

महात्मा गांधी केन्द्रीय विश्वविद्यालय, बिहार
Mahatma Gandhi Central University, Bihar
A Central University established by an Act of Parliament

Curriculum Guide

for
Master of Arts in Education Programme
under
Department of Educational Studies



School of Education
Mahatma Gandhi Central University

Motihari, East Champaran, Bihar-845401

http://mgcub.ac.in/school_of_education.php

ABOUT SCHOOL OF EDUCATION:

Sā Vidyā Yā Vimuktaye (सा विद्या या विमुक्तये) having this Sanskrit shloka in context, School of Education came into existence in May, 2019. Presently School of Education is offering M.A. in Education, M.Phil in Education and Ph.D in Education programme from the academic year 2019- 20 under Department of Educational Studies having academically rich and experienced faculty members. The School of Education attempts to bridge the gap between the curriculum & pedagogy, theory & practice and policy perspective between the school and higher education institutions and therefore it has a plan of expansion by opening different programmes on Teacher Education; Education Policy & Planning; Curriculum, Pedagogy & Assessment etc. In recent times, teacher education has been looked at as one of the most important areas of thrust, worldwide, with this awareness and recognizing the challenges and need of teacher education in the country, the School of Education aims at imparting latest & best teacher education and accordingly, the curriculum of all the proposed courses are under formulation. We are aiming to make the School of Education as one of the destinations for teacher education in the country with fully equipped research facilities and pre-service & in-service teacher education programmes.

ABOUT DEPARTMENT OF EDUCATIONAL STUDIES:

The Department of Educational Studies under the School of Education came into existence on May, 2019. The Department is presently offering M.A. in Education, M.Phil in Education and Ph.D in Education from the academic year 2019-20. The genesis of Department of Educational Studies is new in the university and it has proposed to incorporate all elements of Discipline of Education.



Faculty Members: School of Education

	<p>Prof Asheesh Srivastava (Professor, Head & Dean) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Educational Policies & Planning Contact: profasheesh@mgcub.ac.in</p>
	<p>Dr Mukesh Kumar (Associate Professor) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Educational Psychology; Guidance and Counselling; Primary Education & Distance Education</p>
	<p>Dr Rashmi Srivastava (Assistant Professor) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Pedagogy & Assessment of Social Science, Educational Psychology, Inclusive Education, Citizenship Education</p>
	<p>Dr Manisha Rani (Assistant Professor) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Elementary education and Early childhood care education, ET and ICT, Teacher Education, Environmental Education</p>
	<p>Dr. Pathloth Omkar (Assistant Professor) Department of Educational Studies, School of Education Research & Areas of Interests/Specialization: Public Policy Education; Curriculum Studies; Liberal Arts Education; Inclusion and Diversities; Food Science Education; Well-being and Illness; Connectome Studies; Technology for Education; Human Science Education; Deep Ecology and Behaviour</p>

SEMESTER - I

Nature of the Course	Title of the Course	Course code	Credits
Core Courses			
CC1	Philosophical Foundations of Education	EDUC4001	4
CC2	Psychology of Learning and Development	EDUC4002	4
CC3	Sociological Foundations of Education	EDUC4003	4
CC4	Methodology of Educational Research	EDUC4004	4
Practicum			
PC1	Tests and Experiments in Psychology	EDUC4991	2
PC2	Seminar Presentations	EDUC4992	2
Total Credit			20

SEMESTER - II

Nature of the Course	Title of the Course	Course code	Credits
Core Courses			
CC5	Development of Indian Education	EDUC4005	4
CC6	Analysis Techniques in Educational Research	EDUC4006	4
CC7	Educational Measurement and Evaluation	EDUC4007	4
CC8	Technology for Education	EDUC4008	4
Practicum			
PC3	Reading & Review of Research Papers	EDUC4993	2
PC4	Research Tools Construction	EDUC4994	2
Total Credit			20

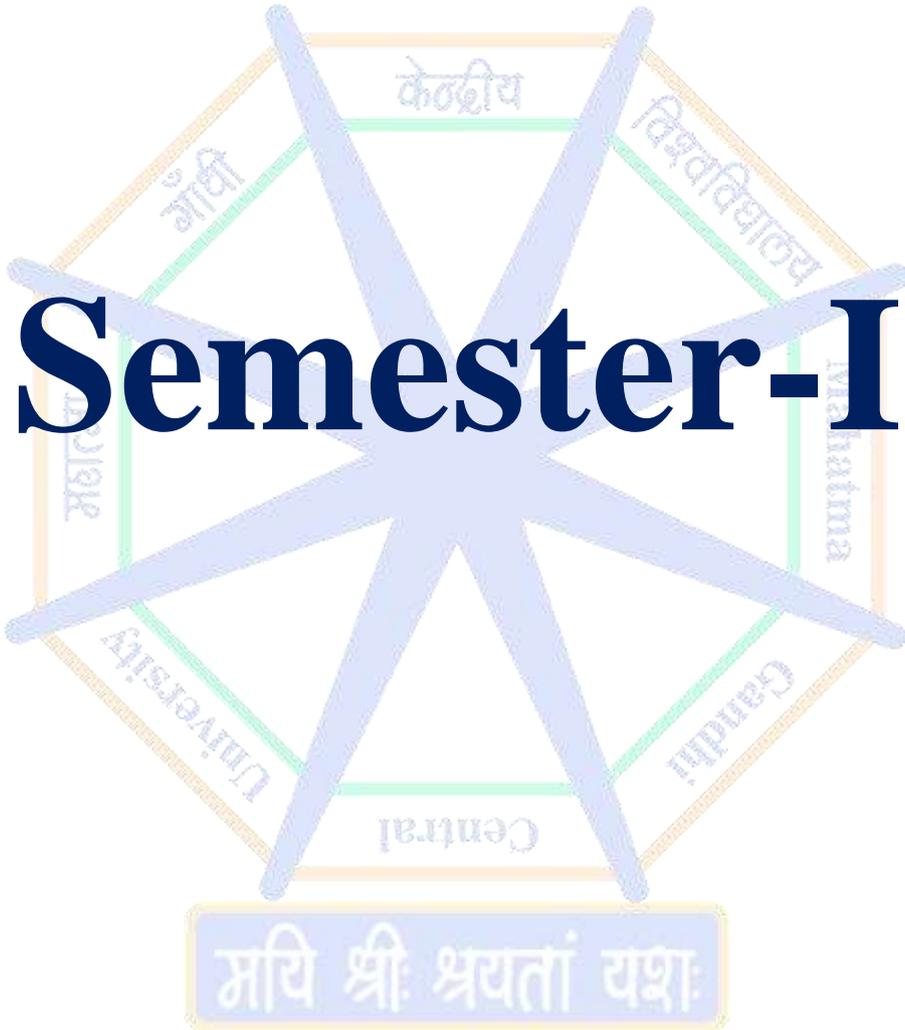
SEMESTER - III

Nature of the Course	Title of the Course	Course code	Credits
Core Courses:			
CC9	Curriculum Studies	EDUC4009	4
CC10	Educational Management Administration and Leadership	EDUC4010	4
CC11	Teacher Education	EDUC4011	4
CC12	Pedagogy, Andragogy & Assessment	EDUC4012	4
Practicum			
PC5	Research Proposal: Dissertation	EDUC4995	2
PC6	Internship in School	EDUC4996	2
Total Credit:			20

SEMESTER IV

Nature of the Course	Title of the Course	Course code	Credits
Core Courses:			
CC 13	Inclusive Education	EDUC4013	4
CC14	Guidance and Counselling	EDUC4014	4
Optional Courses: Group-I			
OC 1	Yoga & Health Education	EDUC4015	2
OC 2	Understanding Self, Self-Development and Communication Skills	EDUC4016	2
Optional Courses: Group-II			
OC 3	Education for Sustainable Development	EDUC4017	2
OC 4	Peace and Value Education	EDUC4018	2
Practicum:			
PC7	Report Submission & Viva-Voce: Dissertation	EDUC4997	6
PC8	Academic Writing	EDUC4998	2
Total Credit:			20

* CC: Core Course, OC: Optional Course, PC: Practicum



Semester-I

CC-1

EDUC4001: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Preliminaries of the Course:

Course Code: EDUC4001

Title of the Course: Philosophical Foundations of Education

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-I)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *To understand and define the concept of Philosophy and Education.*
- ✓ *To examine the philosophical origin of educational theory and practice*
- ✓ *To understand the nature and functions of philosophical approach of education.*
- ✓ *To analyze the concept and process of getting knowledge and its related phenomena*
- ✓ *To describe the contribution of various Indian and Western thinkers to the fields of Education.*
- ✓ *To illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education.*
- ✓ *To Interpret the contribution of various Indian and western schools of Philosophy in the field of education*
- ✓ *To know about various Indian and western schools of philosophy and their educational implications.*

Course Contents:

Unit-I: Education and Philosophy

Concept and definition of Education and Philosophy; Relationship between Education and Philosophy; Educational Philosophy and Philosophy of Education; Branches of Philosophy: Metaphysics, Epistemology, Axiology and their Implications for Education

Unit-II: Educational Thinker and their contribution in Education

Indian thinkers - Swami Vivekananda, Ravindra Nath Tagore, Mahatma Gandhi, Aurobindo, Savitri Bai Phule, Radhakrishnan; Western thinkers- J.J. Rousseau, John Dewey, Paulo Freire, Plato, Nel Noddings, Wollstonecraft

Unit-III: Indian Schools of Philosophy

Mimansa; Vedanta; Samkhya; Nyaya; Vaisheshika; Jainism; Buddhism with special reference to Concepts of Knowledge, Reality and Values Their Educational implications for Aims, Content, Methods of teaching and Role of Teacher

Unit-IV: School of Thoughts

Idealism; Realism; Naturalism; Pragmatism; Existentialism; and Marxism with special reference to the concepts of knowledge, reality and value their educational implications for aims, contents and methods of education

Field-based Activities:

- Critical analysis of any one western or Indian philosopher.
- Preparation and presentation of a long answer with proper examples on a above mentioned philosophical topic.
- Synthesizing all the units studied in syllabus, imagine you as a teacher and prepare a project on applying 'your philosophy' in teaching-learning process.

