin.

Mouly, G. J. (1964). The Science of Educational Research. Eurasia Publishing House.

Sharma, B. (2004). Methodology of Educational Research. Vohra Publishers.

Sharma, S. R. (2003). Problems of Educational Research. Anmol Publications.

Silver,D.(2013).Doing Qualitative Research. SAGE Publication

Web Resources

Introduction to Statistics

https://bit.ly/3yp3P7F

Descriptive Statistics

https://bit.ly/3GUmEmv

Statistics and Probability

https://bit.ly/3ETGEVq

Inferential Statistics: Definition, Uses

https://bit.ly/3yjYSx5

Measures of Central Tendency

https://bit.ly/3m1zozv

Introduction to the normal distribution

https://bit.ly/3pOv1sQ

A Simple Introduction to ANOVA

https://bit.ly/3yjqgLE

CURRICULUM DESIGN AND DEVELOPMENT | M222CCDD |

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) comprehend 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 [12 hrs]

Approaches to curriculum: Subject Centred, Learner Centred, Broad Field and Social Approach- Issues related to Curriculum Development - Models of Curriculum Development: Technical / Scientific Models: Ralph. W. Tyler, Hilda Taba and 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 and Distribution of Instructional Time – Learning Activities: Criteria for Selection and Organization – Curriculum Material: Instructional System and Techniques, Instructional Media in Enhancing Curriculum.

UNIT IV: Evaluation of Curriculum [12 hrs]

Significance of Curriculum Evaluation - Curriculum Evaluation Models: Robert Stake's Congruence Contingency Model, CIPP (Context, Input, Process and Product) Model and Taylorian Objectives Based Model - Curriculum Analysis– Evaluation of Instructional Materials -Review of Recent Researches on Curriculum Development.

UNIT V: Curriculum Reforms and Innovations [12 hrs]

Curriculum Change: Concept, Improvement and Innovations - Emerging Trends in Curriculum Development - Barriers to Curriculum Change – Participants in Curriculum Change: Curriculum Specialists, Administrators, Teachers and Students - Teacher as a Curriculum Leader and Decision Maker – Curriculum Reforms.

Tasks and Assignments

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.

Specify a few novel learning activities for Science and Arts curriculum for high school education.

Compare Indian and International dimensions of curriculum studies Involving multicultural education.

Analyse the curriculum framework based on National Policy on Education (2020).

Text Books

Aggarwal., & Deepak. (2007). Curriculum Development: Concept, Methods and Techniques. Book Enclave

Arulsamy,S.(2014).Curriculum Development. Neelkamal Publications.

Balsara, M. (2006). Principles of Curriculum Construction. Kanishka Publications.

Dash, B. N. (2007) Curriculum Planning and Development. Dominant Publishers.

Reddy, B.(2007).Principles of Curriculum Management and Development. Arise Publications.

Sharma, R.A. (2007). Curriculum Development and Inspection. R. Lall Book Depot.

Vashist, S.R. (2007). The Theory of Curriculum. Anmol Publications.

Veer, U. (2004). Modern Teaching and Curriculum Management. Anmol Publications.

Venkataiah, N. (2008). Curriculum Innovations f or 2000 A. D. APH Publishing Corporation.

Wiles, J.W., & Joseph,B.(2006).Curriculum Development: A Guide to Practice. Pearson Publication.

References

Chowdhury,A., & Meta,J.(2017). Curriculum and Development. Kunal Books

Dudeja,G., & kour,G. (2016). Curriculum Development and Assessment. R Lall Publishers

Panda,S.K.(2020). Curriculum Development: Practices and Perspectives Shipra Publications

Pandey,J. (2015).Principles of Education and Curriculum Development. KSK Publishers

Web Resources

Major Foundations of Curriculum

https://bit.ly/3mOmLIE

Models of Curriculum Development

https://bit.ly/3qCijh6

Models of Curriculum Design and Development

https://bit.ly/3zmYuyr

Curriculum Evaluation

https://bit.ly/32E0Gpl

Curriculum change and Innovation

https://bit.ly/3Hufa9L

SEMESTER III

COMPARATIVE EDUCATION

M223CCEN

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) provide an overview of the history of comparative education as a field of study

ii) discuss the education system of selected developing and developed countries

iii) familiarize with the various approaches and methods of teacher education in developing and developed Countries

iv) examine the strengths and weaknesses of the role of international agencies in comparative and international educational research

v) identify the impact of reforms and recent developments in the developing and developed Countries

UNIT I: Introduction of Comparative Education [12 hrs]

Comparative Education: Meaning, Objectives, Problems, Approaches, and Methods - Historical Development of Comparative Education - Factors determining the Educational Systems of a Country – Basic Requirements of Education in Different Countries.

UNIT II: Systems of Education [12 hrs]

Systems of Education: Pre-Primary, Primary, Secondary, Vocational, and Higher Education in the selected developing and developed Countries: USA, UK, France, USSR, China, and India.

UNIT III: Teacher Education- Pre-service and In-service [12 hrs]

Teacher Education: Training, Selection of Teachers and In-Service Education in USA, UK, France, USSR, China, and India.

UNIT IV: International Agencies for Comparative and International Education [12 hrs]

Role of International Agencies: UNESCO, UN, SAARC, IEA, TIMMS, OECD, PISA, The World Bank, BRICS Bank, and Commonwealth in improving the quality of education among the member countries.

UNIT V: Reforms and Recent Developments [12 hrs]

Reforms and Recent Developments: New Trends, Educational Policies, Philosophical and Political basis of Educational Reforms in USA, UK, France, USSR, China, and India.

Tasks and Assignments

Prepare a presentation about the educational policies in India.

Preparation of report on the systems of education in developing countries.

Draw lessons from other countries which are helpful in improving in-service education.

Highlight the recent developments in Indian education.

Undertake a survey on the role of international agencies for Comparative and International Education

Text Books

Sharma. R.A. (2019). Comparative Education. Anu Books.

