

**Department of Education
Manonmaniam Sundaranar University**

**Ph. D Course Work - Syllabus
(2018-19)**

Ph. D Course Work - Syllabus

(2018-19)

Course Structure and Syllabus

The credit based theory papers are given below.

| <i>Course Work No.</i> | <i>Subject Title</i> | <i>Contact Hrs./ Week</i> | <i>Credits</i> |
|------------------------|--|---------------------------|----------------|
| 1. | Perspectives In Higher Education | 5 | 4 |
| 2. | Teacher Education across the World | 5 | 4 |
| 3. | Cognitive Psychology | 5 | 4 |
| 4. | Educational Studies | 5 | 4 |
| 5. | Education at Elementary Level | 5 | 4 |
| 6. | Education at Secondary and Higher Secondary Levels | 5 | 4 |
| 7. | Educational Sociology | 5 | 4 |
| 8. | Educational Statistics | 5 | 4 |
| 9. | ICT in Education | 4 | 4 |
| 10. | Curriculum Studies | 6 | 4 |
| 11. | Teacher Education - I | 7 | 4 |
| 12. | Education for Differently Abled | 7 | 4 |
| 13. | Educational Policy, Planning & Financing | 5 | 4 |
| 14. | Teacher Education - II | 5 | 4 |
| 15. | Educational Evaluation | 5 | 4 |
| 16. | Behaviour Modification | 4 | 4 |
| 17. | Psychotherapy | 4 | 4 |
| 18. | Psychology of Addiction | 4 | 4 |

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Note:

- Among the above 15 papers, any one of the first three papers (Perspectives in Higher Education, Teacher Education across the world and Cognitive Psychology) in the above list has to be chosen as a compulsory paper by the proposed scholars who have not completed M.Phil.
- Candidates with PG qualification should earn 16 credits as per UGC Regulations in the following option: (4 Course works of 4 credits each (Or) 3 Course work of 4 credits

each and 1 mini project of 4 credits). Candidates with M.Phil, qualification should earn 8 credits as per UGC regulations in the following options (2 Course works of 4 credits each (Or) 1 Course work of 4 credits and 1 mini project of 4 credits). The above course work should be recommended by the Doctoral Committee.

- Mini Project carried out by a Ph.D scholar as part of his/her course work, shall have the following components:
 - Objective and methodology of the problem
 - Literature survey
 - Preliminary results of the research work
- Format of the mini project shall be same as like that of a thesis
- Total number of pages shall be between 50 and 80 pages
- The Doctoral Committee shall value of the mini project and submit the marks to the Controller of Examinations and the same marks would be incorporated in the mark sheet along with the marks of the other course work examinations.

1. PERSPECTIVES IN HIGHER EDUCATION

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Preamble: Higher education is very important for the growth and development of any country. It is a living organ and requires continuous changes to ensure the quality of education. National Knowledge Commission and University Grants Commission have recommended many academic reforms to address the challenges of today's networked globalized world. People are coming together with the help of new technologies which is resulting towards new aspirations, expectations, collaborations and associations. The National bodies provide an important step to revamp the processes, systems and methodologies of Higher Educational Institutions (HEIs). The teacher centric mode is changed to learner centric mode. Class room teaching and learning about the managerial aspects of higher education is made effective, relevant and interesting. Concepts and theories of higher education is explained with examples, experimentation and related applications.

Objectives:

To enable the scholar

- to comprehend the objectives demands, and problems of higher education;
- to acquire knowledge about the managerial aspects of higher education;
- to understand the importance of linking community and industry with higher education;
- to comprehend the role of ICT in higher education and
- to acquire knowledge about the role of funding agencies at higher education level

Unit I: Trends in Higher Education

Objectives of Higher Education – Demand for Higher Education – Problems of Higher Education – Policy of admission in Higher Education – Growth of colleges and Universities in recent years – National Policy on Education (1986 & 1992) – PoA – National Knowledge Commission (NKC) **(L7, T3 = 10 Hrs)**

Unit II: Management of Higher Education

Management of Higher Education – Education in Concurrent list – Types of universities – Decentralization – Democratization of Higher Education – Autonomy to colleges. Innovations in Higher Education – Utilization of modern techniques – Open book exam – self financing colleges – Open university – Distance education – Institutions with linked industries interaction and public sector units **(L7, T5 = 12 Hrs)**

Unit III: Community and Higher Education

Need & Significance of Linking Higher Education with community – Involvement in community development – Participation in Adult Literacy Programme – Consultancy services Extension Activities – College complex – Need & significance of Environmental education – Utilizing community resources – Accountability to community (L7, T5 = 12 Hrs)

Unit IV: Research in Higher Education

Research in Higher Education – Needed Research in Higher Education – Teachers and Research - Research organizations in India –Funding Agencies – UGC, CSIR, DST, ICSSR, DPT - Maintenance of Standards in Higher Education–Role of ICT in research (L7, T5 = 12 Hrs)

Unit V: Quality in Higher Education

Application of ICT in Higher Education - Relationship between Technology and Quality in Higher Education - NAAC, NCTE, TANSICHE and International Accreditation Bodies– Present scenario in the implication of modern technologies in Higher Education (L8, T6 = 14 Hrs)

(Total = 60 Hrs)

References

- Arya, P. P (2006). *Higher education and global challenges systems and opportunities*. New Delhi: Deep & Deep Publications.
- Bourai, H. H. A & Uniyal B. P. (2005). *Challenges in administration of higher education*. New Delhi: Abhijeet Publications.
- Dahiya, S. (1996). *Higher education in India: Some reflections*. New Delhi: Kanishka Publishers.
- Dhar, B. (2008). *Higher education system*. New Delhi: APH Publishing Corporation.
- Jagannath, Patnaik. (2005). *Higher education in information age*. New Delhi: Authors Press.
- Patil, V.T. (2010). *Higher education in India the international engagement*. New Delhi: Authors Press.
- Rao, U. K. (2004). *Higher education*. New Delhi: APH Publishing Corporation.
- Sahoo, R. K. & Senapati, T. (2008). *Resource mobilisation for higher education*. New Delhi: Regal Publications.
- Sharma, R.S. (2005). *Higher education scope and development*. New Delhi: Commonwealth Publishers.
- Sharma, S. R. (2005). *History and development of higher education in free India*. Jaipur: ABD Publishers.



2. TEACHER EDUCATION ACROSS THE WORLD

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Preamble: The aim of this study is to explore the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classrooms. The acquisition or improvement of teacher competences requires training, through which it will be improved educational planning and assessment. In some parts of the world (USA, Netherlands, Canada etc.) specific standards of professional practice have been developed for, or by, teacher educators. Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education.

