# Master of Education (M.Ed.) Two Year (Four Semester) Programme
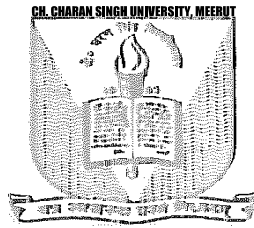
# Session 2015-17 onwards



CH. CHARAN SINGH UNIVERSITY, MEERUT

# Chaudhary Charan Singh University Meerut

# Master of Education (M.Ed.) Two-Year Syllabus Outline

## SEMESTER I

| Paper | Name of the paper | Course code | Evaluation Pattern &Marks<br>IA      EA | Total |
|-------|-------------------|-------------|---------------------|-------|
| **Theory** | | | | |
| CC1 | Philosophical Foundations of Education | M.Ed CC 101 | **20      80** | **100** |
| CC2 | Psychology of Learning and Development | M.Ed CC 102 | **20      80** | **100** |
| CC3 | Sociological Foundations of Education | M.Ed CC 103 | **20      80** | **100** |
| CC4 | History of Indian Education and Economic Issues | M.Ed CC 104 | **20      80** | **100** |
| **Practicum** | | | | |
| PC1 | Reading  and Review of  four Classic Books  on Education | M.Ed PC 101 | **Internal** | **20** |
| PC2 | Seminar Presentations on Philosophical and Psycho-social issues of Education | M.Ed PC 102 | **Internal** | **20** |

**Total      Theory=400**
**Practicum=40**

## SEMESTER II

| Paper | Name of the paper | Course code | Marks<br>IA      EA | Total |
|-------|-------------------|-------------|---------------------|-------|
| **Theory** | | | | |
| CC5 | Educational Studies and System | M.Ed CC 205 | **20      80** | **100** |
| CC6 | Fundamental of Research Methodology | M.Ed CC 206 | **20      80** | **100** |
| CC7 | Perspective, Research and Issues in Teacher Education | M.Ed CC 207 | **20      80** | **100** |
| CC8 | Education Technology and ICT | M.Ed CC 208 | **20      80** | **100** |
| **Practicum** | | | | |
| PC3 | School Observation (10 days) | M.Ed PC 203 | **Internal** | **20** |
| PC4 | Submission and Presentation of Research Proposal for Dissertation | M.Ed PC 204 | **Internal** | **20** |

**Total      Theory=400**
**Practicum=40**

**SEMESTER III**

| Paper | Name of the paper | Course code | Marks IA EA | Total |
|---|---|---|---|---|
| CC9 | Research Designs, Statistics and Report Writing | M.Ed CC 309 | 20  80 | 100 |
| CC10 | Testing, Measurement and Evaluation in Education | M.Ed CC 310 | 20  80 | 100 |
| **Specialization Papers (select one group) SC 11 or SC12** | | | | |
| SC11 | Issues and Concerns of Elementary Education | M.Ed SC 311 A | 20  80 | 100 |
|  | System and Structure of Elementary Education | M.Ed SC 311 B | 20  80 | 100 |
| SC12 | Issues and Concerns of Secondary and Senior Secondary Education | M.Ed SC 312 A | 20  80 | 100 |
|  | System and Structure of Secondary and Senior Secondary Education | M.Ed SC 312 B | 20  80 | 100 |
|  | **Practicum** | | | |
| PC5 | Reading and Review of two research papers published in journals of repute | M.Ed PC 305 | Internal | 20 |
| PC6 | Internship in a Teacher Education Institute followed by a report and its presentation (20 days) | M.Ed PC 306 | Internal | 20 |

**Total** Theory=400 Practicum=40

**SEMESTER IV**

| Paper | Name of the paper | Course code | Marks IA EA | Total |
|---|---|---|---|---|
| CC 13 | Curriculum Development | M.Ed CC 413 | 20  80 | 100 |
| CC 14 | Educational Management, Administration and Leadership | M.Ed CC 414 | 20  80 | 100 |
| **Optional Papers (select any two papers from following) OC15 to OC20** | | | | |
| OC 15 | Pre-Service and In-Service Teacher Education | M.Ed OC 415 | 20  80 | 100 |
| OC 16 | Comparative Education | M.Ed OC 416 | 20  80 | 100 |
| OC 17 | Guidance and Counselling | M.Ed OC 417 | 20  80 | 100 |
| OC 18 | Academic Writing | M.Ed OC 418 | 20  80 | 100 |
| OC 19 | Yoga and Health Education | M.Ed OC 419 | 20  80 | 100 |
| OC 20 | Self Development and Communication Skills | M.Ed OC 420 | 20  80 | 100 |
| **Practicum** | | | | |
| PC7 | Dissertation | M.Ed PC 407 | | 80 |

**Total** Theory=400 Practicum=80

## Evaluation Pattern

**Internal Evaluation**

The marks for internal assessment in each paper will be distributed as under:

- Paper related internal test                    10 Marks
- Paper related field based activities        10 Marks

**External Evaluation**

The format for the marking scheme for question papers in theory courses in external written examination shall be as follows:

### Total =80 marks

Section A:    Four out of Five Questions
(Four Questions of Four marks each, 4x4=16)

Section B:    Two out of Three Questions
(Two Questions of Eight marks each, 2x8=16)

Section C:    Three out of Five Questions
(Three Questions of Five marks each, 3x16=48)

3

# SEMESTER I

## Paper CC1:   Philosophical Foundations of Education

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:

- To understand the nature of education as a discipline
- To examine the philosophical origin of educational theory and practice
- To understand the nature and functions of philosophical approach of education.
- To interpret and synthesis of various concepts, philosophical assumptions and issues about educational phenomenon.
- To know about various Indian schools of philosophy and their educational implications.
- To appraise the contributions made for education by prominent Indian and western educational thinkers.
- To enable the student to develop a philosophical point of view towards educational problems.

## UNIT I        Philosophy

- Philosophy, a directive doctrine and liberal discipline.
- Normative, speculative and analytical functions of philosophy.
- Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic

## UNIT II        Philosophy of Education

- Philosophy of Education: its concept and significance for teachers; application of philosophy of education in teaching
- Relationship between Philosophy and Education.

## UNIT III        Indian Schools of Philosophy

- Indian schools of Philosophy: Sankhya, Vedanta, Buddhism, Jainism and Islamic.
- Traditions, with special reference to the concepts of knowledge, reality and value, their educational implications for aims, contents and methods.
- Contribution to Educational Thought and practice made by Great Indian thinkers: J.Krishnamurti, Tagore, Vivekanand, Gandhiji and Radhakrishnan with special reference to the concept, aims, content and methods. Critical study of each of these thinkers in the present context of education).

## UNIT IV        Western Schools of Philosophy

- Western schools of Philosophy: Idealism, Naturalism, Pragmatism and Existentialism with special reference to the concepts of knowledge, reality and value, their educational implications for aims contents and methods.
- Contribution to Educational Thought and practice made by Great Western thinkers: Plato, Rousseau, Dewey, Froebel and Bertrand Russell with special reference to the concept, aims, content and methods.

**UNIT V          Social Philosophies**
- Critical analysis of the Educational implications of Individualism, Democracy, Socialism and Totalitarianism
- critical analysis of the ways in which schooling, teaching-learning and curriculum influence social inequalities and ways in which social harmony can be established.
- Educational ideas of Karl Marx, Paulo Freire and Pierre Bourdieu

**Field-based Activities**
*Undertake any one of the following activities:*
1. Critical analysis of any one western philosopher.
2. Critical analysis of any one Indian philosopher.
3. Synthesizing all the units studied in syllabus, imagine you as a teacher and prepare a project on applying 'your philosophy' in teaching-learning process.

**Suggested Readings**
- Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
- Aloni, N. (2007) *Enhancing humanity: the philosophical foundations of humanities education*. Dordrecht: Springer
- Brambeck, C. S. (1966). *Social Foundation of Education - A Cross Cultural Approach.* New York: John Willey.
- Brubacher, J. S. (1962) *Eclectic Philosophy of Education.* Prentice Hall, New Jercy: Engelwood Cliffs.
- Brubacher, J. S. (1978). *Philosophy of Higher Education.* San Francisco: Jossey – Bass.
- Chau M., Kerry T. (2008). International Perspectives on Education. New York: Continuum
- Curren, R. (2003). *A companion to the philosophy of education*. Malden Mass: Blackwell
- Curren, R. (2006). *Philosophy of Education: An Anthology Paperback*. Wiley-Blackwell.
- Dewey, J. (1944). *Democracy and Education*. New York: The Free Press
- Dhavan, M. L. (2005). : Philosophy of Education, Delhi: Isha Books.
- Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). *Curriculum and Instruction.* Berkeley, CA: McCutchan.
- Mukharji, S. (2007).*Contemporary issues in modern Indian education*. Authors Press.
- Mukherjee, S.N. (1966). *History of Education* in *India*. Baroda: Acharya Book Depot.
- Naqi, M. (2005) Modern Philosophy of Education, New Delhi: Anmol Publication Pvt..Ltd.
- Nussbaum, M. (2010). *Not for Profit, Why Democracy Needs the Humanities*. Princeton: Princeton University Press
- Pringe, R. (2004). *Philosophy of education: Aims, theory, common sense and research.* London: Continuum
- Singh, M.S.( 2007). *Value Education*. Delhi : Adhyayan, Publication
- Wynne, J. (1963). *Theories of Education..* New York: Harper and Row.

## SEMESTER I

### Paper CC2: Psychology of Learning and Development

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To understand psychology of development
- To develop understanding about school of psychology
- To develop understanding about theories of learning and its educational implications
- To understand individual difference and pupils' readiness towards learning

**Unit I          Nature and Scope of Education Psychology**
- Nature and scope of educational psychology.
- Relevance of educational psychology for theory and practice of education.
- Schools of psychology.
- Methods of educational psychology - observation , experimental , differential: longitudinal and cross sectional

**Unit II          Psychology of Development**
- Development –concepts, stages, factors influencing development

- Areas of development :
  - Cognitive development : concepts and development of thinking and problem solving, Piaget and Vygotsky's theories
  - Affective development : concept and development of attitudes, interests and values, Erikson and Kohlberg's
  - Psychomotor development : development of skills and objectives, Havighurst's Developmental Tasks
  - Language development with reference to syntax and structure : theory of Chomsky on language development

**UNIT-III      Nature of  Human Learning and Cognitive Development**
- The Behaviourist Perspective: Classical and Operant Conditioning
- The psychometric perspective : Guilford's structure of intellect model
- The Piagetian and Neo-Piagetian perspective
- The Cognitive Information processing perspective- Sternberg's Triarchic Theory
- The Social- Cognitive Perspective (Albert Bandura)
- The Contextualist Perspective (Vygotsky, Bruner and Gardner)

**Unit IV          Individual Differences**
- Concept and determinants of individual differences
- Learning styles
- Educational implications of individual differences

**Field-based Activities**

*Undertake any one of the following activities:*
1. Prepare a learner's portfolio
2. Do a cross-sectional study to understand stages of development of an individual.
3. Study and compare four learners with emphasis on their learning styles.

