

# **CURRICULUM OF M.Ed. EDUCATION**

**M.Ed. (NCTE Approved)**

**Under CBCS**

**(Two Year Programme)**

**2022-2023 onwards**

**Revised Syllabus**



**DEPARTMENT OF EDUCATIONAL TECHNOLOGY**

**BHARATHIDASAN UNIVERSITY**

**TIRUCHIRAPPALLI - 620023**

**BHARATHIDASAN UNIVERSITY  
TIRUCHIRAPPALLI – 620 023**

**Degree of Master of Education – M.Ed. (Two Year)  
Regulations  
(w.e.f. 2022 -2023)**

**1. ELIGIBILITY FOR ADMISSION TO THE PROGRAMME AND  
EXAMINATIONS: (As per the NCTE Norms)**

The M.Ed. (Two Years) is a teacher education programme approved by the National Council for Teacher Education (NCTE). A Candidate shall be admitted to the course provided he / she has passed a Degree Examination in Bachelor of Education (B.Ed.) with 50% marks in aggregate along with any basic degree with 45% of marks of this University or some other University recognized by the Syndicate as equivalent there to. Further the candidate of Integrated Teacher Education programmes like B.Sc.B.Ed./ B.A. B.Ed with 50% of marks in aggregate also eligible for seeking admission to M.Ed. Programme.

No candidate shall be awarded for the degree of M.Ed. unless he / she has completed the prescribed course of study and has passed the qualifying examinations and has satisfied the examiners in a research report on an approved subject.

**2. GENERAL FRAMEWORK:**

**2.1 Structure of the Course programme:**

Semester Pattern – Two academic years with Four Semesters in total – 100 working days per Semester - Minimum of 36 hours per week . with 7 hours per day (5 or 6 Days),. Valuation procedure – As per the Choice Based Credit System (CBCS) procedure.

## **2.2. Objectives of M.Ed. Programme:**

On completion of the course, the prospective teacher educators are expected to:

1. Develop a holistic approach of Education, its foundations, aspects and potentials.
2. Understand the nature purpose, philosophy, sociology and psychology of education.
3. Understand the objectives, concepts and potentials of educational technology.
4. Acquire general awareness about the recent trends and developments in educational technology and the application of educational technology in teaching – learning.
5. Acquire competencies to apply educational technology devices in teaching –learning.
6. Equip them to acquire competencies relevant to pedagogy, curriculum development, its transaction and evaluation.
7. Development of communication skills, Academic Writing and use of ICT in Education.
8. Acquaint them with the pragmatic skills of designing and execution of research in education and educational technology.
9. Acquire Entrepreneurship and Self Employable Skills and opportunities in placement.

### 3. PRESCRIPTION OF COURSES

Sl. No	Courses and Code	Ins.h/ weeks	Credits	Exam h	Marks		
					INT	EXT	Total
<b>SEMESTER – I</b>							
1.	Philosophical and Sociological Perspectives of Education (CC1A) Or History of Education and Problems of Education(CC1B)	4	4	3	25	75	100
2.	Psychology of Learning and Development (CC2)	4	4	3	25	75	100
3.	Introduction to Educational Research (CC3)	4	4	3	25	75	100
4.	Comparative Education (CC4)	4	4	3	25	75	100
5.	Communication Skills and Academic Writing (CC5) (Skill Development and Entrepreneurship Course)	4	4	3	25	75	100
6.	Yoga for Human Excellence (PC1) (Skill Development Course)	4	4	3	--	100	100
<b>Semester Total</b>			<b>24</b>		--	--	<b>600</b>
<b>SEMESTER – II</b>							
1.	Curriculum Design and Development (CC6) (Developmental Course)	4	4	3	25	75	100
2.	Guidance and Counselling (CC7)(Employability Course)	4	4	3	25	75	100
3.	Educational Technology: Perspectives, Advances and Trends (CC8) (Employability Course)	4	4	3	25	75	100
4.	Educational Administration: Principles and Practices (CC9A) Or Quality Assurance in Education (CC9B) Or MOOC –Self Learning/Online Courses -SWAYAM (CC9C)	4	4	3	25	75	100
5.	Internship and Comprehensive Viva Voce – I (PC2) (Skill Development Course)	8	4	---	25	75	100
6.	Extra Disciplinary Course* NME / Extra Disciplinary Course** ( ETEDVAC1)	2	2	3	25	75	100
<b>Semester Total</b>			<b>22</b>		--	--	<b>600</b>
<b>SEMESTER – III</b>							
1.	Teacher Education: Perspectives, Prospects and Innovations (CC10A) Or Distance Education and Open Learning (CC10B)	4	4	3	25	75	100
2.	Information and Communication Technology in Education (CC11)(Employability Course)	4	4	3	25	75	100
3.	Advanced Research Methodology and Educational Statistics (CC12) (Skill Development and Employability Course)	4	4	3	25	75	100
4.	Pedagogy and Instructional Design (CC13)	4	4	3	25	75	100
5.	Internship and Comprehensive Viva Voce – II (PC3) (Skill Development Course)	8	4	---	25	75	100
<b>Semester Total</b>			<b>20</b>		--	--	<b>500</b>
<b>SEMESTER - IV</b>							
1.	Inclusive Education: Perspectives, Principles and Practices (CC14A) (Employability Course)Or Methodology of Teaching Children with Learning Difficulties (CC14B)	4	4	3	25	75	100
2.	Higher Education: Trends, Issues and Challenges (CC15)	4	4	3	25	75	100
3.	Life Skill Education (EC1A) (Skill Development Course) Or Educational Policy, Economics and Planning (EC1B) (Entrepreneurship Course)	4	4	3	25	75	100
4.	Basics of Videography ( ETEDVAC2) (Entrepreneurship and Employability Course)	2	2	3	25	75	100
5.	Dissertation and Viva Voce (PW1)	20	12	---	25	75	100
<b>Semester Total</b>			<b>26</b>		--	--	<b>500</b>
<b>Overall Credits</b>			<b>92</b>				<b>2200</b>

\* - To be offered by other Departments of the University during the second semester of the Academic year

\*\* - To be offered to the other Departments of the University during the second semester of the Academic year

#### 4. GROUPING OF DEPARTMENTS (Choice based credit system - CBCS)

The various department of study and research of the university are grouped into the following categories for executing the CBCS pattern smoothly.

<b>Group 1 Languages</b>	<b>Group 2 Social Sciences</b>	<b>Group 3 Physical Sciences</b>	<b>Group 4 Life Sciences</b>	<b>Group 5 Earth Sciences</b>	<b>Group 6 Education</b>
1. English 2. Tamil Studies	1.Commerce 2.Economics 3.History 4.Sociology 5.Social Work	1. Physics 2. Computer Science 3. Mathematics 4. Physics Chemistry	1. Animal Science 2.Biotechnology 3.Environmental Biotechnology 4.Microbiology 5. Plant Science	1.Geography 2. Geology 3. Remote Sensing	1.Educational Technology 2. Adult Education 3. Physical Education 4.Library & Information Science

#### 5. COURSES:

The term course is used to indicate a logical part of the subject matter of the programme and is equivalent to the subject matter of a “Paper” in the conventional sense.

##### 5.1.1. Core courses (CC):

Core courses are basic courses required for each P.G Programme. The core courses are having choices. The core courses are to be offered by the respective department.

##### 5.1.2. Elective courses (EC):

Elective courses shall ordinarily be three in number. However, it is left to the individual department to have more than two elective courses. Elective courses are generally offered by the respective department.

##### 5.1.3. Skill Development/ Entrepreneurship Courses :

This course is indented for improving the skills and knowledge of Teacher Educators and for enhancing their capacity to develop, manage and organise the educational institutions and also to take up self-employment or entrepreneurship as one of their career options..

##### 5.1.4. Extra Disciplinary Courses (EDC):

This course will be two in number. They offered by the respective group of departments.

##### 5.1.5. Practicum Component (PC):

This course will be three in number. The courses are to be offered is compulsory.

##### 5.1.6. Internship Training (IT):

All the students shall undergo a compulsory intensive teaching practice in the recognized and reputed teacher education institutions like Colleges of Education and District Institutes of Education and Training from time to time as specified in the curriculum. After the completion of internship, the students shall produce internship completion certificate along with internship records.

**5.1.7. Project work (PW)/ Dissertation:**

A project work/ Dissertation are compulsory and it is offered by the respective department and this is followed by Viva voce Examination.

**6. SCHEME OF EXAMINATION:**

There shall be an examination at the end of the respective semester. The course will blend the theoretical and practical aspects. The theoretical aspects will introduce students to the concepts, principles, types and strategies in education. The practical aspects will expose students to the development, application and evaluation of educational technology materials.

**6.1 Dissertation**

- (a) Candidates shall be required to submit a Dissertation and an abstract of it. This shall embody the record of original investigation or a critical study of existing data or combination of both. This work shall be prepared under the guidance of a Research Supervising teacher approved by the Head of the Department.
- (b) Each work shall be accompanied by a certificate signed by the Research Supervisor and countersigned by the Head of the Department to the effect that, it has not been the basis for the award of any Degree/Diploma of similar titles to any candidate of any University or Institution. The last date for submission of the work shall be April 30<sup>th</sup> of the final year.

**6.2 Internal and External Assessment Marks:**

Internal assessment marks will be awarded as given below:

Practicum	= 10 marks
CIA	= 5 marks
Seminar/ Assignment	= 5 marks
Quiz	= 5 marks

- (a) There shall be internal and external assessment for each of the prescribed papers. 25 marks shall be assigned for internal assessment and 75 marks for external examinations. There shall be internal and external assessment for the Dissertation and Viva Voce. 25 marks shall be assigned for internal assessment and 75 marks for external examination. Each written paper shall be valued by an external examiner only.
- (b) The internal and external marks will be shown separately in the grade sheet.
- (c) Each Dissertation shall be valued by the external examiner as detailed below:

For Valuation of the Dissertation	- 75 marks
Viva Voce Examination	- 25 marks

The degree shall specifically state that the candidate has been awarded the M.Ed. degree, having passed the written examination and the Dissertation.

## **7. GRADING SYSTEM:**

1. Candidates who failed in any subjects either in internal or both examinations will have to repeat the course work of that subject.
2. Candidates who fail in the dissertation shall have to resubmit the dissertation.
3. Candidates shall be required to complete the course within a period of 4 years from the date of his/her admission to the course with a maximum of 3 attempts for each paper and dissertation.

## **8. ATTENDANCE**

Students must have earned 75% of attendance in each course for appearing for the examination, Students who have earned 74% to 60% of attendance to be applied for condonation in the prescribed form with the prescribed fee. Students who have earned 59% to 51% of attendance to be applied for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have earned below 50% of attendance are not eligible to appear for the examination and they shall re-do the semester(s) after completion of the course, with the prior permission of the Head of the Department.

## **Programme Outcomes (PO's)**

At the end of the programme, the students are able to:

- PO 1. understand the basic Indian and Western concepts of education
- PO 2. develop ICT for teaching
- PO 3. create Instructional Designs to be integrated in to teaching
- PO 4. develop skills to design curriculum at different levels
- PO 5. evaluate the knowledge, skills and values of dissemination to students
- PO 6. compare Education system across globe
- PO 7. differentiate the issues in teacher education from their challenges
- PO 8. raise proficiency in the analysis and use of student data to improve instruction and programming.
- PO 9. enhance proficiency in the integration of technology in teaching, learning, and professional development
- PO 10. foster commitment to ethical behavior and social responsibility in decision-making

## **Programme Specific Outcomes (PSO's)**

After completion of the programme, the students are able to attain the following competencies:

PSO 1.gain an understanding of the basic Indian and Western concepts of education

PSO 2.develop and use ICT for teaching.

PSO 3.create and demonstrate coherent understanding of Instructional Designs to be integrated in to teaching

PSO 4.develop skills to design curriculum at different levels

PSO 5.evaluate the knowledge, skills and values of dissemination to students

PSO 6.compare Education system across globe

PSO 7.differentiate the issues in teacher education from their challenges

PSO 8. enhance proficiency in the analysis and use of student data to improve instruction and programming.

PSO 9. execute proficiency in the integration of technology in teaching, learning, and professional development

PSO 10. foster commitment to ethical behavior and social responsibility in decision-making



## SEMESTER I

### PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION (CC1A)

**Total Credits: 4**

#### **Objectives**

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

- To enable the students to develop a Philosophical and Sociological points of view towards educational problems.
- To develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- To examine the Philosophical origin of Educational theory and practices
- To analyze critically postulates of various schools of philosophy, vision of great thinkers and their educational implications.
- To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
- To understand the basic Indian and Western concepts of education
- To understand the biography of Indian and western philosophical thinkers in education.
- To develop a critical understanding of major modern educational philosophies
- To develop abilities to make comparisons between different philosophies and their educational implications.
- To enable students to analyze education from different sociological perspectives and theoretical frameworks.
- To enable students to analyze the relationship of education with culture, social stratification and social mobility.
- To enable students to understand educational institution as an agency of socialization.
- To enable students to understand the relationship between education and 21<sup>st</sup> century education.

#### **Unit: I Foundations of Educational Philosophy**

Meaning, Concept, Definition, Need and Objectives and Significance of Philosophy of education- major branches of philosophy-metaphysics, epistemology, axiology and relationship with education- Education in the context of democratic, secular, Sovereign and egalitarian

society. National Values as enshrined in the Indian Constitution - liberty, democracy, equality, freedom with special reference to education

### **Unit: II Indian Schools of Philosophy**

Philosophical Approaches to Education: Humanism: Educational Implications of Humanism: The Orthodox and Heterodox schools of Philosophy: Impact of Upanishads, Sankhya, Yoga and Nyaya, Hinduism, Buddhism and Jainism: Indian Philosophical Doctrines of Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, M. K. Gandhi, J. Krishnamoorthy and Zahir Hussain.