Sharma. Y.K. (2008). Comparative Education: A Comparative Study of the Educational System. Kanishka Publications.

Shrivastava. S.K. (2006). Comparative Education. Anmol Publications

References

Chaube &Chaube. (2006). Comparative Education. Vikash Publishing House.

Ismail. T. (2014). Comparative Education. Kaniska Publication.

Jaiswal. M.P. (2011). Comparative Education. Saurabh Publishing House.

Mohammad. A.K. (2007). Modern Comparative Education. Anmol Publications.

Naik. S. P. (2006). Perspective on Comparative Education. Anmol Publications.

Pratiksha. J. (2009). Comparative Education. Anmol Publications.

Rahaman. M. (2009). Education of Administration. Pravati Libray.

Rai. B.C. (2010). Comparative Education. Prakashan Kendra.

Rao. V.K. & Reddy. R.S. (2019). Comparative Education. Arjun Publishing House.

Web Resources

Meaning, Nature, - Comparative Education

https://bit.ly/3eRFTAV

https://bit.ly/33PUMl0

Education in different developed countries

https://www.bpastudies.org/bpastudies/article/view/142/273

Comparative Study of Higher Education

https://bit.ly/3JTY5sb

Approaches to Comparative Education

https://bit.ly/3zsTacF

Trends in World Education https://bit.ly/3eSovMu

DATA ANALYTICS IN EDUCATION

> M223CDAE

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i)   identify and categorize the data

ii) get familiarized with graphical representation of the data

iii) understand the concepts behind descriptive analysis of the data

iv) operate the inferential analysis of the data

v)   develop competencies in doing analysis using computer software.

UNIT I: Measurement and Measurement of Data   **[12 hrs]**

Measurement: Concept, Scope, Needs and Functions, Types of Measurement, Scales of Measurement, Merits and Limitations of Scales of Measurement -Data: Meaning, Need and Nature of Data: Types of Data- Continuous and Discrete Data- Primary and Secondary Data- Measurement Data: Nominal, Ordinal, Interval and Ratio Scales – Norms in Measurement of Data-Need for Norms in Measurement- Types of Norms Note: Interpretation of Results Using SPSS (Only for Practical Purposes)

UNIT II: Processing and Graphical Representation of the data   **[10 hrs]**

Data: Data Collection, Editing, Coding and Classification of Data, Types of Classification: External and Internal Preparation of Frequency Distribution - Importance of Visual Presentation of Data, Diagrammatic Presentation, and Rules for Preparing Diagrams, and Types of Diagrams: One Dimensional Bar Diagrams, Simple Bar Diagram, Multiple Bar Diagram, Sub-divided Bar Diagram - Pie Diagram: Structure Diagrams, Organisational Charts, Flow Charts - Graphic Presentation: Graphs of Time Series - Graphs of One Dependent Variable, Graphs of More Than One Dependent Variable. Graphs of Frequency Distribution: Histograms and Frequency Polygon, Cumulative Frequency Curve Note: Interpretation of Results using SPSS. (Only for practical purposes)

UNIT III: Descriptive Analysis and Interpretation of the Data   **[12 hrs]**

Statistical Derivatives: Percentage, Ratio, Rate - Measures of Central Tendency: Properties, Calculation of Mean, Median and Mode and its Interpretation of the data- Variation: Significance of Variation, Measures of Variation, Range, Quartile Deviation, Mean Deviation,

Standard Deviation, Coefficient of Variation, Skewness, Relative Skewness and Interpretation of the data and its uses- Note: Interpretation of Results using SPSS. (Only for practical purposes)

UNIT IV: Inferential Analysis and Interpretation of the Data [13hrs]

Hypothesis Testing - Estimation: Point and Interval, Testing of Difference Between Two Means: Test for Small and Large Samples - Tests of Significance for Population Mean- Z- Test for Variables - Tests of Significance for Population Proportion- Z- Test for Attributes- Linear Correlation-Pearson's Product Moment Method: Testing for The Significance of The Correlation Coefficient, Simple Linear Regression: Estimating the Linear Regression,

Standard Error of Estimate, Coefficient of Determination Calculation, Interpretation and Uses - Chi-Square Test and its Interpretation- Note: Interpretation of Results Using SPSS(Only For Practical Purposes).

UNIT V: Inferencing and Generalisation of Results of the Data [13 hrs]

Inference Based on Parametric and Non-Parametric Test-Mistakes in Inferencing: Ignoring Unstudied Factors in Inferencing, Ignoring Selective Factors in Inferencing, Negative Results- Generalisation of Results: Need for Generalisation of Research, Generalisation of Results of Descriptive Data, Factors Affecting in Generalization of Results-Precaution to be taken while Generalising Results- Meaning, Implications of Research and Advancement of Knowledge- Note: Interpretation of Results Using SPSS (Only For Practical Purposes)

Text Books

Juliet, A.P.A. (2016). Strategies and Techniques for Research in Education. Neelkamal Publications.

Mohan, R. (2004). Research Method in Education. Neelkamal Publications.

Mohan, R. (2016). Statistical Analysis Using SPSS. Neelkamal Publications.

Best,L.J.W. (2005). Research in Education. Prentice Hall Of India.

Creswell, J.W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. SAGE Publication.

Creswell, J.W. (2011). Educational Research: Planning, Conducting and Evaluating, Quantitative and Qualitative Research. PHI Learning.

Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.

Nagarajan. (2003). Research Methodology in Education. Ram Publishers.

Juliet, A.P.A. (2016). Strategies and Techniques for Research in Education. Neelkamal Publications.

Mohan, R. (2004). Research Method in Education. Neelkamal Publications.

References

Jason W. Osborne. (2012). Best Practices in Data Cleaning. Sage Publications.

David Freedman, Pobert Pisani & Roger Purves. (2007). 4th Edition. Statistics. WW.Norten & Co.

