

FACULTY OF EDUCATION

**HIMACHAL PRADESH UNIVERSITY
SHIMLA - 5**



**Regulations and Syllabus for Two Years M. Ed. Programme
(Semester System)**

(Through Regular Mode)

**With effect from the Academic Session 2015-16
(Subject to Change from time to time)**

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The Institutions of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.

Regulations and Scheme of Examinations

(General Objectives, Scheme of Examinations and Courses of Study for M.Ed. Programme)

1. General Objectives

The curriculum is designed to achieve the following general objectives of the M. Ed. Programme:

- 1) To acquire the core competence and knowledge related to teacher education
- 2) To have a coherent perspective i.e. Socio-historical, political, economical, philosophical and technological.
- 3) To develop skills related to independent study of literature, research, academic writing, professional communication and team work.
- 4) To develop a deep and critical awareness of professional ethics.
- 5) To deepen their knowledge and understanding of education, specialize in select areas and develop research capacities.

2. Duration and Working Days

2.1 Duration

The M.Ed. programme shall be of duration of two years (spread over four semesters) including field attachment for a minimum of 04 weeks and research dissertation. Candidates shall be permitted to complete the programme requirements of the two-year programme within a maximum period of **three years** from the date of admission to the programme. The summer / winter vacations should be used for field attachment/other activities.

2.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of candidates shall be 80% for theory Courses and Practicum, and 90% for field attachment.

3. Eligibility and Procedure of Admission:

- a. The candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
 1. B.Ed.
 2. B.A. B.Ed., B.Sc. B.Ed.
 3. B.El.Ed. with a Bachelor's degree (with 50% marks in each)
 4. D.El.Ed. with a Bachelor's degree (with 50 % marks in each)

- b. Reservation and relaxation for SC/ST/PWD and other applicable categories shall be as per the rules of the Central Government/ State Government whichever is applicable.

Note: No relaxation, even 0.01 percent in the above prescribed percentage of marks shall be granted under any circumstances. (Para 3.2 of Appendix IV of NCTE Notification No. F-51F1/2007-NCTE (N & S) dated 27-11-2007).

4. Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the entrance test or any other selection process as per the policy of the state government / central government/ Himachal Pradesh University by **applying 120 reservation point roster of H. P. University, Shimla.**

Age limit

There is no upper age limit for the candidates applying to the M.Ed. course of two years.

5. Courses of Study in M.Ed.

A candidate is required to take following courses during four semesters of the M. Ed. Programme:

Sr. No	Course Code	Name of the Course	Theory Marks	Internal Assessment Marks	Total Marks
M. Ed. Semester- I					
1	Paper I	Philosophical Foundations of Education	80	20	100
2	Paper II	Psychology of Development and Learning	80	20	100
3	Paper III	Methodology of Educational Research	80	20	100
4	Paper IV	Statistics in Educational Research	80	20	100
		Practicum-cum-Field Work			
Part I	Identification/Selection of Research Problem and Preparation of Research Proposal for dissertation work.				
TOTAL MARKS					400
M. Ed. Semester- II					
1	Paper V	Historical and Sociological Basis of Education	80	20	100
2	Paper VI	Political and Economic Basis of	80	20	100

		Education			
3	Paper VII	Teacher Education - I (Institutions, System and Structure in Teacher Education)	80	20	100
4	Paper VIII	Introduction To Educational Studies	80	20	100
Practicum-cum-Field Work					
Part I	Tool development and sampling related to the problem selected for dissertation (as already indicated in 1 st Semester).				
Part II	Field work: visit to schools and Teacher Education Institutions (TEIs) and preparation of field report.				
TOTAL MARKS					400

M. Ed. Semester- III					
1	Paper IX	Teacher Education – II (Curriculum, Policy, Practices and Continuing Professional Development)	80	20	100
2	Paper X	Curriculum Studies	80	20	100
3	Paper XI	Life Skills Education	80	20	100
4	Paper XII	Educational Technology	80	20	100
Practicum-cum-Field Work					
Part I	Data collection pertaining to dissertation work				
Part II	Observation and supervision of B.Ed. Students during internship/practice teaching in schools.(Reports of school organization management /observation lessons etc will be prepare.)				
TOTAL MARKS					400

M. Ed. Semester- IV					
Specializations (Any Three of the following)					
1	Paper XIII	Curriculum, Pedagogy and Assessment	80	20	100
2	Paper XIV	Educational Administration, Management and Leadership	80	20	100
3	Paper XV	Principles and Procedures of Guidance and Counseling	80	20	100
4	Paper XVI	Inclusive Education	80	20	100

5	Dissertation (Report Writing) and Viva-Voce (Compulsory)	Dissertation = 75 Marks Viva-Voce = 25 Marks	100
Academic Work: Seminar, Workshop, Reporting, Writing Research Articles/Papers			
Total Marks in Theory Based Examination		1500	
Marks in Dissertation		100	
Grand Total of Marks		1600	

Note: Practicum cum Field Work i.e. part II in semester 3rd will be shown separately in the form of grades.

6. Evaluation:

The performance of a candidate in each course will be evaluated in terms of percentage of marks. Evaluation for each course shall be done by continuous comprehensive assessment by the concerned course teacher and end session examination and will be consolidated at the end of the course. The evaluation system of the students has the following two components:-

- i. **Continuous Comprehensive Assessment (CCA)** accounting for 20% of the total marks assigned to a particular course; and
- ii. **End-Semester Examination (ESE)** accounting for the remaining 80% of the total marks assigned to a particular course.

6.1 Continuous Comprehensive Assessment (CCA) in M.Ed.

Continuous Comprehensive Assessment (CCA) will include the following components:

Classroom Attendance

- Each candidate will have to attend a minimum of 80% Lectures / Tutorials / Practicals. A candidate having less than 80% attendance will not be allowed to appear in the End Semester Examination (ESE).
- However, the exemption from 80% attendance will be given to those participating in prescribed co-curricular activities (e.g. NCC, NSS, Youth Festivals, Sports etc.) to the extent of 20% (making the necessary attendance as 60% in these cases). The claim for this exemption should be supported by authenticated certificate from the concerned University/college authorities.
- Candidates getting the exemptions, for co-curricular activities will not be entitled for getting the CCA marks for classroom attendance as given below.

Classroom Attendance Incentive:

- Those having greater than 80% attendance (for those participating in Co-curricular activities, 20% will be added to per cent attendance) will be awarded CCA marks as follows:-

> 80% but ≤ 83%	1 marks
> 84% but ≤ 87%	2 marks
> 88% but ≤ 91%	3 marks
> 92% but ≤ 95%	4 marks
> 96%	5 marks

Remaining 15 marks of CCA component in each course will be awarded on the basis of theory assignments / sessional activities to be assigned by the concerned course teacher.

- The continuous comprehensive assessment (CCA) will have the following components:

Sr.	Component	Marks
A.	Classroom attendance during the 100 days instructional time per Semester	05
B.	Theory Assignments/Sessional work in each course	15
GRAND TOTAL (A+B)		20

6.2 End-Semester Examination:

- The End Semester Examinations for **M.Ed.** candidates will be held in the month of November/ December and June each Year respectively.
 - a) The remaining 80% of the final marks assigned to a candidate in a course will be on the basis of an end-semester examination (ESE) that will be for three hours duration. The end-semester examination (ESE) will cover the whole syllabus of the course.
 - b) Evaluation in the Practicum-cum-field work will be done by the Departmental Council by assigning grades to the candidates on four points rating scale ranging from grade A, B, C and D.
 - c) Departmental Council will evaluate the Report/Practicum/Field Work Activities during 3rd semester and Grading on four point Letter Grade will be done which will be reflected in the result card.
 - d) At the end of 4th semester i.e. in the month of June evaluation of the dissertation work and viva voce will be done by the External Examiner. If candidate fails to submit their dissertation on the due date which will be notified by the Chairperson, late fees will be charged as per University Rules.
- A set of question papers for the end- semester examination (ESE) will be got set by the Controller of Examinations, H. P. University, Shimla-5

The question paper for the **End-Semester Examination** (ESE) (having 80 marks) will have following pattern:

- 1) The question paper for the ESE will have five Sections **A, B, C, D** and **E** Section. **A** will be compulsory of 16 marks and consist of 8 short answer type questions of 2 marks each covering whole the syllabus.
- 2) Section B, C, D and E will consist of two questions out of which the candidate will attempt one question. Each question will carry 16 marks.