### **Unit: III Western Schools of Philosophy**

Contribution of Western schools of Philosophy: Idealism, Realism, Naturalism, Pragmatism, Marxism and Existentialism on the education of present scenario- Educational thoughts of Plato, Friedrich Froebel, Maria Montessori, Jean Jacques Rousseau, John Dewey, Paulo Friere and Pestollazzi and their contribution to Education with special reference to information, technology, knowledge and wisdom.

### **Unit: IV Foundation of Educational Sociology**

Educational Sociology: Meaning, Definition, Aim and Scope- Sociology as the basis for Education - Sociology and Education- Conceptualizing of Education: Culture and Education, Educational and Civilization, Education and Politics and Education and Economy of Society- Socialization of Child and values- School as a Social Sub System- School as a structural and Functional unit of Society- Education for Rural Mass – Education an of Deprived Section: Women, Differently Abled Children and SC/ST- Multicultural Education, Inter Cultural Education - Education for Social and National Integration

### **Unit V: Globalization and its Impact on Education**

Impact of Science and Technology on Society: Environment and Education, Globalization - Global village , The Nature of scientific society and the place of the individual in that Scientific Society- high speed technology, technology revolution, Mass media: as facilitating and debilitating factors, their impact on man and society, autonomy of individual and regimentation of thought - Relationship between culture and education- Globalization; Liberalization; Urbanization; and privatization in Education.

### **Practicum**

- Case study of any educational institution with respect to its philosophy (metaphysics, epistemology, axiology, aims of education, curriculum, text books, discipline, role of teacher and methods of teaching).
- Contribution made by any institution for the development of values in the present day scenario.
- Biography sketch on Indian Philosophical thinkers
- Biography sketch on Western Philosophical thinkers

### **Suggested Readings:**

1. Jarvis, P. (2007). Globalization, lifelong learning and the learning society: Sociological perspectives. Routledge.
2. Espinoza, F. (2011). The nature of science: Integrating historical, philosophical, and sociological perspectives. Rowman & Littlefield Publishers.
3. Brubacher, J. S. (2012). Modern Philosophies of Education. New York: McGraw-Hill Book Company Inc.
4. Chau M., Kerry T., (2008). International Perspectives on Education. New York: Continuum
5. Dhavan , M. L (2005). : Philosophy of Education, Delhi: Isha Books.
6. Kilpatrick, W.H. Source Book in the Philosophy of Education, New York: :McMillan and Company.
7. Mukharji, S. (2007).Contempory Issues in Modern Indian Education, Authors Press.
8. Pathak, R. P. (2007). *Philosophical and sociological perspectives of education*. Atlantic Publishers & Dist.
9. Naqi, M. (2005) Modern Philosophy of Education, New Delhi: Anmol Publication Pvt..Ltd.
10. Singh, M.S. (2007). Value Education. Delhi: Adhyayan, Publication
11. Bloomfield, B. P. (Ed.). (2018). *The question of artificial intelligence: Philosophical and sociological perspectives*. Routledge.
12. llantine,J.H. (2011) The Sociology of Education a Systematic Analysis. New Jersey : Prentice Hall Inc.
13. Banks, J. (2004). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), Multicultural education: Issues and perspectives (pp. 3-30). San Francisco, CA: Jossey-Bass.
14. Shishigu, A. (2015). Foundation of curriculum in Ethiopia: Historical, philosophical, psychological and sociological perspectives.

15. Chandra, S.S. (1996) *Sociology of Education*, Guwahati, Eastern Book House.
18. Coffey, A. (2001) *Education and Social Change*, Buckingham: Open University Press.
16. Hunt, M.P. (1973) *Foundation of Education Social and Cultural Perspectives*. New York: Halt, Rinehart and Winston..
17. Mohanty, Jagannath (2005) *Teaching of Sociology New Trends and Innovations*. New Delhi: Deep and Deep Publication Pvt. Ltd.
18. Mujibul Hasan Siddiqui (2009) *Philosophical and Sociological Perspectives in Education*. New Delhi: A.P.H Publishing Corporation.
19. Seidman, S. (1994) *Contested Knowledge: Social Theory in the Postmodern Era* Oxford: Blackwell
20. Singh, Y. K. (2009) *Sociological Foundation of Education*. New Delhi: A.P.H Publishing Corporation.
21. Talesara, H. (2002) *Sociological Foundations of Education*, New Delhi, Kanishka Publishers.
22. Bloomfield, B. P. (Ed.). (2018). *The question of artificial intelligence: Philosophical and sociological perspectives*. Routledge.
23. Chandra S. S., R. Sharma, Rejendra K (2002) "Philosophy of Education." New Delhi, Allantic publishers.
24. Chakraborty A. K.(2003)." Principles and Practices of Education." Meerut, Lal Book Depot.
25. Gupta S. (2005). "Education in Emerging India. Teachers role in Society." New Delhi, Shipra Publication.
26. Bhatia K.K (2011) *Philosophical and Sociological Bases of Education*. "Tandon Publications Ludhiana"

## **Course Outcomes**

At the end of the course, the students are able to:

1. Develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
2. Understand the basic Indian and Western concepts of education
3. Develop a critical understanding of major modern educational philosophies
4. Develop abilities to make comparisons between different philosophies and their educational implications.
5. Enable students to analyse education from different sociological perspectives and theoretical frameworks.

6. Enable students to analyse the relationship of education with culture, social stratification and social mobility
7. Enable students to understand educational institution as an agency of socialization.
8. Enable students to understand the relationship between education and 21<sup>st</sup> century Society."

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## **SEMESTER - I**

### **HISTORY OF EDUCATION AND PROBLEMS OF EDUCATION (CC1B)**

**Total Credits= 4**

#### **Objectives**

- To acquaint the students with the general development and progress of education prior to independence.
- To acquaint the students with general development and progress of education after independence.
- To enable the students to assess and evaluate various "Plan efforts" (V Year Plans) put into effect from time to time.
- To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- To enable the students to understand the various problems of education at different stage (Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped) with special reference to different Commissions and Committees.
- To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- To enable the students to understand the problems related to the policies of Government and to find out remedies.
- To enable students to concretize the problems and issues of Education

#### **UNIT -I PROGRESS OF EDUCATION IN ANCIENT INDIAN EDUCATION**

Review of

- Brahmanic (Vedic)
- Buddhistic
- Jain
- Muslim-Islamic-(Education System during these periods)

## **UNIT-II PROGRESS OF EDUCATION IN BRITISH PERIOD**

Review of British period of Education. With reference to:

- Macaulay's Minutes
- Woods Despatch
- Sargent Commission

## **UNIT -III PROGRESS OF EDUCATION AFTER INDEPENDENCE**

- Constitutional Provision for Education
- University Education Commission (1948)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education (1986)
- National Policy of Education (1992) and its revised
- National policy of Education (2020)

## **UNIT-IV NEEDS OF EDUCATION OF FREE INDIA, WORLD NEW TRENDS**

- Planned efforts of India for Education Plans (V Year Plans)
- Assessment and Evaluation of development and progress of Education during plan

## **UNIT-V PROBLEMS OF EDUCATION**

- Social
- Economical-Problem related to quality and quantity.
- Administrative
- Political
- Role and impact of different organizations (private and public) NCERT, UGC,

NCTE.

### **Practicum**

1. Identifying Social Problem and its solution for any one Colleges of Education
2. Critical Study of National Policy of Education (2020).

### **REFERENCES:**

1. Rawat, P. L. (1956) History of Indian Education: Ancient to Modern, Delhi Bharat Publication.
2. Mookerji R. K. (1990) Ancient Indian Education: Brahmanical and Buddhist Delhi, Motilal Banasidass Publishers.
3. Banasidass Publishers.
4. Dash M. (2000), Education in India: Problems and Perspectives, Eastern Book Corporation
5. Jain M. (2003) History in the New NCERT Textbooks Fallacies in the IIC Report, Delhi NCERT.
6. Reyhner J. (2004) History of Indian Education, Vohra Publishers.
7. Lall M. (2005) The Challenges for India's Education System, Chatham House: London
8. Vashist R. (2005), History of Education in India. Eastern Book Corporation.
9. Ramchandra P. and Ramkumar V. (2005), Education in India. Eastern Book Corporation.
10. Sharma R (2006) History of Indian Education, Shubhi Publishers.
11. Ghosh S. C. (2007), History of Education in India, Eastern Book Corporation.

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### **SEMESTER I**

#### **PSYCHOLOGY OF LEARNING AND DEVELOPMENT (CC2)**

**Total Credits: 4**

#### **Objectives:**

Enable the prospective teacher educator-

- to acquire knowledge and skills to create well rounded individuals through holistic development
- to be able to understand the importance of mental health, hygiene and nutrition to set a model in front of people
- to apply the concepts, theories and models to become a personality
- to analyse the science of motivation and skills of sustenance to become a dynamic and energetic individual
- to value the self for developing 21<sup>st</sup> century capacities towards the attainment of goals

## **UNIT I - HOLISTIC DEVELOPMENT OF A LEARNER**

**Holistic Development:** Meaning, Need and Scope - Holistic development of a learner - Physical development: Gross and Psychomotor skills, Role of heredity and Environment, Determinants of physical growth - Social development: Social awareness, Compassion, social responsibility, cooperation, collaboration and Social competence –Vygotsky’s Social Development theory- Emotional development: Intra-personal abilities, Inter-personal abilities, self-regulation abilities and Emotional Intelligence by Daniel Goleman - Intellectual development: Thinking, creativity, critical awareness, problem solving and decision making –Teacher role on Holistic development of learners

## **UNIT II - MENTAL HEALTH, HYGIENE AND NUTRITION**

Mental health – Meaning and Significance – Difference between, Mental health, Mental illness and mental disorder –Factors of Mental Health: Biological, Psychological, cultural and Environmental- issues of mental health- Strategies to improve mental health: Yoga- Meditation, Mindfulness and coping strategies- Mental Hygiene: Definition, meaning and scope- Health appraisal: Nature, scope, stages, strategy, Need & importance – role of health personnel, teachers and parents in appraising health of students- Nutrition: Concept and Need- components of Nutrition- Role of Nutrition in learning- Eradicating Malnutrition – Nature vs Nurture

## **UNIT III - PERSONALITY DEVELOPMENT AND ASSESSMENT**

Personality: Meaning, nature and significance- Skills involved in Personality development: Presentation, Communication Skills, Interpersonal Skills, Work Place Etiquette, Group Etiquette, Body Language, Self Confidence, self-esteem, positive attitude, Conflict and Stress Management and leadership - Theories of personality : Kholberg’s theory and Carl Jung



theory – Integrated personality -Measurement of personality – Objectives tests, projective and implicit tests, non-projective tests and behavioral and performance measures

#### **UNIT IV - SCIENCE OF MOTIVATION AND SUSTENANCE**

Motivation: Meaning, Types and Psychological and physiological basis of motivation– Role of reward, competition, curiosity and contagion and neuro-cognition in Motivation- Theories of Motivation: Self-motivation by Maslow, Achievement motivation by McClelland and Vroom’s theory of expectancy and Hobb’s level of aspiration- ways to increase motivation-Sustenance in Motivation: 5A’s Model(Activity, Agency, Affect, Adaptation and Attitude) and 6C’s Model(Choice, Challenge, Control, Collaboration, Constructed meaning and Consequence)

#### **UNIT V - UNDERSTANDING SELF FOR ATTAINMENT OF GOAL**

The Self: Meaning and importance, self-identity and self-understanding – Self-awareness: Johari window model- ABCDE model –Goal setting behavior: meaning and strategies – Goal orientation: Meaning and strategies- Goal attainment: meaning and strategies- Introduction to SDG 4: Teacher behavior to achieve SDG – Psychology for developing 21<sup>st</sup> century capacities for goal attainment

#### **Practicum**

- Develop a Framework for mental health of a teacher in the world of uncertainty
- Identifying the causes of malnutrition among adolescents
- Personality Assessment of Adolescents
- Motivational level of prospective teachers
- Problem solving skill of learners towards goal attainment

#### **REFERENCES**

1. Jennifer L. Martin and Sarah E. Torok-Gerard (2019). *Educational Psychology: History, Practice, Research, and the Future (Essentials of Psychology and Health)*. Praeger Publishers Inc.
2. Anita Woolfolk (2020). *Educational Psychology*, Global Edition. Pearson Publication.
3. Garner Samantha(2018).*Mental Health in Education*, Taylors and Francis.
4. Jeanne Ormrod and Brett Jones (2018). *Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching* (5<sup>th</sup> Ed.), PearsonPublication.
5. Mangal S. K (2012). *Essentials of Education Psychology*(6<sup>th</sup> Ed.), Prentice Hall of India.