Objectives:

After completing the course, the scholar will be able to –

- understand the features of the teacher educational system;
- gain knowledge about the system of education and teacher preparation in various countries;
- critically examine the growth and development of teacher education in nations;
- develop an awareness of the problems in teacher education across the world; and
- tie the performance of teachers to numerous, larger societal goals and problems.

Unit I: Concept of Teacher Education

Meaning of training and education - Difference between training and education - Need for teacher training - Objectives of teacher education – NCTE and Teacher education - Recommendations of NCTE - Research based objectives of NCTE - Difficulties of teacher education curriculum in India - New Regulations of NCTE (L9)

Unit II: Teacher Education in Developed Countries (UK & USA)

Teacher Education in UK: Stages of education - Models of initial teacher education - Curriculum and courses of study. Teacher education in USA: Teaching quality and equity attacks - The potential power of teacher education - Curriculum and courses of study - The challenges for teacher education in USA (L11)

Unit III: Teacher Education in Developing Countries (China & Korea)

Teacher Education in China: The era of professional teacher education - Teacher education for ethnic minorities. Teacher education in Korea: Current status of teachers in Korea - Main Teacher Policies in Korea - Analysis of features and implications (L10)

Unit IV: Teacher Education in Underdeveloped Countries (Nigeria & Ethiopia)

Teacher education in contemporary Nigeria: Trends, Challenges and prospects - Teacher education and national development - Exploring alternatives for teacher education provision. Teacher education in Ethiopia: Present state of teacher education - Challenges in teacher education in Ethiopia (L10)

Unit V: Major Issues and Problems of Teacher Education

Issues, Problems in Teacher Education - Maintaining standards in teacher education -Service conditions of Teacher Educators - Quality management of teacher education -Privatization, Globalization in teacher education - Autonomy in teacher education – MHRD, UGC, NCERT, NCTE, NACC, ICSSR, NUEPA, CASE, DEC and Teacher Education (L8)

(Total = 48 Hours)

References

Darling, H.,& Lieberman (2012). *Teacher education around the world*. UK: Routledge Publications.

Jain, Kavitha (2003). *World teachers training today*. New Delhi: Mohit Publications.

Prasad, Janardan (2007). *Principles and practices of teacher education*. New Delhi: Kanishka Publishers.

Rao, V.K. (2009). *Teacher education*. New Delhi: APH Publishing Corporation.

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www.mest.go.kr

www.np.chinese embassy



3. COGNITIVE PSYCHOLOGY

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Preamble: Cognitive psychology is an interdisciplinary field that attempts to provide a framework to the various facets of the enquiry into the nature of the human mind and brain. The field lies at the intersection of several other disciplines, including philosophy (knowledge representation, logic), psychology (basic human cognition, perception and performance), computer science (computational theory, artificial intelligence and robotics), linguistics (theories of language structure) and cognitive neuroscience (brain mechanisms for intelligent behaviour). Typical research areas of cognitive psychology include perception, attention, learning & memory, goal directed movement in complex environments and consciousness, language comprehension and production and language acquisition. Cognitive psychology also studies behavioural deficits due to brain trauma, congenital or other reasons.

Objectives:

After completing the course, the scholar will be able to -

- understand the nature of cognition as a discipline/an area of study;
- learn the basic concepts of brain and cognitive processes through scientific methods;
- acquire strong empirical and theoretical background in areas of cognitive psychology;
- understand various mental processes: Attention and consciousness, memory processes, reasoning and decision making;
- develop ability to conduct original research in chosen area; and
- inculcate analytical and technical skills to conduct and critically examine research.

Unit I - Cognitive Psychology and Brain

Influences on the study of Cognition - Research methods in cognitive psychology - Paradigms of cognitive psychology. Brain: structure of the brain, Localization of function, Lateralization of function, Brain imaging technique **(L8, T3 = 11 Hrs)**

Unit II - Basic Processes

Perception: Gestalt approaches to perception, Bottom- up processes, Top-down processes, direct perception, and Disruption of perceptions. Attention: Selective attention, Neuroscientific studies of attention, Automaticity and effects of practice, Divided attention. Forming and using new memory traces, Metaphors of memory, Sensory memory, Short-term memory, Working memory, Executive functioning, Neurological studies of memory processes. Memories: Traditional view of long-term memory, Levels-of-processing view, Reconstructive nature of memory, Amnesia **(L8, T2 = 10 Hrs)**

Unit III - Representation and Organization of Knowledge

Memory for general knowledge: Semantic/ Episodic distinction, Semantic memory modal, Schemata, Implicit versus Explicit memory. Concepts and Categorization: Theoretical descriptions of the nature of concepts, forming new concepts and classifying new instances, Visual imagery and Spatial cognition: Mnemonics and memory codes, Empirical investigations of imagery, Nature of mental imagery, Neuro-psychological findings, Spatial cognition

(L8, T4 = 12 Hrs)

Unit IV - Manipulation of Information

Language: Structure of language, Language comprehension and production, Language and cognition. Thinking and problem solving: Classic problems and general methods of solution, Blocks to problem solving, Problem space hypothesis, Expert systems, Finding creative solutions, Critical thinking. Reasoning: Types, Patterns of reasoning performance. Approaches to the study of reasoning, Neuro psychological evidence on reasoning. Making decisions: Phases of decision making, Basic concepts of probability, Cognitive illusions in decision making, Utility models of decision making, improving decision making

(L11, T4 = 15 Hrs)

Unit V - Individual and Situational Differences in Cognition

Cognitive development through Adolescence, Piagetian theory, Non-Piagetian approaches to cognitive development, some Post-Piagetian answers to the question “What develops?”, Individual, aging and gender differences in cognition: Individual differences in cognition, effects of aging on cognition, gender differences in cognition. Cognition in cross-cultural perspective: Effects of schooling and literacy, situated cognition in everyday settings

(L9, T3 = 12 Hrs)

(Total = 60 Hours)

References

- Eysenck M. W., & Keane M. T. (2005). *Cognitive psychology: A student's handbook* (5th Ed.). New York: Psychology Press.
- Galotti, K. M. (2011). *Cognitive development*. UK: SAGE Publications.
- Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology* (7th Ed.). New Delhi: Tata McGraw-Hill.
- Menon, S. (2006). *Consciousness, experience and ways of knowing*. Bangalore: National Institute of Advanced Studies.
- Raja, B. W. D., Yuvaraj, T. & Baboo, S. (2014). *Cognitive Science in India*. Chennai: TR Publications.
- Riegler, B. R., & Riegler, G. R. (2008). *Cognitive psychology: Applying the science of the mind* (2nd Ed.). New Delhi: Dorling Kindersley.
- Upton, D. & Upton, P. (2011). *Test yourself cognitive psychology*. UK: Learning Matters.



