

M.ED. PROGRAMME (NEW STRUCTURE AND SYLLABUS OF NEW COURSES)

NEW STRUCTURE AND SYLLABUS DETAIL

(A)- SEMESTER – I (JULY TO DECEMBER)

SL. NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS
1.	I	PHILOSOPHICAL FOUNDATIONS OF EDUCATION (revised)	2
2.	II	ADVANCED EDUCATIONAL PSYCHOLOGY (revised)	4
3.	III	SOCIOLOGICAL FOUNDATIONS OF EDUCATION (revised)	4
4.	IV	FOUNDATIONAL IDEAS IN EDUCATIONAL STUDIES (new course)	2
5.	V	EDUCATIONAL RESEARCH AND STATISTICS (revised)	4
6.	T-I	SELF DEVELOPMENT AND TEACHER EDUCATION (new course)	1
7.	T-II	ICT SKILLS (new course)	2
8.	ISBI	---	---
		TOTAL CREDITS	18

(B)- SEMESTER – II (JANUARY TO MAY)

SL. NO.	COURSE CODE (PROPOSED)	TITLE OF THE COURSE	CREDITS
1.	VI	PHILOSOPHY OF EDUCATION AND DEVELOPMENT (new course)	2
2.	VII	PERSONALITY AND ADJUSTMENT (new course)	4
3.	VIII	EDUCATIONAL RESEARCH AND INFERENTIAL STATISTICS (new course)	4
4.	IX	ECONOMY, POLITICS AND EDUCATION (new course)	2
5.	X	CURRICULUM STUDIES (new course)	2
6.	XI	PRE-SERVICE TEACHER EDUCATION (new course)	
7.	T-III	DEVELOPING THE INNER SELF (new course)	1
8.	T-IV	ICT INTEGRATION: METHODS AND	1

		ASSESSMENT (new course)	
9.	ISB II-III	PROBLEM IDENTIFICATION	1
		TOTAL CREDITS	20

(C)- SEMESTER – III (JULY TO DEC)

SL. NO.	COURSE CODE	TITLE OF THE COURSE	CREDITS
1.		ISB II-III TOOL DEVELOPMENT	1
3.	XII/A/B/C/D/E	Language Education/Mathematics Education/ Social Science Education/ Science Education/ Pedagogy Of Higher Education (new courses)	4
4.	XIII	CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS (new course)	4
5.	XIV A/B/C/D/E/F/G	THEME BASED SPECIALISATIONS (ANY ONE) <ul style="list-style-type: none"> • UNDERSTANDING EDUCATIONAL ADMINISTRATION (revised) • EDUCATIONAL TECHNOLOGY (revised) • EDUCATIONAL MEASUREMENT AND EVALUATION (revised) • GUIDANCE AND COUNSELLING (revised) • DISTANCE EDUCATION (revised) • CURRICULUM DEVELOPMENT (revised) • GENDER AND EDUCATION (revised) 	4
6.	T-V	ACADEMIC WRITING (new course)	1
7.	ISB – III - IV	WRITING PROPOSAL, PROPOSAL PRESENTATION AND TOOL DEVELOPMENT, DATA COLLECTION	
		TOTAL CREDITS	18

(D)- SEMESTER – IV (JANUARY TO MAY)

Sl. No.	Course Code	Title Of The Course	Teaching Hours Per Week And Credits
1.	F-1	ISB (III-IV) INTERNSHIP IN INSTITUTION BASED ON SPECIALISATION (TWO WEEKS)	2
	XV/A/B/C	(a) HISTORY, STATUS POLICIES AND ISSUES IN ELEMENTARY EDUCATION (new course) (b) HISTORY, STATUS POLICIES AND ISSUES IN SECONDARY EDUCATION (new course) (c) HISTORY, STATUS POLICIES AND ISSUES IN HIGHER EDUCATION (new course)	4
2.	XVI	THEME BASED SPECIALISATIONS (ANY ONE)	4

	A/B/C/D/E/F/G	<ul style="list-style-type: none"> • ADMINISTRATION OF EDUCATION IN INDIA (new course) • TECHNOLOGY INNOVATION AND EDUCATION (new course) • STATISTICAL TREATMENT OF MEASUREMENT DATA (new course) • GUIDANCE AND COUNSELLING (Revised) • DISTANCE EDUCATION (new course) • CURRICULUM AND ITS IMPLEMENTATION IN INDIA (new course) • GENDER IN EDUCATION-PSYCHO SOCIAL PERSPECTIVES (new course) 	
3.	T-VI	<ul style="list-style-type: none"> • ACADEMIC WRITING (new course) 	1
4.		INTERNSHIP IN INSTITUTION/S BASED ON SPECIALISATION	2
5.		INTERNSHIP IN TEACHER EDUCATION INSTITUTION	4
6.		DATA TABULATION, ANALYSIS AND REPORT WRITING	6
7.		COMPREHENSIVE VIVA VOCE	4
		TOTAL CREDITS	23

M.ED. (SEMESTER-I)

PAPER-I: PHILOSOPHICAL FOUNDATION OF EDUCATION

Total Credit: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

RATIONALE: We think philosophically whether or not we are aware of it. In our everyday thinking, we make decisions and analyze various situations based on bits and pieces of social and philosophical theory. This course is designed for students—those aspiring to be educators as well as those interested in education as a field of study—who wish to explore the nature and purposes of education from a thoughtful, critical, and, ultimately, philosophical perspective. This course aims to prepare students to engage with more rigor and understanding issues related to education and add to theoretical understanding of the social and philosophical issues which are inherent to our everyday decision-making and understanding.

OBJECTIVES: To enable the learner to

- understand the nature and functions of philosophy of education.
- examine the philosophical roots of the field of education
- understand and relate philosophical theories with educational practices.
- examine the inquiry specific to epistemology, metaphysics, and axiology
- compare major philosophical positions and the theories of education specific to them
- develop attitude and capacity of raising fundamental questions concerning theory and practice of education.
- analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- articulate a personal philosophy in respect of education

UNIT-I: INTRODUCTION TO PHILOSOPHY OF EDUCATION

- Relationship between Education and Philosophy
- Conceptions of Philosophy as wisdom, ideology and critical inquiry
- Meaning, Nature and Scope of Philosophy of Education
- Functions of Philosophy of Education - Speculative, Normative, Analytical
- Aims of Education in Relation to Philosophy of Life
- Teachers' Need for Philosophical framework

UNIT-II: PHILOSOPHICAL APPROACHES IN EDUCATION (WESTERN)

- Impact of Philosophical suppositions on education made by Western Schools of thought regarding metaphysics, epistemology and axiology—Idealism, Realism, Pragmatism, Existentialism.

UNIT-III: PERSPECTIVES OF PHILOSOPHY OF EDUCATION (INDIAN SCHOOLS)

Vedanta (Advaita), Sankhya, Buddhism, Sikhism, Islam with reference to concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

TRANSACTION MODE:

- (1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
- (2) Seminar reading presentation by students on selected themes individually and collectively leading to discussion;
- (3) Library readings on selected theme followed by group discussion;
- (4) Study of documents and references, interaction with field staff and reflective interaction with the peer group.
- (5) Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

SESSIONAL WORK: The following are only exemplars.

The student-teacher may undertake any one of the following activities:

Identification of vision of school education in India, vision mission statements of schools and their ideologies

Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.

Reflection on how educational philosophies influence the choice of curriculum and classroom instructional practices.

Visit to a rural/tribal/urban school, observation of activities and preparation of a reflective diary and interaction in a group.

Reflect on personal experiences within education and recognize their influence on perception of education.

Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, multiculturalism, and educational reform.

ESSENTIAL READINGS:

1. Brubacher, John S.(1971), *Modern Philosophies of education*, New Delhi, New Delhi: Tata McGraw Hill Pvt. Ltd.
2. H. Ozmon and S. Craver. (2003). *Philosophical Foundations of Education* (Seventh Edition). Upper Saddle River, NJ: Merrill Prentice Hall. ISBN: 0-13-042399-8.
3. Kneller, G. F. (1971)*Introduction to Philosophy of Education*, New York, John Witty & Sons.

4. Chatterjee, S. & Datta (2007). *An Introduction to Indian Philosophy*. Rupn Pub. India Pvt. Ltd. New Delhi.

SUGGESTED READINGS:

1. Apple, M. W. (2013). Can education change society? Du Bois, Woodson and the politics of social transformation. *Review of Education*. Vol. 1, No. 1, February 2013, pp. 32–56.
2. Ayer A. J. Ed. (1959). *Logical Positivism*. London Free Press.
3. Azzaopardi, Savino (1983). *Epistemology*. Pune: Jnana-Deepa, Vidyapeeth
4. *Blackwell companion to Philosophy* (2003). A companion to the Philosophy of Education. Wiley Blackwell.pdf
5. Beck, R.C.W. (1967). *Peter's Work Assessed in a New Schema for Analysis of the Concept of Education*. Web access:
URL:<http://www.stcoll.edu.jm/Education/PDF%5CIssues%20and%20Perspectives%5Cb11417353.pdf>
6. Brubacher, John S.(1971), *Modern Philosophies of education*, New Delhi, New Delhi: Tata McGraw Hill Pvt. Ltd.
7. Brubacher, R. S.(1955) *Modern Philosophies of Education*, Chicago, University Press.
8. Butler, D. (1962) *Four Philosophies and their Implications in Education and Religion*, New York: Harper & Row.
9. Chatterjee, S. & Datta (2007). *An Introduction to Indian Philosophy*. Rupn Pub. India Pvt. Ltd. New Delhi.
10. CLARENCE B. CARSON (1960). *The concept of Democracy and John Dewey*. Modern Age. Springer.
11. Dasgupta, S.N. (1988). *A History of Indian Philosophy*. Vol. 1, Motilal Banarsidas, New Delhi.
12. E-book *The Republic* by Plato (Book VI)
13. H. Ozmon and S. Craver. (2003). *Philosophical Foundations of Education* (Seventh Edition). Upper Saddle River, NJ: Merrill Prentice Hall. ISBN: 0-13-042399-8.
14. Hiriyana, M. (1973). *Outlines of Indian Philosophy*. London: Unwin Publisher
15. Jacobsen, David Andrew(1999), *Philosophy in classroom Teaching: Bridging the Gap*, Prentice Hall, USA.
16. Kneller, G. F. (1971)*Introduction to Philosophy of Education*, New York, John Witty & Sons.
17. Mani, R, (1967) *Educational ideas and ideals of Eminent Indians*, New Delhi Birah Society of India.
18. MHRD, Gov. of India (1992), *National policy on education (revised)* New Delhi.
19. MHRD, (1992), *Programme of action*. Govt. of India, New Delhi. Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay. Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford

- University Press, London. Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
20. O'Connor, D.J. (1961) *Introduction to the Philosophy of Education*, London: Methuen and Co.
 21. Park, J. (1975) *Philosophy of Education*, New Delhi: Sterling Publishers Pvt. Ltd.
 22. *Philosophy of Education* ([Stanford Encyclopedia of Philosophy](https://plato.stanford.edu/entries/education-philosophy)) available at plato.stanford.edu/entries/education-philosophy
 23. Plato. The Allegory of the Cave. Book VII of the Republic. URL: <http://webpace.ship.edu/cgboer/platoscave.html>.
 24. Sharma S.P. (2003). *Nature and Scope of Ethics*. Mohit Publication, New Delhi.
 25. Urban, Wilbur Marshal. (1993). *Fundamental of Ethics: An Introduction to MoralPhilosophy*. Highland: Holt.
 26. Narmadeshwar Jha (1999). Rabindra Nath Tagore. *International Bureau of Education*, Paris. vol. XXIV, no. 3/4, 1994, p. 603–19.
 27. Wingo, G. M. (1975) *Philosophical Bases of Education -An Introduction*, New Delhi: Sterling publishers Pvt. Ltd.
 28. <http://www.ilt.columbia.edu/publications/digitext.html>

M.ED. (SEMESTER-I)

PAPER-II: ADVANCED EDUCATION PSYCHOLOGY

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: The discipline of educational psychology as one of the foundation courses has its special impact on the conceptualization of educational phenomena: learning and instruction. The professional behavior of teachers necessitates the solution of practical problems in education settings. The understanding of learner and learning process are considered as central for the grounding of teaching/learning processes. Therefore, in this paper the thrust will be upon the understanding of certain psychological concepts and constructs which have exciting potential for developing insight about human learning. This will in turn orient the students towards the skill development for practicing psychology in educational settings.

OBJECTIVES:

- To enable the students to understand and acquire body of knowledge of educational psychology relevant in the context of teaching and learning process.
- To mobilize the students towards deriving principles from the theories, which can be practiced in real classroom situation?
- To prepare the students for using or applying psychology in their profession.

UNIT- I: EDUCATIONAL PSYCHOLOGY AND TEACHING

- Functionalism: roots of educational psychology; scopes and fields of educational psychology.
- Educational psychology as an applied science: Myths, realities, challenges and procedures.
- Analysis of teaching process: Teaching as science and arts.
- Assumptions of teaching based on psychological perspectives
- Properties of teachers' influence

UNIT- II: GROWTH AND DEVELOPMENT

- Meaning and concept: Evolutionary nature of development.
- Domains of development.
- Aspects of development: maturation and readiness, differentiation and integration.

Cognitive and Emotional development

- Piaget's Theory of Cognitive Development
- Vygotsky's socio-cultural approach

Emotional development

- Dimensions of emotional development
- Emotional maturity

UNIT- III: PROCESS OF LEARNING

Concepts and Perspectives:

- Classical conditioning- learning of emotional reactions
- Skinner's Operant Conditioning
- Tolman's Purposive Behaviorism.
- Gestalt's learning by insight- Productive thinking, laws of pragnanz: Perception is directed toward achieving order.

Derivation of the principles of learning from the above theories.

UNIT- IV: MOTIVATION IN EDUCATION

1. Construct of motivation
2. Extrinsic and intrinsic motivation.
3. Motivation directed toward achieving order – inconsistency theories: Berlyn's epistemic curiosity, White's effectance motivation: concept of equilibrium and motivation.

UNIT- V: INDIVIDUAL DIFFERENCES AND INTELLIGENCES

- Individual differences: Challenges to teaching.
- Areas of individual differences.
- Intelligences: Nature and concept
- Intelligences & IQ/ Landmark issues and great debates.
- Theories of intelligence: Factor theory; Gardner's Theory of Multiple intelligences.
- Measurement of intelligence.

PRACTICUM:

Term Paper: Reflection on the classical literature of psychology

Reading, reviewing and reflecting on at least one article or essay or book or chapter of a book written by such pioneers of psychology as W. James; John Dewey; Stanley Hall; J. Bruner; B.F Skinner; J. Piaget; L. Vygotsky; C. Rogers etc. Preparation of a report based on the reading by highlighting the relevance of the ideas to the contemporary issues of teaching learning in particular and education in general. Presentation of the same by using ICT.

ESSENTIAL READINGS:

1. Berk, Laura E. (2013). *Child Development*. Boston: Pearson Education.
2. Driscoll, M. P. (1994). *Psychology of Learning for Instruction*. Allyn & Bacon.
3. Mouly, G. J. (1968). *Psychology of Effective Teaching*. London, Holt Rinehart & Winston Inc.
4. Yelon, S. L., & Weinstein, G. W. (1977). *A teacher's world: Psychology in the classroom*. New York: McGraw-Hill.

REFERENCES:

1. Allport, G. W. (1961). *Pattern and Growth of Personality*. Holt Rinehart.
2. Beck, R. (1990). *Motivation: Theories and Principles*. Prentice Hall Englewood cliff, New Jersey.
3. Bigge, M. L. (1967). *Learning Theories for Teachers*. Universal Bool Stall, Delhi.

4. Cartpenter, F & Hadden, E.E. (1964). *Application of Psychology To Education*. Macmillan Company, New York.
5. (a) Coles, R. (2000). *The Erik Erikson: Reader Selected and Edited*. W. W. Norton & Company, New York, London.
(b) Dewey, J. (1913). *Interest and efforts in education*. Houghton Mifflin Company, New York.
6. Dentler R. A. Shapire B. J. (1967). *Readings in Educational Psychology*. New York Harper.
7. Driscoll, M. P. (1994). *Psychology of Learning for Instruction*. Allyn & Bacon.
8. (a) Eggan, P & Kaucher, D. (1999). *Educational Psychology*, Printice Hall.
(b) Eysenck, H.J. (19). *Uses and Abuses of Psychology*. Penguin Books.
9. (a) Flavell, J. M. (1965). *The Development Psychology of Jean Piaget*. Toronto, D Van Nostrand.
(b) Glock, M.D. (1971). *Guiding Learning: Readings in Educational Psychology*. John Wiley and Sons Inc. New York, London.
10. Glover, J, & Ronning, R. (Ed.). (1987). *Historical foundations of educational psychology*. New York, NY: Plenum Press.
11. James, W. (1899). *Talks to Teachers on Psychology and to Students on some pf Life's Ideals*. New York, Henry Holt and Company.
12. Kowalski R. & Western D. (2005). *Psychology*. John Wiley & Sons Inc.
13. Krause K. L., Bochner, S. & Duchesne S. (2003). *Educational Psychology for Learning & Teaching* . Cengage Learning Australia Pvt. Ltd.
14. Mouly, G. J. (1968). *Psychology of Effective Teaching*. London, Holt Rinehart & Winston Inc.
15. (a) Pintrich, P. R. & Schunk, D. H (2002). *Motivation in Education: Theory, Research and Application*. Prentice Hall, Englewood Cliff, New Jersey
(b) Roger, C.R. (1969). *Freedom to Learn*. Charles E. Merrill Publishing Company, Columbus Ohio.
16. Sprinthall, R. C. & Sprinthall (1981). *Educational Psychology*. California, Addison-Wesley Publishing Company.
17. Yelon, S. L., & Weinstein, G. W. (1977). *A teacher's world: Psychology in the classroom*. New York: McGraw-Hill.

M.ED. (SEMESTER-I)

PAPER-III: SOCIOLOGICAL FOUNDATION OF EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: In the advent of Globalization and with the introduction of Right to Education as a fundamental right, the social dynamics both in the school and outside are changing and thus significance of Sociological perspectives of Education can neither be denied nor overlooked. The fact is that an understanding of the sociological theories and issues definitely matter a lot in terms of not only addressing the diversity in a school class but also getting familiar with the social existing outside and how changes are occurring there. Nonetheless, the course also opens up new vistas of learning by looking at the factors which are mainly responsible for the changes in the social order

OBJECTIVES: The objectives of the course are to:

1. enable the learners to understand the need to study sociological foundations of Education by looking at different approaches to sociology of Education
2. make them understand the concept of culture and its relevance to Education and the role of school and family as agencies of socialization;
3. apprise them of the concepts of social change and social mobility ;
4. acquaint them to understand the sociology of School, Teacher and Curriculum

UNIT I: EDUCATION & SOCIOLOGY

- (a) Need to study Education as a Social Enterprise
- (b) Relationship between Education and Sociology
- (c) Sociological Approaches: Historical, Positivists, Structure-functionalists, Marxists , Neo-Marxists
- (d) Education Sociology & Sociology of Education: Development & Scope
- (e) Research in Sociology of Education : Status & Future Prospects

UNIT II: EDUCATION AND CULTURE

- (a) Education & Culture: Acculturation, Enculturation, Relationship between Education & Culture
- (b) Education & Socialization: Education as Methodical Socialization
- (c) Agencies of Socialization: Family, School, Media

UNIT III: EDUCATION AND SOCIAL CHANGE

- (a) Concept of Social Mobility & Social Change, Social Development, Sustainable Development
- (b) Modernization, Post-Modernization, Globalization, and Internationalization

- (c) Theories of Social Change: Relationship between Social Change and Education
- (d) Impact of LPG on Education

UNIT IV: EDUCATION, SOCIAL STRUCTURE AND SOCIAL JUSTICE

- (a) Social Structure: Social Stratification; Class, Caste,, Region, Gender
- (b) Social Justice and Social Inclusion: Concept
- (c) Education for Social Justice and Inclusive Society
- (d) Equality of Educational Opportunities: Concept, Threat & Strategies

UNIT V: SOCIOLOGY OF SCHOOL, TEACHER AND CURRICULUM

- (a) School Class as a social system: Parson's View
- (b) Sociology of Teachers: Professionalism, Autonomy and their Role
- (c) Teachers in School & Outside
- (d) Sociology of Curriculum: Curriculum & Politics, Curriculum & Citizenship
- (e) Explicit & Hidden Curriculum

ESSENTIAL READINGS:

- 1 Apple, M., *Ideology and the Curriculum*, London: Routledge and Kegan paul, 1979.
- 2 Harlambos, M., *Sociology: Themes and Perspectives*, Delhi: Oxford Univ. Press, 1980.
- 3 Durkheim, E., *Education and Sociology*, New York: Free Press, 1956.
- 4 Ruhela, S.P., *Sociology of Education: Problems and Prospects*, Ambala Cantt: Associated Publishers, 1992.

SUGGESTED READINGS:

- Apple, M., *Ideology and the Curriculum*, London: Routledge and Kegan paul, 1979.
- Beteille, A.(Ed.), *Equality and Inequality*, New Delhi : Oxford Univ. Press, 1983.
- Bernstein, B., *Class, Codes and Control, Vol III.*, London: Routledge and Kegan Paul, 1977.
- Boudon, R., *Education, Opportunity and Social Inequality*, New York: Wiley, 1973.
- Brookover, W.B., et al., *A Sociology of Education*, New York: American Book Co., 1955.
- Durkheim, E., *Education and Sociology*, New York: Free Press, 1956.
- Gore, M.S. et al (Eds), *Papers in Sociology of Education in India*, New Delhi : NCERT.
- Halsey, A.H., et al (Eds), *Education, Economy and Society: A Reader in the Sociology of Education*, New York: Free Press of Gleneue, 1961.
- Harlambos, M., *Sociology: Themes and Perspectives*, Delhi: Oxford Univ. Press, 1980.
- Henson, D.A., et al. *On Education: Sociological Perspectives*, New York: Wiley, 1967.

- Kamat, A.R., *Education and Social Change*, Bombay: Popular, 1983.
- Mannheim, K. and Stewart, W.A.C., *An Introduction to Sociology of Education*, London:Routledge and Kegan Paul., 1962.
- Patel, S.P., *Equality of Educational Opportunity in India: A Myth or Reality*, Delhi: National Publication House, 1983.
- Ruhela, S.P., *Sociology of Teaching Profession in India*, New Delhi: NCERT, 1970.
- Ruhela, S.P., *Sociology of Education: Problems and Prospects*, Ambala Cantt: Associated Publishers, 1992.
- Shukla, S. and Kumar K. (Eds), *Sociological Perspective in Education*, Delhi: Chanakya Publication, 1985.

M.ED. (SEMESTER-I)

PAPER-IV: FOUNDATIONAL IDEAS IN EDUCATIONAL STUDIES

Total Credit: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

OBJECTIVES:

- Identify the key debates on education and conceptualize the same
- To expose the student on certain identified foundational debates on education.
- Able to use these key concepts in other courses and make a core understanding of education.
- Intellectualize education and its central debate than discuss it as layperson.
- Use the key debates to enrich learning from other disciplines that are offered as part of the program.

RATIONALE: Keeping in mind the interdisciplinary status of education the students usually engage in courses that develop their understanding of education but the need to discuss certain key or basic issues of education that are the building blocks are not covered in other disciplines. It is important that students conceptualise what they learn in sociology, psychology and philosophy as educational debates. This course should strengthen their understanding of education and key ideas like schooling, society, learning, policy. This would also help the students lessen the idealism that they borrow from other disciplines and tend to apply in education which is not a well defined space. This course would elicit their responses and build on the reflections of various other thinkers, researchers who have reflected on these core ideas of education like schooling, pedagogy and knowledge. The course differs from philosophy of education as it is education and its debates which again might draw from philosophy but does not begin from there. It takes debates education as central feature.

UNIT-1: What is discipline? Education, its interdisciplinary and disciplinary status. Organization of various disciplines, implications on research and teacher education. Education as professional venture.

UNIT-2: Knowledge, episteme, learner, nature of learner, learning and teaching, pedagogy. Difference between adult and child's world. Lifelong learning and learning trajectories.

UNIT-3: Schooling and Education. Issues of learning and Schooling. The case of government and private schooling in India.

UNIT-4: Policies and Frameworks on Education: Significance and Critic.

UNIT-5: Education and Development: role of state and society; Issues of Justice, Community, Conflict, change and education. Tribal Education and Education of Minorities in India

Internal Assessment is based on small research on choice of any one area on education it could be silence, humor, conflict of adult-child, learning to name a few. The student is expected to discuss the chosen area and its issues with children or teacher in their

neighbourhood or school in order to know the view of the people. A student would make presentation on the same and submit a small report of the study, the guidelines of report writing would be provided.

Essential Readings:

- Apple, M. W. (2013). Can education change society? Du Bois, Woodson and the politics of social transformation. *Review of Education*. Vol. 1, No. 1, February 2013, pp. 32–56.
- Balagopalan Sarada (2005). An Ideal School and the Schooled Ideal: Some Reflections On Educational Experiences At The Margins In Jeffrey, Patricia et al (eds.) *Educational Regimes In Contemporary India*. New Delhi: Sage.
- Bartolome, I. Lila (2004). *Critical Pedagogy and Teacher Education: Radicalizing Prospective Teachers*. New York: Teacher Education Quarterly.
- Beckett, K. S. (2011). R. S. Peter and The Concept of Education. *Educational Theory*. <https://doi.org/10.1111/j.1741-5446.2011.00402.x>
- Besselaar, P. V. D. & Heimriks Gaston (2001). *Disciplinary, Multidisciplinary, Interdisciplinary: Concepts and Indicators*. Research Gate.
- Bhargava Pushpa M. (2012). *Knowledge for National Development. Perspectives on Education and Development. Revisiting education commission and after*. Shipra Publication.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum Publishing.
- Freire, P. (1973). *Education for Critical Consciousness*. Seabury Press.
- Freire, P. (1985). *The Politics of Education: Culture, Power, and Liberation*. Bergin Garvey.
- Freire, P. (1998). *Teachers as Cultural Workers: Letters to Those Who Dare to Teach the Edge*, *Critical Studies in Educational Theory*. West view Press.
- Tilak, J. B. G. (2004). *Public Subsidies in Education in India*. *Economics and Political Weekly*.
- MHRD Indian Education Commission 1964-66 New Delhi: GOI.
- MHRD National Policy on education, 1986 and Revised Policy Formulations. New Delhi: GOI.
- MHRD Programme for Action- 1986 & 1992. New Delhi: GOI.
- MHRD 1993 *Learning without Burden*. New Delhi. GOI

- NCERT 2005 National Curriculum Framework. New Delhi.
- Moore T. W. (2009). *Philosophy of Education: An Introduction*. Routledge Publication.
- NCF (2005). Position paper on Aim of Education. NCERT.
- The Right of Children to free and compulsory education Act. Ministry of Law and Justice (Legislative Department, India) August 2009 in the Gazette of India. GOI
- Walsh, Paddy (1993). *Education and Meaning: Philosophy in Practice*. London, Cassell.