**Suggested Readings**

- Baron, R.A. (2002). *Psychology*, Fifth Edition. Singapore, Pearson Education Asia.
- Berk L. E. (2010): *Child Development* , Eighth Edition, PHI Learning Private Limited, New Delhi
- Carol S. Dweck. (2000). *Self-theories: their role in motivation, personality, and development ( essays in social psychology)* Psychology Press
- Gordon, William J.J. (1961) *Synectics: the development of creative capacity*. New York: Harper and row, Publishers
- Mezirow, J. (2000*). Learning as transformation: critical perspectives on a theory in progress.* San Francisco: Jossey Bass.
- Ormrod, J.E. (2012). *Essentials of educational psychology: big ideas to guide effective teaching.* Boston, MA: Pearson Education Inc.
- Parmeshwaran, E.G and Beena, C (2002) *An invitation to psychology*, Hyderabad, India, Neel Kamal Publications Private Limited.
- Pina Tarricone (2011). *The taxonomy of metacognition.* Britain, Psychology Press
- R.Riding (1998): *Cognitive styles and learning strategies: understanding style differences in learning and behaviour*. London, David Fulton Publishers
- Robert J. Sternberg (2001): *Perspectives on thinking, learning, and cognitive styles .The educational psychology series* Routledge publication.
- Schmeck Ronald.R (1988): *Learning strategies and learning styles (perspectives on individual differences),* Springer Publication
- Schunk, D. H. (2007). *Learning theories: an educational perspective (5th Edition).* New York: Prentice Hall.
- Skinner C. E, (2003): *Educational psychology,* Fourth Edition, Prentice Hall of India Private Limited, New Delhi.
- Skinner C. E, (2003): *Educational psychology*, Fourth Edition, Prentice Hall of India Private Limited, New Delhi.
- Weiten W & Lloyd M. A. (2007): *Psychology applied to modern life – adjustment in the 21st century* , Eighth Edition, Akash Press Delhi, Indian Reprint
- Woolfolk, A (2009) *Educational psychology*, 12th Edition Singapore, Pearson Education Inc.

## SEMESTER I

### Paper CC3: Sociological Foundations of Education

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To develop adequate familiarity with social structure, class, caste and culture.
- To help students to make a critical analysis of the social structure.
- To enable them to realize the sale of education as an instrument of social, political, economic and technological change.

**UNIT I**
- Sociology of education- concept, nature, scope, functions of sociology of education. Difference between educational sociology and sociology of education, need for a sociological approach in education.
- Education as a sub system of society in relation to interaction with other social institutions, as family, community, economy, political system, and religion.
- Social institutions and their role in development of attitude and Inculcation of values (with reference to family, community, school and youth organizations).

**UNIT II**
- Social organization- concepts, definition characteristics, social groups, disorganization, differentiation and stratification- meaning, definition, characteristics and influencing factors.
- Social systems-functional and structural, education as a sub system of social system.
- Socialization-concept, mechanism and theories of socialization. Education and socialization. Need of socialization. Education as a sub system of socialization.

**UNIT III**
- Culture and education- meaning, nature and types of culture, role of education in the cultural context, cultural change, cultural crisis, with special reference to Indian society.
- Cultural unity and diversity in India, culture and society, culture and civilization.
- Social change-concepts, patterns characteristics and theories of social change, education as an instrument, factors and reflection of social change and social mobility, concept, types of mobility.
- Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity.

**UNIT IV**
- Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A.Sorokin and Charles Cooley
- Human rights and value education, values and beliefs, social norms.

**Field-based Activities**
1. Undertake a project based on a question or ideas arising out of the different units of the syllabus.

**Suggested Readings**
- Aggarwal, J.C. (1985). *Philosophical and sociological bases of education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia. (1992 ). *Philosophical and sociological foundations of education*. New Delhi: Doaba House.
- Brown, F.J. (1947). *Educational sociology*. NewYork: Prentice Hall Inc.
- Chattopadhyaya (Ed) ( 2002). *The cultural heritage of India.* Vedanta Press (RK Institute of Culture)
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan & Co.
- Dhiman, O.P. (2008). *Foundations of education*. Lucknow: Atma Ram & Sons.
- Durkheim (1956). *Education and sociology*. The free Press
- Havinghurst, R,J., & Neugarton, B.L (1967). *Society and education*. Boston: Allyn and Bacon.
- Mathur S.S. (1968). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.

## SEMESTER I

### Paper CC4: History of Indian Education and Economic Issues

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:

*   To develop understanding about Indian Education system in social, historical and political economy context.
*   To critically analyze the policies and commissions and its implication on the educational system.
*   To develop understanding of the implications of various contribution through education for an equitable society.
*   To develop understanding of the economic issues in education
*   To develop understanding of the perspectives on political economy of education

**Unit I          Education in Pre-independent India**

*   Ancient India: Vedic, Buddhist, Jain
*   Medieval India: Sultanate and Mughal period
*   Colonial period: oriental Vs Anglicist education, Macaulay's Minutes, Woods Dispatch, Indian Education (Hunter) Commission, Hartog Committee.

**Unit II          Progress of Education in Independent India**

*   Analysis of Commissions and its contributions to education: Secondary Education Commission (1953), Education Commission (1964-66), National Commission on Teachers (1999)
*   Analysis of Policies: NPE (1986), Program Of Action (POA) (1992), National Knowledge Commission
*   Critical review of NCF 2005

**Unit III          Education for an Equitable Society in a Global era**

*   Education for the marginalized group, girls education and inclusive education.
*   Right to education, implication of GATT, WTO for education.
*   Education for all: Dakar Framework for action, autonomy of higher education

**Unit IV          Economic Issues in Education**

*   Liberalism to neo liberalism
*   Economic rationality and education
*   Globalization and  educational reform
*   Market mechanisms and education- examining the case of higher education
*   Advocacy for education as a perfect market enterprise
*   Government, Government aided and private schools

**Unit V          Perspectives on Political Economy of Education**

*   Policy making and educational planning
*   Economic analysis of educational intervention , public private partnership

- Impact evaluation of educational projects: Sarva Shiksh Abhyan, Mid-Day meal, National Literacy Mission (NLM), Kasturba Gandhi BalikaVidyalayas Scheme

**Field-based Activities**

*Undertake any one of the following activities:*

1. Trace the historical hallmarks of Indian education till date with its salient features.
2. Write a report on the implementation and the present status of Right to Education.

**Suggested Readings**

- Agarwal J.C, & Agrawal S.P. (1992). *Educational planning in India*. New Delhi: Concept Publishing Company.
- Agarwal, J.C. (2007). *Development of education system in India*. New Delhi: Shipra Publications.
- Agarwal .J.C. (2007). *History of modern Indian education*. New Delhi: Vikas Publishing House Pvt Ltd.
- Amala, P.A, Anupama, P., & Rao, D.B. (2004). *History of education*. New Delhi: Discovery Publishing House.
- Babalola, J B. (2003). *Fundamentals of economics of education*. University of Ibadan
- Bhatnagar, S. (2004). *Kothari commission recommendations and evaluation with a text on NPE*. Meerut: International Publishing House.
- Chauhan, C.P.S. (2007). *Modern Indian education, policies, progress and problems*. New Delhi: Kanishka Publishers.
- Devi, S. (2005). *A history of modern education*. New Delhi: Omsons publications,
- Hardwick,P., Khan B., & Langmead. J.(1994). *An introduction to modern economics*. London, UK: LPBB.
- Kohli,V.K. 1987). *Indian education and its problems. Incorporating Indian Education System, Structure and Problems.* New Delhi: Vivek publishers
- Mondal, A., & Mete, J. (2013). *Right to education*. New Delhi: APH Publishing Corporation.
- Pandey V.C. (2005). *Democracy and education*. New Delhi: Isha Books.
- Plantilla J.R (2008), Educational policies and human rights awareness for academic excellence. Delhi :
- Pruthi, R.K. (2005). *Education in medieval India*. New Delhi: Sonali Publications.
- Sharma, B. (2004). *History of Indian education*. New Delhi: Vohra Publishers and Distributors.
- Singh S.S.(2007). *Development of education in emerging India and its current problems*. Dhapat Rai Publications Company.
- Sinha, N. (2001). *Governmental strategies towards Education of the disabled*. New Delhi: NIPCD and Planning Commission,
- Sudarsana ,T. (2008). *Comparative secondary education* (Google eBook). Reddy Mittal Publications.

## SEMESTER II

### Paper CC5: Educational Studies and System

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**
To enable the prospective teacher educators:
- To understand the nature of education as a discipline and area of study.
- To examine issues related to education as interdisciplinary knowledge.
- To examine the theories and basic concepts of education drawn from different disciplines.
- To examine the concerns of eminent educators regarding vision of school education.
- To reflect on the multiple contexts in which the schools are working.
- To discuss the emerging trends of school education.

**Unit I          Theoretical Perspectives of Education as a Discipline**
- Critical analysis of education as a discipline and area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as- schooling, curriculum, syllabus, text books, assessment, teaching-learning process
- Need for developing a vision of school education.
- Emerging dimensions of school education.

**Unit II          Education as Interdisciplinary Knowledge**
- Interdisciplinary nature of education; relationships with disciplines and subjects such as philosophy, psychology, sociology, management, economics, and anthropology.
- Dynamic relationship of education with the social and political process.
- Contribution of science and technology to education.
- Issues related to planning, management and monitoring of education.

**Unit III          Support System of Education**
- Support systems of education: Ministry and other government agencies, academic institutes, NGOs, civil society groups, teacher organization, family and local community.
- Different stakeholders in education- participation, role and involvements.
- Issues related to control and autonomy in education.
- Role of media and technology in promotion of education.