Total marks (A + B + C + D+E) 16 + 16 + 16 +16+16 = 80 marks

➤ **6.3 Medium of Instruction/Examination for M.Ed.**

The medium of Instruction/ Examination for the M.Ed. programme shall be English or Hindi.

7. Conditions for Qualifying the M.Ed. Course

- (a) The pass percentage in each course of study will be 40 percent (both in theory and internal assessment respectively), 45% in aggregate in all the prescribed courses and at least Grade “C” in Practicum.
- (b) It will be necessary for a candidate to pass each course separately in Internal and External Examinations.
- (c) A candidate is required to pass all the courses of study. If a candidate fails in theory part of the paper of the university examination, he/she will have to re-appear in that theory course in the subsequent examination.
- (d) If a candidate fails in internal assessment/sessional, he/she will be required to improve his/her internal assessment/sessional marks/grades by doing extra work to the satisfaction of the Chairperson of the Department/Principal of the College concerned / Concerned Faculty Members who will assess the candidate for award of revised internal assessment/sessional marks. The candidate will have to submit his/her assignment within 40 days from the day of declaration of the result of End semester examination. If the candidate fails to submit within the stipulated period, he/she shall be treated as re-appear student in that paper.
- (e) The result of the candidate will be declared when he/she will qualify in all the parts of the concerned paper (Theory +Internal assessment).
- (f) For reappear students of regular mode, End Semester Examinations will be held in the months of December and June.
- (g) If a candidate fulfils the condition of 80% attendance in theory courses and 90% for field attachment and fulfill the conditions of internal assessment but, does not pass the examination (ESE) in any courses or due to some reasons i.e. his/her own serious illness, accident, or on account of the death of the near relative (Mother, Father, Brother, Sister), or the dates of states or national level examination falls on dates of the semester exams or delivery of child during the days of examination will be considered as “fail” shall be permitted to appear in such failed courses in odd/even semester/session only when the examination of that semester is due. However, such candidates will have to seek permission for appearing in the examination from Chairperson, Department of Education/ Principal of the concerned college on the production of authenticated valid certificate /document from the competent authority.
- (h) If a candidate fails to fulfill the condition of attendance of 80% in theory courses, 90% for field attachment and does not submit the assignments, he/she will not be allowed to appear in the concerned End Semester Examination/End Session Examination. However, he/she will be allowed to appear in the Odd/Even Semester examination only if he/she fulfils the conditions of 80% in theory courses and 90% in school internship (school

experience and teaching practice) and fulfils the condition of internal assessment to the satisfaction of Chairperson Department of Education/ Principal of the concerned college and concerned faculty members.

- (i) Candidates reappearing in a subsequent examination shall be examined in accordance with the Scheme and syllabus in force at that time.
- (j) A candidate shall not be declared successful in the M.Ed. Examination, unless he/she obtains specified pass marks in each of the prescribed courses and internal assessment.

COURSE CONTENTS

FIRST SEMESTER

Paper – I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Objectives:

Marks: 100 (80 + 20)

To enable the learners to -

- Highlight the idea of interrelatedness of the disciplines of education and philosophy.
- Understand different branches of philosophy.
- Develop the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- Analyze the discourse in education in order to discuss the assertions, assumptions and kinds of meaning they might contain.
- Equip with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to Education and intelligent participation in it.
- Familiarize with some significant philosophical perspectives on Education and their implications.
- Acquaint with the philosophical thoughts of some prominent Educational thinkers of the India and Western countries.
- Appreciate the extent to which Educational thought and practice are influenced by values cherished by the Nation.
- Become conscious about the ramifications of the constitutional provisions and protective discrimination and importance of social justice and development of Indian Nation.

Unit – 1 : Interrelatedness of Education and Philosophy

Meaning and Aims of Education; Factors determining aims of Education, Objectives of Education for the Emerging Indian Democratic Society.

Role of various Agencies (Formal, Non-formal, Informal, Active, Passive, Commercial and Non-commercial) of Education in strengthening the present system of Education. Education in the light of Four Pillars of Education; Learning to know, Learning to do, Learning to Live together and Learning to be.

Philosophy of Education and Educational Philosophy: Meaning, Nature, Need for Philosophy of Education and Developing a Philosophical Perspective about Education, Difference between Philosophy of Education and Educational Philosophy.

Philosophy and Education: Meanings of Philosophy and Education, Relationship of Philosophy and Education. Significance of Philosophy in understanding the Educational practices and problems.

Unit –2 : Schools of Philosophy

Nature of Philosophy, Characteristics of Philosophy and Branches of Philosophy: Metaphysics, Epistemology, Axiology, Logic and Aesthetics – their meanings, sub-branches and relevance for education. Philosophical Models of Teaching.

Philosophical Schools of Thought: Idealism, Naturalism, Realism, Pragmatism; Existentialism- meanings, basic postulates/assumptions and educational implications for aims, curriculum, methods of teaching, concept of discipline, the role of teacher and institutional settings.

Modern Philosophies of Education: Behaviorism, Marxism, Logical Positivism/Empiricism, and Constructivism- their implications for aims, curriculum, methods of teaching, concept of discipline, the role of the teacher and institutional settings.

Unit: 3 Educational thinkers and Constitutional Provisions for Education

Western Educational Thinkers: Socrates, Plato, Aristotle, Dewey and Soren Kierkegaard and their contribution to develop Educational thought and practices.

Indian Educational Thinkers: Educational thoughts of Gandhi, Tagore, Sri Aurobindo, Vivekananda and J. Krishnamurthy for developing the present scenario of education by idealizing the Indian Society.

Constitution Values: National Values as enshrined in the Constitution of India, Constitutional Provisions on Education, Social equity and equality of Educational Opportunities.

Unit – 4 : Contribution of Indian Thought to Educational Practices

General Features of Indian Philosophy, Difference between Western and Indian Philosophy, Critical appraisal of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

Systems of Indian Philosophy (Shad Darshan): Sankhya Philosophy, Nyaya Philosophy, Vaisesika Philosophy, Mimansa Philosophy and Vedanta Philosophy – their chief features, Metaphysics, Epistemology, Axiology and Observations.

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- Taneja, V. R. (1979): Socio-Philosophical Approach to Education, New Delhi: Atlantic Publishers and Distributors.
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Paper II
PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course Objectives:

Marks: 100 (80 + 20)

To enable the learners to:

- Understand the cognitive, affective and psychomotor development of adolescents and youth.
- Understand the concept of learning and different theories of learning
- Understand the concept of transfer of learning and different theories of transfer of learning
- Understand the concept and importance of motivation in teaching learning process
- Understand different strategies of motivation
- Understand the process of memorization and factors causing forgetting
- Develop the understanding of the theories of intelligence.
- understand the process of measurement of intelligence and apply different tools of measurement of intelligence.
- Understand the concept and process of creativity.
- Understand the techniques of enhancing creativity among the students.
- Understand the different aspects of development of learner's personality.
- Understand the techniques of assessment of personality.
- Develop understanding of the concept of mental hygiene and mental health and its importance in their lives.
- Understand the measures to promote mental health among students.
- Understand the concept of defense mechanism and different types of defense mechanisms.

Unit – 1: Psychological Bases of Education and Development

Educational Psychology: Meaning, Nature and Scope – Relevance of Educational Psychology in Teaching and Learning process.

Methods of Inquiry in Educational Psychology- Introspection, Observation, Case Study, Interview, and Experimental.

Development – Concept, Stages, Principles of Development, Factors Influencing Development – Genetic and Environmental.