Suggested Readings:

- Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- Broudy, H.S. (1977) Building a Philosophy of Education, New York: Krieger.
- Brubacher, J. S. (1962) *Eclectic philosophy of education*. Prentice Hall, New Jersey: Engelwood Cliffs.
- Brubacher, J. S. (1978). *Philosophy of higher education*. San Francisco: Jossey – Bass.
- Chau M., Kerry T. (2008). International perspectives on education, New York: Continuum
- Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Curren, R. (2003). *A companion to the philosophy of education*. Malden Mass: Blackwell .
- Dewey, J. (1944). *Democracy and education*. New York: The Free Press
- Dhavan, M. L. (2005). : Philosophy of education, Delhi: Isha Books.
- Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). *Curriculum and instruction*. Berkeley, CA: McCutchan.
- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiana: Tondon Publications.
- Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra. • Bhat M.S. Educational Sociology, APH Publications, New Delhi.
- Mukharji, S. (2007). *Contemporary issues in modern Indian education*. Authors Press.
- Naqi, M. (2005) *Modern philosophy of education*, New Delhi: Anmol Publication Pvt..Ltd.
- Nussbaum, M. (2010). *Not for Profit, Why democracy needs the humanities*. Princeton: Princeton University Press
- Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.
- Pringe, R. (2004). *Philosophy of education: Aims, theory, common sense and research*. London: Continuum
- Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers.
- Singh, M.S. (2007). *Value education*. Delhi : Adhyayan, Publication
- Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
- Taneja, V.R. (2002) Foundation of Education, Chandigarh: Mohindra Capital Publishers.
- Wynne, J. (1963). *Theories of education*. New York: Harper and Row. Saxena, S. (2001).

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CC-2

EDUC4002: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Preliminaries of the Course:

Course Code: EDUC4002

Title of the Course: Psychological Foundations of Education

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-I)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *visualize multiple dimensions and stages of learner's development and their implications on learning ;*
- ✓ *Conceptualize the theories of learning, motivation and their utility in the teaching-learning process.*
- ✓ *Explain the concept of growth and development and gain an understanding of different theories of development as a basis of learning.*
- ✓ *Trace the changing concept of intelligence and its application and understand the concept of creativity.*
- ✓ *Deduce ideas about the theories and measurement of personality, their use in the development of learner's personality.*
- ✓ *Develop the knowledge about adjustment and maladjustment.*
- ✓ *to understand individual difference and pupils' readiness towards learning*

Course Contents:

Unit-I: Nature and Scope of Educational Psychology

Nature and scope of educational psychology; Relevance of educational psychology for theory and practice of education; Schools of psychology; Methods of educational psychology - observation, experimental, differential: longitudinal and cross sectional.

Unit-II: Theories of Learning and Motivation

Approaches to learning- Behaviourist, Cognitivist and Constructivist and their educational implications; Theories of Learning- Hull's Need Reduction Theory, Tolman's Sign Theory, Gagne's Theory of Learning, Carl Roger's Theory of Experiential Learning, Bandura's Social Learning Theory and their educational implications; Concepts and Theories of Motivation, Maslow's Self-Actualization Theory and McClelland's Achievement Motivation; Role of Home, School and Teachers in Motivation and Learning.

Unit-III: Human Development and Individual Differences

Concept of Growth and Development; Various Dimensions of Human Development; Theories of Development and Their Educational Implications-Piaget Theory of Cognitive Development; Kohlberg's theory of Moral Development; Erik Erikson's Theory of Psycho-social Development; Language Acquisition with Reference to Lev Vygotsky; Concept of Individual Differences and its educational implications; Concept, Characteristics,

Classification and Identification of Differently Abled Learners- Visual Impairment, Hearing Impairment, Learning Disabled and Intellectually Disabled.

Unit-IV: Intelligence:

Intelligence- Nature and Evaluation of the Concept; Guilford's Theory of Structure of Intellect, Howard Gardner's Multiple Intelligence Theory; Implications of theories of Intelligence in Education; Emotional Intelligence-Concept, Meaning with special reference to Daniel Goleman, Relationship between Intelligence and Emotional Intelligence, Implications of Emotional Intelligence in day to day life; Nature and theories of Personality with special reference to developmental and factor-analytical approaches; Psychoanalytical Theory- Freud, Adler and Jung; Humanistic Theory- Roger; Biological and Genetic Theory- Eysenck and Eysenck Arousal Theory

Field-based Activities:

- Prepare a learner's portfolio
- Do a cross-sectional study to understand stages of development of an individual.
- Study and compare four learners with emphasis on their learning styles.

Suggested Readings:

- ❖ Allen, B. P. (2006). *Personality Theories: Development, Growth, and Diversity* (5th ed.).
- ❖ Anastasi Anne: *Psychological Testing*, McMillan Co. New York.
- ❖ Atkinson, J.W & Feather, N.T. (1960). *Theory of Achievement Motivation*, New York: Wiley Publishers.
- ❖ Ausubel D.P. & Robison F.G. *School learning: An introduction to Educational Psychology*, New York Holt, Rinehart & Winston Inc 1969.
- ❖ Baron, R.A (2002) *Psychology*, Fifth Edition. Singapore, Pearson Education Asia.
- ❖ Baron, R.A. (2002). *Psychology*, (5th Edition). Singapore, Pearson Education Asia.
- ❖ Benjamin B. Lahey (2002): *Essentials of Psychology*, International Edition, Mc Graw Hill
- ❖ Berk L. E. (2010): *Child Development*, (8th Edition). New Delhi: PHI Learning.
- ❖ Bernard H.W.: *Psychology of learning & Teaching*, New York McGraw Hill B.
- ❖ Bhatnagar, S. (2002). *Advanced Educational Psychology*, Agra: Bhargava Book House.
- ❖ Bichler R.F. and Jack Snowman: *psychology Applied to Teaching* Houghton Mifflin Company, Boston, 1986.
- ❖ Bigge M.L.: *Learning Theories for Teachers*, Harper and Tow publishers, 1971.
- ❖ Bower G.H. and Hilgard E.R.: *Theories of Learning*, Prentice Hall of India, New Delhi. 1980
- ❖ Bron, R.A & Allyn Bacon. (2002). *Essentials of Psychology*, Guwahati: Nibedita DK Distributors.
- ❖ Burger, J. M. (2010). *Personality* (8th ed.). Belmont, CA: Wadsworth Publishing
- ❖ Carol S. Dweck. (2000). *Self-theories: their role in motivation, personality, and development (essays in social psychology)* Psychology Press
- ❖ Chand, T. (2002). *Educational Psychology*, Agra: Bhargava Book House
- ❖ Charles N. Newmark: *Major Psychological assessment Instruments*: Allyn And Becan Inc.
- ❖ Cobb, N.J. (2004). *Adolescent: Continuity, Change and Diversity* (5th Edition). New York: McGraw Hill.
- ❖ Crow, R.B & Crow, A (1964). *Educational Psychology*, New Delhi: Eurasia Publishing House
- ❖ Daniel Goleman 'Working with Emotional Intelligence 1998'
- ❖ Daniel Goleman: *Emotional Intelligence*, Bantam books 1995.
- ❖ Douglas J. Hacker, John Dunlosky, Arthur C. Graesser .(editors) (1998) *Metacognition in Educational Theory and Practice*, Lawrence Erlbaum Associates. Mahwah, New Jersey. Edition, 1988.
- ❖ Douglas J. Hacker, John Dunlosky, Arthur C. Graesser .(editors) (2009) *Handbook of Metacognition in Education (Educational Psychology)*. Routledge, Taylor and Francis, New York.
- ❖ Gage and Berliner: *Educational Psychology*, Boston Houghton Mifflin Company 1984.
- ❖ Gordon, William J.J. (1961) *Synectics: the development of creative capacity*. New York: Harper and row, Publishers
- ❖ Guilford, J.P. (1967). *The Nature of Human Intelligence*, New York: McGraw Hill
- ❖ Hall, C.S & Lindsey, G (1978). *Theories of Personality (3rd Ed)*, New York: John Wiley
- ❖ Hays J.R.: *Cognitive Psychology, Thinking and Creating*. Homewood Illinois. The Dorsey
- ❖ Herenhahn B.R.: 'An Introduction to Theories of Learning Prentice Hall International
- ❖ Hilgard and Atkinson: *Introduction to Psychology*, Oxford and IBH Publisher, Bombay.