Suggested Readings:

- Agarwal A. (2017). “Knowing –knowledge” and “to know”: an overview of concepts.” *International Journal of Research - Granthaalayah*, 5(11), 86-94.
<https://doi.org/10.5281/zenodo.1068217>.
- An Analysis of The Concept of Education.
<https://azimpremjiuniversity.edu.in/SitePages/pdf/Cornel-Hamm-Analysis-of-the-concept-of-education.pdf>.
- Edward K. Morris and William H. Redd Children's Performance and Social Preference for Positive, Negative, and Mixed Adult-Child Interactions *Danger School Ahead!*
- Episteme and Techne, *Stanford Encyclopedia of Philosophy*. Published in Jun 22, 2014.
- Gustavsson, B. (.....) *The many faces of knowledge*.
- Hall, J. & McQueen, K. (2008). *Review Symposium: Mike Cole Marxism and Educational Theory: Origins and issues*. London: Routledge.
- Harber, C. & Mncube, V. (2011). *Is schooling good for the development of society? The case of South Africa*. *South African Journal of Education*.
- Kanmony, J. Cyril (ed) (2010). *Dalits and Tribes in India*. Delhi, Mittal Publications.
- Kumar, K., Priyam, M. & Saxena, S. (2001). *Looking beyond the Smokescreen: DPEP and Primary Education in India*. *Economic and Political Weekly*, Vol. 36, No. 7 (Feb. 17-23, 2001), pp. 560-568.
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- Leithwood, K., McAdie, P, Bascia, N., & Rodrigue, A. (2006). *Teaching for Deep Understanding What Every Educator Should Know*. California, Corwin Press.

- Marshal W. Gregory (2001). Curriculum, Pedagogy, and Teacherly Ethos. Digital Commons @ Butler University.
- Martin Mulder (2012). Interdisciplinary and education: towards principles of pedagogical practice. Journal of Agricultural education and extension. Routledge Pub.
- Prakash Ved, K. Biswal (2012). Perspective on Education and Development. Revisiting education commission and after. Shipra Publication.
- Ramchandran, V. (2003). Getting children back to school: case studies in primary education. Publisher: Sage Publications
- Sadgopal Anil Humari Shiksha Neeti aur Humare School
- Sadgopal Anil vaishvikaran se badalte bhartiya shiksha neeti ke sarokar
- Sandeep (2015). Bhartiya Shiksha Vewastha ke ubharte Sarokar. Apni Mati ISSN No: 2322-0724. http://www.apnimaati.com/2015/09/blog-post_89.html
- Seckinger Richard K. (1964). Conant on Education as Discipline in History and Education Quarterly
- Smith Linda Tuhiwai (2005). Building a Research Agenda for Indigenous Epistemologies and Education.
- Trevor Gale (2003). Realizing Policy: The who and how of policy production. Discourse: Studies in the Cultural Politics of Education, Volume 24, Issue 1. Taylor & Francis online. <https://doi.org/10.1080/0159630030303026>
- Wood Kay (2011). Education the basics. Routledge.

JOURNALS:

Educational Theory, EPW, Contemporary education dialogue

Internal Assessment and Practicum

The student as part of practicum may visit one of the alternative institutes, identify its features as an alternative and then study them in the field.

Focus Group Discussion on the issues related to Education among the teachers, trainee teachers in order to know their idea of Education. The students would analyze these views in order to formulate a conceptual understanding of the issue as it is opined.

M.ED. (SEMESTER-I)

PAPER-V: EDUCATIONAL RESEARCH AND STATISTICS

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: Research is a planned and rigorous effort. Rigor in research demands an specialized knowledge and competence in research methodology. The present course is designed with an intention to develop such knowledge and competence. The course will provide an understanding of the research paradigms and process. The course will also develop competence to analyse data by using various statistical methods. The two courses are in continuum where second complements the first and the first is prerequisite for the second.

OBJECTIVES:

- (i) To acquaint the students with methodology of conducting educational research.
- (ii) To develop abilities of comprehension and verbalization of research literature.
- (iii) To develop an understanding of the process of research.
- (iv) To understand and appreciate the role of statistics in quantitative Research.

PART- A

EDUCATIONAL RESEARCH

UNIT- I: NATURE, MEANING AND SCOPE OF RESEARCH

- (a) Meaning and Scope of Research
- (b) Scientific Method and Its Characteristics
- (c) Educational Research and Its Limitations
- (d) Fundamental, Applied and Action Research
- (e) Research Paradigm: Qualitative & Quantitative

UNIT –II:

Selecting a Problem and Preparing Research Proposal: Sources and Identification of Problems. Criteria for Selection and Evaluation of the Problem, Stating and Defining the Problem. Developing Research Plan.

UNIT – III: METHODS OF RESEARCH

- (a) Historical: Nature, Purposes and Steps in Historical Research, Sources of Data – Primary and Secondary. Historical Criticism- Internal and External
- (b) Survey: Descriptive, Comparative and Evaluative Survey
- (c) Experimental: experimental and control groups, extraneous and Intervening variable. Simple experimental designs.
- (d) Field methods: Participant Observation and Case Study
- (e) Ethnography Studies
- (f) Triangulation

PART-B

EDUCATIONAL STATISTICS

UNIT-IV: DESCRIPTIVE STATISTICS

- (a) Presentation of Data in Tabular and Graphic Forms
- (b) Measures of Central Tendency: Mean, Median and Mode
- (c) Measures of variability: Range, Mean Deviation, Standard Deviation and Quartile Deviation.
- (d) Correlation: Rank order and product moment

UNIT – V: Probability Distribution: Normal Probability Curve- Its Properties and Usages Essential Readings:

- Best, J.W. and Kahn, J.V. (1995). Research in Education (7th Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
- Cohen, L. & Manion L. (1980). Research Methods in Education. London: Groom Helm Ltd.
- Ferguson, G. A. (1981). Statistics Analysis in Psychology and Education. 5th ed. Tokyo: McGraw Hill Kegakusha Ltd.
- Garrett, H.E. (1969). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
- Guilford, J.P. and Freachter, B. (1978). Fundamental statistics in psychology and Education (6th Ed). Tokyo: Mc Graw Hill, Kegakusha Ltd.
- Kerlinger, F.N. (1973). Foundations of Behavioral Research, New York: Holt, Rinehart and Winston Inc.
- Kaul, L. (1994). Methodology of Educational Research. New Delhi: Vikas Publishing House.
- Siegel, S. (1956). Non Parametric Statistics for the behavioral Sciences Mc Grow-hill.
- Walker, H.M. & Leo, J. (1965). Elementary statistical methods. Calcutta: IBH Publishing co.

Supplementary Readings:

- Bausell, R. B. (1991). Advanced Research Methodology: An Annotated Guide to Sources. Metuchen: Scarecrow Press.
- Caprette, David R. (1995). Writing Research Paper. Rice university, Houston. [Http://www.ref.rice.edu/~bioslabs/tools/report/reportform.html](http://www.ref.rice.edu/~bioslabs/tools/report/reportform.html), accessed august 12, 2010.
- Corey, S.M. & Shukla J.K. (1962). Practical Classroom Research by Teachers. New Delhi: National Institute of Basic Education.
- Edwards, A.L. (1960). Experimental Designs in Psychological Research. New York: Holt, Rinehart & Winston Inc.
- Festinger, U and Katz, D. (Eds). (1970). Research Methods in Behavioural Sciences New York: Holt, Rinehart & Winston Inc.
- Fox, J.D. (1962). The Research Process in Education. New York: D. Van Nostrand.

- Frank N. Freeman (1993). Scientific and philosophical method in Education Bulletin of the American Association of University Professors. Vol. 17, No. 5 pp. 392-394.
- Gage, N.L. (Ed.) (1963). Handbook of Research in Teaching. Chicago: Rand McNally.
- Goode, W.J. and Hill (1952). Method of Social Research in Teaching. New Delhi: McGraw Hill.
- Gupta, S.P. & Agrawal, A. (2011). Statistical Methods. Pub. Sultan Chand & sons.
- Johnson, B. and Christensen, L. (2012). Quantitative and Qualitative Research- A mixed Approach. California: SAGE Publications.
- Joanna, S. (2007). Educational Research in Practice. New Delhi: Viva Books Private Limited.
- Lehmann, I.J. & Mearens W.A. (Eds). (1979). Educational Research: Readings in Forces. IBH Publishing Co.
- Levstik, L.S. and Tyson, C.A. (2008). Handbook of Research in Social Studies Education. New York and London: Routledge.
- Lindquist, E.F. (1970). Statistical analysis in educational research. New Delhi: Oxford & IBH Publishing Co.
- Madam T.N. and Sodre, B. (1976). Encounter and Experience. Delhi: WASS
- Minium, E.W. (1978). Statistical Reasoning in psychology and education. New Delhi: Willey.
- Moulay G.J. (1964). Science of Educational Research, New Delhi: Eurasia
- Shaughnessy, J.J. and Eugene B. (1990). Research Methods in Psychology. New Delhi: Mc Graw Hill.
- Spoul, N.L. (1995). Handbook of Research Methods a Guide for Practitioners and students in the Social Sciences. 2nd ed. Metuchen Scarecrow Press.
- Sridhar, M.S. (2010). Research Methodology: Part-I Introduction to Research Methodology, ISRO satellite center, Bangalore.
- Sukhia, S.P., Mehrotra, R.N. & Mehrotra, P.V. (1974). Elements of Educational Research, (3rd Ed). Bombay: Allied Publishers.
- Swann, J. and Pratt, J. (2007). Educational Research in Practice. New Delhi: Viva Books.
- Thamarasseri, I. (2009). Introduction to Educational Research. New Delhi: Kanishka Publishers Distributors.
- Tim May, T. (2001). Social Research Issues, Methods and Process. New Delhi: Rawat Publications.
- Travers, R.M.W. (1969). An Introduction to Educational Research, 2nd ed., New York, McGraw Hill.
- Verma, M. (1969). Introduction to education and psychological research.
- Wiersma, W. and Stephen G. (2009). Research Methods in Education an Introduction, South Asia: Pearson.
- Yvonne (2002). Darlington and Dorothy Scott: Qualitative Research in Practice. Buckingham: Open University Press.

M.ED. (SEMESTER-I)

PAPER-T-II: ICT SKILL DEVELOPMENT LEARNING WITH TECHNOLOGY

Total Credit: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

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

- develop awareness about uses of ICT in Education and Research
- develop understanding about the various aspects of data analysis software
- explore the application of emerging technologies from a teaching and learning perspective
- reflect on how 21st century learning principles can best be facilitated in the classroom
- understand issues and strategies associated with using the Internet in education
- demonstrate infusion of ICT into the curriculum
- understand the process of locating the research studies through ICT
- use online journals and online books

UNIT-I: ICT AND EDUCATION

- Basic Concepts of ICT
- Aims and purposes of ICT in education
- Needs and expectations from ICT
- ICT issues, benefits and challenges
- Application and uses of ICT in education-teaching learning, administration etc.
- Infusing ICT across the curriculum

UNIT-II: USING THE COMPUTER AND MANAGING FILES FOR TEACHING-LEARNING AND RESEARCH

- Word Processing
- Working with a Spreadsheet
- Working with a Database
- Composing Documents and Presentations
- Composing graphical presentations

UNIT-III: USING THE INTERNET

- Searching for educational resources on the web
- Applying ICT to teachers' subject areas
- Software on the Internet: The Internet may be used, to access on-line activities, quizzes, and also to enable work on collaborative tasks. Software and other resources may be downloaded

Transaction Mode: Lecture cum demonstration and hands-on experiences on use of Personal computer/Laptop/Palmtop; Participation in ICT based media production projects. Analysis of different application software packages with reference to their use in education. Preparation of a project report by using various application software packages and its critical appraisal.

Sessional Work: The students may undertake any one of the following activities:

- Critical analysis of ICT based Teaching- Learning aids and their applications in instruction and learning
- Critical analysis of an ICT based media packages with reference to its use in learning process.
- Critical analysis of the different instructional packages developed by different agencies/institutions.
- Interventions of educational technology in the current practices of teacher training programmes in India.
- Preparation of Learning Object Repository (LOR).
- Preparation and presentation for teaching any topic at the school level.

Evaluation: Assignments, tests, research papers, individual and group presentations

Essential Readings

Graafland, Julie Hooft. (2018). New Technologies and 21st century Children: Recent Trends and Outcomes OECD Education Working Paper No. 179 Available at <http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP%282018%2915&docLanguage=En>

Huang, R., & Price, J. K. (Eds.). (2014). ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer. Available at: Huang, R., & Price, J. K. (2014). ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer Berlin Heidelberg. Available at: <https://books.google.co.in/books?id=xoYrBAAAQBAJ>

NCERT (2013). Information and Communication Technology for the School System: Curricula for ICT in Education. Version #1.01. Developed by Central Institute of Educational Technology. Available at: http://www.ncert.nic.in/announcements/notices/pdf_files/ICT%20Curriculum.pdf

Suggested Readings:

- Adam, D.M. (1985) Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
- Bose, S.K. (1996). Hardware and Software of Personal Computer.
- Conrad, Kerri (2001). Instructional Design for web – based Training HRD Press.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987). Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001). Designing web-based Training. John Wiley & Sons.
- Lee, William W; Diana L Owens (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.
- Mallik, Utpal et al. (2001). Learning with Computers Level – III. NCERT New Delhi.
- Morey, D; Maybury M & Bhavani, Th. (2001). Knowledge Management University Press (India) Ltd: Hyd.
- Phillips. R (1997). Interactive Multimedia London: Kogan Page.
- Rosenberg, M.J. (2001). e-learning New York: McGraw Hill.
- Sallis, E & Jones, G (2002). Knowledge Management in Education London: Kogan Page Ltd.
- Schank, R.C. (2001). Virtual Learning McGraw Hill.
- Semenov, A. (2005). Information and Communication Technologies in Schools: A Handbook for Teachers, UNESCO.
- Sinha, P. K. (1992). Computer Fundamentals, BPB Publication, New Delhi.
- Vaughan, T. (1999). Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

M.ED. (SEMESTER-II)

PAPER-VI: PHILOSOPHY OF EDUCATION AND DEVELOPMENT

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: *As a practical discipline, philosophy of education is the attempt to find the most rationally defensible reasons for doing education one way rather than some other. What makes this kind of educational philosophy different from philosophy is that decisions must be reached as preparation for subsequent action, and the actions which follow upon decisions are intended to have consequences to make a difference in human lives-----Foster McMurray*

The course's aim is to bring philosophy to schools and the wider community. Through doing philosophy in the classroom the primary concern is to improve the educational practices and provide opportunities for the disadvantaged.

OBJECTIVES: To enable the learner to

- become familiar with and reflect upon key educational thinkers, their ideas, and their contributions to practice.
- articulate a personal philosophy in respect of education
- interpret knowledge within its historical, philosophical, cultural, and social contexts with intention to produce clear normative and critical perspectives on education
- focus issues vital to education and the attempts through various philosophies to resolve them.
- appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

UNIT-I: SOCIAL PHILOSOPHY OF EDUCATION

- Concept of Democracy
- Basic tenets of democracy
- Democracy and Education
- Equality and Equity in Education
-

UNIT-II: KNOWLEDGE, VALUES AND CURRICULUM

- Philosophical Bases of Curriculum
- Meaning and Hierarchies of Values
- Value Education, Moral Education
- Approaches for value inculcation

UNIT-III: EDUCATIONAL THOUGHTS

- Contribution to educational thought and practice made by great thinkers (master minds) and their critical appreciation with specific reference to their views on Socio-cultural scenario, a global perspective;

- Thinkers: Plato, Dewey, Sri Aurobindo, Gandhi, Tagore, Kant.

Transaction Mode (1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;

(2) Seminar reading presentation by students on selected themes individually and collectively leading to discussion;

(3) Library readings on selected theme followed by group discussion;

(4) Study of documents and references, interaction with field staff and reflective interaction with the peer group.

(5) Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

SESSIONAL WORK: The following are only exemplars.

The student-teacher may undertake any one of the following activities: Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/Plato/ I Kant/Plato etc. and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.

Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State,

Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.

Visit to a urban/ rural/tribal school or a teacher education institution, observation of activities and preparation of a reflective diary and interaction in a group.

Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, multiculturalism, and educational reform.

Keep a log of the..... required hours and the specific duties and their relationship to the course contents

ESSENTIAL READINGS:

- 1. PETERS, R.S., Ethics and Education (Allen & Unwin, 1966).
- Moore, T.W.(1982) Philosophy of education, Routledge & Kegan Paul Ltd, London.
- Dewey, J. (1966)Democracy and Education and Introduction into Philosophy of Education, New York, The Free Press.
- Piaget, J. (1932). Moral Development. URL: <http://psychology4a.com/develop10.htm>
Plato. The Allegory of the Cave. Book VII of the Republic. URL: <http://webpace.ship.edu/cgboer/platoscave.html>.

SUGGESTED READINGS:

- Apple, M. W. (2013). Can education change society? Du Bois, Woodson and the politics of social transformation. *Review of Education*. Vol. 1, No. 1, February 2013, pp. 32–56.
- PETERS, R.S., *Ethics and Education* (Allen & Unwin, 1966).
- Moore, T.W.(1982) *Philosophy of education*, Routledge & Kegan Paul Ltd, London
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.
- Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
- Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Moore, T.W., *Philosophy of Education An Introduction*, Routledge & Kegan Paul London, Boston, Melbourne and Henley e edition 2010.
- H. Ozmon and S. Craver. (2003). *Philosophical Foundations of Education (Seventh Edition)*. Upper Saddle River, NJ: Merrill Prentice Hall. ISBN: 0-13-042399-8.
- Carson, B. C. *The Concept of Democracy and John Dewey*. Spring, 1960.
- Desai, M. (1940). *The Story of My Experiments With Truth by Gandhi, K.M.* URL: <http://www.columbia.edu/itc/mealac/pritchett/00litlinks/gandhi/index.html>
- Dewey, J. (1966)*Democracy and Education and Introduction into Philosophy of Education*, New York, The Free Press.
- Dewey. J. (1897). *My Pedagogic Creed* .First published in *The School Journal*, Volume LIV, Number 3 (January 16, 1897), pages 77-80. URL: <http://www.infed.org/archives/e-texts/e-dew-pc.htm>
- E-book *Democracy and Education* (1916). Chapters 1-7, 8-15 and 20-26 (<http://www.ilt.columbia.edu/publications/digitext.html>)
- E-book *The Republic by Plato* (Book VI) <http://www.ilt.columbia.edu/publications/digitext.html>
- Gary K. Clabaugh & Edward G. Rozycki *Understanding Schools: the foundations of education* (New York: Harper Rowe, 1990) pp. 551- 564.
- Krischenbaum, H. (1992). *A Comprehensive Model for Values Education and Moral Education*. *The Phi Delta Kappan*, Vol. 73, No. 10 (Jun., 1992), pp. 771-776. URL: <http://www.jstor.org/stable/20404767>
- Kumar, K. *Democracy without Democrats*. URL: <http://www.indiaseminar.com/1999/481%20Kumar.htm>.
- Mani, R, (1967) *Educational ideas and ideals of Eminent Indians*, New Delhi Birah Society of India.
- Nayak, D. (2007). *Equity and Education*. *Journal of Educational Planning and Administration*. Volume XXI, No. 3, July 2007, pp. 257-273.
- O'Connor, D.J. (1961) *Introduction to the Philosophy of Education*, London: Methuen and Co.

- Piaget, J. (1932). Moral Development. URL: <http://psychology4a.com/develop10.htm>
- Plato. The Allegory of the Cave. Book VII of the Republic. URL: <http://webspace.ship.edu/cgboer/platoscave.html>.
- Rajput, C. J. (1998) Gandhi on Education.
- URL: http://www.ncte-india.org/pub/gandhi/gandhi_0.html
- Ramon Gallegos Nava. (2001). Holistic Education: Pedagogy of Universal Love. Bandon, VT: Psychology Press. ISBN: 1-885580-10-X.
- Robin Barrow, Moral Philosophy for Education.
- Rohlf, Michael, "Immanuel Kant", The Stanford Encyclopedia of Philosophy (Fall 2010 Edition), Edward N. Zalta (ed.), URL: <http://plato.stanford.edu/archives/fall2010/entries/kant/>.
- Rusk, Robert R.(1962) Philosophical bases of Education, Warwick Square: University of London.
- Soyocrates (2012). The difference between Amoral and Immoral. URL : <http://philosofos.tumblr.com/post/36915463969/the-difference-between-amoral-and-immoral>
- Stanley, J. (1977). Equality of Opportunity as philosophy and Ideology. Published by Sage publication, Inc. URL: <http://www.jstore.org/stable/191147>.
- Tagore, R. (1993). My School (lecture delivered in America published in Personality London). URL : http://www.swaraj.org/shikshantar/tagore_myschool.html
- Wingo, G. M. (1975) Philosophical Bases of Education -An Introduction, New Delhi: Sterling publishers Pvt. Ltd.
- Butler, D. (1962) Four Philosophies and their Implications in Education and Religion, New York: Harper & Row.
- E-book The Republic by Plato (Book VI)
- <http://www.ilt.columbia.edu/publications/digitext.html>

M.ED. (SEMESTER-II)

PAPER-VII: PERSONALITY AND ADJUSTMENT

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: Historically, psychology has been concerned to increase the understanding of human nature. Education is committed to the realization of human potentialities. Adjustment of the individual to the social and natural world is another outcome or goal of education. With these objectives in mind, the students will be familiarized with theoretical concepts borrowed from the major paradigms of psychology related to personality and adjustment. It is expected that knowledge and understanding of these theories and concepts will improve the student teachers' process of perceiving, valuing, thinking and judgment. Based upon these, the would be teacher educator can draw principles, laws, inferences and make pedagogical decisions. The thorough understanding of the personality, adjustment, mental health, and gender issues can open up several possibilities and alternative to deal with the complexities of education and its processes.

OBJECTIVES:

- To enlightened the students to realize and appreciate the human strengths and potentialities.
- To develop the skill to prepare the psychological profile of learners and design the strategies for its implementation in the colleges of education and schools.
- To help the students understand and develop the body of knowledge related to human personality and adjustment.

UNIT- I: PERSONALITY

- Its meaning and concept
- Concept of self and consciousness, the relevance of these to teaching learning process.
- Positive psychology as an emerging field:
 - Evolutionary perspectives
 - Personality as an agentic and self regulatory system.
- Human strengths and intervention.

UNIT-II: PERSPECTIVES ON NATURE AND DEVELOPMENT OF PERSONALITY

- **Psychoanalytic Perspective:** Freud's theory (socialization of child); Adler's Individual Psychology and the education; Erikson's theory (formation of identity); Fromm's theory of productiveness and self realization.
- **Factor Theories:** Eysenck; Cattell.
- **Humanistic Approach:** Maslow's theory of hierarchy of needs; Roger's fully dimensioned person.

UNIT- III: GENDER ROLE DEVELOPMENT

Theoretical perspectives of gender role development: Behaviorist; Psychodynamic; Cognitive and Humanistic Approaches

UNIT-IV: ADJUSTMENT AND PSYCHOLOGICAL WELL BEING

- **Adjustment:** Concept of adjustment, criteria of good adjustment
- **Psychological Well being:** Concept of mental health and role of education in enhancing mental health.

UNIT- V: ASSESSMENT OF PERSONALITY

Approaches to Assessment of Personality: Inventories; Expressive technique; Objective performance test; Projective techniques.

PRACTICUM:

Quantitative or qualitative study of personality; system of motivation; aspiration and needs of a high achiever or low achiever student enrolled in school or in a college of education For qualitative study M.Ed students will be required to construct semi structured interview schedule and administered to study the personality for in depth study they may be require to proceed towards conducting case study of the same. Finally they will prepare a personality profile.

ESSENTIAL READINGS:

- Schultz, D. P. & Schultz S. E. (2005). *Theories of Personality*. Wadwarth, Thomson Learning.
- Fromm, E. (1947). *Man for Himself: An Inquiry Into the Psychology of Ethics*. Rinehart, California.
- Hall, C.S., Lindzey G., & Cambell J. B. (1998). *Theories of Personality*. John & Wiley.

SUGGESTED READINGS:

- Adler, A. (1930). *The Education of Children*. London: George Allen & Unwin Ltd.
- Adler, A. (1949). *Mental Readjustment*. London: George Allen & Unwin Ltd.
- Allport, G. A. (1961). *Pattern and Growth in Personality*. New York: Hott, Rinehart & Winston.
- Arkoff, A (1968). *Adjustment and Mental Health*. United State of America: McGraw Hill Book Cmpany, Inc.
- Aspinwall, L.G. & Staundinger, U.M. (2003). *The Psychology of Human Strength: Fundamental Questions and Future Direction for a Positive Psychology*. US: American Psychological Association.
- Even, R. B. (1998). *Personality: A Topical Approach: Theories, Research, Major Contributions and Emerging Findings*. Lawrence Erlbaum Associates Publishers.

- Fromm, E. (1947). *Man for Himself: An Inquiry Into the Psychology of Ethics*. Rinehart, California.
- Hall, C.S., Lindzey G., & Cambell J. B. (1998). *Theories of Personality*. John & Wiley.
- Larsen, R. J. & Buss, D. M. (2005). *Personality Psychology: Domains of Knowledge about Nature*. McGraw Hill, International Edition.
- Lazarus R. S. (1961). *Adjustment and Personality*. United State of America: McGraw Hill Book Company, Inc.
- Pervin, L. A. (1993). *Personality: Theory and Research* (6th Ed.). New York : Wiley.
- Synder, C. R. & Lopez S. J. (2007). *Positive Psychology*. California: Sage Publication, inc.
- Schultz, D. P. & Schultz S. E. (2005). *Theories of Personality*. Wadwarth, Thomson Learning.
- Werner, H. D. (1982). *A Humanistic Approach*. New York: The Free Press: A Division of Macmillian Publishing Co.

M.ED. (SEMESTER-II)

PAPER-VIII: EDUCATIONAL RESEARCH AND INFERENCE STATISTICS

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: Research is a planned and rigorous effort. Rigor in research demands a specialized knowledge and competence in research methodology. The present course is designed with an intention to develop such knowledge and competence. The course will provide an understanding of the research paradigms and process. The course will also develop competence to analyse data by using various statistical methods. The two courses are in continuum where second complements the first and the first is prerequisite for the second.

OBJECTIVES:

- (i) To help them to understand the constructional and proper use of various tools used for collecting data.
- (ii) To develop an understanding of uses of various descriptive statistics techniques for analysing the data.
- (iii) To develop and understanding of uses of various inferential statistical techniques for analysing the data.
- (iv) To develop an ability to choose and employ appropriate Statistical Techniques to analyse Quantitative data.

PART - A

UNIT- I: TOOLS AND TECHNIQUES OF RESEARCH

- (a) Interview and Interview Schedule
- (b) Observation and Observation Schedule
- (c) Questionnaire
- (d) Opinionnaire or Attitude Scale
- (e) Psychological Tests and Inventories
- (f) Sociometry

UNIT- II: SAMPLING AND RESEARCH REPORT

- (a) Population and Sampling Design – Concepts and Types
- (b) Use of Library Resources and Writing a Research Paper

PART-B

UNIT- III: SAMPLING AND ESTIMATION

- (a) Sampling Distribution of Means and Proportions
- (b) Reliability of Statistics- Estimation, Standard Errors and Confidence Intervals of Statistics

- (c) Significance of coefficient of correlation

UNIT- IV: TESTS OF SIGNIFICANCE

- (a) Null Hypothesis, Types of Error, Levels of Significance
- (b) Critical Ratio and T- Ratio
- (c) One-Tailed and Two Tailed Tests
- (d) Analysis of Variance (one Way)

UNIT-V: CHI SQUARE TESTS

- (a) Simple regression and Prediction
- (b) Chi – Square Test. Tests of Goodness of Fit and Test of independence.