Theories of Development and their Educational Implications

- ✓ Piaget's Cognitive Development
- ✓ Freud's Psycho-sexual Development
- ✓ Erikson's Psycho-social Development
- ✓ Kohlberg's Moral Development

Unit – 2: Learning and Motivation

Concept, Nature and Theories of Learning (Pavlov 's Classical Conditioning , Skinner 's Operant Conditioning , Thorndike's Trial and Error , Tolman's Sign Learning, Donald Norman's Information Processing , Kurt Lewin's Field Theory)

Transfer of Learning: Concept, Theories and Implications

Memory and Forgetting: Concept , Nature, Process and Factors involved in forgetting.

Motivation: Concept, Nature and Relationship with Learning, Strategies of Motivation.

Unit – 3 : Intelligence and Creativity

Concept and Types of Intelligence (Concrete, Abstract, Emotional and Spiritual)

Theories of Intelligence and their Educational Implications

- ✓ Two Factor Theory of Intelligence
- ✓ Guilford's Structure of Intellect
- ✓ Gardener's Theory of Intelligence
- ✓ Sternberg's Theory of Intelligence
- ✓ Goleman's Theory of Emotional Intelligence Measurement of Intelligence
- ✓ Verbal (Individual and Group) Tests
- ✓ Non-Verbal (Individual and Group) Tests
- ✓ Performance (Individual) Tests

Creativity: Concept, Factors and Process, Techniques for enhancing creativity among students.

Unit – 4: Personality and Mental Hygiene

Personality: Concept, Nature and Determinants of Personality

Theories of Personality and their Educational Implications

- (i) Trait (Allport, Cattell)
- (ii) Type (Hans Eysenck)
- (iii) Humanistic (Carl Rogers, Maslow)

Assessment of Personality: Inventories, Rating Scales and Projective Techniques.

Mental Hygiene and Mental Health- Nature, Concept, Scope and Principles; Factors Affecting Mental Health. Measures used to Promote Mental Health (Preventive and Curative); Defence Mechanisms: Rationalization, Compensation, and Sublimation.

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Paper III

METHODOLOGY OF EDUCATIONAL RESEARCH

Course Objectives:

Marks: 100 (80 + 20)

To enable the learners to -

- Explain the concept, scope, types and importance of educational research
- Understand the importance of ethical issues in conducting educational research
- Describe the importance of review of related literature
- Understand the meaning, criteria and sources for identifying the research problems
- Formulate research objectives and hypotheses
- Understand the terms used in educational research process
- Prepare the research proposal.
- Define population, sample and describe the different techniques of sampling
- Explain the types, tools and techniques of data collection
- Describe the various methods of research
- Explain the different approaches to analyze the qualitative as well as quantitative data.
- Prepare the research Report.

Unit -1: Basics of Educational Research

Concept, Scope, Types and Importance of educational research, Ethical Issues in Conducting Educational Research

Review of Related Literature: Purpose and Sources of Related Literature and Writing Review of related literature.

Research Problem: Selection, Formulation and Delimitations of the Research Problem and Characteristics of Good Research Problem

Objectives and Hypotheses: Formulation, Significance and Types. Preparation of Research proposal.

Unit -2: Sampling and Tools of Data Collection

Concept of Population and Sample along with its types, Sampling, Sampling Unit.

Sampling Frame, Sample Size, Techniques of Sampling, Characteristics of Good Sample, Sampling Errors and How to reduce them.

Meaning and Characteristics of Good Research Tools, standardization of research tools.

Types and Uses of Research Tools (Questionnaire, Rating Scales, Attitude Scales, Observation Schedule and Interview Schedule), Administration of Tools.

Unit -3: Methods of Research

Historical Research: Meaning, nature, importance and steps involved, Primary and Secondary Sources of Data, External and Internal Criticism of the data sources.

Descriptive Research Method: Meaning, Importance, Steps and Types of Descriptive Research Studies (Survey Studies, Developmental Studies and Case Study)

Experimental Research Method: Meaning, Importance, Steps and Components of Experimental research, Methods of Controlling of Extraneous Variables, Experimental Designs: One group Pre test- Post test design; Factorial Design (2x2);

Quantitative Vs Qualitative Research, Ethnographical Research, Mixed Method Research, Interdisciplinary Approach to Educational Research

Unit- 4: Data Analysis and Preparation of Research Report

Tabulating Data, Ways of Organizing & Presenting Data, Content Analysis including Logical & Inductive Analysis, Discourse Analysis.

Analysis of Observation Based and Interview based Data, Documentary Analysis.

Steps in preparation of Research Report

Writing Bibliography, APA Style of Referencing

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Paper IV

STATISTICS IN EDUCATIONAL RESEARCH

Course Objectives:

Marks: 100 (80 + 20)

To enable the learners to;

- Understand the concept and nature of educational data.
- Understand and apply various statistical techniques to field-based educational data.
- Appreciate the role of statistical tools / techniques in analysis of data for educational research.
- Employ computer software for analyzing educational data.
- Make interpretations of findings revealed through statistical data analysis.

Unit – 1: Basics of Descriptive Statistics

Types of data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Line Graph, Ogive, Pie Chart).

Measures of Central Tendencies and Variability (Range, Quartile Deviation, SD, Variance), Percentile and Percentile Ranks.

Meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC.

Measuring Divergence of Field-based Data from Normality (Skewness and Kurtosis).

Unit – 2: Descriptive Statistics: Correlation and standard scores

Concept of Correlation, Product Moment, Partial and multiple correlation Uses and Significance of Correlation Coefficient.
Standardized Scores (z-Scores and T-Scores) and their calculations.

Unit – 3: Basics of Inferential Statistics and Computer Data Analysis

Scales of Measurement, Variables and its Types (Independent, Dependent and Intervening).

Difference between Parametric and Non Parametric Statistics and rationale for using them in the analysis of data, Type-I and Type-II Errors.

Concept of Degrees of Freedom, Levels of Significance and their Use in Interpretation of Results.

Uses of Computers in Data Analysis, Data Analysis Software (MS-Excel, SPSS) and their Use in Analysis of Data, Selection of an Appropriate Statistical Test.

Unit – 4: Inferential Statistics: Parametric and Non-Parametric Tests

Parametric Tests: Assumptions of t-test and Analysis of Variance (ANOVA), One-tailed and Two-tailed Tests of Significance, t-test and Significance of Difference between Means (for small and large samples, correlated and uncorrelated groups).

ANOVA for equal and unequal groups (upto two Way Factorial Design).

Non-Parametric Tests: Chi-Square Test (Assumptions and Uses), Spearman Rank Difference Correlation Method, and Contingency Coefficient (C).

Significance of Difference between Percentage and Percentage Change , Margin of Errors in Percentage Analysis.

SUGGESTED READINGS:

Best, John W. (1995) Research in Education. New Delhi: Prentice Hall.

Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.).
London: Routledge.

Cornell. The Essentials of Educational Statistics.

Garrette, Henry E.,(1966) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.

Guilford, J P (1965) Fundamental Statistics in Psychology and Education ,New York: McGraw Hill Book Co.

George, Darren and Mallery, Paul, SPSS for Windows: Step by Step.
New Delhi:Pearson.

Gupta, S. P. Statistical Methods.: New Delhi: Sultan Chand and Sons.

Koul, Lokesh, Methodology of Educational Research (4th Edition, 2013). New Delhi: Vikas Publishing House Pvt. Ltd.

Siegal, Sidney. (1956). Non-Parametric Statistics for the Behavioural Sciences, New York:McGraw Hill.

Suggested Practicum / Sessional Activities:

1. Visit a middle / high school and collect achievement-based data of students of any class from the school records. Compute the values of mean and standard deviation (SD) for the data and draw a histogram.
2. Visit a school and collect achievement-based data for any three classes (in all subjects). Feed this data in a computer in MS-Excel software and draw bar diagram and a line graph based on this data.
3. Visit a college and collect achievement-based data from girls and boys of final year students in any one stream (commerce / arts / science / BCA / BBA etc.). On the basis of this data, test whether there exists a significant difference in achievement of boys and girls.