6. Joel Mark Witt and Antonia Dodge (2018). *Personality Hacker: Harness the Power of Your Personality Type to Transform Your Work, Relationships, and Life*, Ulysses Press.
7. Mishra, B.K. (2008). *Psychology study of human behaviour*, Prentice Hall of India.
8. Muralidhar Dash & Neena Dash (2006). *Fundamentals of Educational*, Atlantic Publication.
9. Nancy McWilliam (2011). *Psychoanalytic Diagnosis* (2<sup>nd</sup> Edition), Guilford Publication. New York.
10. Robert E. Slavin (2018). *Educational Psychology: Theory and Practice*, (12<sup>th</sup> Ed.), Pearson.
11. Daphne Hopkins (2018). *Educational and Developmental Psychology: A Strategic Approach*, Clanrye International Publication.
12. Gullybaba Com Panel (2012). *Nutrition for community*, Repro books.
13. Branscombe Nyla R, A. Baron Robert and Kapur Preeti (2017). *Social Psychology* (14<sup>th</sup> edition). Pearson Publication.
14. Ciccarelli Sandra K., White J. Noland and Misra Girishwar (2017). *Psychology* (5<sup>th</sup> edition). Pearson Publication.
15. Smarak Swain (2019). *Applied Psychology* (3<sup>rd</sup> edition). Oak Bridge Publishing.
16. Anita Woolfolk and Preeti Kapur (2019). *Educational Psychology* (14<sup>th</sup> edition). Pearson Publication.
17. Paul Eggen and Don Kauchak (2019). *Using Educational Psychology in Teaching*, Pearson Publication.
18. Jeanne Ellis Ormrod Brett Jones (2018). *Essentials of Educational Psychology : Big Ideas to Guide Effective Teaching*, Pearson Publication.
19. Robert E. Slavin (2018). *Educational Psychology: Theory and Practice* (12<sup>th</sup> edition). Pearson Publication.
20. Todd Whitaker (2020). *What Great Teachers Do Differently* 3rd Edition, Eye on Education Publishers.

## **COURSE OUTCOMES**

At the end of the course, the students

1. develop necessary skills to have holistic development to become well rounded individuals
2. become mentally healthy persons
3. develop attitude to have a passion of taking nutritious food in the era of junk food and create an awareness to eradicate malnutrition.
4. to have an ability to develop necessary skills to become good personalities of adjustments and acceptance
5. can be skillful to assess the personality of students
6. have ability to motivate their students to be active participants
7. have ability to apply various strategies to sustain motivation in the classroom
8. have mastery over several models and have ability to understand the self with reference to the context of their profession
9. develop 21<sup>st</sup> century capacities towards their goal attainment
10. have the ability to respond to the items in the TRB and NET/SET examinations

Psychology

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## **SEMESTER I**

### **INTRODUCTION TO EDUCATIONAL RESEARCH (CC3)**

**Total Credits: 4**

#### **Objectives:**

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

- understand the concept of research and educational research.
- understand the types and methods of educational research,
- understand the steps involved in educational research,
- understand the use of different tools and techniques in educational research
- use the library, Internet services and other sources of knowledge for educational research Purposes.
- understand the procedure to conduct the research in the educational field.
- understand the role and use of statistics in educational research.

#### **Unit I - WHAT AND WHY OF RESEARCH**

- Definition, Meaning and nature, need and importance and scope of educational research
- Research as scientific, critical, self-critical inquiry

- Educational research: Meaning, Importance and Scope
- Teacher as Researcher
- Ethical Issues in conducting Research.

## **Unit II - REVIEW OF RELATED LITERATURE-**

- Review of related Literature: What, and Why
- How of review of related Literature
- Primary and secondary resources with implications
- Conceptual and Empirical reviews: Meaning and scope
- Insights gained from reviews

## **Unit III - RESEARCH PROBLEMS, VARIABLES AND HYPOTHESIS**

- Source, selection and criteria of a research problem
- Identification of a Research problem
- Steps in the Process of Educational Research
- Objectives: Attributes and Formulation
- Variables: Meaning, Nature, Characteristics and Types
- Hypothesis: Concept, Need, Characteristics and Types

## **Unit IV - POPULATION AND SAMPLING**

- Population- Meaning
- Sampling- Concept and Need, Characteristics of good sample
- Sampling frame – Sampling size
- Sampling Method
- Probability sampling: Simple Random sampling, Stratified random sampling, Systematic sampling, Cluster Sampling, and Multistage sampling
- Non probability sampling: Convenience, Purposive, Quota and Snowball
- Sampling Errors

## **Unit V - DATA ANALYSIS**

- Types and Sources of Data
- Organization and tabulation of data
- Graphical Representation
  - (i) Histogram
  - (ii) Frequency polygon
  - (iii) Ogive

- (iv) Pie chart
- NPC- Properties and uses, Skewness and Kurtosis
- Descriptive Statistics – Significance
  - (i) Measures of Central tendency – Mean, Median, Mode.
  - (ii) Measures of variability – Range, Q.D, S.D.
  - (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T scores.

**Practicum:**

- Writing a statement of the problem
- Sample data analysis using SPSS software

**REFERENCES**

1. Roger Gomm (2008). Social Research Methodology, Palgrave Macmillan, USA.
2. Radha Mohan (2010). Research Methods in Education, Neelkamal Publications Pvt. Ltd, Hyderabad.
3. John W. Creswell (2013). Research Design, SAGE Publications India, New Delhi.
4. Soti Shivendra Chandra and Rajendra K. Sharma (2007). Research in Education, Atlantic Publishers.
5. Lokesh Koul (2009). Methodology of Educational Research, Vikas Publishing House, New Delhi.
6. L. R. Gay, Geoffrey E. Mills, Peter W. Airasian (2012). Educational Research: Competencies for Analysis and Applications, 10th Edition, Pearson.
7. Louis Cohen, Lawrence Manion, Keith Morrison, (2017). Research Methods in Education 8<sup>th</sup> Edition, Taylor and Francis.
8. Kothari C.R. (2004). Research Methodology: Methods and Techniques, New Age International.
9. Jessica T. DeCuir-Gunby, Thandeka K. Chapman, Paul A. Schutz (2019). Understanding Critical Race Research Methods and Methodologies, Routledge.
10. Arunangshu Giri and Debasish Biswas (2018). Research Methodology for Social Sciences, SAGE Publications.
11. Sansanwal D.N (2020) Research Methodology and Applied Statistics, Shipra Publications, Delhi.

## **COURSE OUTCOMES**

At the end of the course, the students are able to:

1. Understand the concept of research and educational research
2. Comprehend the types of educational research and steps involved in educational research
3. Cognize the use of different tools and techniques in educational research
4. Gain knowledge regarding population and sample in educational research
5. Recognize the procedure to conduct research in the field of education
6. Apprehend the role and use of statistics in educational research

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## **SEMESTER I**

### **COMPARATIVE EDUCATION (CC4)**

**Total Credits: 4**

## **OBJECTIVES**

Enable the learners

- to acquaint the student with concept, scope, need and development of Comparative Education.
- to acquaint the student with the methods of Comparative Education.
- be able to assess the equality of a country's educational system.
- to understand the factors and forces influencing practice of Education.
- to create awareness and develop understanding of system of Education in developing and developed countries.
- to develop the sense of international understanding.
- to acquaint the students with the current trends and problems in world Education.

## **Unit – I : Comparative Education- An Introduction:**

Comparative Education – Meaning, Need and Scope; The Native System - Aim, Curriculum and Methods of Teaching, Power Structure, Teacher Education, Higher Education, Technical and Vocational Education, Adult and Continuing Education, Women's Education, Special Education and Non-Formal Education; National Policy on Education.

## **Unit-2: Aims and Objectives of OECD**

OECD: Educational aims, objectives, International implementations. Area Studies (Descriptive and Interpretation) - Comparative Study (Description of Educational System Juxtaposition Comparison) -The Organisation for Economic Co-operation and Development (OECD) policies, analysis and compare the Education. The compare how different countries school system in OECD.

## **Unit -3: Educational Pattern in different Nations**

Comparisons of Educational systems in India – USA, UK, Japan, Canada, Italy, France and Germany (G7). Federal Acts on Education in USA with reference to Curriculum, Method, Evaluation, Research and Extension – Educational Policy Commission of USA – Educational Act of 1944 in UK – Article 17, 25 & 26 in Germany – Common Aims in Totalitarian and Democratic states – Educational Structure in India - Boards and commissions of Education –Curriculum in G7.

## **Unit – 4: The Federal Acts on Education**

Basic requirements of Education in different countries- Constitutional Provisions for Comparative Education – Federal Acts on Education – Relationship between Federal, State and Local Governments – International Project for the Evaluation of Educational Achievement (IEA). Universal compulsory Education - Higher Education – Educational Finance – World Bank – UNESCO, UNICEF and IMF.

## **Unit – 5 Educational Systems in different Nations**

System of Education in China - Aim, Curriculum and Methods of Teaching, Power Structure, Teacher Education, Higher Education, Technical Education - Vocationalisation of Education – Public Schools – Autonomous Institutions. Medium of Instruction – Language Policy – Education through technological Aids – Evaluation Pattern. System of Education in Finland.

## **Practicum**

1. Comparison Report of Higher Education system in any two countries

## 2. Comparison Report of Curriculum Evaluation system in any two countries

### References

1. Aggarwal, Santosh : *Three Language formula: An Educational Problem*, New Delhi, Sian, 1991
2. Sharma, R.N., *Education in Emerging Indian Society*, Surjeet Publications, Delhi (2002).
3. Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). *Instructional Technology for teaching and learning*. Upper Saddle River, NJ: Merrill.
4. AECT. (2001). *History of Distance Education*. Retrieved from <http://www.aect.org/edtech/ed1/13/13-02.html>, accessed on October 12, 2015.
5. Surya Venkata Dutt & Digumarti Bhaskara Rao. (2004). *Comparative Education*. New Delhi: Discovery Publishing House.
6. Shrivastava, S.K (2008). *Comparative Education*. New Delhi: Anmol Publications.
7. Nikky (2010). *Distance Learning: Concept of Distance Learning and Need and Importance of Distance Education*. Retrieved from [http://www.indiastudychannel.com/resources/121332-Distance-Learning-Concept\\_of\\_Distance-Learning-And-Need-and-Importance-of-Distance-Education.aspx](http://www.indiastudychannel.com/resources/121332-Distance-Learning-Concept_of_Distance-Learning-And-Need-and-Importance-of-Distance-Education.aspx), Accessed on January 12, 2016
8. Jaiswal, M. P. (2011). *Comparative Education*. New Delhi: Saurabh Publishing House.
9. Naseema, C & Jibin V. K. (2013). *Comparative Education*. New Delhi: Shipra Publications.
10. Ismail Thamarasseri (2014). *Comparative Education*. New Delhi: Kanishka Publishing House.
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November 12, 2015.

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15. Lawal, B.O. in Lawal B.O. Salami W.O. and Farayola, J.A. (2001) Comparative Education. Ibadan, Olu-Akin Publishers.
16. Aaron Benavot & Cecilia Braslavsky (eds.) (2006): School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education. ISBN 10: 962-8093-52-5; ISBN 13: 978-962-8093-52-6. 315pp. HK\$200/US\$32
17. Mark Bray, Bob Adamson & Mark Mason (eds.) (2007): Comparative Education Research: Approaches and Methods. ISBN 978-1-4020-6188-2. 444pp. HK\$250/US\$38.

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## SEMESTER I

### COMMUNICATION SKILLS AND ACADEMIC WRITING (CC5)

**Total Credits: 4**

#### **Objectives:**

After going through this course, the student teacher educators will be able

- to understand communication in terms of its concepts, types, modes, process, elements, barriers and skills
- to identify the methods of developing communication skills
- to understand the dynamics of classroom communication
- to practice effective classroom communication techniques
- to understand the basics of academic writing
- to apply the expository writing skills for reporting research

#### **Unit I: COMMUNICATION**

Communication: Definitions, Concept, Nature and Meaning - Process and Elements of Communication – Verbal and Nonverbal Modes of Communication – Verbal Communication Types: Spoken and Written – Skills of Communication: Input (Reception) and Output

(Production) Skills – Barriers to Communication: Types and Consequences – Strategies for Overcoming Barriers – Techniques for Enhancing Communication Skills

## **Unit – II: CLASSROOM COMMUNICATION**

Classroom as a Context of Communication - Classroom Communication: Concept, Nature, Meaning and Characteristic Features, Unique Problems – Teacher as a Communicator: Positive and Negative Roles, Skills Required – Effective Verbal and Nonverbal Communication Strategies – Communication at Different Structures of Participation: Lecture, Question and Answer, Discussion and Group Work

## **Unit – III: ACADEMIC WRITING AND RESEARCH REPORTING**

Writing: Concept, Nature and Characteristic Features - Writing as a Production Skill – Role and Contribution of Reading - Written Communication Skills – Types of Writing – Styles of Writing – Language Skills for Effective Writing – Grammar and Vocabulary – Mechanics of Writing – Academic Writing, Technical Writing and Research Writing - Expository Style: Meaning, Nature, Characteristics and Skills – Reporting Research and Writing Research Articles – Formats, Structures, Styles and Techniques – Quality Parameters for Assessing Writing

### **Practicum**

- Oral Presentations and Participation in Debates / Discussions on relevant topics / issue in Education
- Review of Research Reports and Articles for Language Aspects and Preparation of Reports on the Lessons Learnt.

### **References**

1. Merton Babcock, C. (1957). *The Harper Handbook of Communication Skills*. Wisconsin: Harper & Bros.
2. Cazden, C. (2001). *Classroom discourse: The language of teaching and learning, 2nd edition*. Westport, CT: Heinemann.
3. McKeatchie, W. & Svinicki, M. (2005). *Teaching tips: Strategies, research, and theory for college teachers, 12th edition*. Boston: Houghton Mifflin.