**Unit III          Changing Contexts of School Education**
- Multiple schools context- rural/urban, tribal, schools affiliated to different boards.
- School as sites for curricular engagement, struggle and social change.
- Changing role of personals in school management: teachers, headmaster, and administrators, Teacher's autonomy and academic freedom.
- Monitoring and evaluation of schools.

**Field-based Activities**
- Study the school education systems of USA, England and Singapore and prepare a research note to highlight the similarities and differences of these educational systems.

**Suggested Readings**
- Banrs, J.A. (1996). *Cultural diversity and education: foundations curriculum and teaching*. Boston: Alynand, Becon.
- Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. SAGE Publications Ltd
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: the struggle to integrate theory and practice*. New York: Teachers College Press.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harward University Press.
- Bruubacher, J.S.(1969). *Modern philosophies of education*. New Delhi: Tata McGraw-Hill, Publishing Company Pvt LTD.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois: North Western University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. United Kingdom: Routledge.
- Debra, H., Martin, H., Pam, C, & Bob, L. (2007). *Teachers and schooling: making a difference*. Australia: Allen and Unwin.
- Delors, J. (1996). *Learning: the treasure within report of the international commission on education for 21st century*. Paris: UNESCO.
- Dewey, J. (1977). *Democracy and education: an introduction to the philosophy of education*. New York: Macmillan.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Matheson, D. (2004). *An introduction to the study of education*. David Fulton Publish.
- MHRD. (1992). *National policy on education* (revised). New Delhi: MHRD, GOI.
- MHRD. (1992). *Programme of action*. New Delhi: MHRD, GOI.
- Naik, J.P. (1975*). Equality, quality and quantity: the elusive triangle of Indian education*. Bombay: Allied Publications.
- NCERT. (2005). *National curriculum framework*. New Delhi: NCERT.
- NCTE. (2009). *National curriculum framework for teacher education*. New Delhi: NCTE.
- Palmer, J.A. (2001). *Fifty modern thinkers on education: from Piaget to the present day*. London: Routledge Flamer
- Peters, R.S. (1967). *The concept of education*. United Kingdom: Routledge.
- Peters, R.S. (ed), (1975). *The philosophy of education*. London:Oxford University Press.
- Slatterry, P., & Rapp, D. (2002). *Ethics and the foundations of education- teaching convictions in a postmodern world*. Allyn & Bacon.
- Wall, E. (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.

## SEMESTER II

### Paper CC6:   Fundamental of Research Methodology

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To describe the nature, purpose, scope, areas, and types of research in education.
- To explain the characteristics of quantitative, qualitative and mixed research.
- To select and explain the method appropriate for a research study.
- To conduct a literature search and develop a research proposal.
- To explain a sampling design appropriate for a research study.
- To explain tool, design and procedure for collection of data.
- To explain the importance of documentation and dissemination of researches in education.

**Unit I          Research in Education: Conceptual Issues**
- Sources of knowledge generation
- Meaning, purpose and areas of educational research.
- Characteristics of educational research.
- Planning a research study.

**UNIT II        Preparation of research proposal**
- Sources of research problems, identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research.
- Hypotheses: importance, characteristics, formulation and forms.
- Review of the literature: purpose and resource; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.
- Preparation of research proposal: framework of the research proposal and strategies for writing the research proposals.

**Unit III        Types of Research**
- Quantitative  research: types and characteristics
- Qualitative research: types and characteristics
- Classification by nature: survey studies, descriptive studies, historical studies, co-relational studies. developmental studies, comparative studies, casual-comparative and correlation studies, experimental research, action research
- Classification by time: cross-sectional, longitudinal (trend and panel studies), and retrospective; and classification by research objectives descriptive, predictive and explanatory.

**Unit III        Quantitative Methods of Research**
- Experimental research: variables in experimental research- independent, dependent and confounding variable; ways to manipulate an independent variable, purpose and methods of control of confounding variables.

- Techniques of control: matching, holding the extraneous variable constant and statistical control.

- Experimental research design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design
- Quasi-experimental design: nonequivalent comparison group design, and time-series design
- Internal and external validity of results in experimental research

**Unit IV        Qualitative Methods of Research**
- Qualitative research approaches: phenomenology, ethno- methodology, naturalistic enquiry: case studies and grounded theory.
- Historical research: meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
- Mixed research: meaning, fundamentals principles, strengths and weaknesses.

**Field-based Activities**
- Review of two research papers published in peer reviewed journals.
- Review of a book on 'Research Mythology' published by an International Publication House.

**Suggested Readings**
- Best, J. W., & Kahn, J. (1997). *Research in education*. New Delhi: Prentice -Hall of India Ltd.
- Borg, B.L. (2004). *Qualitative research methods*. Boston: Pearson.
- Bogdan, R.C., & Biklen, S. K. (1998) *Qualitative research for education : an introduction to theory and methods*. Boston MA: Allyn and Bacon.
- Bryman, A. (1988). *Quantity and quality in social science research*. London: Routledge
- Charles, C.M., & Merton, C.A.(2002). *Introduction to educational research*. Boston: Allyn and Bacon.
- Cohen, L., & Manion, L. (1994). *Research methods in education.* London: Routledge.
- Creswell, J.W. (2002). *Educational research*. New Jersey: Upper Saddle River.
- Creswell, J.W. (2003). *Research design: qualitative, quantitative, and mixed methods approaches.* Thousand Oaks: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
- Kelly, A., & Lesh, R. (2000). *Handbook of research design in education*. Erlbaum Associates.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education*. New York: Longman.
- O'Leary, Z. (2004). *The essential guide to doing research.* London: Sage.
- Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences.* Thousand Oaks: Sage.
- Denzin, N.K., & Lincoln, Y.S .(Eds) (1994) *Handbook of qualitative research* London: Sage Publications.
- Diener, E., & Crandall, R. (1978). *Ethics in social and behavioural research.* Chicago: University of Chicago Press.

- Dillon, W.R., & Goldstein, M. (1984). *Multivariate analysis methods and applications.* New York: John Wiley and Sons.
- Gay, L.R., & Airasian, P. (2003). *Educational research.* New Jersey: Upper Saddle River.
- Husen, T., & Postlethwaite, T.N. (Eds.) (1994). *The international encyclopedia of education.* New York: Elsevier Science Ltd.
- Keeves, J.P. (Ed.) (1988). *Educational research, methodology and measurement*: *an international handbook* .Oxford: Pergamon.
- McMillan, J.H., & Schumacher, S. (2001) *Research in education.* New York: Longman.
- Pandya, S. (2010). *Educational research.* New Delhi: APH Publishing Corporation.

## SEMESTER II

### PaperCC7: Perspective, Research and Issues in Teacher Education

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**
To enable the prospective teacher educators:
- To understand the concept of teacher education.
- To acquaint with competencies essential for the teaching profession.
- To acquaint with sense of accountability for the teaching profession.
- To acquaint with the recent trends in teacher education.
- To understand the new trends and techniques in teacher education.

**UNIT I        Concept of Teacher Education**
- Teacher education: concept aims and scope.
- Need and importance of teacher education at various levels: elementary, secondary and Higher.

**UNIT II       Historical Development of Teacher Education**
- Historical development of teacher education during ancient, medieval, colonial and post independence period in India.
- Recommendations of major commissions/committees/ national policies for teacher education.
- Implementation of suggested recommendations and consequences for teacher education.

**UNIT III      Pre-service and In-service Teacher Education**
- Pre-service teacher education: competency based approach, integrated approach, consecutive/traditional approach, school/field based approach.
- In-service teacher education: need, objectives, strategies (seminar, conferences, symposium, workshops, refresher and orientation programmes).
- Teacher training at higher education level, role of UGC-Academic Staff Colleges.

**UNIT IV       Issues in Teacher Education**
- Major issues and problems in teacher education: supply and demand in teacher education, standards in teacher education, isolation of teacher education Institutions.
- Improving the conditions of teacher education institutions, malpractices adopted by teacher education institutions, performance appraisal of teachers.
- Quality and standards in teacher education.
- National Council for Teacher Education: role and responsibilities.

**UNIT V        Trends in Teacher Education**
- Emerging Trends in teacher education, total quality management in teacher education,
- E-learning in teacher education, teacher education through distance mode, integration of ICT in teacher education- in classroom as well as in administration.

- Two- years B.Ed. and M.Ed. programme-concept and rationale, school internship concept and objectives,
- Research trends in teacher education.

**Field-based Activities**
- Conduct a study of Teacher Education System of any other country of your choice.
- Carryout a critical study of one teacher training college located in your vicinity.

**Suggested Readings**
- Chopra, R K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Education Departmnet. (1966). *Report of the Kothari Commission*. New Delhi: Education Departmnet.
- MHRD. (1986). *Report of the National Policy on Education*. New Delhi: MHRD
- MHRD. (1990). *Report of the Programme of Action*. New Delhi: MHRD.
- Mohan, R. (2011). *Teacher education*. New Delhi: Prentice Hall of India Limited.
- NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National focus group on teacher education*. New Delhi: NCERT.
- NCTE (1996). *Curriculum framework for teacher education*. New Delhi: NCERT.
- NCTE (1998). *Policy perspectives in teacher education*. New Delhi: NCTE.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi: NCTE.
- NCTE. (2013). *Batra committee report*. New Delhi: NCERT.
- NCTE. (2013). *Justice Verma commission report on teacher education*. New Delhi: NCERT.
- Siddhiqui, M.A. (1993). *In-service education of teachers*. New Delhi: NCERT.
- Singh, L.C, & Sharma P.C. (1995). *Teacher education and the teacher*. New Delhi: Vikas Publishing House.
- Singh, L.C. (Ed), (1990). *Teacher education in India: a resource book*. New Delhi: NCERT.
- Singh,R.P. (1990). *Studies in teacher education*. New Delhi: Bahri publication.

## SEMESTER II

### Paper CC8: Educational Technology and ICT

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**
To enable the prospective teacher educators:
- To develop an understanding of the nature and scope of educational technology.
- To develop an awareness about the recent innovations and future perspectives of education technology.
- To acquaint with the challenges and opportunities emerging in integrating new technology in educational processes.
- To select, use and produce instructional material and media effectively.
- To develop the ability for critical appraisal of the audio-visual media.
- To become good practitioner of educational technology.

### UNIT I:        Understanding Educational Technology
- Educational technology: concept and approaches
- Educational technology: present trends and futuristic vision.
- Major institutions of educational technology in India – CIET, IGNOU, SIET, NIOS, Consortium for educational Communication (CEC).
- Recent trends of research in educational technology.