“SECOND SEMESTER”

Paper V

HISTORICAL AND SOCIOLOGICAL BASES OF EDUCATION

Course objectives:

Marks: 100 (80 + 20)

To enable the learners to;

- Acquire knowledge of salient features of Indian Education with reference to Ancient, Medieval and Modern period.
- Make critical appraisal of the recommendations of various Committees and Commissions on Education.
- Describe the development of Indian Education after Independence.
- Understand the Sociological Perspectives of Education.
- Understand the concept and process of Social Change.
- Develop the understanding of inter-relationship between sociological processes of education.
- Acquire knowledge of different social issues and challenges in National and International development of society.

Unit- 1: Education in Ages

Education in India with special reference to Ancient Period and Medieval Period.

Development of Education in Pre- Independence Period: Macaulay Minutes(1835), Wood's Despatch (1854), Indian Education Commission, Hunter Commission (1882), Calcutta University Commission (1917), Wardha Scheme (1937).

Development of Education in Post- Independence Period: University Education Commission (1948-1949), Secondary Education Commission (1952- 1953), Indian Education Commission (1964-1966), National Policy on Education (1986).

Programme of Action (1986, 1992), Revised National Policy on Education (1992).

Unit- 2: Current Issues in Education

Programmes of Universal Elementary Education (DPEP and SSA): objectives, norms and facilities provided under the schemes and implementation mechanism of the schemes.

Right To Education Act (2009): Norms and Standards.

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Uchttar Shiksha Abhiyan (RUSA): objectives, norms, funding and functioning.

Non- Formal Education and Alternative Schooling/ Distance Education: definition, characteristics.

Unit-3: Education and Sociology

Meaning, nature, scope, importance and impact of sociology on education, Inter-relationship between Education and various social variables: Society, Family, School, Peer Group, Religion, Caste, Gender and Class.

Process of Socialization: Agents of Socialization, Factors hindering Socialization of a child, Role of teacher in the process of Socialization.

Education, Culture and cultural heritage: Meaning and nature of culture, characteristics of culture, cultural heritage of India, cultural lag, Influence of Education on Culture and Vice -Versa.

Education and Social change: Concept of Social Change, Factors affecting Social Change, Role of Education in Social Change. Education and Social Mobility: Meaning, forms, dimensions and causes of Social Mobility.

Education and Modernization: meaning, criteria or measure of Modernization, causes of Modernization, impact of Modernization on society and problems of Modernization. Role of Education in Modernization

Unit-4: Sociological Issues

Peace Education

Liberalization and Education

Challenges of Education in 21st Century

Education for Eradication of Poverty

SUGGESTED READINGS:

- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education, New Delhi :
Vikas Publishing House.
- Aggarwal, J.C. (1996). Theory and Principles of Education, New Delhi : Vikas Publishing House.
- Atlekar, A.S. (1957). Education in Ancient India, Varanasi: Nand Kishore Publication.
- Brown Francis J.(1961) Educational Sociology, New York: Prentice Hall Inc.
- Brookover W.B;and Erickson, E.L(1973). A Sociology of Education, Illinois: The Dorsey
Press.
- Dayal, Bhagwan (1995). Development of Modern Indian education, Bombay:Orient Longman.
- Government of India (1986). National Policy on Education, (1986) Ministry of HRD, New
Delhi.
- Govt. of India (1992). Ministry of Human Resource Development, New Delhi.
- Havighurst, R (1995). Society and Education, Boston: Allyn and Bacon.
- Dewey John (1963) . Democracy and Education, New York: Ma Million
- MHRD Govt. of India: Rashtriya Madhyamik Shiksha Abhiyan (2009), New Delhi
- MHRD Govt. of India: Rashtriya Uchchar Shiksha Abhiyan (2013), New Delhi
- MHRD Govt. of India: Sarva Shiksha Abhiyan. (2001)
- Mukherjee, S.N. (1968). Education in India, Today & Tomorrow, Baroda: Acharya Book Depot.
- Mukherjee, S.N. (1955). History of Education in India. Baroda: Acharya Book Depot. New
Delhi: National Publishing House.
- Narula, S & Naik:- A History Of Education In India, New Delhi: Macmillan.
- Nurula, S. and Naik (1974) History of Education in India, New Delhi: Macmillan.
- Rai, B.C. (1997):- History of Indian Education and its Problem; Lucknow : Prakashan Kendra
- Report of University Education Commission,(1948-1949), Ministry of Education, Govt. of India
- Report of the Kothari Education Commission (1964-1966), Ministry of Education, Govt. of
India
- Report of the Secondary Education Commision (1952-1953), Ministry of Education.
Government of India.
- The Gazette of India (2009). Ministry of Law and Justice on Right to Education Act, 2009.
- The Gazette of India (2009), Ministry of Law and Justice on Right to Education Act, 2009.

Paper VI

POLITICAL AND ECONOMIC BASIS OF EDUCATION

Course Objectives:

Marks: 100 (80 + 20)

To enable the learners to:

- Acquaint with the Issues and Concerns in Education
- Acquaint with the: Social Forces, Political Ideologies and Education
- Acquaint with the Globalization and its impact on Education
- Acquaint with the basic concepts of economics of education.
- Acquaint with the concept of education as a major determinant of economic development.
- Acquaint with the concepts, nature, principles and procedures of Educational Planning.

Unit- 1: Issues and Concerns in Education

Constitutional provisions for education in India; Education and Nationalism;

Education for National Integration and International Understanding ;

Education as an Investment in Human-Resource Development; Educational Planning – Micro and Macro.

Unit- 2 : Democracy and Globalization

Democracy: Meaning and Values, Main Features of Democratic Education, aims, curriculum Methods of Teaching and School Administration.

Secularism in India – Meaning, Need and role of Education in Multi-religious Society

Globalization: Concept and its impact on Knowledge, skills and attitude.

Unit-3: Human Resource Development

Education and Economic Development, Indicators and process Human Resource Development, Process of Human Resource Development

Concept, Need and Goals of Educational Planning, Principles of Educational Planning, Approaches of Educational Planning

Educational Planning in India since Independence

Unit- 4: Education, Manpower Planning and Unemployment

Forecasting manpower needs and Manpower Planning

Problems of Unemployment in India and Role of Education

Brain Drain: Meaning, causes and measures to check Brain Drain in India

Reverse Brain Drain: Meaning and Measures.

SUGGESTED READINGS

- Alex, V.Alexander(1982) Human Capital Approach to Economic Development, New Delhi: Metropolitan Book Co.
- Blaug, M.: (1972) Economics of Education, the English Language Book Society and England: Penguin Books.
- Bertrand, Oliver (1992) Planning Human Resources: Methods, Experiences and Practices, New Delhi: Sterling Publishers.
- Halleck, J.: (1969)The Analysis of Educational Costs & Expenditure, Paris: UNESCO.
- Harrison, F and Myers, Charler: A (1970) Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing,
- Kneller, G. F(1968) Education and Economics Thought, New York: John Wilet and Sons,
- Nagpal, S.C. and Mital, A.C (1993) Economics of Education, New Delhi: Publication, Pandit, H.N.: (1969) Measurement of Cost Productivity and Efficiency of Education, New Delhi: NCERT
- Rao, V.K.R.V (1965) Education and Human Resource Development , New Delhi: Allied Publishers,
- Raza, Moonis: (1986) Educational Planning: A long Term Perspective, New Delhi : Concept Publishing Company,
- Singh, Baljit: (1986) Economics of Indian Education, New Delhi : Meenakshi Prakashan, Sodhi, T.S. (1990)Economics of Education, New Delhi: Vikas Publishing House
- Tilak, J.B.G.(1992) Educational Planning at Grass Roots, New Delhi: Ashish Publishing House,.

Paper VII

TEACHER EDUCATION – I

(Institutions, System and Structure in Teacher Education)

Course objectives:

Marks: 100 (80 + 20)

To enable the learners to -

- Understand the concept and scope of Teacher Education in India with the Historical Perspectives.
- Understand the Aims and Objectives of Teacher Education at Elementary and Secondary.
- Understand the Recommendations of Various Commissions for Teacher Education and Role of NCTE.
- Understand the Different Teacher Education Programmes and their Utility.

- Understand the Current scenario of Teacher Education in India.
- Understand the Problems of Teacher Education in India.

Unit -1 : Teacher Education – Concept, Development, Agencies

Meaning, Nature, Aims, and Scope of Teacher Education; Objectives of Teacher Education at Elementary and Secondary.