Edward Tufte. (2001). The Visual Display of Quantitative information: Graphics Press.

Aggarwal, Y. P. (1998). Statistical Methods: Concept, Application and Computation. Sterling Publishers.

Anfara, V. A., & Mertz, N.T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.

Elliott, J. (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

Flick, U. (2012). An Introduction to Qualitative Research. SAGE Publication.

Fraenkel, J.R., & Wallen, N.E. (1996). How to Design and Evaluate Research in Education. Mcgraw Hill.

Garrett, H. V. (1990). Statistics in Psychology and Education. Vakils, Feffer & Sons.

Gay, L.R. (2009). Educational Research. Competencies for Analysis and Applications. Merrill And Pearson.

Guilford, J.P. (1978). Fundamentals of Statistics in Psychology and Education. Mcgraw Hill Series.

Gupta, S. (1983). Research Methodology and Statistical Technique. Deep And Deep Publisher.

Kaul, L. (1984). Methodology of Educational Research. Vikas Publications.

Leary, M. R. (2004). Introduction to Behavioural Research Methods (4th ed.). Pearson Prentice Hall.

Lindquist, E. F. (1970). Statistical Analysis in Educational Research. Houghton Mifflin.

Mouly, G. J. (1964). The Science of Educational Research. Eurasia Publishing House.

Sharma, B. (2004). Methodology of Educational Research. Vohra Publishers.

Sharma,S.R.(2003).Problems of Educational Research. Anmol Publications.

Silver,D.(2013).Doing Qualitative Research. SAGE Publication

Web Resources

Data analysis in research.

https://bit.ly/3DG8KSS

An introduction to research methods.

https://bit.ly/3DD4eEI

Research methodology.

https://bit.ly/31GvsgE

Scale of measurement.

https://bit.ly/338Nf0d

SPSS- tutorials. SPSS Beginners Tutorials.

https://bit.ly/3GwU3TJ

Intro to SPS. Statistics how to.

https://bit.ly/30bd7rf

An introduction to inferential statistics. Scriber.

https://bit.ly/3DHaACV

Introduction to statistics.

https://bit.ly/3yp3P7F

Descriptive statistics.

https://bit.ly/3GUmEmv

Statistics and probability.

https://bit.ly/3ETGEVq

How To. Inferential Statistics: Definition, Uses.

https://bit.ly/3yjYSx5

Measures of Central Tendency.

https://bit.ly/3m1zozv

Introduction to the normal distribution (bell curve). Simply psychology.

https://bit.ly/3pOv1sQ

A Simple Introduction to ANOVA (with applications in Excel). Analytics vidhya.

https://bit.ly/3yjqgLE

STRUCTURE AND STATUS OF SECONDARY EDUCATION

M223CSS

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) learn the nature, scope and systems of secondary education

ii) analyse the status and development of secondary education

iii) examine the different forms and issues of inequality in education

iv) identify the indicators and standards of quality in education

v) appreciate the role of teacher in secondary education

UNIT I: Structure and Status of Secondary Education   [13 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   [10hrs]

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]

Agencies 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   [15hrs]

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 [12 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.

Tasks and Assignments

Critically analyse the difference between various Boards of Education Submit a report on Problems of Vocational Education of rural students Document a report on policies and programmes of secondary education

Organise a Group discussions on Issues and Challenges of secondary education Prepare a seminar on teacher education in India at secondary level.

Text Books

Gupta, V.K And Gupta, Ankur. (2005). Development of Education System in India. Vinod Publication

S.K. (2000), Secondary School Administration. Sterling Publishers.

References

Chopra, R.K. (1993). Status of Teachers in India. NCERT.

Day, C. & J. Sachs, J. (2004). International Handbook on the Continuing Professional.

Gaind and Sharma. (1971). Educational Secondary School Administration. Ram Prasad and Sons. Govt. of India.

Govt. of India (2005). Universalisation of Secondary Education. New Delhi Report of the CABE Committee.

Govt. of India. (1986). National Policy on Education. MHRD

Indian education commission (1964-66). MHRD. Govt. of India. (2005).

Jayapalan, N. (2005). Problems of Indian Education. Atlantic.MHRD

Govt. of India (2010). Govt. of India (2005). Framework for Implementation of Rashtriya Madhyamik Shiksha Abhiyan. MHRD.

Mukhopadhyay, S. and Anil Kumar, K. (2001). Quality Profiles of Secondary Schools. NIEPA.

Report of Secondary Education Commission. MHRD. Govt. of India. (1996).

Web Resources

NUEPA

https://bit.ly/31lJggt

NCERT

https://bit.ly/3JvqF2C

National policy on Education 1986

https://bit.ly/3JBmfr2

Different Boards of Education in India

https://bit.ly/3ERyGvo

RMSA

https://bit.ly/31jLvRg

EDUCATION FOR ECOLOGICAL SENSITIVITY | M223TEES |

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) conceptualize the vital significance of the concept, importance, scope and aims of environmental education

ii) familiarize terminologies and concepts in the field of environmental education as an academic discipline.

iii) acquaint with the need for addressing environmental ethics.

iv) develop various strategies for sustainable development with special emphasis at local level.

v) formulate strategies for preservation of environmental heritages.

UNIT I: Elements of Environmental Education [12 hrs]

Introduction: Concepts, Importance and Scope, Aims and Objectives, Guiding Principles and foundations- Relationship between man and Environment, Ecological and Psychological Perspectives- Eco pedagogy: Meaning and Importance-Ecological Sensitivity-Drivers of Ecological changes and its implication for society.

UNIT II: Social Perspectives in Environment [12 hrs]

Population and Resources- Relationship between Population Pressures, Resource Consumption and Sustainability-Urbanization and Environment-Science Technology, Societyand Environment Consumption of Resources; Environmental Consequences of Urban Transformation, Waste Disposal and Pollution-Environment, technology and society- interface between specific technologies, including electrification, transport technologies, energy generation -rural and urban environments- ecological modernization and environmental risk.