### UNIT II        Educational Technology for Teaching-Learning Purposes
- Modalities of teaching: teaching, training, instruction, conditioning, indoctrination.
- Stages of teaching: pre- active, interactive and post- active.
- Teaching at different levels: memory, understanding and reflective.
- Organizing teaching and learning by using educational technology: Open Educational Resources (OER), Massive Open Online Courses(MOOCs)

### UNIT III        Technologies in Education
- Synchronous and asynchronous media for formal and non formal educational settings.
- Technology supported instruction:  meaning, characteristics, uses, advantage, and disadvantages.
- Online technologies in education: concept, types and uses.
- Emerging technologies in education: blended learning, mobile learning, flipped learning

### UNIT IV        Distance Education
- Distance education: concept, methods and techniques.
- Offering distance education: student support services and evaluation strategies.
- Distance education in India:  changes and challenges.
- Virtual Universities.

**Field-based Activities**
- Prepare a power point presentation of 15 slides on any topic of your choice by using pictures, animation, and graphics and give its presentation.

**Suggested Readings**
- Aggarwal, J.C. (2001). *Principles, methods and techniques of teaching*. Delhi: Vikas Publication.
- Allison, L.J. (2003): *Refusing online resources. a sustainable approach to e-Learning*. Kogan Page Limited
- Bengalee, C. (1986). *Introduction to educational technology: innovations in education*. Mumbai: Saith.
- Bhatia, K.K.(2001). *Foundation of teaching learning process*. Ludhiyana: Tandon Publishers.
- Bhatt, B. D., & Sharma, S. R.(1992). *Educational technology: concept and technique*. New Delhi: Kanishka Publishing House.
- Dahiya, S.S. (2008). *Educational technology: towards better teaches preference*. Delhi: Shirpa Publication.
- Dangwal, K.L (2010). *Computers in teaching and learning*. Agra: Vinod Pustak Mandir.
- Das, R. C. (1993). *Education technology: a basic text*. New Delhi: Sterling.
- Dasgupta, D. N. *Communication and Education*, Pointer Publishers
- Heinich, R., Molenda, M., & Russell, J. D.(1989). *Instructional media and the new technologies of instruction*. New York: Macmillan.
- Jain, P. (2004). *Educational technology*. New Delhi: Dominant.
- Joyce, B. (2009). *Models of teaching*. New Delhi: PHI Learning.
- Kumari, S. (2006). *Increasing role of technology in education*. Delhi: Isha.
- Mangal, S.K. (2002). *Essentials of teaching learning and information technology*. Ludhiyana: Tandon Publishers.
- Mukhopadhyay, M. (1990). *Educational technology: challenging issues*. New York: Sterling.
- Naidu, S. (2003). *e-learning a Guidebook of principals, procedures and practices*. Canada: COL.
- Pachauri, S. C. (2011). *Educational technology*. New Delhi: APH Publishing Corporation.
- Rastogi, S. (1998). *Educational technology for distance education*. Jaipur: Rawat Publication.
- Robert, H. (1990). *Instructional media and the new technologies of instruction*. London: John Wiley and Sons.
- Sampath, K., Panneerselvam, A., & Santhanam, S. (2007): *Introduction to educational technology*. Sterling Publishers Pvt. Ltd.
- Sareen N. (2005). *Information and Communication Technology*. New Delhi: Anmol Publication.
- Sethi, D. (2010). *Essentials of educational technology and management*.
- Sharma, A.R. (2001). *Educational technology*. Agra: Vinod Pustak Mandir.
- Sharma, K.D., & Sharma, D.V. (1993): *Open Learning System in India*. New Delhi: Allied Publishers Ltd.,
- Singh, C.P. (2011). *Advanced educational technology*. Lotus Press: New Delhi
- Sleeman, P.J., Cobun, T. C, & Rockwell, D. M.(1979). *Instructional media and*

*technology: a guide to accountable learning systems*. New York: Longman.

- UNESCO . (2002   ).Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development. Paris: UNESCO.
- UNESCO. (2002   ).UNESCO Information and Communication Technologies in Teacher Education: A Planning Guide. Paris: UNESCO.
- Venkataiah, N. (1996). *Educational technology*. New Delhi: APH Publishing Corporation.
- Verma, M. (2006). *Online teaching-tools and methods*. New Delhi: Murari Lal & Sons.
- Verma, M. (2006). *Teaching in digital education*. New Delhi: Murari Lal & Sons
- Walia, J. S. (2003). *Educational technology*. Jalandhar: Paul.

## SEMESTER III

### Paper CC9: Research Designs, Statistics and Report Writing

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:

- To understand the tabular, graphical representation of data, measure of central and variability, measure of relationship and normal distribution.
- To understand measures of association, its assumption and uses, regression and prediction
- To know the concept of population, sample and sampling technique, degree of freedom, standard error, confidence, confidence intervals, null hypothesis and Parametric test.
- To understand of non parametric tests and computer programmes like SPSS.

**UNIT I      Descriptive Statistics- I**

- Measures of Central Tendency: Mean, Median and Mode- computation and uses
- Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance- computation and uses
- Measures of relationship: Percentiles and Percentile ranks- computation and uses
- Measures of Association: Linear Correlation- concept, types, coefficient of correlation; assumptions, computation , uses and interpretation of rank order and product- moment correlation
- Assumptions and uses of other types of correlation: Biserial, Point Biserial, Tetra choric, Phi coefficient, Partial and Multiple correlation
- Regression and prediction: concept of regression, regression equations ( involving two variables only) and their uses, accuracy of prediction

**UNIT II      Inferential Statistics- I**

- Concept of population, sample and sampling error; parameter and statistic, degree of freedom, standard error, confidence limits and confidence intervals.
- Concept and testing of null hypothesis, Type-I and Type-II errors, levels of significance, one tailed and two tailed tests
- Parametric tests: (I) t- test, (II) F – test, Analysis of Variance (ANOVA) - one way and two way, Analysis of covariance (ANCOVA) and their uses in educational research

**UNIT III      Inferential Statistics- II**

- Non Parametric tests: Chi square test, Sign test, Median test, Kolmogorov-Smirnov test,  Kruskal- Wallis test
- Computer programmes in data analysis-Excel and SPSS

**UNIT IV      Report Writing**

- Rationale and need of the study.
- Review of related literature.

- Conceptual and operational definition of the terms.
- Variables.
- Research questions, aims, objectives and hypotheses.
- Scope, limitations and delimitations.
- Significance of the study.
- Methodology, sample and tools.
- Bibliography and referencing
- Chapterisation.

**Field-based Activities**
- Select a research topic of your choice, lay down its objectives and hypotheses, and describe that what type of statistics will be used to conduct the study.

**Suggested Readings**
- Edwards, A. L. (        ). *Statistical methods for behavioural sciences*. New York: Holt, Rinehart and Winston.
- Ferguson, G. A(     ). *Statistical analysis in psychology and education*. New York: McGrawHills.
- Fisher, R.A. (        ). *Statistical methods for research workers*. New York: Hafner Publishing Co.
- Garret, H.E.(        ). *Statistics in psychology and education*. Bombay: Vakils
- Guilford, J. P., & B. Fruchter (          ). *Fundamental statistics in education and psychology*. Tokyo: McGraw Hill
- Lindquist, E. F.(        ). *Statistical analysis in educational research*. Boston: Houghton Mifflin Co
- Mc Nemar, Q. (         ). *Psychological statistics*. New York: Henry Holt & co.
- Siegel, S. (          ). *Non parametric statistics for behavioural sciences*. New York: McGraw Hill
- Tate, M.W.(        ). *Statistics in education*. New York: McMillan Co.

## SEMESTER III

### Paper CC10: Testing, Measurement and Evaluation in Education

| Total Marks | Internal assessment | External assessment |
| --- | --- | --- |
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:

- To understand the meaning of testing, measurement and evaluation.
- To understand the general principles of test constructions,
- To understand the interpretation of test scores,
- To plan, prepare, to administer and execute the teacher made test.
- To Understand the concept of Grading system

**Unit I          Concept of Testing**

- Meaning and Concept of testing.
- Origin and development.
- Indian contribution.
- Need and uses of testing.

**Unit II          Theories and Practices of Testing**

- Types of Tests
  - o Psychological
  - o Teacher made test, Standardized test
  - o Reference test- Criterion reference test/Norm reference test.
  - o Diagnostic test
- Criteria of good test
  - o Reliability, Validity, Objectivity, discriminative power adequacy, usability
- Standardization of test-norms.
- Planning of different types of test.
- Steps of Construction, Administration and execution of different types of teacher made test.

**Unit III          Tests relating to teacher behavior and teaching situation**

- Testing of teacher effectiveness.
- Testing of teacher process.
- Testing of educational environment.
- Factors influencing test scores: psychological factors, environmental factors.

**Unit IV          Statistical Concept in testing**

- Assessment of different tests.
- Test scores and their transformation – Z – scores, T-scores, Stannie Scores, Percentiles.
- Interpretation of Test Scores, qualitative and quantitative.
- Item analysis and improvement of test.

**Unit V          Measurement and Evaluation**
- Concept of measurement and evaluation with reference to educational process.
- Functions of measurement and evaluation in education.
- Measurement of different aspects of an individual: Attitude, Intelligence, Interest, aptitude, motivation, personality values, creativity.
- Evaluation: CCE, formative and summative evaluation; non- referenced and criterion reference evaluation, evaluation of school experience/internship programmes.
- Scaling methods: ordinal, nominal, interval, ratio, rating.
- Grading: Meaning and importance, procedure of grading system, functions of grade.

**Field-based Activities**
- Prepare an Attitude Scale, administer it on at least 30 people and discuss the results.

**Suggested Readings**
- Dandekar, W. N., & Rajguru, M. S. (1988). *Introduction to psychological testing and statistics.* Bombay: Sheth Publishers.
- Freeman, F. S. (1964). *Theory and practices of psychological testing*. New York: Henry Holt & Co.
- Lindeman, R. H. (1971). *Educational measurement*. Bombay: D. B. Taraporevala Sons & Co.
- Micheels, W. J. (2015). *Measuring educational achievement*. New Delhi: Gyan Books Pvt. Ltd.
- Marshall, J. C. (1971). *Classroom test construction*. USA: Addison-Wesley Pub. Co., Reading, Mass.
- Remmers, H. R. , & Rummel, G. (1967). *A practical introduction to measurement and evaluation*. New Delhi: Universal Book Stall.
- Sali, V. Z. (1982). *Principles and techniques of unit testing*. New Delhi: National Publishing House.
- Thorndike, R. L., & Hagen, E. P. (1977). *Measurement and evaluation in psychology and education*. London:  John Wiley & Sons.