ESSENTIAL READINGS:

- Best, J.W. and Kahn, J.V. (1995). Research in Education (7th Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
- Cohen, L. & Manion L. (1980). Research Methods in Education. London: Groom Helm Ltd.
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- Garrett, H.E. (1969). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.

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- Corey, S.M. & Shukla J.K. (1962). Practical Classroom Research by Teachers. New Delhi: National Institute of Basic Education.
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- Festinger, U and Katz, D. (Eds). (1970). Research Methods in Behavioural Sciences New York: Holt, Rinehart & Winston Inc.
- Fox, J.D. (1962). The Research Process in Education. New York: D. Van Nostrand.
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- Goode, W.J. and Hill (1952). *Method of Social Research in Teaching*. New Delhi: McGraw Hill.
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- Kaul, L. (1994). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
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- Madam T.N. and Sodre, B. (1976). *Encounter and Experience*. Delhi: WASS
- Minium, E.W. (1978). *Statistical Reasoning in psychology and education*. New Delhi: Willey.
- Moulay G.J. (1964). *Science of Educational Research*, New Delhi: Eurasia
- Shaughnessy, J.J. and Eugene B. (1990). *Research Methods in Psychology*. New Delhi: Mc Graw Hill.
- Sukhia, S.P., Mehrotra, R.N. & Mehrotra, P.V. (1974). *Elements of Educational Research*, (3rd Ed). Bombay: Allied Publishers.
- Swann, J. and Pratt, J. (2007). *Educational Research in Practice*. New Delhi: Viva Books.
- Thamarasseri, I. (2009). *Introduction to Educational Research*. New Delhi: Kanishka Publishers Distributors.
- Tim May, T. (2001). *Social Research Issues, Methods and Process*. New Delhi: Rawat Publications.
- Travers, R.M.W. (1969). *An Introduction to Educational Research*, 2nd ed., New York, McGraw Hill.
- Verma, M. (1969). *Introduction to education and psychological research*.
- Walker, H.M. & Leo, J. (1965). *Elementary statistical methods*. Calcutta: IBH Publishing co.
- Wiersma, W. and Stephen G. (2009). *Research Methods in Education an Introduction*, South Asia: Pearson.
- Yvonne (2002). *Darlington and Dorothy Scott: Qualitative Research in Practice*. Buckingham: Open University Press.

M.ED. (Semester II)

Paper T-IV: ICT Integration: Methods and Assessment

Total Credit: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

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

- develop various skills to use ICT for sharing the information and ideas through the blogs and chatting groups
- practise safe, legal and ethical means of using ICT
- access various tools and applications for learning and skill development
- operate a variety of hardware and software independently and troubleshoot common problems
- use the ICT facility with care, ensuring the safety of themselves, others and the equipment
- create a variety of digital products using appropriate tools and applications and saving, storing and managing digital resources
- reflect on how 21st century learning principles can best be facilitated in the classroom
- understand issues and strategies associated with use of internet in instruction
- demonstrate infusion of ICT into the curriculum
- understand use of professional forums and professional associations

Unit 1: ICT for Documentation and Communication

- Appropriate media for documentation – features and scope
- Appropriate media for communication – features and scope
- ICT for Collaboration
- Social Networking
- Using social networking sites for collaboration and education
- Mobile Learning

Unit 2: Investigating with ICT for teaching- learning and research

- planning information searches
- location, generation and accession of data and information
- selection and evaluation of data and information
- impacts of ICT in society

Unit 3: Social and Ethical Protocols and Practices

- introduction to intellectual property for digital information
- physical and logical storage and security of digital information
- applying digital information security practices and personal security protocols

Transaction Mode: Lecture cum demonstration and hands-on experiences on use of Personal computer / Laptop / Palmtop; Participation in ICT based media production projects. Analysis of different application software packages with reference to their use in education. Preparation of a project report by using various application software packages and its critical appraisal.

Sessional Work:

- Critical analysis of database software including open source
- Critical analysis of a computer based research report
- Critical analysis of the different research reports based on data analysis and interpretation
- Preparation and presentation of research report based on empirical data

Evaluation: Assignments, research papers, individual and group presentations

Essential Readings:

CEMCA (2014). *Technology Tools for Teachers*, Commonwealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.

Trajkovik, V & Mishev, A (eds) (2014). *ICT Innovations 2013: ICT Innovations and Education*. Available at: <https://www.pdfdrive.com/ict-innovations-2013-ict-innovations-and-education-d164958886.html>

UNESCO (2013). *UNESCO Policy Guidelines for Mobile Learning*. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000219641>

Suggested Readings:

Conrad, Kerri (2001). *Instructional Design for Web – Based Training* HRD Press.

Gagne, RM, Leslie J.B. & Walter W.W. (1987). *Principles of Instructional Design*. Wadsworth Publishing Co.

Gupta Vikas. (2001). *Comdex Computer Course Kit*, Dream Tech publications, New Delhi.

Hillma, D. (n.d.). *Multimedia Technology of Applications*.

Horton, W (2001). *Designing web-based Training* John Wiley & Sons.

Lee, William W; Diana L Owens (2001). *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass.

Mayer, Richard E. (2001). *Multimedia Learning*, Cambridge University Press, UK.

Morey, D., Maybury, M., & Bhavani, Th. (2001). *Knowledge Management* University Press (India) Ltd: Hyd.

Norton, P. (2000). *Introduction to Computers*, Tata McGraw Hill Publications, New Delhi.

Phillips. R (1997). *Interactive Multimedia* London: Kogan Page.

Rosenberg, M.J. (2001). *e-learning* New York: McGraw Hill.

Sallis, E., & Jones, G. (2002). *Knowledge Management in Education* London: Kogan Page Ltd.

Schank, R.C. (2001) *Virtual Learning* McGraw Hill.

Sinha, P. K. (1992). *Computer Fundamentals*, BPB Publication, New Delhi.

Sportack, M. A. (1998). *Networking Essentials*, TechMedia, New Delhi.

Srinivasan, T.M. (2002). *Use of Computers and Multimedia in Education*.

Vaughan, T. (1999) *Multimedia making it work*, New Delhi: Tata McGraw Hill [Fourth Edition].

M.ED. (SEMESTER-II)

PAPER-IX: ECONOMY AND POLITICS IN THE CONTEXT OF EDUCATION

Total Credit: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

RATIONALE: The overall purpose of this course is to develop understanding among the students how education in the advent of globalization has its own relevance both in economy and politics. Moreover, economics and political discourses will definitely help the students visualize the kind of transformations taking place in the society and as prospective teacher educators, they should discuss and debate what role education can play in order that the whole society be the beneficiaries of the transnational developments.

OBJECTIVES:

- Familiarize students with the economic policies and its relevance with educational policies
- Engage the students in discussions and critical reflections over the issues related to political developments taking place both in the country and abroad and its effect on education
- Examine the rhetoric of educational reforms and ascertain as to how they are in tune with the economics, polity and social changes

UNIT-I: UNDERSTANDING THE LINKAGES BETWEEN ECONOMICS AND EDUCATION

- Human capital theory; its critique and relevance
- Education as investment and expenditure
- Education and human development

UNIT- II: POLITICAL DEVELOPMENTS AND ITS IMPACT ON EDUCATION

- Colonial and Post-colonial Developments: Liberalism to Neo-liberalism
- Public, Private Partnership (PPP)
- Politics of Education; Equity and Equality

UNIT- III: CONTEMPORARY ISSUES, CONCERNS AND DEBATES IN EDUCATION

- Mobilizing Resources for Education
- Understanding the dynamics of centre-state relations
- Public funds, Private players, Individual Cost Sharing, Foreign aids
- Political Nature of educational institutions across levels

ESSENTIAL READINGS:

- Kingdon, G & Muzammil, M. (2001). A Political Economy of Education in India. *Economic and Political Weekly*. 36. 3052-3063.
- Tilak, Jandhyala. (1990). The Political Economy of Education in India. [http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/\[in=epidoc1.in\]/?t2000=008108/\(100\)](http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=008108/(100)).

SUGGESTED READINGS:

Kingdon, G & Muzammil, M. (2001). A Political Economy of Education in India. *Economic and Political Weekly*. 36. 3052-3063.

Tilak, Jandhyala. (1990). The Political Economy of Education in India. [http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/\[in=epidoc1.in\]/?t2000=008108/\(100\)](http://lst-iiiep.iiiep-unesco.org/cgi-bin/wwwi32.exe/[in=epidoc1.in]/?t2000=008108/(100)).

Panikkar, K N. –India's Education Policy: From National to Commercial.” Vol. 46, no. 17, 2011, pp. 38–42. JSTOR, www.jstor.org/stable/41152130. Accessed 27 May 2019.

Hurt, Erin, et al. –The Marketization of Higher Education.” Vol. 39, no. 2, 2012, pp. 121–132. JSTOR, www.jstor.org/stable/23266076. Accessed 27 May 2019

M.ED. (SEMESTER-II)

PAPER-X: CURRICULUM STUDIES

Total Credit: 2

Maximum Marks: 50 (Internal: 15 + External: 35)

RATIONALE: Curriculum is core area in Educational Studies. The students must be aware of the same irrespective of their specializations in other areas. Issues of knowledge, learning, its organization, role of learner are central to any organization that deals with learning. This course primarily focuses on schools and little about universities. It introduces the students to curriculum studies as a compulsory area for the teacher educators, teachers and researchers. This would enrich the understanding of the students in the area of education and provide a basis of application for learning what they would be learning from other subjects in this course.

OBJECTIVES:

1. The nature of knowledge and learning in different periods in India.
2. Understand the components and relevance of studying curriculum at school and university level.
3. Identify the factors that directs selection, organization and dissemination of knowledge and learning in our schools and universities
4. Understand the area of curriculum development and its various factors including the role of individuals like principal, teacher and students.
5. Critically understand the role of public and private bodies in curriculum making.

UNIT-1: DEFINING THE VARIOUS ASPECTS OF CURRICULUM

- Contemporary and historical perspective of curriculum studies.
- What makes a curriculum? Issues of knowledge, learner and learning in Ancient, Medieval and British India. A comparative perspective on evolution of knowledge and society.

UNIT-II:

Thrust areas of various subjects and the disciplinary status, organization of knowledge. Various Policies on Curriculum. Knowledge and Society. Nature of teacher, school, learner, pedagogy and learning

Unit –III:

Difference between curriculum, syllabus, textbook, hidden curriculum. Resources and teaching: Role of text book, handbook various other curricular materials with reference to different subjects**. Technology and learning. Learning in 2.0

UNI- IV:

Role of various bodies like NCERT, SCERT, RIEs. Difference between NCF and models. Curricular programs in India (HSTP; BGVS) . Critical perspective on private curriculum makers: idiscoveri, currimakers etc. in India and from other countries like US, UK etc.

UNIT-V:

Alternative curriculum practices: Issues of schooling, evaluation, knowledge, learner and role of teacher.

INTERNAL ASSESSMENT:

-The students would formulate different groups of different subjects or cross grouping can also be done.

-The students would refer to various curricular materials designed in different subjects.

Internal Assessment is based on analyzing the curricular material in various subjects. It would be group activity as the groups would be formulated during the classes. An individual assignment is also possible after discussion with the teacher. The marks would be given to the group. The students would write a term paper as team members supported with content analysis of curricular material: text books, handbooks, reference books etc.

ESSENTIAL READINGS:

- Kelly *The Curriculum Theory and Practice*.
- Ornstein, A. and Hunkuns, F.P. (1993), *Curriculum: Foundations, Principles and Issues*, Boston, Allyn and Bacon 2nd Edition.
- Saylor, J.G., Alexander, W.M. and Lewis, A.J (1981), *Curriculum Planning for Better Teaching and Learning*, New York, Holt, Rinchard and Wilston 4th Edition.

SUGGESTED READINGS:

- Adams Anne (2006) *Education from conception to graduation- A systemic Integral Approach*. Unpublished Dissertation for the Degree of Doctor of Philosophy submitted at California Institute of Integral Studies. CA, San Francisco.
- Bennet Christine (2001) *Genres of Research in Multicultural Education*.
- Batra Poonam (2010) *Social Science Learning in Schools*. New Delhi, Sage
- Kelly *The Curriculum Theory and Practice*
- Kumar, Ashwini (2011) *Understanding Curriculum as meditative Enquiry: A Study of the Ideas of JidduKrishnamurti and James Macdonald*. Unpublished doctoral thesis submitted to the Faculty of Graduate Students, The University of British Columbia, Vancouver.
- Kumar Krishna Raaj *smaaj aur shiksha*
- Kumar Krishna *Political Agenda of Education*
- Kumar Krishna *Learning from conflict*

- Kumar Krishna what is worth teaching?
- National Curriculum Framework (2005)
- Pinar William F. (2015) *Curriculum Studies in India: Intellectual Histories, Present Circumstances*. Palgrave Macmillian
- Rai, Siddhartha(May 30,2015) *Smriti set to roll out schools 2.0* retrieved from <http://indiatoday.intoday.in/story/smriti-irani-ncert-school-mobile-application-students/1/441145.html> retrieved on June 1, 2015.
- Report on *Pedagogy of Higher Education: Research Review* Under the MHRD Project on —National Mission in Education through Information and Communication Technologies (ICT)”
- Websites of NCERT and SCERT

PRACTICUM AND INTERNAL ASSESSMENT:

Visit to a department of NCERT or SCERT in order to understand the role and various functions performed in curriculum development in the country. The students would observe, interview and analyze reports in order to study the institutions.

The students would do small report in order to understand the issues of school in designing their curriculum. The students should able to formulate the problems, challenges and step taken around the development of a topic in a classroom.

M.ED. (SEMESTER-II)

PAPER-XI: PRE-SERVICE TEACHER EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: As is the teacher educator, so is the teacher and so is the student. For enhancing the quality of school education it is important to prepare competent teacher educators. The course therefore aims at developing thorough understanding of teacher preparation programmes among the prospective teacher educators.

OBJECTIVES:

To enable the learners to-

- Develop understanding of Concept of teaching and teacher education.
- Critically examine the growth and development of teacher education in the country..
- Gain insight into the changing roles of teachers for the knowledge society.
- Gain insight into the status of pre-service teacher education in the country.
- Assess the existing teacher education curriculum in terms of its relevance to the present day school education.
- Use various strategies for transaction of curriculum evaluation of prospective teachers as teacher educator.
- Develop understanding for organisation and supervision of School Experience Programme.

UNIT I: TEACHING, TEACHER AND TEACHING PROFESSION

- (a) Nature and Concept of Teaching; Notions of Teaching and teacher reflected in the writings of Indian and western educational thinkers Gandhi, J Krishna Murti, Dewey, Freire and Schon
- (b) Concept of profession, Teaching as a profession
- (c) Teachers' Changing roles , Responsibilities and notions of teachers in India
- (d) Professional Ethics for teachers
- (e) Teacher as a Reflective Practitioner

UNIT II: TEACHER EDUCATION AND ITS DEVELOPMENT IN INDIA

- a) Teacher Education: Concept and Scope
- b) Objectives of Teacher Education at various levels : Pre-primary, Elementary and Secondary through the lens of curriculum frameworks

- c) A brief review of Development of Teacher Education in Ancient, Medieval, British and Modern India.
- d) A Study of Recommendations of Various Committees and Commissions in British India and Post- Independence Era; NPE- 1986 and its revised formulations 1992, International Commission on Education for 21st Century, Justice Verma Committee

UNIT III: APPROACHES AND MODES OF PRE-SERVICE TEACHER EDUCATION

- (a) Competency Based Approach
- (b) Integrated Approach
- (c) Consecutive/Traditional Approach
- (d) School/Field Based Approach.
- (e) Face to Face and Distance Mode

UNIT IV: PRE-SERVICE TEACHER EDUCATION CURRICULUM

- (a) Salient features
- (b) Curricular Structure at Different Stages as Suggested by NCTE (To be studied through various curriculum frameworks for Teacher Education)
- (c) Curriculum Models & Approaches to the Development of Curriculum of PSTE
- (d) Characteristics of students' teachers as adult learners, Concept of Andragogy and its principles.
- (e) Models of teaching: One from each family
- f) Transactional Strategies: Lecture-cum Discussion, Demonstration, Peer learning, Co-operative learning, Group Discussion, Brainstorming , Buzz sessions ,Seminar , workshop, Team teaching, Case Study etc.
- g) Assessment

UNIT V: SCHOOL EXPERIENCE PROGRAMME

- (a) Student Teaching: Aims; Approaches: Global and Analytical ; Patterns: Block, Intermittent and Internship
- (b) Microteaching and simulated teaching
- (c) Approaches to Lesson Planning, Supervision of Practice Lessons
- (d) Feedback to Student-teachers; Assessment.

Transactional Modalities:

- (e) Lecture –Cum –Discussion
- (f) Seminar presentations
- (g) Group discussions
- (h) Guided study
- (i) Assignments

Suggested Sessional Activities

- Interviewing 2-3 teachers to carry out the task analysis for understanding tasks performed by the teachers in real field

- Development of teaching plans based on different approaches and methods
- Development of test on PCK in any school teaching subject
- Writing supervisory remarks for student teachers of pste programmes
- Development of assessment tools for Student teaching programme
- Critical comparative review of National Curriculum frameworks

ESSENTIAL READINGS:

- Altekar, A.S. (1965). *Education in Ancient India*. Nandkishore and Bros. Varanasi.
- Linda Darling, Harmmond & John Bransford (2005): *Preparing Teacher for a Changing World*. San Francisco: Jossey-Bass, 2005.
- Joyce, B., and Weil, M. (2003). *Models of Teaching* (7th edition) Boston: Allyn & Bacon.
- NCTE (1998): *Policy Perspectives in Teacher Education- A Critique* New Delhi.

SUGGESTED READINGS:

Government Reports /Documents

- Report of the Education Commission (1964- 66).
- Report of the National Commission on Teachers (1983- 85).
- Report of the Delor's Commission, UNESCO, 1996.
- National Policy of Education 1986/1992.
- National Curriculum Framework on School Education, 2005 and Position paper on Teacher Education
- NCERT (2006). Teacher Education for Curriculum renewal.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009). National Curriculum Framework of Teacher Education, New Delhi.
- Right to Education Act, 2009.
- Report of the working group on Teacher Education for the 12th Five Year Plan, Department of SE & Literacy, MHRD. GOI. Oct' 11, New Delhi.
- Justice Verma Commission Report on Teacher Education (2012), NCTE.

Books/ Monographs

- Altekar, A.S. (1965). *Education in Ancient India*. Nandkishore and Bros. Varanasi.
- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist Approach*. State University of York.
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowing Press.
- Cohen Louis, Manion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th Edition). Routledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying Teacher Education*. Routledge Falmer. London and New York.

- Irvine, J.J. (2003): *Educating Teachers for Diversity: Seeing with a Cultural Eye*. New York: Teachers College Press.
- Joyce, B., and Weil, M. (2003). *Models of Teaching* (7th edition) Boston: Allyn & Bacon.
- Korthagen, Fred A. J. et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- Linda Darling, Hammond & John Bransford (2005): *Preparing Teacher for a Changing World*. San Francisco: Jossey-Bass, 2005.
- Loughran, John (2006): *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Routledge: New York.
- Lampart, M. (2001). *Teaching Problems and the Problems of Teaching*. New Haven: Yale University Press.
- Martine, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A Constructivist Approach to Introducing Education*. Wadsworth Publishing. USA.
- Mohammad Miyan (2004). *Professionalization of Teacher Education*. Mittal Publications New Delhi.
- Mukherjee, S.N. (1964). *Education in India Today and Tomorrow*. Acharya Book Depot. Baroda.
- NCTE (1998): *Policy Perspectives in Teacher Education- A Critique* New Delhi.
- NCTE (1998): *Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre- Service Education*. New Delhi.
- Rajput, J.S.(1994). *Universalisation of Elementary Education- Role of Teacher Education*. Vikas Publications. New Delhi.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Singh, L.C.(Ed) (1990). *Teacher Education in India- A Resource Book*. NCERT. New Delhi.
- Singh, L.C. And Sharma, P.C. (1995). *Teacher Education and The Teacher*. Vikas Publishing House. New Delhi
- Singh, R.P. (1970). *Education in Ancient and Medieval India*. Arya Book Depot, Delhi.
- Yadav, M.S. & Lakshmi, T. K. S. (2003): *Conceptual Inputs for Secondary Teacher Education: The Instructional Role*. India. NCTE.

JOURNALS

- Bartolome, L. (1994). Beyond the Methods Fetish: Towards a Humanizing Pedagogy. *Harvard Educational Review*, 64,173-194.

- Batra, P. (2005). Voice and Agency of Teachers: A Missing Link in the National Curriculum Framework. *Economic & Political Weekly*, Oct. 1-7,4347-4356 ,
- Batra, P. (2014). Problematizing Teacher Education Practice in India: Developing a Research Agenda. *Education as Change*, Vol. 18, S5-S-18.
- Beijaard, D., Meijer, P.C & Verloop, N. (2004). *Reconsidering Research on Teachers' Professional Identity*. Elsevier: Teaching and Teacher Education, 20, pp. 107-128.
- Hargreaves A. (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching: History and Practice*, Vol.6, No.2 pp 151-182. New York: Simon & Schuster.
- Korthagen, Fred A.J. & Kessels, J. (1999). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. *Educational Researcher*, Vol. 28, No.4, pp.4-17.
- Null, J. Wesley & Bohan, KChara Haessler (2005). Teacher Education Curriculum: What, How and Why. *Curriculum and Teaching Dialogue* pp.39-49.
- Prawat, Richard S. (1992). Teachers' Beliefs about Teaching and Learning: A constructivist Perspective. *American Journal of Education*, Vol.100, No.3 pp 354-395
- Schulman, L (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 63, Pp 163-182.

M.ED. (SEMESTER-III)

PAPER-XII (A): LANGUAGE EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: India is a multilingual society. Hence for any teacher education programme, Language Education course holds greater significance. Hence, the understanding of nature, theories and issues pertaining to a language will definitely help the teachers to address the linguistic diversity and withstand all the challenges arising out of this. The course also provides deep insight into the components and skills of language and how transaction of language content to be made in view of the types of language i.e., LI, L2 or a Foreign Language being taught in the class.

OBJECTIVES:- The course has following objectives:

1. To help the students to look at Language with the major ways that emerged in 20th century, i.e. the Structuralist---Behaviorist and the Generative-Mentalist
2. To familiarize them with Nature of Language and relationship of Language with Thoughts
3. To acquaint them with Syntactical , Semantic and phonetic aspects of Language
4. To develop an insight into socio-linguistic and psycholinguistic approaches to Language learning
5. To make them aware of the theories and recent trends of researches in Language

UNIT-1: UNDERSTANDING LANGUAGE

- (a) Nature and characteristics of Language
- (b) Components of language: sounds, Vocabulary and structure and language Skills Nature of Language and its relationship with thoughts
- (c) Language Theories; Saussure, Sapir-Whorf, Bloomfield and Chomsky

UNIT-II: PHONETICS, PHONOLOGY AND MORPHOLOGY

- (a) Speech mechanism, Description and classification of Consonants and Vowel Sounds
- (b) Word Accent, Stress and Rhythm in Connected Speech
- (c) Word formation in Language

UNIT-III: APPROACHES TO LANGUAGE TEACHING AND LEARNING

- (a) Psycholinguist and sociolinguist; Piaget, Bruner, Vygotsky, Bernstein and William Labov
- (b) Grammar-translation and Direct Methods ,Structural and Communicative approaches to Language Teaching
- (c) Bilingual and Interactive approaches to Language Teaching

UNIT-IV: ISSUES RELATED TO LANGUAGE TEACHING AND LEARNING

- (a) Language acquisition vs. Language learning, Learner Factors in Language Acquisition
- (b) Place of Mother-tongue/Home Language/Other Tongue and Grammar, Speech Community and Multilingualism
- (c) Curriculum; different types of Language syllabi and Language Standardization
- (d) Language Variation and Ethnic Identities

UNIT-V: RESEARCHES, INNOVATIONS AND EVALUATION IN LANGUAGE

- (a) Action research in language, Recent research trends in L1 and L2
- (b) Research Methods in Language Teaching and Learning; Nunan's Views
- (c) Innovative Practices in Language with special reference to Teaching Heterogeneous classes
- (d) Evaluation, feedback and Assessment of learners' Performance

Suggested Activities:

- Classroom Observation of a Language classroom understanding the kinds of approaches and methods used by teachers
- Community Survey to document the variety of Language being spoken
- Documentations of Teachers' perspectives pertaining to use of Grammar and Mother Tongue in an L2 class
- Conducting Action Research in a Language class
- Exploring the Assessment and Evaluation Strategies used by Teachers in Language classrooms
- Observations of Other subjects' classes to study the scope of Language Across Classroom

ESSENTIAL READINGS:

- NCERT (2005). *Position Paper National Focus Group on Teaching of English*. NCERT, New Delhi.
- Penny, Ur. (2005). *A course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.
- Vygotsky, L. S. (1962). *Thought and Language*. Cambridge, Mass: IT.

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- Agnihotri, R.K. and Khanna, A.L. (1977). The Social Psychological Perspective on Second Language Learning :A critique in Rajinder Singh (ed) Grammar, Language and Society, Sage Publications, New Delhi. P.325-342
- Bansal R. K and J. B. Harrison. (1983). *Spoken English for India*. Hyderabad: Orient Longman.
- Baugh, A. C and Cable, T. (1994). *A History of the English Language* (4th Ed.). London: Rutledge.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives*, Vol. 1. New York: Mckay.

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M.ED. (SEMESTER-III)

PAPER-XII (B): MATHEMATICS EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

OBJECTIVES: To enable the learners to:

- understand the nature and history of mathematics and mathematics education in terms of a philosophical bases.
- understand the underlying psychological theories that function in the process of teaching-learning of mathematics of the minds of teachers and students.
- understand the evolution of research in mathematics education and its significance for a prospective mathematics teacher or mathematics teacher educator.
- grasp the various frameworks in relation to mathematics education and its curriculum and develop own ideas of improvement and innovation in mathematics education curriculum.
- understand suitable evaluation and assessment techniques and thus develop techniques on their own for best outcomes in teaching learning of mathematics.

UNIT-I: PHILOSOPHICAL BASIS OF MATHEMATICS

This unit is meant to provide philosophical bases of mathematics with respect to its nature and origin. It will discuss the nature of mathematics in light of the key basic characteristics of mathematics such as abstraction, generalization, symbols and signs, proofs etc.

UNIT-II: PSYCHOLOGICAL BASIS OF MATHEMATICS

Piagetian, Vygotskian, Bruner, Gardener (and other) perspectives on mathematics teaching and learning. This includes socio-cultural perspective (Ethno-mathematics) and the constructivist approach.

UNIT-III: TEACHER PREPARATION IN MATHEMATICS AND RESEARCH IN MATHEMATICS EDUCATION

This unit is aimed at understanding the formation of Beliefs regarding teaching and learning of mathematics among the mathematics teachers, its importance in teaching -learning process and how it gets formed. Cue Utilization process. This section also aims at getting a brief outlook on research in Mathematics Education.

UNIT-IV: MATHEMATICS EDUCATION AND CURRICULUM IN LIGHT OF FRAMEWORKS

Curriculum, Teacher Preparation and Mathematics Education in light of *National Curriculum Framework*, NCERT-2005 and *National Focus Group on Teaching of Mathematics*, NCERT-2005.