4. EDUCATIONAL STUDIES

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Preamble: Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. Education frequently takes place under the guidance of educators, but learners may also learn by themselves. In addition to the formal/informal setting of Education and the experience of an individual has a formative effect on the way he/she thinks, feels, or acts. This course brings together the various perspectives of education including its interdisciplinary nature, socio-cultural contexts, and place of education in Constitution and also reflects its various support systems. The learner will understand education as a key discipline for learning. The vital features of education in Indian scenario are focused in this course.

Objectives:

After completing the course, the scholar will be able to -

- understand the nature of education as a discipline/an area of study;
- understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised;
- examine critically the theories and basic concepts of education drawn from various disciplines cognate to education;
- examine critically the concerns arises from vision of school education;
- reflect on the multiple contexts in which the school education institutions are working; and
- discuss the emerging dimensions of school education.

Unit I - Education as a Discipline

Discipline - Meaning, Concepts, principles, theories, assumptions and contexts related to education discipline: schooling – curriculum – syllabus - text books – assessment - teaching-learning process - School education: Contemporary challenges - Aims of Indian Education (L7, T3 = 10 Hrs)

Unit II - Education as Interdisciplinary Knowledge

Interdisciplinary nature of education - relationships with various disciplines/subjects (philosophy, psychology, sociology, management, economics, anthropology) - Contribution of science and technology to education - Challenges to education - Axiological issues in education (role of peace and other values) (L7, T6 = 13 Hrs)

Unit III - Socio-cultural Context of Education

Social purpose of education - Cultural purpose of education - Socialization and acculturation of learners - Contemporary Indian society (with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child) - Teaching in the context of diversities - Appraisal of the role of school, parents, peer group and the community - Equality in educational opportunity
(L8, T5 = 13 Hrs)

Unit IV- Constitutional Provisions and Education

Constitutional Provisions and Education that reflect national ideals: Democracy and values of equality, justice, freedom, secularism, respect for human dignity and rights - Aims and purposes of Education drawn from Constitutional Provisions - Fundamental Rights and Duties of Citizens - Role of Central and state governments in the development of education
(L7, T5 = 12 Hrs)

Unit V- Support Systems of Education

Support systems: Principles and guidelines - Teacher education and NCF (2005), Right to Education Act, (2009) - Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy -Participation of stakeholders in school education: NGOs, civil society groups, teacher organisations, parents, family, PTA and local community
(L7, T5 = 12 Hrs)

(Total= 60 Hours)

References

- Banrs, J.A. (1996). *Cultural diversity and education: Foundations curriculum and teaching* (4thed.). Boston: Allynand, Becon.
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and practice*. New York: Teachers College Press.
- Bruubacher, John S. (1969). *Modern philosophies of education*. New Delhi: Tata McGraw-Hill Publishing Company.
- Butchvarov, P. (1970) *The concept of knowledge*. Evanston, Illinois: North Western University Press.
- Debra Heyes, Martin Hills, Pam Chistie & Bob Lingard. (2007). *Teachers and schooling: Making a difference*. Australia: Allen and Unwin,
- Delors, Jacques et al. (1996). *Learning: The treasure within report of the international commission on education for 21st century*. UNESCO.

Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.

Matheson, David (2004). *An introduction to the study of education* (2nded.). David Fulton Publish.

Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Bombay: Allied Publications.

Slattery, Patrick & Dana Rapp. (2002). *Ethics and the foundations of education-Teaching convictions in a postmodern world*. Allyn & Bacon.

Wall, Edmund (2001). *Educational theory: philosophical and political perspectives*. Prometheus Books.

Winch, C. (1996). *Key Concepts in the philosophy of education*. Routledge.



5. EDUCATION AT ELEMENTARY LEVEL

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Preamble: This course presents the overview of the elementary education at the national and global levels. It is aimed at describing the historical progression of elementary education to help the teachers understand the nature and development of elementary education in a holistic way. This has been designed based on the needs of the society and varied life experiences to facilitate fair understanding of elementary education in the contemporary Indian society.

Objectives:

After completing the course, the scholar will be able to -

- understand the context of elementary education;
- recognize the concept, objectives, rationale, challenges and extent of success of universal elementary education (UEE);
- expand an understanding of underlying principles of curriculum development and evaluation at elementary stage;
- develop research insight for curriculum development in elementary education.
- build up an understanding of underlying principles of curriculum development and evaluation at elementary stage;
- widen research insight for curriculum development in elementary education;
- understand the development of elementary teacher education in post-independent India; and
- develop understanding of status of elementary teachers, the problems and issues related to professional growth.

Unit I -Context of Elementary Education

Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood - Influence of home, school and community related factors on child's development - learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices

(L7, T2, P1 = 10 Hrs)

Unit II -Development of Elementary Education

Nature of Elementary Education after independence - Educational thought of Mahatma Gandhi and Tagore to elementary education - Constitutional provision for education and Directive Principles related to elementary education - Provision in RTE Act and related issues - Elementary education in NPE (1986), PoA (1992), NCF (2005).

(L6, T2, P2 =10 Hrs)

Unit III - UEE and Challenges

Concept, objectives, meaning and justification of UEE - Current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups - Access and enrolment of different types of learners-issues and challenges - Enrolment and dropout: meaning and assessment and related issues and dropout - Achievement levels of different types of learners-status and issues - Inclusive education

(L8, T2, P4 = 14 Hrs)

UNIT IV- Programmes in Elementary Education

Panchayatraj and community involvement in educational planning and management related issues - Participation of NGOs in achieving goals of UEE - ECCE programme, women empowerment as support services - District primary education programme: goals and strategies-SarvaShikshaAbhiyan:goals and specific programme interventions namely access, enrolment, retention/participation and achievement - Monitoring, research and evaluation of schemes viz., mid-day meals, VEC and incentive schemes and achievement levels

(L8, T3, P3 = 14 Hrs)

UNIT V- Curriculum and Evaluation in Elementary Education

Elementary School Curriculum: Principles - Curriculum, Objectives, Planning, Organisation and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social Sciences and Natural Sciences in Elementary Education

(L7, T3, P2 = 12 Hrs)

(Total = 60 Hours)

References

- Celin, Richards. (1984). *The study of primary education and resource book. Vol. I.*
- Erickson, H.L. (2002). *Concept-based curriculum and instruction.* California: Crown Press.
- GOI. (1986). *National policy on education.* New Delhi: MHRD.
- GOI. (1987). *Programme of action.* New Delhi: MHRD.

