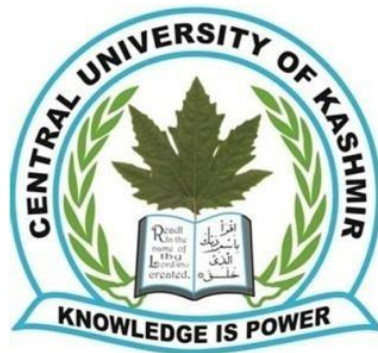# Syllabus
for
Masters in Education
M. Ed. (2 Year)
Programme

.: Session 2015 (July)

As per National Council for Teacher Education (NCTE) regulations and based on Choice Based Credit System (CBCS) pattern

School of Education
Central University of Kashmir

Syllabus for M. Ed. (2 Year) - Central University of Kashmir

Course Structure for M. Ed. Two Year Programme

Course Code	Title	Credit Value	Internal Marks	External Marks	Total
Semester I					
MTE-C 101	Philosophical Foundations of Education	4	40	60	100
MTE-C 102	Sociological Foundations of Education	4	40	60	100
MTE-C 103	Economics of Education	4	40	60	100
Subject Centred Electives (Any One)					
MTE-E 104	Guidance and Counselling	4	40	60	100
MTE-E 105	Early Childhood Care and Education	4	40	60	100
MTE-E 106	Self Development	4	40	60	100
MTE-E 107	Inclusive Education	4	40	60	100
MET-E 108	Gender Education	4	40	60	100
Foundation Courses Electives (Any One)					
AEC	Ability Enhancement Course: Personality Development	4	40	60	100
Semester II					
MTE-C 201	Process of Education	4	40	60	100
MTE-C 202	Learner and the Learning Process	4	40	60	100
MTE-C 203	Methodology of Educational Research-I	4	40	60	100
Subject Centred Electives (Any One)					
MTE-E 204	Comparative Education	4	40	60	100
MTE-E 205	Elementary Education	4	40	60	100
MTE-E 206	Mental Health and Education	4	40	60	100
MTE-E 207	Environmental Education for Sustainable Development	4	40	60	100
MET-E 208	Adolescence Education	4	40	60	100
Foundation Courses Compulsory (Any One)					
AEC	Ability Enhancement Course - Peace Education	4	40	60	100

Semester III					
MTE-C 301	Education and Instructional Technology	4	40	60	100
MTE-C 302	Curriculum Studies	4	40	60	100
MTE-C 303	Methodology of Educational Research-II	4	40	60	100
Subject Centred Electives (Any One)					
MTE-E 304	Models of Teaching	4	40	60	100
MET-E 305	Preparation of School Teacher	4	40	60	100
MET-E 306	Secondary Education	4	40	60	100
MET-E 307	Health Education	4	40	60	100
MET-E 308	Educational Planning and Finance	4	40	60	100
Open Elective Generic					
OGE I	Open Generic Elective (Value Education)	4	40	60	100
PRACTICUM					
MET-FE 310	Field Experiences and Practicum	2	20	30	50
Semester IV					
MTE-C 401	Statistics in Education	4	40	60	100
MTE-C 402	Educational Administration and Supervision	4	40	60	100
MTE-C 403	Policy Perspectives And Issues In Indian Education	4	40	60	100
MTE-C 404	Dissertation	6	--	150	150
Open Elective Generic (Any one)					
OGE II	Open Generic Elective (Higher Education)	4	40	60	100
Total		**86**	**780**	**1320**	**2100**

Total Credit Value

1st Semester	2nd Semester	3rd Semester	4th Semester	Total
20	**20**	**22**	**22**	**84**

MTE-C: 101 PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Objectives: It aims at developing the following competencies amongst the learners:

1. Knowing the meaning of philosophy and philosophical foundations of education.
2. Understanding the nature and functions of philosophy of education.
3. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
4. Understanding and use of philosophical methods and in studying educational data.
5. Developing philosophical insight for resolution of educational issues.
6. Critical appraisal of contributions of great educators to education and society.
7. Comparing partially and holistically concepts of education between/among various philosophical schools/traditions.

UNIT-I: PHILOSOPHY AND EDUCATION

- Meaning and scope of philosophy
- Functions of philosophy
- Meaning and scope of education
- Relationship between education and philosophy

UNIT- II: INDIAN SCHOOLS OF PHILOSOPHY

- Nyaya- Vyseshika
- Samkhya- Yoga
- Buddha- Jaina

UNIT III: WESTERN SCHOOLS OF PHILOSOPHY

- Naturalism
- Idealism
- Pragmatism
- Realism
- Logical positivism
- Existentialism

UNIT IV: EDUCATIONAL THINKERS: INDIAN & WESTERN

- MK Gandhi
- Aurobindo
- Tagore
- John Dewy
- Roussoueu
- Bertrand Russel

CORE READINGS
1. Bramel, D. Patterns of Educational Policy, New York, Hold Rinehart &Winston. 1971.
2. Broudy, H.S (1977) Building a Philosophy of Education, New York: Kringer.
3. Brown, L. M. Aims of Education, New York, Teachers College Press. 1970.
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21. Thamarasseri, Ismail. (2014). *Philosophical Foundations of Education.* Agra: Shri Vinod Pustak Mandir
22. Hiriyana, M (1995) the Essentials of Indian Philosophy, Delhi: Motilal BanarsidasPublishers Pvt. Ltd.
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25. Lawton, D. Class Culture and Curriculum, London, Rutledge & Regan Paul, 1975.
26. Luther, M.N. Values and Ethics in School Education, New Delhi, Tata McGraw Hill,2001.
27. McChellan, J.E. Philosophy of Education, New Jersey, Prentice Hall Inc, 1976.
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SUGGESTED READINGS
1. Mukherjee, R. K. Ancient Indian Education, Delhi, Motilal Banarasidas, 1974.
2. Narareth, M. P. Education Goals, Aims and Objectives, New Delhi, Vikash. 1984.
3. Narvene, V.S. (1978) Modern Indian Thoughts, New York, Orient Longmans Ltd.
4. Nigel, L., Smeyers. P., Smith, R., & Standish, P., (2003) The Blackwell Guide to the Philosophy of Education, Blackwell Publishing Ltd.
5. Pandey, R. S. An Introduction to Major Philosophies of Education, Agra, Vinod Pustak Mandir. 1996.
6. Fasalurahman, P. K., & Thamarasseri, Ismail. (2013). *Educational Philosophy of John Dewey.* New Delhi: APH Publishing Corp.
7. Park J. (Ed) (1963) Selected Readings in Philosophy of Education, New York: The MacMillan Company.

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9. Saxena Swaroop, N.R. (2001) Philosophical and Sociological Foundations of Education, Meerut: Surya Publication.
10. Sodhi, T.S. & Suri, Aruna (1998) Philosophical and Sociological Foundations of Education, Patiala: Bawa Publication.

MTE-C 102 SOCIOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES
1. To develop a thorough understanding of various traditional sociological perspectives.
2. To enable the student understand the educational implications of variations by race, class, gender, religion and age. To explain patterns and variations using sociological theory.
3. To enable the students to understand the contemporary social perspectives and their educational implications to modern social world.
4. To enable the students understand the role of theory in building sociological knowledge.
5. To illustrate an understanding of the processes and implications of democracy, globalization and modernization.
6. To understand social system with special reference to its major sub systems and their interplay. To understand structural inequalities based on caste, class, race, and Rural-urban and gender and the role of education for their eradication.
7. To understand the educational value of culture.
8. To understand the major concepts, and theories, in sociology and education.
9. To understand the sociological basis of reservation policy to address social inequalities. To understand the major social processes and the role of education for strengthening these processes.

COURSE OUTLINE

Unit I: A) Sociology and Education
- Concept of Education and Sociology
- Relationship of Sociology and Education
- Educational Sociology and Sociology of Education
  B) Social System and Education
- Concept of Social System
- Education as a Social System-its characteristics
- Relationship of Education with Kinship, Religion, Polity and Economy

Unit II: A) Sociological Perspectives
- Functionalism
- Conflict Theory
- Interactionism

(With special reference to E. Durkheim, Karl Marx & C.H. Cooley)

  B) Contemporary Perspectives
- ¢ Paulo Freire- Pedagogy of Oppressed
- ¢ Ivan Illich- De-Schooling
- ¢ Michal Apple- Critical Theory
- ¢ Henry Gierox- Critical Pedagogy

Unit III: A) Culture and Education
- ¢ Concept, Characteristics, Dimensions of Culture
- ¢ Relationship of Culture with Education

  B) Social Change and Education
- ¢ Social Change: Concept & Theories (Evolutionary, Stage & Cyclical. Two theories each)
- ¢ Education and Social Change
- ¢ Constraints of Social Change in India (Caste, Religion, Class, Language, Region and Ethnicity)

Unit IV: A) Social Stratification and Social Mobility
- ¢ Concept of Social Stratification and Social Mobility
- ¢ Education in relation to Social Stratification and Social Mobility
- ¢ Social Equity and Equality of Educational Opportunity
- ¢ Education of the Socially and Economically disadvantaged sections of the society with reference to Scheduled Castes and Scheduled Tribes, Minorities, Women, Rural population, and OBC's

  B) Education and Social Processes
- ¢ Education and Democracy
- ¢ Education and Modernization
- ¢ Education and Globalization
(Their implications for education)

CORE READINGS

1. Abraham Francis & Margin John: *Sociological Thought*, McMillan India Ltd. 2002.
2. B. G. Tilak, *Education, Society, and Development: National and International Perspectives*. APH Publishing, 2003
3. Bhat M.S. *Educational Sociology,* APH Publications, New Delhi
4. Brown F.J.C. Sociology
5. *Cooklzoyd Allen, 2008, A Sociological Approach to Education;*
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7. David Snedden, *Educational Sociology*, 2010.
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2. Beteille, Andra: *Sociology: Essays on Approach and Methods*, OUP 2000.
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13. Prem Late Sharma, *A Handbook of Sociology of Education*: New Delhi: Sarup & Sons, 2008
14. R.D. Bhat *Sociology of Education*; N. D. Kanishka.
15. Raka Sharan, *A Handbook of Sociology;*
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20. Srinavas M.N, *Social Change in Modern India,* Bombay :Allied Publications   1967
21. Taneja V.R N.D. *Socio-philosophical Approach to Education,*   Atlantic.
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23. Yoginder Singh: *Modernization of Indian Tradition,* Rawat Publication,   Jaipur.