## SEMESTER III

## Paper OC11A: Issues and Concerns in Elementary Education

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To acquaint with perspectives of elementary education.
- To develop understanding about the role of UEE
- To understand the curriculum and evaluation process of elementary education.
- To understand the role of various commissions, policies and strategies of elementary education.

**Unit I          Elementary Education**
- Elementary Education; - Concept, Meaning, Objectives, Need and significance.
- Child Developmental Issues: - Influence of Home, School and Community.
- New trends and Approaches to Elementary Education: - Learner centered approach, activity centered approach, Virtual class room, & smart board.

**Unit II          Universalization of Elementary Education (UEE)**
- Concept, Meaning, Objectives and Role of UEE
- Measures towards realization of UEE
- Critical Appraisal of Current status of UEE

**Unit III          Curriculum and Evaluation**
- Elementary School Curriculum- Principles, Objectives, Planning.
- Evaluation: Principles and tools- Term Evaluation (TE), Continuous Comprehensive Evaluation (CCE), Recommendation of National Curriculum Frame work for elementary education in reforming Evaluation practices.
- New Trends in evaluation of Elementary Education Grading system: Assessment as a continuum, Use of multiple sources for comprehensive assesses, Ways of Assessment- observation, records, maintaining profile .Competency based assessment.

**Unit VI          Commissions, Policies & Challenges**
- Commissions and Policies: Constitutional Provisions for education and Directive Principles related to elementary education and their implications, Kothari Commission, National Policy of Education (1986), Yaspal Committee, National Curriculum Framework (2005), State Policy 2010, Right to Education (RTE)
- Agencies: Role and functions of SCERT , DIET
- Challenges in Elementary Education:
  - o Education for all- Education for socially & economically backward strata of the society.
  - o Specific problems regarding finance, organizing, administration, student enrollment and  quality instruction.

**Unit V          Strategies in Improving Elementary Education Programmes**

- Strategie- Role of Panchayatraj and community in educational planning and management, PEP (1986) – Goals, Strategies and impact.SSA -Goal with special reference to specific programmes and interventions at National and State level
- Child Rights and elementary Education: CRC – 1989, Basic child right, Present status of child rights in India- education, Health &Nutrition, Child Labour, & Gender Discrimination
- Professionalizing Elementary teacher Education: In service Elementary Teacher training programme -Need, significance role of CRC,BRC, DIET, Pre-service Elementary teacher training programme-Objectives and Types, Critical appraisal of teacher education programme in the state

**Unit VI        Leadership and Governance**
- School climate- concept need and significance
- Organizational strategy for enhancement of Quality in teacher education.
- Quality Education- Concept, Indicators, quality improvement, setting up standard for performance, supporting inputs to improve achievement, adopting flexible strategies for acquisition use of inputs & monitoring performance, organizing strategies for enhancement of quality in school education.

**Field-based Activities**
- Conduct interview with students, teachers, and parents of different schools and prepare a report on problems of government and private elementary schools.

**Suggested Readings**
- S. N. Mukerji Education of Teachers in India- Volume I & II
- NCTE, New Delhi 22 Policy perspectives in Teacher education – Critique & documentation
- Shashi Prabha Sharma ,Kanishak :Teacher Education
- Mukerji, S. N. : Education in India To-Day and tomorrow, Baroda, Acharya Book Depot, 1968.
- Dayal, Bhagwan : The development of Modern India Education, Bombay : Orient Longman, 1955.
- Besent, Annie : National Education in Indian, Culcutta, 1958.
- Pranjee, M. R. : A Source book of Modern Indian Education, 1938.
- Kabir, Humayun : Education in New India : Bombay : Asia Publishing House, 1961
- Shrimati, K. L. : Education in Changing India, Asia Publishing Houses, 1961.
- Singh & Singh : Current Problems of Indian Education. Asia Publishing House, 1961.
- Aggarwal, J. C., : The progress of Education in Free India, New Delhi, Arya Book Depot, 1960. ww.kireetjoshiarchives.com/education/...education/primary-education.

## SEMESTER III

### Paper OC11B: System and Structure of Elementary Education

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:

- To understand the different perspectives and context of elementary education
- To understand the different policies and programmes of elementary education
- To understand Universal Elementary Education (UEE) its objective and challenges
- To understand the system and structure of elementary school education in India
- To understand the curriculum across different types of school in India
- To develop the skills and knowledge require for resource management in schools at elementary level

**Unit I          Perspectives and Context Elementary Education in India**

- Nature and focus of Elementary Education after independence.
- Constitutional provision for education and Directive Principles related to elementary education and their implications.
- Socio-Cultural, Economic Political and Statutory environment of Elementary Education in India

**Unit II          Policies and Programmes of Elementary Education**

- Agency of Policy Making- N.C.E.R.T, S.C.E.R.T
- Elementary education as highlighted in National Policy on Education-1986, National Plan of Action-1992
- National Programmes: Universal Elementary Education (UEE) District Primary Education Program (DPEP), National Campaign for Education for All (Sarva Shiksha Abhiyan), Right to Education as fundamental right

**Unit III          Universal Elementary Education (UEE) its Objective and Challenges.**

- Concept, objectives, meaning and justification of UEE.
- Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- Access and enrolment of different types of learners-issues and challenges. Enrolment and dropout : meaning and assessment and related issues and dropout,

**Unit IV          System and Structure of Different School Boards at Elementary level**

- Central Board of Secondary Education (CBSE),Secondary School Certificate Board (SSC) State Board, Indian Certificate of Secondary Education Delhi Board (I.C.S.E) and Other Types of Schools: International Baccalaureate (IB), National Open School, Special-Needs Schools

- Organizational Structure of school in India, Types of School Education ( Aided-unaided, Private, International)
- Issues related to School Education at Elementary level

**Unit V          Curriculum Planning and Development in Schools at Elementary Level**
- National Curriculum Framework 2005 by NCERT
- Curriculum Design and Evaluation at different boards of School Education at Elementary level ( SSC, I.C.S.E, C.B.S.E, IB, I.G.S.C, National Open schools and special education schools)
- General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, method of transaction in specific contexts.

**Unit VI          Resource Management in Schools at Elementary Level**
- Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of elementary level programmes
- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving goals of Elementary Education.

**Assigned Activities**
- Visit different types of elementary schools and prepare a report detailing school profiles and their functioning.

**Suggested Readings**
- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.

- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
- MHRD (1966): Report of the Education Commission, New Delhi.
- MHRD (2001): Convention on the Right o the child. New Delhi.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- National Curriculum Framework on school education, 2005.
- National Curriculum Frameworks for Teacher education, 2009
- National Policy of Education 1986/1992.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal

# SEMESTER III

**Paper SC12A: Issues and Concerns in Secondary and Higher Secondary Education**

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To acquaint the student with perspectives of secondary and higher secondary education.
- To understand problems and challenges of secondary and higher secondary education in India
- To develop the skills and knowledge require for resource management in schools at secondary and higher secondary level

**Unit I      Perspectives and Context of Secondary and Higher Secondary Education in India**
- Nature, scope, function and systems of secondary and higher secondary education.
- Status of secondary and higher secondary education in India.
- Process of teaching-learning of adolescent, exposure to integrated and subject specific streams guidelines for secondary and higher secondary education in India.
- Socio-cultural, economic, political and statutory environment of secondary and higher secondary education in India.

**Unit II      Recommendations and Institutions for Secondary and Higher Secondary Education**
- Recommendations of various commissions and committees concerning secondary and higher secondary education in India.
- Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT's for secondary and higher secondary education in India.

**Unit III      Problems and Challenges of Secondary and Higher Secondary Education**
- Problems and challenges related to universalization of secondary education and alternative schooling at secondary stage.
- Problems, challenges and strategies in relation to access, enrolment, dropout, achievement, equality of educational opportunities, education for girls, disadvantaged and differently abled children and show learners at secondary and higher secondary education.
- Issues related to school education at secondary and higher secondary education level.
- Issues of quality in secondary and senior secondary education.

**Unit IV      Resource Management in Schools at Secondary and Higher Secondary Level**
- Local specific community resources: human and material and their integration to curricular activities.
- Preparation and use of learning and play materials: principles and characteristics.

- Community involvement in effective implementation of secondary and higher secondary level programmes.
- Participation of NGOs in achieving goals of secondary and higher secondary education.

**Field-based Activities**
- Conduct interview with students, teachers, and parents of different schools and prepare a report on problems of secondary and senior secondary schools.

**Suggested Readings**
- Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.
- Beck, Clive & Albany, C. K. (2006). *Innovations in teacher education: A social constructive approach*. Albany, NY: State University of New York Press.
- Bhaskara, R. D. (1993). *Teacher education in India*. New Delhi: Discovery Publishing House.
- Chopra, R. K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Harmmond, D. L. , & Bransford, J. (2005). *Preparing teachers for a changing world.* US: Jossey Bass.
- Malhotra, P. L. (1986). *School* education *in India: Present status and future needs.* New Delhi: NCERT.
- MHRD. (1953). *Report of secondary education commission*, New Delhi: MHRD, Department of Education.
- MHRD. (1986). *National policy of education, 1992: Modification and their POA*. New Delhi: MHRD, Department of Education.
- MHRD. (1992). *National policy of education, 1992: Modification and their POA*. New Delhi: MHRD, Department of Education.
- NCTE. (1998). *Policy perspectives in teacher education*. New Delhi: NCTE.
- NCERT. (1997). *Code of professional ethics for teachers*. New Delhi: NCERT.
- Reddy, B. (2007). *Principles of curriculum plannning and development.* New Delhi: Arise Publishers & Distributors.

## SEMESTER III

### Paper SC12B: System and Structure of Secondary and Higher Secondary Education

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To understand the different perspectives and context of secondary and higher secondary education
- To understand the different policies and programmes of secondary and higher secondary education
- To understand the curriculum across different types of school in India

**Unit I         Policies and Schemes of Secondary and Higher Secondary Education**
- Policies and schemes related to secondary and higher secondary education: National Policy of Education (1992), National Scheme of Incentives to Girls for Secondary Education (2008).
- National Programmes: Rashtriya Madhyamik Shiksha Abhiyan (RMSA) , National Mission for Secondary Education, Inclusive Education for Disabled at Secondary Stage.