### **Course Outcomes**

At the end of the course, the students are able to :

1. understand communication in terms of its concepts, types, modes, process, elements, barriers and skills

2. identify the methods of developing communication skills
3. understand the dynamics of classroom communication
4. practice effective classroom communication techniques
5. understand the basics of academic writing
6. apply the expository writing skills for reporting research
7. represent their knowledge
8. design strategies for communication

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### **SEMESTER I**

#### **YOGA FOR HUMAN EXCELLENCE (PC1)**

**Total Credits: 4**

Practical Course

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### **SEMESTER II**

#### **CURRICULUM DESIGN AND DEVELOPMENT (CC6)**

**Total Credits: 4**

#### **Objectives**

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

- define curriculum, identify the components of curriculum
- describe the various principles of curriculum development
- explain various determinants of curriculum
- describe and analyse various approaches to curriculum development
- to familiarize them with different approaches of Curriculum designing
- explain and compare the various types of curriculum
- describe the various models of curriculum development and evaluation

#### **Unit I- NATURE, PRINCIPLES AND DETERMINANTS OF CURRICULUM**

- Meaning, Nature and Concept of curriculum
- Curriculum, Syllabus and Units
- Domains of Curriculum
- Components of Curriculum: Objectives, content, transaction mode and evaluation
- Philosophical and Sociological and Psychological determinants of curriculum
- Principles of curriculum construction.

- Theories of curriculum development.
- Need for Curriculum change

## **Unit II- APPROACHES AND TYPES TO CURRICULUM DEVELOPMENT**

- Inert and live curriculum.
- Subject centered
- Core curriculum
- Learner centered
- Community centered.
- Humanistic Curriculum: characteristics, purpose, role of the teacher and implications of pedagogical practices in the classroom
- Social reconstructionist curriculum: characteristics, purpose, role of the teacher and implications of pedagogical practices in the classroom

## **Unit III- CURRICULUM DESIGN**

- Principles in curricular design
- Systems approach to curriculum designing
- System Concept-meaning, nature, types, characteristics and steps in system analysis
- Curriculum planning- stages and strategies, role of community, administrators, teachers, evaluation of curriculum plans.
- Curriculum research- needs, types, nature and modes of researches in curriculum.
- Basic features of the National Curriculum Framework (2014)
- Alignment of curricular objectives, Teaching and assessment using Revised Bloom's Taxonomy.

## **Unit IV- MODELS OF CURRICULUM DEVELOPMENT**

- Outcome Based Integrative Model
- Competency Based Model
- Need Assessment Model
- Futuristic Model
- Vocational/Training Model
- David Meril Model.

## **Unit V- CURRICULUM EVALUATION AND INNOVATIONS**

Curriculum and National Goals, Recent trends- Choice Based Credit System, Trimester system, CCE, Transparency and objectivity in Evaluation. Concept of formative and summative evaluation. Models of evaluation -Computer based Evaluation, Metfessel-Michael Evaluation model, Stufflebeam's Context, Input, Process and Product model and Eisner's Connoisseurship Evaluation model, Integration of Technology in Curriculum Transaction, Transparency and Objectivity in Evaluations.

## **Practicum**

- Content analysis of any text book on education
- Analysis of evaluation practice
- Preparation of a syllabus on any subject

## **REFERENCES**

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
3. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
4. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
5. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
6. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
7. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
8. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
9. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co. Reddy, B. (2007): Principles of curriculum planning and development.
10. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
11. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
12. Goodson I.J and Balt J.S (1984) Defining the curriculum, The Falmen press, London.
13. Nagarajan K (2014), Educational Innovations & Curriculum Development, Sriram Publishers, Chennai.
14. Nishi Tyagi (2021) National Educational Policy, 2020 and the role of teaching New century Publications, New Delhi.

## **COURSE OUTCOMES**

At the end of the course, the students are able to:

1. define curriculum, identify the components of curriculum
2. describe the various principles of curriculum development
3. explain the various determinants of curriculum
4. describe and analyze the various approaches to curriculum development
5. familiarize them with the different approaches of Curriculum designing
6. explain and compare the various types of curriculum
7. describe the various models of curriculum development and evaluation
8. discuss the approaches of curriculum transaction

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## **SEMESTER II**

### **GUIDANCE AND COUNSELLING (CC7)**

**Total Credits: 4**

#### **Objectives:**

- To develop an understanding of the Nature and Scope of guidance.
- To develop an understanding of various theories related to guidance and its application.
- To develop an understanding of the role of guidance for the population with special needs.
- To develop an understanding of the relationship between work and mental health.
- To develop an understanding of the Nature and Scope of counselling and their applications in various related field's of counselling.
- To develop an understanding of various theories of counselling.
- To develop an understanding of the implications of Intervention Strategies
- To develop an understanding of counselling in 'focus' areas of life skill.

#### **Unit I - NATURE AND SCOPE OF GUIDANCE AND COUNSELLING**

##### Concept and Areas in Guidance

- Meaning, definition, nature, and Scope of guidance
- Personal, Educational, Vocational and A-vocational guidance: Its Educational Implications in the Global context.

- Essential Guidance Services (Orientation service, Educational and Occupational Information service, Counselling service, Placement service Follow up service
- Ethical basis in the use of Psychological Tests,
- Techniques and Guidance for children with special needs
- Need for guidance.
- Concept, Principles, Techniques & Procedure of Counselling
- Approaches of Counselling: Directive, Non-Directive, Eclectic Counselling
- Theories of Counselling: Freud's Psychoanalytic, Behaviouristic, Gestalt
- Skills of Counselling: Building Trust, Listening, Observation & Empathy
- Conditions influencing counselling (Structure, Setting, Counselees' and Counsellor's qualities)
- Role of Counsellor: Characteristics, Functions & Ethics

## **Unit II- CAREER GUIDANCE, WORK AND MENTAL HEALTH**

### Career Guidance

- Factors affecting vocational choice
- Approaches to career guidance

### Theories and its Implications

#### Super's Theory of Career Development.

- Holland's Model of Interest and its application in selection of career.
  - Social Cognitive Career Theory (SCCT)-Lent, Brown & Hackett
- ### Work and Mental Health
- Meaning of work (Definition of work, Orientation of work and The coherence of work)
  - Concept of mental health
  - Factors affecting mental health
  - Role of guidance personnel in promoting positive mental health at work place.

## **Unit III - TECHNIQUES IN GUIDANCE**

- Understanding the Individual: Major life areas, difficulties, Testing and non-testing techniques
- Intelligence, aptitude, interest, personality, adjustment their nature and assessment.
- Non-testing techniques: Case Study, Observations, Narrative accounts, Anecdotal Record & Cumulative Record Card.

## **Unit IV -GUIDANCE SERVICES**

- Objectives of various guidance services, Activities of guidance service for different levels of education.
- Characteristics of guidance services - Integral part of school system, Structure and personnel in guidance services.
- Functions of the guidance services - Developing self-understanding, Promotion of educational objectives, Accentuating the relationships between academic pursuits and personal development, contributing to feeling of security.
- Types of guidance services - School guidance services - orientation service, pupil inventory service, placement service and follow up service, National and State level guidance services -National employment service and State employment service

#### **Unit V - FOCUS AREAS IN COUNSELLING**

- Health and social events
- Sexual violence
- HIV/AIDS prevention
- Suicide prevention
- LGBT issues
- Positivism

#### **Practicum**

- Prepare a Career Guidance for Undergraduates in Social Science
- Assess the effectiveness of any one intervention strategy of counselling

#### **REFERENCES:**

1. Chandra R. (2009). Career Information and Guidance & Counselling, Isha Books, Description: Delhi
2. Pandey V.C. (2006) Educational Guidance & Counselling, Isha Books, Description: Delhi
3. Kinra A. (2008) Dorling Kindersley (India) Pvt. Ltd, Guidance and counseling, Description: South Asia
4. Aggarwal R. (2010) Elementary Guidance and counselling, Shipra Publication, Description: New Delhi:
5. Aggarwal R. (2006) Educational Vocational Guidance and counselling, Shipra Publication, Description: Delhi: 2006.



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7. Rao S N. (2006) Counselling and guidance. McGraw hill, Description; Delhi'
8. Rao S N & Hari H S. (2004) Guidance and counselling. Discovery Pub house, Description: New Delhi.
9. BalaRajni. (2007) Guidance and Counselling: modern review, Alfa Publication, Description'; New Delhi:
10. Naik D. (2007) Fundamentals of Guidance and counselling. Adhyayan publishers Description: New Delhi.
11. Sharma R A. (2006), Fundamentals of Guidance and Counselling. R Lal Book Depot, Description: Meerut
12. MadhukumarI. (2007). Guidance and Counselling: Authors Press, Description: New Delhi
13. Varky B G & Mukhopadhyay M. (2006). Guidance and Counselling: Sterling Publications: Description: New Delhi

### **Course Outcomes**

At the end of the course, the students are able to:

1. develop an understanding of the Nature and Scope of guidance.
2. develop an understanding of various theories related to guidance and its application.
3. develop an understanding of the role of guidance for the population with special needs.
4. develop an understanding of the relationship between work and mental health.
5. develop an understanding of the Nature and Scope of counselling and their applications in various related field's of counselling.
6. develop an understanding of various theories of counselling.
7. develop an understanding of the implications of Intervention Strategies
8. develop an understanding of counselling in 'focus' areas of life skill.

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### **SEMESTER II**

# **EDUCATIONAL TECHNOLOGY: PERSPECTIVES, ADVANCES AND TRENDS**

**(CC8)**

**Total Credits: 4**

## **Objectives:**

After going through this course, the student teacher educators will be able

- ❖ to understand the nature and scope of Educational Technology
- ❖ to understand the concept of Systems Approach to Education
- ❖ to understand the different models of teaching
- ❖ to apply different models of teaching in appropriate contexts
- ❖ appreciate the role of technology in teaching-learning process
- ❖ apply suitable technologies in appropriate contexts
- ❖ understand the trends, advances and issues in integrating technology into teaching and learning

## **UNIT I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY**

Educational Technology : Definitions, Concept, Nature and Meaning – Forms of Educational Technology: Teaching Technology, Instructional Technology and Behaviour Technology - Approaches of Educational Technology: Hardware, Software and System approaches - Transactional Usage of Educational Technology: Integrated, Complementary, Supplementary, Standalone (Independent) – Important Areas of Educational Technology and Historical Development - Programmed Learning Stage; Media Application Stage And Computer Application Stage and Web Application Stage

## **UNIT – II: SYSTEMS APPROACH TO EDUCATION AND COMMUNICATION**

Systems Approach: Concept, Origin and Significance –Elements of System Approach: Input, Process ,Output , Analysis and feedback - Steps in the Systems Approach - Steps in the Systems Approach - Systems Approach to Education- meaning and Components - Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies - Instructional Strategies and Media for Instruction- Effectiveness of Communication in instructional system

## **UNIT – III: TECHNOLOGY OF EDUCATION**

Technology of Education: Concept and Meaning - Concept of Teaching - Phases and Operations in each Phase of Teaching - Relationship of Teaching and Learning - Model of

Teaching: Concept, Nature and Uses of Models of Teaching - Objectives, Focus, Salient Features and Steps (Syntax) of related models of different types –Information Processing Models (inductive thinking, scientific inquiry, concept-attainment, advance organizers , synectics), Social Interaction Models (Jurisprudential inquiry, group investigation, structured inquiry) Personal Models (non-directive teaching, enhancing self-esteem )Behaviour Modification Models (Mastery Learning, Direct Instruction, Simulation, Social Learning, collaborative learning) .

#### **UNIT – IV: TECHNOLOGY IN EDUCATION AND EDUCATIONAL MEDIA**

Technology of Education: Concept and Meaning – Importance, Uses, Roles and Advantages of Technology in Education - Audio-Visual Media: Concept, Importance and Various Forms - Use of AV aids: Types, Advantages and Problems involved – Educational Radio: Historical Development. Strength and Limitations, Audio Lessons: Script Writing, Pro-production and Post-production processes and practices – Role of AIR in Education – Gyanvani – Community Radio – Audio conferencing and Interactive Radio – Educational Television: Strengths and Limitations – Use of Television and CCTV in Education and Training – SITE, COUNTRY WIDE CLASSROOM – EDUSAT: Implications, ETV Network. Educational Video: Concept, Strengths and Limitations, Educational Video Programme Development Stages and Scriptwriting – Kalvi TV, Kite Victers and similar educational channels -Major Institutions of Educational Technology in India – CIET, EMMRCs, IGNOU-EMPC, SIETs, Consortium for Educational Communication (CEC) and their roles. Modalities of teaching, Stages of teaching, teaching at different levels: memory, understanding and reflective. Organizing teaching and learning by using educational technology: Open Educational Resources (OER), Massive Open Online Courses (MOOCs)

#### **UNIT – V: EDUCATIONAL TECHNOLOGY: ADVANCES, TRENDS AND ISSUES AT INTERNATIONAL AND NATIONAL LEVELS**

Innovations in the area of ET: Interactive video – Hypertext, video-texts, optical fiber technology, computer conferencing, etc. - Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities- features of platforms like zoom and Google meet - Recent experiments in the third world countries and pointers for India with reference to education – Technology Enhanced Learning Initiatives in

India – Central and State Governments’ Policies and Priorities – Implementing Technology Enhanced Learning: Issues and Problems for Developed and Developing Nations – Usage of social media as educational tools – YouTube and Telegram- Recent Trends of Research in Educational Technology.

### **Practicum**

- Review of Educational Radio Programmes
- Review of Kalvi TV Programmes
- Attend a webinar\seminar and make a review of that.