MTE-C 103 ECONOMICS OF EDUCATION

Course Objectives

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

- Assess and determine the contribution of education to Gross National Product (GNP) of a country
- Estimate the return from educational   investment
- Undertake inter country correlation of school enrolment ratio and   GNP
- Formulate man power planning and programming model for educational   planning
- Estimate educational wastage and suggesting methods to avoid   them
- Synchronize the education system with the social   system
- Identify the priorities in the National policy on Education and their   implications
- Deal with re-distribution of resources and re-arrangement of   priorities
- Promote the needed changes in education and making it socially relevant and economically productive and
- Improve the techniques of educational planning and   management

Course Content

Unit 1: Economic Aspects of Education
- Concept, Need, and Scope of Economics of Education.
- Relationship between Education and Economics.
- Education as Knowledge Economy: A critical   analysis.
- Concept and components of human capitaló Human capital verses physical   capital.
- Impact of Economics on Education.

Unit 2: Education as Consumption or Investment
- Education as an Economic Good,
- Education as Consumption;
- Education as Investment;
- Difficulties in treating Education as consumption /   investment.
- Impact of Liberalization, Privatization, and Globalization on Education.

- GATS and Education,
- Role of PPP in Indian Education.
- Role of WTO and World Bank for Education in India.

Unit 3: Education and National Development
- Recommendations of Kothari Commission
- Education and Economic Growth
- The role of Education in the Economic Development
- Equity and efficiency effects of financing education in India

Unit 4: Cost Benefit Analysis:
- Private cost and Social cost of Education,
- Direct and Indirect cost of Education
- Benefits of Educationó direct and indirect benefits
- Private Returns and Social Returns;
- Measurement of Benefits in Education.
- Problems in the measurement of cost and benefits;

Core Readings

1. Becker, G.S. (1974). Human Capital. New York: NBER.
2. Blang, M. An introduction to Economics of Education, Cambridge University Press
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15. Woodhall, M. Cost ó benefit Analysis in Educational planning. Columbia University Press, New York
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Further Readings

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14. Woodhall M. (ed.) (1989), *Financial Support for Students: Grants, Loans or Graduate Tax*, Kogan Page, University of London.
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16. World Bank (1994), *Higher Education: Lessons of Experience*, Washington D.C.

MTE E 104: GUIDANCE AND COUNSELLING

COURSE OBJECTIVES
1. To develop an understanding about the fundamentals of Guidance and Counselling.
2. To understand life and the world around.
3. To understand the importance of making right choice in life, education and vocation.
4. To be able to describe the importance of working with a group, for a group and in a group.
5. To be able to understand the needs of the individual correctly.
6. To be able to understand various guidance services.
7. To understand the process of counselling.

COURSE OUTLINE
Unit-I: Introduction to Guidance

- Concept and principles
- Types of Guidance: Individual and Group
- Mental Health, Guidance and Counseling
- Relationship between guidance counselling and mental health

Unit-II Organization of Guidance services in Schools, Colleges/Universities
- Appraisal services
- Informative services
- Placement services
- Follow-up Service
- Organizing guidance services at various levels in schools, colleges/universities

Unit-III: Counseling
- Concept, Principles and Counseling Interview
- Counseling approaches: Directive, Non-directive and Eclectic.
- Theories of counseling: Psychoanalytic, Behavioural, Cognitive and Humanistic
- Counseling for management of Stress, Anxiety and Depression

Unit-IV: Theories of Career Development
- Meaning and importance of career development
- Strategies of Planning and Decision making
- Theories of Career Development: Holland, Krumboltz and Super

CORE READINGS

1. Crow and Crow an Introduction to guidance. Eurasia Publishing House (P) Ltd., New Delhi, 1962.
2. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan
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10. Hoppock, Robert; Occupational Information: Where to get it and how to use it incounseling in and in teaching. Tata McGraw Hill New York.
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4. Chauhan, S.S. Principles and Techniques of guidance. Vikas Publishing House Pvt. Ltd., New Delhi, 1982.
5. Schaefer Charles E and Millman Howard L; 1981; How to Help Children with common Problems; New York: Van Noster and Reinhold
6. Traxler, A.E. Techniques of Guidance, New York, McGraw Hill.
7. Sharma. RN., Fundamentals of Guidance

MTE E 105: EARLY CHILDHOOD CARE AND EDUCATION

COURSE OBJECTIVES

1. To develop understanding about ECCE in terms of its concept, importance and the research methods of studying young children.
2. To develop understanding about different aspects of early childhood Growth and Development with educational implications.
3. To know about the works and contributions of important Educational Thinkers and Reformers in ECCE.
4. To achieve comprehensive coverage and understanding of Recommendations and Programmes of various Agencies working in the field of early childhood care and education.
5. To compare ECCE programmes run in India, Australia, U.K. & China.

COURSE OUTLINE
UNIT I: CONCEPT AND METHODS
- Concept of Early Childhood Care and Education (ECCE)
- Aims and Objectives of ECCE
- Need, Importance and Scope of ECCE
- Early Childhood Education Movement in India: Pre-Independence & Post-
- Independence Initiatives; Methods employed for child study: Observation, Case
- Study, Cross-sectional & Longitudinal Methods

UNIT II: GROWTH & DEVELOPMENT IN EARLY CHILDHOOD
- Concept of Growth and Development: Meaning, Definition and Relationship
- between Growth and Development
- Principles of Growth and Development
- Various aspects of Early Childhood Development: Physical, Motor, Cognitive,
- Language, Moral, Socio-emotional and Self-Development.
- Educational Implications of various aspects of Early Childhood Development

UNIT III: CONTRIBUTIONS OF EDUCATIONAL THINKERS & REFORMERS TOWARDS EARLY CHILDHOOD CARE AND EDUCATION
- Pestalozzi
- Froebel
- Montessori
- Tarabai Modak
- Giju Bhai Badheka

UNIT IV: RECOMMENDATIONS, PROGRAMMES AND AGENCIES
- Recommendations of NPE 1986, NCF (2005) and NCPCR   (2007)
- ECCE Programme in India with special reference to   ICDS
- Comparative study of ECCE Programmes in India, Australia, U.K. &   China
- Agencies of Preschool Management: Indian Council for Child Welfare, Social Welfare Boards and NGOs

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4. Brown, G. (1977). *Child Development*. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
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7. Cole, Luella. (1950). *A History of Education-Socrates to Montessori*. New York: Holt Rinehart and Co.
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9. Rawat, D.S. (1970) *Pre-Primary Teacher Education Curriculum.* New Delhi: NCERT.
10. *The Years before School – Guiding Pre-school Children* ó Vivian Edmiston Todd, Helen Hefferman
11. UNESCO, Encyclopedia of Educational Thinkers
12. UNESCO, N*ew Approaches to Education of Children of Pre-School Age Report of a*
13. *Regional Meeting of Experts*, Bangkok, UNESCO Regional Office for Education in Asia and Oceania, 1979.
14. UNESCO, *World Survey of Pre-School Education*, Paris: UNESCO, 1976.

MTE-E106 : SELF DEVELOPMENT

MTE-E107: INCLUSIVE EDUCATION

Course Objectives:
- To enable the learner to understand Inclusive, Integrated and special education, need of inclusive education and its practices.
- To enable Diverse learner and Diverse Learner¢s needs and challenges related to diverse learners.
- To develop awareness of learner towards inclusive education and its practices.
- To enable the learner to understand inclusive instructional design and collaborative instruction
- To promote inclusion.
- To enable the student to organize inclusive classroom.

UNIT- I: DIVERSITY IN THE CLASSROOM & INCLUSIVE EDUCATION
- Diversity- Meaning and definition.
- Disability ó Legal definition, discrimination.

- ₵ Giftedness.
- ₵ Inclusive, Integrated and Special education- concept, meaning and difference.
- ₵ Benefits of Inclusion.

UNIT-II: ATTITUDES AND POSITIVE BEHAVIOR FOR INCLUSION

- ₵ Attitudes
- ₵ Values
- ₵ Ideologies
- ₵ Facing disability & Realizing plan
- ₵ Challenging Behaviour
- ₵ Violence &Torching
- ₵ Class Meetings.
- ₵ Developing action plan.

UNIT- III:INCLUSIVE INSTRUCTIONAL DESIGN & COLLABORATIVE INSTRUCTION FOR INCLUSION

- ₵ Inclusive ó Curriculum
- ₵ Linking individual objectives and the classroom curriculum.
- ₵ Inclusive Lesson Planning.
- ₵ Inclusive Instructional Strategies.
- ₵ Collaboration
- ₵ Co-operative Learning.
- ₵ Peer-mediated instruction and interventions.

UNIT IV: MAJOR REFORMS AND INNOVATIONS FOR INCLUSIVE EDUCATION

- ₵ Elementary Education
- ₵ Secondary Education
- ₵ Higher Education
- ₵ Responsiveness of the system: Actions, Achievements and Vision
- ₵ Major Challenges and the way forward

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MTE E 108: GENDER AND EDUCATION

COURSE OBJECTIVES:

⌇ To sensitize students about the gender issues in general and education in particular
⌇ To provide a critical perspective on the gendered structure of society and covers an array of sectors
⌇ To understand the policy perspectives related to education of girls in India
⌇ To understand the schemes and programmes for education of girls

- To understand the concept and importance of gender justice and equality.
- To analyze the status of education of girls in schools: access, enrolment, achievement develop an insight into policy, perspectives, issues and concerns of girløs education in India
- To understand the scope and changes within gender education with an ability to assess strengths and weaknesses of various positions, methods, and beliefs.

COURSE OUTLINE
Unit 1 Gender Studies
- Concept, Need, Scope
- Gender studies as an academic discipline
- Gender, Economy and Work Participation
- Gender, globalization and education

Unit 2 Issues of Indian women
- Family, Caste, Class, Culture religion related issues
- Womenøs education - gender bias in enrolment and Curriculum content
- Co-education-its educational implications
- Literacy and Non-formal education for womenøs development
- Education of Girl child in India: present status and challenges ahead

Unit 3 Women's Movements in India
- Pre-independent, Post Independent and Current women movements
- National committees and Commissions for Women
- Governmental and Non-Governmental Organizations for women and Child Development, Community participation for education of the girl child.
- Constitutional Provisions, Policies, Programmes for Women

Unit 4 Programmes and Strategies for promoting Girls'/women Education in India
- Access, enrolment, retention of girlsø at school stages
- Mahila samakshya,
- Kasturba Gandhi Balika Vidyalaya.
- Girløs education in SSA, RMSA

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FOUNDATION COURSE ELECTIVE (ANY TWO)

SEC – PERSONALITY DEVELOPMENT SKILL

Course Objectives

- To develop critical appraisal and understanding about personality in terms of its Nature, Development and Assessment.
- To promote the strategies of the Personality Development among the Students.

UNIT I: Personality

- Concept;
- Determinants of Personality: Biological, Social, Environmental
- Theories of Personality **:**
  - a) Carl Rogers
  - b) A. Maslow
  - c) S. Freud
  - d) G.W. Allport
  - e) A. Bandura
  - f) E. Erickson
  - g) Elbert Ellis

UNIT II: Personality Development
- Introduction
- Importance of Personality Development
- Personality Development Tips
- Importance of Character in PD
- Different Types of Personality- A practical approach
- Personality Traits
- Personality Disorders
- Dressing and Personality Development
- Communication Skills and PD
- Role of PD in Reducing Stress
- Role of PD in Organizational Success

UNIT III: Personality Assessment
- Subjective: Introspection & Interview
- Objective: Personality Inventories and Scales
- Projective: RIB, TAT & PF Study.