- Hayes, Denis. (2008). *Primary teaching today: An introduction*. UK: Routledge Publications.
- Hurlock, E. (1995). *Child development*. USA: McGraw Hill Book Company.
- Kurrian, J. (1993). *Elementary education in India*. New Delhi: Concept Publication.
- MHRD (2001). *Convention on the Right to the child*. New Delhi: MHRD.
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCERT (2005). *Position paper on teacher education for curricular renewal*. New Delhi: NCERT.
- Rao, V.K. (2007). *Universalisation of elementary education*. New Delhi: Indian Publishers.
- UNESCO (2006). *Teachers and educational quality: Monitoring global needs for 2015*. Montreal: UNESCO Publication.



6. EDUCATION AT SECONDARY AND HIGHER SECONDARY LEVELS

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Preamble: Secondary and higher secondary education is increasingly becoming an area of focus in developing countries, which have thus far concentrated on achieving universal elementary education. This policy note on secondary education in India discusses issues and aspects critical for the development of this subsector. Secondary education, in terms of policy, is a concurrent item in that it is within the purview of both State and Central governments. State level implications and strategies for developing this sub-sector are critical. The Central government involvement in secondary education thus far has been through discrete programs, such as computer and vocational education.

Objectives:

After completing the course, the scholar will be able to -

- understand the nature-scope and systems of secondary and senior secondary education;
- examine the status of development of secondary and senior secondary education in India after independence;
- understand the problem and challenges related to secondary and senior secondary education;
- understand the interventions to solve the problems and issues related to alternative schooling at secondary and higher secondary levels;
- identify critical issues related to universalization of secondary education; and
- know about the innovations at secondary and higher secondary levels of education.

Unit I - Secondary Education

General Aims and Objectives of Secondary Education, Education during Post Independence Period. Secondary Education Commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action, 1992.

(L7, T2, P2 = 11 Hrs)

Unit II - Secondary and Higher Secondary School Curriculum

Principles of school curriculum development at secondary and higher secondary level and text book development in secondary and higher secondary education - Approaches to career guidance, Vocationalisation of education and careerdevelopment - Ginzberg's theory about guidance, Holland's theory of vocational choice.

(L8, T2, P3 = 13 Hrs)

Unit III - Problems and Challenges of Secondary Education

Problems and challenges related to universalisation of secondary education - Alternative schooling at secondary stage - Problems / challenges / to access enrolment, dropout, achievement- equality of educational opportunities - Problems of education for girls, disadvantaged and differently abled children - Classroom problems: discipline, underachievement, lack of motivation, slow learners, delinquency and maladjustment - Issues of quality in secondary and higher secondary education. (L7, T4, P2 = 13 Hrs)

Unit IV - Research and Innovation in Secondary and Higher Secondary Education

Purpose - scope - trends of research in secondary and higher secondary education, innovative practices at secondary and higher secondary levels- micro teaching, simulated social skill training, team teaching, brain storming, independent study, group discussions and role playing. (L7, T2, P3 = 12 Hrs)

Unit V - Monitoring for Quality Improvement in Schools

Monitoring - meaning, objectives and significance - Monitoring mechanism at different levels of schooling -Alumni association - Evaluation in Schools at State and Central boards. (L7, T2, P2 = 11 Hrs)

(Total = 60 Hours)

References

- Adams & James, F. (1986). *Counseling and guidance: A summary view*. New York.
- Ahuja A., & Jangira, N.K. (2002). *Effective teacher training: cooperative learning based approach*. New Delhi: National publishing house.
- Bhatnagar, R. P. *Technology of teaching*. Meerut: International Publishing House.
- Burkes, H.M. & Steffir, B. (1979). *Theories of counseling* (3rd ed.). New York: McGraw Hill.
- Jangira, N.K. & Mani, M.N. (1990). *Integrated education for visually handicapped*. Gurgaon: Old Subjimandi Academic Press.
- Jha, M. (2002). *Inclusive education for all: Schools without walls*. Chennai: Heinemann Educational publishers.
- Mohammad, Miyan. (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.
- Sharma, P.L. (2003). *Planning inclusive education in small schools*. Mysore: RIE.
- Sharma, P.L. (1990). *Teachers' handbook on IED-Helping children with special needs*. NCERT Publication.
- Sudesh, Mudhopadyay & Anil Kumar, K. (2001). *Quality profiles of secondary schools*. New Delhi: NIEPA
- Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for secondary teacher education: the instructional role*. New Delhi: NCTE.



7. EDUCATIONAL SOCIOLOGY

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Preamble: This paper aims to probe the nature of Sociology and Education and to establish and develop students' educational-sociological competences. This paper introduces the sociological bases of Education. The educational thoughts of sociological exponents are also able to understand in a detailed means. This also gives a clear understanding of the educational structure and educational opportunities available for the different strata in the society.

Objectives:

After completing the course, the scholar will be able to -

- understand the sociological perspective in education;
- understand the structure and function of the educational system in the social system of today;
- understand the trends of social development and its impact on education;
- understand the quality perspective in Education; and
- realize the perspective changes in the society.

Unit I - Education and Sociology

Meaning, aims and functions of education; Sociology - Relationship with education; Educational sociology- nature; Sociology of education; Individual and social aims in education; Education and Society as mutually supporting systems (L7, T4 = 11 Hrs)

Unit II - Sociological Bases of Education

Socialization and Education - Education and Culture - Cultural lag- Education and Education and Values - Agencies of Education - Education for Modernization - Education for National Integration and International understanding-Education and Democracy (L7, T5 = 12 Hrs)

Unit III - Educational Thoughts of Sociologists

Auguste Comte (1798-1857) - Herbert Spencer (1820-1903) - Charles Horton Cooley (1864-1929) - Pitirim A. Sorokin (1889-1968) - Talcot Parsons (1902-1979) (L8, T5 = 13 Hrs)

Unit IV - Social Structure and Education

Education and adjustment; Social stratification; Social mobility; Social equity: value education - Education and Social Change: Process, patterns, factors responsible for social change, relationship between education and social change (L7, T5 = 12 Hrs)

Unit V - Equality of Educational Opportunities

Meaning - Constraints: Caste, Community, Religion, Social status, etc.; Women's Education; Education for socially, economically backward people - Scheduled caste, Scheduled Tribes, Rural population - Human Rights Education (L7, T5 = 12 Hrs)

(Total = 60 Hours)

References

- Gore, M.S. (1984). *Education and modernization in India*. Jaipur: Rawat Publishers.
- Havighurst, Robert et al., (1995). *Society and education*. Boston: Allyn and Bacon.
- Kamat, A.R. (1985). *Education and social change in India*. Bombay: Samaiya Publishing Co.
- Pandey, K.P. (1983). *Perspectives in social foundations of education*. Ghaziabad: AmitashPrakashan.
- Purkait, Biswa, Ranjan. (1996). *Principles and practices of education*. Calcutta: New Central Book Agency.
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- Sha A.M. et al., (1998). *Social structure and change*. New Delhi: Sage publications India.
- Shah, B.V. & Shah K.V. (1998). *Sociology of education*. New Delhi: Rawat Publications.
- Swift, D.F. (1969). *The sociology of education: Introductory analytical perspectives*. London: Routledge.
- Syed, M.H. (2007). *Teacher's handbook of sociology*. New Delhi: Anmol Publication.
- Talesra, Hemlata. (2002). *Sociological foundations of education*, New Delhi: Kanishka Publisher.