- ❖ Hilgard, E.O (1976). *Theories of Learning (4th Ed)*, New York: Appleton Century Crgts Woodworth R.S. (1995); *A Study of Mental Life*, New York: Century.
- ❖ Jayaswal, R.L.: *Foundation of Educational Psychology*: Allied Publishers, Bombay. Jersey, 1989.
- ❖ Kundu, C.L.: *Personality Development*, Sterling publishers Pvt. Ltd., New Delhi, 1989.
- ❖ Matthews, G., Deary, I. J., & Whiteman, M. C. (2009). *Personality Traits* (3rd ed.). New York:
- ❖ Mezirow, J. (2000). *Learning as transformation: critical perspectives on a theory in progress*. San Francisco: Jossey Bass.
- ❖ Michael Green: *Theories of Human Development* prentice Hall, Englewood cliffs, New
- ❖ Mouly George J: *Psychology of teaching* botton Allyn & Decan Inc.
- ❖ Needham Heights, MA: Allyn and Bacon. New Delhi.
- ❖ Passi B.K.: *Creativity in education* NPC Agra 1982.
- ❖ Pina Tarricone (2011) *The Taxonomy of Metacognition*. Britain, Psychology Press
- ❖ S. Owen, H. Parker Blount, Heny Moscow: *Educational Psychology – An Introduction* Little,
- ❖ Schunk, D. H. (2007). *Learning Theories: An Educational Perspective* (5th Edition). New York: Prentice Hall.
- ❖ Skinner C. E. (2003): *Educational Psychology*, Fourth Edition, Prentice Hall of India Private Limited,
- ❖ Wiggins, J. S. (Ed.). (1996). *The Five-Factor Model of Personality: Theoretical Perspectives*. New York: Guilford Publications
- ❖ Wordsworth B.J. *Piaget’s: Theory of cognitive and affective Development*, New York
- ❖ Zanden, J.W.V., Crandel, T.L.N. & Crandell, C.H. (2007); *Theories of Development of Human Development*. Delhi: McGraw Hill.
- ❖ Ormrod, J.E. (2012). *Essentials of educational psychology: big ideas to guide effective teaching*. Boston, MA: Pearson Education Inc.
- ❖ Parmeshwaran, E.G and Beena, C (2002) *An invitation to psychology*, Hyderabad, India, Neel Kamal Publications.
- ❖ Pina Tarricone (2011). *The taxonomy of metacognition*. Britain, Psychology Press.
- ❖ R.Riding (1998): *Cognitive styles and learning strategies: understanding style differences in learning and behaviour*. London, David Fulton Publishers.
- ❖ Robert J. Sternberg (2001): *Perspectives on thinking, learning, and cognitive styles .The educational psychology series*. Routledge publication.
- ❖ Schmeck Ronald.R (1988): *Learning strategies and learning styles (perspectives on individual differences)*. Springer Publication.
- ❖ Schunk, D. H. (2007). *Learning theories: an educational perspective* (5th Edition). New York: Prentice Hall.
- ❖ Skinner C. E. (2003): *Educational psychology*, (4th Edition).New Delhi: Prentice Hall of India.
- ❖ Skinner C. E. (2003): *Educational psychology*, (4th Edition).New Delhi: Prentice Hall of India.
- ❖ Weiten W & Lloyd M. A. (2007): *Psychology applied to modern life – adjustment in the 21st century* , (8th Edition)New Delhi: Akash Press Delhi,
- ❖ Woolfolk, A (2009) *Educational psychology*, (12th Edition). Singapore: Pearson Education Inc.

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CC-3

EDUC4003: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Preliminaries of the Course:

Course Code: EDUC4003

Title of the Course: Sociological Foundations of Education

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-I)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Define meaning and concept of Educational Sociology.*
- ✓ *Understand the agencies of education and process of socialization.*
- ✓ *Explain the concept of social organization, social system and factors effecting it*
- ✓ *Illustrate the meaning and concept of social change and cultural change with special reference to India*
- ✓ *Describe social stratification, social mobility and their Educational implications.*
- ✓ *Understand certain current educational issues in maintaining social order*

Course Contents:

Unit-I: Sociology and Education

Meaning and Nature of Education and Sociology, Its relationship; Sociology of Education and Educational Sociology: Meaning and Nature; Agencies of Education- Types and Nature; Socialization and role of family and School in Socialization

Unit-II: Education, Social change and Society

Social Change: Concepts, Factors and Role of Education; Social Stratification: Concept, meaning and Factors; Social Mobility: Types, Factors and Role of Education; Culture, Cultural Change, Ethnicity and Role of Education

Unit-III: Education, Social organizations and social System

Social organizations -concept and types; Characteristics of School as a sub- social System; Education and Democracy; Concept of secularism and its Educational implications; Globalization, Industrialization, Sanskritization, Modernization and privatization: Concept, Overview of its impact on education and society; Education as a potential equalizing social force: Equality of educational opportunities.

Unit-IV: Education in Maintaining Social Order

Education for National Integration and International Understanding; Human Rights and value Education; Education for Social Harmony and Unity in Diversity; Education for Sustainable Development and Social Heritage

Field-based Activities:

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

- Preparation and presentation of Critical analysis of any two educational issues out of different units of the syllabus.
- Conduct a survey on any nearby school to analyze the process of socialization and prepare a detailed report of it.

Suggested Readings:

- ❖ Adisesaiah, W.T.V. & Pawansam, R. (1974). *Sociology in Theory and Practice*, New Delhi, Santhi Publishers.
- ❖ Aggarwal, J.C. (1985). *Philosophical and sociological bases of education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- ❖ Aikara, J. (2004). *Education-Sociological Perspective*, New Delhi, Rawat Publications.
- ❖ Bhatia & Bhatia. (1992). *Philosophical and sociological foundations of education*. New Delhi: Doaba House.
- ❖ Bhushan, V. & Sachdeva, D.R. (2008). *An Introduction to Sociology*: New Delhi, Kitabmahal.
- ❖ Brown, F.J. (1947). *Educational sociology*. New York: Prentice Hall Inc.
- ❖ Chanda, S.S. & Sharma, R.K. (2002). *Sociology of Education*, New Delhi, Atlantic Publications.
- ❖ Chattopadhyaya (Ed) (2002). *The cultural heritage of India*. Vedanta Press (RK Institute of Culture)
- ❖ Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
- ❖ Cook, L.A. & Cook, E. (1970). *Sociological Approach to Education*, New York, McGrawhill.
- ❖ Dewey, J. (1916). *Democracy and education*. New York: Macmillan & Co.
- ❖ Dewey, John (1966) *Democracy and Education*, New Yourk: Mc Millan.
- ❖ Dhiman, O.P. (2008). *Foundations of education*. Lucknow: Atma Ram & Sons.
- ❖ Durkheim (1956). *Education and sociology*. The free Press
- ❖ Gupta, Renu (2011): *Philosophical, Sociological and Economic Bases of Education*, Ludhiyana: Tondon Publications.
- ❖ Havinghurst, R.J., & Neugarton, B.L (1967). *Society and education*. Boston: Allyn and Bacon.
- ❖ Hemalatha, T. (2002). *Sociological Foundations of Education*, New Delhi, Kanishka publications.
- ❖ Joyee, L.E. & Sanders, M.G. (2002). *School, Family and Community Partnership*, Guwahati: Nibedita Book Distributors.
- ❖ Mathur S.S. (1968). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.
- ❖ Prasad, J. (2004). *Education and Sociology*, New Delhi. Kanishka Publishers and Distributors.
- ❖ Shah, B.V. & Shah, K.B. (1998). *Sociology of Education*, Jaipur: Rawat Publications.
- ❖ Shukla, B.V. & Shah, K.B. (1985). *Sociological Perspective in Education*, New Delhi, Chanakya Publications.



CC-4

EDUC4004: METHODOLOGY OF EDUCATIONAL RESEARCH

Preliminaries of the Course:

Course Code: EDUC4004

Title of the Course: Methodology of Educational Research

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-I)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers 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 approaches and procedure for collection of data*
- ✓ *explain the importance of documentation and dissemination of researches in education*

Course Contents:

Unit-I: Concept of Research in Education

Meaning and purpose of educational research; Basic research, applied research & action research in education; Processes of educational research; Understanding quantitative, qualitative and mixed (Characteristics and types) approaches to educational research; Criteria of a research problem; Statement of a research problem; Objectives, research questions and hypotheses.

Unit-II: Quantitative Methods of Research

Experimental Research: nature of and variables in experimental research; controlling of extraneous variables; True and quasi-experimental research designs; Non-Experimental Research: meaning, characteristics and designs of casual comparative, correlational and survey.

Unit-III: Qualitative & Mixed Methods of Research

Meaning, characteristics, sources of data, and criticism of data and their sources in historical research; Meaning, characteristics and process of conducting Case Studies, Ethnography, and Grounded Theory; Meaning and characteristics of, rationale for, and research designs of mixed methods.

Unit-IV: Sampling, Research Tools & Research Proposal

Concept of population, sample, sampling unit, sampling frame, and sampling error; Sampling techniques in quantitative and qualitative methods of research; Types of research tools (Test, Scale, Questionnaire, Interview, Observation and Participant Observation) in quantitative and qualitative methods of research; Format of Research Proposal.