### **REFERENCES**

1. Anderson, R.H. (1976): Selection and Developing Media Instruction, New York ,Van Nostrand Reinhold Company.
2. Behera, S.C. (1991): *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
3. Bhushan, A. and Ahuja, M. (2003): Educational Technology: Theory and Practice, Bawa
4. Brown, J.W., Lewis, R.B. and Harcle Road, F.F. (1985): AV Instruction Technology, Media and Methods. USA: Mc-Graw Hill, Book Company.
5. C.M. Reigeluth (Ed.) (1999) Instructional Design Theories and Models: A New Paradigm of Instructional Theory. Manwah, NJ: Lawrence Erlbaum Associates.
6. Cropper, G.L. (1974.): Instructional Strategies, Englewood Cliff, N.J. Educational Technology Publications.
7. Dick, W., & Carey, L. (1996). The Systematic Design of Instruction (4th Ed.). New York: Haper Collins College Publishers.
8. Eraut, M. (1996): The International Encyclopedia of Educational Technology, Great Britain: Pergamon Press.
9. Gagne, R.M. and Briggs, L.J. (1979): Principles of Instructional Design. New York: Holt, Rinehart and Winston.
10. Heinich, R. M., MichealRusseil J. (1993): Instructional Media and New Technologies of
11. Instruction, N.Y., Macmillan Publishing Co.
12. Jagannath, Mohanty (1980) – Educational Technology and Communication Media, Nalanda, Cuttack.
13. Joseph Lawmen(1985), *Mastering the Techniques of Teaching*, Jossey Boss, London

14. Kemp, J. E., Morrison, G. R., & Ross, S. M. (1998). *Designing Effective Instruction* (2ndEd.). Upper Saddle River, NJ: Prentice Hall.
15. Kemp, J. E. (1975): *Planning and Producing Audio-Visual Materials*, 3rd Ed., Thomas Y. Crowell, Inc. N.Y.
16. Kumar, K.L. (1996) , *Educational Technology*, New Age International (P) Ltd., New Delhi
17. Leshin, C. B., Pollock, J., &Reigeluth, C. M. (1992). *Instructional Design Strategies and Tactics*. Englewood Cliffs, NJ: Education Technology Publications.
18. Maier, P. and Warren. A. (2000): *Integrating Technology in Learning and Teaching*. London: Kogan Page.
19. Mehra, V. (1992): *Instructional System Design: An Innovation in Educational Technology*, New Delhi, S.S. Publishers.
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### **Course Outcomes**

At the end of the course, the students are able to :

1. understand the nature and scope of Educational Technology
2. understand the concept of Systems Approach to Education
3. understand the different models of teaching
4. apply different models of teaching in appropriate contexts
5. appreciate the role of technology in teaching-learning process
6. apply suitable technologies in appropriate contexts
7. Understand the trends, advances and issues in integrating technology into teaching and learning.

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## **SEMESTER II**

### **EDUCATIONAL ADMINISTRATION: PRINCIPLES AND PRACTICES – CC9A**

**Total Credits: 4**

#### **Objectives:**

After the completion of the course, the students are expected to:

- understand nature, scope, functions and limitations of Educational Administration.
- acquaint with the multilevel character of Educational Administration in India
- appreciate the role of Motivation in Administration and Management.
- familiarize with the different types of Administration with their implications in Education.
- arouse awareness of current practices of Administration in India.
- analyze the implications of the popular theories of Administration.
- acquire a clearer understanding of Role Expectation and Role Performance of Head of the Institutions.

#### **UNIT: I INTRODUCTION TO EDUCATIONAL ADMINISTRATION**

Meaning, Nature, Scope, Functions, and Limitations of Educational

Administration. Educational Administration at Central, State and Local levels. Meaning and Nature of Educational Management. Difference between Administration and Management. Motivation of office and School personnel. Conflict Management, Stress Management and Time Management in Education.

## **UNIT: II TYPES OF EDUCATIONAL ADMINISTRATION**

Maintenance Administration and Developmental Administration, Centralized Administration and Decentralized Administration with their Merits and Demerits. Dual Administration. Problems of dual administration. Administration of incentives. Current Practices of administration in Educational Institutions in India. Administrator as a Change Agent.

## **UNIT: III THEORIES OF ADMINISTRATION**

Popular theories of Administration with implications : Urwick, Gregg, Gullick and Halpin. Comparing and contrasting Gullick and Urwick's POSDCORB with Gregg's analysis of the administrative process. Role of Motivation and Interpersonal relations in Educational Administration. Role of Communication in Effective Management and Administration. Effective Communication in Educational Administration.

## **UNIT: IV ROLE EXPECTATIONS AND ROLE PERFORMANCE IN EDUCATIONAL ADMINISTRATION**

Role Expectation and Role performance. Major role of the Head of the Institution as the Manager, Instructional leader, Disciplinarian, Human Relation Facilitator, Change Agent and Conflict Mediator. Staffing, Need assessment, Staff induction, Autonomy and accountability in Educational Administration. Student's evaluation of teachers and service conditions.

## **UNIT: V AGENCIES OF EDUCATIONAL ADMINISTRATION**

Educational Planning: Need, Objectives, Characteristics, Dimensions and Types; Governance of Higher Education Institutions – Autonomy, Internal Democracy and Accountability. Assessment and Accreditation of colleges and universities: Criteria Benchmarks of evaluation, Quality enhancement and Quality Sustenance in Higher Education, Role of UGC and NAAC in Higher Education.

### **Practicum**

- A case study on Educational administration of a Higher Learning Institution

- Preparation of a SWOC analysis of an Educational Administrator

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- 1) Bush, Tony. & Bell, Les. (2002). The Principles and Practice of Educational Management. London: Paul Chapman Publishing.
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- 3) Harry, Tomlinson. (2004). Educational Management. London: Routledge Falmer, Taylor and Francis Group.
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- 5) Padhi, N. (2006). Total Quality Management in Higher Education. New Delhi: Association of Indian Universities.
- 6) Neeru Vasishth. (2007). Principles of Management. Haryana: Tan Printers India Pvt Limited.
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- 8) IGNOU, (2009). Growth and Development of Educational Management. New Delhi: MES 041 IGNOU Self Learning Material.
- 9) Tyagi, R. S. (2009). Administration and Management in School Education. New Delhi: Shipra Publications.
- 10) Arulsamy. S. (2014). Educational Innovations and Management. Hyderabad: Neel Kamal Publications Pvt Limited.

## Course Outcomes

At the end of the course, the students are able to:

1. understand nature, scope, functions and limitations of Educational Administration.
2. acquaint with the multilevel character of Educational Administration in India
3. appreciate the role of Motivation in Administration and Management.
4. familiarize with the different types of Administration with their implications in Education.
5. arouse awareness of current practices of Administration in India.
6. analyze the implications of the popular theories of Administration.
7. acquire a clearer understanding of Role Expectation and Role Performance of Head of the Institutions.
8. ensure Quality enhancement and Quality Sustenance in Higher Education



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## **SEMESTER II**

### **QUALITY ASSURANCE IN EDUCATION (CC9B)**

**Total Credits: 4**

#### **Objectives**

- To enable to comprehend the meaning and concepts related to Quality and Quality Assessment In Education
- To develop understanding of Quality Planning
- To understand importance of Total Quality Management and competency required for it
- To understand controlling of Quality
- To understand the Role of Indian, International Agencies and Higher Education Institutions in Quality Maintenance and Sustenance
- To acquaint with Quality concerns and standards of education

#### **Unit I: Quality in Education**

- Concept of Quality and Quality in Education: Indian and International perspective
- Concepts of Quality Learning Environments, Quality Teaching, Quality Learners, Quality Processes, Quality Curriculum
- Assessment and Accreditation: Meaning, Objectives, Relation between Assessment and Accreditation
- Liberalisation, Privatisation, Globalisation (LPG)
- Public Private Partnership
- Research Imperatives for Quality Enrichment
- Quality Crisis in Teacher Education

#### **Unit II: Evolution of Quality**

- Dimensions and Characteristics of Quality
- Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total quality Management (TQM), Six sigma
- Quality Gurus: Walter Shewart, Edward Deming, Joseph Juran, Philip Crosby, C.K Pralhad, Subir Chowdhari

#### **Unit III: Total Quality Management in Education**

- Concept of Total Quality Management (TQM)
- Strategic Planning: Leadership, Identifying the Mission, Creating a Vision, Generating Quality Culture, Establishing Goals and Objectives.

- Improving Quality: Kaizen approach, Management by Facts, Systems thinking
- Models of Evaluation: Kemmi's Participatory and Stufflebeam's CIPP Evaluation Model

#### **Unit IV : Educational Quality Management Systems**

- Stages of Quality Management Systems
- Educational Quality Management Systems: International Organization for Standardization (ISO), Integrated Management System
- Rewards And Recognition: EQFI's India Education Awards, Malcom Baldrige Award in Education
- Quality Audit: Types, Procedures
- Quality Circles: Structure, Implementation, Operations and Benefits

#### **Unit V: Quality Measurements, Maintenance And Sustenance**

- Tools : Control chart, Fishbone diagram (cause and effect diagram), Pareto diagram
  - Techniques: Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA)
  - Cost of Quality: Appraisal Costs, Failure costs and Preventable costs.
  - Agencies of Education: Objectives, Functions, Roles and Initiatives
- **National Level:**
    - i. National Assessment Accreditation Council (NAAC): Performance Indicators
    - ii. Quality Council of India (QCI)
    - iii. National Accreditation Board of Education Training (NABET)
  - **International Level:** Institutional Network for Quality Assurance Agencies in Higher Education (INQAHEE)
- e) Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Higher Education Institutions: Structure, Composition, Goals, Functions and Benefits

#### **Practicum**

- Assessment and accreditation process of an Institution
- Academic Performance Indicator for an individual

#### **REFERENCES:**

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21. Sanghi, S. (2007). *The Handbook of Competency Mapping, Second Edition*. New Delhi: Response Books, Sage Publications.
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27. Vieira, W. (1999). *Managing Executive Success*. New Delhi: Response Books, Sage Publications.

### **Course Outcomes**

At the end of the course, the students are able to :

1. enable to comprehend the meaning and concepts related to Quality and Quality Assessment in Education
2. develop understanding of Quality Planning
3. understand importance of Total Quality Management and competency required for it
4. understand controlling of Quality
5. understand the Role of Indian, International Agencies and Higher Education Institutions in Quality Maintenance and Sustenance
6. acquaint with Quality concerns and standards of education learn the concept of Quality in Education
7. explore the indicators ensuring Quality in Education

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### **SEMESTER II**

#### **MOOC –Self Learning/Online Courses - SWAYAM – (CC9C)**

**Total Credits: 4**

**The students themselves register two SWAYAM online courses based on their own interest.**

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### **SEMESTER II**

#### **INTERNSHIP AND COMPREHENSIVE VIVA-VOCE – 1 (PC2)**

**Total Credits: 4**

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### **SEMESTER II**

#### **EXTRA DISCIPLINARY COURSE ( NME\*)**

**(or)**

#### **EXTRA DISCIPLINARY COURSE (ETEDVAC1\*\*)**

**Total Credits: 4**

**Total Credits: 2**

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## **SEMESTER - III**

### **TEACHER EDUCATION: PERSPECTIVES, PROSPECTS AND INNOVATIONS**

**(CC10A)**

**Total Credits: 4**

#### **Objectives**

After completing in course, the students

- to acquaint them with the teacher education programmes at all levels
- to acquaint them with educational needs and importance of teacher education.
- to develop in students' skills in organizing and selecting teaching strategies in teacher education.
- to enable them the need for construction and continuous evaluation of curriculum.
- to acquaint students with the national organizations in teacher education.
- to create in student's awareness of various problems in teacher education.
- to develop in them about the need and interest for research in teacher education.
- to use professional competencies needed for becoming effective teacher.

#### **Unit – I: PERSPECTIVES OF TEACHER EDUCATION**

Historical perspectives of Teacher Education– Recommendations of various commissions on teacher education – Kothari commission – National Policy on Education (1986) – Aims and objectives of teacher education at various levels, Code of Conduct and Ethics of Teaching Profession – Qualities of a good teacher, Quality Assurance in Teacher Education, National Professional Standards for Teachers (NPST)

#### **Unit – II: DYNAMICS OF TEACHING STRATEGIES**

Peer teaching – peer relations – team teaching – student centred methods – activity method – heuristic method – project method, lecture – cum – discussion – constructivist approach, connectionist approach, task based approach, wholistic approach and participatory approach – discussion and reflective dialogue, assignment based on library and INTERNET followed by presentation in seminars – group discussion – panel discussion – symposium – reports – research journals – Internship training and field visits for integration of theory and practices. Integration of ICT in teacher Education. Techno- Pedagogy and Content Knowledge Framework.

#### **Unit – III: TEACHER EDUCATION: THE PROSPECTS**

Preparation of prospective teacher educators for training – model lessons, criticism lessons, block teaching, Role of practice teaching in DIETs/colleges of education, new trends in teacher preparation, In-service teacher education. Pre-service teacher education, Teacher

education by open and distance learning, faculty improvement programmes, performance appraisal of teacher, time table – institutional planning, teacher -student rapport, student support services- need for teacher evaluation – need for student evaluation of teachers. Significance of National Education Policy (2020) with reference to Teacher Education

#### **Unit – IV: TEACHER EDUCATION ORGANIZATIONS**

Present status, suggested reforms – role and functions of NCERT, NCTE, NAAC, CASE, RIE’s, NIEPA, DIET’s and the University Departments of Education – Ideal physical facilities and NITTTR.