UNIT IV: Indicators of successful Person
- Creativity
- Multiple Intelligence
- Emotional Intelligence
- Group Dynamics and Interpersonal Relations
- Attitudes and Temperament

- ₵ Social Responsibility and Community Work
- ₵ Self Confidence
- ₵ Life Style

Note: Unit III and IV shall be based on practicum.

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MTE-C 201 PROCESS OF EDUCATION

Course Objectives

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

- Understand the nature of connections and interactions involved in the process of education, understand the multiple perspectives of pedagogy,
- Understand the process of andragogy and its linkage with pedagogy,
- Understand the application of the methods of interaction and dialogue of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire, identify, analyse and reflect on the multidimensional nature of the roles of the teacher and the teacher educator,
- Analyse and reflect upon the professional experience he gathers in the school/field,
- Discover intellectual challenge, stimulation and enjoyment in the context of one's professional learning,
- Develop and refine communication skills through discussion, presentation and different forms of writing.

Course Content

Unit I- Corrections and Interactions in the Process of Education
- Nature of connections and interactions involved:
    - Between the child and the environment;
    - In linking school practices with life outside the school;
    - In relating subject knowledge with real life experiences of the child.
    - Between knowledge and practices.
    - Between content with pedagogy.
    - Between ICT and teaching-learning process.
- Linking school knowledge with community knowledge.
- Methods of interaction as visualized in the educational thoughts of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire and their relevance to day to day teaching-learning.

Unit II- Pedagogy
- Child centred pedagogy.
- Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
- Pedagogical analysis of the subject contents.
- Critical Pedagogy.
- (dialogue), and their relevance in teaching-learning.
- Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, Sri Aurobindo, and John Dewey

Unit III- Andragogy
- Concept of Andragogy
- Implications of Andragogic techniques for teachers training.
- Experiential Learning Field interactions and reflection.
- Teacher experiences as the basis of training

Unit IV- Profile of the Teacher and the Teacher Educator
- Teacher's ability to integrate pedagogical knowledge with the content knowledge of a subject.
- Issues related to Teacher's role expectation-values, attitudes, life style, relationship with the students and parents.
- Role perception: teacher and teacher educator as role model, as facilitator, as co-learner intimate relationship with students.
- Organisation of learning experiences: individualized learning, group learning, self-learning, learning through electronic media, and combination of modes as stated.
- Professionalism of the teacher and the teacher educator- professional ethics, commitments, dedication, accountability, autonomy and academic freedom.
- Personal characteristics contributing to succeed in teaching profession.

Core Readings

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- Bruner, J.S. (1977). The Process of education. Cambridge, M.A.: Harward University Press.
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MTE-C202: LEARNERS AND THE LEARNING PROCESS

Course Objectives: On completion of this course the students will be able to:
₵ Understand how children learn framework
₵ Critically analyse the process of learning from the point of view of Cognitive Psychology and the implications of constructivist learning
₵ Visualise multiple dimensions and stages of learner's development and their implications on learning
₵ Understand the learner in terms of various characteristics
₵ Learn the factors affecting learner's environment and assessment
₵ Conceptualise a framework for understanding and evaluating teaching-learning situation as well as the method of analysing and reflecting upon learning episodes
₵ Conceptualise the needs of the Learners and the process of learning as visualised in NCF, 2005
₵ Visualise the brief epistemological frame of major curricular areas.

Unit I—How Children Learn- Framework
₵ What should be taught and how the knowledge should be organised? (Knowledge centeredness).
₵ Who learn and how? (Learner- centeredness).
₵ What kind of classroom, school and community environment enhances learning? (Environment centeredness).
₵ What kind of evidence for learning the teachers, parents and policy makers can use to decide whether effective learning is really occurring? (Assessment centeredness)

Unit II - Understanding the Learners and their Development
₵ Holistic approach in treatment of learner's development and learning.
₵ How socio-cultural and economic contexts cause differences in learner, differential-learning needs.
₵ Learning difficulties at primary stage at elementary level and diagnostic tests.
₵ Problems of the adolescents and self-identity: educational support required for adolescents development.
₵ Language development-language before and into the school, meta linguistic awareness; acquisition of more than one language, home language vs. school language, strategies supporting student's speaking, listening reading and writing development critical analysis of the views of Piaget, Vygotsky, and Chomsky.
₵ Influences of culture on learners development.

Unit III – Understanding the Process of Learning

- Cognition in Learning: Cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking development of concepts, strategies for teaching concepts; problem solving.
- Learning as construction of knowledge; learning as cognitive and socio-culturally meditative process: meta cognition, socio-cultural mediation, experimental learning, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field, in community setting; critical appraisal of views of Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.
- Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analysing, contextualisation, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.
- Motivation in Learning: Intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner).
- Multiple ways of organising learning in different subject areas individualised, self-learning, group learning, cooperative learning etc.

Unit IV- Learning Environment and Assessment

- The physical environment.
- The instructional time.
- Respecting the rights of the children.
- Space for the parents and the community: identification of barriers, strategies for strengthing partnership between school and parents and community.
- Inclusive environment in the classroom for all learners.
- Discipline and participatory management.
- Learning paths and learning styles.
- Assessment-continuous and comprehensive evaluation, assessment during teaching, designing good test items, open book examination, self-assessment.

Essential Readings

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MTE C 203 METHODOLOGY OF EDUCATIONAL RESEARCH-I

COURSE OBJECTIVES

1. To develop a research orientation among students and to acquaint them with fundamentals of research methodology.
2. To develop an understanding of the basic framework of research process.
3. To identify various sources of information for literature review and data collection.
4. To develop an understanding of various research designs and techniques.
5. To develop an understanding of various methods used in educational research.

COURSE OUTLINE

UNIT-I: Introduction
₡ Research: Meaning and Functions.
₡ Scientific Inquiry and Theory Development-Some emerging trends in research.
₡ Educational Research: Nature and Scope; Need and Significance.
₡ Fundamental and Applied Research
₡ Qualitative and Quantitative Research; Longitudinal and Cross Sectional; Action and Evaluation Research

UNIT-II: Research Problem and Hypothesis
- ₡ Criteria and Sources for Identifying the Research Problem;
- ₡ Delineating and Operationalising Variables;
- ₡ Statement of the Problem
- ₡ Developing Research Questions, Assumptions and Hypotheses in various types of Research;
- ₡ Characteristics of a good Hypothesis;

UNIT III: Major Approaches to Educational Research-I
- ₡ Descriptive Research: Nature and Scope; Major Techniques of Descriptive Research-
- ₡ Surveys; Content Analysis; Causal- Comparative; Correlation and Prediction Studies.
- ₡ Ex-post facto Research: Nature and Scope; Major Steps.
- ₡ Experimental Research: Nature and Scope; Concept of Variables, Groups; Major Steps; Experimental Designs.

UNIT-IV: Sampling for Data Collection
- ₡ Concept of Population and Sample
- ₡ Methods/ Strategies of Sampling: probability and Non-probability
- ₡ Various techniques of Probability and Non-Probability Sampling
- ₡ Sampling Distribution and Sampling Error
- ₡ Characteristics of a good Sample

CORE READINGS
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MTE C 204: COMPARATIVE EDUCATION

COURSE OBJECTIVES

1. To enable the students understand what Indian educational institutions and processes are and what they are not as compared to other countriesø educational institutions and processes.
2. To develop an understanding about different educational systems, processes and outcomes.
3. To enable students to assess the development of educational institutions and practices.
4. To give insight to understand the forces and procedures through which changes in education are brought about and this is with the aim of improving education in our country.
5. To reinforce student understanding about the social and cultural forces which underlie an educational system
6. To strengthen the knowledge of students regarding their role in constitutional matters in our democratic society.

COURSE OUTLINE

Unit-I Conceptual framework

₡ Concept and Scope of Comparative Education.
₡ Difference between Comparative and International Education
₡ Historical Perspective of Comparative Education.

Unit-II Approaches & Methods

₡ Conceptual framework and features of following approaches:
₡ Area Study
₡ Survey
₡ Scientific Approach of Comparative Analysis:
  o Description
  o Interpretation
  o Juxtaposition
  o Comparison
₡ Qualitative Approaches

Unit-III Factors & Influences

Impact of following factors on development of education system- A comparative perspective:

- Philosophical &Religious
- Socio-cultural & Economic
- Geographical &Political
- Lingual & Technological

Unit-IV A Critical study of the educational programmes

- Universalization of elementary education in Sri Lanka, Bangladesh and India
- Skill Development Programmes in USA and India
- Educational Administration in USA,UK and India
- Distance Education ad Continuing Education in Australia UK and India

CORE READINGS

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2. Brain Holiness; Comparative Education: Some Considerations of Method, Unwin Education Book, Boston.
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5. Globalization, Education and Social Justice (Globalization, Comparative Education and Policy Research) by Joseph Zajda (18 December 2009)
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7. Globalization, Education and Social Justice (Globalization, Comparative Education and Policy Research) by Joseph Zajda (1 March 2012)
8. Comparative Education: The Construction of a Field (CERC Studies in Comparative Education) by Maria Manzon (27 November 2013)
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10. Changing Education - Leadership, Innovation and Development in a Globalizing Asic
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MTE E 205: ELEMENTARY EDUCATION

COURSE OBJECTIVES:
- to understand the context of elementary education
- to understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- to discuss the development of elementary education in India since independence

¢ to reflect on the relevance of strategies and programmes of UEE.

¢ to Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage

¢ to Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education

¢ to Develop understanding of the pedagogies and methodologies associated with elementary education

¢ to Develop an understanding of underlying principles of lesson planning

¢ to Develop an understanding of various skills, methods, activities and techniques associated with elementary education

¢ to Develop an understanding of the pedagogy of elementary education

¢ to understand the scope and characteristics of elementary education

¢ to understand the concept, objectives, rationale, challenges and extent of democratic elementary school administration

¢ to discuss the trends, development, problems and issues of elementary education in India since independence

COURSE OUTLINE
Unit 1: Elementary Education in India

¢ Structure and current status of elementary Education in India

¢ Aims and objectives of education at Elementary Education level

¢ District Primary Education Programme (DPEP)

¢ Universalization of Elementary education (UEE) and its problems : Drop out, Wastage and Stagnation

¢ Initiatives : SSA, Operation blackboard, Mid Day Meal

Unit 2: Pedagogy and the Process of Learning at Elementary level

¢ Child-Centred learning

¢ Joyful learning

¢ Play way method

¢ Activity-based learning

¢ Project based learning

¢ ICT-based teaching-learning approaches in Elementary level

Unit 3: Skills And Training Methods In Elementary Level Teaching

¢ Skill of writing Instructional Objectives and Lesson Planning

¢ Skill of Introducing the Lesson, Demonstration, Explanation and Questioning

¢ Skill of Stimulus Variation

¢ Concept of Simulated Teaching

¢ Field visits/observation

¢ Practical life activities

¢ Motor development activities

- ₡ Activities for language development
- ₡ Aesthetic and creative activities

Unit 4: Administration Of Elementary   Institutions

- ₡ Scope And Characteristics Of Successful Elementary School Administration
- ₡ Educational Administration   in Schools
- ₡ Functions of School Administrator
- ₡ Educational Administration and Educational Management
- ₡ Characteristics of highly effective Educational Administrators
- ₡ Basic qualities of a School Administrator

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MTE E 206 MENTAL HEALTH AND EDUCATION

Instructional Objectives

1. to understand the fundamentals of mental health.
2. To develop material for good mental health.
3. To make students able to explain principles and conditions conductive to good mental health.