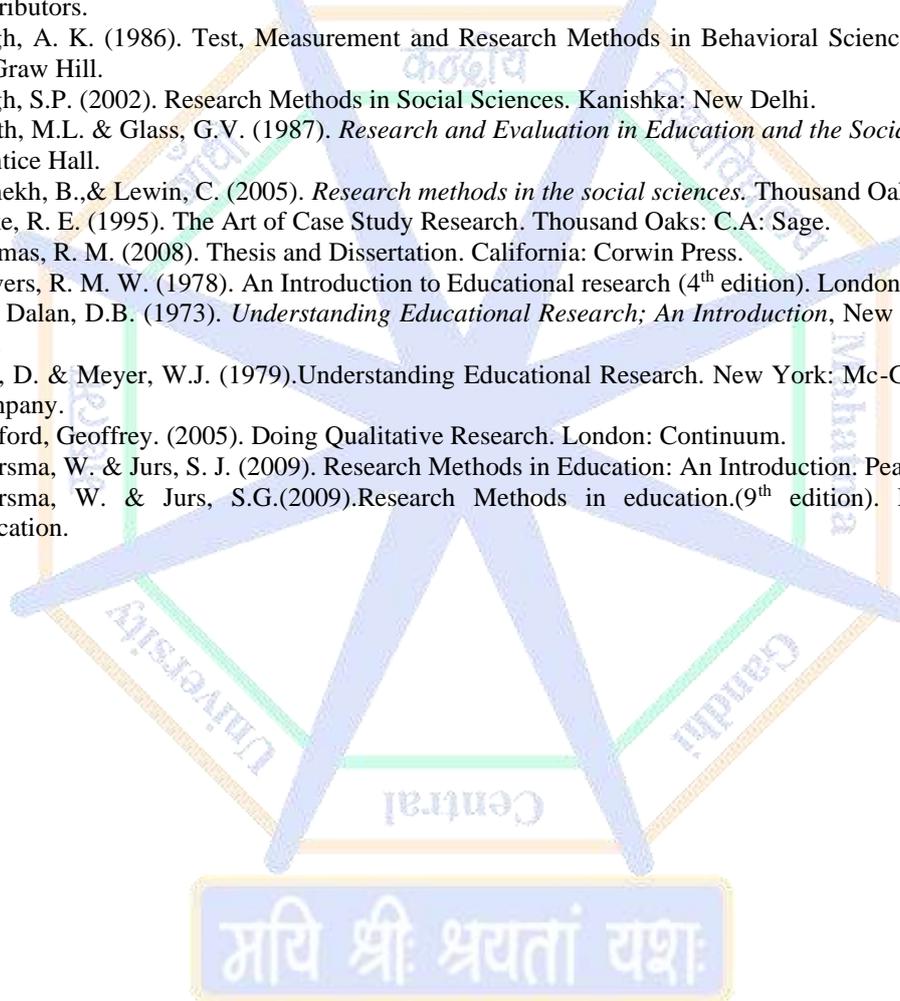
Field-based Activities:

- Review of a book on ‘Research Mythology’ published by an International Publication House.
- Development of a Research Proposal on any research problem
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Preparation of any research tool: test, questionnaire, or interview schedule
- Preparation of any mixed methods designs
- Review of two research papers published in peer reviewed journals.

Suggested Readings:

- ❖ Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.
- ❖ Best J.W. & Kahn, J.V. (2008). *Research in Education*. New Delhi: Pearson Education.
- ❖ Best, J. W., & Kahn, J. (1997). *Research in education*. New Delhi: Prentice -Hall of India Ltd.
- ❖ Best. J. W. & Kahn. J. V. (2008). *Research in Education* (10th edition). Delhi: Pearson Education.
- ❖ Bogdan, R.C., & Biklen, S. K. (1998) *Qualitative research for education: an introduction to theory and methods*. Boston MA: Allyn and Bacon.
- ❖ Borg, B.L.(2004). *Qualitative research methods*. Boston: Pearson.
- ❖ Borg, W.R. and Gall, M.D. (1983). *Educational Research: An Introduction*, New York: Longman, Inc.
- ❖ Borg, W.R. and Gall, M.D. (1983). *Educational Research: An Introduction*. New York: Longman.
- ❖ Bryman, A and Duncan C. (1990). *Qualitative Data Analysis for Social Scientists*. London: Rourtedge.
- ❖ Bryman, A. (1988). *Quantity and quality in social science research*. London: Routledge
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- ❖ Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences*. Thousand Oaks: Sage.
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- ❖ Wiersma, W. & Jurs, S. J. (2009). *Research Methods in Education: An Introduction*. Pearson Education
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PC-1

EDUC4991: TEST AND EXPERIMENTS IN EDUCATIONAL PSYCHOLOGY

Preliminaries of the Course:

Course Code: EDUC4991

Title of the Course: Test and Experiments in Psychology

Type of the Course: Ability Enhancement Courses (AEC) - Ability Enhancement Compulsory Courses (AECC)

Nature of the Course: Practicum

Cohort for which it is compulsory: M.A. Education (Semester-I)

No of Credits: 02

Maximum Marks: 50 (External-60 %, Internal-40 %)

Specific Curricular Objectives

This Practicum work will enable the students (prospective teachers and leaders in the field of education) to:

- ✓ *Understand the child / case in the overall context*
- ✓ *Collect multidimensional information about the participants in test & experiments*
- ✓ *Explore the different types of tests and experiments in psychology*
- ✓ *Acquire knowledge about experiments and tests in psychology*
- ✓ *Acquire skills of conducting test and experiments in psychology*

Content/Laboratory Practical

The test and experiments in psychology are followings;

S.No	Experiments	Tests
1	Learning	Creativity
2	Reaction Time	Intelligence
3	Attention	Interest
4	Concept Formation	Adjustment
5	Memory	Motivation
6	Association	Personality
7	Classroom Interaction	Aptitude
8	Sociometry	Attitude
9	Psycho-Physical	Reading Comprehension
10	Sensation and Perception	Aspiration

Note (Instruction)

1. Each student can take up any one test and experiments (the above list)
2. Each student has to submit the record to the jury on the test & experiments conducted.

PC-2

EDUC4992: Seminar Presentation on Contemporary Issues in Education

Preliminaries of the Course:

Course Code: EDUC4992

Title of the Course: Seminar Presentation on Contemporary issues in Education

Type of the Course: Ability Enhancement Courses (AEC) - Skill Enhancement Courses (SEC)

Nature of the Course: Practicum

Cohort for which it is compulsory: M.A. Education (Semester-I)

No of Credits: 02

Maximum Marks: 50 (External-60 %, Internal-40 %)

1. Specific Curricular Objectives

This Practicum work will enable the students (prospective teachers and leaders in the field of education) to:

- ✓ *Understand the contemporary issues in Education*
- ✓ *Collect multidimensional information about the contemporary issues*
- ✓ *Explore the real world problems in society from the lenses of Education*
- ✓ *Acquire skills and knowledge about organizing seminars in a professional way*
- ✓ *Create awareness among the stakeholders' on contemporary issues in Education*

2. Content/Activities- Contemporary Issues in Education

The Ideas on which seminar could be organised:

1. Food Education (Poison on our Plate)
2. Yoga Education (Yoga and Life)
3. Mental Health and Well Being Education
4. Stress, Depression and Education
5. Hunger and Malnutrition Education
6. Health and Awareness Education
7. Substance Abuse and Education
8. Understanding Self and Education
9. Humanism and Education
10. Border Issues and Peace Education
11. Development/ Migration/ Population and Education
12. Criminalisation of Politics and Education
13. Gender and Sensitization Education
14. Child Crisis and Early Childhood Care Education
15. Employment Crisis and Education
16. Poverty and Education
17. Marketization of Education
18. Media and Normalization of Violence Education
19. Politics of Advertisements and Education
20. Conflicts of Religion, Gender, Ideology and Education
21. Traffic Awareness and Education
22. Global Warming and Climate Change Education
23. Cleanliness and Sanitation Education
24. Water Crisis and Sustainable Education

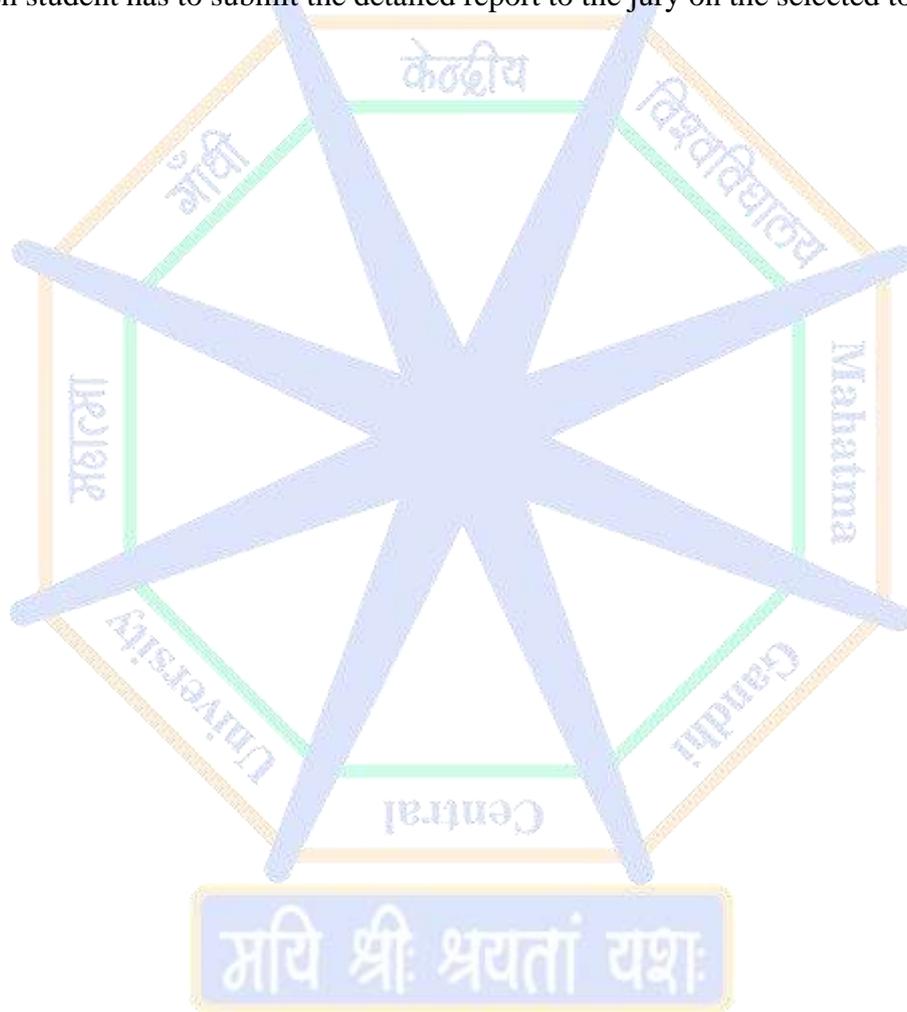
3. Reporting the Seminar Work (Assignment Component)