8. EDUCATIONAL STATISTICS

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Preamble: This paper capacitates acquire knowledge about the Educational Statistics and the fundamental concepts and procedures of descriptive and inferential statistics. The need of statistics to analyse the data which the scholars collect for their research work for inquiry in the social and behavioral sciences during the current programme and to utilize the same in their future research ventures is made clear through this course.

Objectives:

After completing the course, the scholar will be able to -

- understand the meaning and need of statistics in educational researches;
- know the difference between descriptive and inferential statistics;
- distinguish parametric and non-parametric statistics; and
- select and apply appropriate statistical techniques.

Unit I - Descriptive Statistics

Statistics - meaning and scope - Scales: types and applications. Data: tabulation and graphic representation - types and uses. Measures of Central Tendency and Dispersion - Elementary ideas of probability - Normal probability curve - properties and applications (L7, T7 = 14 Hrs)

Unit II - Correlational Techniques

Scatter Diagram - meaning and uses, Product moment and Rank Correlations, Biserial, Point biserial, tetrachoric and phi-coefficient correlations, Partial and multiple correlations, and applications (L9, T5 = 14 Hrs)

Unit III - Prediction

Linear Regression Equations, Prediction of Variables, Multiple regression (L6 = 6 Hrs)

Unit IV - Parametric Tests

Sampling Distribution - Standard error - Estimation of population parameters - testing of hypotheses - degrees of freedom - levels of significance - errors in making inference - t-tests - ANOVA - and applications (L7, T5 = 12 Hrs)

Unit V - Non-parametric Tests

Sign test - Median test - Chi-square Test - Kolmogorov-Smirnov test - Two sample Mann-Whitney test, Kruskal-Wallis's test and applications (L7, T7 = 14 Hrs)

(Total = 60 Hours)

References

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9. ICT IN EDUCATION

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Preamble: ICT in Education aims at preparing the scholars to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socioeconomic development of the nation and global competitiveness. To catalyse, support and sustain ICT and ICT enabled activities and processes in order to improve access, quality and efficiency in the school educational system and ICT literate community which can deploy, utilise and contribute to nation building. To create an environment of collaboration, cooperation and sharing, conducive to the creation of a demand for optimal utilisation of and optimum returns on the potentials of ICT in education.

Objectives:

After completing the course, the scholar will be able to -

- appreciate the role of ICT in teaching learning;
- use ICT devices and its applications in teaching learning contexts;
- understand the fundamentals of computers and operating systems;
- understand the operations and use of computers and common accessories;
- understand the features, working and use of the Internet and the Web;
- appreciate the use of word, date and media processing for teaching learning;
- appreciate the use of multimedia and web content for teaching learning; and
- appreciate the use of MS word, MS Excel, MS Power Point, HTML - for teaching and learning.

Unit I -Computer Fundamentals: Hardware & Software

Introduction to computer - Functional overview of a personal computer: its parts and functions - Standard computer accessories -operating system: files and folders - the concept of window and multi-tasking **(L9)**

Unit II -MS-Office

MS Word: Creating a file, saving, editing a text, finding and replacing a text, formatting a text, creating a table, inserting, deleting a row and column

*MS-Excel:*Creating a Excel work sheet file, entering data in the sheet, manipulating data in the row and column, inserting a chart, Functions

MS-PowerPoint: Creating a Power Point file, inserting a new slide, slide show -view show- creating a link between the slides and files *Developing a module (Using MS Word, MS-Excel, and MS-PowerPoint)* **(L11)**

Unit III - Role of ICT in Teaching and Learning

ICT: Meaning and importance – theories of teaching and learning. Uses of resources in Video conferencing

e-learning: Definitions, scope, trends, Synchronous and Asynchronous mode - Pedagogical designs & e-learning - Assessments, feedback and e-moderation - Role of Computers in Evaluation – EDUSAT - Mobile learning

On line learning management system: Digital learning objects, Online learning course development models, Management and implementation of e-learning (L10)

Unit IV- WWW & Web Based Learning

Internet and the WWW: Information, services and functions of the internet and web; connecting to and using the web - Using search engines and Web utilities: Keywords and search strategies - e-mail, chat, news groups and forums, web blogs

Multimedia: Concept and meaning, text, graphics, animation, audio & video
Multimedia applications: Computer based training - Electronic books and references - Information kiosks - web2 and web3 Tools - cloud computing (L10)

Unit V - Hyper Text Markup Language

Script writing html-part of the HTML script – defining header and body sections-formatting statements – listing statements – creating menus -Creating link between files inserting pictures and images (L8)

(Total = 48 Hours)

References

- Anandan, K. &Raja, B. W. D. (2010). *Educational technology*. New Delhi: APH Publishing Corporation.
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- Hillman, D. (1998). *Multimedia technology and applications*. New York: Delmar Publishers.
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10. CURRICULUM STUDIES

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Preamble: Curriculum Studies is a concentration within curriculum and instruction concerned with understanding curricula as an active force of human educational experience. One of the vital roles of teachers is to facilitate and refine the knowledge of students by using the curriculum as a tool. This course imparts necessary preparation of the learners to know the basic concepts and process of curriculum. It also helps to get acquaintance on various approaches and models of curriculum development.

Objectives:

After completing the course, the scholar will be able to -

- acquire knowledge and get insight into curriculum perspectives;
- understand the concept of curriculum and characteristics of a good curriculum;
- gain experience in constructive and critical analysis of text book;
- get insight into the guiding principles and recommendations of NCF 2005 and NCFTE 2009;
- develop the capability to play the role of curriculum designer, reviewer, implementer and assessor; and
- gain total curricular experiences

Unit I - Curriculum Perspectives

Curriculum: Concept, definitions, need and importance, Principles, aims and objectives - Philosophical and ideological basis of curriculum - Characteristics of a good curriculum - Components of curriculum: Objectives, content, transaction mode and evaluation - Preservation of culture - Curriculum for the differently-abled students - Curriculum vs Syllabus - Source book vs Textbook (L5, T5, P5 = 15 Hrs)

Unit II - Language Curriculum

Inclusion of First language / ESL in school curriculum: Need - Specific objectives of teaching First language / ESL - Developing LSRW skills - Learning outcomes at elementary level - Teacher as Implementer and Assessor - Textbook Review: Meaning, Need, Uses - Qualities of a good text book - Content analysis: Meaning, Need and significance. (L5, T5, P5 = 15 Hrs)