**Unit II         System and Structure of Different School Boards at Secondary and Higher Secondary Level**
- Organizational structure of school in India.
- Central Board of Secondary Education (CBSE), State Boards, Indian Certificate of Secondary Education (I.C.S.E) , International Baccalaureate (IB).
- Types of school education (aided, unaided, private, international), National Institute of Open Schooling, Special education schools.

**Unit III        Principles of School Curriculum Development in Secondary and Higher Secondary Education**
- Concepts, components and determinants of curriculum, principles of curriculum construction, criteria for selection and organization of content and learning activities.
- Curriculum transaction and synthesis: behavioristic, cognitive, constructivist.
- Autonomy in developing curriculum with regard to local issues and challenges, evaluation of curriculum.

**Unit IV        Curriculum Planning and Development in Schools at Secondary and Higher Secondary Level**
- National Curriculum Framework 2005 by NCERT.
- Curriculum design and evaluation at different boards of school education at Secondary and Higher Secondary level (ICSE, CBSE, State Boards, National Open schools and special education schools).
- General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods of transaction in specific contexts.

**Field-based Activities**

- Visit different types of secondary and senior secondary schools and prepare a report detailing school profiles and their functioning.

**Suggested Readings**

- Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques.* New Delhi: Book Enclave.
- Aggarwal, J. C. (1990). *Curriculum reform in India: World overviews.* Delhi: Doaba House.
- Biswal, K. (2011). *Secondary education in India: Development policies, programmes and challenges: Create pathways to access research monograph no. 63: Consortium for research on educational access, transitions and equity.* New Delhi: NUEPA.
- CABE. (2005). *Report of the CABE committee on universalisation of secondary education.* New Delhi: CABE.
- Chopra, R. K. (1993). *Status of teachers in India.* New Delhi: NCERT.
- Diamond, R. M. (1986). *Designing and improving courses in higher education: A systematic approach.* California: Jossey-Bass Inc. Publication.
- Joseph, P. B. (2000). *Cultures of curriculum (studies in curriculum theory).* New York: Teacher College Press.
- Malhotra, P. L. (1986). *School education in India: Present status and future needs.* New Delhi: NCERT.
- MHRD. (1953). *Report of the secondary education commission.* New Delhi: MHRD, Department of Education.
- MHRD. (1966). *Report of the education commission, 1964-66.* New Delhi: MHRD, Department of Education.
- MHRD. (1985). *Report of the national commission on teachers.* New Delhi: MHRD.
- MHRD. (1986). *National policy on education, 1986.* New Delhi: MHRD.
- MHRD. (1992). *National policy on education, 1986 as modified in 1992 with programme of action.* New Delhi: MHRD. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
- MHRD. (1986/1992). *National policy of education, 1992: Modification and their POA's.* New Delhi: MHRD, Department of Education.
- MHRD. (1986/1992). *National policy on education.* New Delhi: MHRD.
- MHRD. (2010-11 to 2012-13). *Analysis of budgeted expenditure on education.* New Delhi: MHRD, Planning, Monitoring and Statistics Bureau.
- MHRD. (various years). *Selected educational statistics.* New Delhi: Department of Higher Education, MHRD.
- Mukhopadhyay, M. (2001). Secondary education: The challenge ahead. In M. Mukhopadhyay, & M. Narula (Eds), *Secondary education: The challenge ahead.* New Delhi: NIEPA.
- Mudhopadyay, S. , & Kumar, A. (2001). *Quality profiles of secondary school.* New Delhi: NIEPA.
- Mukhopadhyay, M. (2004). *Secondary education in India: Emerging demands.* (Unpublished m/s circulated to the members of the CABE Committee on USE). New Delhi: NIEPA.
- NCERT. (1997). *Code of professional ethics for teachers.* New Delhi: NCERT.
- NCERT. (2005). *National curriculum framework.* New Delhi: NCERT.

- NCERT. (2005). *Position paper on teacher education for curricular renewal*. New Delhi: NCERT.
- NCERT. (2006). *The reflective teacher: Organization of in-service training of the teachers of elementary schools under SSA, guidelines*. New Delhi: NCERT.
- NCTE. (2009). *National curriculum framework for teacher education*. New Delhi: NCTE.
- Oliva, P. F. (1988). *Developing the curriculum*. Ricmond, TX, U.S.A: Scott, Foresman & Co.
- Rao, D. B. (1998). *Teacher education in India*. New Delhi: Discovery Publishing House.
- Reddy, B. (2007). *Principles of curriculum plannning and development.* New Delhi*:* Arise Publishers & Distributors.
- UNESCO. (1996). *Learning: The treasure within*. UNESCO.
- UNESCO. (2006). *Teachers and educational quality: Monitoring global needs for 2015*. Montreal: UNESCO Publication.
- Wiles, J.W. & Bondi, J. (2006). *Curriculum development: A guide to practice.* Pearson Publication.
- World Bank. (2003). *Secondary education in India*: Report No.2. Word Bank.

# SEMESTER IV

## Paper CC13: Curriculum Development

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To enable students to understand the theoretical perspectives of curriculum.
- To develop students analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- To develop skills of learners to design curriculum outline for a school programme.

### UNIT I        Curriculum
- Curriculum: Nature, meanings and elements.
- Types of curriculum (teacher centered, subject centered, child centered, disciplinary, interdisciplinary, transdisciplinary)
- Curriculum, syllabus and textbooks – their interrelationships
- Issues and problems of existing curriculum.
- Bases of curriculum: philosophical, socio cultural, political, psychological

### UNIT II        Steps of Curriculum Designing
- Objectives of education
- Understanding learners
- Selection and organizations of learning experiences
- Course content
- Instructional Strategies
- Course material and resources
- Assessment and evaluation strategies
- Modification and resetting of objectives

### UNIT III        Approaches and assessment of curriculum
- Approaches to curriculum: Behaviouristic, cognitivist and constructivist
- Support system  and management of curricular practices
- Curricular reforms
- Assessment of institutional practices related to curriculum
- Curricular evaluation and management: Formative and summative, individual and group, assessment by teachers, self, peer, external expert and bodies.

### UNIT IV        Curriculum from different perspectives
- Models of Curriculum:  Inductive and deductive models, Hilda Taba Model
- Evaluation strategies of curricular goals, methods  and content
- Basic features of NCF- 2005 and NCFTE -2009.
- Comparison of curriculum of different school boards on different educational parameters

36

**Field-based Activities**
- Prepare a note highlighting salient features of NCF-2005 and NCFTE-2009 Curriculum framework.

**Suggested Readings:**
- Hass G., & Parkay F. W. (1993). *Curriculum planning: a new approach*. United States of America.
- NCERT. (n.d.). *Curriculum, syllabus and textbooks*. Available at: http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_3.pdf
- NCERT. (2005). *National curriculum framework-2005*. New Delhi: NCERT.
- Rajput, J. S. (2002*). Dimensions of curriculum change*. New Delhi: NCERT.
- Saylor, G.J., & Alexander, W.M. (1974). *Planning curriculum for scholars*. New York: Halt, Richart & Winston Press.
- Taba, H., (1965). *Curriculum development theory and practice*. New York: Harcourt Brace and World Inc
- Walberg, H. J., & G. D. (Eds). (1990). *The international Encyclopedia of educational evaluation*. Oxford: Pergman Press.

## SEMESTER IV

### Paper CC14: Education Management, Administration and Leadership

| Total Marks | Internal assessment | External assessment |
|-------------|---------------------|---------------------|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To become effective manager/administrators of education.
- To become agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, educational policies, etc.
- To acquaint with the challenges and opportunities emerging in the management and administration in education.
- To acquaint with the Central and State mechanisms of educational administration and management.
- To acquaint with the various leadership theories and leadership styles
- To be familiar with the new trends of education.

**Unit I       Educational Management - Concept and Meaning**
- Management – concept, need and characteristics
- Development of modern concept of educational management
- Management at different levels-elementary,  higher and higher secondary

**Unit II       Leadership in Educational Management**
- Leadership - Meaning and nature, the principal as a leader
- Theories of leadership and their styles ( Mc Gregor's trait theory, Fiedler's contingency and Hersey-Blanchard's  theories)
-  Styles of administration, - Grid concept of leadership styles
- Measurement of leadership styles

**Unit III       Quality Management and Mechanism of Educational Administration**

- Meaning and Importance of Quality Education
- Quality of Education in India
- Accreditation- concept, meaning, parameters.
- Role of accreditation agencies
- Central machinery (CABE,NCTE,UGC)
- State machinery for educational Administration
- Organization and functions of directorate of education.

**Unit IV       Specific Trends in Educational Management**
- Total Quality Management
- Decision Making  (Centralized and Decentralized)
- Management by Objectives
- Organizational Compliance
- Programme Evaluation and Review Technique(PERT)
- Participatory Management

**Field-based Activities:**
*Undertake any one of the following activities:*
1. A Case study of one institution involving observation / measurement of principal's leadership style.
2. Report on organizational climate of any secondary or senior secondary school based on primary or secondary data.
3. Report on an Educational Institute on Quality Management.

**Suggested Readings**

- Aggarwal, V., & Bhatnagar, R.P.(1997). *Educational administration supervision, planning and financing*. Meerut: Surya Publication.
- Chandrasekaran, P. (1994). *Educational planning and management*. New Delhi: Sterling Publisher.
- Chaudhary, N. R. (2001). *Management in education*. New Delhi: A. P.H. Publishing Corporation.
- Karla, A.(2007). *Efficient school management and role of principals*. New Delhi: A. P.H. Publishing Corporation.
- Lambal, T.P., Saxena, V.R., & Murthy, V. (2000). *Educational administration planning and supervision*. New Delhi: Doaba house.
- Landuyt, H. (1970). *Administrative strategy and decision making*
- Mathur, S.S. (1969). *Educational administration and management*. Amritsar: Krishna Brother.
- Mathur, S.S. *Educational administration principles and practices*. Jallandar: Krishna Brother.
- Mukharji, S.N(Ed.) (1962). *Administration of education in India*. Baroda: Achrya Depot.
- Pandya, S.R. (2015). *Administration and management of education*. New Delhi: Himalaya Publishing House
- Sachdeva, M.S. (1979). *A modern approach to school organisation and administration*. Ludhiana: Prakash Brothers.
- Sidhu, K.S. (2012). *School organisation and administration*. New Delhi: Sterling Publishers Pvt Ltd
- Vashist, S.R.(1999). *Theory of educational administration in India*. Delhi: Oscar Publications.