1. Title of the topic
2. Declaration by the students
3. Certificate of the mentor (co-ordinators)
4. Introduction

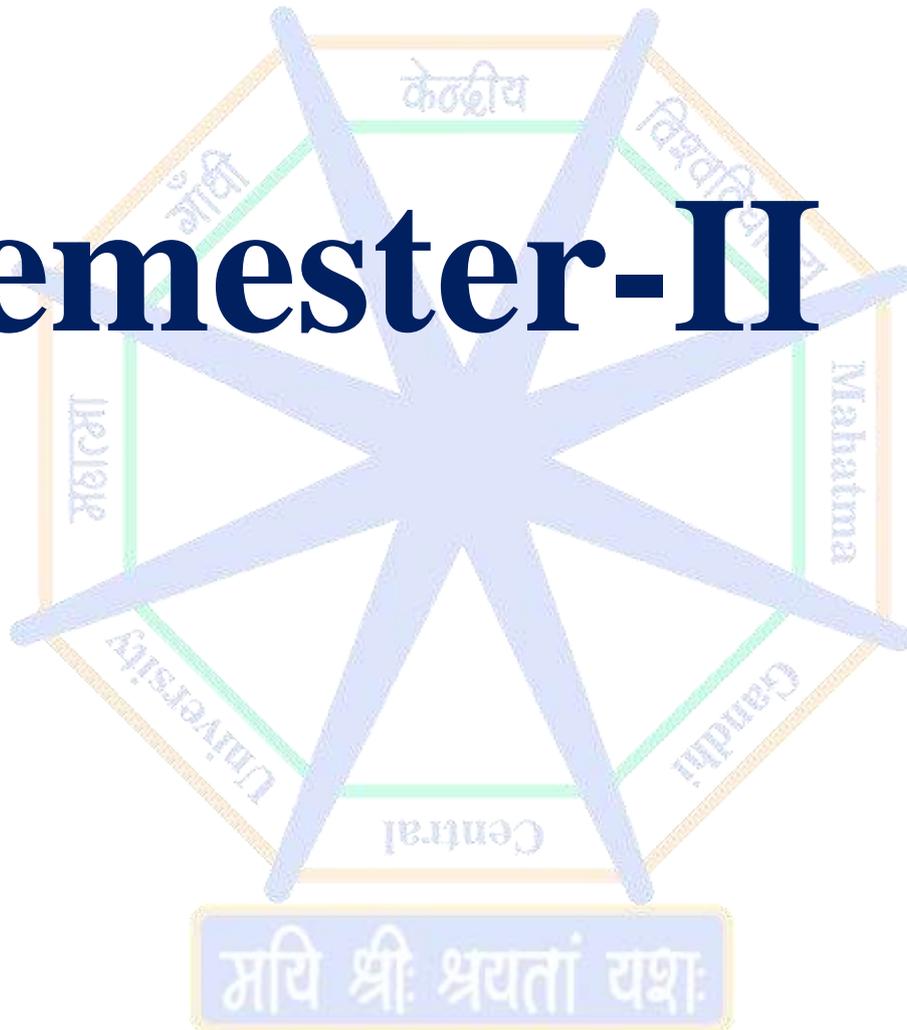
5. Objectives of the study
6. Importance and purpose of the study
7. Procedures
8. Learning outcomes
9. Personnel experiences and reflections of the students
10. References
11. Appendices
12. Any other related matter (If you would like to add)

4. Note (Instructional Component)

3. Each student can take up any one topic of their interest (the contemporary issues)
4. Each student has to submit the detailed report to the jury on the selected topic.



Semester-II



CC-5

EDUC4005: DEVELOPMENT OF INDIAN EDUCATION

Preliminaries of the Course:

Course Code: EDUC4005

Title of the Course: Development of Indian Education

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-II)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Develop understanding about the historical perspectives of education.*
- ✓ *Analyze the nature of education in pre and post independent India.*
- ✓ *Know about the contribution of various major Committees and Commissions on education set up during British period.*
- ✓ *Build up the knowledge of Policies and Programs related to various level of education since independence.*
- ✓ *Identify the importance of recent initiatives in the field of education and the provisions made for realizing it.*
- ✓ *Articulate the different contemporary issues in education.*

Course Contents:

Unit-I: Education in Pre-Independent India

Vedic Education & Buddhist Education; British Education: Salient features and recommendations- Macaulay's Minutes (1835), Wood's Despatch (1854), Hunter Commission (1882), Lord Curzon's Educational Policy, Sadler Commission (1917), Basic Education and Zakir Hussain Committee (1938), Sargent Report (1944); Growth of National Consciousness; National Education Movement.

Unit-II: Education in Post-Independent India

Salient features and recommendations- University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1964-66); National Policy on Education (1986, 1992); Programme of Action (1992), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009).

Unit-III: Contemporary Issues in Education-I

Education as Fundamental Right, Directive Principles of State Policy; Right to Education; Samagra Siksha, Delor's Report; Role of UNESCO & UNICEF in Education. Universalization of primary and secondary education.

Unit-IV: Contemporary Issues in Education-II

Economics of Education (Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting); Politics and Education.

Field based Activities:

- Study the role and responsibilities of teacher regarding Right to Education Act 2009 on schools.
- Critical Analysis of Different policies and programs on Education.
- Comparative study of Educational Process in Government and Private Schools by taking one example of each.
- Prepare a detailed report of educational finance with reference to any nearby educational institution.

Suggested Readings:

- ❖ Altekar, A. S. (1951). *Education is Ancient India*. Banaras: The India Book House.
- ❖ Banerje, J.P. (1985). *Education in Indian Past, Present and Future*. Vol. 1. Calcutta: Central Library.
- ❖ Biswas, A. & Agrawal, S. P. (1994). *Development of Education in India: A Historical survey of Educational Documents before & after Independence*. New Delhi: Concept Publication.
- ❖ Chatterjee, C. (1957). *Vedantic Education*. Lucknow: Gauranga Cultural Research Institute.
- ❖ Dhankar, N. (2010). *Education In Emerging Indian Society*. New Delhi: APH Publishing Corporation.
- ❖ Dhiman, O. P. (1973). *Principles and Techniques of Education*. Ludhiana: Sharda Brothers.
- ❖ Fagerling, I., and Saha, L. J.O. (1989). *Education and National Development* (2nd Ed.). England: Pergamon Press.
- ❖ Hiriyana, M. (1949). *The Essentials of Indian Philosophy*. London: George Allen & University.
- ❖ Keay, F. E. (1980). *Ancient Indian Education: Origins, Development & Ideals*. New Delhi: Cosmo Publications.
- ❖ Mitra, Veda (1964). *Education is Ancient India*. New Delhi: Arya Book Depot.
- ❖ Mohanty, J.(1995). *Modern Trends in Indian Education*, New Delhi: Deep & Deep Publication.
- ❖ Mukhopadhyay, B. & Barki, B. G. (1989). *Grassroots Education in India: A Challenge for Policy Makers (South Asian Publications Series)*. Stosius Inc/Advent Books Division.
- ❖ Murthy, S. K. (2009). *Philosophical and Sociological Foundation of Education*. Ludhiyana: Tondan Publication, Books Market.
- ❖ National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
- ❖ Nurullah S. S. and Naik J. P. (1951). *History of Education in India (1800-1947)*. Calcutta: Macmillan & Co Ltd.
- ❖ Rashmi, S. & Vimala R. (2009). *The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics*. New Delhi: Routledge.
- ❖ Tandon, P. D. (2004). *The History and Problems of Universalization of Education in India*. Jaipur: A B D Publishers.

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CC-6

EDUC4006: ANALYSIS TECHNIQUES IN EDUCATIONAL RESEARCH

Preliminaries of the Course:

Course Code: EDUC4006

Title of the Course: Analysis Techniques in Educational Research

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-II)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ understand the nature of data and their description,
- ✓ predict value of a dependent variable based on the values of one or more independent variables,
- ✓ formulate and test specific hypotheses,
- ✓ generalize quantitative and qualitative data with confidence, and
- ✓ Use appropriate analysis techniques to analyze qualitative data.