UNIT III: Pedagogical Basis for Environmental Education [12 hrs]

Environmental Ethics and Philosophy -Environmental Consequences- Responsibility for Environmental Degradation- Environmental Education and Environmental Literacy: Need for public awareness, Need for a "Green Curriculum" - Methods and Strategies for EE at Elementary, Secondary and Higher Education-Public Participation in Conservation of Nature

and Natural Resources - Environmental Management: Role of Individual and Institution in Environmental management.

UNIT IV: Education for Sustainable Development [12 hrs]

Education for Sustainable Development-- Integrated approach in formulation and transaction - Environmental Citizenship as the ultimate goal of Education - Need for cultivating Environmental attitude among teachers and teacher educators.

UNIT V: Preservation and Conservation of Environmental Heritages [12 hrs]

Need for conservation, preservation and protection of rich environmental Heritage, traditional knowledge and environmental resources and pollution. Need and Significance to regain the Indian tradition- Natural resources and its vital role- UNESCO world heritage site with special reference to India -Relevance of Bio diversity- its ecological and economic significance. Global environmental issues: International Conventions and Protocols-Regulations and environment-law and policies to protect forests, wildlife, water,

Tasks and Assignments

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

Conduct a debate for the teachers of the neighbouring schools on how to propagate values of education for sustainable development.

Lecture on system of waste management at house hold level

Text Books

Arulsamy, S. and Jeyadevi, J. (2012). Disaster Management. Hyderabad: Neelkamal Publications Private Ltd.

Aruljothy, Balaji.D.L. & Rajesh Verma. (2009). Environmental Education. New Delhi: Centrum Press.

Bhall, S.C. &Khanna, H. (2007), Environmental Education, New Delhi: Regal Publication.

Bharucha E (2005), Text Book of Environmental Studies, University Press.

References

Brown, Lester R (2002) Eco Economy: Building an Economy for Earth, Orient Longmann

Capra, F. (1999). Eco-Literacy: The Challenge for Next Century. Liver Pool Schumacher Lectures.

Catherine, Joseph. (2011). Environmental Education. Hyderabad: Neelkamal Publications.

Chanda, S.K. (1992) Conserving Indian Environment, Aavishar Publisher,Jaipur. Choudhuri. S.K. (1996). Environmental Legislation in India, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi

Dani, H.M. (1986). Environmental Education, Chandigarh: Publication Bureau, Panjab University

De A.K. N.C. Datta, A.K. Mitra and T.R. Sinha (Ed) (1998) Sustainable Development of Environment, Cosmo Publications, New Delhi.

Firor, John & Judith E, J. (2003) Crowded Green House, University Press Gardner HS (2006) Frames of Mind. Harvard University Press

Goleman, D. (2010) Ecological Intelligence, Penguin Books, London

Grover, I.S And A.K. Thukral (Ed), (1998) Environmental and Development, Scientific Publishers, Jodhpur

Gupta, Das N (1997), Environmental Accounting, Wheeler Publishing, New Delhi

Gupta Sunit and Mukta Gupta, (1997). Environment, Population And resources, Critical Challenges, Anmol Publications Pvt, Ltd, Lucknow

Nagarajan,K.(2009). Environmental Education. Chennai: Ram Publishers.

Naik,S.P.(2004). Role of Evaluation in Education. New Delhi: Anmol Publications Pvt., Ltd., Kumar, Arvind. (2004). A Text Book of Environmental Science. New Delhi: APH Publishing Corporation.

Kumar, Pradeep. (2009). Environmental Education. New Delhi: APH Publishing Corporation.

Rao,V.K., R.S.Reddy.(2005). Environmental Education. New Delhi: Common Wealth Publishers.

Mohanka, Reena., Ananya Sen &Singh,M.P.(2009). Environmental Education - Vol.1. New Delhi: APH Publishing Corporation.

Sharma,V.S .(2008).Environmental Education. New Delhi: Anmol Publications Pvt., Ltd.,

Shrivastava,K.K.(2004).Environmental Education - Principles, Concepts & Management. New Delhi: Kanishka Publishers.

Shrivastva, K.A. (2007), Global Warming, New Delhi: APH Publishing Corp.

Speth&James,G. (2006). Global Environmental Challenges: Transition to a Sustainable World, Orient Longmann.

Web Resources

https://www.ceeindia.org/

https://www.conserve-energy-future.com/environmental-education-and-its- components'

https://eecom.org/eecom

https://www.epa.gov/education/what-environmental-education

https://www.sciencedirect.com/topics/earth-and-planetary-science/environmental- education

https://www.toppr.com/bytes/what-is-environmental-education/

STRESS MANAGEMENT AND ASSERTIVENESS TRAINING | M223TSMA |

Marks:100

Credit: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i)   interpret the impact of Stress on behaviour

ii) examine the factors associated with nervous system and stress

iii) create awareness on stress related diseases

iv) implement various stress management techniques

v)   apply coping mechanisms to promote holistic well-being of oneself

UNIT I: Introduction to Stress Management   **[13 hrs]**

Meaning and Definition - Nature of Stress-Symptoms of Stress: Biological, Psychological, Spiritual and Sociological -Sources of Stress -Types of Stress -Stages of Stress- Components of Stress Process-Effect of Stress on Behaviour.

UNIT II: Stress Physiology   **[10 hrs]**

Nervous system-Human Brain: Vegetative, Limbic, Neo Cortical level, Autonomic Nervous System -Parasympathetic Nervous System - Gastrointestinal System- Endocrine System- Hypothalamus, Cerebral Cortex--Effect of Stress on Immune System

UNIT III: Stress and Health   **[10 hrs]**

Health Illness Related to Stress-General Adaptive Syndrome (GAD), Quality of Sleep, Diet and Health Effects -Psychological Impact of Stress: Impaired Mental Functions, Poor Memory -Social Impact of Stress.