Unit III - Approaches to Curriculum Development

Subject-centred: Core curriculum, Learner-centred, Community-centred - Curriculum frameworks of school education and Teacher education - Humanistic Curriculum and Social Reconstructionist Curriculum: characteristics, purpose, role of the teacher, psychological basis **(L5, T5, P5 = 15 Hrs)**

Unit IV - Models of Curriculum Development

Tylers model (1949) - Hilda Taba model (1962) - Nicholls and Nicholls model (1972) - Willes and Bondi model (1989) - Need assessment model - Futuristic model - Vocational/Training model **(L4, T4, P4 = 12 Hrs)**

Unit V - Curriculum Implementation and Renewal

Teachers role in generating dynamic curriculum - Selection and development of learning resources (textbooks, teaching - learning materials and resources outside the institution - local environment, community, media, etc. - Process of Curriculum evaluation and revision - Need for continual evaluation - Feedback from learners, teachers, community and Administrators - Observable incongruencies and correspondence between expectations and actual achievements **(L5, T5, P5 = 15 Hrs)**

(Total = 72 Hours)

References

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11. TEACHER EDUCATION - I

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Preamble: Teachers are the builders of a nation. This course work enables to acquire necessary skills for planning and organizing classroom management. The scholar will be able to gain insight and reflect values and status of teaching as a profession, understand the roles and responsibilities of teachers and teacher educators. They will be able to examine critically the issues, problems and concerns of teacher education.

Objectives:

After completing the course, the scholar will be able to-

- study the changing concepts of teacher education during various periods of educational development in the country;
- develop an awareness of the problems in teacher education;
- acquaint with the responsibilities pertaining to the organization of a teacher education institution; and
- develop necessary skills for planning and organization of functions for effective school management

Unit I - Teacher Education: Objectives and Growth

Teacher Education: Definition, scope, objectives, functions. Development of teacher education in India - Types of Teacher Education Institutions: Primary, Secondary and Tertiary levels
(L2, T7, P7 = 16 Hrs)

Unit II -Academic and Administrative Functions of Teacher Education Institutions

Selection of Students: Conduct of tests viz. attitude, aptitude and achievement and interviews- Evaluation of Teacher Education Curriculum - Curriculum development in Teacher Education - Advanced methods of teaching adopted in Teacher Education - ICT in the curriculum
(L2, T7, P7 = 16 Hrs)

Unit III - Organization of Practice Teaching and Assessment

Different methods of practice teaching: model lessons, criticism lessons - Role of co-operating schools, Trends in teacher preparation: Interaction analysis& micro-teaching training and periodical assessment of cognitive and affective variables of teacher trainees. Tools for assessment of teacher trainees and need for maintaining cumulative records
(L3, T8, P8 = 19 Hrs)

Unit IV - Pre-Service and In-service Teacher Education Programmes

National Council for Teacher Education: Roles and responsibilities in Teacher Education - Planning of Secondary and Elementary Teacher Education Institutions with reference to infrastructural facilities and human resources - Criteria for evaluating teacher education institutions - In-service Teacher Education: Objectives, organization, methods and follow up actions **(L3, T7, P7 = 17 Hrs)**

Unit V - Research in Teacher Education

Research Programmes: Action Research, Experimental Projects and Major & Minor Research Projects. Funding Agencies for Researches in Teacher Education: NCTE, NCERT, UGC, DTERT, etc. Survey of Educational Researches conducted in India and Abroad. Role played by University Departments in researches related to Teacher Education **(L2, T7, P7 = 16 Hrs)**

(Total = 84 Hours)

References

- Anderson, L.W. (1995). *International encyclopaedia of teaching and teacher education* (2nded.). Oxford: Elsevier Science.
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12. EDUCATION FOR DIFFERENTLY ABLED

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Preamble: This paper enables to acquire knowledge about the differently abled children and the label under which they are categorized. The problems of these children are made clear and the need and significance of educating these children are realized through this paper. Moreover the paper is also systematically designed how to identify and detect the children with specific disabilities and how to sort educational provisions to meet the unique needs of the children with disabilities.

Objectives:

After completing the course, the scholar will be able to -

- identify the types and categories of differently abled children;
- develop a favourable attitude towards differently abled children;
- develop an understanding of problems in educating these children; and
- appreciate the need, scope and significance of special educational treatments.

Unit I - Differently Abled Children

Meaning and definition of exceptional children - Types of Exceptional Children: Intellectually Exceptional, Physically Exceptional, Emotionally Exceptional - Need and significance of education of exceptional - Importance of early detection - Inclusive and integrated education - Role of teachers working in inclusive settings

(L2, T7, P7 = 16 Hrs)

Unit II - Education of the Intellectually Exceptional

Meaning, nature and characteristics of gifted, creative, backward, mentally retarded, autism, and cerebral palsy - Identification, needs, problems and educational provisions of Intellectually Exceptional Children

(L2, T7, P7 = 16 Hrs)

Unit III - Education of the Physically and Emotionally Exceptional

Meaning of Physical disability - Causes, Educational provisions for Visually impaired, hearing impaired children and children with learning disabilities - dyslexia, dyscalculia, dysgraphia. Meaning of emotionally exceptional - Causes, provision and treatment

(L3, T7, P8 = 18 Hrs)

Unit IV - Recent trends and issues in the Education of Differently Abled Children

Need based and skill oriented education - Role of Educational Technology - Computer assisted instruction, Tutorial, self-study and distance learning - Assistive technology in special education - Use of hardware and software devices

(L2, T7, P7 = 16 Hrs)

Unit V -Policies and Legislations

International and national legislations for education of children with special needs - National policy on education with reference to Education of the exceptional learners - Government schemes and provisions for children with special needs - Services and programmes for the disabled - Research in Special Education **(L3, T8, P7 = 18 Hrs)**

(Total = 84 Hours)

References

- Alice,Rajkumar, M., Rita,Sundari,D.,& Digumarti,Bhaskara,Rao, (2004).*Special education*.New Delhi: Discovery Publishing House.
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13. EDUCATIONAL POLICY, PLANNING AND FINANCING

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Preamble: Planned development of skills must be strengthened by a “policy”, which is both comprehensive as well as national in character. Educational Planning in India is one of the vital areas of concern in all the Five year Plans in India. With the onset of globalization and modernization in recent times, education at all levels is very necessary if India is to surpass other nations. Its purpose is to guide the skill development strategies and coordinated action by all stake holders. It is also important to refresh the knowledge of educational policies in the economic, employment and social development arenas.