Changing Context of Teacher Education in Indian as well as Global Scenario.

Historical development of Teacher Education in India during (Ancient, Medieval and British) Agencies of Teacher Education:

District Level- BRC, CRC and DIET's, their Role and Functions.

State Level- SCERT and University Department of Education, their Role and Functions.

National Level- UGC, NCTE, NCERT, their Role and Functions.

Unit-2 :Teacher Education - System and Structure

Structure of Teacher Education at Various Levels as per NCTE Norms

Elementary Level

Secondary Level

Salient features of Teacher Education – Relevance, Flexibility, Integration and Inter Disciplinary.

Recommendations of various Commissions and Committees on Teacher Education in Post Independence Era.

Critical Appraisal of the present system of Teacher Education in India.

Unit-3: Models of Teacher Education and Instructional Methods

Models of Teacher Education - Behaviouristic Teacher Education Model, Competency Based Model, Personalistic Model, Knowledge Building Community Model.

Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.

Unit-4 : Preparation of Teachers

Pre- service Teacher Programme

UGC, NCTE, NCERT and University.

Preparing Teachers for Special Schools.

Preparing Teachers for Inclusive Classrooms.

Integrating ICT in Teachers Education.

SUGGESTED 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.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist Approach. Ney York : State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). London and New York.: Rout ledge
- Falmer. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. London and New :York. Rout ledge Falmer.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. New Delhi: Discovery Publishing House.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. New York.: Routledge:
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual Inputs for Secondary Teacher Education: The instructional Role. India: NCTE.

Paper VIII

INTRODUCTION TO EDUCATIONAL STUDIES

Course objectives:
learners to:

Marks: 100 (80 + 20) To enable the

- Understand the nature of education as a discipline/an area of study.
- Examine issues related to education as interdisciplinary knowledge.
- Understand the basic concepts/issues of education with reference to kind of concerns raised in NCF (2005) and NCFTE (2009).
- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology,

Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.

- Understand Contemporary debates about the nature and purposes of education and the social, political & historical contexts in which the aims of education are defined .
- Understand the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.
- Examine critically the concerns from vision of school education and teacher education.
- Reflect on the multiple contexts in which the school and teacher education institutions are working.
- Discuss the emerging dimensions of school and teacher education.

Unit – 1 : Education as a Discipline

Education Studies: Meaning and Nature of Educational Studies, The Traditional Disciplines and Educational Studies, Critical analysis of education as a discipline/area of study.

School Education: Contemporary challenges prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.

Procedure of linking: T Pack Model of Mishra

- ✓ Content knowledge with Pedagogy knowledge.
- ✓ Experiential knowledge with Empirical knowledge.
- ✓ Theoretical knowledge and Practical knowledge.
- ✓ Universal knowledge and Contextual knowledge.

Unit – 2 : Education as an Interdisciplinary Knowledge

Interdisciplinary Nature of Education: Relationship of Education with disciplines/subjects such as Philosophy, Literature, Geography, Political Science, Psychology, Sociology, History, Economics, Anthropology and Management, etc.

Constructivist approach in Education

Contribution of Science and Technology: The Role of Science and technology in influencing the factors such as spirituality, morality, civic responsibility, faith and religion within contemporary educational policy and practice.

Axiological issues in education: Issues related to planning, management and monitoring of school and teacher education.

Unit – 3 : Changing Socio-Cultural Context of Education

Social Purposiveness of Education. Understanding contemporary Indian society with reference to multilingual, multicultural, gender, ethnicity, achievement, equity, poverty, diversity, human rights, rights of the child and the role of education.

Process of Socialization: Role of parents, school, peer group, media and the community.

Teacher and society: A critical appraisal of Teacher's status. Globalization and the challenges facing the teaching profession in today's globalised, diverse and rapidly changing world.

Equality of Educational Opportunities:

Unit – 4 : Changing Context of Education

Political nature of Education. Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards. The growth of comprehensive schooling.

Constructional Provisions for the Education of Socio-Economically deprived groups.

Measures to ensure the Teacher's Autonomy and Accountability: Meaning, dimensions, merits and demerits of Autonomy and Accountability. Code of conduct for teachers.

SUGGESTED READINGS

- Arthur, J., Mufti, Devies, I. (2010): Education Studies Textbook, Good reads. Routledge.
<https://books.google.co.in>
- Bates, J., Lewis, S. & Pickard, A. (2011) Education Policy, Practice and the Professional, Continuum London: International Publishing Group.
- Bartlett, S., Burton, D. (2012). Introduction to Education Studies: Key Issues Series, London.: A Sage Publication company,
- Bartlett, S., Burton, D., Peim, N. (2001). Education Studies, London: Paul chapman publishing.
- Bartlett, S. & Burton, D. (2012) Introduction to Education Studies (Third Edition), London: Sage
- Beyer, L.E. (Ed.) (1996) .Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice. New York:Teachers College Press.
- Boston: Alynand, Becon, Brubacher, John S.; (1969) Modern Philosophies of education, New Delhi: Tata McGraw-Hill, Publishing Company Pvt LTD,
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Dewey, J. (1977): Democracy and Education: An Introduction to the Philosophy of Education, New York: Macmillan.
- Dewey, J. (1952). The School and the Child, New York: The Macmillan Company,
- E., Robinson, J. (2006). Education Studies: Issues and Critical Perspectives, England: Open University press, McGraw- Hill Education.
- Freire, Paulo (1970). Pedagogy of the Oppressed. New York:Continuum.
- Jackson, P.W. (2012) what is Education? Chicago: The University of Chicago

- Kumar, Krishna, (1989).Social Character of Learning. New Delhi: SAGE
- MHRD, Gov. of India (1992), National Policy on Education (revised) New Delh
- MHRD, (1992), Programme of Action, Govt. of India, New Delhi.
- Naik, J.P. (1975) Equality, Quality and Quantity: The Elusive Triangle of Indian Education, Bombay: Allied Publications.
- NCERT (2005). National curriculum framework, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT CD ROM , Globalisation and Education
- Olssen, M., Codd, J., O' Neill, A. (2004). Education Policy: Globalization, Citizenship and Democracy, London:Sage Publication.
- Peters, R.S. (1973). Aims of Education, London: Oxford University Press.
- Peters, R.S. (1967), The Concept of Education,,: United Kingdom: Routledge.
- Ward, S. & Eden, C. E. (2009) Key Issues in Education Policy, London:Sage
- Warren, S.(2009).An Introduction to Education Studies, London: Bloomsbury Publishing,.

THIRD SEMESTER

Paper IX

TEACHER EDUCATION-II

(Curriculum, Policy, Practices and Continuing Professional Development)

Course objectives:

Marks: 100 (80 + 20)

To enable the learners to -

- Understand the Concept, Development and Agencies of Teacher Education.
- Understand the Teacher Education Programmes at Different Levels- Their Objectives, Structure, Curriculum, Role and Competency Of The Teachers.
- Understand the Need For Teacher Education at Tertiary Level.
- Understand the Issues, Problems and Innovative Practices in Teacher Education.
- Research and Professionalism in Teacher Education.

Unit-1: Teacher Education Curriculum

National Curriculum Framework for Teacher Education Programme at various levels as recommended by NCFTE, 2009.

- ✓ Elementary Level.

✓ Secondary Level and

Teaching and Training Techniques – Nature, Assumptions, relevance to objectives of the Teacher Training.

Various techniques of Teacher Training– Seminars, Workshops, Brain Storming, ICT, Micro Teaching, Simulation and Role Playing and System Approach.

Privatization of Teacher Training : Need and Quality Concerns.

Unit- 2 : Teacher Thought Process

Concept of Teaching and Learning.

Duties of Teachers other than Teaching and their impact on quality of School Education.

3 P's in Teaching- Perception, Planning and Performance.

Teacher Thought Process and Decision Making.

Unit-3 : Continuing Professional Development

Concept and Importance, Modes of INSET (In-Service Education and Training) : Face to Face, Distance Mode, Eclectic Mode.