UNIT IV: Assertiveness Training Techniques   **[15 hrs]**

 Relaxation Techniques - Role of Meditation – Physiological Aspect of Meditation- Cognitive Behaviour Therapy-Mindfulness Based Stress Reduction-REBT- Role of Exercise in Stress- Yoga- Coping Mechanisms – Life situation Intrapersonal: Assertiveness, time management.

Unit V: Assessment of Stress   **[12 hrs]**

Assessment of Stress: Stress Diary, Becoming Skilled, Adapting a Healthy Life Style, Right Attitude, Self-Awareness- Value and Goal Planning- Stress Response: Fight or Flight Response, Stress Warning Signals.

Tasks and Assignments

Analyse the difference between the types of Stress Prepare a seminar on Nervous system Organise a group discussion on health illness related to stress Organise yoga and meditation session. Prepare a healthy life style chart

Text Books

Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength.UK: Routledge. DiMatteo

Weller S. (2000) The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue, Thorsons.

Davis M. (2000) The Relaxation and Stress Reduction Work Book, New Harbinger

References

Cooper C.L., Cooper R.D., Eaker L.H. (1987) Living with Stress, Penguin

Lehrer P.M., Woolfolk R.L. (1993) Principles and Practices of Stress Management. The Guildford Press.

M.R. & Martin, L.R. (2002). Health Psychology.New Delhi: Pearson Neiten,

Neiten,W. & Lloyd, M.A (2007). Psychology Applied to Modern Life. Thomson Detmar Learning.

Palmer S., Dryden W. (1995) Counselling for Stress Problems, Sage.

Seaward B.L. (1999) Managing Stress: Principles and Strategies for Health and Wellbeing, 2nd Edition, Jones and Bartlett Publishers.

Web Resources

Stress Management techniques

https://bit.ly/34ugJ9P

Assertiveness training Techniques

https://bit.ly/3pZpPD

POSITIVE PSYCHOLOGY

M223TPPY

Marks: 100

Credit: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i) become holistic thinkers and lifelong learners

ii) apply skills, critical thinking to solve problems in life

iii) enhance positive experiences and emotions to live a quality of life

iv) maintain and exercise lifelong happiness in all situation

v) reconcile with oneself and with others exhibiting trust

UNIT I: Introduction to Positive Psychology [12 hrs]

Concept, History, Nature, Dimension and Scope of Positive Psychology - Seligman's PERM - Positive Leadership - Creativity and Problem Solving.

UNIT II: Positive Emotional States and Processes [12 hrs]

Positive Emotions and Wellbeing: Hope & Optimism, Love - The Positive Psychology of Emotional Intelligence - Influence of Positive Emotions - Positive Thinking and Living.

UNIT III: Strengths and Virtues [12 hrs]

Character Strengths and Virtues - Resilience in the Phase of Challenge & Loss - Empathy and Altruism - Optimism and Success Resilience - Well Being: Quality of Health & Life.

UNIT IV: Happiness [12 hrs]

Introduction to Psychology of Happiness: Wellbeing and Scope - Types of Happiness: Eudemonic and Hedonic - History of Happiness - Theories, Measures and Positive Correlates of Happiness - Traits Associated with Happiness - Setting Goals for Life and Happiness - The Science of Happiness.

UNIT V: Forgiveness and Gratitude [12 hrs]

Forgiveness and Gratitude - Personal Transformation - Role of suffering - Trust and Compassion - Competency Development for Life.

Task and Assignments

Share in the group on your experience of being the happiest.

Write a personal diary on your forgiveness towards someone who hurt you. Debate on "the happiness is an inside job" and submit the record.

Write an essay on the significance tolerance and submit a record. Discuss on being gratitude brings happiness and submit a record.

Text Books

Baumgardner, S. R. & Crothers, M. K. (2009). Positive Psychology. New Delhi: Pearson Education

Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The Scientific and Practical Explorations of Human Strengths. Sage Publications

References

Argyle, M. (1987). The Psychology of Happiness. London: Methuen.

Brunner, R., Linley, P. A. And Joseph, S. (2004). Positive Psychology in Practice. John Wiley and Sons.

Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strengths. London: Routledge.

Crompton, W.C. (2005). An Introduction to Positive Psychology. Singapore Press.

Goleman, D. (2015). Emotional Intelligence: Why It Can Matter More Than IQ. Paperback.

Haidt, J. (2006). The Happiness Hypothesis: Finding Modern Truth in Ancient Wisdom. Basic Books.

Peterson, C. (2006). A Primer in Positive Psychology. Oxford University Press.

Synder, C.R.& Lopez. S. (2007). Handbook of Positive Psychology. Oxford Publications.

Seligman, M.E.P. (2002). Authentic Happiness. Free Press.

Thomson, S. C.R. And Lopez, S. J. (2005), Handbook of Positive Psychology. Oxford University Press

Snyder, C.R., Lopez, S.J. & Pedrotti, J.T. (2011): Positive Psychology: The Scientific and Practical Explorations of Human Strengths (2nd Ed). Sage Publication, Inc.

Tal, B. S. (2007). Happier: Learn the Secrets to Daily Joy and Lasting Fulfilment.

Web Resources

Introduction to Positive Psychology

https://bit.ly/3EUXQt8

Positive Emotional States and Processes

https://bit.ly/32TgAMp

Strengths and Virtues

https://bit.ly/3pSXPBB

Happiness

https://bit.ly/3ztDXby

Forgiveness and Gratitude

https://bit.ly/3mYdPjQ

https://bit.ly/3FVC21O

SEMESTER IV

EDUCATIONAL MANAGEMENT

M224CEMT

Marks:100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

 i)   identify the principles and approaches of educational management

 ii) analyse the trends in educational administration

 iii) accustom with leadership behaviours to be maintained by the administrators

 iv) familiarize with the methods and strategies of quality management in education

 v)   acquaint with the modern trends in educational management and administration

UNIT I: Educational Management   [12 hrs]

Educational Management: Concept, Principles, Importance, Functions: POSDCORB and Types – Institution Building – Project Evaluation and Review Technique (PERT) – Critical Path Method (CPM) – Management as a System – Taylorism (Scientific Management Theory).