#### **Unit – V: RESEARCH IN TEACHER EDUCATION**

Areas of research in teacher education – institutional context, curriculum context and practicing school context – problems and issues to professional growth – teacher effectiveness, institutional effectiveness, problems in teacher education and suggestions to rectify the problems.

#### **Practicum**

- Preparation of an Institutional profile
- Preparation of performance appraisal report of a teacher education institution

#### **REFERENCES:**

1. Chandra, S.S., Rawat, V.S., and Singh, R.P., “Indian education development, problems, issues and trends”, R. Lall Book Depot, Meerut, (2005).
2. Nanda, S.K., “Indian education and its problems today”, Kalyani publishers, Ludhiana, (2003).
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5. Sharma, S.P. (2005), “Teacher Education: principles, theories and practices”, Kanishka Publishers, New Delhi.
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## **COURSE OUTCOMES**

At the end of the course, the students are able to:

1. acquaint them with the teacher education programmes at all levels
2. acquaint them with educational needs and importance of teacher education.
3. develop in students' skills in organizing and selecting teaching strategies in teacher education.
4. enable them the need for construction and continuous evaluation of curriculum.
5. acquaint students with the national organizations in teacher education.
6. create in student's awareness of various problems in teacher education.
7. develop in them about the need and interest for research in teacher education.
8. use professional competencies needed for becoming an effective teacher.

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## **SEMESTER - III**

### **DISTANCE EDUCATION AND OPEN LEARNING (CC10B)**

**Total Credit: 4**

#### **Objectives**

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

- Understand the concept of distance education and open learning,
- Distinguish between correspondence education, distance education, and open learning
- Reflect on the socio-economic issues which the institutions of education in India
- Discuss the socio-academic relevance of distance education,
- Develop an insight and examine critically the objectives of distance education,
- Understand the nature of distance learners and distance learning process,
- Describe SQ3R techniques and adopt the same technique for their study purpose,

- List the importance of self-learning material and relevant comprehension skills,
- Understand the Student Support Services in distance education.
- Discuss various evaluation techniques and its relevance to distance learning.
- To expose students to different kind of ICT and enable them to be familiar with their use in teaching learning process.
- To enable student to understand various modes of students support Services (SSC) and develop in the m skills to manage
- Such services for various kinds of programmes through distance Education
- To enable students to evaluate programmes of distance Education and to develop in them the ability to enhance the quality and standards of different Distance Education Programmes

### **Unit I Distance Education and Its Development**

Distance Education; Definitions and reaching learning components, Need and characteristic features of Distance Education, Growth of Distance Education, Distance teaching-learning systems in India

### **Unit II- Learner and Learning Process in Distance Education**

Distance learners: nature and characteristics, motivational factors and types of learners-successful, non-starter and mild course dropouts - Distance Education process: nature of adult learning, Andragogy of distance learning: role of self learning in distance education, reading skills, stages of reading, taxonomy of reading-Barrett's taxonomy of reading comprehension; teaching reading comprehension skills; concept mapping - Reading: SQ3R Technique (Survey, Question, Reading, Recall, and Review). - Design and Delivery of a Learning / Training Seminar / Workshop Using Distance Education Technologies.

### **Unit III- Self Learning Material (SLM) in Distance Education**

Instructional material in Distance Education-SLMs, assignment, audio-visual aids, use of ICT - Self Learning Material: meaning, scope, importance and characteristics - Types of SLM in distance learning-print, audio, video, interactive, online, and web-based - Role of SLM in distance education (print and non-print) Course design-need assessment, planning of SLM Setting objectives-global, behavioural, evolving and expressive. Deciding Learning Experiences; Criteria for content selection - selection of subject matter, Criteria for sequencing, assessment



and feedback - Practical Implications of Theories for Designing SLMs- Key Considerations of Designing SLPMs.

#### **Unit IV- Educational Technology in Distance Education**

Distance Education – Concept, Different Models, Student Support Services; Counselling Methods and Evaluation Strategies. (b) Mass Media – Educational TV, Radio, Social networking sites and web resources. Prospects of Educational Technology in India. Distance Education and Open Learning - Visual Spatial Learning- Intra Personal Learning- Inter Personal Learning- Linguistic based Learning- Project based Learning- Supplementary communication in Distance Education and Open Learning-need, significance, type and importance.

#### **Unit V- Evaluation and Quality of Distance Education**

Quality Assurance: NAAC & their criteria for quality assessment of Distance Education Institutions, Criteria of quality assurance in context of IQAC, Performance Based Appraisal System- Academic Performance Indicator (PBAS–API), TQM, Difference between evaluation in traditional learning and distance learning - Comprehensive and continuous evaluation in distance education - Formative Evaluation and Summative Evaluation. Dropouts in distance learning and factors distance learning.

#### **Practicum:**

- Review of a book on distance education.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.

#### **References**

- Education Commission Report (1948-1949) Ministry of Education, Government of India.
- ICDE (1995), 17<sup>th</sup> World Conference for Distance Education, One World, Many voices, Conference Papers, (Ed) David Sewart (All references to Eastern Europe are form Vol. 1).
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- Perraton, H. D., & Lentell, H. (Eds.). (2004). *Policy for open and distance learning* (Vol. 4). Psychology Press.
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- Lockwood, F. (1994). *Materials Production in Open and Distance Learning*. Paul Chapman Publishing, 144 Liverpool Road, London N1 1LA, England, United Kingdom..

## Course Outcomes

At the end of the course, the students are able to :

1. Understand the concept of distance education,
2. Distinguish between correspondence education, distance education, and open learning
3. Reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with
4. Discuss the socio-academic relevance of distance education,

5. Develop an insight and examine critically the objectives of distance education,
6. Understand the nature of distance learners and distance learning process,
7. Describe SQ3R techniques and adopt the same technique for their study purpose,
8. List the importance of self-learning material and relevant comprehension skills,

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### **SEMESTER III**

#### **INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION (CC11)**

**Total Credit: 4**

#### **Objectives:**

After going through this course, the student teacher educators will be able

1. To understand the nature and scope of ICT in the context of Education.
2. To get a functional understand of the computer, internet and web.
3. To understand E-Learning, its nature, dimensions, modes and technologies.
4. To appreciate the educational potentials of Multimedia.
5. To understand web 2.0 and its features
6. To understand the basics of Mobile Learning.
7. To appreciate the role of e-resources in education.
8. To understand the different aspects of E-content.

#### **Unit I: Introduction to ICT in Education**

Information: Meaning and Significance, Relationship among Data, Information and Knowledge, Types of Information – (*Communication: Concept, Meaning, Definition, Need and Significance, Modes and Types of Communication – Process of Communication – Elements and Barriers – Classroom Communication*) – Technology: Meaning, Need and Significance – ICT: Definition, Meaning, Scope and significance in the context of Education – ICT for

Effective Teaching and Learning – ICT in classroom – ICT in Distance Education – ICT for Professional Development and ICT for Institutional Management.

## **Unit – II: Computers, Internet and Web**

Functional Overview of the computer: Units, Parts, Devices and their Functions – Windows, Files and Folders – Threats from, Sources of and protection from Viruses, Worms and Malware- Word Processors: Features, functions and use in the context of education. Spreadsheets: Common features, functions and use for teachers. Presentations: Common features, functions and use in the classrooms. Internet: Concept, and Importance, Origin and Development. Web: Concept and Importance, Origin and Development – Functions and services of the Web – Computer Mediated Communication: E-mail, chat, Newsgroups, Forums. Search Engines and Web Utilities, Videoconferencing - Audio and Video Content on the Web: Key Words and Search Strategies

## **Unit – III: E-Learning**

E-Learning: Meaning, Concept, Importance, Strengths and Limitations-Elements and Dimensions of E-Learning - E-Learning Technologies - Virtual Learning: Virtual Classroom/ Virtual University, Virtual Instrumentations/ Virtual Labs- Merits and Limitations - Virtual Worlds: Educational Implications, Characteristics of the e- learner - Knowledge, Skill and Attitude requirements of the e- educators, e-tutor, e-moderator – on- line tutoring. Learning Management Systems / Learning and Content Management Systems: Concept, Need and Significance – Proprietary and FOSS LMS/LCMS – Brahaspathi of UGC / IIT – Course Management using LMS/LCMS - International and Indian Initiatives in E- Learning – Blended Learning: What, Why and How.

## **Unit – IV: Educational Multimedia and E-Content Development**

Multimedia : Concept, Meaning and Advantages – Features of Multimedia : Multimodality, Interactivity, Immersion, Hypertextuality/ Hyperlinkedness, Narrativity – Educational Multimedia – Origin and Development - Educational Potentials of Multimedia - Instructional Multimedia Development : Principles, Models and Guidelines – Stages of Development - Images, Video, Graphics, Animation: Educational Significance - Working with Text, Images, Audio, Video, Graphics and Animation – Evaluation of Multimedia : Need and Significance, Parameters and Methods – Principles of Instructional Multimedia Evaluation – Models, Techniques and Tools for Multimedia Evaluation - E-Content Development – Meaning, Need and Significance – Types and Forms of e- Content – Short Learning Objectives – Modules : Components – Stages of e- Content Development and Steps involved – Scripting for

e- Content – Learning Object Repositories - E – Content Development initiatives in India : NPTEL, NMC-ICT – Role of UGC – CEC and EMMRC’s - Quality Assurance in E-Content

### **Unit – V: E-Resources, Web 2.0 & Social Media in Education and Mobile Learning**

E-Resources: Meaning, Concept, Importance, Advantages and Limitations-Types of e – Resources – Forms of Digital information – On – Line Libraries –On – Line Journals and Abstraction Services Full Text Databases – Gateways and Portals, E-theses Library, E-Resources in Indian Education : UGC – INFLIBNET,UGC INFONET, ERNET, DELNET, E–Journal Consortium, NPTEL,UGC – CEC.

Web 2.0 Technologies - Nature and Characteristics of Web 2.0 – Blogs, Podcasts, Wikis, Web Quests, Applets, Hot Potatoes, Digg, Del.icio.us and other Web 2.0 technologies / applications relevant for academic purposes.

Social Media: Facebook, Orkut, MySpace, Twitter and their educational implications.

m-Learning: Concept and Meaning, Definition – Pedagogical approaches, models and theories for m-Learning – m-Learning in and across formal and informal settings – Learner mobility and transitions afforded by m-learning – Mobile social media and user generated content – Enabling m-Learning technologies (Handheld Devices, MP3 players, Notebooks, Mobile Phones and Tablet PCs), Applications and Uses.

#### **Practicum**

- Review of Educational Multimedia on different School Subjects
- Preparation of E-Contents (SLOs or Modules) on topics of their choice
- Use of E-Resources and Creation of Blogs and Posting Learning Materials in their subject

#### **REFERENCES**

1. Maier, P. and Warren. A. (2000): Integrating Technology in Learning and Teaching. London: Kogan Page.
2. Naseema, C. and Alam, M.A. (2004): From Blackboard to the Web. Integrating Technology and Education, New Delhi: Kanishka Publishers, Distributors.
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### **Course Outcome**

At the end of the course, the students are able to :

1. understand the nature and scope of ICT in the context of Education.
2. get a functional understand of the computer, internet and web.

3. understand E-Learning, its nature, dimensions, modes and technologies.
  4. appreciate the educational potentials of Multimedia.
  5. Understand web 2.0 and its features
  6. understand the basics of Mobile Learning.
  7. appreciate the role of e-resources in education.
  8. understand the different aspects of E-content.
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## **SEMESTER - III**

### **ADVANCED RESEARCH METHODOLOGY AND EDUCATIONAL STATISTICS**

**(CC12)**

**Total Credits: 4**

#### **Objectives**

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

- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed research.
- select and explain the method appropriate for a research study
- conduct a literature search and develop a research proposal
- explain a sampling design appropriate for a research study
- explain tool, design and procedure for collection of data
- explain the importance of documentation and dissemination of researches in education
- examine relationship between and among different types of variables of a research

#### **Unit I - RESEARCH METHODS**

##### **❖ Experimental Research:**

- Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs.
- Factorial Design.



- Single-Subject Design.
- Internal and External Experimental Validity.
- ❖ Qualitative research: meaning, steps and characteristics, Qualitative research approaches-phenomenology, ethno- methodology, naturalistic enquiry: case studies and grounded theory. Network Analysis and Content Analysis

## **Unit II - RESEARCH DESIGN**

- ❖ Research design: Defining, meaning and nature
- ❖ Variables:
  - Meaning of Variables
  - Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
  - Sources of problem.
- Hypotheses
  - Concept of Hypothesis
  - Sources of Hypothesis
  - Types of Hypothesis (Research, Directional, Non-directional, Null)
  - Characteristics of a good hypothesis.
- Sampling procedure
  - Concepts of Universe and Sample
  - Characteristics of a good Sample
  - Techniques of Sampling (Probability and Non- Probability Sampling)
  - Determining Sample Size
- Tools and Techniques of Research
  - Steps of preparing a research tool
  - Validity (Meaning, types, indices and factors affecting validity)
  - Reliability (Meaning, types, indices and factors affecting reliability)
  - Item Analysis (Discrimination Index, Difficulty Index)
  - Standardization of a tool.

## **Unit III - WRITING RESEARCH PROPOSAL**

- Identification of a research topic: Sources and Need.
- Review of related literature.

- Rationale and need of the study.
- Conceptual and operational definition of the terms.
- Variables.
- Research questions, aims, objectives and hypotheses.
- Assumptions, if any.
- Methodology, sample and tools.
- Scope, limitations and delimitations.
- Significance of the study.
- Bibliography.
- Time Frame.
- Budget, if any.