UNIT-V: ASSESSMENT AND EVALUATION IN MATHEMATICS

Mathematics as a process and evaluation in Mathematics for desirable outcomes in light of norms established by NCTE and NCERT with inclusive education.

ESSENTIAL READINGS:

- NCTM (2000). *Principles and standards for school mathematics*, VA. : National Council of Teacher of Mathematics.
- . Piaget, J. (1952). *The Child's Conception of Number*. W. W. Norton & Company: New York.
- Dossey, J. A. (1992). The nature of mathematics: its role and its influence. In Grouws D.A. (Ed.) *Handbook of Mathematics*. New York: Macmillan Publishing Company.
- National Council of Educational Research and Training (NCERT). (2006). *National Focus Group on Teaching of Mathematics- Position Paper*. India.

SUGGESTED REFERENCES:

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2. Chitriv, U. G. (1988). *Ausubel vs. Bruner Model for Teaching Mathematics*. Himalya Publishing House.
3. Dossey, J. A. (1992). The nature of mathematics: its role and its influence. In Grouws D.A. (Ed.) *Handbook of Mathematics*. New York: Macmillan Publishing Company.
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5. Khan, F. A. (2004). Living Learning and Doing Mathematics: A Study of Working class Children in Delhi. *Contemporary Education Dialogue*. Vol 1:2, Spring 2004, pp. 199-227.
6. Kilpatrick, J. (1990). *A History of Research in Mathematics*. U.S. Georgia.
7. Miglani, R. K. (2014). *Teaching of Mathematics*. Arya Books.
8. National Council of Educational Research and Training (NCERT). (2006). *National Focus Group on Teaching of Mathematics- Position Paper*. India.
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M.ED. (SEMESTER-III)

PAPER-XII (C): SOCIAL SCIENCE EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: The contents of social Science as a school subject are based on a certain understanding about their nature and purposes. This course introduces student-teachers to different perspectives about these subjects. It also examines the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It also aims at making the students understand the content of social sciences, Contribution of great men in the field of social sciences. It also provides understanding the construction of Curriculum, methods and approaches and different evaluation and assessment of social sciences. It suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

OBJECTIVES:

- To enable students to develop an understanding of the meaning, nature, scope of social sciences.
- To make students Understand the role of various methods and approaches of teaching social sciences.
- To acquaint the students with the contribution of great men in the field of social sciences.
- To enable students to employ appropriate techniques of curriculum transaction.
- To enable students in evaluation and assessment of social sciences.

UNIT- I: CONCEPTUALIZATION OF SOCIAL SCIENCE EDUCATION

- Meaning, Nature, Objectives, and Scope of Social Science education.
- Relevance of social science education in school curriculum.
- Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School.

UNIT II – CONTENTS OF SOCIAL SCIENCES

- Dimensions in social sciences: social thought, social change, social continuity and social progress.

- Contribution of the following to the development of social sciences: Adam Smith, Karl Marx, and Gandhi.
- Constitution of Indian, Fundamental rights, Rights of the Child.

UNIT-III: ASPECTS OF SOCIAL SCIENCE CURRICULUM

- Meaning and Principles of Curriculum construction in social studies.
- Approaches to formulation of social science curriculum at various stages of education;
- Development of curricular materials viz., textbooks, workbooks, activity book and self instructional materials
- NCF 2005, related to of social science curriculum.

UNIT-IV: ADVANCED METHODS MODELS AND APPROACHES

- **Various teaching learning Approaches viz.** Constructivist approach, behaviorist approach, Interdisciplinary approach.
- **Various teaching Methods :** Lecture method, project method, problem solving, Team teaching.
- **Various teaching learning strategies and Models viz.** co-curricular activities, field trips, Concept attainment, social inquiry models, and concept of maps.
- Integration of ICT in teaching-learning of social science

UNIT-V: RESEARCHES AND EVALUATION IN SOCIAL SCIENCE

- Research Methods : Action research and Recent research trends in social science
- Meaning, Need and Importance of Evaluation. Difference between Measurement, Assessment and Evaluation,
- Type of evaluation strategies- Formative and summative evaluation
- Use of tool and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, and interviews.

Transaction Mode:

- (1) Lecture-cum-discussion,
- (2) Seminar reading presentation by students on selected themes individually and collectively leading to discussion;
- (3) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
- (4) Library readings on selected theme followed by group discussion;

- (5) Study of documents and references, interaction with field staff and reflective interaction with the peer group.
- (6) Workshops, seminars, assignments, tutorial and group discussion around issues and concepts studies in theory

Course Evaluation-

The participants will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, internal tests and seminar presentation etc., will be most commonly used for evaluation.

PRACTICUM/ FIELD WORK (ANY ONE OR TWO)

- Seminar on evolution of social science as a discipline.
- A critical study of social science curriculum of secondary school.
- Visit a social science center/ science museum and present the report
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation and teaching two lessons using integrated approach of teaching social science.
- Critique a historical film/serial or novel from the view point of society.
- Conduct a survey in the school on a particular social issue of your choice and prepare a report on it.
- Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
- Study the role of educational NGOs and their impact on society. Prepare a detailed report on this topic.

Essentials Readings

- Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Allen, A., *Social Studies in the Primary School*, Australia: McMillan, 1960.
- Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
- Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.

- David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*, Routledge Falmer, London.
- Digumarti Bhaskara Rao (ed.), *Techniques of Teaching Social Sciences*, Sonali Publications, Delhi.
- Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.
- GOI (1993), *learning without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development*, Department of Education, New Delhi.
- GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report*, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.

Suggested Readings

- Indian Economic Association Trust for Research and Development (1991), *Teaching of Economics in India*, Interest Publications, New Delhi.
- Jack Zevin, (2000) *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- James Hemming (1953), *Teaching of Social Studies in Secondary Schools*, Longman Geen & Co, London.
- Krishna Kumar, (2002), *Prejudice and Pride*, Penguin Books India, Delhi.
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- Kohli, *Teaching of Social Studies*, 1996.
- Martorella, P.H ., *Social Studies for Elementary School Children*, Merrill, USA, 1994.
- Maggie Smith (2002), *Teaching Geography in Secondary Schools: A Reader*, Routledge Falmer, London,
- NCERT (1976), *The Curriculum for the Ten-Year School: A Framework*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1988), *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2001), *National Curriculum Framework for School Education*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol. II, Systemic Reforms (Position Paper on Curriculum*,

Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi.

- NCERT (2005a) National Curriculum Framework Review 2005 *National Focus Group Position Paper on Curriculum, Syllabus and Textbooks*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 *National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.
- Rajni Kumar, Anil Sethi and Shalini Sikka, (2005) *School Society and Nation: Popular Essays in Education*, Orient Longman, Delhi.
- Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) *Teaching Economics: More alternatives to chalk and Talk*, Edward Elgar Publishing, Northampton, USA
- Sharma RA, *Teaching of social studies*. International publishing House, Meerut

JOURNALS

- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).
- Teaching of History (published from United Kingdom).
- Journal of Social Sciences, Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom)

OTHERS

- Encyclopaedia of the Social Sciences.
- Encyclopaedia Britannica

WEBSITES • www.ncert.nic.in

M.ED. (SEMESTER-III)

PAPER-XII (D): SCIENCE EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Teacher Educators need to develop a concept of Science Education in the light of new ongoing debate in Science world over. There are two main purposes of offering this course one that students learn the nature that is philosophy and history of science. Second, view its relevance in the classroom. The students might already be aware of the science classrooms and experienced teaching. Therefore, they should be able to relate the recent criticism of science or new discoveries to what happen in the classrooms. Secondly, the teacher educator is also a consumer of science. They should be a well informed and critical consumer. Only if they carry this perspective of situating science in the current socio-economic and political discourse they should be able to create science classrooms which think and analyze. Similarly this would help them take up research on these issues in science and even conduct an informed teacher education program.

OBJECTIVES

1. To study the nature of science and its relation to development of scientific concepts.
2. Critically examine the science educational policy from the socio-political and economic perspective.
3. Understand the issues in concept formation of science in the classrooms and use of various resources.
4. Understand the dissemination of scientific concepts and issues in the same.
5. Understand the structural components of science programs and identify the essential features.

UNIT-I: Nature of science, its history, philosophy and methods. Scientific method: Induction, deduction, verifiability and falsification, against method. Application of this on discovery of few concepts of science.

UNIT-II: Science Education in various policies and commission. India's policy on Science and Science Education. Ongoing debates on issues of science (science curriculum and instruction, environmental and socio-scientific issues, ethics, assessment, research and industry).

UNIT-III: Science in classrooms. Students' and teachers' concepts of science (alternative and misconceptions), Approaches and methods of teaching-learning of science: conceptual, process, integrated, constructivist approaches; activity, demonstration, experimentation, project, analogies. Use of ICT in teaching-learning of science.

UNIT-IV: Major developments and trends in science education from international and Indian perspectives: Nuffield Chemistry programme, Project 2061, CHEM study project, SAPA, HSTP, BGVS, STEM programs etc., NCERT science curriculum at elementary, secondary, and senior secondary level of school education.

UNIT-V: Professional development of science teacher, Importance of Science bodies and organizations, Role of action research in professional development. Sources of teaching and learning aids, Edger Dale's Cone of experiences, science magazines, science textbooks, kits, science programs on television channel, science news, websites, field visits, exhibits, museum.

ESSENTIAL READINGS:

- Agnihotri, R., Khanna, K. and Shukla, A. L. (1994). *Prashika*, Eklavya's Innovative Experiment in Primary Education.
- Berry, A., Friedrichsen, P., & Loughran, J. (Eds.). (2015). *Re-examining pedagogical content knowledge in science education*. Routledge.
- Buxton, C. A., & Provenzo, E. F. (2007). *Teaching science in elementary and middle school: A cognitive and cultural approach*. Sage.
- Driver, R. (1981). Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
- Driver, R., Squires, A., Rushworth, P., & Wood-Robinson, V. (2014). *Making sense of secondary science: Research into children's ideas*. Routledge.
- Feyerabend, P. (1996). *Killing time: the autobiography of Paul Feyerabend*. University of Chicago Press.
- Heywood, D., & Parker, J. (2010). *The pedagogy of physical science* (Vol. 38). Dordrecht: Springer.
- Ladyman, J. (2012). *Understanding philosophy of science*. Routledge.
- Liang, L. L., Liu, X., & Fulmer, G. W. (Eds.). (2017). *Chinese science education in the 21st century: Policy, practice, and research*. Dordrecht, The Netherlands: Springer.
- Losee, J. (2001). *A historical introduction to the philosophy of science*. OUP Oxford.
- McComas, W. F. (Ed.). (2006). *The nature of science in science education: Rationales and strategies* (Vol. 5). Springer Science & Business Media.
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- NCERT, 'Focus Group Report' *Teaching of Science* (2005). NCERT New Delhi.
- NCERT (2005) *National curriculum Framework*. New Delhi NCERT.
- Nola, R., & Sankey, H. (2014). *Theories of scientific method: an introduction*. Routledge.
- Salmon, M. H. (1999). *Introduction to the Philosophy of Science*. Hackett Publishing.

SUGGESTED READINGS

- Ausubel, David P. (1969). Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), *Readings in Science Education for the Secondary School*, Macmillan, 97-113.
- Cavin, Arthur, A. (1997) *Teaching Science through Discovery* 8 ed. New Jersey, Prentice Hall.
- Centre for Science and Environment, *Citizen's Reports*, New Delhi. especially the 2nd Report.
- Chiappetta, E. L., Koballa, T. R. and Collette, A. T. (1998). *Science Instruction in Middle and Secondary Schools*, New Jersey: Merrill.
- Derry, G. N. (2002). *What science is and how it works*. Princeton University Press.
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- Gega, Peter, C. (1990) *Science in Elementary Education*. 6th Ed. NY, Macmillian.
- Gilbert, J. (ed) (2006) *Science education major themes in education*. Routledge Vol 1-4.
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- Jacobson, J.W. & Bergnan, A.B. (1991) *Science for children A book for Teachers*. 3rd ed. New Delhi, Prentice Hall.
- Kuhn, Thomas (1962) *The structure of scientific revolution*. University of Chicago Process.
- Mahanti, S. (2013). A perspective on scientific temper in India. *Journal of Scientific Temper (JST)*, 1(1 & 2).
- Mintezes, J.J., Wandersee, J.H. & Novak, J.D. (eds) (1997) *Teaching for Understanding A Human Constructivist View*. NY, Academic Press.
- Pollard, A. (2002). *Reflective Teaching*, London: Continuum.
- Popper *The logic of scientific discovery*.
- Sainath, P. (1996). *Everybody Loves a Good Drought- Stories from India's Poorest Districts*, Penguin Books.
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- School Text books of NCERT and various other private publishers.
- Shiva, V. (2000). *Stolen Harvest: The Hijacking of Global Food Supply*, Cambridge, UK: South End Press.
- Solomon, J., & Aikenhead, G. (1994). *STS Education: International Perspectives on Reform. Ways of Knowing Science Series*. Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 (clothbound: ISBN-0-8077-3366-0; paperback: ISBN-0-8077-3365-2).
- UNESCO *Handbook for Science teachers*. Paris: UNESCO.

- Venville, G. & Dawson, V. (2006) *The Art of teaching Science*. Australia, Allen & Unwin.

Web Sources

http://www.ceeindia.org/cee/educationfor_children.html

<http://www.project2061.org>

Journals & Magazines; recordings of science programs on radio and television.

Mode of Transaction: Lecture cum discussion, Field visits, Group discussion, Seminars, and Workshops etc.

Internal Assessment and Practicum: Internal assessment may be conducted in different modes such as assignment, project, presentation, and written test etc. Students would present readings and seminars in the classroom on the topic from the syllabus they have taken. Building on the same topic they would collect some data from the children or teachers or individuals (as per the objectives) they would analyze the same and present this small project in the end of the semester.

The students if taking a project on relevant resource material might collect the material and make a small resource for the department. The student in this case might even visit or arrange the visit of the class students to the museum, fair etc. the student who arranges the visit can present the report later on and like rest of the students has to submit a written report of this project, the guidelines for the same would be provided.

M.ED. (SEMESTER-III)

PAPER-XIII: CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE:

The present course has been designed to prepare prospective teacher educators as Professionals who can contribute to Continuous professional development of teachers and teacher educators. It will enable them to examine the issues and challenges in teacher education critically so as to respond to the realities of teacher education. It would also enable them to identify research issues pertaining to teacher education for enhancing its effectiveness and generation of knowledge in this area.

OBJECTIVES:

- To develop an understanding of concept of In-service education
- To develop needed understanding for planning and organization of In-service programmes
- To familiarize the learners with the various agencies working for Professional Development of Teachers
- To identify the issues and problems for undertaking research related to teacher Education
- To develop understanding about the significance of research for knowledge generation and bringing about effectiveness in teacher education programmes

UNIT I: CONTINUOUS PROFESSIONAL DEVELOPMENT

- (a) Concept , Need and Objectives
- (b) Modes: Face to face, Distance and Blended Approach
- (c) Agencies for INSET: National, State, District and Local level agencies, Autonomous organisations
- (c) Historical development of INSET in Post Independent Era
- (d) GOI initiatives across the levels

UNIT II: PLANNING AND ORGANIZATION OF IN-SERVICE PROGRAMMES

- (a) Need Assessment: Concept, Importance and Techniques
- (b) Models of INSET
- (c) Strategies of Continuous Professional Development
 - Workshops, Seminars, Conferences, Symposium, Panel Discussion, Study Groups, extension Lectures, Research Colloquium, Orientation Programmes, Refresher Courses

- Action research and Reflection as a tool for Professional Development

(d) Monitoring, Evaluation and Follow up

(e) Role of ICT

UNIT III: MANAGEMENT OF TEACHER EDUCATION

(a) Manpower planning for teachers: Demand and supply of qualified teachers at different teachers

(b) Management of teachers at state level: Qualification of teachers, Teacher recruitment policies, professional development of teachers

(c) Quality and regulatory Aspect of teacher education: Role and Functions of NCTE, NAAC and other apex bodies

UNIT IV: PROBLEMS AND ISSUES IN TEACHER EDUCATION

(a) Problems and issues related to PSTE

(b) Problems and issues related to CPD of teachers and Teacher Educators

(c) Networking of TEIs for preparing teachers for different levels of school education

(d) Future Development of Teacher Education in India

UNIT V: RESEARCHES AND EXPERIMENTS IN TEACHER EDUCATION

(a) Paradigms of research , Teaching and Teacher Education

(b) Research and Effectiveness of teacher education programme

(c) Methodological issues and research in teacher education_ Theoretical vs Applied , Participatory action research

(d) Experiments in PSTE and INSET, Best Practices: National and International

(e) Research Trends, present status and gaps

Transactional Modalities:

Lecture –Cum –Discussion

Seminar presentations

Group discussions

Guided study

Assignments

Suggested Sessional Activities

- Conducting interview of 2-3 in-service teachers study the impact of PSTE
- Carrying out need assessment for CPD of Teachers
- Study of Norms and Regulations of NCTE and its critical review in terms of its implications for teacher education
- Review of researches in teacher education

- Case study of a Institution for understanding Best Practices

ESSENTIAL READINGS:

- Report of the Education Commission (1964- 66).
- Report of the National Commission on Teachers (1983- 85).
- National Curriculum Frameworks for Teacher Education (2009).
- Report of the Delors Commission, UNESCO, 1996.
- National Policy of Education 1986/1992.
- National Curriculum Framework on School Education, 2005.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.
- The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Report of the working group on Teacher Education for the 12th 5 year Plan, Deptt. of SE & Literacy, MHRD. GOI. Oct' 11, New Delhi.
- Justice Verma Commission Report on Teacher Education (2012), NCTE.

References:

- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist Approach*. State University of York.
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- Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
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- Irvine, J.J. (2003): *Educating Teachers for Diversity: Seeing with a Cultural Eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Models of Teaching* (7th edition) Boston: Allyn & Bacon.
- Lampart, M. (2001). *Teaching Problems and the Problems of Teaching*. New Haven: Yale University Press.
- Martine, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A Constructivist Approach to Introducing Education*. Wadsworth Publishing. USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Day, C. & Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead. Brinks Open University Press.
- Mohammad Miyan (2004). *Professionalisation of Teachers Education*. Mittal Publications New Delhi.
- Reimers, Eleonora Villegas (2003): *Teacher Professional Development: an international review of the literature*. UNESCO: IIEP, Paris.
- Siddiqui, M. A., (1993). *In-service Education of Teachers*. NCERT. New Delhi.

M.ED. (SEMESTER-III)

PAPER-XIV (A): UNDERSTANDING EDUCATIONAL ADMINISTRATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: Any policy directive to take shape needs to be backed by a robust implementation mechanism. This calls for a need to have personnel in the field of educational administration equipped with the sound understanding of administrative principles, theories and their applicability.

This course has been specially mandated for teacher educators to develop managerial and leadership skills for the effective implementation of educational plans and policies. The course will provide the learners the nuances of historical development of educational administration in India and will also enable the learners to conceptualize the role and responsibilities of the administrative machinery responsible for drafting policy guidelines. It gives emphasis on understanding the emerging issues and research trends related to educational administration in India by providing not only a theory based approach to teaching and learning but also an orientation to the practical aspect of administration by focused internship at related organizations / institutions.

OBJECTIVES: The objectives of the course are to:

1. Enable the learners to understand the meaning and concept of administration and management and the different functions of educational administration.
2. Enable the learners to understand the historical development of educational administration in India
3. Acquaint the learners to understand the different administrative principles, leadership theories and styles and their applicability.
4. Make the learners understand the potential of administration in managing different resources.

UNIT- I: UNDERSTANDING EDUCATIONAL ADMINISTRATION

- Meaning, concept and scope of administration
- Difference between administration and management
- Functions of educational administration (POSDCORB)

UNIT – II: LANDMARKS IN EDUCATIONAL ADMINISTRATION

Pre- Independence: -

- Charter Act 1813
- Wood’s Despatch 1854
- Educational Policy 1904

Post- Independence: -

- University Education Commission 1948
- Mudaliar Commission 1952
- Kothari Commission 1964
- National Policy of Education 1986

UNIT- III: PRINCIPLES OF EDUCATIONAL MANAGEMENT

- Principles of management
- Historical perspective: Classical , Neo-classical, scientific and Modern

UNIT– IV: UNDERSTANDING LEADERSHIP

- Meaning, concept and nature of leadership
- Theories and models of leadership- Fred Fiedler’s Theory, Yetton Vroom’s Theory, McGregor’s Theory X and Theory Y
- Types of Leadership – Transactional and Transformational
- Leadership Styles – Autocratic, democratic and laissez-faire

UNIT- V: RESOURCE MANAGEMENT

- Human Resource management
- Physical Resource management
- Financial Resource Management

Suggested Activities: (Any one)

- Field Trips (based on a site-visit)
- Report –writing (based on internship)

Mode of Transaction:

Class Lectures, Seminars, Discussions, Field work, Dissertation, Presentations etc.

Evaluation:

Class test (internal), External Examination, Presentation, Seminar etc.

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M.ED. (SEMESTER-III)

PAPER-XIV (B): EDUCATIONAL TECHNOLOGY

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE:

The course builds on belief that technology is a tool that enhances and expands the educational environment; and strives to promote the use of current and emergent technologies for teaching and learning in a dynamic global society. The motive is to prepare educational technologists who are leaders and innovators, serving in institutions of higher education, public or private school settings, state or local educational agencies, community organizations, and the private sector.

OBJECTIVES: To enable the learner to-

- become effective user of technology in Education
- describe the characteristics and purposes of communications in educational settings
- demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes
- design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice
- demonstrate knowledge of the basic concepts and components of technology and the use of technology as a tool of productivity for educators
- demonstrate knowledge of the appropriate use of multimedia technology in the classroom
- demonstrate knowledge of the use of interactive media as it is implemented in educational settings
- be acquainted with the challenges and opportunities emerging in integrating new technology in Educational process
- be familiar with new trends, techniques in education
- become good practitioner of Educational technology

UNIT-I: CONCEPT OF EDUCATIONAL TECHNOLOGY

- Meaning and nature,
- Conceptual Framework of Educational Technology
- Evolution and development
- Scope and significance
- Approaches : Software, Hardware and Systems
- Educational and Instructional Technology
- Application of Educational Technology in Indian Classrooms.

UNIT-II: COMMUNICATION PROCESS

- Concept, nature, process of communication
- Models of communication
- Unidirectional and interactive communication
- Barriers to communication
- Teaching-learning as a communication process
- Classroom communication
- Factors influencing classroom communication.

UNIT- III: TEACHING

- The Concept of Teaching - various modalities of teaching such as, Training, Instruction, Conditioning, Indoctrination, and Education
- Levels of teaching- memory, understanding and reflective
- stages of teaching-pre- active, interactive and post-active
- Models of teaching : meaning and functions
- Concept attainment model, inquiry training model.
- Modification of Teacher Behaviour: Microteaching, Flander's Interaction Analysis and Simulations.

UNIT- IV: TECHNOLOGY, MEDIA AND CURRICULUM INTEGRATION

- Concept, characteristics, uses and limitations of various media
- Visual Literacy- its implications for use in classrooms
- Mass Media, Radio, Television, and Films.
- Mass media –types and selection
- Social Media for Learning by Means of ICT
- Current status of Mass Media in Education
- Teacher's Role in Using Mass Media.
- Multimedia
- Planning and implementation of media mix
- TPACK, SAMR, UDL
- MOOCs: Evolution, usage and limitations; Planning and designing MOOCs

UNIT-V: TECHNOLOGICAL AIDS IN TEACHING-LEARNING

- Technological Aids - Teaching Machines, Computers and Audio-visual Appliances, Assistive Technology - their nature, characteristics, advantages and limitations.
- Emerging technologies in Education-mobile computing, augmented reality, artificial intelligence- their use in education.

Transaction Mode:

1. Observational studies - Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;

2. Seminar reading presentation by students on selected themes individually and collectively leading to discussion;
3. Library readings on selected theme followed by group discussion;
4. Study of documents and references, interaction with field staff and reflective interaction with the peer group.
5. Workshops, seminars, assignments and group discussion around issues and concepts studied in theory

Seasonal Work: The following are only exemplars:

Practicum:

- Observation of educational institutions to reflect on their integration of technology focusing on how instructional technology affects and advances learning.
- Observation of classrooms to identify unidirectional or interactive communication, barriers to communication, factors influencing communication.
- Prepare a report on use of media, mass media in education.
- Discussion of the effects of current and emerging media on the evaluation, creation of knowledge and creative inquiry.
- Identification/Systematic planning, development and evaluation of media-rich classroom instruction.
- Designing and developing instructionally effective visual materials and multimedia for incorporation into the classroom. Work presented must demonstrate the student's competence in using technology to support teaching and learning and for presenting work clearly and professionally.

Evaluation: Assignments, tests, research papers, individual and group presentations

Essential Readings:

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Suggested Readings:

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- Attenborough, D. (1998). The Life of Birds. England: BBC. Available at: https://en.wikipedia.org/wiki/The_Life_of_Birds
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Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

The Journals in the field of Educational Technology

- **British Journal of Educational Technology (BJET)**
<http://www.blackwellpublishers.co.uk/asp/comments.asp>
- **Canadian Journal of Learning and Technology**
<http://www.cjlt.ca/index.php/cjlt>
- **Contemporary Issues in Technology and Teacher Education (CITE)**
<http://www.citejournal.org/>
- **Educational Technology Research and Development (ETR&D) AECT Publication** <http://www.aect.org/Intranet/Publications/index.asp>
- **Indian Journal of Educational Technology (IJET)**
<https://ciet.nic.in/pages.php?id=journal&ln=en>
- **Indian Journal of Open Learning**
<http://www.ignou.ac.in/IJOL/Home.htm>
- **International Review of Research in Open and Distance Learning**
<http://www.irrodl.org/index.php/irrodl>
- **Journal for Research on Technology in Education (JRTE)**
<http://www.iste.org/jrte/>
- **The Turkish Online Journal of Educational Technology**
<http://www.tojet.net/>

M.ED. (SEMESTER-III)

Paper XIV C : EDUCATIONAL MEASUREMENT AND EVALUATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE

Evaluation has a vital role in Teaching-Learning process. A sound understanding of evaluation related concepts and various tools and techniques of evaluation empower a teacher and other functionaries of education to take right decision and set the tone for future appropriate action. The present course will enable the learner to understand such concepts and techniques and also to select develop and use various evaluation tools for assessment of learning and other abilities.

OBJECTIVES:

1. To enable students to understand and appreciate the nature and role of evaluation in teaching learning process.
2. To develop an understanding of nature and scope of measurement, assessment and enable them to differentiate these concepts with evaluation.
3. To enable students to understand the process of development of various types of tests and their standardization.
4. To enable the students to select and evaluate the appropriate test/scale for measuring attitude, intelligence and personality traits.

UNIT-I

Concept of Measurement and Evaluation in Education

- (a) Measurement: Physical Vs Psychological and Educational Measurement
- (b) Types of Evaluation: Placement, Formative, Summative, Diagnostic Marking Vs Grading System of Evaluation; Continuous and Comprehensive Evaluation

UNIT- II

Measurement of Learning Achievement

- (a) Criterion and Norm Referenced Tests
- (c) Construction of an Achievement Test: the Blueprint, the Pre-try-out, the try-out, Item analysis, final form of and Achievement Test
- (i) Standardization of an Achievement Test: Sampling; Standardization of procedures for test administration; Validity and Reliability and Setting up Norms.