Meaning, Characteristics and Concept of Profession and Professionalism in Education. Professional Ethics for Teachers.

Strategies of In-Service Professional Development – Workshop, Seminars, Orientation Programmes, Refresher Courses, Conferences and Extension Lectures.

Teacher Professionalism – Roles, Attitudes, and Values.

Unit-4 : Research and Innovations in Teacher Education

Problems of Teacher Education in India.

Innovations in Teacher Education.

Priorities of Research in Teacher Education.

Suggested Readings

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.

Day, C.& J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Brinks Open University Press.

- Mohammad Miyan (2004). Professionalization of Teacher Education. New Delhi: Mittal Publications.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
- Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
- Lampert, M. (2001). Teaching Problems and the Problems of Teaching. New Haven: Yale University Press.
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A Constructivist Approach to Introducing Education. USA. Wadsworth Publishing,
- Ram, S. (1999): Current Issues in Teacher Education. New Delhi: Sarup & Sons Publications,
- Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.

Paper X

CURRICULUM STUDIES

Course objectives:

Marks: 100 (80 + 20)

To enable the learners to;

- Understand the meaning and principles of curriculum.
- Understand and appreciate curriculum as a means of development of the individual.
- Understand the foundations and evaluation of curriculum.
- Comprehend the different models of curriculum.
- Compare the view point given by different commissions.

Unit – 1: Curriculum development: Principles and Strategies

Meaning, Concept, Scope and Characteristics of a Good Curriculum.

Guiding Principles for Curriculum Development and Factors affecting Curriculum Development.

NCF 2002 and NCF 2005.

Unit – 2 : Basis and Models of Curriculum

Philosophical Theories and their Implications to Curriculum.

Sociological Needs and their Implications for Curriculum.

Psychological Needs of the learners their Implications for Curriculum.

Models of Curriculum–Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba), Demonstration, System-analysis

Unit –3 : Selection of Materials and Procedure of Organizing Content

Formation of General Objectives at School Stage and their Specifications.

Formation of Instructional Objectives and their Specifications

Problems of Curriculum Reform.

Rationale for Revision of Curriculum.

Unit – 4 : Evaluation of Curriculum

Need and Procedure of Curriculum Evaluation.

Evaluation of Curriculum in terms Content, Organization and Relevance.

Recommendations of University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986) regarding curriculum at elementary and secondary Level.

SUGGESTED READINGS

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

Arora, G.L. (1984): Reflections on Curriculum. New Delhi:NCERT.

CIET (2006) The Process of Making National Curriculum Framework-2005: A Video Documentary Both in Hindi and English, New Delhi: CIET, NCERT,

Dewey, John (1966). The Child and the Curriculum. Chicago: The University of Chicago Press.

Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey-Bass Inc. Publication.

Joseph, P.B. et al; (2000): Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.

Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K: Routledge.

NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT,

NCERT (2005). National Curriculum Framework New Delhi: NCERT,

NCTE (2009) National Curriculum Framework for Teacher Education. New Delhi:

Paper XI

LIFE SKILLS EDUCATION

Course objectives:

Marks: 100 (80 + 20)

To enable the Learners to:

- Understand Concept, Process and Practice of Core life Skills.
- Identify role of Life Skills for Positive Change and well being.
- Understand social skills, thinking skills and emotional skills.
- Communicate effectively, Cope with Stress and Emotions, Problem Solving and Decision Making.
- Emphasize the importance of Effective Communication as a Life Skill.

Unit-1 : Peace values for Personality Formation

Life Skills : Concept, Importance of Various key Life Skills- Emotional Skills, Social Skills, Thinking Skills,.

Importance of Life Skills for Growing minds.

Need For Life skill Education.

Unit-2 : Life skill and Wellbeing

Life Skills in Social Context vis-à-vis media influence, Social Harmony and National Integration .

Life Skills to deal with Peer Pressure, Suicide Prevention and Substance Abuse.

Factors affecting Wellbeing of an Individual.

Role of Life skills for ensuring Wellbeing.

Unit-3 : Communication Skill

Functions of Communication.

Essentials of Effective Communication.

Types of Communication-Downward or Upward, Lateral or Horizontal.

Barriers to Communication.

Unit-4 : Method for Life skill Enhancement

Methods to Enhance Life Skills -Class Discussion, Brain Storming, Demonstration, Role Play, Case Studies.

Audio-Visual activities e.g. Arts, Music, Theatre, Dance.

Decision Mapping or Problem Trees, Storytelling, Debates, Educational Games and Simulation, Small Groups.Matrix of Life skills in a class room.

SUGGESTED READINGS

- Baumgardner, R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Carr Alan, (2004). Positive Psychology.: New York: Routledge.
- Nair,A.Radhakrishnan (2010). Life Skills Training for Positive Behaviour. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- UNESCO (2005). Quality Education and Life Skills: Unesco: Dakar Goals. Paris:
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Geneva: Inter-Agency Meeting. WHO.
- Life SKills Education and CCE, CBSE. (www.cbse.nic.in/cce/life_skills_cce.pdf.)
- Life SKills Education (www.lifeskillsed.com.)
- Life Skills Approach to Teaching- Teacher Education (www.teindia.nic.in/files/teacher_trg-module/13_life_skills_module.pdf.)

Paper XII

EDUCATIONAL TECHNOLOGY

Course objectives:

Marks: 100 (80 + 20)

To enable the learners to:

- Understand the concept, scope and importance of educational technology.
- Understand the role of technology in various educational practices.
- Understand the concept, process and components of communication along with the role of multimedia approaches in educational communication.
- Understand various levels, stages and models of teaching.
- Understand the teaching behavior modification techniques for betterment of teaching-learning process.
- Make use of different classroom Instructional Technologies.
- Make use of various types of technologies for enhancing student centered learning environment.
- To get acquainted with recent trends in Educational Technology.

Unit -1: EDUCATIONAL TECHNOLOGY AND COMMUNICATION

Concept, Scope and Importance of Educational Technology

Role of Technology in Various Educational Practices

Concept, Process and Components of Communication, Barriers to Effective Classroom Communication, Role of Multimedia Approaches in Educational Communication

Modern Trends in Educational Communication such as e-mail, teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking

Unit -2 : LEVELS, STAGES AND MODELS OF TEACHING

Memory, Understanding and Reflective levels of Teaching and Learning and their Implications.

Stages of Teaching along with Operations involved in them

Models of teaching: Meaning, Function and Types (Glaser's Basic Model, Information processing Model, Social Interaction Model)

Teaching Behaviour Modification Techniques: Flanders' Interactional Analysis, Reciprocal Category System and Equivalent Talk Category System

Unit - 3 : TECHNOLOGY FOR CLASSROOM INSTRUCTION

Components, Working and Uses of Over Head Projector (OHP), Movie Projector, Liquid Crystal Display (LCD) Projector,

Components, Working and Uses of Computer, Audio-Video Recording Instruments, Closed Circuit Television (CCTV) and Smart Board/Electronic Board

Programmed Learning (Linear and Branching), Personalizes System of Instruction, Computer Assisted Instruction (CAI) and Web Based Learning

Challenges in Integration of Technology for Classroom Instruction

Unit- 4 : TECHNOLOGY ENHANCED STUDENT-CENTERED LEARNING ENVIRONMENT

Concept and Importance of E-Learning, M-Learning, Collaborative Learning, Blended Learning.

Technology Aided Learning and Virtual Classroom for generating Student-Centered Learning Environment

Role of Central Institute Of Educational Technology(CIET) to Promote Utilization of Educational Technologies

Recent Trends of Research in Educational Technology

SUGGESTED READINGS

Agarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.

Behera, S.C. (1991): Educational Television Programmes, New Delhi: Deep and Deep Publications.