# SEMESTER IV

## Paper OC15: Pre-Service and In-Service Teacher Education

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To understand the concept of pre- and in service teacher education
- To understand the teacher education curriculum
- To get acquainted with knowledge base, reflective teaching and models of teacher education
- To understand managing practicum in teacher education

**Unit I        Structure, Curriculum and Modes of Pre-service Teacher Education**
- A review of the understandings developed on teacher roles and functions.
- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE.
- Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship weightages in course work and evaluation.
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

**Unit II        Organisation of Different Components of Teacher Education Curriculum**
- Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation.
- Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment.
- Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration.
- Activities and experiences in pre internship, internship and post-internship.

**Unit III        In-service Teacher Education in India – Concept, Structure and Modes**
- Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives.
- The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- Modes and Models of in-service teacher education: -

o Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
o induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them.

**Unit IV** **Planning, Organising and Evaluating an In-service Teacher Education**
- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget.
- Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material.
- Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.

**Field-based Activities**
*Undertake any one of the following activities:*
1. Conduct a "comparative study of state and national curricula" of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment
2. Conduct a critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes
3. Make interviews of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

**Suggested Readings**
- Arora, G.L. (2002). *Teachers and their teaching*. Delhi: Ravi Books.
- Chaurasia, G. (2000) *Teacher education and professional organizations*. Delhi: Authors Press.
- Dillon, J., & Maguire, M.(1997). *Becoming a teacher: Issues in secondary teaching*. Buckingham, UK: Open University Press.
- Dunkin, M., J. (1987*). The International Encyclopedia of teaching and teacher Education*. Oxford: Pergamon Press.
- Elahi, N. (1997). *Teacher's education in India*. New Delhi: APH Publishing Corporation.
- Kundu, C.L. (1998). *Indian year book on teacher education*. New Delhi: Sterling Publishers Privatization. Ltd.
- McNergney, R. F., & Herbert, J. M. (2001). *Foundations of education: The challenge of professional practice*. Boston: Allyn and Bacon.
- Misra, K.S. (1993) *Teachers and their education*. Ambala Cantt.: The Associated Publishers.
- Mohanty, J. (2007). *Teacher education*. Deep and Deep Publications.
- Murray, F.B. (Ed.) (1996). *Teacher educators' handbook; building a base for preparation of teachers*. San Francisco: Jossey-Bass Publishers.
- Rao, D. B. (1998). *Teacher education in India*. New Delhi: Discovery Publishing House.
- Sharma, B.M. (Ed.) (1997). *Teachers' training and educational research*. Delhi: Commonwealth Publishers.

- Sharma, S. P. ((2003). *Teacher education: Principles, theories and practices*. New Delhi, Kanishka Publishers.
- Singh, L.C., & Sharma, P.C. (1995). *Teacher education and the teacher*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Singh, R.P. (Ed.) (2002).* Teacher education in turmoil: Quest for a solution. New Delhi: Sterling Publishers Privatization. Ltd.
- Singh, R.P. (2006). *Training teachers: Problems and issues*. New Delhi: Gyan Publishing House.
- Singh, U.K.,& Sudarshan, K.N. (1996). *Teacher education*. New Delhi: Discovery
- Publishing House.
- Vashisht, S.R. (1997). *Professional education of teachers*. Jaipur: Mangal Deep Publishers.
- Veeraiah, B. (2000). *Education in emerging India*. New Delhi: Himalaya Publishing House.

## SEMESTER IV

### Paper OC16: Comparative Education

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:

- To acquaint the student with concept, scope, need, history and development of comparative education.
- To acquaint the student with the methods of comparative education
- To study the problems of education in world perspective.
- To understand the factors and forces and forces influencing practice of education.
- To create awareness and develop understanding of system of education in developing and developed countries.
- To develop the sense of international understanding.
- To acquaint the students with the current trends and problems in world in world education.

**Unit I**
- Concept, scope, Purpose, and Need of Comparative Education.
- History and Development of comparative Education.
- Types of Comparative Studies in Education.

**Unit II          Methods of Comparative Education**
- Area Studies (Descriptive and Interpretation)
  - Comparative Study (Description of Educational System Juxtra position Comparison)
  - Distinction between Comparative education and International Education
- Interpretative and Explanatory Methods
  - Historical Approach
  - Sociological Approach
  - Philosophical Approach
  - Scientific Approach (Quantities).

**Unit III**
- Education in Developing and Under Developed countries with reference to following
  - Universal compulsory Education
  - Higher Education
  - Adult Education
  - Finance

**Unit IV**
- Problems to be studied in world Perspective
  - Women Education
  - Teacher Education and Teachers' Status
  - Education of Exceptional Children
  - Technical & Vocational Education

**Unit V**

- Factors and Forces Influencing theory and Practice of Education in Country.
  - Racial
  - Linguistic
  - Technological
  - Scientific
  - Historical
  - Sociological
  - Political
  - Economical
  - Religious

**Unit VI**
- Study of education in Developed Countries- U.K., U.S.A. and Australia with reference to the following problems:
  - Historical Background and Geography of the country.
  - Aims and objectives of Education.
  - Administration of Education.
  - Present system of primary, Secondary and Higher Education.
  - Influence of Culture on Education
  - Distance education

**Unit VII**
- Study of Education in Asiatic Countries- Japan, China, Pakistan and India with reference to above mentioned six points from Unit VI

**Field-based Activities**
- Study the effect of any one of the following factors on educational atmosphere in one of the schools with students have visited.
  - Linguistic
  - Technological
  - Scientific
  - Historical
  - Sociological

**Suggested Readings**
- Education in New Era- I.L Kandel
- Comparative Education – Moehteman and Roucek
- Comparative Methods in Education – George,2 F., Berday Holt, Rinehard and Wistoninc, New York.
- Education in China priestlay K.E.
- Education in Communist China-Price
- Education in Japan-School-Down S.W.
- Education for New Japan- Hall R.K.
- UNESCO- Developing of Education in Asia, Unesco/Mineda's/Paris,1971.
- Contemporary education – J.F. Cramer and C.S. Browne
- Introduction of American Public education – De- Young, Mac-Graw Hill.
- Education in Great Britain – W.O. Lister smith
- Education in India To-day
- Education in Japan, school and Society-Downx S.W.

- Educatioon in Japan (1901)- Ministry of Education
- Education in China- J.B. Priestlay
- Education in communist China- price
- Search engine
- Education in Israel – by Equal Brothers
- Tulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr, Nalini Pichad

## SEMESTER IV

### Paper OC17: Guidance and Counseling

| Total Marks | Internal assessment | External assessment |
| --- | --- | --- |
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counselling.
- To get acquainted with the importance of placement and follow up services.
- To get acquainted with meaning, purposes and out-line of job-study.
- To develop understanding about Counselling- research,issues and trends.

**Unit I        Guidance**
- Bases of guidance Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance- Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance.
- Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
- Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.

**Unit II       Appraisal of an individual**
- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories Interest, Inventories, Attitude Scale
- Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.
- Techniques of guidance- home visits, interview, observation.
- Presenting, analyzing, interpreting and reporting the data

**Unit III       Occupational Information**
- Collection-need, sources, method of classification of occupation information.
- Dissemination of information about various Courses and occupation- career conference,
- Career exhibition, Visits, field trips, Career films etc.
- Use of technology in the collection and dissemination of occupational information.

**Unit IV       Counselling**
- Meaning, need, characteristics, principles of Counselling
- Process and types of Counselling

- Counselling theories (i) Client Centered Therapy (Carl Rogers) (ii) Rational Emotive Therapy (Albert Ellis) (iii)Behavior Therapy (B.F. Skinner) (iv)Gesalt Therapy (Fredric Pearls) (v)Psychoanalytic Therapy (Sigmund Freud)

**Unit V          Techniques of Counselling**
- Individual counseling: Counselling interviews- Meaning, purpose, conditions of interview, qualities and responsibilities of an interviewer, evaluation of an interview.
- Group Counselling : Meaning, purpose, importance types of group Counselling-regular subject classes, core curriculum classes, special groups, school assemblies, clubs.
- Lectures, dramatics question banks, Case Conference Methods.
- Effective Counsellor, increasing need of School counselor in the present set up.

**Unit VI          Guidance and counseling**
- Research
- Issues
- Trends

**Field-based Activities**
*Undertake any one of the following activities:*
1. Job analysis of one occupation
2. Prepare an interview schedule for an effective Counselling
3. Visit a guidance Centre and Write a report about its organization and functions.

**Suggested Readings**
- Agrawal J.C. (2004). *Educational vocational guidance and counselling*. New Delhi: Doaba House.
- Anatasi, A. (1982). *Psychological testing*. New York: Mac Millan.
- Crites J.O (1968). *Vocational psychology*. New York: GMC Grow Hill Book Company.
- GOI. (1972). *Handbook in vocational guidance*. New Delhi: Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labour and Rehabilitation, Govt. of India.
- Gupta, S.K.  (1985). *Guidance and counselling in Indian education*. Delhi: Mittal Publication Pvt. Ltd.
- Jayawal, S.R. (1985). *Guidance and counselling*. Lucknow: Prakashan Kendra.
- Jones, A.J. (1951). Principles of guidance. New York: McGraw Hill Book Co.
- Kochher, S.K. (2007). *Educational and vocational guidance in secondary schools*. New Delhi: Sterling Publisher.
- Mennet, M.E. (1963). *Guidance and counselling in groups*. New York: McGrow Hill book Company.
- Rao, S.N (2001). *Counselling and guidance*. Delhi: Tata McGraw Hill.
- Rogers, C.R. (1951). Client centered therapy. Boston: Houghton Mifflin
- Sarswat. K.R., & Gaul, J.S. (1993). Manual for guidance counsellors. Delhi: NCERT.

<u>**SEMESTER IV**</u>

**Paper OC18: Academic Writing**

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:

- To develop an understanding of the concept of academic writing.
- To develop understanding of the essential requirements of academic writing.
- To critically analyze the written texts in the respective discipline to identify the characteristics of the discourse community,
- To identify the types of intertextuality from other written texts for developing own text.
- To develop different forms, styles of academic writing including revising, generating, editing independently and collaboratively.
- To understand the academic sources in terms of referring, paraphrasing and acknowledging.
- To edit own's academic writing.