UNIT II: Educational Administration   [10 hrs]

Educational Administration: Concept, Need and Functions – Difference between Management and Administration – Administration as a Process – Administration as a Bureaucracy – Human Relations Approach to Administration – Organisational Compliance – Organisational Development – Organisational Climate - SWOC Analysis.

UNIT III: Leadership in Educational Management   [14hrs]

Leadership: Concept, Functions and Characteristics– Approaches to Leadership: Trait, Transformational,   Transactional, Value based, Cultural, Psychodynamic   and Charismatic - Models of leadership: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Situational Leadership Theory, Leader-Member Exchange Theory.

UNIT IV: Quality Management in Education   [14 hrs]

Concept of Quality in Education - Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM) - Six Sigma - Academic Audit - National Assessment Accreditation Council [NAAC] - Quality Council of India [QCI] - International Network for Quality Assurance Agencies in Higher Education [INQAAHE] - Cost of Quality: Appraisal, Failure and Preventable - Cost Benefit Analysis - Cost Effectiveness Analysis.

UNIT V: Trends in Educational Management [10 hrs]

Stress Management: Definition, Causes, Types, Coping Stress - Time Management - Conflict Management: Types, Causes and Consequences of Conflict - Conflict Resolution - Change Management: Meaning, Need for Planned Change, Three Step- Model of Change (Unfreezing, Moving, Re-freezing) - The Japanese Models of Change: Just-in-Time, Poka Yoke.

Tasks and Assignments

Assess the functions of management (POSDCORB) of the school in which you perform field internship.

Conduct SWOC analysis on the administration aspect of your institution and report.

Write a case study report on the impact of leadership on the performance of any one institution.

Analyse the institutional climate of any school and submit report.

Prepare a checklist of documents based on any one of the seven NAAC performance indicators.

Textbooks

Chauhan, S. (2012). Educational Management. Dorling Kindersley.

Dash, B.N. (2004). School Organisation, Administration and Management. Neelkamal Publications.

References

Anamika. (2009). Primary and Secondary Education. Centrum Press.

Bhatnagar, & Agarwal, V. (2001). Educational Administration. Surya Publications.

Bush, T., & Les, B. (2002). The Principles and Practices of Educational Management. Paul Chapman Publishing.

Bush, T. (2008). Leadership and Management Development in Education. Sage Publications.

Decenzo, D.A. (2015). Human Resource Management (11th Ed.).

John Wiley. Gupta, B.L. (2011). Academic Audit. Concept Publishing Company.

Kalaivani, M., &Krithika. (2018). Planning and Administration of Secondary Education.

Samyukdha Publications.

Krishnaiah, R. (2017). School Organisation and Management. Neelkamal Publications.

Mahajan, Baldev&Khullar,K.K. (2002). Educational Administration in Central Government: Structures, Processes, and Future Prospects. Vikas Publication House.

Mishra, R.C. (2009). School Administration and Organisation. APH Publishing Corporation.

Mukhopadhyay, M. (2005). Total Quality Management in Education. Sage Publications.

Muthuja, B. (2009). Educational Innovations and Management. Centrum Press.

Nelson, D.L., Campbell, J.Q., & Khandelwal, P. (2016). ORGB: A south Asian perspective (2nd ed.). Cengage Learning.

Web Resources

PERT Analysis

https://bit.ly/3HECFgF

Leadership Models: Theory and Practice

 https://bit.ly/3mUXUCV

Quality management in Education

https://bit.ly/3eRI9Ik

SPECIAL AND INCLUSIVE EDUCATION

M224CSIE

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i)   familiarize the need for promoting inclusive practices in education.

ii) understand the trends and developments in inclusive education

iii) develop critical understanding of the policies and legislations related to inclusive education.

iv) develop an understanding of the educational approaches and measures to meet the diverse needs of students.

v)   identify the various aspects of teacher preparation and research priorities in inclusive education.

UNIT I: Introduction to Inclusive Education [10 hrs]

Concept, Need and Importance of Inclusive Education - History of Inclusion - A Paradigm Shift from Segregation to Inclusion - Difference between Special Education, Integrated Education and Inclusive Education - Benefits of Inclusive Education - Beneficiaries of Inclusive Education: Socially Disadvantaged Children, Socio-cultural Diversity, Caste, Tribe, Educationally Backward, Transgender, Juvenile Delinquent, Leprosy cured, HIV /Aids Children and Differently-abled Children – Challenges and Opportunities of Inclusive Education - Teacher Preparation for Inclusive Education.

UNIT II: Educational Policies on Inclusion [13 hrs]

New Education Policy on Inclusion (2020) - National Policy for Persons with Disabilities (2006) National Curriculum Framework (NCF2005) - National Commission for Education of SC, ST - National Acts: The Persons with Disabilities Act (PWD Act, 1995), Multiple Disability Act (1999),National Trust Act (1999), Rehabilitation Council of India Act (1992), Right of Children to free and compulsory Education (RTE Act 2009) - Role of Sarva Shiksha Abhiyan (SSA) - Features of United Nations Convention on the Rights of Person with Disabilities (UNCRPD) - Government schemes, facilities, educational concessions and allowances for differently - abled children.