Objectives:

After completing the course, the scholar will be able to -

- enrich the knowledge of learners in educational policies
- understand the principles and theories in governance and planning of educational organizations
- sensitize the learners the importance of leadership in the accomplishment of educational goals and objectives
- acquire the importance of supervision, financing and budgeting to ensure managerial effectiveness
- refresh the knowledge in the field of economic development

Unit I - Educational Policy before Independence

Policies of Education in India - Macaulay’s Minute on Education (1835), Woods Despatch (1854), Indian University Commission (1902), Calcutta University Commission (1917-19), Hartog Committee (1928-29), Zakir Hussain Committee (1938), Sargent Report (1944) **(L2, T7, P7 = 16 Hrs)**

Unit II- Educational Policy after Independence

University Education Commission (1948-49), Secondary Education Commission (1952 - 53), Education Commission (1964-66), National Policy of Education (1968), Committee on Governance of Universities and Colleges (1969-73) - Development of Higher Education in India: A policy framework (1978), National Commission on Teachers I (1983-85), National Commission on Teachers II (1983-85), National Policy on Education (1986), Programme of Action (1992), Women Education Commission, National Knowledge Commission. RUSA in Higher Education **(L3, T8, P8 = 19 Hrs)**

Unit III - Educational Planning

Educational Planning – Meaning, need and importance, areas of planning, salient features, principles of educational planning - approaches to educational planning, techniques of planning, execution and evaluation of planning - First exercise Educational plan (1938 - 44) - Education in Five Year Plans, limitations and suggestions for effective planning, role of government in education

(L2, T7, P7 = 16 Hrs)

Unit IV - Financing in Education

Definition, meaning and principles of educational finance - Educational finance at Macro and Micro levels – Budgeting: Steps in budget preparation, fund allocations and expenditure, fund raising, accounting and auditing - Financial accountability Systems - Educational Loans and Taxes

(L2, T7, P7 = 16 Hrs)

Unit V - Economic Development in Education

Development of country's economy, Social Relevance, Human resource development - Financial resource: Procurement, utilization and maintenance of resources, allocation of resources – Economic and social bases for allocation of resources in education - Cost benefit analysis and cost management

(L3, T7, P7 = 17 Hrs)

(Total = 84 Hours)

References

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14. TEACHER EDUCATION -II

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Preamble: By the end of the course, the scholar will be able to gain insight and reflect on the concept of teaching and the status of teaching as a profession, understand the roles and responsibilities of teachers and teacher educators. They will be able to examine critically the growth and development of teacher education in the country along with the various techniques for the evaluation of in-service teacher education programmes reflecting the issues, concerns and problems of pre-service and teacher in-service education of the teachers.

Objectives:

After completing the course, the scholar will be able to -

- gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- understand the roles and responsibilities of teachers and teacher educators;
- prepare teachers for reflective teaching, critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education;
- critically examine the growth and development of teacher education in various countries;
- adopt various methods and techniques for transaction of curriculum ;
- use various techniques for the evaluation of in-service teacher education programmes; and
- reflect on issues, concerns and problems of teacher in-service education of the teachers.

Unit I - Teachers and Teaching Profession

Teachers changing roles and responsibilities - Concept of Professionalism; Teaching as a profession - Service conditions of school teachers - Professional ethics of teachers - Social status of teachers; Teacher appraisal and accountability - Who is a Teacher educator? - Roles and responsibilities of teacher educators - Preparation of teacher educators - Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism (L2, T7, P7 = 16 Hrs)

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

Recommendations of various commissions and committees concerning teacher education system - Impact of NPE, 1986 and its POA on teacher education system - The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher

Education: Components of pre-service teacher education: foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience. Teacher education curriculum at different stages - Models of Pre-service teacher education at secondary level: regular and distance mode - Model of pre-service teacher education at elementary levels - Issues, concerns and problems of pre-service teacher education (L2, T7, P7 = 16 Hrs)

Unit III - Curriculum transaction in Pre-service Teacher Education

Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and assignments - taxonomy formulating of instructional objectives, unit planning, lesson planning, and teacher's diary - School Experience Programme (SEP)/Internship- Planning and organization of SEP - Monitoring and supervision - Internship: concept; planning and organization - Critical reflection as the central aim of teacher education (L3, T7, P7 = 17 Hrs)

Unit IV- Continuing Professional Development of the In-Service Teachers

Modes of Teaching: face to face, distance mode, eclectic mode. Assessment of training needs, formulation of training curriculum, preparation of course materials - appraisal of course materials - Issues, concerns and problems of Teachers' In-service education - Split Model followed in-service training of teacher under SSA - Professional development -Concept and significance - Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self-study and study groups book clubs, extension lectures, research colloquium, refresher courses, orientation programmes -Teacher learning resource centre : functions - State Provisions for professional development of the teachers (L3, T8, P8 = 19 Hrs)

Unit V - Innovations and Quality in Teacher Education

Innovations in teacher education - Integrated teacher education, comprehensive teacher education - Teacher Effectiveness - ICT in Teacher education - Professional competence of Teacher Educators - Assessment and Accreditation of teacher education institutions (L2, T7, P7 = 16 Hrs)

(Total = 84 Hours)

References

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15. EDUCATIONAL EVALUATION

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Preamble: Evaluation is an indispensable component of the educational process, which helps teachers and learners to improve teaching and learning. It is continuous process not a periodic exercise. It helps in forming the values of judgment, educational status, or achievements of students. It is desirable that teachers must acquire knowledge and understanding about the various aspects of evaluation and its application in classrooms. It provides students with the need, importance, concepts and characteristics of educational evaluation.

Objectives:

After completing the course, the scholar will be able to -

- understand the difference between measurement and evaluation;
- develop skills in conducting internal assessment exams and external assessment exams;
- apply the characteristics of an effective tool of evaluation to design a standard question paper;
- utilize the recommendations of various commissions in the evaluation of academic and non-academic development of learners;
- understand the specific uses of the different procedures of evaluation; and
- apply the various types of activities for the effective use of CCE techniques in evaluating the primary level learners.

