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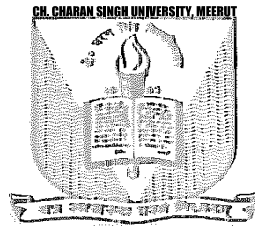
Session 2015-17 onwards

CH. CHARAN SINGH UNIVERSITY, MEERUT

Chaudhary Charan Singh University Meerut

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

SEMESTER I

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

Total   Theory=400
Practicum=40

SEMESTER II

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

Total   Theory=400
Practicum=40

SEMESTER III

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

Total   **Theory=400**
     Practicum=40

SEMESTER IV

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

Total   **Theory=400**
     Practicum=80

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Evaluation Pattern

Internal Evaluation

The marks for internal assessment in each paper will be distributed as under:
- Paper related internal test   10 Marks
- Paper related field based activities   10 Marks

External Evaluation

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

<u>Total =80 marks</u>

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

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

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

SEMESTER I

Paper CC1: Philosophical Foundations of Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

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

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

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

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

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

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

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

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

SEMESTER I

Paper CC2: Psychology of Learning and Development

Total Marks	Internal assessment	External assessment
100	20	80

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

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

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

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

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

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

Field-based Activities

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

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

SEMESTER I

Paper CC3: Sociological Foundations of Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

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

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

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

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

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

Field-based Activities

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

Suggested Readings

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

SEMESTER I

Paper CC4: History of Indian Education and Economic Issues

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

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

Unit I   Education in Pre-independent India

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

Unit II   Progress of Education in Independent India

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

Unit III   Education for an Equitable Society in a Global era

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

Unit IV   Economic Issues in Education

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

Unit V   Perspectives on Political Economy of Education

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

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

Field-based Activities

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

Suggested Readings

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

SEMESTER II

Paper CC5: Educational Studies and System

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

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

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

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

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

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

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

Suggested Readings

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

SEMESTER II

Paper CC6: Fundamental of Research Methodology

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

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

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

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

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

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

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

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

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

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

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

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

SEMESTER II

PaperCC7: Perspective, Research and Issues in Teacher Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

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

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

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

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

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

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

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

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

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

SEMESTER II

Paper CC8: Educational Technology and ICT

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

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

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

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

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

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

Field-based Activities

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

Suggested Readings

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

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

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

SEMESTER III

Paper CC10: Testing, Measurement and Evaluation in Education

Total Marks	Internal assessment	External assessment
100	20	80

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

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

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

Unit III   Tests relating to teacher behavior and teaching situation
- Testing of teacher effectiveness.
- Testing of teacher process.
- Testing of educational environment.
- Factors influencing test scores: psychological factors, environmental factors.

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

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

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

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

Paper OC12A: Issues and Concerns in Secondary and Higher Secondary Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

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

Unit I   Perspectives and Context of Secondary and Higher Secondary Education in India

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

Unit II   Recommendations and Institutions for Secondary and Higher Secondary Education

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

Unit III   Problems and Challenges of Secondary and Higher Secondary Education

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

Unit IV   Resource Management in Schools at Secondary and Higher Secondary Level

- Local specific community resources: human and material and their integration to curricular activities.
- Preparation and use of learning and play materials: principles and characteristics.
- Community involvement in effective implementation of secondary and higher secondary level programmes.

- Participation of NGOs in achieving goals of secondary and higher secondary education.

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

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

Paper OC12B: System and Structure of Secondary and Higher Secondary Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

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

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

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

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

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

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

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

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

SEMESTER IV

Paper CC13: Curriculum Development

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

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

UNIT I Curriculum

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

UNIT II Steps of Curriculum Designing

- Objectives of education
- Understanding learners
- Selection and organizations of learning experiences
- Course content
- Instructional Strategies
- Course material and resources
- Assessment and evaluation strategies
- Modification and resetting of objectives

UNIT III Approaches and assessment of curriculum

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

UNIT IV Curriculum from different perspectives

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

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

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

SEMESTER IV

Paper CC14: Education Management, Administration and Leadership

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

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

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

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

Unit III   Quality Management and Mechanism of Educational Administration

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

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

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

Suggested Readings

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

SEMESTER IV

Paper OC15A: Pre-Service and In-Service Teacher Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

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

Unit I   Structure, Curriculum and Modes of Pre-service Teacher Education

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

Unit II   Organisation of Different Components of Teacher Education Curriculum

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

Unit III   In-service Teacher Education in India – Concept, Structure and Modes

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

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

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

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

Suggested Readings
- Arora, G.L. (2002). *Teachers and their teaching*. Delhi: Ravi Books.
- Chaurasia, G. (2000) *Teacher education and professional organizations*. Delhi: Authors Press.
- Dillon, J., & Maguire, M.(1997). *Becoming a teacher: Issues in secondary teaching*. Buckingham, UK: Open University Press.
- Dunkin, M., J. (1987*). The International Encyclopedia of teaching and teacher Education*. Oxford: Pergamon Press.
- Elahi, N. (1997). *Teacher's education in India*. New Delhi: APH Publishing Corporation.
- Kundu, C.L. (1998). *Indian year book on teacher education*. New Delhi: Sterling Publishers Privatization. Ltd.
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SEMESTER IV

Paper OC17: Guidance and Counseling

Total Marks	Internal assessment	External assessment
100	20	80

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

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

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

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

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

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

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

Unit VI   Guidance and counseling
- Research
- Issues
- Trends

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

Suggested Readings
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