UNIT III: Children with Diverse Needs [13 hrs]

Concept of Diverse needs – Definition, Causes, Characteristics, Educational programs of Visual Impairment, Hearing Impairment, Loco motor disability, Intellectual Disability, Attention Deficit Hyperactivity Disorder, Learning Disability, Autism Spectrum disorder, Cerebral palsy and Epilepsy - Functional assessment for development of compensatory skills - Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

UNIT IV: Curriculum planning, Teaching Methodology, Assessment [12 hrs]

Concept of curriculum planning - Teaching methodology: Universal Design for learning, Differentiated Instruction, Collaborative Teaching, Visual Arts, Music, Dramatics – Integrating Multiple intelligence in the teaching learning process – Accommodations and adaptations in the teaching learning process - Individualized educational plan - Role of assistive technology for children with special needs - Flexibility in Assessment and Evaluation.

UNIT V: Training and Research in Inclusive Education [12 hrs]

Skills and Competencies of teachers and teacher educators for inclusive settings - Roles, responsibilities and professional ethics of teachers in inclusive setting- Networking and Liaising with Parents, Teachers, Heads of the institutions, NGOs and Community - Research priorities in inclusive education: Girl's education, Teaching learning practices and social inclusion, Least Restrictive Environment, Community Based Rehabilitation.

Tasks and Assignments

Visit a nearby inclusive school and make a report of the measures taken by the authority for inclusive education and comment.

Prepare a summary of the National initiatives to cater to learners with diverse needs, demonstrating the evolution towards IE.

Prepare a table and compare the various approaches to learners with diverse needs. Prepare an album on the various assistive technologies for inclusive setting

Interview a parent or teacher of any one category of children with diverse needs and make a report on the perceived causes, difficulties developmental patterns and strategies for enabling the learner.

Text Books

Aslam, K. (2018). Creating an Inclusive School. Everest Publishers.

Dash Neena. (2006) Inclusive Education for Children with Special Needs. Atlantic Publishers.ISBN:9788126906871, 8126906871.

Govinda Rao, L. (2010). Perspectives on Special Education Volume-2, Neelkamal Publications.

Handbook for Teachers on inclusive Education, First Edition 2020, Central board of secondary education, Delhi.

References

Barki, B.G., & Mukhopadhyay, B. (2008). Guidance and Counselling a Manual. Sterling Publishers.

Biggie, J., &Sirvis, B. (1986). Physical and Health Impairments. in N.G. Having Exceptional Children and Youth. OH Mernil.

Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House.

Evans, P., & Verma, V. (1990). Special Education: Past, Present and Future. The Falmer Press.

Hockings, C. (2010) Inclusive Learning and Teaching in Higher Education: A Synthesis of Research. York: Higher Education Academy.

Kumari, Meena. (2009). Education for the Children with Special Needs. Centrum Press.

Lindsay Peer, &Govid Reid, (2012), Special Educational Needs. Sage Publications

Mani, M. N. G. (2000). Inclusive Education in Indian Context. A Publication of Sri Ramakrishna Mission Vidyalaya International Resource Development Centre (IHRDC) For the Disabled, Coimbatore.

Pankajam, G. (2009). Care and Education of Differently Abled. Concept Publishing Company.

Puri, Madhumita. Abraham, & George. (2004). Handbook of Inclusive Education for Educators, Administrators and Planners. Sage Publications.

Sharma, R. A. (2013). Fundamentals of Special Education (Integrated Teaching for Mainstreaming). Vinay Rakheja.

Singh, Bharat. (2004). Modern Special Education. Anmol Publication.

Stefani, L., &Blessinger, P. (Eds.). (2017). Inclusive Leadership in Higher Education: International Perspectives and Approaches. Routledge.

Toby J. Karten, (2011). Inclusive Practices, Corwin USA.

Web Resources

What is the Difference Between Special Education Integrated Education and Inclusive Education?

https://bit.ly/3zrlqwu.

Teachers' Perceptions of Inclusion in a Pilot Inclusive Education Program: Implications for Instructional Leadership

https://bit.ly/3pPvlsf

Barriers and Benefits of Inclusive Education

https://bit.ly/3JGGl3i

INSTRUCTIONAL TECHNOLOGY

| M224CIST |

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

  i) recognize the nature and scope of Instructional Technology

  ii) effectively use technology in the teaching learning process

  iii) Identify the types of educational television in India

  iv) comprehend the need and importance of researches in Instructional Technology

  v) explore new trends in Instructional Technology.

UNIT I: Instructional Technology   [10 hrs]

Concept, Meaning and Scope of Instructional Technology - Difference Between Technology of Education and Technology in Education – Approaches to Instructional Technology: Hardware Approach, Software Approach and System Approach - Teleconferencing and its Types - Models and Principles of Instructional Design: ADDIE, Morrison and Kemp, Dick and Carey, Moore's Transactional Distance Model.

UNIT II: Integrating Technology in Curriculum Transaction   [13hrs]

Transactional Usage of   Instructional Technology: Integrated,   Complementary, Supplementary, Standalone - Technology Integrated Instructional Design - Instructional Technologies Used in Class Room: Use of Documentaries, Animation Films and CCTV in Instruction and Training - Satellite Instruction and Multimedia Approach.

UNIT III: e-learning and Instructional Process in Teacher Education   [13 hrs]

Concept of e-learning: Definition, Objectives and Need for e-Learning - Approaches to e-Learning: Offline, Online, Synchronous and Asynchronous - Ethical Issues for e- Learner and e- Teacher - Factors Influencing e-Learning Practices: Gilly Salmon's Five Stage Models - e-Inclusions: Concept of e-Inclusion, Application of Assistive Technology in e -Learning

UNIT IV: Research in Instructional Technology   [12hrs]

Relationship Between Research in Education and Instructional Technology - Application of Research in Instructional Technology - Areas of Research in Instructional Technology - Relevance and Feasibility of Research in Instructional Technology - Educational Resources for Research: e-content, e-book, e-tutoring, e- journal, e- paper, e-library - Virtual University

UNIT V: Emerging Trends in Instructional Technology   **[12 hrs]**

Social Networking: Sites, Blogs, Chats, Discussion Forum - Recent Trends in Instructional Technology: Flipped Classroom, Virtual Classrooms and Virtual Laboratories - Open Educational Resources: Swayam - MOOC and its types – Modular Object-Oriented Dynamic Learning Environment (MOODLE) – Learning Management System - Cloud Computing - Blended Learning - Mobile Learning – Web 2.0 Technology and its Applications.