UNIT-III

Psychological Tests

- (a) Measurement of Intelligence and Aptitude
- (b) The Structure of Intellect Model

UNIT-IV

Measurement of Attitude: Construction of an Attitude Scale; Thurston's and Likert's Scaling methods.

UNIT-V

The Measurement of Personality Traits:

- (a) Personality Tests and Inventories (b) Projective Techniques.

ACTIVITIES:

- (i) Observe the various types assessment techniques used by the teachers during teaching lessons in classroom.
- (ii) A pedagogical analysis of at least two lessons of a textbook and formulate the behavioral objectives of teaching these lessons.
- (iii) Development and administration of an achievement test/attitude scale .
- (iv) Select a personality inventory and its administration on a group of students.

ESSENTIAL READINGS:

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- Gronlund, N. E. (1990). *Measurement and Evaluation in Teaching*. New York: Macmillan Pub Co.
- Krathwohl, D. R., Bloom, B. S., & Bertran, M. B. (1964). *Taxonomy of Educational Objectives. Handbook II: Affective Domain*. London: Longman Group Ltd.
- Linn, R. L., & Gronlund, N. E. (2003). *Measurement and Assessment in Teaching*. Singapore: Pearson Education Inc. New Delhi Indian Branch.

Suggested Readings:

- Anastasi, A. (1987). *Psychological Testing*. New York: Macmillan Co.
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M.ED. (SEMESTER-III)

PAPER-XIV (D): INTRODUCTION TO GUIDANCE AND COUNSELING

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: The guidance and counseling of students is an integral component needed for the holistic development of the students. Guidance and counseling services and programs promote the socio-personal, educational, and career development of all students. Kothari Commission (1964-66), recommended that school teachers should perform the role of both an educator and a counselor.

Post, Right to Education Act (RTE), 2009 it is mandatory to have in every school a school counselor. In consultation with the School Management Committee (SMC's) as mandated to be set up in every schools, the school counselor should focus on planning, designing and implementation of the school guidance program.

Nowadays with inclusion gaining footholds in school settings (RTE, 2009), the diverse needs of the student community need to be addressed. In fact with the increased role and participation of the parent community in the school setting(SMC's),guidance workers/ school staff's responsibilities' define their scope of activities to bridge between and among school and the community.

This course will enable learners to understand the basic concepts in the field of guidance and counseling and also acquaint them with the historical beginnings of guidance vis-a-vis the present status of guidance and counseling in India.

The learners will undertake field visits and experiences in school settings and related organizations/ institutions as part of their practicum.

OBJECTIVES:

- To acquaint the students with the aims, principles and assumptions of guidance / counseling
- To acquaint with the historical development and the present status of guidance and counseling
- To highlight techniques and organizational framework for various services of the school guidance programme
- To emphasize the relation between education and guidance / counseling and its application
- To develop among students the basic understanding of the nature and principles of the guidance / counseling of special group of learners

UNIT-I: INTRODUCTION

- Meaning, Definition, Concept of guidance, Scope
- Need, principles of organizing guidance services at various stages of school
- Assumptions, issues and problems of guidance
- Relationship between education vis-à-vis guidance / counseling

UNIT-II: HISTORICAL DEVELOPMENT VIS-À-VIS EMERGING TRENDS

- Historical beginnings of guidance and counseling, theories
- recommendations of various commissions in post independent India
- status of guidance and counseling in India at the various levels of education
- emerging trends and current needs in India vis-à-vis globally etc.

UNIT-III: ESSENTIAL GUIDANCE SERVICES

- Guidance Programme
- Orientation service, Individual Inventory service, Occupational Information service etc.
- Personnel in the guidance programme
- Career guidance

UNIT-IV: GUIDANCE AND CURRICULUM

- Interrelationship between guidance and curriculum
- Guidance and Classroom Learning
- Group guidance
- Teacher as a guidance functionary

UNIT-V: PSYCHOLOGICAL WELL-BEING AND GUIDANCE OF SPECIAL GROUPS

- Identification of needs of Behavioural problems of students
- Gifted, underachievers, Children with special needs, SC, ST etc

Practicum:

The students will develop a comprehensive guidance and counseling program in consultation with an area specified school team.

- Students will identify needs, implement and monitor programs, modify/ adjust plans as per needs of students/ schools. Regular evaluation of the plan and its implementation will also be done to ensure the school and community is being served.

ESSENTIAL READINGS:

- Aggarwal, J. C. (2002). Educational Guidance and Counseling. Delhi: Doaba House Booksellers and Publishers
- Ohlsen, M. M. & Spalding, W. B. (1995): Guidance an Introduction. New York, Harcourt, Brace & Company

SUGGESTED READINGS:

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4. Daresh, J. C. (2003), Teachers mentoring Teachers. A practical approach to helping new and experienced staff. CA: Corwin press Inc.
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6. Kundu, C.L. & Tutoo, C, L. (1998). Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
7. Ohlsen, M. M. & Spalding, W. B. (1995): Guidance an Introduction. New York, Harcourt, Brace & Company
8. Rao, S. N. (2002). Counseling and Guidance. New Delhi: TataMcGraw – Hill Publishing Company Ltd.

Websites:

- www.ndt-ed.org/TeachingResources/ClassroomTips/Encouraging_Creativity.htm
- [www.guidance-research.org/EG/British Journal of Guidance and Counseling](http://www.guidance-research.org/EG/British_Journal_of_Guidance_and_Counseling)
- www.ops.org/district/schoolcounseling/bibliography
- www.jcu.edu.com

M.ED. (SEMESTER-III)

PAPER-XIV (F): CURRICULUM DEVELOPMENT

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: The word curriculum is perhaps as old as the word education itself but as a field of study it has comparatively recent origin. For a sound educational system the role and relevance of curriculum in evolving a fool proof educational system is pivotal. In fact curriculum is the most explicit path through which goals and ideals of education can be achieved. A sound understanding about various concepts related to curriculum, curriculum theories, models and approaches are specifically important for those interested in the process of curriculum development. Curriculum is also a forceful and a peaceful means of socialization in general and political socialization in particular and so an understanding between politics and curriculum is of prime importance for designing and implementation of a curriculum. The present course is designed to develop a conceptually sound and practically relevant understanding about the essential aspects of curriculum development and its evaluation.

OBJECTIVES:

1. To understand the meaning of curriculum and its related concepts.
2. To acquaint the students about nature and scope of curriculum development as a field of study.
3. To understand the role of philosophy, sociology and psychology as foundations of curriculum.
4. To acquaint students about nature of curriculum theories and curriculum models and approaches of curriculum development.
5. To develop a comparative understanding of various models for curriculum development and its evaluation.
6. To understand the nature and consequences of relationship education and politics.

UNIT-I: CURRICULUM: A FIELD OF STUDY AND ITS FOUNDATIONS

- (a) Difficulty in defining curriculum, operationalization of curriculum.
- (b) Related Concepts: (i) Teaching, Instruction and Assessment
(ii) Syllabus, Curriculum Guide, Curriculum framework
- (c) Historical Development of Curriculum as a field of study.
- (d) Domains of Curriculum: Objectives, Contents, Teaching- Learning Experiences and Evaluation
- (e) Philosophical, Psychological and Sociological foundation of Curriculum.

UNIT-II: CURRICULUM DESIGN

Approaches to Curriculum Planning: Environmental, Integrated and Disciplinary Sources of data for Curriculum Designing:

- (i) Learners
 - (ii) Society
 - (iii) Knowledge (Nature of Subject)
- Curricular Goals and objectives: Sources and Formulation
 Course Content and its selection and organization.
 Role of Textbook and its essential features,
 Learner Centered, Subject Centered and Problem Centered Curriculum
 Designs.

UNIT-III: CURRICULUM THEORY AND MODELS

Theory in Curriculum: Meaning, Function and Types.

Difficulties in Theorizing in Curriculum,

Models for Curriculum development as an alternative, Inductive, Deductive and Post

Positivist Models: Scope and limitations,

System Approach in Curriculum Planning.

UNIT-IV: CURRICULUM EVALUATION

Meaning Formative and Summative Evaluation Process and Product Evaluation, Models for Curriculum Evaluation: Scientific Positivist and Humanistic- Naturalistic.

UNIT-V: CURRICULUM IDEOLOGY AND POLITICS

Curriculum and Politics: Interface between Curriculum and Political Ideology, Curriculum and Democracy, Curriculum and Issue of Equity, Quality and Relevance, Curriculum and Multiculturalism, Core and Differentiated Curriculum.

Suggested Activities:

1. (a) Visit a locality and contact parents of those children who are studying in Secondary Classes/ Elementary Class. Ask their perceptions about purpose of Secondary/ Elementary education.
 Convert these responses in the form of curricular objectives.
 - (b) Analyse the National Curriculum Framework-2005 to trace the curricular objectives and amend the list, if necessary in this light.
 - (c) Visit a school, collect information about vision and mission of the school, observe the classroom and prepare the list of curricular objectives based on your observation. Also compare the list of objectives prepared earlier and after school visit. Try to categorize the objectives as objectives of explicit curriculum and objectives of Hidden curriculum.
- (2) Prepare a list of concepts in a particular subject after reviewing the textbooks of class VI to XII and then keeping the nature of the subject and the hierarchical position of these concepts as primary, secondary and tertiary or concept by name and concept by definition prepare a concept-tree. Keeping the hierarchical positions of the concepts in the concept-tree divide them grade wise. Compare your grade wise distribution of concepts with the prescribed syllabus and comment on the variation, if found.

ESSENTIAL READINGS:

- Kelly *The Curriculum Theory and Practice*.
- Ornstein, A. and Hunkuns, F.P. (1993), *Curriculum: Foundations, Principles and Issues*, Boston, Allyn and Bacon 2nd Edition.
- Saylor, J.G., Alexander, W.M. and Lewis, A.J (1981), *Curriculum Planning for Better Teaching and Learning*, New York, Holt, Rinehart and Winston 4th Edition.

SUGGESTED READINGS:

1. Apple, M. (1986), *Ideology and Curriculum*, Routledge and Paul.
2. Beyer, L., and Apple, M. (Eds.)(1998), *The Curriculum: Problems, Politics and Possibilities*. State University of New York Press.
3. Counts, G. (1978), *Dare the School build a New Social Order?* Southern Illinois University Press. (On Order)
4. Doll R.C. (1986), *Curriculum Improvement Decision Making Process*, London, Allyn and Bacon Inc.
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10. Henson, K. (2001), *Curriculum Planning, Integrating Multiculturalism, Constructivism and Education Reform*. New York: McGraw-Hill.
11. Kilebard (1986), *The Struggle for the American Curriculum (1953-1958)*, Routledge and Paul.
12. Mamidi, M.R. and Ravishankar, S. (1986), *Curriculum Development and Educational Technology*. Delhi: Sterling Private Ltd.
13. Masih, Aejaz (2004), *Secular Values and Curriculum*. New Delhi, Manak Pub.
14. McNeil, J. (1977), *Curriculum: Comprehensive Introduction*, Boston: Little Brown and Co.
15. NCERT (1984), *Curriculum and Evaluation*, NCERT, New Delhi.
16. Nelson, A. (1990), *Curriculum Design Techniques*, Dubuque: Wm. C. Brown Pub.
17. Oliver, A.I. (1965), *Curriculum Improvements*, Dodd: Mead and Company Inc.
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19. Pinar, W. (1988), *Contemporary Curriculum Discourse*, Gorsuch and Scaribrick.
20. Pinar, W. (1975), *Curriculum Theorizing: The Reconceptualists*, MacMillan.
21. Razik, T.A. (1972), *Systems Approach to Teacher Training and Curriculum Development*, Belgium: Maison D., Edition, Marcinell.

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24. Saylor, J.G., Alexander, W.M. and Lewis, A.J (1981), *Curriculum Planning for Better Teaching and Learning*, New York, Holt, Rinchard and Wilston 4th Edition.
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26. Smith, B.O. et al. (1950), *Fundamentals of Curriculum Development*, New York: World Book Company.
27. Taba, Hilda (1962), *Curriculum Development, Theory and Practice*, Harcourt Brace and World, Inc.
28. Tanner, D. and Tanner, L. (1980), *Curriculum Development Theory into Practice*. MacMillan.
29. Whecker, D.K. (1967), *Curriculum Process*, University of London Press.
30. Zais, R. (1976), *Curriculum: Principles and Foundation*, Crowell.

M.ED. (SEMESTER-III)

PAPER-XIV (G): GENDER AND EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: The course will help students develop an understanding of the historical dimensions of gender and introduce them to key concepts in feminist theory and gender. The relationship between gender and education will be dealt with in some detail with a focus on curriculum, policies and everyday school practice with special reference to the Indian context. Issues of caste, class, religion, community and other identities as overlapping with gender will be considered.

OBJECTIVES:

At the end of the semester, student should be able to:-

1. develop theoretical framework (may take up Western, South Asian or Indian context)
2. Understand the policy perspective on Gender: constitutional as well as educational.
3. Study the policies critically with reference to the thrust areas, paradoxes and relevance of policy.
4. Develop a view about status of women, work and their life.
5. Role of research and other interventions done by national and international researchers or organization.

UNIT-I: An overview of basic concepts in gender studies: feminism, sociology, development; a brief introduction to feminist theories; social construction of gender & identity.

UNIT-II: Gender and Education; feminism and knowledge; gender and school curriculum; women and different subjects. Position paper of NCF 2005 on gender.

UNIT-III: Gender and access to schooling. gendered aspects of schools and schooling; privatization and marginalization. Gender inequality and schooling in India: unequal access; initiatives – DPEP; SSA; Mahila samakhyas, KGBV.

UNIT-IV: Women and education in India. Pioneering efforts; Efforts, Commissions and committees to uplift the women in India; major policy initiatives. Policies on Education and Policies on Women development. Women and Laws to protect women.

UNIT-V: Relevance and need of Researching gender in educational settings; programmes and policy interventions for gender sensitization by various agencies, critical examination of the programs; Role of NGOs and international agencies.

Internal Assessment & Practicum:

Visit to the gender studies department, NGO like Nirantar specifically working on the issue or workshop on a relevant theme. The students are supposed to choose a topic and know the views on that topic of the students or different members of the society. The members can be from different social settings like schools, neighborhood, market, family etc. the students should be able to review the views and present a paper on the same. The student shall submit the report. The guidelines for which would be provided.

The student can also choose to work with an expert regarding the topic or choose to write a theoretical paper on the selected topic with the mentor; both on line or in person consultation is considered with approval of the course teacher.

ESSENTIAL READINGS:

- Bhasin, Kamla. 2000. *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, Kamla. 2004. *Exploring Masculinity*. New Delhi: Women Unlimited.
- Geetha, V. 2006. *Theorizing Feminism: Gender*. Calcutta: Stree.

REFERENCES:

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Batliwala, Srilatha. 1993. *Empowerment of Women in South Asia: Concepts and Practices*. Colombo: Asian-South Pacific Bureau of Adult Education.

Bhasin, Kamla. 2000. *Understanding Gender*. New Delhi: Kali for Women.

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Ramachandran, V. 2004. *Gender and Social Equity in Primary Education: Hierarchies of Access*. New Delhi: Sage.

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Acker, Sandra (1987). Feminist Theory and the Study of Gender and Education, International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education, Vol. 33, No. 4, Women and Education, pp. 419-435.

Bhattacharjee, N. 1999. *Through the looking-glass: Gender socialisation in a primary school* in T S Saraswathi (ed.). Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: Sage.

Bhattacharya, S., Bara, J., Yagati, C. R. and Sankhdher, B.M. (eds.). 2001. *Development of Women's Education in India, 1850 - 1920: A Collection of Documents, 1850-1920*. Daryaganj, New Delhi: Kanishka Publishers.

Chanana K.1988. *Social Change or Social Reform: The Education of Women in Pre-Independence India*. in K.Chanana (Ed.). Socialization, Education and Women; Explorations in Gender Identity. New Delhi: Orient Longman Limited. pp. 96-128.

Jeffery, P. and Jeffery R. 1994. *Killing My Hearts' Desire: Education and Female Autonomy in Rural India*. in N. Kumar (ed.). Women as Subjects: South Asian Histories. New Delhi: Stree in association with the Book Review Literacy Trust. pp.125-171.

Karlekar, M. 1989. *The Slow Transition from Womanhood to Personhood: Can Education Help?* New Delhi: Centre for Women's Development Studies. Occasional Paper no. 16.

Liddle, J. and Joshi, R. (eds.). 1986. *Daughters of Independence; gender, caste and class in India*. New Delhi, London: Kali for women and Zed Books Ltd.

Manjrekar, N. (2003). Contemporary Challenges to Women's Education: Towards an Elusive Goal?. *Economic and Political Weekly*, Vol. 38, No. 43, Oct. 25-3, pp. 4577-4582.

Radhakrishnan, P. (1990). Indigenous Education in British India: A Profile, *Contributions to Indian Sociology*, Vol 24, January, PP 1-27.

Government Documents:

Government of India. 1959. Report of the Secondary Education Commission (1952-53).

Government of India. 1964. Report of the Committee for Differentiation of Curricula for Boys and Girls (1961).

Government of India. 1974. Towards Equality: Report of the Committee for the Status of Women in India. New Delhi: Ministry of Women and Child Development.

Government of India. 1986. National Policy on Education. New Delhi: Ministry of Human Resource Development.

Government of India. 1998. National Sample Survey Organisation, Attending an Educational Institution in India: Its Level, Nature and Cost 1995-96. NSS 52nd Round (1996-97), Report No 439. New Delhi: Department of Statistics.

Government of India. 2002. National Human Development Report 2001. New Delhi:
Planning Commission.

Review Committee of the NPE (1986). 1990. (Acharya Ramamurthi Report). Towards an
Enlightened and Humane Society. New Delhi.

Journals:

Gender and Education

Indian Journal of Gender Studies

URLs

Gender and Education Association : <http://www2.warwick.ac.uk/fac/soc/sociology/gea/>

UNESCO: www.uis.unesco.org

UNDP: www.undp.org.in

Planning Commission: www.planningcommission.nic.in

Census of India: www.censusindia.net

NGO Concerns/Programmes: www.indiatogether.org

M.ED. (SEMESTER-III)

PAPER-XV (A): HISTORY STATUS POLICIES AND ISSUES IN ELEMENTARY EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: Elementary Education has been a serious issue for state and society in order to develop the individual and society. There is a need to study and evaluate these perspectives. The perspectives are from the view of other issues like development, human rights and critical understanding of these. The students at post graduate level should be able to form a multi-dimensional view of Elementary education, structural, rationalizations, policy perspectives and research.

OBJECTIVES:

- an overview of Elementary education in India and other continents with selected countries.
- Develop the inter-disciplinary nature of education and a student draws understanding of education from theories, views and researches from different disciplines
- to develop a comprehensive view of Elementary Education.
- Course also identifies certain themes that have come up in Education like childhood, law, learning, politics, development, culture, different policies and implication of policies to make it more focused.

UNIT-I: Changing perspectives of education and elementary education: thinkers and policies. Informal, community (home) based to organized. Human Rights perspective. Education and development.

UNIT-II: Elementary Education: structural and concepts from various countries (two countries each from Asia, Africa, Europe & US).

UNIT-III: Development of critical perspective about various attempts to Universalize education in India (various commissions, reports, policies, schemes to Article 21st. Challenges and Future of Elementary Education).

UNIT-IV: Issues of quality and assessing the quality. Teachers, students' and community's narratives versus ASER, EFA, PISA reports. Issues in curriculum at Elementary level: developmental norms, levels of learning, child's perspective on learning, aspects of relevant curriculum.

UNIT-V: Essentiality of schooling. Child's rights; labour; work and schooling. ECCE. Alternative perspectives in Elementary Education: work of NGOs and state run schools.

Internal Assessment & Practicum: as part of their fieldwork the students are supposed to go to nearby elementary schools, study the structure in various schools, and identify one area of study (chosen out of these units). The students should develop a perspective by knowing the opinion of various participants in the school. Rubric for information needs to be developed in the class. The standard rubrics can also be used and modified.

Additional Material: Students would be provided with a six (written) lectures that gives them overview of the course and each unit. This would act as common thread between the different units and facilitate the formation of a logical perspective.

ESSENTIAL READINGS:

- Kumar, Krishna (2005) *Political Agenda of education A Study of Colonial and Nationalist Idea*. Sage, New Delhi.
- Apple, Michael (2006) *Educating the Right Way- Markets, Standards, God & Inequality*. Routledge.
- Dearden, R.F. (1968) *Philosophy of Primary Education*. London, Routledge.

SUGGESTED READINGS:

- Abusaleh Shariff and P. K. Ghosh *Indian Education Scene and the Public Gap*
Author(s): Source: Economic and Political Weekly, Vol. 35, No. 16 (Apr. 15-21, 2000), pp. 1396-1406
Published by: Economic and Political Weekly.
- Apple, Michael (2006) *Educating the Right Way- Markets, Standards, God & Inequality*. Routledge.
- Bajpai, Asha (2008) *Child Rights in India: Law, Policy and Practise*. New Delhi, OUP.
- Basanta K. Pradhan Shalabh Kumar Singh. *Policy Reforms and Financing of Elementary Education in India: A Study of the Quality of Service and Outcome*. MIMAP-India Project, funded by IDRC, Ottawa.
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- Cullingword, C.(ed) (1989) *The Primary Teacher the role of educator and the purpose of Primary education*. UK, Casell
- Dasgupta Ajit K. And Jandhyala B. G. Tilak *Distribution of Education among Income Groups: An Empirical Analysis* Economic and Political Weekly, Vol. 18, No. 33 (Aug. 13, 1983), pp. 1442- 1447
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Published by: Economic and Political Weekly.
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- Jandhyala B. G. Tilak *Free and Compulsory Education: Legislative Intervention*
Source: Economic and Political Weekly, Vol. 39, No. 7 (Feb. 14-20, 2004), pp. 618-620
- Joshi Roopa *DPEP and Primary Education* Economic and Political Weekly, Vol. 36, No. 12 (Mar. 24-30, 2001), pp. 1051-1052
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- *The Right of Children to free and compulsory education Act*. Ministry of Law and Justice (Legislative Department, India) August 2009 in the Gazette of India. GOI
- MHRD *Indian Education Commission 1964-66* New Delhi :GOI.
- MHRD *National Policy on education, 1986 and Revised Policy Formulations*. New Delhi : GOI.
- MHRD *Programme for Action- 1986 & 1992*. New Delhi: GOI.
- MHRD 1993 *Learning without Burden*. New Delhi. GOI.
- NCERT 2005 *National Curriculum Framework*. New Delhi.
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- Sanjay Kumar, B. J. Kopper, S. Balasubramanian *Primary Education in Rural Areas: An Alternative Model* Economic and Political Weekly, Vol. 38, No. 34 (Aug. 23-29, 2003), pp. 3533-3536
- Sarangapani, Padma *Constructing School Knowledge An ethnography of learning in an Indian Village* Sage, New Delhi
- Sharma Rashmi *Universal Elementary Education: The Question of 'How'* Source: Economic and Political Weekly, Vol. 33, No. 26 (Jun. 27 – Jul. 3, 1998), pp. 1640-1647
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- Sridhar Kamal K. *Language in Education: Minorities and Multilingualism in India*
Source: International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education, Vol. 42, No. 4, The Education of Minorities (1996), pp. 327-347
Published by: Springer

- The Probe Team (1999) *Public Report on Basic Education in India*. New Delhi, OUP.
- Viruru, Radhika (2001) *Early Childhood Education Postcolonial Perspectives from India*. New Delhi, Sage Publications.
- Waghmare, Y.S. & Babu, A.S. (eds) *Collected Articals of Padmabhushan J.P.Naik Vol III Education for the weaker section*.

Web Sources:

- <http://www.eledu.net/?q=en/node/1553>
- http://www.unicef.org/india/child_protection_274.htm
- <http://www.barefootcollege.org/>
- <http://www.oecd.org/pisa/home/>

Journals: Selected articles from Ed dialogue, Harvard Education Review, EPW, Journals of NCERT

M.ED. (SEMESTER-III)

PAPER-XV (B): HISTORY STATUS POLICIES AND ISSUES IN SECONDARY EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

OBJECTIVES:

Students will be able to:

- Know the concept, need, aims and objectives of Secondary and Senior Secondary
- Get apprised of the historical context and development of secondary education
- Get familiar with recommendations of different educational commission and committees
- Understand administration and management of secondary educational institutions
- Acquaint themselves with the pedagogical aspects and recent research trends in secondary education

UNIT I: HISTORICAL CONTEXT AND DEVELOPMENT OF SECONDARY EDUCATION

- Concept, need, aims and objectives of secondary and senior secondary education
- Growth and development of secondary education in India and abroad
- Universalisation of secondary education, norms for secondary and senior secondary schools
- Constitutional provisions relevant to secondary education with reference to gender, socio-economic concerns, socio cultural status, minorities and children with special needs.
- RTE Act 2009, centrally sponsored schemes for Secondary education; Rashtriya Madhyamik Shiksha Abhiyan(RMSA) Samagra Shiksha Abhiyan(SSA)

UNIT II: COMMISSIONS AND COMMITTEES

- Recommendations of commission and committees
- Secondary and higher secondary education during the British period
- Commissions and policies on secondary and higher secondary education; secondary education commission (1952-53) Kothari commission (1964-66), NPE-1986,POA-1992,NCF-2005

UNIT III: ADMINISTRATION AND MANAGEMENT OF SECONDARY EDUCATION

- Different types of secondary schools, their administration and bodies governing them
- Community support in secondary education

- Concept of quality in secondary education, Indicators in quality education, role of teachers in enhancing quality education
- Setting bench marks in quality, strategies for quality enhancement, quality assessment and monitoring (tools and techniques)
- Institutions supporting quality enhancement in education NCERT, NEUPA, NCTE, SCERT, DIET, IASE, CTE
- Innovations in secondary education (integrating technology in Education)

UNIT IV: UNDERSTANDING PEDAGOGY AND CURRICULUM AT SECONDARY LEVEL

- International perspectives on Secondary Education (Behaviourism, constructivism, critical pedagogy)
- Classroom practices, assessment practices internship
- Assessment and evaluation at secondary level
- Evaluation of field experiences (Internship)

UNIT V: RESEARCHES IN SECONDARY EDUCATION

- Contemporary issues, research trends and gaps in research at secondary education
- Innovations in secondary education
- Classroom practices, assessment practices internship
- Curricular practices at secondary level in various developed countries viz Korea, Finland

SUGGESTED ACTIVITIES

- Visit to any secondary education institutions known for promoting innovations in the field
- Developing a profile of any secondary education institutions
- Preparing community profile to understand the problems faced by students and parents at the secondary level
- Document analysis of any Government scheme pertaining to secondary education

ESSENTIAL READINGS:

- Chaube, S. P. & Chaube, Akhilesh: Education in Ancient and Medieval India, New De hi : Vikash Publising House Pvt. Ltd.
- Chaube, S. P. & Chaube, Akhilesh: Landmarks in Modern Indi an Education, New Del hi: Vikash Publising House Pvt. Ltd.
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Mukhopadhyay, M. and Narula, M. (eds), Secondary Education: The Challenge Ahead, 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),
NIEPA: New Delhi.