4. To develop thorough understanding about the measures for fostering good mental health among students.
5. To develop the understanding of the role of home, school and society in mental health.

COURSE OUTLINE

UNIT-I: Introduction to Mental Health

- Concepts, Criteria and Principles of Mental Health
- Historical Perspective of Mental Health Movement
- Theoretical Perspectives :Psychodynamic, Behavioral, Cognitive, Humanistic,
- Neurosis and Psychosis
- Concept of Normal and Abnormal Personality

UNIT-II: Adjustment and Maladjustment
- Concept and Process of Adjustment and Maladjustment
- Causes and Indicators of Maladjustment
- Adjustment Mechanism: Defense mechanisms, Coping and Life style
- Stress and Conflict Management

UNIT-III: Mental Illnesses and School Mental health:
- Common Psychological disorders related to Anxiety, Mood and Cognition
- Psychological disorders in Childhood and Adolescence
- Relationship between Teacher, Classroom Process and Mental Health
- Place of Mental Health in school curriculum

UNIT-IV: Interventions for Mental Health Promotion
- Important Psychotherapies: Behavior Therapy, CBT, REBT, Humanistic
- Religion and Mental Health
- Community programmes
- Positive mental health and wellbeing
- Strategies for Promoting Mental Health

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MTE E 207 - ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

COURSE OBJECTIVES

- To gain a variety of experiences in and acquire a basic understanding of the environment and its associated problems.
- To help students acquire a set of values and feelings of concern for the environment Protection
- To motivate students for active participation in environmental improvement Programmes.
- To acquire skills for identifying and solving environmental   problems.
- To help students to evaluate environmental protection measures and education programmes.
- To provide them with the opportunities to be actively involved at all levels in working towards the resolution of environmental   problems.

COURSE OUTLINE

UNIT-I Environmental Education

- Concepts and principles of Environmental Education.
- History and philosophy of environmental   education
- Specific objectives of Environmental Education
- Meaning of Environmentalism
- Preservation and conservation
- The Environment and its Challenges
- Physical and Cultural Components of the   Environment.
- Human Behaviour Culture and the   Environment
- The role of Educational Awareness, Attitude, Motivation, and Commitment to improve   Environmental Quality

UNIT- II Environmental Hazards and Awareness

- Causes and Effects of Environmental Hazards; Global and Local;
- Environmental Pollution and its remedies
- Green House effect; Ozone Layer Depletion; Acid Rain, Pillar Melting, Rise of Sea Level and their implications
- Environmental Awareness through Education; programmes of Environmental Education for attitudinal changes.

UNIT- III Man and Environment

- Man as a Creator and destroyer, Effect of human Activities on   Environment,
- Values and ethics related to Environment
- Biodiversity, Conservation of Genetic Diversity.
- Learning to live in Harmony with Nature

UNIT-IV Sustainable Development

- Sustainable development- Role of environmental and natural   resources
- Environmental Education for Development and Conservation of Soil, Water, Forests, Wild Life,
- Eco-friendly Technology; National Parks, Sanctuaries and Zoos
- Movement to save environment: Chipko movement, Project Tiger, Save Dal lake, Save Hangul.

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₡ V.C. Pandey , *Environmental Education*

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₡ Harendra Chakhaiya, *Periwinkle Environmental Education Part IX*

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MET-E 208: ADOLESCENCE EDUCATION

COURSE OBJECTIVES:

₡ To develop a positive attitude towards the importance of Adolescence Education Programmes at the school level.

₡ Develop understanding about physical, physiological, psychological, socio-cultural and interpersonal issues related to the processes of growing up.

₡ Develop an understanding about the desired life skills.

₡ Acquire skills to use certain techniques such as role play, value clarification and case studies, for enacting Adolescence Education   Programmes.

COURSE OUTLINE

Unit 1 Understanding Adolescence Education

- Adolescence: Understanding of physiological, socio-emotional, cognitive and cultural aspects.
- Adolescence Education: History, Concept, Need and   Relevance.
- Role of Social Agencies in Adolescence Education: Family, School, religion Community and Media.

Unit 2 Issues and challenges during adolescence
- Growing up, Body image concerns
- Nutrition, Health and Hygiene
- Communication and Inter-personal Relationships
- Stress and Anxiety; Aggression and Violence
- Gender Based Violence
- Moral Ethics and Value Systems.

Unit 3 Life Skills Education
- Understanding the need, concept and significance of Life Skills   Education
- Relationship between Life Skills and Adolescence Education
- Detailed study of Core Life Skills.
- STDs and HIV/AIDS: Causes, Prevention and   Cure

Unit 4 Methodological Approaches to Adolescence   Education
- Case studies and Critical Incidents,
- Brainstorming, Discussions, Buzz groups, and   Debates
- Role-play, Puppet shows, Walkabouts, Video   shows.

CORE READINGS

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Thamarasseri, I. (2015). *Adolescence Education*. New Delhi: Dominant Publishers & Distributors (P) Ltd.
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25. Sex & the Adolescent, www.webhealthcentre.com
26. Sexual Behaviour among Adolescents in Delhi, India: Opportunities Despite Parental Control, www.iussp.org/Bangkok2002/s30Mehra.pdf
27. www.ncte-in.org/
28. www.cbse.nic.in/
29. www.ncert.nic.in/
30. www.ignou.ac.in/
31. www.nacoonline.org/
32. www.prerna.org/

FOUNDATION COURSES COMPULSORY (ANY TWO)

AEC Ability Enhancement Course
Peace Education

MTE-C 301: EDUCATION AND INSTRUCTIONAL TECHNOLOGY

COURSE OBJECTIVES:
1. To develop and enhance Teaching skills and competencies to make teaching learning process more effective.
2. To understand the meaning, significance and application of Instructional Technology as a subject of study.
3. To acquaint with emerging trends in Educational Technology.
4. To make familiar with various innovative techniques used in educational technology.
5. To gain mastery in Teaching devices, digital tools and computer techniques used in teaching learning process.
6. To enable the student teachers to understand about the importance structures and steps of Techniques of Teacher-Preparation.

COURSE OUTLINE:
Unit-I: Teaching & Instructional Technology
- Concept, Characteristics, Functions & Phases (Jackson) of teaching.
- Principles & Maxims of teaching
- Concept, importance and implications of Instructional Technology, difference e
- Teaching Devices: Home Assignment, Lecturing, Narration, Observation, Discussion, Dramatization, Illustration, Story Telling, Buzz Group, Seminars and tutorials.

Unit II: Taxonomy of Educational Objectives & Lesson Planning.
- Bloom's Taxonomy of instructional objectives: Cognitive, Affective & Psychomotor domains
- Formulation of Instructional Objectives (Mager's).
- Approaches to Lesson planning.
     a) The Herbartian Steps.
     b) Gloverian approach.
- Techniques of Teacher-Preparation: Micro-teaching, Simulated Teaching, Programmed Instructions and Team Teaching.

Unit: III: Audio-Visual Aids & Computer Applications.
- Meaning & Advantages of Types of A-V-aids.
- Projected (Film, Film Straps, Overhead Projector, Slides), Non-Projected (Graphics, 3-D aids, Display boards, Audio aids), Use of Radio, TV & Newspaper as teaching aids.
- Multimedia: concept, characteristics and uses in education.
- Computer Assisted Instruction (C.A.I.) : Concept, characteristics and uses in education

Unit-IV: A detailed discussion of the following

- Play way Method
- Dalton Plan
- The project Method
- Heuristic Method

Practical:
- Preparation and use of Power Point.
- Use of M.S. Word and M.S. Excel in teaching learning process.

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10. Haertel, G.D & Means, B (2003). *Evaluating Educational Technology: Effective Research Designs for Improving Learning.* Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

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1. Laurillard, D (2002). *Rethinking University Teaching, A conversational framework for the effective use of learning technologies (2nd Edu).* Routledge Falmer 11 New Fetter Lane, London EC4P 4EE.
2. Ronau, R.N et al (2012). *Educational Technology, Teacher Knowledge, and Classroom Impact: A Research Handbook on Frameworks and Approaches.* Information Science Reference (an imprint of IGI Global) 701 E. Chocolate Avenue Hershey PA 17033.
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MTE-C 302: CURRICULUM STUDIES

COURSE OBJECTIVES

- ¢ To acquaint the students with the basic concept of curriculum.
- ¢ To develop an understanding about different perspectives on curriculum.
- ¢ To develop understanding about bases of curriculum development.
- ¢ To acquaint students with various forms of curriculum.
- ¢ To enable the students to understand the construction and development of curriculum.

COURSE OUTLINE

Unit 1. Perspectives on Curriculum:
- ¢ Meaning of curriculum, principles of curriculum.
- ¢ **Four perspectives on curriculum:** Traditionalists; Conceptual-Empiricists; Re-conceptualists; Social constructivists
- ¢ Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance
- ¢ Curriculum framework-need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks

Unit 2. Bases of Curriculum Development:

- ¢ **Philosophical bases:** Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; Logical grammar of school subjects
- ¢ **Sociological bases:** societal needs and aspirations, culture and values, social changes, knowledge explosion, globalization, and privatization.
- ¢ **Psychological Bases:** Developmental characteristics of a learner; developmental tasks; learning theories: Behaviouristic, cognitivistic and social learning (and their relevance to curriculum development)

Unit 3. Types of Curriculum:
- ¢ Subject-centered
- ¢ Learner-centered
- ¢ Community centered,
- ¢ Social Reconstructionist curriculum:
   Characteristics, purpose, Role of a teacher

Unit 4. Construction and development of curriculum
- ¢ Concept of curriculum construction and Development
- ¢ Curriculum development-strategies
- ¢ Models of curriculum Development**:** Administrative; Grass root, Demonstration; System Analysis
- ¢ Continuous Comprehensive Evaluation

Core Readings:

1. Bob Moon and Patricia Murphy (Ed) (1999); Curriculum in Context; Paul Chapman Publishing, London P no.2
2. Chomsky, N (1986). Knowledge of Language; Prager, New York
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8. Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
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Suggested Readings:
1. Butchvarov, P. (1970), The Concept of Knowledge, Evanston, Illinois: North Western University Press.
2. Dewey, John. The Child and the Curriculum, University of Chicago Press: Chicago
3. Fry, H., Ketteridge, S. and Marshall, S. (1999) A handbook for teaching and learning in Higher Education: enhancing academic practice, Kogan Page, London
4. Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.
5. P.H. Phenix, (1964) Realms of Meaning. Mc. Graw-Hill, New York.
6. Prema Clarke (2001). Teaching & Learning: The Culture of Pedagogy, Sage Publication, New Delhi.
7. Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper and Row Publishers, New York
8. Taba, Hilda (1962). Curriculum Development; Theory and Practice; Har Court, Brace and Wald New York

EDU-C 303: METHODOLOGY OF EDUCATIONAL RESEARCH-II

COURSE OBJECTIVES

- To help students develop a thorough understanding of the fundamental concepts of educational research.
- To identify the types of methods best suited for investigating different types of problems in educational research.
- To help students develop a thorough understanding of the issues involved in

planning, designing, executing, evaluating and reporting   research.
₡   To develop the skill of designing a research proposal; and   abstract.