- Chauhan, S.S.:(1978) A Text-Book of Programmed Instruction, New Delhi: Sterling Publ. Co. Collis.
- Denis, Kim, Sen and Morin (2000), "Information Technology - The Breaking Wave", New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Dobson, Theresa M. (2005.)Technologies of Text: Reflections on Teaching, Learning, and Writing within Digital Environments." Journal of the Canadian Association of Curriculum Studies, v.3 no.1.
- Kulkarni, S.S. (1986) Introduction to Educational Technology, New Delhi:Oxford & IBH.
- Kumar, K.L. (2008): Educational Technology, New Delhi: New Age International Pvt. Ltd. Publishers.
- Kumar, N. and Chandiram, J. (1967): Educational Television in India,,: New Delhi: Arya Book Depot.
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FOURTH SEMESTER Paper XIII

CURRICULUM, PEDAGOGY AND ASSESSMENT

Course objectives:

Marks: 100 (80 + 20)

To enable the Learners to;

- Understand the need and significance of Curriculum in Education.

- Comprehend various Pedagogical Techniques and methods for transaction of curriculum.
- Understand Instructional Process in terms of its various dimensions.
- Understand the importance of various skills and role of different media in Education.
- Acquire and use different skills and competencies related to curriculum development, pedagogical interventions and evaluation techniques.
- Understand and apply different evaluation strategies and techniques during curriculum transaction.
- Analyze various evaluation strategies so as bring improvements in curriculum and its transaction.

Unit – 1 : Curriculum: An Overview

Meaning and Importance of Curriculum, Philosophical, Social and Psychological Basis of Curriculum, Functions and Goals of Curriculum, Characteristics of Effective Curriculum.

Basis of Content Selection for Curriculum (Culture-based, Knowledge-based and Need-based).

Role of Teacher in Curriculum Development Process and its effect on Curriculum, Curriculum Transaction.

Unit – 2 : Pedagogical Strategies for Curriculum Transaction

Instructional Objectives: Concept and Need, Bloom's Taxonomy of Instructional Objectives, Writing Objectives in Behavioural Terms (Robert Mager's and RCEM Approach).

Teacher Controlled Instruction (TCI): Meaning and Nature, Methods of Instruction (Lecture, Team Teaching, Demonstration), Strengths and Weaknesses of Each Method, Procedure for Organizing Effective Lecture and Demonstration and Its Evaluation, Role of Teacher in Teacher Controlled Instruction.

Learner Controlled Instruction (LCI): Meaning and Nature, Methods of Self-Learning (Self-Instructional Print Material, Programmed Learning, Keller's Personalized System of Instruction, Computer Assisted Instruction), Teacher's Role in Learner controlled Instruction.

Group-Controlled Instruction (GCI): Meaning, Nature and Methods : Small Group Interaction, Cooperative Learning Approach, Role Play, Field Trips, Project Work), , Role of Teacher in Group Controlled Instruction.

Unit – 3 : Managing Instruction in Classroom

Meaning and Basic Principles of Effective Classroom Management.

Instructional Design: Meaning and Types; Using Instructional Media in the Classroom: Concept, Need and Types.

Use of Print Media in the Classroom (Textbooks, Reference Books, Journals), Using Charts, Models and Improvised TLM in Classroom and Skills required to Use Them.

Use of Electronic Media in the Classroom (TV, Computers, Internet), Skills required for Effective Communication in the Classroom, Modification of Teacher Behaviour through Development of Teaching Skills (Skill of Induction, Explaining, Reinforcement, Probing Questioning, Stimulus Variation and Achieving Closure) among Student-Teachers through Micro Teaching and Simulation.

Unit – 4 : Curriculum and Assessment

Difference between Evaluation, Assessment, Measurement and Tests; Need, Purpose and Importance of Educational Assessment.

Approaches to Assessment: Formative, Summative and Diagnostic; Norm-Referenced and Criterion-Referenced Tests: Difference and Construction Procedures, Continuous and Comprehensive Evaluation: Concept, Aims, Assessment of Scholastic and Co-Scholastic Aspects; Assessment of Cognitive, Affective and Psycho-Motor Aspects of Individual Personality.

Recent Trends in Assessment: Self-Evaluation, Peer Evaluation, Grading System, Open Book Examination, Internal Assessment.

Meaning, Purpose and Ways of Evaluating Curriculum.

SESSIONAL ACTIVITIES:

1. Visit a high school and observe classroom transaction process (T-L process) followed by the teachers. Prepare a detailed report mentioning the teaching skills and TLM used by the teachers. Highlight the strengths and weaknesses of classroom transaction process and suggest some ways for bringing improvements in the same.
2. Visit a primary school and study how CCE records are maintained by the school authorities. Prepare a detailed report on it.
3. Prepare a study guide on any topic of your interest by following the principles of Keller's Personalized System of Instruction (PSI).
4. Prepare a powerpoint presentation on any topic of your interest. Submit the prints of handouts (including brief explanation of content covered) of powerpoint slides.

SUGGESTED READINGS:

Aggarwal, J. C.(2009) Development and Planning of Modern Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Andrey and Nicholas, Howard.(1978) Developing Curriculum: A Practical Guide. George, London: Allen and Unwin,

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

Arora, G.L. (1984): Reflections on Curriculum. New Delhi: NCERT.

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- Chopra, R. K. (1993). Status of Teacher in India, New Delhi: NCERT
- Dewey, John (1966). The Child and the Curriculum. Chicago: The University of Chicago Press.
- Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill
- Hooer, R. (1971). Curriculum: Context, Design and Development,; New York: Longmans
- Holders and Stayhton Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K. : Routledge.
- NCERT (2005). National Curriculum Framework-2005, New Delhi: NCERT,
- NCTE (2009) National Curriculum Framework for Teacher Education.
- Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Aleen
- Sharma, R. A. (2008) Technological Foundations of Education, Meerut: R Lall Book Depot.

Paper XIV

EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP

Course objectives:

Marks: 100 (80 + 20)

To enable the learners to:

- Develop an understanding of the concepts, techniques and practice of educational administration and management.
- Recognize the importance of management of resources and effective use of ICT in the context of educational management.
- Critically examine the core and contemporary management and leadership theories relevant to educational practice and settings.
- Sensitize the students about new changes and challenges in administration and leadership of institutions.
- Develop capacities for being effective educational administrators and leaders.
- Sensitize the students with respect to emerging trends in educational administration, management and leadership.
- Acquaint the students with the dynamics of total quality management in Education.

Unit - 1 : Educational Administration

Meaning, Nature and Scope of Educational Administration, Basic Principles of Educational Administration, Administrative Structure at Various Levels of Education.

- Role of Different Agencies / Regulatory Bodies (NUEPA, NCERT, State Directorates of Education) in Educational Administration.

- Recent Trends in Educational Administration: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy, Community Participation and Role of Local Bodies in Educational Administration.
- Meaning and Concept of Educational Supervision, Means of Ensuring Accountability in Educational Processes.
- Qualities of an Effective Educational Administrator.

Unit - 2 : Educational Management

- Educational management in India: A Historical Perspective.
- Purpose, Processes, Principles and Stages of Educational Management.
- Relationship between Educational Management and Administration, Managerial Functions of Educational Administrator (Planning, Organizing, Staffing, Controlling and Directing),
- Role of Teachers in Educational Management.

Unit – 3: Management of Resources in Education

- Management
of Physical Resources (School Plant, School Building, Furniture, Equipments,
Playground, Laboratory and Library).
- Management of Human Resources (Functions of School Head and School Teachers and Staff.
 - Management of Financial Resources (Identifying Sources of Income and Preparing School Development Plan).
 - Office Management in Education (Office Functions, Purpose and Types of School Records), Meaning and Importance of Management Information System in Education.
 - Concept and Techniques of Classroom Management, Total Quality Management (TQM) in Education: Concept and Principles, Application of ICT and Barriers in its Use in Educational Management.

Unit-4: Leadership in Education

Concept and Functions of Leadership, Types of Leadership (Academic, Administrative, Community and Student-Centred Leadership), Importance of Group and Team Work, Leadership Skills.

- Leaders as Team Manager and Motivator, Developing Leadership and Management Skills.
- Current Trends in Educational Leadership in the context of Privatization, Public-Private Partnership in Education, Globalization and their Impact on Education.