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- Kumar, Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman.
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- UNESCO (1990). *Source Book on environmental education for secondary teachers*. Bangkok: UNESCO Principal Regional Office for Asia Pacific
- UNESCO (1994). *Source Book on environmental education for elementary teacher educators*.
- UNESCO (1997). *Trends in environmental education*. Paris : UNESCO
- UNESCO (1998). *Educating for a sustainable future : A trans disciplinary vision for concerted action*. Paris: UNESCO
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- WHO (1991) *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
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M.ED. (SEMESTER-IV)

PAPER-XVI (A): ADMINISTRATION OF EDUCATION IN INDIA

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: Any policy directive to take shape needs to be backed by a robust implementation mechanism. This calls for a need to have personnel in the field of educational administration equipped with the sound understanding of administrative principles, theories and their applicability.

This course has been specially mandated for teacher educators to develop managerial and leadership skills for the effective implementation of educational plans and policies. The course will provide the learners the nuances of historical development of educational administration in India and will also enable the learners to conceptualize the role and responsibilities of the administrative machinery responsible for drafting policy guidelines. It gives emphasis on understanding the emerging issues and research trends related to educational administration in India by providing not only a theory based approach to teaching and learning but also an orientation to the practical aspect of administration by focused internship at related organizations / institutions.

OBJECTIVES: The objectives of the course will enable the students to:

1. Conceptualize the role and functions of organizations working at centre and state levels.
2. Understand the emerging issues and research trends related to educational administration in India.
3. Generate awareness of the importance of using different approaches to planning.
4. Have an exposure to different issues of educational administration.

UNIT-I: CENTRE AND STATE LEVEL ADMINISTRATIVE MACHINERY IN INDIA

- Administrative structure at centre and state level
 - Role and functions – MHRD, UGC, NCERT, NCTE
 - Role and functions- SCERT, DIETs, CRCs, BRCs and SMCs

UNIT – II: ISSUES OF EDUCATIONAL ADMINISTRATION IN INDIA

- Centralisation vs. Decentralisation
- Decision Making- concept and its process
- Delegation of Authority- concept and need

UNIT – III: MODERN TECHNIQUES IN EDUCATIONAL MANAGEMENT AND THEIR APPLICATIONS IN EDUCATIONAL ORGANIZATION

- Programme Evaluation and Review Technique (PERT)
- Planning Programming Budgeting System (PPBS)
- Management by Objectives (MBO)

- Total Quality Management (TQM)

UNIT – IV: EDUCATIONAL PLANNING

- Nature and need for planning
- Approaches to educational planning – Social Demand Approach. Manpower Planning Approach, Rate of Return Approach
- Institutional Planning- Concept and Importance

UNIT – V: RECENT TRENDS IN RESEARCHES IN EDUCATIONAL ADMINISTRATION IN INDIA

- E-governance – concept, need, functions etc.
- Ethical obligations
- Technology in educational administration
- Professional development in educational administration and management

Suggested Activities: (Any one)

- Field Trips (based on a site-visit)
- Report –writing (based on internship)

Mode of transaction:

- Class Tutorials, Seminars, Discussions, Field work, Dissertation, Presentations etc.

Evaluation

Class test (internal), External Examination, Presentation, Seminar etc.

ESSENTIAL READINGS:

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19. Thomas, J. Sergiovann et. al. Educational Governance and Administration, New Delhi.
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M.ED. (SEMESTER-IV)

PAPER-XVI (B): TECHNOLOGY INNOVATION AND EDUCATION

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE:

The course aims to prepare students to deal with both present and future implications of new media and to play a constructive role in shaping the educational response to innovations in information and communication technologies, including mobile devices and augmented reality and cloud computing.

OBJECTIVES: To enable the learner to:

- develop an understanding of what it means to be a teacher who integrates technology into the curriculum in order to provide a rich learning experience for students
- become effective user of technology in and technology of Education
- develop critical perspective on the role of education and the challenges faced by educational systems in a modern developing society in a global context
- develop skills in the design and delivery of educational programs, including skills in instructional design, assessment and student support, curriculum development, and instructional materials development using a range of educational technologies
- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
- apply current research on teaching and learning with technology when planning learning environments and experiences
- identify and locate technology resources and evaluate them for accuracy and suitability
- plan for the management of technology resources within the context of learning activities
- plan strategies to manage student learning in a technology-enhanced environment
- play a constructive role in shaping the educational response to innovations in information and communication technologies

UNIT-I: DESIGNING INSTRUCTIONAL STRATEGIES AND SYSTEMS

- Systems Approach in teaching and learning: Framing Instructional Objectives in Behavioural Terms; Profiles of target groups
- Theories and Conditions of Learning: Skinner, Gagne, Ausubel, Bruner, Merrill
- Educational Technology and Evaluation, its Modes and Strategies

UNIT-II: ALTERNATIVE STRATEGIES IN EDUCATION

- Educational technology in formal, non-formal and Informal Education
- Distance and Open Learning Systems as models

- Role of CIET, UGC, IGNOU, NIOS, State ET Cells, AVRCs, and EMRCs in providing quality education
- Tele-conferencing and Video-conferencing and related problems
- Using Satellites, DTH, and other emerging technologies

UNIT-III: COMPUTERS IN EDUCATION

- Programmed Learning Material, Self Learning Material, Computer Assisted Instruction: Meaning, Nature, Advantages, Limitations & Implication for Education
- Programmed instruction (linear/branching model)-Origin and types – linear and branching.
- Importance & Scope of ICT in Education
- Educational simulations
- MOOCs - SWAYAM

UNIT-IV: SUCCESS STORIES IN ET AT NATIONAL AND INTERNATIONAL LEVELS INCLUDING EXPERIMENTS IN ET

- Bhandup Municipal School Project, Mumbai
- Gram Mangal Project, Maharashtra
- In-service Teachers' Training through the Multi-media Approach (SITE)
- USING Radio in an Interactive Mode
- Internet Connectivity for Indian Villages
- The Hole in the Wall: Demystifying Computers

UNIT-V: RESEARCH & ISSUES INVOLVED IN EDUCATIONAL TECHNOLOGY

- Researches in Educational Technology & ICT
- Future priorities in Educational Technology
- Utilization, effectiveness and impact of Research in ET
- Information Technology in Education

Transaction Mode:

1. Observational studies - Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
2. Seminar reading presentation by students on selected themes individually and collectively leading to discussion;
3. Library readings on selected theme followed by group discussion;
4. Study of documents and references, interaction with field staff and reflective interaction with the peer group.
5. Workshops, seminars, assignments and group discussion around issues and concepts studied in theory

Sessional Work: The following are only exemplars:

The Practicum provides an opportunity to reflect on classroom experiences, to design technology-integrated projects, and to match the unique skills of each candidate with the unique demands of each placement. The practicum hours may include working in:

- Schools, universities promoting technology enabled/enhanced teaching-learning
- Development centers for producing instructional media like NCERT, publishing houses etc.
- Educational TV studios (EMPC, IGNOU)
- UGC, NIOS, CIET, Institutions for Distance and Open Learning

Suggested activities:

- On site observation to identify practices in technology integration and implementation, coordination and leadership in technology-related reform efforts, support to teachers for curricular and instructional uses of media and technology to improve learning, support to teachers and students in media design and production as well as in media education and literacy.
- Evaluation of best practices in the India and other nations and on analyzing the role of policy in shaping the way resources are deployed to advance effective technology integration.
- develop and deliver professional development courses in the areas of Educational technology addressing diversity, technology integration, and professional development.
- development of multimedia instructional materials with individual faculty and development of computer-based training, research, and assessment programs in education and industry.
- Students will identify a performance problem or respond to a proposed need in a real-world context and devise a solution. The output for this project is an instructional design plan and an instructional solution. The design document will describe the entire instructional or training development process in accordance with an adopted ISD model. The instructional solution can be presented in the form of an online, face-to-face, or hybrid course with multiple modules.
- The students will prepare e- portfolios. The e-Portfolio reflects progress and growth over time and includes 5-6 student-selected artifacts that reflect achievement of curriculum objectives and demonstrate continued improvement of professional practice through critical inquiry, professional development, and reflective practice.
- Designing innovations in the use of new media for educational purposes
- Explore the effects of media, including games, mobile platforms etc. on social relations, and develop strategies for using information and communications technologies to improve conditions of education and life.

- developing software and multimedia applications for education, training, and gaming environments

Evaluation: Assignments, tests, research papers, individual and group presentations

Essential Readings:

Dick, W., & Carey, L. (1996). "The systematic design of instruction (4th ed.)." Harper Collins College. Glenview, IL: Scott, Foresman and Co.

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The Journals in the field of Educational Technology

- **British Journal of Educational Technology (BJET)**
<http://www.blackwellpublishers.co.uk/asp/comments.asp>
- **Canadian Journal of Learning and Technology**
<http://www.cjlt.ca/index.php/cjlt>
- **Contemporary Issues in Technology and Teacher Education (CITE)**
<http://www.citejournal.org/>
- **Educational Technology Research and Development (ETR&D) AECT Publication** <http://www.aect.org/Intranet/Publications/index.asp>
- **Indian Journal of Educational Technology (IJET)**
<https://ciet.nic.in/pages.php?id=journal&ln=en>
- **Indian Journal of Open Learning**
<http://www.ignou.ac.in/IJOL/Home.htm>
- **International Review of Research in Open and Distance Learning**
<http://www.irrodl.org/index.php/irrodl>
- **Journal for Research on Technology in Education (JRTE)**
<http://www.iste.org/jrte/>
- **The Turkish Online Journal of Educational Technology**
<http://www.tojet.net/>

M.ED. (SEMESTER-IV)

PAPER-XVI (C): STATISTICAL TREATMENT OF MEASUREMENT DATA

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: Objective and unbiased interpretation of evaluation data is most crucial in evaluation process. Statistics is of great help in this endeavor. It not only helps in interpreting test results but also in developing reliable and valid tools for assessment and evaluation. The present course is designed to familiarize the learners with such statistical techniques.

OBJECTIVES:

1. To realize the role of statistics in analyzing and interpreting test score.
2. To develop an understanding of various statistical measures in analyzing and interpreting test results.
3. To enable students to select and use different statistical techniques during test development and interpreting test results.

UNIT-I:

Norms, Standard Scores, T- scores, Stanines

UNIT-II:

Correlation Methods: Biserial, Point Biserial, Tetrachoric and Phi Coefficient

UNIT-III:

Chi square and its uses, Coefficient of Contingency, Median Test, Sign Test

UNIT-IV:

Simple Regression Equation and Multiple Prediction

UNIT-V:

Partial and Multiple Correlation; Principles of Factor Analysis (Illustrated by simple examples)

ACTIVITIES:

- (i) Administered the following tools on a group of students:
 - (a) An achievement test
 - (b) An attitude scale
- (ii) Calculate reliability coefficient by using appropriate correlation techniques
- (iii) Calculation of norms and interpretation of data.

ESSENTIAL READINGS:

- Ferguson, G. A., & Yashio, T. (1989). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill Book Co.
- Garret, H. E. (2008). *Statistics in Psychology and Education*. Bombay Vakils: Feffer & Simons Pvt Ltd.
- Guilford, J. P. (1987). *Psychometric Methods*. New York: McGraw Hill.

SUGGESTED READINGS:

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- Garret, H. E. (2008). *Statistics in Psychology and Education*. Bombay Vakils: Feffer & Simons Pvt Ltd.
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M.ED. (SEMESTER-IV)

PAPER-XVI (D): PRACTICING GUIDANCE AND COUNSELING

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: The guidance and counseling of students is an integral component needed for the holistic development of the students. Guidance and counseling services and programs promote the socio-personal, educational, and career development of all students.

Kothari Commission (1964-66), recommended that school teachers should perform the role of both an educator and a counselor.

Post, Right to Education Act (RTE), 2009 it is mandatory to have in every school a school counselor. In consultation with the School Management Committee (SMC's) as mandated to be set up in every schools, the school counselor should focus on planning, designing and implementation of the school guidance program.

Nowadays with inclusion gaining footholds in school settings (RTE, 2009), the diverse needs of the student community need to be addressed. In fact with the increased role and participation of the parent community in the school setting(SMC's),guidance workers/ school staff's responsibilities' define their scope of activities to bridge between and among school and the community.

This course will enable learners to understand the basic concepts in the field of guidance and counseling and also acquaint them with the historical beginnings of guidance vis-a-vis the present status of guidance and counseling in India.

The learners will undertake field visits and experiences in school settings and related organizations/ institutions as part of their practicum.

OBJECTIVES:

- To highlight the principles, assumptions and the relation between education and counseling
- To acquaint the students with the concept of counseling for adjustment and testing in guidance
- To help students understand different types and approaches to counseling
- To enable the students develop an understanding of the basic skills in the counseling process
- To enable the students to develop an insight about tests in guidance and counseling

UNIT-I: INTRODUCTION TO COUNSELING

- Origin of counseling
- Need for counseling
- Meaning and goals of counseling

- Principles and assumptions of counseling

UNIT-II: BASIC SKILLS IN THE COUNSELING PROCESS

- Establishing the relationship
- Basic communication skills
- Empathy and genuineness

UNIT-III: APPROACHES AND TYPES OF COUNSELING

- Directive, Non- directive and Eclectic approach to counseling
- Group and individual counselling

UNIT-IV: PEER COUNSELING

- Need for peer facilitators
- Emergence of the concept of Peer Facilitators
- Setting up a Peer Counseling Programme
- Evaluating the Peer Facilitator Programme

UNIT-V: TESTING IN GUIDANCE AND COUNSELLING

- Use of Tests in guidance and counseling – Intelligence Test, Creativity test, Achievement test, Aptitude test, Interest inventories, personality Measures
- Administering, Scoring, Interpretation and Analysis of Test Scores and Communication of test results as relevant in the context of Guidance Programme

Transaction of the content:

- ❖ Classroom lectures by faculty member
- ❖ Classroom presentation of Student-led project work divided in groups, of pre-assigned topics
- ❖ Field visits for practical demonstration of student guidance services available at school level and reporting of the same through seminars to promote organizational and leadership qualities among students
- ❖ Journaling of certain topics in guidance and counseling (from syllabus , site visits etc.) and sharing the same with classmates to link theory to real life experience and generate discussion and dialogue etc.
- ❖ Organizing sensitization workshops, seminars at schools according at various levels in school etc.
- ❖ Extension lectures by resource persons

Suggested Practicum / Assignments: (depending on the marks assigned)

- Students could be asked to do project work on occupation profile on emerging career options in India

- Students could be asked to visit career fairs etc, to enlist the kind of baseline data on the profile of students visiting such fairs / also to document the eligibility about such career options
- Students may be encouraged to study the financial implications of various existing and conventional / new and emerging career options in the field of guidance and counseling etc.
- Students could be encouraged to find out the various universities, educational institutions wherein programs / courses on guidance and counseling are provided / run etc.

Evaluation:

Term –end examinations and internal assessments will assess the performance of students. Internal assessments will comprise class tests, presentations, seminars etc.

ESSENTIAL READINGS:

- Anastasi, A. & Urbina, S. (2012). Psychological Testing. (7th Edition). New York: Prentice Hall
- Miller, A. (2004). A Handbook of Mentoring Students and Young people- Effective Practice. New Delhi: Crest Publishing House
- Thompson, R. A. (2002). School Counseling- Best Practices for working in the schools. New York & London: Brunner- Routledge

SUGGESTED READINGS:

1. Anastasi, A. & Urbina, S. (2012). Psychological Testing. (7th Edition). New York: Prentice Hall
2. Anastasi, A. (1992). What Counsellors should know About the Use and Interpretation of Psychological Testing. *Journal of Counselling and Development, Vol 70, 611- 615*
3. Carkhuff, R. R. (1996): Helping and human Relations, New York, Holt, Reinhart & Winston
4. Chavez-Eakle, R. A. (2010). The Relevance of Creativity in Education, spring 2010. Retrieved from <http://education.jhu.edu/PD/newhorizons/Journals/spring2012/therelevanceofcreativityineducation/index.html> on 24th march 2013
5. Crockenberg, S. B. (1972). Creativity Tests: A Boon or Boondoggle for Education? Review of Educational Research, volume 42, 1. Retrieved from <http://www.jstor.org/discover/10.2307/1170155?uid=3738256&uid=3738256&uid=2&uid=4&sid=21102051323327> on 24th march 2013
6. Culley, S. (1991). Integrative counseling skills in action. New Delhi: Sage Publications
7. Falchikov, N. (2001). Learning Together- Peer Tutoring in Higher Education, NY: Routledge, Falmer

8. Geldard, K . and Geldard, D. (2003). Counseling Children – A Practical Introduction. New Delhi: Sage Publications
 9. Miller, A. (2004). A Handbook of Mentoring Students and Young people- Effective Practice. New Delhi: Crest Publishing House
 10. Nelson- Jones, R. (2003). Basic Counseling Skills- A Helper’s Manual. New Delhi: Sage Publications
 11. Raina, M. K. & Gulati, S. (1988). Identifying and Development of Talent, New Delhi: NCERT
 12. RUST Statement Revised (AACD/AMECD Policy Statement) Responsibilities of Users of Standardised Tests. American Counselling Association.
 13. Stanovich, K.E. (2010). What intelligence Tests Miss: The Psychology of Rational Thought. Yale University Press.
 14. Sternberg, R. J. & Williams, W. M. (1996). How to develop student creativity, Association For Supervision and Curriculum Development. Retrived from <http://ozpk.tripod.com/000000> created on 25th march 2013
 15. Sternberg, R. J. (1994). Thinking and Problem solving. USA: Academic Press
 16. Thompson, R. A. (2002). School Counseling- Best Practices for working in the schools. New York & London: Brunner- Routledge
 17. Woolfe, R. , Dryden, W. & Strawbridge, S. (2003). Handbook of Counseling psychology, New Delhi: Sage Publications
- Websites:

M.ED. (SEMESTER-IV)

PAPER-XVI (F): CURRICULUM AND ITS IMPLEMENTATION IN INDIA

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

RATIONALE: With regard to curriculum the three considerations are very important. These are: (i). Curriculum development is not a onetime affair. It requires periodical revision, innovations and change (ii). Curriculum requires a social space for its implementation, and (iii). No curriculum no matter how good or bad it is can be teacher proof. The context is therefore has an important consideration for both development and transaction of a curriculum. The present course is designed to develop an understanding about the process of development of curriculum in Indian context and the roles played by different agencies in this process. The course also provides an insight about the future challenges to the curriculum and to portrait its future looks. The course also tried to develop an ability among learners to locate the position and role of teacher in the context of curriculum development, its transaction and finally its evaluation.

OBJECTIVES:

1. To realize the crucial role of teacher in the process of curriculum development, its transaction and evaluation.
2. To understand the history of curriculum development in India.
3. To understand the significance of national vision of curriculum ideologies and its implementation.
4. To understand the roles of different agencies at national level in development of school curriculum, curriculum for higher education and teacher education to develop ability to critically analyse any one innovative curriculum.
5. To acquaint the learner about the future challenges and its impact on curriculum.

UNIT-I: CURRICULUM AND TEACHER

Teacher as curriculum Planner, Developer and Transactor, Centralized Vs Decentralized Curriculum, Teacher and Prescribed, Perceived, Delivered and Received Curriculum, Teacher and Explicit and Hidden Curriculum

UNIT-II: CURRICULUM DEVELOPMENT IN INDIA

Curriculum and Policy Directives: NPE 1986, Recommendations of University Commission, Secondary Education Commission, Education Commission and Acharya Rammurti Committee Curriculum and National Vision: ESSD, Core Values in Curriculum

UNIT-III: CURRICULUM AND NATIONAL AGENCIES

Role of NCERT and SCERTs: National Curriculum Frameworks for Schools- 1988, 2000, 2005

Role of UGC and Model Curriculum for Higher Education

NCTE and Teacher Education Curriculum: Curriculum frameworks for Teacher Education

UNIT-IV: CURRICULUM AND ITS TRANSACTION

Requirement: Duration, Intake, Eligibility of students, Qualification of Teachers, Classroom Ecology (Infrastructure facilities, Institutional climate. Instructional material (TLM)

Approaches/Strategies; System approach, Cooperative/ Collaborative, Team Teaching

Integrating ICT in Curriculum Transaction

UNIT-V: CURRICULUM CHANGE AND FUTURE PERSPECTIVES

Curriculum Renewal, Curriculum Change and Curriculum Renovation: concepts and need.

Critical analysis of any one Innovative Curriculum of Science/ Social Science/ Language

Challenges of Twenty First Century and Curriculum Designing, Changing role of Teacher as

Curriculum Developer and Curriculum Transactor, Quality Indicators in Curriculum: Impact of Globalization and Post Modernism

Suggested Activities:

- (1) Interview at least 5 teachers of a subject and ask them about their role in school as curriculum developer, curriculum implementer and evaluator. Compare these roles with such roles prescribed in literature.
- (2) Compare the features of NCF-2005 and 2000, identify distinctive features of each. Observe classroom teaching and assess the status of implementation of these frameworks.
- (3) Visit any teacher education institution and try to understand the process of development of 2 years B.Ed curriculum by interviewing some teacher educators who were involved in curriculum development process.
- (4) Collect the newly developed B.Ed curriculum of some Universities and compare them in terms of objectives, content coverage and organization weightage, instructional hours and instructional and evaluation strategies.
- (5) Observe at least five classes to study the instructional design, TLM, new technology used in the classroom.

ESSENTIAL READINGS:

- Doll R.C. (1986), Curriculum Improvement Decision Making Process, London, Allyn and Bacon Inc.
- Ornstein, A., Pajak, E. and Ornstein, S. (2007), Contemporary Issues in Curriculum. Boston: Pearson.
- Marsh, C. and Willis, G. (2007), Curriculum: Alternative Approaches, ongoing Issues (4th Edition), Upper Saddle River, NJ: Merrill/ Prentice Hall.

SUGGESTED READINGS:

1. Agnihotri, R.K. et.al (1998), Prashuka Delhi, Ratna Sagar.
2. Beyer, L., and Apple, M. (Eds.). (1998), The Curriculum: Problems, Politics and Possibilities. State University of New York Press.
3. Binde, Jerom (Ed), Keys to the 21st Century Paris. UNESCO Publishing.
4. Doll R.C. (1986), Curriculum Improvement Decision Making Process, London, Allyon and Bacon Inc.
5. Eisner, E. (1985), The Educational Imagination. MacMillan.
6. Eisner, E. and Vallance, E. (1974), Conflicting Conceptions of Curriculum, MacMillan.
7. Erickson, H.L. (2002), Concept Based Curriculum and Instruction: Teaching Beyond the Facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
8. Govt. of India (1950), The Report of The University Education Commission (December 1948 – August 1949), New Delhi, Ministry of Education Govt. of India.
9. Govt. of India (1953), Report of the Secondary Education Commission, New Delhi, Ministry of Education Govt. of India.
10. Govt. of India (1986, 1990), National Policy on Education, New Delhi, MHRD.
11. Govt. of India (1987), Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
12. Henson, K. (2001), Curriculum Planning, Integrating Multiculturalism, Constructivism and Education Reform. New York: McGraw-Hill.
13. Holt, L.C. and Kysilka, M. (2006), Instructional Patterns Strategies for Maximizing Student Learning. Thousand Oaks, Sage Publication.
14. Mamidi, M.R. and Ravishankar, S. (1986), Curriculum Development and Educational Technology. Delhi: Sterling Private Ltd.
15. Marsh, C. and Willis, G. (2007), Curriculum: Alternative Approaches, ongoing Issues (4th Edition), Upper Saddle River, NJ: Merrill/ Prentice Hall.
16. Marshall, J.D., Sears, J., Schubert, W. (2000), Turning Points in Curriculum: A Contemporary American Memoir. New Jersey: Prentice-Hall.
17. Marshall, J.D., Sears, J., Schubert, W. (2000), Turning Points in Curriculum: A Contemporary American Memoir. New Jersey: Prentice-Hall.
18. Masih, Aejaz (1998) New Trends in Science Curriculum New Delhi, Manak Pub.
19. Masih, Aejaz (2004), Secular Values and Curriculum. New Delhi, Manak Pub.
20. McNeil, J. (1977), Curriculum: Comprehensive Introduction, Boston: Little Brown and Co.
21. MHRD (1992), Programme of Action 1992. New Delhi: MHRD, Govt. of India.
22. Moon, B. and Murphy, P. (1999), Curriculum in Context. London: The Open University.
23. Moore, K.D. (2005), Effective Instructional Strategies from Theory to Practice. Thousand Oaks, Sage Publication.
24. NCERT (1978), Teacher Education Curriculum-A Framework, New Delhi: NCERT.
25. NCERT (1984), Curriculum and Evaluation, NCERT, New Delhi.

26. NCERT (1998), National Curriculum Framework-1998, New Delhi.
27. NCERT (2000), National Curriculum Framework-2000, New Delhi.
28. NCERT (2005), National Curriculum Framework-2005, New Delhi.
29. NCERT (2005), Position Paper of the Group on Curriculum and Textbooks-2005, New Delhi.
30. NCERT (2006), Systematic Reform for Curriculum Change, New Delhi.
31. NCTE (2009), National Curriculum Framework FOR Teacher Education: Towards Preparing Professional and Human Teach.
32. Ornstein, A., Pajak, E. and Ornstein, S. (2007), Contemporary Issues in Curriculum. Boston: Pearson.
33. Pathak, Avijit (2002), Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Delhi, Rainbow Pub.
34. Report of the Education Commission (1966), 1964-66, Education and National Development, New Delhi: Ministry of Education, Govt. of India.
35. Taylor, Philip H. and Walter, J. (Eds), (1978), Curriculum Research Innovations and Change. World Lock Ed.

M.ED. (SEMESTER-IV)

PAPER-XVI (G): GENDER IN EDUCATION- PSYCHO SOCIAL PERSPECTIVE

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

OBJECTIVES: The paper would-

1. Enable the students to make a comparative understanding of Gender in psychology and in sociology. Gender studies have been approached by both the disciplines.
2. Expose the students to conceptualization of Gender in both the disciplines and researches on Gender as an interdisciplinary area as well.
3. Facilitate the students to conceptualize gender both associated with certain inborn traits and the social implications drawn by various cultures (focus: India) of the same.
4. Help the student understand the development of gender related issues as individual over the life course in a social context. The method of this course would be self-reflective, reading and discussion based.
5. Encourage the student to develop their personal ideas in relation to the Gender as an area of study.

UNIT-I: Gender in Indian cultural context in contemporary times: the change in issues, discourse of gender with reference to education, working mothers and family issues, marriage and divorce.

UNIT-II: Gender and various age groups: young girls, teenage girls, and young women (working women and in higher education). Various programs made by government for health and education related issues of girls and women. Policies for Female feticide, dowry, scholarships for girl child or whichever are recent.

UNIT-III: Issues of caste, class and gender in India: Historical and contemporary perspective

UNIT-IV: Research in Gender in Education: conceptual inquiry, methods, theories.
Researching gender: as variable or as a phenomenon in context

UNIT-V: Understanding gender issues in life: growing up male, female and male-female relation and transgender in cultural context. (This unit involves reading literary works or analysis of these works from the perspective of gender)

Internal Assessment & Practicum

Internal Assessment is to be divided in two parts:

- Each Student is supposed to undergo a test which could be take home, take questions home and write on the spot or open book as decided or discussed with the group about the modalities. Students should respect the modalities worked out as a group.
- Each Student is supposed to write an assignment (the guidelines for which are provided by the teacher). Students are supposed to discuss the assignment with the teacher before writing the final draft. The students can share the assignment or make presentation as the group decides. The topic of the assignment can be from the syllabus or pertaining to any current debate on gender in education. A small field study would be expected to strengthen the assignment, which need be discussed with the teacher and peer.
- Apart from these two assignments the students would engage in group discussions, express their individual or collective views orally or in written form as and when decided in the class. This may form part of their assessment as well.
- As Part of Practicum the student can choose to watch a movie based on gender issues or issues of masculinity and feminine identity in a cultural context.