COURSE OUTLINE

UNIT-I: Major Approaches to Educational Research-II
₡   Historical Research: Major Steps including Sources and Criticism of Historical   Data;
₡   Qualitative Research: Case Studies; Ethnographic and Phenomenological   Studies;

UNIT-II: Tools and Techniques of Data Collection
₡   Questionnaire: Open and Closed forms
₡   Interview: Structured and Unstructured
₡   Observation: Participant and Non participant
₡   Rating Scale: Purpose and Types.
₡   Tests and Scales: Personality, Abilities, Adjustment and Attitudes (An overview).
₡   Projective and Sociomatric Techniques

UNIT-III: Analysis of Data
₡   Uses and Application of various Statistical   techniques;
₡   Descriptive Statistics,
₡   Inferential Statistics
   o   Parametric: T Test, ANOVA and   ANCOVA
   o   Non parametric: Chi Square and 2×2 Contingency table
₡   Correlation Statistics: Rank Order, Pearson's Correlation
₡   Test of Significance: Levels of Significance, One tailed and Two tailed tests; - Type I and Type II Errors.

UNIT-IV: Concluding Educational Research
₡   Concluding Research; Writing of Research Report/ Dissertation/   Thesis-
₡   Characteristics and Formats.
₡   Preparation of Bibliography- APA and MLA standards
₡   Writing Abstract of thesis
₡   Writing Research Paper and Article
₡   Formulation of Research proposals/Synopsis
₡   Quality of Research in terms of Need and Social   Relevance,
₡   Research and Improvement in Teaching Learning   Process.

CORE READINGS

1. Aggarwal, Y.P. (1998), *The Science of Educational Research:* A Source Book, Nirmal , Kurukshetra
2. Best, john W. and Kahn James V (1995*), Research in Education*, prentice Hall, New Delhi
3. Burns, R.B. (1991), *Introduction to research in education* , prentice Hall, New   Delhi
4. Edward, Allen L (1968), *experimental Designs in psychological Research,* Holt, Rinehart and Winston, New York
5. Good, C.V. and Douglas, E. Scates (1954), *methods in Social Research* , McGraw Hill, New York
6. Kerlinger, f.n. (1973*), Foundation of Behavioral Research,* Holt, Rinehart   and

Winston, New York

7. Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New   Delhi
8. McMillan, James H. and Schumarcher, S. (1989), *research on Education:* A conceptual Introduction , Harper and Collins, New   York
9. Mouly, A.J. (1963), *the Science of Educational Research*, Eurasia, New   Delhi
10. Neuman, W.L. (1997), *Social Research Methods:* Qualitative and Quantitative Approaches ,Allyn and Bacon, Boston
11. Travers, R.M.W. (1978), *An introduction to educational research*, Mcmillan, New York
12. Van Dalen, D.B.(1962), *understanding Educational research ,* McGraw Hill , new York
13. Young, P.V. (1960), *Scientific Social Surveys and research,* prentice hall, new   Delhi

SUGGESTED READINGS

⨎   Miller, D.C. &Salkind , N.J. (2002) *handbook of Research Design and Social Measurement* , Sage Publications ,   London
⨎   Ruane, Janet M (2004), Essentials of Research Methods to Social Science Research, Blackwell Publications Ltd.
⨎   Van Dalen D.B. (1962), Understanding Educational Research McGraw Hill, new York

MET-C 304: MODELS OF TEACHING

COURSE OBJECTIVES:
⨎   To comprehend the concept, importance and uses of Models of   teaching.
⨎   To understand the Syntax of different Models of   Teaching.
⨎   To use instructional skills effectively.
⨎   To improve & maximize the quality & teaching effectiveness of the   learner.
⨎   To demonstrate learners understanding to make use of models at different teaching-learning situations.
⨎   To gain mastery in different Models of   Teaching.

COURSE OUTLINE

Unit-I: Models of Teaching.
⨎   Concept and characteristics of Models of Teaching.
⨎   Importance of Models of teaching for   Teacher.
⨎   Uses of Instructional Design Models.
⨎   Overview of Models of teaching.

Unit-II: Information Processing Models.
⨎   The Concept Attainment Model (Jerome.S.Bruner)
⨎   Inductive- thinking Model (Hilda   Taba)
⨎   Biological Science Inquiry Model (Joseph   Schwab)
⨎   Cognitive Development Model (Jean Piaget, Kohlberg,   Siegal)

Unit-II: Social Interaction Models.
- ₡ Group Investigation Model(Herbert Thelem   & John Dwey)
- ₡ Role Playing Model (Fannie & George   Shaftel)
- ₡ Jurisprudential Inquiry Model (Donald Oliver& and James   Shaver)
- ₡ Social Inquiry Model (Thelen, Oliver,   Sharer).

Unit: IV: Personal & Behaviour Modification Models.
- ₡ Non-Directive Teaching Model (Carl Rogers)
- ₡ Synectics Model (Willim J.J. Gordon)
- ₡ Direct Instruction Model (Siegfried Engelmann and Wesley Becker)
- ₡ Contingency Management Model (B.F.Skinner)

CORE READINGS
1. Joyce, B & Weil, M. (2007). *Models of Teaching (5ᵗʰ Edu).* Prentice hall of India Private Limited New Delhi-110001.
2. Siddiqui, M.H (2008). *Models of Teaching.*S.B Nangia A P H publishing Corporation, Ansari Road, New Delhi. 110002
3. Siddiqui, M. H & Khan, S. (1991). *Models of Teaching Theory and Research.* S.B Nangia A P H publishing Corporation, Ansari Road, New Delhi.   110002
4. Campbell, et al (2004). *Assessing Teacher Effectiveness Developing a Differentiated Model.* Routledge Falmer 11New Fetter lane, London EC4P   4EE
5. Mahapatra, B.C. (2004). *Models of Teaching in Education.* Sarup & Sons 4740/23, Ansari Road Darya Ganj New   Delhi-110002
6. Bhattacharya, S.P. (1994). *Models of Teaching.* Regency Publications, 20/36-G, West Patel Nagar, New Delhi-110008.
7. Aquino, G. (1997). *Teaching Models Strategies and Skills.* REX Book Store, Inc. 856 Nicanor Reyes Manila.
8. Joyce, B; Calhoun, E & Hopkin, D (2002). *Models of Learning: tools for   teaching.* Open University Press.
9. Vanaja, M (2003). *Inquiry Training Model.* Discovery Publishing House, Ansari Road 10002 (India).
10. Sharma, R.N & Chandra, S.S. (2003). *Advanced Educational Technology.* Atlantic Publishers and Bistridutors, Rajouri Garden, New Delhi-110027.

SUGGESTED READINGS:
1. Stahl, S.A & Hayes, D.A (2013). *Instructional Models in Reading.* Lawrence Erlbaum Associates, Inc. Publishers, Mahwah, New Jersey   07430.
2. Chauhan, S.S (2009). *Innovation in Teaching-Learning Process.* Vikas Publishing House Pvt Ltd. Masjid Road, Jangpura, New Delhi,   110014.
3. Wehmeyer, L.B (1995). *A Quiver Full of Teaching Models, Strategies, and   Methods.* Precision Writing.
4. Reigeluth, C.M. (1999). *Instructional Design Theories and Models.*   Lawrence Erlbaum Associates, Inc. Mahwah, NJ   07430.

MET-E 305 PREPARATION OF SCHOOL TEACHER

Course Objectives
On completion of this course the students will be able to:
- Gain insight and reflect on the concept of teaching and the status of teaching as a profession,
- Understand the roles and responsibilities of teachers and teacher educators,
- Use various methods of teaching for transacting the curriculum in schools, Prepare teachers for reflective teaching,
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education,
- Reflect on the issues and problems related to teacher education in the country.
- Examine the nature and objectives of teacher education
- Critically examine the growth and development of teacher education in the country
- Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- Use various methods and techniques for transaction of curriculum
- Develop understanding regarding organization and supervision School Experience Programme
- Critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- Develop understanding of various strategies of teachers' professional development
- Gain insight into the status of teachers in-service education in the country
- Develop understanding of the process of in-service teacher education,
- Use various methods and techniques for the identification of training needs,
- Use various techniques for the evaluation of in-service teacher education programmes,
- Reflect on issues, concerns and problems of teacher in-service education of the teachers.
- Appreciate the use of ICT for the professional development of the teachers.

Course Content

Unit I- Teachers and Teaching Profession

- Teachers changing roles and responsibilities.
- Concept of Profession; Teaching as a profession.
- Service conditions of school teachers
- Professional ethics for teachers.
- Social status of teachers; International Labour Organisation (ILO) version of the status of teachers.
- Teacher Appraisal and accountability.
- Who is a Teacher educator?
- Roles and responsibilities of teacher educators
- Preparation of teacher educators
- Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism.

Unit II- Nature, Objectives, Structure and Models of Pre-service Teacher   Education

- Pre-Service Teacher Education: concept, nature, objectives and   scope.
- Development of teacher education in India-pre and post independence period; recommendations of various commissions and committees concerning   teacher education system.
- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: roles and functions of IASE, CTE,   DIET.
- Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs etc.
- Components of pre-service teacher education : foundational   component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- Teacher education curriculum at different stages. National Curriculum Frameworks for Teacher Education, 2009.
- Models of Pre-service teacher education at secondary level: 4 years integrated model, one year model, 2 years model, 2 years distance   mode.
- Model of pre-service teacher education at elementary level ó 1 year, 2 years, 4   yrs.
- Bl. Ed. and 2 years distance   mode.
- Issues, concerns and problems of pre-service teacher   education

Unit III- Curriculum transaction in Pre-service Teacher Education

- Methods and Techniques: Lecture-cum-Discussion,   Demonstration,   Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and   assignments.
- Planning for teaching-learning; taxonomy formulating of instructional objectives,unit planning, lesson planning, and teacherøs diary.
- Concept of school experience programme (SEP)/Internship
- Planning and organization of SEP.
- Monitoring and supervision of SEP.
- Internship: concept; planning and organization.
- Critical reflection as the central aim of teacher education
- Continuing Professional Development of the In óService   Teachers
- Issues, concerns and problems of Teachersø In-service   education.
- Concept and importance of professional development
- Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation   programmes
- Teacher learning resource centre: functions.
- Provisions made by the J&K State for professional development of the   teachers.