Text Books

Bhatnagar,A.B., & Anurag, B. (2016).Teacher, Teaching and Technology. R. Lall Educational Publisher.

Bhushan, A. & Ahuja, M. (1992). Educational Technology. Vikas Publication.

References

Das, R. C. (1993). Educational Technology – A Basic Text. Sterling Publishers.

Kumar,K.L. (1996). Educational Technology. New Age International Publishers.

Ledford, B.R., & Sleeman,P.J. (2001). Instructional Design:A Primer. Information Age Publishing.

Mangal,S.K., & Mangal,V.(2009).Essentials of Educational Technology. Prentice Hall Of India. Rao,V. K. (2008). Instructional Technology. APH Publishing Corporation.

Singh,Y.K. (2008). Instructional Technology in Education. APH Publishing Corporation.

Vanaja,M.(2014).EducationalTechnology and Computer Education. Neelkamal Publications.

Web Resources

Educational and instructional technology – meaning, nature, scope, definition, objectives and significance.

https://specialeducationnotes.co.in/C15unit1.htm?i=1

ICT in Education.

http://woulibrary.wou.edu.my/weko/eed502/course_guide.html

Integrating technology into the curriculum. Slide

https://www.slideshare.net/HinaKaynat/integrating-technology-into-the-curriculum-69929434

E-Learning in Teacher Education. Pedagogy of Learning

http://pedagogyoflearning.com/wp-content/uploads/2015/06/3-Oct-2013-Merged-Journal-Oct-2013.17-22.pdf

E-learning: an approach.

http://www.upct.es/~erasmus-gio/weberasmus/archivospdf/E-Learning.ing.pdf

Moodle Learning Management System

https://onlinecourses.swayam2.ac.in/aic20_sp27/preview

http://www.egyankosh.ac.in/handle/123456789/884

http://www.egyankosh.ac.in/handle/123456789/885

http://www.egyankosh.ac.in/handle/123456789/893

GUIDANCE AND COUNSELLING

M224CGA

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

i)   acquaint the meaning, nature, principles and scope of guidance

ii) familiarise the concept and importance of educational and vocational guidance

iii) analyse the need of guidance for the special children

iv) comprehend the nature of counselling & the relationship between guidance and counselling

v)   recognize the stages of counselling and become acquainted with the skills of counselling.

UNIT I: Nature and Scope of Guidance   [10 hrs]

Concept, Need and Significance of Guidance – Basic Principles of Guidance: Physiological, Sociological and Educational – Scope, Aims and Objectives of Guidance -Functions of Guidance Services -Orientation, Information, Counselling, Placement, Follow-up, Research and Evaluation.

UNIT II: Educational and Vocational Guidance   [14 hrs]

Types of Guidance: Individual and Group Guidance, Advantages of Group Guidance – Basic Principles of Educational Guidance - School Guidance Committee: Constitution, Roles and Functions - Placement Services - Research and Evaluation Services - Place of

Guidance in School Curriculum - 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, Career Talk, Orientation Talk, Group Discussion, Career Corner, Career Conference, Bulletin Board and Role Play.

UNIT III: Guidance to Special Children   [12 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 C h i l d r en - E nr i c h me nt P r o g r a m me f o r t he G i f t e d , S l o w L e a r ne r a nd Exceptional Children.

UNIT IV: Understanding Counselling [12 hrs]

Counselling: Nature, Scope and Objectives - 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 Counsellor - Teacher as a Counsellor, Approaches in Counselling: Characteristics, Steps, Advantages and Limitations of Directive, non-directive, Eclectic Counselling and Group Counselling. Counselling Theories – Person- Centred Therapy (Carl Rogers), Rational- Emotive Behaviour Therapy, Cognitive-Behavioural Therapy (Albert Ellis) and Reality Therapy (William Glasser)

UNIT V: Skills of Counselling [12 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

Write any two guidance service activities to be conducted at the higher secondary level. Perform group discussion for any one issue and report.

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.

List ten behaviour patterns that can be modified through counselling.

Identify the problems faced by the students that can be solved through peer counselling.

Text Books

ArulJothi, Balaji,D.L., &Jurgan,P. (2011). Guidance and Counselling. Centrum Press.

Bala, R. (2006). Guidance and Counseling:Modern Review. Alfa Publications.

Barki,B.G., &Mukhopadhyay,B.(2008). Guidance and Counseling: A Manual. Sterling Publishers.

Chauhan, S. S. (2008). Principles and Techniques of Guidance. Vikas Publishing House.

Sharma, R. A. (2007). Career Information in Career Guidance. Raj Printers.

References

Charles, K., &Jyothsna, N. G. (2011). Guidance and Counselling. Neelkamal Publications

Chaturvedi, R.(2008).Guidance and Counselling Techniques. Cresent Publishing Corporation.

Jones, A. J. (2008). Principles of Guidance (5th ed.). Surjeet Publications.

Rajendran, E. K. (2008). Guidance and Counselling. Shantha Publishers.

Rao, N.S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company.

Sharf, R. S. (2005). Applying Career Development Theory to Counselling.

Wads Worth Publishing Company.

Sharma, R. N. (2008). Vocational Guidance and Counselling. Surjeet Publications.

Vashist, S. R. (2008). Principles of Guidance. Anmol Publications.

Web Resources

Principles of Guidance

https://bit.ly/3zvs3xT

Functions of Guidance Service

https://bit.ly/3JwRm73

Guidance to Special Children

https://bit.ly/3mMR0PS

Stages of Counselling

https://bit.ly/3pLX3WZ

Types of Counselling

https://bit.ly/3qzkr9m