Internal Assessment: the student is supposed to conduct a study with the children on topic selected. The study can involve a survey, group activity, draw tell etc; basically form the developmental perspective in order to study the choices made by the children. The student than shall present the same with rest of the class and submit a small written report of the study.

- Or The student interested in social survey may take up a demographic study of the exiting percentage of girls and boys in any course or an institution and make profile of learner with respect to gender.
- The research can be part of practicum where the students visit or independently taken up by the students individually.
- Any other with consultation with the teacher.

ESSENTIAL READINGS:

- Cole and Cole: Developmental psychology in cultural perspective.
- Grant Linda Goetz Preissle Judith: *Conceptual Approaches to Studying Gender in Education*
- Maccoby Eleanor *Gender and Relationship A Developmental Account.*

SUGGESTED READINGS: (along with the one in the last semester)

Blaise Mindy Charting new territories: re-assembling childhood sexuality in the early years classroom

Carolyn Zerben and Sinacore Ada *Feminist Theorie*.

Chakravarti, Uma (2003) *Gendering Caste: Through a Feminist Lens*. Calcutta, Stree Publications.

Cole and Cole: Developmental psychology in cultural perspective.

Delamont Sara book review of *Girl trouble: panic and progress in the history of young women*, by Carol Dyhouse, London,

Dodd Anne Wascot Syllabus: Gender issues in Education. *Women Studies Quarterly* 28; 3/4.

Dunn, D. (1993) Gender Inequality in Education and Employment of Scheduled Caste and Tribes of India. *Population Research and Policy Review*. 12; 1

Keener Emily , Mehta Clare & Strough JoNell Should educators and parents encourage other-gender interactions? Gender segregation and sexism.

Grant Linda Goetz Preissle Judith: *Conceptual Approaches to Studying Gender in Education*

Maccoby Eleanor *Gender and Relationship A Developmental Account*

Mead Margaret *Growing Up in New Guinea: A Comparative Study of Primitive Education* (Perennial Classics)

Moller, Stephanie, Stearns, Elizabeth, Southworth, Stephanie & Potochnick, Stephanie Changing course: the gender gap in college selectivity and opportunities to learn in the high school curriculum

Saraswathi, T.S (eds), *Culture Socialization and Human Development*

Dissertations M.Ed and M.phil on women and higher education in India, south Asia or other developing nations.

Journal and URLs are same as in the last semester.

Department of Educational Studies

Faculty of Education, JMI

Proposed Course Structure for M.Phil. (Education)

M.Phil. (Education) Course Structure

Course work: (Paper 1-4)

1. Research Methods in Education	100	4 credits
2. Educational Studies	100	4 credits
3. Elective (any one)	100	4 credits

- A. Aspects of Language Education
- B. Curriculum and Evaluation Studies
- C. Educational Policy, Planning and Administration
- D. Educational Technology
- E. Teacher Education

Any other depending upon specialisation available in the Department

4. Learned Paper	100	4 credits
5. Dissertation	200	8 credits
6. Viva-voce	100	4 credits

Ph.D.: Course work would be same as M.Phil and if the marks are more than 70% in the course work then the candidate may be allowed to directly proceed for registration in Ph.D. programme.

M.Phil /Ph.D. (Education)

Course I: Research Methods in Education

4 credits 100 marks (75+25)

Course objectives

This course is designed to enable students to

- develop a sound research vision by studying different research paradigm and research perspectives
- broaden their understanding about different methods of research
- have wide exposure to various research tools and techniques
- get acquainted with the research design and statistical techniques essentially needed for a research scholar

Unit 1. Research Paradigm:

A. Positivism and Post positivism,: Philosophical Assumptions, Scientific Method in Social Science Research-scope and limitations

B. Phenomenology and Interpretive Paradigm: Philosophical Assumptions Distinctive features , scope and Limitations, Exploratory, Descriptive and Explanatory Qualitative research

Unit 2. Research Methods:

A. Quantitative Methods : (i) Experimental and Quasi Experimental

(ii) Ex-Post Facto

(iii) Survey: Descriptive, Evaluative, Comparative and Co- relational

B. Qualitative Methods: (i) Ethnographic

(ii) Grounded Theory

(iii) Case Study

Unit 3. Mixed Method: Qualitative and Quantitative Approaches-A Continuum

Need, Scope and limitations, Mixed Methods in Educational Research

Mixed Method Design: Convergent Triangulation, Sequential, Embedded and Transformative

Unit 4. Tools and Techniques:

Interview, Schedule and Questionnaire

Observation and Observation Schedule

Focus Group Discussion/Interview

Opinionnaire and Attitude Scale

Psychological Tests and Inventories

Unit 5. A. Experimental Design and Statistical Analysis;

(i) Simple Randomized

(ii) Treatment X Level

(iii) Factorial t-test, ANOVA), ANCOVA, Multiple Correlation and Regression , Chi-square and Mann Whitney Test

B .Analysis and Interpretation of Qualitative Data:

Nature of Qualitative Data

Data Preparation: Transcription

Data Exploration and Data Reduction: Writing Field Notes, Memos, Coding and Categorization, Analysis of Narratives

Data Interpretation: Issues of Reflexivity, Validity, Reliability and Generalizability

Triangulation in Analysis

C. Ethics in Research: Need, Guidelines in Social Science Reserch, Planning Ethically Responsible Research

D. Use of Software for Data Analysis (To be delivered and Assessed through Workshop Mode)

Suggested Readings:

- Anastasi, A. (1987). *Psychological Testing*. New York: Macmillan Co.
- Bloom, B. S. (1979). *Taxonomy of Educational Objectives. Handbook I: Cognitive Domain*. London: Longman Group Ltd.
- Bogdan, R. C., & Biklen, S. K. (1987). *Qualitative Research for Education (An Introduction to Theory and Methods)*. Boston: Allyn and Bacon Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). New York: Routledge.
- Creswell, J. W. (2011). *Educational Research*. New Delhi: PHI Learning Pvt Ltd.
- Creswell, J. W. (2013) *Qualitative Inquiry and Research Design : Choosing Among Five Approaches*. Los Angeles:Sage
- Creswell, J.W. & Plno Clark, V.L.(2011) *Designing and Conducting Mixed Methods Research*. Thousand Oaks,CA: Sage
- Dahlberg, Lena and McCaig(Eds. 2010) *Practical Research and Evaluation*. Los Angeles: Sage
- David, N., & Nachmias, C. (1981). *Research Methods in the Social Sciences*. New York: St. MartinsPress.
- Denzin, N. K., & Lincolan, Y. (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Pub Inc.

- Engel, Rafael J. & Schutt, Russell K. (Third Edition) *The Practice of Research in Social Work*. Los Angeles :Sage
- Edmonds, Alex W. & Kennedy, Tom D. (2013) *An Applied Reference Guide to Research Designs: Quantitative, Quantitative and Mixed Methods*. Los Angeles:Sage
- Ferguson, G. A., & Yashio, T. (1989). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill Book Co.
- Festinger, L., & Katz, D. (1965). *Research Methods in the Behavioural Sciences*. New York & New Delhi: Amerind Pub Co. Pvt Ltd & Holt, Rinehart & Winston New York, Indian Print.
- Filstead, W. J. (1970). *Qualitative Methodology: First Hand Involvement with Social World*. Chicago: Markham Pub Co.
- Flick, U. (2007). *Designing Qualitative Research*. London: Sage Pub.
- Fox, D. J. (1969). *The Research Process in Education*. New York: Holt, Rinehart and Winston Inc.
- Franklin, M.I. (2012) *Understanding Research: Coping with Quantitative-Qualitative Divide*. London Routledge
- Garret, H. E. (2008). *Statistics in Psychology and Education*. Bombay Vakils: Feffer & Simons Pvt Ltd.
- Gibbs, G. R. (2007). *Analyzing Qualitative Data*. London: Sage Pub.
- Guilford, J. P., & Fruchter, B. (1988). *Fundamental Statistics in Psychology and Education*. Singapore: McGraw Hill Book Co.
- Hays, Danica G. & Singh, Anneliese A. *Qualitative Inquiry in Clinical and Educational Settings*. New York: The Guilford Press
- Keevas, J. P. (1988). *Educational Research, Methodology and Measurement- An Instructional Handbook*. Oxford: Pergamon Press.
- Kerlinger, F. N. (1983). *Foundations of Behavioural Research* (2nd ed.). Delhi: Surjeet Pub. Molt, Rinchart & Winston, Inc.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: The University Chicago Press.

- Kvale, S. (1996). *Interview: An Introduction to Qualitative Research Interviewing*. Thousand Oaks: Sage Pub Inc.
- Lindquist, E. F. (1953). *Design and Analysis of Experiments in Psychology and Education*. New York: Houghton Mifflin Company.
- McBurney, D. H., Therasa, W., & White, L. (2007). *Research Methods*. New Delhi: Thomson Wadsworth New Delhi Indian Print.
- McMillan, J. N. (2000). *Educational Research. Fundamentals for the Consumer* (3rd ed.). New York: Longman Group Ltd.
- NCERT. (2008). *Position Paper. National Focus Group on Examination Reforms*. NCERT.
- Patton, M. Q. (1988). *Qualitative Evaluation Methods*. Beverly Hills California: Sage pub.
- Rapley, T. (2007). *Doing Conversation and Document Analysis*. London: Sage Pub.
- Rajput, S. (2003). *Continuous & Comprehensive Evaluation: Teachers Handbook for Primary Stage*. New Delhi: NECRT.
- Siegel, S., & Castellan, J. J. (1988). *Non Parametric Statistics for the Behavioural Sciences*. New York: McGraw Hill Book Co.
- Snedecor, G. W., & Cochran, W. G. (1989). *Statistical Methods*. New Delhi, Oxford: IBH Pub Co. Pvt Ltd.
- Tashakkori, Abbas & Teddlie, Charles (1998) *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Thousand Oaks: Sage
- Thondike, R. M., & Tracy, C. T. (2011). *Measurement and Evaluation in Psychology*. New Delhi: PHI Learning Pvt Ltd.
- Tripathi, S. N. (1999). *A Handbook on Educational Research*. New Delhi: NCTE.
- Turner, T. S. (1978). *The Structure of Sociological Theory*. Homewood: The Dorsey Press.
- Winer, B. J. (1971). *Statistical Principles in Experimental Design* (2nd ed.). Singapore: McGRAW Hill Book Co.

M.Phil /Ph.D. (Education)

Course II: Educational Studies

4 credits 100 marks (75+25)

Objectives

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

- understand the nature of education as an area of study with interdisciplinary knowledge base;
- understand the emerging nature of educational theories by making linkages between the theoretical understanding and practices and/or field experiences;
- reflect on the basic parameters of school education (i.e., the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and interconnections between these parameters);
- understand the scope of other branches of psychology in education
- study scope of psychology of education in India
- understand the Indian Psychology, its method and scope for education
- identify the concepts that addresses the ‘changes’ in society due to different reasons and its relation to education.
- understand the concept of justice, equality or other relevant issues and the scope of research in education.
- acquaint the learners about the historical development, current trends of education in India
- enable the learners to reflect upon the critical issues confronting Indian education
- address the interdisciplinary and disciplinary status of education and possibility of theorizing education.

UNIT I: PHILOSOPHY AND EDUCATION

- Philosophic Inquiry and the Search for Meaning, Philosophy as a Field of Study , Educational Philosophy and Educational Practice, The Purposes of Education.
- Analytic Philosophy & logical positivism
- Social Philosophy: Liberalism And Democracy, Nature of Moral Philosophy, Elements of Moral Philosophy, Connections among Morality, Rationality, and Religion

UNIT 2: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Understanding Education in a Sociological Perspective in the Light of the Writings of:

- Emile Durkheim
- Peirre Bourdieu

- Paulo Freire
- Michael Apple

UNIT 3: PSYCHOLOGY AND EDUCATION:

- Developmental Psychology and Education; Neuroscience and Education; Cognition and Education; Integral Psychology and Education (both from Indian and Western perspective).
- Psychology for India (works of eminent psychologists in Indian circumstances)
- Indian Psychology: the idea of Yoga philosophy and other schools of Indian Philosophy on Psychology of Education.

UNIT4: HISTORY OF EDUCATION IN INDIA

Historical background of education over the ages (ancient, medieval, modern), education in post-independence period, major policies and programmes at different levels, education commissions and recommendations, key trends, issues and challenges of education, inclusive education, ICT, advances in education.

UNIT 5 : EDUCATION AND CHANGE

Education as a disciplinary area; Learning for change: global learning program, citizenship education, education and sustainable development goals, The idea of justice, equality or other relevant issues in education. equality in education; contribution of Phule and Ambedkar for the education of untouchables in India

Suggested Readings:

- Apple, M. W. (2013). "Can education change society? Du Bois, Woodson and the politics of social transformation" in Review of Education. Vol. 1, No. 1, February 2013, pp. 32–56.
- Arneson, Richard, "Equality of Opportunity", The Stanford Encyclopedia of Philosophy (Summer 2015 Edition), Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/sum2015/entries/equal-opportunity>
- Barrow, R. (1975). Moral Philosophy for Education. London: Allen & Unwin. pp. 7.
- Classics of Analytic Philosophy, Ed. R. R. Ammerman, Tata McGraw-Hill Publishing Co. Ltd., 1965.
- De Burgh, W. G. (1931). Right and Good: Conclusion—the Limits of Ethics. Philosophy 6 (22):201
- Dewey, J. (1966). Democracy and Education and Introduction into Philosophy of Education, New York: The Free Press.

- Dewey, J. (Copyright © 2015) "Democracy and Education" Chapters 1, 2, 3, 7. Available at <https://books.google.co.in/books?id=VVECgAAQBAJ&printsec=frontcover&dq=Dewey,+John.+Democracy+and+Education&hl=en&sa=X&ved=0CBwQ6AEwAGoVChMIurj2hovGxwIVTLQUCh0afwni#v=onepage&q=Dewey%20John.%20Democracy%20and%20Education&f=false>
- Eds. Sidney Hook, Paul Kurtz, and Miro Todorovich,, (1974) "Democracy and Higher Education" New York: Basic Books
- Kneller, G. F. (1971) Introduction to Philosophy of Education, New York: John Witty & Sons.
- Krischenbaum, H. (1992). A Comprehensive Model for Values Education and Moral Education. The Phi Delta Kappan, Vol. 73, No. 10, pp. 771-776. URL: <http://www.jstor.org/stable/20404767>
- Kumar, K. (1999). "Democracy without Democrats". Seminar Magazine URL: <http://www.india-seminar.com/1999/481%20Kumar.htm>.
- Locke, J. (1690) "Some Thoughts Concerning Education," Chap. 5 Available at https://books.google.co.in/books?id=BT81AAAIAAJ&pg=PR1&dq=John+Locke,+%22Some+Thoughts+Concerning+Education,%22&hl=en&sa=X&ved=0CC0Q6AEwA2oVChMIg8Hrq4jGxwIVjsCOCh3Pegj_#v=onepage&q=John%20Locke%20%20%22Some%20Thoughts%20Concerning%20Education%20%22&f=false
- Moore, G. E. (1922). "The Nature of Moral Philosophy" in Philosophical Studies. Available at <http://www.ditext.com/moore/nmp.html>.
- Ozmon, H. and Craver, S. (2003). Philosophical Foundations of Education (Seventh Edition). Upper Saddle River, NJ: Merrill Prentice Hall. ISBN: 0-13-042399-8.
- Paddy Walsh (1993), "Education and Meaning: Philosophy in Practice", "Is Education Possible?"
- Agarwal, P. (2012). Indian Higher education.: Delhi
- Mukhopadhyay, M. (2006). Globalization and Challenges for Education. Shipra Publishers: Delhi
- Pathak, R.P. (2007). History, Development and Contemporary problems in Indian Education. Kanishka Publishers: Delhi
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Journals

- Trends in Neuroscience and Education Elsevier
- Contemporary Educational Psychology Elsevier

Websites

- Institute of Indian Psychology
- http://www.ucdoer.ie/index.php/Education_Theory {**what educational theory is NOT**}

M. Phil./Ph.D Education
Aspects of Language Education
4 credits 100 marks

Course III A

Objectives: The course has following objectives:

1. To help the students to look at Language with the major ways that emerged in 20th century, i.e. the Structuralist---Behaviorist and the Generative-Mentalist
2. To familiarize them with Nature of Language and relationship of Language with Thoughts
3. To acquaint them with Syntactical , Semantic and phonetic aspects of Language
4. To develop an insight into socio-linguistic and psycholinguistic approaches to Language learning
5. To make them aware of the theories and recent trends of researches in Language

Unit 1 Aspects of Language

- a) Nature of Language and its relationship with thoughts
- b) The Characteristics of Human Language, Language Theories
- c) Structural –functional Linguistics-The Saussurean Principle, Difference between American and European Structuralism, Transformational Generative Grammar
- d) Components of language: sounds, Vocabulary and structure and language Skills

Unit 2 Phonetics, Phonology and Morphology

- a) Speech mechanism, Description and classification of Consonants and Vowel Sounds
- b) Word Accent, Stress and Rhythm in Connected Speech
- c) Word formation in Language

Unit 3 Approaches to Language Teaching and Learning

- a) Psycholinguist and sociolinguist; Piaget, Bruner Vygotsky, Bernstein and Labov
- b) Grammar-translation and Direct Methods ,Structural and Communicative approaches to Language Teaching
- c) Bilingual and Interactive approaches to Language Teaching

Unit 4 Issues related to Language Teaching and Learning

- a) Language acquisition vs. Language learning, Learner Factors in Language Acquisition

- b) Place of Mother-tongue/Home Language/Other Tongue and Grammar, Speech Community and Multilingualism
- c) Curriculum; different types of Language syllabi and Language Standardization

Unit 5 Researches, Innovations and Evaluation in Language

- a) Action research in language, Recent research trends in L1 and L2
- b) Innovative Practices in Language with special reference to Teaching Heterogeneous classes
- c) Evaluation, feedback and Assessment of learners' Performance

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M.Phil/Ph.D. Programme
Course III B: Curriculum and Evaluation Studies
4-credits 100 marks(75+25)

Unit-1.

- (a) Curriculum studies: An area of study and a domain of practice, Approaches to curriculum Studies, Domain of curriculum studies: Curriculum development, curriculum design curriculum transaction and curriculum evaluation
- (b) Unpacking the concepts of curriculum, explicit curriculum, hidden curriculum, core curriculum, differentiated curriculum and null curriculum
- (c) Theorizing and Models of curriculum: Prescriptive, Descriptive and Critical-Exploratory

Unit-2. Curriculum, Knowledge, Ideology and Politics

- (a) Curricular ideologies: Religious orthodoxy, Rational Humanism, Progressivism, critical theory, Reconceptualism and cognitive Pluralism
- (b) Meaning and nature of Knowledge, Forms of knowledge, Curricular ideologies and curricular knowledge, selection and organisation of curricular contents
- (c) Direct and indirect Influence of Politics on curriculum: curriculum as cultural practice Cultural politics of education and curriculum: Ideas of Apple, Bourdieu and Giroux

Unit-3. Curriculum for 21 st Century: A shift from Instructional Paradigm to learning Paradigm

- (a) Curriculum for Thinking and Metacognition
- (b) Curriculum for Peace and Sustainable Development
- (c) Curriculum for democracy and inclusion
- (d) Evolving Eclectic and Balanced Curriculum to face future challenges

Unit-4. Evaluation and Related Concepts:

Assessment, Evaluation, Testing and Examination

Types of Evaluation: Formative, Summative, Diagnostic, Prognostic and Ipsative

Assessment and Students Learning: Assessment 'for' 'as' and 'of' Learning

Educational objectives: Bloom's Revised Taxonomy and SOLO Taxonomy

Assessment of Learning Process and Learning Outcomes

Unit-5. (A) Programme and Curriculum Evaluation: Need and Purpose

Approaches to Programme Evaluation: Performance- objective congruence, Decision-Management, Judgement Oriented, Adversarial and Pluralist-Intuitionist Approaches

Evaluation Models: Kirkpatrick's Model, Phillips' Evaluation Model, CIPP Model and Patton's Utilization Focused Model

(B) Reforms in Educational Evaluation: Choice based Credit System, Grading system, CCE

M.Phil/Ph.D. Programme
Course III C: EDUCATIONAL ADMINISTRATION
4-credits 100 marks
Maximum Marks: 100 (Internal: 25 + External: 75)

OBJECTIVES:

- To articulate the students about administrative structure of education
- To enable the students to learn about educational provisions in education.
- To enable the students to understand about financial problems and key issues involved in educational administration.
- To enable the students to acquaint about the role of administrative and regulating bodies.

UNIT-I: Constitutional Provision – State list, Union list and Concurrent list. Structure of Educational Administration at Centre and State. Centre – State relationship. 86 th Amendment

– RTE Act – 2009 – Issues and Implications.

UNIT-II: Management: Elementary Education – Issues. Role of Centre, State and Local bodies, SCERT, Secondary Education Issues, Structure of Secondary Education. Directorate of Education, NCERT, Management of Higher Education – Central, State and Deemed Universities – Status, Structure and Decision making. Directorate of Higher Education – Composition and roles, UGC, NCTE.

UNIT-III: Financial Administration: Financing of Education – Elementary Education, Secondary Education, Financing of Universities – Roles of States, UGC, and Planning Commission.

UNIT-IV: Key issues in Educational Administration: Delegation of Authority, Total Quality Management – Autonomy and Accountability with special reference to universities and Colleges.

UNIT-V: Education in India, USA and UK.

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M.Phil. / Ph.D. (Education)

Course III D: Educational Technology

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

OBJECTIVES: Students will be able to:

- become effective user of technology in Education
- explore and use educational technology as the media for the avenue in teaching-learning process
- plan the selection, development, organization, and effective use of instructional materials
- demonstrate skills in planning, designing, using, and evaluating the technology-enriched teaching and learning process
- demonstrate a sound understanding of the nature, application and production of the various types of educational technologies
- use both traditional and innovative technologies to facilitate and foster meaningful and effective learning
- apply research-based techniques of effective instruction
- become conversant with all aspects of instructional design
- demonstrate increased knowledge in integrating a variety of instructing media
- learn steps in the design of interactive media
- develop and use instructional materials
- analyse an organization's instructional and educational needs and prepare consulting advice to that organization at a professional level
- develop an evaluation plan for the instructional requirement

UNIT 1: MODELS IN EDUCATION AT VARIOUS LEVELS

- Role, experience and applications of Educational Technology in school education and higher education
- The formal system , Learner centered education
- Distance and open learning
- Existing models or strategies and media utilization there in as well as possibilities at present and in future.

UNIT 2: INTRODUCTION TO INSTRUCTIONAL DESIGN

- Background of Instructional Design
- Foundations of Instructional Design
- Meaning and need of Instructional Design
- Limitations/Critiques of ID
- Introduction to the Instructional Design Process

The unit necessitates practical exercises as well as the analysis and design of a system for a pre-defined target group.

UNIT 3: TECHNOLOGY IN SUPPORT OF STUDENT-CENTERED LEARNING

- Emerging technologies and their use in education
- E learning, blended learning and virtual learning
- Social Networking
- Cooperative and Collaborative Learning

UNIT 4: RESEARCH IN EDUCATIONAL TECHNOLOGY

- Trends: Aspects and types
- Needed Research
- Problem involved in undertaking research
- Dissemination of findings

UNIT 5: TRENDS AND ISSUES FOR LARGE SCALE ADOPTION OF TECHNOLOGY

- Ethical
- Coverage (Quantum)
- Infrastructural
- Manpower requirement
- Finances
- Management/Monitoring

Transaction Mode:

1. Observational studies - Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
2. Seminar reading presentation by students on selected themes individually and collectively leading to discussion;
3. Library readings on selected theme followed by group discussion;
4. Study of documents and references, interaction with field staff and reflective interaction with the peer group.
5. Workshops, seminars, assignments and group discussion around issues and concepts studied in theory

Evaluation: Assignments, tests, research papers, individual and group presentations

Essential Readings:

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The Journals in the field of Educational Technology

- **British Journal of Educational Technology (BJET)**
<http://www.blackwellpublishers.co.uk/asp/comments.asp>
- **Canadian Journal of Learning and Technology**
<http://www.cjlt.ca/index.php/cjlt>
- **Contemporary Issues in Technology and Teacher Education (CITE)**
<http://www.citejournal.org/>
- **Educational Technology Research and Development (ETR&D) AECT Publication** <http://www.aect.org/Intranet/Publications/index.asp>
- **Indian Journal of Educational Technology (IJET)**
<https://ciet.nic.in/pages.php?id=journal&ln=en>
- **Indian Journal of Open Learning**
<http://www.ignou.ac.in/IJOL/Home.htm>
- **International Review of Research in Open and Distance Learning**
<http://www.irrodl.org/index.php/irrodl>
- **Journal for Research on Technology in Education (JRTE)**
<http://www.iste.org/jrte/>
- **The Turkish Online Journal of Educational Technology**
<http://www.tojet.net/>

M.Phil/Ph.D. Programme
Course III E: Teacher Education
4-credits 100 marks(75+25)

OBJECTIVES

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

- Understand the concept and status of teaching as a profession
- Examine the curriculum frameworks of teacher education in the backdrop of paradigms of PSTE
- Understand the INSET Frameworks, training techniques and innovative strategies of teacher education
- Develop a comparative perspective of Indian teacher education system and teacher education system of developed countries viz. USA,UK,Finland and Canada
- Develop conceptual understanding of the variables chosen for research and its status in the international scenario

CONTENT

Unit I : Concept of teaching and teacher education, teaching as a Profession, Pedagogy of teacher education : Training techniques, Innovative strategies (PSTE & INSET) , Professional standards , Professional code of ethics for teachers, National Schemes on Teacher Education

Unit II :Curriculum Frameworks of Teacher Education, Paradigms of pre-service teacher education Frameworks of INSET: Organisation, Monitoring , Evaluation and Followup,

Unit III : Comparative analysis of Teacher Education System of developed countries with special reference to UK, USA, Finland and Canada

Unit IV&V : Related to Research variable pertaining to Teacher Education: Concept, Evolution of the concept , related theories/ Models, National and International scenario, Existing frameworks for analysis , Research Trends and gaps

SUGGESTED READINGS

➤ **Government Reports /Documents**

- Report of the Education Commission (1964- 66).
- Report of the National Commission on Teachers (1983- 85).
- Report of the Delor's Commission, UNESCO, 1996.
- National Policy of Education 1986/1992.
- National Curriculum Framework on Teacher Education: 1978,1988,1998.