Core Readings
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009

₡ Report of the Delors Commission, UNESCO, 1996
₡ National Policy of Education 1986/1992.
₡ National Curriculum Framework on school education, 2005.
₡ UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics, Montreal.
₡ Sabu, S. (2013) *Teacher Education in the New Millennium.* New Delhi: APH Publishing Corp.,
₡ NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
₡ NCERT (2005): National Curriculum Framework.
₡ NCERT (2006): Teacher Education for Curriculum renewal.
₡ NCTE (1998): Perspectives in Teacher Education.
₡ The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.

Suggested Readings

₡ Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach.* State University of York.
₡ Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
₡ Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education.* Rout ledge Falmer. London and New York.
₡ Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education.* Lawrence Erlbaum Associates.
₡ NCTE (1998): *Policy Perspectives in Teacher Education.* New Delhi.
₡ NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education.* New Delhi.
₡ Rao, Digumarti Bhaskara (1998). *Teacher Education in India.* Discovery Publishing House. New Delhi.
₡ Linda Darling, Harmmond & John Bransford (2005): *Preparing Teachers for a changing World.* John Wiley & Son Francisco.
₡ Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching.* Routledge: New York.
₡ Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role.* India, NCTE.
₡ Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers.* Crowin Press.
₡ Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye.* New
₡ York: Teachers College Press.
₡ Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.
₡ Lampert, M. (2001). *Teaching problems and the problems of teaching.* New Haven: Yale University Press.
₡ Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World.* Jossey-Bass, San Francisco.
₡ Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education.* Wadsworth Publishing, USA.
₡ Ram, S. (1999): *Current Issues in Teacher Education.* Sarup & Sons Publications, New Delhi.

- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
- NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
- Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris.
- Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.

MTE E 306 SECONDARY EDUCATION

COURSE OBJECTIVES
- To develop an understanding of the nature, and scope of secondary education
- To examine the status of development of secondary education in India after Independence
- To understand the problem and challenges related to secondary education
- To understand the programmes and policies for expansion of secondary education.
- To develop a proper understanding of the problems and issues of secondary school
- teachers
- To identify critical issues related to universalization of secondary education
- To develop ability to critically examine the role and contribution of various Bodies and support institutions for improving quality of secondary Education.

COURSE OUTLINE

Unit 1: Introduction
- Objectives, Equality and Social Justice, Vocationalization of Education at Secondary level
- Introduction of CCE at secondary level
- Universalization of Secondary Education in India,
- Current status of Secondary Education at National and State level

Unit 2: Programmes and policies
- Secondary Education Commission Report 1952
- National Policy of Education (NPE) 1986
- Programme of Action (POA) 1992
- Minimum Levels of Leaning (MLL)
- NCF 2005
- Rashtriya Madhyamic Shiksha Abhiyan (RMSA)
- Role of NCERT and SCERT/SIE in secondary education

Unit 3: Issues and trends in Secondary Education
- Citizenship education at Secondary level
- Human rights and Peace education
- Legal Literacy at Secondary level
- Values and Character development
- Promotion of the concept of Sustainable   Development
- Environmental awareness.

Unit 4: Problems and Concerns of Secondary Education in   India
- Drop out, Wastage and Stagnation at secondary   level
- Education of Girls,
- Enrolment and retention
- Medium of Instruction
- Education of Minorities & OBC's
- Career guidance
- Adolescence issues and concerns

CORE READINGS

1. Aggarwal, J.C. (1993) *Landmarks in the History of Modern Indian Education*. Vikas Publishing House Pvt. Ltd. New Delhi. Revised   Edition.
2. Govt. of India. (2003) *Education for All: National Plan of Action INDIA,* New Delhi: Government of India.
3. Govt. of India. (1992), *National Policy on Education: Programme of Action, 1992* New Delhi.
4. MHRD. (2000). *Sarva Shiksha Abhiyan*: *A Peoples Movement for Education for All, Draft Guidelines*. New Delhi: Government of   India.
5. MHRD. (2004). *Selected Educational Statistics: 2002-03*. New Delhi: Govt. of   India.
6. Mukhopadhyay, Marmar (Ed.). (2002). *Secondary Education: The Challenges Ahead*, New Delhi: NUEPA.
7. Safaya, R.N. (9th Ed., 1983) *Current Problems in Indian Education*. Delhi: Dhanpat Rai & Sons.

SUGGESTED READINGS

1. Govinda, R (Ed.) (2002), *India Education Report: A Profile of Basic Education* New Delhi: Oxford University Press.
2. http://www.archive.india.gov.in
3. Krishnan, D.K & Thamarasseri, Ismail (2012) *Contemporary Issues in Indian Education*. New Delhi: Kanishka Publishers
4. Mahanta, N.N. (2nd Ed., 1999) *Secondary Education Issue and Problems*, Guwahati: Kashyap Publishing House.
5. Mehta, Arun C. (1998). *Education for All in India- Enrolment Projections*.   New
6. Delhi: NIEPA and Vikas Publishing House.
7. MHRD (1886), *National Policy on Education – 1986,* New Delhi: Government of India.
8. MHRD. (2001). *Selected Educational Statistics: 1999-2000.* New   Delhi:

Government of India.
9. MHRD. (2003). *Education in India* (Vol. I and Vol. II), 1995-96. New Delhi, Government of India.
10. MHRD-NIEPA, (2000*) Assessment – Educational for All: INDIA,* New Delhi: Government of India.
11. MHRD, (1949) *Report of the Education Commission1964-66,* New Delhi: Government of India
12. NCERT, (1971). *Education and National Development: Report of the Education Commission 1964-66,* New Delhi: NCERT.
13. NIEPA-UNESCO, (2003) *Different Approaches for Achieving EFA: Indian Experiences* (UNESCO, New Delhi),.
14. Thamarasseri, Ismail (2008) *Education in Emerging Indian Society*. New Delhi: Kanishka Publishers
15. CABE (2005) *Universalization of Secondary Education In India – Vision*, Report of the Sub-Committee constituted for Universalization of Secondary Education by CABE, MHRD, Govt. of India

MTE E 307 HEALTH EDUCATION

EDU-E 308 EDUCATIONAL PLANNING & FINANCING

COURSE OBJECTIVES

1. To enable the students to understand basic concepts of educational planning and financing.
2. To enable the students to acquire necessary knowledge of the principles and procedures of educational planning and financing.
3. To enable students to understand contemporary developments in educational planning and financing.
4. To develop an understanding among students regarding the problems and issues related to educational planning and financing.

COURSE OUTLINE

Unit I Educational Planning
- Concept of Educational Planning,
- Typesó Micro & Macro; Short Term & Long Term;
- Need & Objectives for Educational Planning;
- Historical background of Education Panning in India

Unit II Approaches to Educational Planning
- Manpower Requirement Approach;
- Social Demand Approach;
- Rate of Return Approach.

Unit III Constraints/Trends in Educational Planning
- Economic & Cultural Constraints;
- Political Constraints;
- Modern trends in Educational Planning in India with special reference to 5-year plans.

Unit IV Educational Financing
- Sources of Educational Financing;
- Principles of Educational Financing;
- Problems of Educational Financing: Internal & External;
- Education (as Investment & as Consumption)
- GATS & Education

CORE READINGS
- Rao, V.K.: *Education and Human Resource Development*, Allied Publishers, New Delhi, 1965.
- Natarajan, S.: *Introduction to Economics of Education*, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
- Naik, J.P., *Education Planning in India*.
- Naik, J. P. & Syed Nurullah, *Education in India during British Period*, Bombay, Macmillan, 1949.
- Aggarwal Y.P. & Thakur, R.S. 2003, *Concepts and Terms in Educational Planning: A Guidebook;* NUEPA
- Patteti, A.P and Thamarasseri, I. (Eds) (2014) *Economics of Education*, APH Publishing Corp., New Delhi

SUGGESTED READINGS

1. Chandrakanth L.S., *Educational Administration, What is means*, Delhi, Manager of Publications, 1957.Government of India, Silver Jubilee Souvenir of ABE (1935-60), Delhi,
2. Henry, H.B., *Changing concepts in Education Administration*, University of Chicago Press, 1955.
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4. Mohilman, *School Administration*, New York, Houghten Miffin, 1951.
5. Mort, P.B., *Principles of School Administration*, McGraw Hill, 1946.
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8. Naik, J.P., *the Role of Government of India in Education*, Delhi Ministry of Education, 1963.
9. NCERT, *First Year Book of Education*, New Delhi, 1061.

10. Sears, J. B., *The Nature of the Administrative process*, New York McGraw   Hill,
11. Adams, Don (Ed.), *Educational Planning, Centre for the Development   of*
12. *Education*. All University School of Education, Syracuse University Press   1068.
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14. Corbally, John, E, *School Finance*, Boston, Allyn & Becon   1962.
15. Johns, R. L. & Morphe, E. L.(Eds.), Pro*blems are issued in Public Finance,* T.O., 1952.
1. *Educational Administration* Quarterly Editor- Dina G. Pounder and   Bob.
2. Alex, V. ALexender: *Human Capital Approach to Economic Development*, Metropolitan Book Co., New Delhi, July,   1983.
3. Blaug, M.: *Economics of Education*, The English Language Book Society and Penguin Books, England, 1972.
4. Coombs, Philip, H. and Hallack, J.: *Managing Educational Costs*, UNESCO International Institute of Educational Planning,   1972.
5. Hallack, J.: *The Analysis of Educational Costs & Expenditure*, UNESCO, Paris, 1969.
6. Kneller, G.F: *Education and Economics Thought*, New York, John Wilet and Sons, INC, 1968.
7. Nagpal, S.C. and Mital, A.C.: *Economics of Education*, Publication, New Delhi, 1993.
8. Pandit, H.N.: *Measurement of Cost Productivity and Efficiency of Education*, NCERT, 1969.
9. UNESCO: *Readings in the Economics of Education*, Paris, UNESCO Publications, 1968.