Course Contents:

Unit-I: Descriptive Analysis

Types of Data & Scales of Measurement; Descriptive Data Analysis (computation & graphical representation); Normal Distribution: Characteristics, Measures & Applications; Correlation: Product Moment, Rank order, Biserial, Point-Biserial, Partial and Multiple correlations; Regression & Prediction.

Unit-II: Inferential Analysis-I

Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques, Confidence Limit, Degree of Freedom; Sampling distribution, Sampling error and Standard error; Significance of Differences (small & large samples; independent and correlated samples).

Unit-III: Inferential Analysis-II

Analysis of variance: Concept and uses; One-way ANOVA; Analysis of Co-variance: Concept and uses; Basic ideas of using of Software for analyzing qualitative data; Chi Square test and Mann-Whitney *U* test.

Unit-IV: Qualitative Analysis

Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Meta-Analysis, Concept of Triangulation

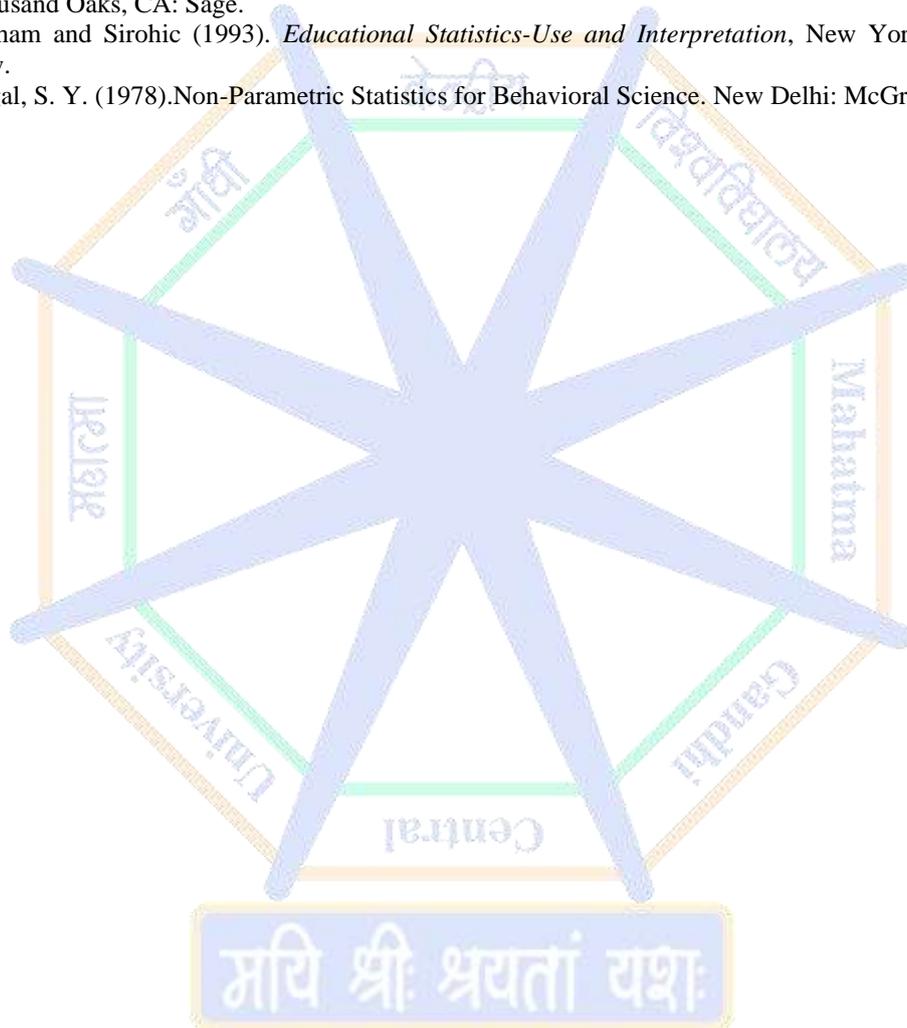
Field-based Activities:

- Use Statistical Package for the Social Sciences in analysis of data with example
- Select a research topic of your choice, lay down its objectives and hypotheses, and describe that what type of statistics will be used to conduct the study

Suggested Readings:

- ❖ Asthana, H.S. & Bhushan, B. (2007): Statistics for Social Sciences. New Delhi: Prentice Hall.

- ❖ Best & Kahn (2011). *Research in Education*. New Delhi: PHI.
- ❖ Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
- ❖ Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- ❖ Garrett, H.E. (2005): *Statistics in Education and Psychology*. New Delhi: Paragon International.
- ❖ Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
- ❖ Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
- ❖ Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- ❖ Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
- ❖ Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- ❖ Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
- ❖ Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
- ❖ Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
- ❖ Seigal, S. Y. (1978). *Non-Parametric Statistics for Behavioral Science*. New Delhi: McGraw Hill.



CC-7

EDUC4007: EDUCATIONAL MEASUREMENT AND EVALUATION

Preliminaries of the Course:

Course Code: EDUC4007

Title of the Course: Educational Measurement and Evaluation

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-II)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Develop clear perspective on the concept, need and nature of measurement and evaluation.*
- ✓ *Develop understanding about the various practices applied in educational measurement and evaluation.*
- ✓ *Differentiate between test, measurement, assessment and evaluation*
- ✓ *Develop critical understanding about the various tools and techniques in educational measurement and evaluation.*
- ✓ *Develop skills and competencies in constructing and standardizing a test.*
- ✓ *Explore various requirements of education which are measured, evaluated, interpreted and recorded in the form of results to help the learners.*
- ✓ *Develop the abilities of explaining and applying appropriate statistical techniques of measurement and evaluation in the field of education.*

Course Contents:

Unit-I: Fundamentals of Measurement in Education

Concept and need of Measurement and Evaluation; Evaluation Cycle; Instructional Objectives, Interrelationship among Test, Measurement, Assessment and Evaluation; Rubrics for Performance Assessment; Formative and Summative evaluation; Norm Referenced Test & Criterion Referenced Test; Marking & Grading; Choice based credit system.

Unit-II: Tools & Techniques in Measurement and Evaluation

Tools and Techniques of Measurement and Evaluation- Forms, Types & Uses; Subjective and Objective devices of measurement; Interview, Questionnaire, Schedules, Scale, Test (Intelligence, Interest, Performance, Achievement, Aptitude, Personality), Projective Techniques

Unit-III: Construction & Standardization of Tests

Meaning and Characteristics of Standardized Test; General principles and steps of test construction, Types and forms; Item analysis; Difficulty level & Discrimination value; Test biasness & Item biasness; Final Tryout and Manual Construction of test; Machine scoring and manual scoring- Advantages and limitations.

Unit-IV: Evaluation of Tools

Validity, Objectivity, Reliability, Usability and Norms- Types and Methods of determination thereof; Factors affecting Reliability & Validity; Test construction and scoring: Specification table; Norms and their determination, Test Adequacy; True score, Derived scores and scaling procedures- Standard scores, Percentile, T, Z & Stanine, and transformation of standard score from raw score; Data processing and recording: Use of Computer in Evaluation.

Field based activities:

- Visit any educational institution and prepare a detailed report on formative and summative measures taken by that particular institution.
- Construct 10 recall based and 10 recognition based objective type questions from any topic relevant to your area of study.
- Construct a test to see the achievement of the student, implement it, record the data and prepare a report of this.
- Comparative study of various measurement and evaluation techniques.

Suggested Readings:

- ❖ Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
- ❖ Aggrawal, Y. P. (1990). *Statistical Methods-Concepts, Applications and Composition*, New Delhi: Sterling Publishers.
- ❖ Anastasi, A (1982), Psychological Testing, New York MacMillan,
- ❖ Balls, S. & Aderson, S. (1976). *Encyclopedia of Educational Evaluation in Teaching* New York: McMillan.
- ❖ Bloom, B. 'Taxonomy of Educational Objectives', Longmans, New York, 1956.
- ❖ Bloom, D.F. & Budd, W.C. 'Educational measurement and evaluation' Harper & Row, New York, 1972.
- ❖ Cronbach, L.J, 'Essentials of 'Psychological Testing' evaluation' Harper & Row, New York, 1970.
- ❖ Ebel, R.L. and Frisbel, D.A. (1990), *Essentials of Educational Measurement*, New Delhi Prentice Hall.
- ❖ Freeman, F.S. 'Theory and Practice of 'Psychological Testing' Oxford IBH, Publishing Co., New Delhi, 1975.
- ❖ Garrett, H.E.(1973), *Statistics in Education and Psychology*, Bombay Vakils, Feffer and Simons.
- ❖ Gronlund, N.E. (1981), *Measurement and Evaluation in Teaching*, New York Mac Millan.
- ❖ Guilford, J.P.(1980), *Fundamental Statistics in Psychology and Education*, New York Mc Graw Hill.
- ❖ Mehrens, W.A. and Lehmann, I.J. (1984), *Measurement and Evaluation in Education and Psychology*, New York Holt, Rinehart and Winston.
- ❖ Kerlinger, F.N. 'Foundation of Behavioral Research' Hold, Rinerhert and Winston, Inc., New York, 1965.
- ❖ Kubiszyn, T. & Borich, G. (1977) *Educational Testing and Measurement: Classroom*
- ❖ Popham, W. I. (1977). *Educational Evaluation*, Englewood: Prentice Hall
- ❖ Sinha, H. S. (1974). *Modern Educational Testing*, New Delhi: Sterling
- ❖ Thorndike, R. L. & Hagen, E. (1969). *Measurement and Evaluation in Psychology and Education*, New Delhi: John Wiley.
- ❖ Thorndike, R.L. and Hagen, E.(1970), *Measurement and Evaluation in Psychology and Evaluation*, New York Wiley.
- ❖ Wittrock, M. C. & Wiley, D. E. (ed.) (1970). *The Evaluation of Instruction*, New York: Holt Rinehart