- National Curriculum Framework on School Education, 2005 and Position paper on Teacher Education
- NCERT (2006). Teacher Education for Curriculum renewal.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- National Curriculum Framework of Teacher Education, New Delhi.
- Right to Education Act, 2009.
- Report of the working group on Teacher Education for the 12th Five Year Plan, Deptt. of SE & Literacy, MHRD. GOI. Oct' 11, New Delhi.
- Justice Verma Commission Report on Teacher Education (2012), NCTE.
- Scheme of PMMMMNMTT,2015

Books/ Monographs

- Altekar, A.S. (1965). *Education in Ancient India*. Nandkishore and Bros. Varanasi.
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- NCTE (1998): *Competency Based and Committment Oriented Teacher Education for Quality School Education: Pre- Service Education*. New Delhi.
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- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup& Sons Publications, New Delhi.
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- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Singh, L.C.(Ed) (1990). *Teacher Education in India- A Resource Book*. NCERT. New Delhi.
- Singh, L.C. And Sharma, P.C. (1995). *Teacher Education and The Teacher*. Vikas Publishing House. New Delhi
- Singh, R.P. (1970). *Education in Ancient and Medieval India*. Arya Book Depot, Delhi.

- Yadav, M.S. & Lakshmi, T. K. S. (2003): *Conceptual Inputs for Secondary Teacher Education: The Instructional Role*. India. NCTE.

JOURNALS

- Bartolome, L. (1994). Beyond the Methods Fetish: Towards a Humanizing Pedagogy. *Harvard Educational Review*, 64,173-194.
- Batra, P. (2014). Problematizing Teacher Education Practice in India: Developing a Research Agenda. *Education as Change*, Vol. 18, S5-S-18.
- Beijaard, D., Meijer, P.C &Verloop, N. (2004). *Reconsidering Research on Teachers' Professional Identity*. Elsevier: Teaching and Teacher Education, 20, pp. 107-128.
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Department of Educational Studies

Faculty of Education, JMI

Restructured Course Structure and detailed syllabi for Integrated M.Phil./Ph. D. (Education)

M.Phil./Ph. D. (Education) Course Structure

Course work: (Paper 1-4)

1.	Research Methods in Education (revised)	100	4 credits
2.	Educational Studies (new course)	100	4 credits
3.	Elective (any one)	100	4 credits
A.	Aspects of Language Education (new course)		
B.	Curriculum and Evaluation Studies (new course)		
C.	Educational Policy, Planning and Administration (new course)		
D.	Educational Technology (revised)		
E.	Teacher Education (new course)		

Any other depending upon specialisation available in the Department

4.	Learned Paper	100	4 credits
5.	Dissertation	200	8 credits
6.	Viva-voce	100	4 credits

Ph.D.: Course work would be same as M.Phil and if the marks are more than 70% in the course work then the candidate may be allowed to directly proceed for registration in Ph.D. programme.

M.Phil /Ph.D. (Education)

Course I: Research Methods in Education

4 credits 100 marks (75+25)

Course objectives

This course is designed to enable students to

- develop a sound research vision by studying different research paradigm and research perspectives
- broaden their understanding about different methods of research
- have wide exposure to various research tools and techniques
- get acquainted with the research design and statistical techniques essentially needed for a research scholar

Unit 1. Research Paradigm:

A. Positivism and Post positivism,: Philosophical Assumptions, Scientific Method in Social Science Research-scope and limitations

B. Phenomenology and Interpretive Paradigm: Philosophical Assumptions Distinctive features, scope and Limitations, Exploratory, Descriptive and Explanatory Qualitative research

Unit 2. Research Methods:

A. Quantitative Methods: (i) Experimental and Quasi Experimental

(ii) Ex-Post Facto

(iii) Survey: Descriptive, Evaluative, Comparative and Co- relational

B. Qualitative Methods: (i) Ethnographic

(ii) Grounded Theory

(iii) Case Study

Unit 3. Mixed Method: Qualitative and Quantitative Approaches-A Continuum

Need, Scope and limitations, Mixed Methods in Educational Research

Mixed Method Design: Convergent Triangulation, Sequential, Embedded and Transformative

Unit 4. Tools and Techniques:

Interview, Schedule and Questionnaire

Observation and Observation Schedule

Focus Group Discussion/Interview

Opinionnaire and Attitude Scale

Psychological Tests and Inventories

Unit 5. A. Experimental Design and Statistical Analysis;

(i) Simple Randomized

(ii) Treatment X Level

(iii) Factorial t-test, ANOVA), ANCOVA, Multiple Correlation and Regression , Chi-square and Mann Whitney Test

B .Analysis and Interpretation of Qualitative Data:

Nature of Qualitative Data

Data Preparation: Transcription

Data Exploration and Data Reduction: Writing Field Notes, Memos, Coding and Categorization, Analysis of Narratives

Data Interpretation: Issues of Reflexivity, Validity, Reliability and Generalizability

Triangulation in Analysis

C. Ethics in Research: Need, Guidelines in Social Science Reserch, Planning Ethically Responsible Research

D. Use of Software for Data Analysis (To be delivered and Assessed through Workshop Mode)

Suggested Readings:

- Anastasi, A. (1987). *Psychological Testing*. New York: Macmillan Co.
- Bloom, B. S. (1979). *Taxonomy of Educational Objectives. Handbook I: Cognitive Domain*. London: Longman Group Ltd.
- Bogdan, R. C., & Biklen, S. K. (1987). *Qualitative Research for Education (An Introduction to Theory and Methods)*. Boston: Allyn and Bacon Inc.
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- Dahlberg, Lena and McCaig(Eds. 2010) *Practical Research and Evaluation*. Los Angeles: Sage
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- Engel, Rafael J. & Schutt, Russell K. (Third Edition) *The Practice of Research in Social Work*. Los Angeles :Sage
- Edmonds, Alex W. & Kennedy, Tom D. (2013) *An Applied Reference Guide to Research Designs: Quantitative, Quantitative and Mixed Methods*. Los Angeles:Sage
- Ferguson, G. A., & Yashio, T. (1989). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill Book Co.
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- Flick, U. (2007). *Designing Qualitative Research*. London: Sage Pub.
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- Garret, H. E. (2008). *Statistics in Psychology and Education*. Bombay Vakils: Feffer & Simons Pvt Ltd.
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- Hays, Danica G. & Singh, Anneliese A. *Qualitative Inquiry in Clinical and Educational Settings*. New York: The Guilford Press
- Keevas, J. P. (1988). *Educational Research, Methodology and Measurement- An Instructional Handbook*. Oxford: Pergamon Press.
- Kerlinger, F. N. (1983). *Foundations of Behavioural Research* (2nd ed.). Delhi: Surjeet Pub. Molt, Rinchart & Winston, Inc.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: The University Chicago Press.
- Kvale, S. (1996). *Interview: An Introduction to Qualitative Research Interviewing*. Thousand Oaks: Sage Pub Inc.

- Lindquist, E. F. (1953). *Design and Analysis of Experiments in Psychology and Education*. New York: Houghton Mifflin Company.
- McBurney, D. H., Therasa, W., & White, L. (2007). *Research Methods*. New Delhi: Thomson Wadsworth New Delhi Indian Print.
- McMillan, J. N. (2000). *Educational Research. Fundamentals for the Consumer* (3rd ed.). New York: Longman Group Ltd.
- NCERT. (2008). *Position Paper. National Focus Group on Examination Reforms*. NCERT.
- Patton, M. Q. (1988). *Qualitative Evaluation Methods*. Beverly Hills California: Sage pub.
- Rapley, T. (2007). *Doing Conversation and Document Analysis*. London: Sage Pub.
- Rajput, S. (2003). *Continuous & Comprehensive Evaluation: Teachers Handbook for Primary Stage*. New Delhi: NECRT.
- Siegel, S., & Castellan, J. J. (1988). *Non Parametric Statistics for the Behavioural Sciences*. New York: McGraw Hill Book Co.
- Snedecor, G. W., & Cochran, W. G. (1989). *Statistical Methods*. New Delhi, Oxford: IBH Pub Co. Pvt Ltd.
- Tashakkori, Abbas & Teddlie, Charles (1998) *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Thousand Oaks: Sage
- Thondike, R. M., & Tracy, C. T. (2011). *Measurement and Evaluation in Psychology*. New Delhi: PHI Learning Pvt Ltd.
- Tripathi, S. N. (1999). *A Handbook on Educational Research*. New Delhi: NCTE.
- Turner, T. S. (1978). *The Structure of Sociological Theory*. Homewood: The Dorsey Press.
- Winer, B. J. (1971). *Statistical Principles in Experimental Design* (2nd ed.). Singapore: McGRAW Hill Book Co.

M.Phil /Ph.D. (Education)

Course II: Educational Studies

4 credits 100 marks (75+25)

Objectives

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

- understand the nature of education as an area of study with interdisciplinary knowledge base;
- understand the emerging nature of educational theories by making linkages between the theoretical understanding and practices and/or field experiences;
- reflect on the basic parameters of school education (i.e., the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and interconnections between these parameters);
- understand the scope of other branches of psychology in education
- study scope of psychology of education in India
- understand the Indian Psychology, its method and scope for education
- identify the concepts that addresses the ‘_changes’ in society due to different reasons and its relation to education.
- understand the concept of justice, equality or other relevant issues and the scope of research in education.
- acquaint the learners about the historical development, current trends of education in India
- enable the learners to reflect upon the critical issues confronting Indian education
- address the interdisciplinary and disciplinary status of education and possibility of theorizing education.

UNIT I: PHILOSOPHY AND EDUCATION

- Philosophic Inquiry and the Search for Meaning, Philosophy as a Field of Study , Educational Philosophy and Educational Practice, The Purposes of Education.
- Analytic Philosophy & logical positivism
- Social Philosophy: Liberalism And Democracy, Nature of Moral Philosophy, Elements of Moral Philosophy, Connections among Morality, Rationality, and Religion

UNIT 2: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Understanding Education in a Sociological Perspective in the Light of the Writings of:

- Emile Durkheim
- Peirre Bourdieu

- Paulo Freire

- Michael Apple

UNIT 3: PSYCHOLOGY AND EDUCATION:

- Developmental Psychology and Education; Neuroscience and Education; Cognition and Education; Integral Psychology and Education (both from Indian and Western perspective).
- Psychology for India (works of eminent psychologists in Indian circumstances)
- Indian Psychology: the idea of Yoga philosophy and other schools of Indian Philosophy on Psychology of Education.

UNIT4: HISTORY OF EDUCATION IN INDIA

Historical background of education over the ages (ancient, medieval, modern), education in post-independence period, major policies and programmes at different levels, education commissions and recommendations, key trends, issues and challenges of education, inclusive education, ICT, advances in education.

UNIT 5: EDUCATION AND CHANGE

Education as a disciplinary area; Learning for change: global learning program, citizenship education, education and sustainable development goals, The idea of justice, equality or other relevant issues in education. equality in education; contribution of Phule and Ambedkar for the education of untouchables in India

Suggested Readings:

- Apple, M. W. (2013). "Can education change society? Du Bois, Woodson and the politics of social transformation" in *Review of Education*. Vol. 1, No. 1, February 2013, pp. 32–56.
- Arneson, Richard, "Equality of Opportunity", *The Stanford Encyclopedia of Philosophy* (Summer 2015 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/sum2015/entries/equal-opportunity>
- Barrow, R. (1975). *Moral Philosophy for Education*. London: Allen & Unwin. pp. 7.
- *Classics of Analytic Philosophy*, Ed. R. R. Ammerman, Tata McGraw-Hill Publishing Co. Ltd., 1965.
- De Burgh, W. G. (1931). *Right and Good: Conclusion—the Limits of Ethics*. *Philosophy* 6 (22):201
- Dewey, J. (1966). *Democracy and Education and Introduction into Philosophy of Education*, New York: The Free Press.
- Dewey, J. (Copyright © 2015) "Democracy and Education" Chapters 1, 2, 3, 7. Available at <https://books.google.co.in/books?id=VVECgAAQBAJ&printsec=frontcover&dq=Dewey,+John.+Democracy+and+Education&hl=en&sa=X&ved=0CBwQ6AEwAGoVC>

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- Krischenbaum, H. (1992). A Comprehensive Model for Values Education and Moral Education. The Phi Delta Kappan, Vol. 73, No. 10, pp. 771-776. URL: <http://www.jstor.org/stable/20404767>
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- Paddy Walsh (1993), "Education and Meaning: Philosophy in Practice", "Is Education Possible?"
- Agarwal, P. (2012). Indian Higher education.: Delhi
- Mukhopadhyay, M. (2006). Globalization and Challenges for Education. Shipra Publishers: Delhi
- Pathak, R.P. (2007). History, Development and Contemporary problems in Indian Education. Kanishka Publishers: Delhi
- Jain, M. K. (2007). Committees and communication on elementary education. Shipra Publishers: Delhi
- Gupta, A., C. Levy, and Pawar, K.B. (2008). Private Higher Education, Global Trends and Indian Perspectives, Shipra Publishers: New Delhi.
- Noel Purdy and Hugh Morrison (2009) Cognitive Neuroscience and Education: Unravelling the Confusion
- Olson and Torrance () the Handbook of Human Development and Education
- Janet M. Dubinsky, Gillian Roehrig and Sashank Varma (2013) Infusing Neuroscience Into Teacher Professional Development
- Sinha, Durganand Psychology for India

- UNESCO (2017) A review of education for sustainable development and global citizenship education in teacher education
- Hunt Francis (2017) Schools for Future Youth Evaluation Report: Developing young people as active global citizens Development Education Research Centre Research Paper No.17
- UNESCO (2017) A review of education for sustainable development and global citizenship education in teacher education
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- Moore TW *Educational Theory an Introduction*
- Peters, RS *The Concept of Education*
- Rege, Sharmila (2010) Education as Trutiya Ratna: Towards Phule-Ambedkarite Feminist Pedagogical Practice EPW vol xlv no 44
- Rodrigues, valerian (2017) Ambedkar as a Political Philosopher EPW vol 22; 15
- Rutenberg Claudia and Vokey, Daniel (2010) *Equality and Justice*. Bailey, Richard, Barrow, Robin, Carr, David & McCarthy Christine (eds) In the Sage Handbook of Philosophy
- Seckinger Richard K. (1964) Conant on Education as a Discipline
- Woods Kay (2011) *Education the Basics*. Routledge
- Yvette V. Lapayese (2003) Toward a Critical Global Citizenship Education Comparative Education Review

Journals

- Trends in Neuroscience and Education Elsevier
- Contemporary Educational Psychology Elsevier

Websites

- Institute of Indian Psychology
- http://www.ucdoer.ie/index.php/Education_Theory {**what educational theory is NOT**}

M. Phil./Ph.D. Education
Aspects of Language Education
4 credits 100 marks

Course III A

Objectives: The course has following objectives:

1. To help the students to look at Language with the major ways that emerged in 20th century, i.e. the Structuralist---Behaviorist and the Generative-Mentalist
2. To familiarize them with Nature of Language and relationship of Language with Thoughts
3. To acquaint them with Syntactical , Semantic and phonetic aspects of Language
4. To develop an insight into socio-linguistic and psycholinguistic approaches to Language learning
5. To make them aware of the theories and recent trends of researches in Language

Unit 1 Aspects of Language

- a) Nature of Language and its relationship with thoughts
- b) The Characteristics of Human Language, Language Theories
- c) Structural –functional Linguistics-The Saussurean Principle, Difference between American and European Structuralism, Transformational Generative Grammar
- d) Components of language: sounds, Vocabulary and structure and language Skills

Unit 2 Phonetics, Phonology and Morphology

- a) Speech mechanism, Description and classification of Consonants and Vowel Sounds
- b) Word Accent, Stress and Rhythm in Connected Speech
- c) Word formation in Language

Unit 3 Approaches to Language Teaching and Learning

- a) Psycholinguist and sociolinguist; Piaget, Bruner Vygotsky, Bernstein and Labov
- b) Grammar-translation and Direct Methods ,Structural and Communicative approaches to Language Teaching
- c) Bilingual and Interactive approaches to Language Teaching

Unit 4 Issues related to Language Teaching and Learning

- a) Language acquisition vs. Language learning, Learner Factors in Language Acquisition
- b) Place of Mother-tongue/Home Language/Other Tongue and Grammar, Speech Community and Multilingualism

- c) Curriculum; different types of Language syllabi and Language Standardization

Unit 5 Researches, Innovations and Evaluation in Language

- a) Action research in language, Recent research trends in L1 and L2
b) Innovative Practices in Language with special reference to Teaching Heterogeneous classes
c) Evaluation, feedback and Assessment of learners' Performance

References

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- Bansal R. K and J. B. Harrison. (1983). *Spoken English for India*. Hyderabad: Orient Longman.
- Baugh, A. C and Cable, T. (1994). *A History of the English Language* (4th Ed.). London: Routledge.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives*, Vol. 1. New York: McKay.
- Brumfit, C. J. and Mitchell, R. (1989). *Research in the Language Classroom*, London: British Council with Modern English Publications; McMillan.
- Francis, H. (1990). *Language in Teaching and Learning*. New Delhi: Universal Book Stall.
- Hubbard, L. R. (1999). *Learning How to Learn*. Los Angeles: Effective Education Publishing.
- McArthur, I. ed. (1992). *The Oxford Companion to the English Language*. Oxford: The University Press.
- NCERT (2005). *Position Paper National Focus Group on Teaching of English*. NCERT, New Delhi.
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Penny, Ur. (2005). *A course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.
- Tickoo, M.L. (2005). *Teaching and Learning English*. New Delhi: Orient Longman.
- Verma, S. K. (1995). *Language in Education Problems and Principles*. Madras: T. R. Publications.
- Vygotsky, L. S. (1962). *Thought and Language*. Cambridge, Mass: MIT.

M.Phil./Ph.D. Programme
Course III B: Curriculum and Evaluation Studies
4-credits 100 marks (75+25)

Unit-1.

- (a) Curriculum studies: An area of study and a domain of practice, Approaches to curriculum Studies, Domain of curriculum studies: Curriculum development, curriculum design curriculum transaction and curriculum evaluation
- (b) Unpacking the concepts of curriculum, explicit curriculum, hidden curriculum, core curriculum, differentiated curriculum and null curriculum
- (c) Theorizing and Models of curriculum: Prescriptive, Descriptive and Critical-Exploratory

Unit-2. Curriculum, Knowledge, Ideology and Politics

- (a) Curricular ideologies: Religious orthodoxy, Rational Humanism, Progressivism, critical theory, Reconceptualism and cognitive Pluralism
- (b) Meaning and nature of Knowledge, Forms of knowledge, Curricular ideologies and curricular knowledge, selection and organisation of curricular contents
- (c) Direct and indirect Influence of Politics on curriculum: curriculum as cultural practice Cultural politics of education and curriculum: Ideas of Apple, Bourdieu and Giroux

Unit-3. Curriculum for 21st Century: A shift from Instructional Paradigm to learning Paradigm

- (a) Curriculum for Thinking and Metacognition
- (b) Curriculum for Peace and Sustainable Development
- (c) Curriculum for democracy and inclusion
- (d) Evolving Eclectic and Balanced Curriculum to face future challenges

Unit-4. Evaluation and Related Concepts:

Assessment, Evaluation, Testing and Examination

Types of Evaluation: Formative, Summative, Diagnostic, Prognostic and Ipsatic

Assessment and Students Learning: Assessment for as and of Learning

Educational objectives: Bloom's Revised Taxonomy and SOLO Taxonomy

Assessment of Learning Process and Learning Outcomes

Unit-5. (A) Programme and Curriculum Evaluation: Need and Purpose

Approaches to Programme Evaluation: Performance- objective congruence, Decision-Management, Judgement Oriented, Adversarial and Pluralist-Intuitionist Approaches

Evaluation Models: Kirkpatrick's Model, Phillips' Evaluation Model, CIPP Model and Patton's Utilization Focused Model

(B) Reforms in Educational Evaluation: Choice based Credit System, Grading system, CCE

M.Phil./Ph.D. Programme
Course III C: EDUCATIONAL ADMINISTRATION
4-credits 100 marks
Maximum Marks: 100 (Internal: 25 + External: 75)

OBJECTIVES:

- To articulate the students about administrative structure of education
- To enable the students to learn about educational provisions in education.
- To enable the students to understand about financial problems and key issues involved in educational administration.
- To enable the students to acquaint about the role of administrative and regulating bodies.

UNIT-I: Constitutional Provision – State list, Union list and Concurrent list. Structure of Educational Administration at Centre and State. Centre – State relationship. 86 th Amendment

– RTE Act – 2009 – Issues and Implications.

UNIT-II: Management: Elementary Education – Issues. Role of Centre, State and Local bodies, SCERT, Secondary Education Issues, Structure of Secondary Education. Directorate of Education, NCERT, Management of Higher Education – Central, State and Deemed Universities – Status, Structure and Decision making. Directorate of Higher Education – Composition and roles, UGC, NCTE.

UNIT-III: Financial Administration: Financing of Education – Elementary Education, Secondary Education, Financing of Universities – Roles of States, UGC, and Planning Commission.

UNIT-IV: Key issues in Educational Administration: Delegation of Authority, Total Quality Management – Autonomy and Accountability with special reference to universities and Colleges.

UNIT-V: Education in India, USA and UK.

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- Charles C. Manz, Henry P. Sims Jr., The New Super leadership. Viva Books Private Limited, New Delhi, 2002
- Daniel L. Duke, The Challenges of School District Leadership. Routledge, New York, 2010.
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M.Phil. / Ph.D. (Education)

Course III D: Educational Technology

Total Credit: 4

Maximum Marks: 100 (Internal: 30 + External: 70)

OBJECTIVES: Students will be able to:

- become effective user of technology in Education
- explore and use educational technology as the media for the avenue in teaching-learning process
- plan the selection, development, organization, and effective use of instructional materials
- demonstrate skills in planning, designing, using, and evaluating the technology-enriched teaching and learning process
- demonstrate a sound understanding of the nature, application and production of the various types of educational technologies
- use both traditional and innovative technologies to facilitate and foster meaningful and effective learning
- apply research-based techniques of effective instruction
- become conversant with all aspects of instructional design
- demonstrate increased knowledge in integrating a variety of instructing media
- learn steps in the design of interactive media
- develop and use instructional materials
- analyse an organization's instructional and educational needs and prepare consulting advice to that organization at a professional level
- develop an evaluation plan for the instructional requirement

UNIT 1: MODELS IN EDUCATION AT VARIOUS LEVELS

- Role, experience and applications of Educational Technology in school education and higher education
- The formal system , Learner centered education
- Distance and open learning
- Existing models or strategies and media utilization there in as well as possibilities at present and in future.

UNIT 2: INTRODUCTION TO INSTRUCTIONAL DESIGN

- Background of Instructional Design
- Foundations of Instructional Design
- Meaning and need of Instructional Design

- Limitations/Critiques of ID
- Introduction to the Instructional Design Process

The unit necessitates practical exercises as well as the analysis and design of a system for a pre-defined target group.

UNIT 3: TECHNOLOGY IN SUPPORT OF STUDENT-CENTERED LEARNING

- Emerging technologies and their use in education
- E learning, blended learning and virtual learning
- Social Networking
- Cooperative and Collaborative Learning

UNIT 4: RESEARCH IN EDUCATIONAL TECHNOLOGY

- Trends: Aspects and types
- Needed Research
- Problem involved in undertaking research
- Dissemination of findings

UNIT 5: TRENDS AND ISSUES FOR LARGE SCALE ADOPTION OF TECHNOLOGY

- Ethical
- Coverage (Quantum)
- Infrastructural
- Manpower requirement
- Finances
- Management/Monitoring

Transaction Mode:

1. Observational studies - Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
2. Seminar reading presentation by students on selected themes individually and collectively leading to discussion;
3. Library readings on selected theme followed by group discussion;
4. Study of documents and references, interaction with field staff and reflective interaction with the peer group.
5. Workshops, seminars, assignments and group discussion around issues and concepts studied in theory

Evaluation: Assignments, tests, research papers, individual and group presentations

Essential Readings:

- Alexander, B., Ashford-Rowe, K., Barajas-Murphy, N., Dobbin, G., Knott, J., McCormack, M., Weber, N. (2019). *EDUCAUSE Horizon Report 2019 Higher Education Edition*. Available at: <https://library.educause.edu/-/media/files/library/2019/4/2019horizonreport.pdf?la=en&hash=C8E8D444AF372E705FA1BF9D4FF0DD4CC6F0FDD1>
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Roberts, T. S. (2004). *Online Collaborative Learning: Theory and Practice*. Information Science Pub. Available at: <https://books.google.co.in/books?id=01qB45CoC-UC>

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Albrecht, Bob. (2006). Enriching student experience through blended learning, *Educause Center for Applied Research Bulletin*, 2006(12), 9-11.

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The Journals in the field of Educational Technology

- **British Journal of Educational Technology (BJET)**
<http://www.blackwellpublishers.co.uk/asp/comments.asp>
- **Canadian Journal of Learning and Technology**
<http://www.cjlt.ca/index.php/cjlt>
- **Contemporary Issues in Technology and Teacher Education (CITE)**
<http://www.citejournal.org/>
- **Educational Technology Research and Development (ETR&D) AECT Publication** <http://www.aect.org/Intranet/Publications/index.asp>
- **Indian Journal of Educational Technology (IJET)**
<https://ciet.nic.in/pages.php?id=journal&ln=en>
- **Indian Journal of Open Learning**
<http://www.ignou.ac.in/IJOL/Home.htm>
- **International Review of Research in Open and Distance Learning**
<http://www.irrodl.org/index.php/irrodl>
- **Journal for Research on Technology in Education (JRTE)**
<http://www.iste.org/jrte/>
- **The Turkish Online Journal of Educational Technology**
<http://www.tojet.net/>

M.Phil./Ph.D. Programme
Course III E: Teacher Education
4-credits 100 marks (75+25)

OBJECTIVES

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

- Understand the concept and status of teaching as a profession
- Examine the curriculum frameworks of teacher education in the backdrop of paradigms of PSTE
- Understand the INSET Frameworks, training techniques and innovative strategies of teacher education
- Develop a comparative perspective of Indian teacher education system and teacher education system of developed countries viz. USA, UK, Finland and Canada
- Develop conceptual understanding of the variables chosen for research and its status in the international scenario

CONTENT

Unit I: Concept of teaching and teacher education, teaching as a Profession, Pedagogy of teacher education: Training techniques, Innovative strategies (PSTE & INSET), Professional standards, Professional code of ethics for teachers, National Schemes on Teacher Education

Unit II: Curriculum Frameworks of Teacher Education, Paradigms of pre-service teacher education Frameworks of INSET: Organisation, Monitoring, Evaluation and Follow up,

Unit III: Comparative analysis of Teacher Education System of developed countries with special reference to UK, USA, Finland and Canada

Unit IV&V: Related to Research variable pertaining to Teacher Education: Concept, Evolution of the concept, related theories/ Models, National and International scenario, Existing frameworks for analysis, Research Trends and gaps

SUGGESTED READINGS

➤ **Government Reports /Documents**

- Report of the Education Commission (1964- 66).
- Report of the National Commission on Teachers (1983- 85).
- Report of the Delor's Commission, UNESCO, 1996.
- National Policy of Education 1986/1992.
- National Curriculum Framework on Teacher Education: 1978,1988,1998.

- National Curriculum Framework on School Education, 2005 and Position paper on Teacher Education
- NCERT (2006). Teacher Education for Curriculum renewal.

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- Justice Verma Commission Report on Teacher Education (2012), NCTE.
- Scheme of PMMMMNMTT,2015

Books/ Monographs

- Altekar, A.S. (1965). *Education in Ancient India*. Nandkishore and Bros. Varanasi.
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- Singh, L.C. And Sharma, P.C. (1995). *Teacher Education and The Teacher*. Vikas Publishing House. New Delhi
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