OPEN ELECTIVE GENERIC (ANY ONE)

OGE-I

Open Generic Elective

(Value Education)

VALUE EDUCATION

Course objectives:
- To develop the understanding of Concept, Need and Importance of Value   Education

- ₡ To Know the Recommendations of various committees/commissions regarding value education.
- ₡ To Understand various parameters of religious and moral education
- ₡ To understand the process of moral development with reference to thinkers

COURSE OUTLINE

Unit I: Value Education
- ₡ Concept, Need and Importance of Value Education;
- ₡ Education for Human Rights;
- ₡ Recommendations of the following committees/commissions:
- ₡ Indian Education Commission (1964-66);
- ₡ NPE (1986- 1992);
- ₡ NCF (2005);

Unit II: Nature and Concept of Morality and Moral Education
- ₡ Concept of Moral Education and Religious Education;
- ₡ Moral Education vis-à-vis Religious Education; Moral Instructions, Moral Training and Moral Indoctrination.
- ₡ Language of Moral Education: its form and context, characteristics of a morally
- ₡ educated person.
- ₡ Justice and Care: Martha Naussbaun, Nielknowdings.
- ₡ Perspectives in Morality;
- ₡ Dichotomy between Reason and Passion. Moral Judgment and Moral Action;

Unit III: Moral Development of the Child
- ₡ Concept of Development and Moral Development
- ₡ Cognitive Developmental Approach:
- ₡ J. Piaget
- ₡ Kohlberg,
- ₡ Karl Gillgen

Unit IV: Contemporary Issues:
- ₡ Value Crises
- ₡ Character and moral turpitude
- ₡ Cultural Conflict
- ₡ Corruption
- ₡ Nepotism and Exploitation
- ₡ Communal Riots

- ₡ Human Trafficking

CORE READINGS

1. *Learning to Live Together";* An Intercultural and Interfaith Programme for   Ethics
2. Education; Published by Arigatou Foundation, GNRC; Endorsed by UNESCO   and
3. UNICEF
4. *Abraham Joshua Heschel, Man Is Not Alone* (1951) *An Introduction Through   History*

5. *and Current Issues* (1993), Denise Lardner Carmody and John Tully Carmody.
6. AurbidoGhose Educating for Wholeness); published by Peter lang, NY,USA.
7. Bull, N.J. (1973) *Moral Education*. Great Britain; Redwood Press
8. C. Seshadri, M.A. Khader& G.L. Ahuja ó *Education in Values*
9. Deepak Chopra - *"The Seven Spiritual Laws of Success*" ; Published in USA
10. Diane Tillman- *"Living Values*: *An Educational Programme*"; Living Values Activities
11. for Children;
12. Dr. Robert Muller - "*Most of all they taught me Happiness*"- Published by Amare
13. Media Lic, CA, USA.
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15. God in Search of Man (1956); H. Richard Niebuhr,
16. Gustavo Gutierrez, *A Theology of Liberation* (1973);
17. John P. Miller, "*The Holistic Curriculum",* published by The Ontario Institute for
18. Studies in Education.
19. Kagan, J. and Lamb, S. (Editors). 1987 *The Emergence of Morality in Young Children.*
20. University of Chicago.
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22. *Development* (Vol. 2). New York: Harper & Row.
23. Lapsley, D. K., & Narvaez, D. (2006). *Character Education.* In W. Damon & R. Lerner,
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25. Lipman, M.; Sharp, A.; Oscanyan, F. 1980. *Philosophy in the Classroom.* Temple
26. University Press. Philadelphia.
27. Musgrave, P.W. (1978), *The Moral Curriculum: A Sociological Analysis.* London:
28. Methuen & Co. Ltd
29. N.L. Gupta ó *Value Education- Theory and Practice*

SUGGESTED READINGS

1. Power, F. C., Higgins, A., & Kohlberg, L. (1989). *Lawrence Kohlberg's Approach to Moral Education*. New York: Columbia University Press.
2. Reinhold Niebuhr, *Moral Man and Immoral Society (1932).*
3. Stanley Hauerwas, *The Peaceable Kingdom:* A Primer in Christian Ethics (1983);
4. Straughan, R. (1992) *Can we teach children to be good? Basic Issues in Moral,*
5. *Personal and Social Education*, Milton Keynes: Open University Press
6. The Responsible Self (1963); Richard Rubenstein,
7. Wilson E.K. (ed.) (1961) *Moral Education: A Study in the Theory and Application of the Sociology of Education*, by Emile Durkheim, London: Collier Macmillan
8. Wilson, J., Williams, N. &Sugarman, B. (1967) *Introduction to Moral Education*, Harmondsworth: Penguin.
9. Wynne, E. A., & Ryan, K. (1993). *Reclaiming our schools*. New York: Merrill.
10. Zins, J. E., Weissberg, R. P., & Wang, M. C. (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.
11. Allport, G.W. Vernon &Lindzey, *Manual of Study of Values;* Boston: Houghton Miflin.1960.
12. Chitkara, M.G. (2003), *Education and Human Values.* APH Publishing House New Delhi.

13. Gawadne, E.N. (2002), *Value Oriented Education: Vision for Better Living,*Sarup& Sons, New Delhi.
14. Mukherji, R.K. (1964), *the Dimensions of Values,* Allen and Unwin.
15. Chilana M.R. (1998), *Value Orientation of Education,* Chandigarh Youth De.

EDU-C 310 FIELD EXPERIENCES AND PRACTICUM

4TH SEMESTER

MTE C 401 STATISTICS IN EDUCATION

COURSE OBJECTIVES

1. To understand the meaning and significance of statistics as a subject of   study.
2. To acquaint the students and make them understand the different statistical methods with their uses and   interpretations,
3. To develop computational skills among students,
4. To develop rationale for parametric and non-parametric   tests
5. To compute parametric and non-parametric tests and apply the techniques to educational research.
6. To enable students analyze, interpret and generalise the Statistical data for drawing inferences.

COURSE OUTLINE

UNIT-I Descriptive Statistics

- Meaning, nature and scope of statistics;
- Nature of educational data: Qualitative & Quantitative
- Measures of Central Tendency: Mean, Median and   Mode;
- Measures of Dispersion: Range, Quartile Deviation, Average   Deviation,
- Standard Deviation;
- Measures of Relative Position: Percentiles and Percentile   Ranks;
- Graphic methods- Line graph, Bar diagram, Histogram, Pie chart and Ogive through Microsoft Spread Sheets.

UNIT-II Correlation

- Meaning and Uses of Correlation;
- Calculation of Co-efficient of Correlation- Rank Order & Product Moment;
- Partial & Multiple Correlation: Meaning, assumptions, computation and uses;

UNIT- III Normal Probability Curve

- Meaning and importance of the Normal Distribution;
- Properties of the Normal Probability Curve;
- Measuring divergence from normality- Skewness and Kurtosis;
- Applications of the Normal Probability Curve,
- Conversion of Standard Scores into Z Scores;

UNIT- IV Inferential Statistics

- Null hypothesis; one and two tailed tests; Type I and Type II errors; Standard
- error, Confidence limits;
- t-test: Significance of difference between Means, computation and uses
- F-test: One way ANOVA ó Concept, Assumption, Computation and uses;
- Chi-square tests and 2×2 contingency tables

CORE READINGS

- Aggarwal, Y.P. (1998), *Statistical Method*s, Sterling, New Delhi.
- Ferguson, George A (1976), *Statistics Analysis in Psychology and Education*, McGraw Hill, New York.
- Garrett, H.E. (1973), *Statistics in Psychology and Education*, Vakils, Feiffer and Simon, Bombay.
- Glass, G. & Hopkins, K.D. (1996) *Statistical Methods in Education and Psychology*, Needham Heights, A Simon & Schuster Company
- Guilford, J.P. and Benjabin Fruchter (1973), *Fundamental Statistics in psychology and Education*, McGraw Hill, New York.
- Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi.
- Kurtz, A.K. and Mayo S.T. (1980), *Statistical Methods in Education and Psychology*, Narola, New Delhi.
- Mangal, S.K. (2010) *Statistics in Psychology and Education,*
- Minimum, E.W., King B.M., & Bear, G. (1995) *Statistical Reasoning in Psychology & Educati*on, Canada: John Willy & Sons.
- Siegel, S. (1986). *Non-parametric Statistic*, McGraw Hill, New York.
- Nadeem N. A. &Faizan F.A. *Statistics in Education and Psychology, New Delhi: Dilpreet Publishing House.*

SUGGESTED READINGS

- Drawing Inferences from Self-Selected Samples by Howard Wainer (Editor)
- Fundamentals of Statistical Reasoning in Education (4th Edition) by Theodore Coladarci, Casey D. Cobb

- Educational Research: The Ethics and Aesthetics of Statistics by Paul Smeyers (Editor), Marc Depaepe (Editor)
- Statistics for the Behavioral Sciences (9th Edition) by Frederick J. Gravetter, Larry B. Wallnau
- Fundamentals of Statistical Reasoning in Education (3rd Edition) by Edward   W.
- Practical Statistics for Educators (4th Edition) by Ruth   Ravid
- Understanding Education Indicators: A Practical Primer for Research and Policy by Deven Carlson, Mike Planty
- Statistical Reasoning in the Behavioral Sciences (6th Edition) by Bruce M. King, Patrick Rosopa, Edward W. Minium
- Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data by Terri Chiara Johnston
- Research in Education: Evidence-Based Inquiry (7th Edition)by James H. McMillan, Sally Schumacher
- Statistics for the Behavioral Sciences (8th Edition) by Frederick J. Gravetter, Larry B. Wallnau, Jane Potter (Editor)
- Measurement and Statistics for Teachers (1st Edition) by Malcolm L. Van   Blerkom
- Using Data to Improve Learning for All: A Collaborative Inquiry Approach by Nancy Love (Editor)
- The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry by Nancy Love, Susan Mundry, Katherine E.   Stiles
- Quantitative Data Analysis in Education: A Critical Introduction Using SPSS (1st Edition) by Paul Connolly.

MTE C 402: EDUCATIONAL ADMINISTRATION & SUPERVISION

COURSE OBJECTIVES

- To develop an understanding about the nature and functions of Educational Administration.
- To Understand scope of Educational   Administration.
- To Know different patterns of Educational   Administration.
- To develop an understanding about the process of human relationship approach on Educational Administration.
- To understand the basic concepts of educational planning and   supervision.