SUGGESTED READINGS:

- Bush, Tony. (2010) Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications,
- Davies, Brent and Burnham, J. W. (2003) Handbook of Educational Leadership and Management, New Delhi: Pearson Education

Mohanty, J. (2007) Educational Administration, Supervision and School Management, New Delhi: Deep and Deep Publications,
Sharma, S. L. (2009) Educational Management: A Unified Approach of Education, New Delhi: Global India Publications Pvt. Ltd.
Gupta .S and Aggarwal. J.C (2013) School Management, New Delhi: Shipra Publication ,

SESSIONAL ACTIVITIES

1. Visit a primary school and study how admission and attendance records of students are maintained by the school authorities. Prepare a detailed report on it.
2. Visit a private educational institution at higher level and study its organizational and management structure. Prepare a detailed report on it.
3. Interact with the community members in your neighbourhood whose children are studying in government schools. On the basis of this interaction, prepare a detailed report on how community participation can be ensured and enhanced in educational affairs.
4. Visit a primary school and observe how mid-day meals are served to the students. Prepare a detailed report on management of mid day meals scheme in the school highlighting availability and management of physical and human resources, cooking of meals, observance of hygiene and cleanliness, meals serving system etc.

Paper XV

PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELING

Course objectives:

Marks: 100 (80 + 20)

To enable the learners to;

- Understand concept, need and principles of guidance
- Understand Role of National and State Level Agencies in the guidance Programmes.
- Understand principles, and problems of different types of guidance.
- Become familiar in the use of testing and Non-Testing Techniques.
- Understand the concept and process of counseling
- Understand different approaches of counseling.
- Develop counseling skills.
- Understand different approaches to evaluate the guidance Programmes.

Unit -1 : Guidance

Concept, Assumptions, Scope and Need for Guidance at different levels of Education.
Limitations of Guidance.

Types of Guidance – Educational, Vocational and Personal, Group Guidance

Agencies of guidance: National, State, District and Local Levels.

Role of Teachers and Headmasters/Principals in the school guidance programme.

Unit -2 : Methods and Techniques of Guidance

Organizing Guidance Services at Elementary and Secondary level.

Steps in the Guidance Process.

Assessment in Guidance: Testing Techniques.

Assessment in Guidance: Non-Testing Techniques.

Unit -3 : Counseling

Concept, Characteristics, and Principles of Counseling. Counseling Skills.

Counseling Approaches – Directive, Non-directive and Eclectic.

Individual and Group Counseling and Ethical issues in Counseling

Unit- 4: Guidance of Children with Special Needs

Needs and Problems

Guidance of the Gifted and Creative Students

Guidance of under achiever and first generation learners

Evaluation of Guidance Programme: Need, Approaches and Problems.

SESSIONAL ACTIVITIES

1. Visit to a Guidance center and write a report.
2. Organize any one of the activity: Career talk, Career Exhibition, Class talk and Report or Visit and Prepare a report of the guidance services available in any one school.
3. Any other activity / activities that the concerned course teacher may think appropriate, can be allotted

SUGGESTED READINGS:

Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. New Delhi: Doaba House.

Arther J. J., (1971). Principles of Guidance, New Delhi: Tata Mc Graw Hill.

Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling : Practical (Vol I & II) New Delhi: Vikas Publishing House.

- Gupta, S.K. (1985). Guidance and Counselling. New Delhi: Mittal. Publication
- Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling. Publication
- Norton, K and Mcgauley, G (1998). Counselling Difficult Clients. New Delhi: Sage Publications,
- O’Leary, C.J (1999). Counselling Couples and Families. New Delhi: Sage Publications, Ponte Otto.
- D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. .(2001). Handbook of Multicultural Counseling. New Delhi: Sage Publications.
- Rivers, P.C (1994) Alcoholic and Human Behaviour: Theory Research and Practice. New Delhi: New Jersey: Prentice Hall.
- Rao, S Narayana ,(1995). Counselling and Guidance, New Delhi: Tata McGraw Hill Publishing Co.Pvt.Ltd.
- Sherry, J. (2004).Counselling Children, Adolescents and Families. New Delhi: Sage Publications, Velleman, R. (2001). Counselling for Alcoholic Problems. New Delhi: Sage Publications.

Paper XVI

INCLUSIVE EDUCATION

Course objectives:

Marks: 100 (80 + 20)

To enable the Learners to:

- Understand the concept and importance of Inclusiveness in Education.
- Understand the global and national commitments towards the education of children with diverse needs.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for Inclusive Education.
- Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in Inclusive Schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.

Unit-1: Introduction to Inclusive Education

- Concept, scope and importance of Inclusive Education, Historical perspectives on education of children with diverse needs.
- Difference between Special Education, Integrated Education and Inclusive Education.
- Need for Inclusive Education and barriers in the Implementation of the scheme.

- Adaptations in Instructional Objectives , curriculum and co-curricular activities for meeting diverse needs of children: intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

Unit -2: International and National Initiatives for the Education of Children with Special Needs

The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).

The World Declaration on Education for all and its Framework for Action to meet Basic Learning needs, 1990(Article 3 Clause 5). The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).

The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002). The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education. International Year of the disabled persons (IYDP, 1981)

National Initiatives for children with special needs:

- ✓ Integrated Education for Disabled Children (IEDC, 1974).
- ✓ Project Integrated Education for disabled children (PIED, 1987).
- ✓ Sarva Shiksha Abhiyan and RTE 2009

Unit- 3 : Current Laws and Policy Perspectives for Inclusive Education and Role of the Teacher

Mental Health Act 1987, Rehabilitation Council of India (RCI) Act, 1992. Role of RCI in the education of children with special needs.

Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).

The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning, role of technology for meeting diverse needs of learners.

Unit – 4 : Teacher preparation for Inclusive Education

Skills and Competencies of teachers and teacher educators for Elementary and Secondary Education in Inclusive Settings, Teaching Strategies for Inclusive Education, creating conducive environment in Inclusion Schools, reviewing existing Educational Programmes offered in secondary school (general, special education).

Evaluation and Follow Up Programmes for Improvisation of Teacher Preparation Programmes in Inclusive Education Programmes.

Roles, Responsibilities and Professional Ethics of an Inclusive Education Teacher and Teacher Educators.

Role of NGO's in Inclusive Education - A Critical Appraisal.

Suggested Readings

Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: New Delhi : National Publishing House

Government of India (1986). National Policy on Education,

Government of India (1992). Programme of Action,

Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Haryana: Academic Press.

Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Chennai: Heinemann Educational publishers, Multivista Global Ltd,

Kagan, T.S. (2000): Worldwide Diversity and Human Rights. New Delhi: Orient Longman Pvt Ltd.,

NCERT (2005). National Curriculum Framework,

NCERT (2006). National Focus Group Report on Education of SC and ST, New Delhi.

PWD Act 1995,98,2000

Rehabilitation Council of India , (1992)

Sharma, P.L. (1990) Teachers Handbook on IED-Helping Children with Special Needs New Delhi: N. C. E R T Publication

Sharma P.L (2003) Planning Inclusive Education in Small Schools, Mysore: R .I E.

SUGGESTED ACTIVITIES FOR PRACTICUM-CUM-FIELD WORK

1. Observe student-teachers of B. Ed. / D. El. Ed. level during simulated teaching (in 10 lessons) by employing Flander's Interaction Analysis Technique. Analyze the teaching behaviour of student-teachers and make a detailed report including feedback for bringing desirable changes in teaching behaviour.
2. Observe B.Ed. / D. El. Ed. student-teachers (in 10 lessons) during practice teaching sessions and make a detailed report about the teaching methodology adopted, its

appropriateness, use of TLM and a critical note on transfer of teaching skills from micro teaching / simulation to practice teaching situations.

3. Visit an in-service training programme centre (BRC/CRC/DIET) and evaluate the centre in terms of its infrastructure, human resources, organization of training programme and training pedagogy employed. Prepare a detailed report.
4. Conduct interviews of school teachers with the help of structured interview schedule for assessing their perception regarding ongoing in-service teacher training programmes and prepare a detailed report mentioning major merits and drawbacks in training programmes and suggestions for bringing future improvements.
5. Visit the schools and interact with the teachers to identify the pedagogical techniques employed by them and their needs. Prepare a detailed report on it and on the basis of this, forward your suggestions for reducing gap between pre-service teacher education programmes and school education.