**Unit I          Concept of Academic Writing**

- Basics of Academic Writing
    - Definitions and characteristics of Academic Writing
    - Key terms of Academic Writing: Discourse Community, intertextuality, Academic Frame, facts and opinion
    - Significance of Academic writing in education.
- Types of Academic Writing Documents Used in Education
    - Print writing: Book writing, chapter writing, Journal articles, conference or seminar papers, Dissertation, essay, Research paper, and Research report, Literature review, peer review report, Autobiography, Biography.
    - Online academic writing: Collaborative writing (On discussion forums), hypertext
- Guiding principles of good academic writing
    - Clear purpose, Audience engagement, Clear point of view, Single focus, Logical organization, link with the earlier claims of the discourse community, intertextability, strong support to make independent claims, clear and complete explanation, effective use of research, observations, appropriate writing style, correct Referencing as per set norms.

**Unit II          Essentials of Academic Writing**

- Format
    - General Form of Formatting of Academic Writing-Font, spacing, margin, paragraph, page numbering highlighting, foot notes.
- Different Styles of Academic Writing: Features and Significance
    - Formal research reporting style, very objective (Quantitative research report)
    - Semi- formal: research report style with some scope of subjective pre-assumptions. (Qualitative research report)

- o Informal: Reflective writing with freedom to use I to address self. (Theme based article)
- Guiding principles for appropriate writing style:
  - o Language: Simple, lucid, suitability and readability for the discourse community, short sentences, avoiding word jargons.
  - o Grammatical Suitability: maximum use of passive voice, Minimizing split infinitive: (for example, instead of to quickly run better to write to run quickly style of writing, avoiding abbreviations, Avoiding prepositions at the end of the sentence.
  - o Logicality: Sequence, flow, Links between paragraphs
  - o Referencing style: Footnotes, Cross reference, captioning, references with superscript numbering

## Unit III      Process of Academic Writing and Other Research Reports
- Articles in journals, chapters in book and other publications
  - o Process of general Academic writing : Choosing topic, Brain storming on earlier claims, differing and supporting view points, identifying own claims,
  - o Planning (an Outline),
  - o Write, Revise, edit, proof reading.
- Dissertation, thesis writing
  - o Process of Research reports: chapterization.
  - o Features and Essentials of each chapter writing.
- Elements of chapter writing
  - o Paraphrasing: Essentials of summarizing In each chapter
  - o Referencing for each chapter
  - o Essentials of forming tables and figures.

## Unit IV      Essential Additions in the Academic Writing
- Significance, Structure and guidelines
  - o TITLE, Acknowledgement of the contributions, Certification
  - o Indexing
  - o Appendix
  - o Bibliography (APA style)
- Publication of the academic writing (Significance, guidelines)
  - o Online publication
  - o Print publication
  - o Impact factor
- Authenticity of Academic Writing:
  - o Guide's role
  - o Reliability of resources
  - o Ethical considerations for Online and offline academic writing.
  - o Presenting the writing (Reporting):
  - o Open Viva Voce
  - o Closed Room Viva Voce
  - o Guiding principles of defending own claims

**Field-based Activities**
- Select a topic of your choice. Prepare a questionnaire. Administer the tool on a selected sample to get the data, analyze the data and write a report on the research work using the process of general academic writing.

- Conduct a research project on any one aspect of self-development usingservice learning approach. Write a report by way of chapterization. Present it to your Guide.

**Suggested Readings**
- Swales J.M. Writing for graduate students: Essential tasks and Skills. University of Michigan Press.

## SEMESTER IV

### Paper OC19: Yoga and Health Education

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:
- To introduce the concept of holistic health.
- To clear the doubt and misconceptions about yoga practices.
- To aware about the benefits of yoga practices.
- To aware of basic health problems in India and their precautions.
- To introduce the merits of physical exercises, balance diet and sanitation.

**UNIT I**
- Meaning and definition of Yoga and misconceptions about Yoga.
- History of Yoga.
- Psychic Physiology of Yoga, seven chakras and pancha koshas (five sheaths or bodies).
- Benefits of Yoga knowledge for teachers.

**UNIT II**
- Asana and their benefits, where and how to practice asana. Precautions and Contra-indications.
- Introduction to Mudra and Bandha, technique, contra-indications and benefits.
- Meaning of pranayama, techniques of Pranayama, precautions, contra-indications and benefits of pranayama.

**UNIT III**
- Introduction of Dhyana (meditation), types of meditation.
- Introduction to Samadhi and Six techniques for attaining the state of Samadhi.
- Premier Institutions of Yoga training in India.

**UNIT IV**
- Meaning and definition of Health and Health Education.
- Concept of Physical Exercise, balance diet, and sanitation.
- Needs and importance of knowledge of Physical Exercises, balance diet and sanitation for Teachers.

**UNIT V**
- Government projects for improving health in India.
- Safe storage of drinking water, purification techniques and handling.
- Concept of mental health, factor affecting mental health.
- Role of physical exercises and Yoga in improving mental health.

**Field-based Activities**
- Practicing Asana, mudra, Pranayama and various techniques of meditations.

- Plantation and cleaning projects.
- Projects for storage and purification of drinking water.
- Chart and model preparation.

**Suggested Readings**

- Bucher, C.A. (1964) Foundations of physical education, saint louice, C.V. Mousy and Company.
- Dayl Syedentop (1994), Introduction to Physical education, fitness and sports (2nd Ed.) London: Mayfield Publishing Company.
- Kaul. H. Kumar " Yoga for Health" New Delhi: New Light Publishers
- Park, J.E. and Park, K. "Text Book kof Preventive and Social Medicine". 2002
- Singh Ajmer "Essentials of Physical Education". Ludhiana: Kalyani Publishers.
- Swami Niranjanananda Saraswati (2012) "Gheranda Samhita" Munger , Bihar ; Yoga Publication Trust.
- Thomas.J.P. (1964) physical education lessons. Madras Gnanodaya Publishers.
- Uppal A.K., Physical Fitness, Friends publication India, 1992

## SEMESTER IV

### Paper OC20: Self Development and Communication Skills

| Total Marks | Internal assessment | External assessment |
|---|---|---|
| 100 | 20 | 80 |

**Objectives**

To enable the prospective teacher educators:

- To create awareness about the core life skills.
- To develop critical understanding about core life skills for personal and professional development.
- To practice strategies for self development through enhancing core life skills.
- To understand the concept of Service Learning as a pedagogy of access and success.
- To plan and implement a Project for enhancing personal and professional development with an orientation to uplift the marginalized community.
- To create a plan of action for continuing personal, professional and societal development.
- To develop an understanding into significance of communication skill for professional growth of student teacher.
- To appraise the role of core skills in communication amongst groups.
- To examine the difference between the different discussion formats.
- To apply the different discussion formats in classroom situation.

**Unit I      Thinking Skills**
- Decision Making Skills/Problem Solving skills
  - Evaluating future consequences of present actions for self and others-determining alternative solutions to problems.
  - Analysing the influence of values and of the attitudes about self and others on decision making and problem solving.
- Critical Thinking Skills
  - Identifying relevant information and sources of information.
  - Analyzing attitudes, values, social norms, beliefs and factors affecting them.

**Unit II      Interpersonal Skills**
- Negotiation/Refusal Skills
  - Negotiation and Conflict Management
  - Assertiveness skills.
- Refusal Skills.
  - Empathy Building Skills
  - Listening, Understanding Others Needs and Circumstances, and Expressing That Understanding.
- Cooperation and Teamwork skills
  - Assessing one's own abilities and contributions to the group.
  - Expressing respect for others contribution and styles of functioning.
- Advocacy skills
  - Influencing and persuasion skills
  - Networking and motivation skills.

**Unit III          Coping and Self Management skills**
- Skills for making a difference
  - Building Self Esteem/Confidence.
  - Creating Self awareness including awareness of rights, influences, values, attitudes, strengths and weaknesses.
  - Setting Goals.
  - Self evaluation and self monitoring.
- Skills for Managing feelings
  - Managing negative emotions.
  - Coping skills.
- Stress Management Skills
  - Time Management.
  - Skills. (Meditation, Mindfulness).

**Unit IV          Basics behind Communication skills**
- Concept of communication skills
- Significance of communication skills as a tool for professional growth
- Core Skills in group communication – Problem Solving, Role Playing Skills, Trust – building skills, Team- building Skills
- Discussion formats in group communication- Round table, Symposium, Panel Discussion, Forum Types, Colloquy, Parliamentary Procedure

**Unit  V          Pedagogy of Communication**
- Building Positive Communication Pedagogy
- Inter- personal Communication skills( Ethical Obligation, Resolving Conflicts)
- Critical Communication Pedagogy
- Principles of Persuasive and Argumentative Communication

**Unit VI          Influence on Communication**
- Supportive Climate and Communication- Problem Orientation, Spontaneity, Empathy, Equality, Provisionalism.
- Leadership Skills and Communication- Motivational Approach,Power Approach, Trait Approach and Communication - Student Apprehension and Teacher Apprehension

**Unit VII          Skills for Effective Communication**
- Public Speaking Skills(Planning, Preparation and Presentation)
- Listening Skills- (Appreciation, Discrimination, Comprehension, Therapeutic and Critical)
- Communicative Reader And Storytelling Skills

**Field-based Activities**

**Suggested Readings**

- Activity Manuals for Teachers on Health Promotion using Life Skills Approach , Department of Psychiatry, NIMHANS, Bangalore.

- Adkins, W. R. (1984). Life skills education: A video-based counseling/learning delivery system. *Teaching psychological skills: Models for giving psychology away. Monterey, CA: Brooks/Cole*.
- Cooper, P.,Simonds, C. "Communication for Classroom teacher" Allyn& Bacon 1999.
- Cragan F. J., Wright D. W., "Communication in Small Groups", Wadsworth Publishing Company,1999.
- Evans, D. "People, Communication & Organisations", Pitman Publishing, 1986.
- Facilitators Manual on Enhancing Life Skills, Rajiv Gandhi National Institute of Youth Development.
- Nelson-Jones, R. (1991). *Lifeskills: A handbook*. Cassell.
- WHO. (1997). *Life Skills education for children and adolescents in schools. Geneva,Switzerland: World Health Organization Department of Mental Health*.
- WHO. (1999). Partners in life skills education. *Geneva, Switzerland: World Health Organization Department of Mental Health*.