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CC-8

EDUC4008: TECHNOLOGY FOR EDUCATION

Preliminaries of the Course:

Course Code: EDUC4008

Title of the Course: Technology for Education

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-II)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *define the concept of educational technology*
- ✓ *classify the models of educational technologies*
- ✓ *explain the emerging trends and role of educational technology in an instructional environment;*
- ✓ *discuss the application of educational technology in education, in general and in the teaching-learning process in particular*
- ✓ *apply the e-learning approaches of educational technology for learning.*
- ✓ *discuss the implications of various theories and principles of learning while teaching and training with technology*
- ✓ *define learning from the viewpoint of different schools of thoughts*
- ✓ *examine the implications of constructivism in teaching-learning process*
- ✓ *create E portfolios, online and offline assessment tools in education*

Course Contents:

Unit-I: Basics of Educational Technology (ET)

Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

Unit-II: Different Models of Educational Technology

Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Unit-III: Emerging Trends in e-learning

Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Commons, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning, Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net

Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Unit-IV: Application of Educational Technology

Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

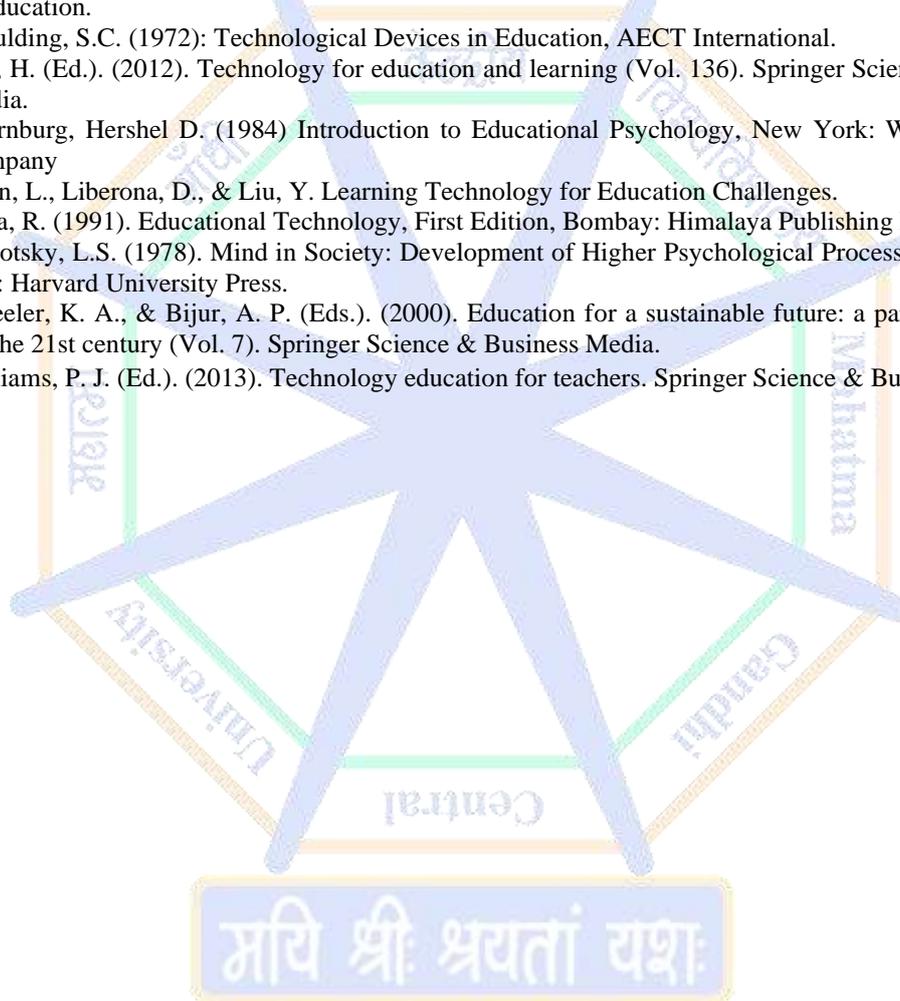
Field-based Activities:

- Developing effective PPTs as E-Resource (Prepare a power point presentation of 15 slides on any topic of your choice by using pictures, animation, and graphics and give its presentation)
- Explore and write a report on online textual repositories
- Prepare a report on mobile based Apps for text e-resources
- Developing concept map by using CmapTools Software and word clouds
- Developing mind map by using mind map Software
- Padlets as a pedagogical tool
- Prepare a flyer, brochure, info graphics, invitations by using e-sofwares

Suggested Readings:

- ❖ Anderson, T. (2004). The theory and practice of online learning. Edmonton, Canada: AU Press, Athabasca University.
- ❖ Beetham, H., & Sharpe, R. (2007). Rethinking Pedagogy for a Digital Age. New York, USA: Routledge Publication.
- ❖ Beetham, H., Freitas, S.D., & Sharpe, R. (2010). Rethinking learning for a Digital Age. New York, USA: Routledge Publication.
- ❖ Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. International society for technology in education.
- ❖ Bhushan, A. and Ahuja, M. (1992) Educational Technology - Theory and Practice in Teaching Learning Process. MT: Vivek Prakshan.
- ❖ Clarke, A. (2008). E-Learning Skills. New York, USA: Palgrave Macmillan Publication.
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- ❖ Shortis, T. (2001). The Language of ICT. London, England: Routledge Publication.
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- ❖ Uden, L., Liberona, D., & Liu, Y. Learning Technology for Education Challenges.
- ❖ Usha, R. (1991). Educational Technology, First Edition, Bombay: Himalaya Publishing House.
- ❖ Vygotsky, L.S. (1978). Mind in Society: Development of Higher Psychological Processes, Cambridge, MA: Harvard University Press.
- ❖ Wheeler, K. A., & Bijur, A. P. (Eds.). (2000). Education for a sustainable future: a paradigm of hope for the 21st century (Vol. 7). Springer Science & Business Media.
- ❖ Williams, P. J. (Ed.). (2013). Technology education for teachers. Springer Science & Business Media.



PC-3

EDUC4993: READING AND REVIEW OF RESEARCH PAPERS

Preliminaries of the Course:

Course Code: EDUC4993

Title of the Course: Reading and Review of Research Papers

Type of the Course: Ability Enhancement Courses (AEC) - Ability Enhancement Compulsory Courses (AECC)

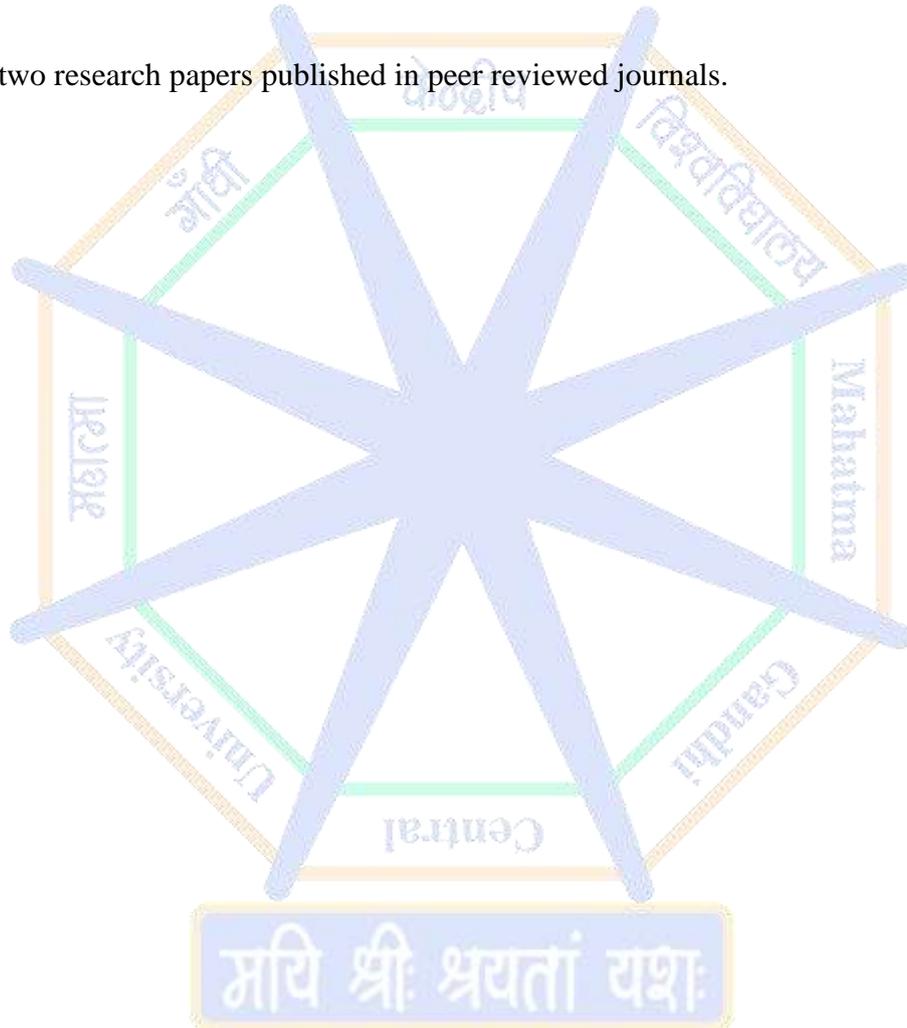
Nature of the Course: Practicum

Cohort for which it is compulsory: M.A. Education (Semester-II)

No of Credits: 02

Maximum Marks: 50 (External-60 %, Internal-40 %)

Review of two research papers published in peer reviewed journals.