Unit I - Status of Evaluation

Educational evaluation in teaching learning process - Difference among measurement, evaluation, assessment, testing, appraisal and examination - Tests and examinations - Examination reforms - Norm-referenced testing & Criterion-referenced testing - Formative and Summative Tests - Indicators of formative assessment - Cognitive and Non-cognitive assessment of learning outcomes - Internal examination verses External examinations (L3, T7, P7 = 17 Hrs)

Unit II - Procedure of Evaluation

Bloom's taxonomy - Revised taxonomy of objectives 2001 - Oral test and Written test - Different forms of test items - Framing test items and question papers- Diagnostic,

Prognostic and Achievement test - Preparation of a Blue print - Preparing a good question paper - Characteristics of a good test (L2, T7, P7 = 16 Hrs)

Unit III - System Assessment and Evaluation

Secondary Education Management Information System (SEMIS) - Evaluation of school experience/internship programmes. Assessment of teaching proficiency: criterion, tools and techniques. Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment. Portfolio assessment - Structure of MIS School mapping at secondary level - Course mapping at senior secondary level (L2, T8, P7 = 17 Hrs)

Unit IV - Evaluation - Tools and Techniques

Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading (L2, T7, P8 = 17 Hrs)

Unit V - Current Trends in Evaluation

Computers in students' evaluation - Electronic delivery of objective tests - Alternative assessment - Rubrics - Assessment as an aspect of learning - Continuous and Comprehensive Evaluation - Progress report and Cumulative record - Open book examination (L3, T7, P7 = 17 Hrs)

(Total = 84 Hours)

References

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- Singh, Pritam. (2003). *Dynamics of a question*. New Delhi: Doaba House.



16. BEHAVIOUR MODIFICATION

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UNIT I: FUNDAMENTALS OF BEHAVIOUR MODIFICATION

Basic concepts of Behaviour Modification, Definition and goal; Learning, Biological & Cognitive Foundations; meaning of Behavioral Assessment, Behavior Analysis and Formulation: desirable and undesirable behaviour – overt and covert - Deficit & Excess – normal & deviant – Conceptual issues: antecedents, consequences, stimulus control, generalization and discrimination;

(12L)

UNIT II: CLASSICAL CONDITIONING TECHNIQUES

Relaxation Techniques - Systematic Desensitization – Covert & Overt Conditioning - Flooding – Shaping

(12L)

UNIT III: OPERANT CONDITIONING TECHNIQUES

Aversion Therapy – Thought Stopping - Time out - Token Economy, Shaping, Chaining, Premack’s Principle, Prompting and Fading - Biofeedback.

(13L)

UNIT IV: SOCIAL & COGNITIVE LEARNING TECHNIQUES

Organizational & Clinical Behaviour Modification Models: Role Play & Behavioural Rehearsal – Psychodrama - Modelling - Meichenbaum’s Self- Instruction Training- Assertion Training

(13L)

UNIT V: APPLICATIONS & ETHICAL ISSUES

Application of Behavioural Modification techniques in Industrial / Organisational setting – Institutional setting – Social setting.

(10L)

(Total 60L)

TEXT BOOKS:

1. Miltenberger, R. (2007). Behaviour modification: Principles and procedures. 4th ed. Cengage Learning.
2. Jena, SPK. (2008). Behaviour Therapy: Techniques, Research and Applications. Sage Publications, New Delhi.
3. Fisher, W. W., Piazza, C. C., & Roane, H. S. (2011). Handbook of applied behaviour analysis. The Guilford Press, London.

REFERENCES

1. Sundel&Sundel (1990). Behavior change in the Human Services, 4th edition, Thousand Oaks: Sage Publications.

17. PSYCHOTHERAPY

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UNIT I: INTRODUCTION

Definition – Goals of Psychotherapy – Professional issues – Personal characteristics of therapists – common and unique features of Psychotherapies – Psychotherapy in India
(10L)

UNIT II: PSYCHOANALYSIS

Psycho-Dynamic therapies – Indications and evaluations – Neo-Freudian approaches – Group therapy - Current status and evaluation
(12L)

UNIT III: HUMANISTIC – EXISTENTIALISTIC THERAPIES

Person-centred therapy – Gestalt therapy – Transactional analysis – Reality therapy – Existential therapy – Logotherapy– Current status and evaluation
(12L)

UNIT IV: COGNITIVE BEHAVIOUR THERAPIES

Behaviour therapy – Rational Emotive behaviour therapy – Cognitive therapy – Current status and evaluation
(11L)

UNIT V: POSTMODERN THERAPIES

Solution-focused therapy – Brief therapy – Narrative therapy - Eclecticism– Current status and evaluation
(10L)
(Total 45L)

TEXT BOOKS

1. Corey, G. (2009). Theory and Practice of Counselling & Psychotherapy. 8th ed. Thomson Brooks/Cole.
2. Nelson-Jones, R. (2014). Theory and Practice of Counselling & Psychotherapy. 6th ed. Sage, New Delhi.
3. Kottler, J. A., & Montgomery, M. J. (2011). Theories of Counselling and Therapy: an experimental approach. 2nd ed. Sage, New Delhi.

REFERENCES

1. Nelson-Jones, R. (2005). Practical Counselling and Helping Skills, 5th Edition, Sage, New Delhi.
2. Nelson-Jones, R. (2005). Theory and Practice of Counselling, 5th Edition, Sage, New Delhi.

18. PSYCHOLOGY OF ADDICTION

L T P C

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UNIT 1: NATURE AND SCOPE OF ADDICTION

Definition, nature and characteristics; scope of addiction in the field of health care; Non legal and illicit drugs of abuse; DSM criteria for substance dependence and abuse; Demographic & Epidemiological Considerations

(8L)

UNIT 2: THEORETICAL PERSPECTIVES

Biological, Psychological, Cognitive, Socio-cultural and Integrative Perspectives

(8L)

UNIT 3: STIMULANTS & DEPRESSEDENTS

Stimulant – related disorders – Tobacco – Caffeine
Depressant – related disorders – Alcohol - Sedatives

(10L)

UNIT 4: OTHER DRUGS OF ABUSE

Opioids – Cannabis - Hallucinogens

(10L)

UNIT 5: SUBSTANCE DEPENDENCE AND ITS MANAGEMENT

Prediction & prevention; Assisting change; Preventing relapse, anonymous and support groups – Pathological gambling: Law and regulations – Internet Addiction: causes, signs and symptoms.

(9L)

(Total 45L)

TEXT BOOKS:

1. Barlow, D. H., & Durand, V. M. (2016). *Abnormal Psychology*. 6th ed. Cengage, India.
2. Woolfe, R. Dryden, W. (1996). *Handbook of Counseling Psychology*, London, Sage Publishers.
3. Carson & Butcher (1998). *Abnormal Psychology and Modern Life*, Pearson Publishers.
4. Taylor, S.E. (2006). *Health psychology*, 6th Ed. Tata Mc.Graw Hill Edition, New Delhi.
5. Corner, R.J. (1995). *Abnormal Psychology*, 2nd Ed. NY: W.H. Freeman & Co.

REFERENCES:

1. Velleman, R. (2001). *Counseling for Alcohol Problems*, 2nd Ed. London, Sage.
2. World Health Organisation. ICD-10. *Classification of Mental and Behavioral Disorders*.
3. Woolman, B.B. (1965). *Handbook of Clinical Psychology*, London, Pergaman Press.