COURSE OUTLINE
Unit I: Educational Administration

- Objectives, Scope and Functions of Educational Administration.
- Factors determining the Character of Administration: Central, Provincial and Local Authorities connected with Educational Administration;
- Administration as a Process;
- Administration as a Bureaucracy;

₵   Human Relation Approach to   Administration

Unit II: Leadership in Educational Administration
- ₵   Nature & Meaning of Educational   Leadership.
- ₵   Theories of Leadership
- ₵   Styles of Leadership
- ₵   Measurements of Leadership

Unit III: Educational Planning

- ₵   Meaning & Nature of Educational   planning
- ₵   Approaches to Educational   planning
- ₵   Perspective Planning
- ₵   Institutional planning

Unit IV: Educational Supervision

- ₵   Meaning & Nature
- ₵   Supervision as Service   activity
- ₵   Supervision as a Process
- ₵   Supervision as Functions
- ₵   Supervision as Educational   Leadership
- ₵   Modern Supervision
- ₵   Functions of Supervision
- ₵   Planning the Supervisory programme
- ₵   Organizing Supervisory programme
- ₵   Implementing Supervisory programme

CORE READINGS
1. Edward L. D. (1983**).** *Educational Administration Glossary***.** Greenwood   Press,.
2. *Fenwick W. E, (2006). Encyclopaedia of Educational Leadership and   Administration.* ed., Sage Publications, 2 Vols,.
3. *Richard A. Gorton; (1988). Encyclopaedia of School Administration & Supervision.* Oryx Press,
4. J. Mohanty, (2005). *Educational Administration, Supervision And School Management;* Deep and Deep   Publications,
5. Jeffrey G, Behar, L.S. (*2000) Paradigm Debates in Curriculum and   Supervision:*
6. *Modern and Postmodern Perspectives* Horenstein: *Bergin &   Garvey,*
7. Nadeem N. A. & Basu Mudasir (2014) Profile *of Effective Educational Administrator*, Delpreet Publishing House, New   delhi-110002
8. Thamarasseri, I. (2015). *Educational Administration & Supervision.* New Delhi: Dominant Publishers & Distributors (P) Ltd.

SUGGESTED READINGS
1. Tomlinson, H (ed.) (2004) *Educational Management: Major Themes in   Education.* Rutledge Falmer, 4 Vols..
2. Marvin C. Alkin; (1992) *Encyclopaedia of Educational Research.* New York, Simon & Schuster,.
3. Emery Stoops. (1981) *Handbook of Educational Administration.* Allyn and   Bacon.

4. Murphy, J. (1999) *Handbook of Research on Educational Administration*. Bass Publishers.
5. Aseltine, J.M et.al (*2006*) *Supervision for Learning: A Performance-Based Approach to Teacher Development and School Improvement: Association for Supervision and Curriculum Development.*
6. Garubo, R.C. (*1998*) *Supportive Supervision in Schools:* Stanley William Rothstein. *Greenwood Press,*
7. Hoerr, T.R., (*2005*) T*he Art of School Leadership*: *Association for Supervision and Curriculum Development.*
8. Jones, S.O. (*1998*) *Cases on Issues and Problems in Educational Management*: *Canoe Press; University of the West Indies*

MTE C 403 - POLICY PERSPECTIVES AND ISSUES IN INDIAN EDUCATION

COURSE OBJECTIVES

COURSE OBJECTIVES
ÉTo know the details regarding centrally sponsored educational schemes (SSA & RMSA).
ÉTo analyse the strategies used for realization of UEE and the outcomes of their implementation.
ÉTo realize the need and importance of equity and equality in education and the constitutional provisions for it.
ÉTo identify the various causes for inequality in schooling Realize the importance of Right to Education and the provisions made for realizing it.
ÉTo understand the importance of indicators, standards and strategies for enhancement of quality in schools and institutions of higher learning
ÉTo understand the need and importance of education for peace and the national and international efforts towards it.
ÉTo understand the measures taken for minority education
ÉTo understand the policy perspectives of school education and higher education and their implication

Unit 01: Issues In Education
- ₵ Universalization of Elementary Education,
- ₵ Gender,
- ₵ Language,
- ₵ Human Rights,
- ₵ Child Rights
- ₵ Reservation Policy

Unit 02: Programmes And Policies
- ₵ Secondary Education Commission 1952,
- ₵ Kothari Commission 1964-66,

- NPE 1986 and POA 1992,
- Yashpal Committee report (1992),
- Sarava Siksha Abhiyan (SSA),
- Rashtriya Madhyamic Shiksha Abhiyan (RMSA),
- Continuous and Comprehensive Evaluation (CCE),
- Right of Children for Free and Compulsory Education (RTE) Act 2009,
- Minimum Levels of Leaning (MLL),
- District Primary Education Programme (DPEP),
- Operation Black Board (OBB)
- Millennium Development Goals (MDGs).

Unit 03: Contemporary Indian Higher Education
- Meaning, Aims and Functions of Higher Education,
- Major Problems in University Education,
- University Grants Commission,
- Association of Indian Universities,
- All India Council of Technical Education,
- Indian Council of Social Science Research,
- Council of Scientific and Industrial Research,
- Indian Council of Agriculture Research,
- National University of Educational Planning and Administration.
- Autonomy in Higher Education,
- Delorøs Report
- National Knowledge Commission.

Unit 04: Current Issues And Challenges In Indian Education
- Vocationalization and Diversification of Education,
- Environmental Education,
- Peace Education,
- Human Rights education
- Inclusive Education.

CORE READINGS
1. Mohanty, J. (1987): *Education in India*. New Delhi: Deep & Deep Publications.
2. Chauhan, C. P.S. (1990): *Higher Education - In India*. New Delhi: Ashish Publishing House.
3. Dash, M. (2004). *Education in India: Problems and Perspectives*. New Delhi: Atlantic Publishers
4. Nanda, S.K. (2000). *Indian Education and its Problems Today*. New Delhi: Kalyani Publishers.

SUGGESTED READINGS

1. Agarwal (1983). *Implementation of Human Rights Covenants with Special Reference to India*. Allahabad: Kitab Mahal.
2. Ghosh, D.K. (1983): *University System in India*. Jabalpur: Rahul Publications.
3. Ghosh, Suresh Chandra (2009). *The history of education in modern India 1757-2007*.

4. New Delhi: Blackswan Publication
5. Govt. of India: *Programme of Action – National Policy on Education*,   Ministry of
6. Human Resource Development, New Delhi, 1986.
7. Graves, N. (1990). *Teaching for International Understanding, Peace and Human Rights*. Paris: UNESCO.
8. Joshi, K.L. (1977): *Problems of Higher Education* - In India. Bombay: Popular Prakashan.
9. Kumar, K (2005). *Political Agenda of Education: A Study of Colonialist and National Ideas*. New Delhi: Sage Publications.
10. Mathur, V.S. (1970): *Crucial Problems in Indian Education*. New Delhi: Arya Book Depot.
11. Ministry of Education (1978): *Report of the Education Commission* 1964-66. New Delhi: Govt. of India.
12. Mukerji, S.N. (1965): *Education - in India – Today and Tomorrow*. Baroda: Acharya Book Depot
13. Pathania, A (2009). *Primary education in India: Programmes and schemes*.   Shimla: J.M.D. Publications.

MTE C 404 DISSERTATION

OPEN ELECTIVE GENERIC (Any One)

OGE-II
Open Generic Elective (Higher Education)

HIGHER EDUCATION

COURSE OBJECTIVES:
- To acquaint the students with the basic concepts of Indian Higher Education   System.
- To enable the students to develop an understanding about the integration of   higher

education with the National Development.
- To help students to analyze the policy perspective in higher   education.
- To help the students to develop the critical perspective about the issues prevailing in the Higher education System relating to the Quality, Autonomy, Governance, Privatization and Internationalization.

UNIT-I Higher Education: Retrospect and Prospect
- Higher Education: Meaning, Objectives and   Functions
- Universities and other institutions of higher learning in India and their   development
- Contemporary Indian Higher Education- An Overview
- Higher education and National Development
- The Constitutional Provisions Regarding Indian Higher   Education

UNIT-II Policy perspectives in Higher Education
- University Education commission (1948-49)
- Indian Education Commission(1964-66)
- National Policy of Education (1992)
- CABE Committee Report (2005)
- National Knowledge Commission (2009)
- Rashtriya Uchithar Siksha Abhiyan (RUSA   2012)

UNIT- III Regulatory Bodies of Higher Education
- University Grants Commission (UGC)
- All India Council of Technical Education   (AICTE)
- Indian Council of Social Science Research,
- Council of Scientific and Industrial Research,
- Medical council of India (MCI)
- National Council of Teacher Education   (NCTE)
- National Assessment and Accreditation Council (NAAC)
- (A brief Description about the nature and functions of the above   mentioned
- regulatory bodies with the focus on mechanism of ensuring quality control in   higher
- education)

UNIT- IV Issues and Problems of Higher   Education
- Autonomy and Quality in Higher   Education
- WTO, GATS in Higher   Education
- Internationalization of Higher Education- issue of mobility, brain drain, brain   gain,
- brain exchange
- Open and Distance Learning (ODL) at the Tertiary   Level.
- University Governance
- Private initiatives in Higher   education

Core Readings
1. Agarwal, P. (2009), Indian higher education- envisioning the future, Sage   publication.
2. Bhatnagar, S. Education in India Today and   Tomorrow.
3. Bhushan, S. Restructuring Higher Education in India, Rawat   Publisher
4. Kapoor J.N. Issues in Higher Education.
5. Kidwai, A.R. (2012), Higher education: Issues and Challenges, Viva   books.
6. Kohli V.K. Current Problem in Indian   Education.

7. Mohanty, J. (2002), Current trends in Higher education, Deep and Deep   publisher
8. Powar, K.B. (2003), Internationalization of Higher Education : Focus on   India,
9. Published by Amity University press and Amity Foundation for Higher Learning, New Delhi
10. Powar, K.B. (Ed. 2002), Internationalization of higher education, Published by Association of Indian Universities, New Delhi
11. Ramachandran, C.M. (1987), Problems of higher education in India, Mittal Publications.
12. Rao, K.S. (1999), Management of autonomy in autonomous colleges, Vikas, New Delhi
13. Rao, K.S. et. al (1999), Autonomous and Non- autonomous colleges: selected case studies, Vikas, New Delhi,
14. Reddy, G.M. (1996), Higher education in India- conformity, crisis and innovation, Sterling Pub Private Ltd .
15. Reddy, K.V. (1996), New directions in higher education in India, creative   books.
16. Sam Pitroda, National knowledge Commission, New Delhi: MHRD
17. Shah, A.B. (1967), Higher education in India, Lalvani Pub. House,   Bombay.

Suggested Readings

6. International handbook of higher education, ed. J. J. F. Forest and P.G. Altbach, pp. 207-28. Dordrecht, The Netherlands: Springer.
7. Knight, J. (2008), Higher education in Turmoil: The Changing World of Internationalization, Sense publishers.
8. Guruz, K., (2008), *Higher Education and International Student Mobility in the Global Knowledge Economy,* Published by State university of New York Press,   Albany.
9. Bhandari, R. & Blumenthal, p. (2008), *Global student mobility: moving towards brain exchange*, International institute of education
10. Altbach, P.G. & Peterson, P.M., (Eds. 2007), Higher education in the New Century: Global Challenges and Innovative Ideas, Sense Publishers,   Netherland,
11. Harris, Suzy (2007) The Governance of Education: How   neo-liberalism   is transforming policy and Practice, Continuum   International   Publishing   Group, London.

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