#### **Unit IV - RESEARCH :TYPES AND STEPS**

##### ❖ Descriptive Research:

- Causal-Comparative
- Correlation
- Survey
- Case Study

- ##### ❖ Historical Research: Meaning, Scope of historical research, Uses of history, Steps of doing historical research (Defining the research problem and types of historical inquiry, Searching for historical sources, Summarizing and evaluating historical sources and Presenting pertinent facts within an interpretive framework.) Types of historical sources, External and internal criticism of historical sources.

#### **Unit V – APPLIED STATISTICS**

##### ❖ Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)

##### ❖ Quantitative Data Analysis

- Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data)
- Testing of Hypothesis
- Type I and Type II Errors, Levels of Significance
- Power of a statistical test and effect size
- Meaning of Parametric and Non- Parametric Techniques
- Conditions to be satisfied for using parametric techniques
- Inferential data analysis

- Use of Excel in Data Analysis
- Concepts, use and interpretation of following statistical techniques: Correlation, t-test,
  - z-test, ANOVA, Critical ratio for comparison of percentages and chi-square
- ❖ Qualitative Data Analysis
  - Data Reduction and Classification
  - Analytical Induction
  - Constant Comparison
  - Use of SPSS in Data Analysis

### **Practicum:**

- Research Reporting
- Format, Style and Mechanics of Report Writing with Reference to a Research Paper.

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## **Course Outcomes**

At the end of the course, the students are able to :

1. describe the nature, purpose, scope, areas, and types of research in education.
2. explain the characteristics of quantitative, qualitative and mixed research.
3. select and explain the method appropriate for a research study
4. conduct a literature search and develop a research proposal
5. explain a sampling design appropriate for a research study
6. explain tool, design and procedure for collection of data
7. explain the importance of documentation and dissemination of researches in education
8. examine relationship between and among different types of variables of a research

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## **SEMESTER III**

### **PEDAGOGY AND INSTRUCTIONAL DESIGN (CC13)**

**Total Credits: 4**

## **Objectives**

The objectives of this course are to enable learners to

- Understand the concepts of Pedagogy and need for critical pedagogy for Hidden curriculum
- Acquire knowledge and skills to prepare pedagogical practices
- Provide the basic knowledge and application of the skills and techniques required for the process of addressing learning settings.
- Provide necessary knowledge and skills to apply various models of Instructional design
- Focus on instructional strategies at the curricular and the classroom level.
- Provide the background and skills needed to prepare and use a wide range of effective instructional materials.
- Distinguish basic advantages and disadvantages of the main instructional media and materials.
- Provide practice to assure effective preparation and the use of instructional materials

## **UNIT I - INTRODUCTION TO PEDAGOGY**

Concept, need, scope, Principles and significance of Pedagogy- Attributes of Pedagogy and their Implications in Education- Critical Pedagogy: Meaning, Scope and its relevance in the midst of an outbreak- Hidden Curriculum: Meaning, Nature and Principles -Critical Pedagogy for hidden Curriculum-Role of Teachers, parents and society in Hidden curriculum

## **UNIT II -RECENT TRENDS IN PEDAGOGICAL PRACTICES**

Reflective teaching - Active Learning- Clicker Use in Class -Collaborative/Cooperative Learning -Critical Thinking -Discussion Strategies -Experiential Learning- Games/Experiments/Simulations- Inquiry-Guided Learning -Interdisciplinary Teaching-Flipped Classroom Teaching- Blended learning -Learner-Centered Teaching -Mobile Learning -Problem-Based Learning-Learning through Social Networking Tools -Team Teaching – Co-teaching.

## **UNIT III -INTRODUCTION TO INSTRUCTIONAL DESIGN**

Instructional Design: Definition, Meaning, Nature, Scope and Principles - Assessing needs to identify instructional goals: Performance analysis, Instructional goals Learners, Context, and Tools Conducting a Goal Analysis, Intellectual Skills, Psychomotor Skills, Attitudes -

Instructional Analysis: Identifying related Skills and Entry Behaviors: Analyzing Learners Entry behaviors, Prior knowledge of topic area, Attitudes toward content and potential delivery system Academic motivation, Educational and ability levels, General learning preferences, Group characteristics, Contexts analysis Writing Performance Objectives Behaviors, conditions, criteria.

#### **UNIT IV - INSTRUCTIONAL MODELS**

Models of teaching – Concept, Features and implications in classroom -Bloom’s Taxonomy -Advance Organizer Model- Concept Attainment Model- Inquiry Training Model,-Jurisprudential Inquiry Model- Vygotsky’s theory of social development - Present Needs Analysis Plan & Instruments- Kirkpatrick’s Model- Cathy Moore’s Action Mapping- Kemp’s Instructional Design Model- Dick and Carey Model-ADDIE Model-Component Display Theory (David Merrill)-ADDIE Model -4C-ID Model (Jeroen van Merriënboer)

#### **UNIT V - DEVELOPING ASSESSING INSTRUMENTS AND INSTRUCTIONAL STRATEGIES**

Criterion-Referenced Tests: Meaning, Definition, Significance and uses-Entry Behaviors Test, Pre-test, Practice Tests, Post-tests - Designing a Test :Determining Mastery Levels, Writing Test Items, Goal-Centered Criteria, Learner-Centered Criteria, Context-Centered Criteria, Assessment-Centered Criteria -Instructional Strategy: Meaning and Nature- Developing an Instructional Strategy: Content Sequence and Clustering- Learning Components of Instructional Strategies: Pre-instructional Activities, Content Presentation, Media Selection, Instructional Material selection, Teacher’s role in Material Development, Instructional Delivery – Formative and summative evaluation of Instructional strategies.

#### **Practicum**

- Develop a Critical pedagogy that is suitable in an outbreak
- Prepare an Experiential Learning method to transact the subject of your interest
- Design an eclectic instructional model to teach a course of your interest
- Develop an instructional strategy to transact the topic of your interest

#### **References:**

1. Carey, J., Carey, L. & Dick, W (2005). The systematic design of instruction. Boston, MA, Allyn and Bacon.
2. John Wiley. Driscoll, M. P. (1994). Psychology of learning for instruction.

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## **COURSE OUTCOMES**

At the end of the course, the student will be able to:

- Develop critical pedagogy for hidden curriculum
- Design pedagogical practices pertaining to taught
- Provide rationales for using a systematic approach to instructional design.
- Identify and summarize the steps and methods of the instructional design process.
- Function independently and cooperatively in team work.
- Compare and contrast various instructional design perspectives
- Demonstrate the following competencies upon the completion of instructional design project:
  - Assess needs to identify instructional goals
  - Conduct instructional analysis
  - Analyze learners and contexts
  - Write performance objectives
  - Develop assessment instruments
  - Develop instructional strategy
  - Develop and select instructional materials
  - Design and conduct the formative evaluation of instruction
  - Revise instruction
  - Design and conduct summative evaluation

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### **SEMESTER III**

#### **INTERNSHIP AND COMPREHENSIVE VIVA VOCE – II (PC3)**

**Total Credits: 4**

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### **SEMESTER IV**

#### **INCLUSIVE EDUCATION: PERSPECTIVES, PRINCIPLES AND PRACTICES (CC14A)**

**Total Credits: 4**

#### **Objectives**

- Differentiate the concept of inclusive education from that of integrated and special education
- Gain knowledge on Inclusive education in the historical Perspectives
- Explore the best practices of inclusive education based on research evidences
- Synergize different provisions, acts, frameworks and rights for the best possible way of helping the inclusive society.
- Appreciate the concept and principles of inclusive education
- Categorize the barriers of Inclusion
- Design curriculum for inclusive classroom
- Develop lesson plans for the inclusive classroom

#### **Unit I: Perspectives in Inclusive Education**

- Inclusive, Integrated and Special education- concept, meaning and difference.
- Benefits of Inclusion.
- Historical perspective of Inclusive education globally and in India
- Principles of inclusive education
- Research evidence on efficacy and best practices associated with inclusive education

#### **Unit II: National and International Initiatives**

- The Persons with Disabilities Act (PWD Act, 1995).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).



- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- The World Conference on Special needs Education and the Salamanca, 1994 Statement and framework for action on Special Needs Education
- The Mental Health Act 1987.
- Rehabilitation Council of India Act, 1992

### **Unit III: Building Inclusive Schools**

- Identify barriers to Inclusion- Attitudinal, Systemic and Structural
- Ensure Physical, Academic and Social Access
- Leadership and Teachers as Change Agents
- Whole School Development
- Inclusion of all children with diverse needs
- Early identifications and placement in inclusion,

### **Unit- IV Inclusive Teaching**

- Inclusive – Curriculum
- Linking objectives with curriculum.
- Inclusive Lesson Planning.
- Inclusive Instructional Strategies.
- Team teaching
- Reflective Teaching
- Assistive technologies in teaching

### **Unit V: Collaborations**

- Models of collaboration
- Working with Parents
- Collaborative problem solving
- Role of society
- Mentoring and Coaching
- Partnership with state agencies

### **Practicum**

- Prepare a case study of an Inclusive school
- Develop an Assistive Technology for an Inclusive classroom

### **Essential Readings**

- Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman

Publishing, London.

- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
  - Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
  - Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCE, University of New Hampshire
  - Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) *India Education Report*. Oxford University Press, New Delhi.
  - Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Merrill, New Jersey.
  - Skidmore, D. (2004) *Inclusion: The Dynamic of School Development*, Open University Press, Buckingham.
  - Villa, R. A., & Thousand, J. S. (2005) *Creating An Inclusive School*, Association for Supervision and Curriculum Development. ASCD, Alexandria.
  - Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Lawrence Erlbaum Associates, New Jersey.
- Suggested Readings
- Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality, Washington, DC.
  - Carr, J. F., Herman, N., & Harris, D. E. (2005) *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*. ASCD, Alexandria.
  - Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Paul H. Brookes, Baltimore.
  - Kunc, N. (2000). *Rediscovering the right to belong*. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* Brookes. Baltimore.
  - Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
  - Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). *Play time/social time:Organizing your classroom to build interaction skills*. Communication

Skill Builders, Tucson, AZ.

- UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris
- Loreman, Deppeler and Harvey- Inclusive Education, Allwen & Unwin, Australia.
- Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- Mike Adams & sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
- Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
- Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.

### **Course Outcomes**

At the end of the course, students are able to:

1. differentiate the concept of inclusive education from that of integrated and special education
2. apply the best practices of inclusive education based on research evidences
4. synergize different provisions, acts, frameworks and rights of inclusive society
5. appreciate the concept and principles of inclusive education
6. gain information regarding the barriers in Inclusive education
7. design curriculum for inclusive classroom
8. develop lesson plans for the inclusive classroom

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### **SEMESTER IV**

#### **METHODOLOGY OF TEACHING CHILDREN WITH LEARNING DIFFICULTIES**

**(CC14B)**

**Total Credits: 4**

**Objectives:**

After completing the course the students are able to

- Develop competency to screen, Assessment of students with learning difficulties
- Analyze and locate the areas of difficulty in the process of learning
- Planning and implementing special education methodology and training for students with learning difficulties
- Maintain Record and registers of the children with learning difficulties
- Mend inclusive curriculum adaptations with reference to learning difficulties
- Implement remedial education methodology for students with learning difficulties
- establish Resource Rooms for students with learning difficulties

### **UNIT-I Identification of Children with learning problems**

- Educational challenges faced by children with MR, SLD, Emotional disturbances, ADHD/ADD, Autism, Sensory Disabilities and Locomotors Disabilities in the regular classroom.
- Process of Learning: Analyzing and locating areas of difficulty in the process of learning
- Gathering Information: Teachers, Parents and co-learners
- Screening and Assessment: Formal and Informal
- Preparing a Report

### **UNIT II- Organization of Resource room**

- Orientation to regular school administration - relevance and importance.
- Training and coordination with regular education system
- Organizing resource rooms methods and material
- Coordination with families, evaluation provisions
- Record maintenance

### **Unit III: Organization and Development of an Inclusive Education Program**

- Sensitization of school staff at different levels
- Sensitization of parents and community
- Sensitization of regular students
- Creating a barrier free environment (provisions for students with visual and hearing impairments)

- Strategies to facilitate inclusion between regular and special needs students.

#### **Unit IV: Methodology of Teaching Language**

- Methods for language development
- modification of the curriculum
- Planning a program
- Instructional strategies / resources
- Language Competency assessment

#### **Unit V: Methods and Strategies**

- Diagnosis the problem in understanding maths
- Identify effective methods / strategies for teaching math
- Identification of learning methods
- Instructional resources
- Evaluation of learning outcome

#### **Practicum**

- Prepare a case study of children with Specific learning disability
- Prepare a case study of children with Emotional disturbances / Juvenile delinquency

#### **References**

1. Cark, G.M. & Kostoe, O.P. (1995) Career development and transition education for adolescents with disabilities (2nd edition). Boston : Allyn & Bacon
2. Eaves, R.C. & Mc Laughin, P.J. (1993) Recent advances in special education and rehabilitation. Boston : Andover Medical Publishers.
3. King - Sears, M.E. (1994) Curriculum based assessment in special education. San Diego: Singular Publishing Group, Inc.
4. Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) A guide for educating mainstreamed students. Boston : Allyn & Bacon.
5. Narayan, J & Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons- Preprimary level. NIMH, Secunderabad.
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12. Farmer, R. (1994) changing services for people with learning disabilities. California Singular Pub. Group Allied, Hyderabad.
13. Smith, C.R. (1994). Learning Disabilities : The interaction of learner task & setting (3rd edition). Boston : Allyn & Bacon
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17. Lokananda Reddy, G. et. al. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delhi.
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19. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
20. Narayan J. (1990). Towards independence series 1 to 9. Secunderabad : NIMH, Secunderabad.
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### **Course Outcomes**

At the end of the course, the students are able to :

1. Develop Assessment skills to identify students with learning difficulties
2. Analyze the areas of difficulty in the process of learning
3. Progression in planning and implementing special education methodology

4. Training students with learning difficulties with different strategies
5. Maintain Record and registers of the children with learning difficulties
6. Implement remedial teaching for students with learning difficulties
7. Establish Resource Rooms for students with learning difficulties

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## **SEMESTER IV**

### **HIGHER EDUCATION: TRENDS, ISSUES AND CHALLENGES (CC15)**

**Total Credits: 4**

#### **Objectives:**

The objectives of this course are to

- Acquire knowledge on higher education system and NEP 2020 in India.
- Understand the significance and implications of Ranking HEIs
- Analyze the issues and problems of higher education in terms of GER.
- Understand the importance of Internationalization of HE as way forward
- Understand strategies of various agencies to improve the quality in higher education in India.
- Evaluate the issues in HE in terms of causes
- Understand the role of agencies of HE to promote quality in HE
- Understand the goals of HE

#### **UNIT I-NATIONAL PERSPECTIVES ON HIGHER EDUCATION:**

Higher Education: Meaning, Nature, Dimensions, Significance and Scope in India- NEP 2020 : Reforms in School Education, Teacher Education and Higher Education- –Rashtriya Uchchar Shiksha Abhiyan (RUSA) - role and functions - Initiatives of state and centre–Trends in Higher Education: Adopting online HE, Increase in Women Enrolment, Introducing AI in HE and PPP in HE - Ranking of HE Institutions: NIRF, ATAL Ranking, QS Ranking, Times of HE Ranking.

#### **UNIT II - GROSS ENROLMENT RATIO (GER) AND INTERNATIONALIZATION IN HIGHER EDUCATION:**

Gross Enrolment Ratio (GER) in Higher Education: Definition -status- Present scenario of GER in higher education - status of higher education- Higher education institutions in India - GER in state and national level - Policy- Reports -Initiatives of GER- Growth trends of colleges and universities - strategy to increase the GER - trends in growth of higher education - strategy to increase the GER -Students enrolment in higher education - Dropouts in higher education - Crisis in higher education- Opportunity and availability.

Internationalization of HE: Definition, meaning and scope – Key stakeholders to Internationalization of HE – Global Engagement Strategy – Global Survey Report to understand the Internationalization in HE

### **UNIT III - ISSUES IN HIGHER EDUCATION:**

Quality- Quantity - Regulation-privatization-Staffing- Policies and Challenges - Student enrolment demand -ICT integration in higher education-Heterogeneous education system-lack of values - Financial constraint - Demand supply gap - Mushroom growth of low quality institutions - low quality research - Education for all - Industry - Academia Connection -Mobilization of Resources - Examination Reforms - High tech libraries.

### **UNIT IV - AGENCIES OF HIGHER EDUCATION AND SKILL DEVELOPMENT:**

The role of University Grants Commission (UGC) - Ministry of Human Resource Development (MHRD) -National Assessment and Accreditation Council (NAAC) - National Institute of Educational Planning and Administration(NIEPA)- Nation Council for Teacher Education(NCTE)-Role of agencies in skill development: NSDC(National skill development corporation in India), NSFI (National skill Foundation of India), NCVT(National Council for Vocational Training), PMNCSD( Prime Minister National Council of Skill Development) and Social Partners in skill development.

### **UNIT V - GOALS OF 21<sup>ST</sup> CENTURY HIGHER EDUCATION**

Introduction to SDG 4- Goals of HE: Equity, access, Excellence, Relevance and value based Education - 21<sup>st</sup> Century Goals in HE: Revenue, Retention, Research, Risk mitigation, Recruitment and Return on Investment – – Higher education and employment opportunity in India-Leadership in HE- Mindfulness in HE- Entrepreneurship and start up eco system in HE National Policy for Skill Development and Entrepreneurship(NPSDE), 2015.

#### **Practicum**

- Develop a framework on PPP for cost effective HE
- Prepare a report on Accreditation of HEIs in India
- Develop a road map for an educational entrepreneurship

#### **REFERENCES**

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15. Nishi Tyagi (2021) National Education Policy (2020), and the Role of Teachers, New Century Publications, New Delhi.

### **Course Outcomes**

At the end of the course, the students are able to :

1. Ability to benchmark the perspectives of HE in India
2. Examine the feasibility of implementing NEP 2020 at all levels
3. Develop the inclination to be skilling towards accreditation of HEIs from various agencies
4. Apply certain principles of Internationalization for institutional building
5. Ability to criticize issues and problems of higher education in terms of GER.
6. Appreciate the role of various agencies of HE to promote quality in HE
7. Value the functions of various agencies towards skill development
8. Realize SDG4 for promoting economic growth and social transformation
9. Develop capacities to achieve 21<sup>st</sup> century goals of HE in terms of teaching, research and extension
10. Develop skills to create a startup ecosystem in Education

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## **SEMESTER IV**

### **LIFE SKILL EDUCATION (EC1A)**

**Total Credits: 4**

#### **Objectives:**

After going through this course, the student teacher educators will be able to

- ❖ appreciate the nature and scope of Life skill education
- ❖ appreciate the concept of Social skills and negotiation skills
- ❖ appreciate the different models of Life skill education
- ❖ to apply different life skill strategies in appropriate contexts
- ❖ appreciate the role of life skill education in teaching-learning process
- ❖ appreciate the trends, advances and issues in integrating life skills into teaching and learning

#### **UNIT I: INTRODUCTION TO LIFE SKILL EDUCATION**

Life Skills- meaning, definition and significance in the modern society –Life Skills Approach – Learning to know, Learning to be, Learning to live together and Learning to do, , Life

Skills Based Education – Transition from Livelihood Skills to Life Skills - Models and strategies of Life Skill Education.

Genesis of the Concept Life Skill: UN Inter-Agency Meeting, Hamburg Declaration - Quality Education and Life Skills: Dakar Framework - Life Skills Education in the Indian Context - Learning throughout life.

## **UNIT – II: SOCIAL SKILLS AND NEGOTIATION SKILLS**

Self-Awareness: Definition and significance of Self-Awareness - Various techniques used for Self Awareness: Johari Window, SWOT Analysis- Empathy - meaning –Types: emotional, compassionate and cognitive- Effective Communication : Definition, Models and Functions of communication, Barriers in communications - Interpersonal Relationship: Definition, Factors affecting Relationships - Keys to keep relationships: intimacy, accessibility and responsiveness.

## **UNIT – III : THINKING SKILLS AND COPING SKILLS**

Thinking : Nature and types of Thinking, Concept Formation- Reasoning- Creative and Critical Thinking : Definition, Nature, Stages- Problem Solving: Definition, Steps in Problem Solving , Factors Influencing Problem Solving - Decision Making: Definition, Process, Need and Consequences, Models of Decision Making , Goal Setting.

Definition and characteristics of Coping with Emotions- -Coping Strategies - Coping with Stress - Definition and sources of Stress - The General Adaptive Syndrome Model of Stress .

## **UNIT – IV: DAILY LIVING SKILLS**

Family life and parenthood -Responsibilities of family members-Personal values and positive attitude- Motivation and assertiveness.

Work Ethics- interpersonal relationship at workplace, gender equality, rights and responsibilities of workers.

Health care - Drug addiction , Persons affected with HIV and AIDS , Pandemic diseases, personal hygiene , attitude towards LGBT community.

## **UNIT – V: COMMUNICATION AND PROFESSIONAL SKILLS**

Listening : Techniques of effective listening, Listening and comprehension, Probing questions and Barriers to listening - Speaking : Pronunciation, Enunciation, Vocabulary, Fluency and Common Errors- Reading : Techniques of effective reading, Gathering ideas and

information from a given text, Evaluating these ideas and information, Interpret the text- Writing and different modes of writing -Digital Literacy- Effective use of Social Media-Non-verbal communication-Ethics in communication.

Career Skills - Resume Skills : Preparation and Presentation of Resume, Common errors- interview skills , Group Discussion Skills, Exploring Career Opportunities. Team Skills: Presentation Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Internal Communication- Leadership and Management Skills: self-development, Team development, Strategic thinking and acting, Ethical practice and civic-mindedness, Innovation.

## **PRACTICUM**

1. Critically analyze a Life Skills Approach followed in any School Curriculum.
2. Design and Develop a life skill Assessment Scale.

## **REFERENCES:**

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15. Patra, Avinash (2012), The Sprirtual Life and Culture of India, Oxford University Press
16. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
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18. Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
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20. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
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22. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

### **Course Outcomes**

At the end of the course, the students are able to :

1. understand the concept, need and significance of Life skills in the context of education
2. appreciate the potentials of Life Skill Education.
3. apply the principles and models of Life skills.
4. develop proficiency in using Life Skills in various contexts.
5. Communicate effectively in various life situation

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### **SEMESTER IV**

#### **EDUCATIONAL POLICY, ECONOMICS AND PLANNING (EC1B)**

**Total Credits: 4**

#### **Objectives:**

On completion of the course the student teachers will be able to

- To identify the need, scope and purpose of educational policy.
- To appreciate the national education policies and provisions made in the plan to spread quality education
- Be able to apply theories to evaluate policy issues.
- To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- To acquaint the students with the relationship between the financial support of education and quality of education.
- To develop familiarity with the various sources of financing education in India.
- To develop in them the understanding of school accounting and developing skill in school budgeting.
- To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- To enable the students to understand the problems related to the policies of Government and to find out remedies.
- Explain the policies and legislation at the national and international levels.

### **Unit I -EDUCATIONAL POLICY**

Indian Education Commission -1882 and its impact on the subsequent development of education - Lord Curzon's Educational Policy-1904 - Secondary and University Education. Growth of National consciousness and National movement and its impact in education with reference to Gokhale's Bill.

### **Unit II - NATIONAL POLICY ON EDUCATION**

National policy on education 1986–Objectives, main features, Revision of NPE-Ramamurti Review Committee 1990.Janardhana Reddy Committee 1991-92. State Policy and Programmes Women Development approaches in Indian five New Economic Policy and its impact on Women's employment National Policy on Education with reference to Programme of Action 1992

### **Unit III -AGENCIES IN FINANCING EDUCATION IN INDIA:**

Education and Development Role of bodies in financing Education in India: Government of India - State Governments - Local Bodies - Private agencies - Voluntary Organizations. Sources of Finance: Government grant (central, state, local) - Tuition fees – Taxes - Endowments, Donation and gifts - Foreign aids. Education and Development: Meaning and significance – Human Resource Development – Education as an Investment - Human Development Indices - Education for Sustainable Development. - Financing of Education –

Planning, Budgeting and Monitoring. - Impact of Liberalization, Privatisation and Globalisation on Education

#### **Unit IV - ECONOMICS OF EDUCATIONAL SYSTEM:**

##### **Cost of Education:**

- a. Increase in per pupil cost and its relation to per capital income.
- b. Methods of determining educational costs, unit costs, direct cost, opportunity costs.
- c. Decisive factors on costs: Size of class, teaching load, enrolment at different levels etc.
- d. Salary of teachers.

##### **Grant-in-aid systems:**

1. Types of grant-in-aid.
2. Central grants, state grants and allocation of grants by U.G.C.
3. Grant-in-aid policy in India and state.
4. Center-State relationship in financing education.

Education as Consumption, Education as Investment and Cost Analysis in Education - Education and Economic Development - Financing of Education in India: Center - State Relationship, Mobilization of Resources. - Financial Contribution of community to school - Central and State Level Expansion on Elementary Education & Girl Education – Govt. Programs & Projects - Models of development based on free market economies.

#### **Unit V- PRINCIPLES AND TECHNIQUES OF EDUCATIONAL PLANNING**

Formulation of aims and objectives - Methods and techniques of planning -

1. Approaches to Educational Planning.
  - a. Social demand approach
  - b. Man-power approach
  - c. Return of Investment approach
2. Concepts
  - a. Optimal analysis
  - b. Input and output
  - c. Marginal analysis
  - d. Programming
3. Target and control figures
4. Tools for Planning
5. New approach to planning
  - a. Planning

- b. Adoption
- c. execution

### **Practicum**

- An analysis of the state Govt's budgetary allocation for Education for about five years.
- An Approach to Educational Planning adopted by an institution.

### **References:**

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### **Course Outcomes**

At the end of the course, the students are able to :

1. identify the need, scope and purpose of educational policy.
2. appreciate the national education policies and provisions made in the plan to spread quality education
3. be able to apply theories to evaluate policy issues.
4. enable the students to understand the concept and meaning of problems of Education (social, economic, political)

5. acquaint the students with the relationship between the financial support of education and quality of education.
6. develop familiarity with the various sources of financing education in India.
7. develop in them the understanding of school accounting and developing skill in school budgeting.
8. enable the students to find out the reasons and evaluate the solutions to the education for different stages.
9. enable the students to understand the problems related to the policies of Government and to find out remedies.
10. Explain the policies and legislation at the national and international levels.

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#### **SEMESTER IV**

#### **BASICS OF VIDEOGRAPHY(ETEDVAC2)**

**Total Credits: 2**

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#### **SEMESTER IV**

#### **DISSERTATION AND VIVA VOCE (PW1)**

**Total Credits: 12**

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