PC-4

EDUC4994: Tool Construction, Tests, Scale, Interview and Questionnaires

Preliminaries of the Course:

Course Code: EDUC4994

Title of the Course: Tool Construction, Tests, Scale, Interview and Questionnaires

Type of the Course: Ability Enhancement Courses (AEC) - Ability Enhancement Compulsory Courses (AECC)

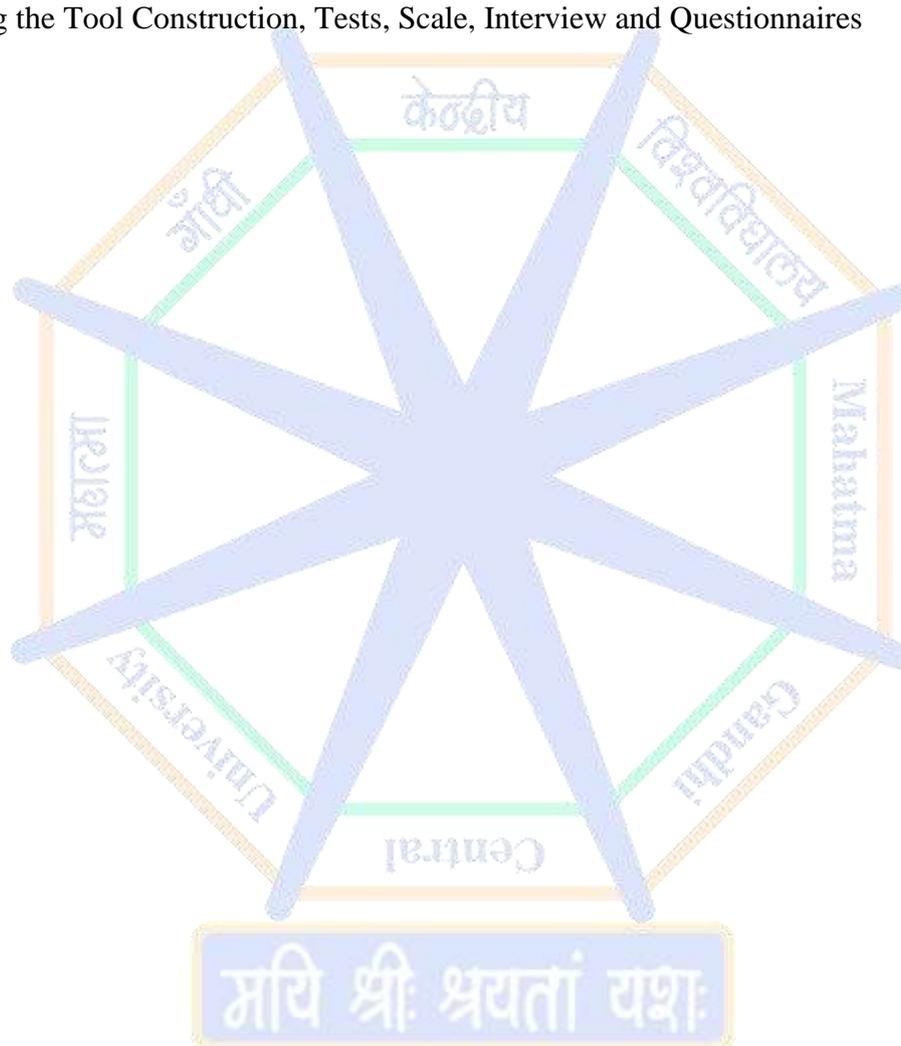
Nature of the Course: Practicum

Cohort for which it is compulsory: M.A. Education (Semester-II)

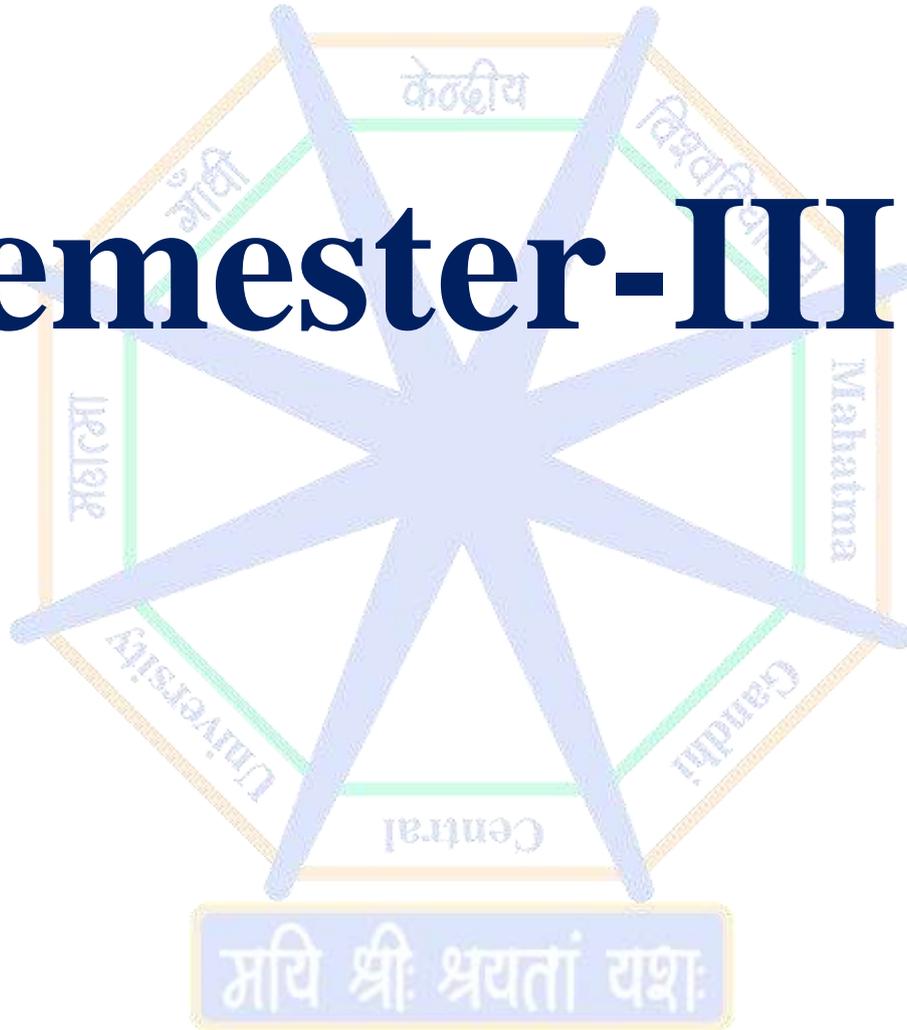
No of Credits: 02

Maximum Marks: 50 (External-60 %, Internal-40 %)

Developing the Tool Construction, Tests, Scale, Interview and Questionnaires



Semester-III



CC-9

EDUC4009: CURRICULUM STUDIES

Preliminaries of the Course:

Course Code: EDUC4009

Title of the Course: Curriculum Studies

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-III)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Enable students to understand the perspectives of curriculum.*
- ✓ *Comprehend the concept, components and nature of curricula studies and curriculum development*
- ✓ *Familiar with the bases of curriculum development*
- ✓ *Acquainted with curricula designing, and models of curriculum*
- ✓ *Acquaint with curricular content, curriculum implementation and process of curriculum evaluation*
- ✓ *Familiar with the recent trends and issues in curriculum development*
- ✓ *Familiar with the process design and Evaluation curriculum*

Course Contents:

Unit-I: Introduction to Curriculum Studies

Meaning and nature of Curricula studies; Distinctive features of Curriculum, Syllabus, Course-outline, Course-structure and Content; Components and sources of Curriculum- aims, goals and objectives; History of Curricula Studies in India and Abroad; Foundations and determinants of Curricula- Philosophical, Psychological and Socio-Cultural; Concept and scope of Curricula studies; Perspectives, principles, process and steps of curriculum

Unit-II: Curricula Planning and Construction Process

Curricula Overview- Components and sources of planning and designing Curricula; Theories of Curricula studies- *Taba, Wheeler, Tyler and Oliva's* theories; Design, Dimension-Criteria, Scope, Integration, Sequence, Continuity, Articulation and Balance; Principles of Curriculum Development; Approaches and Types of Curricula Design

Unit-III: Curricula Studies: Ordered Procedures for Transaction

Concept of Discipline- Curriculum as a Discipline; Models of Curriculum Construction and Curriculum implementation; Content and its organization-The spiral approach; Analyzing aims and objectives, Identification of learning activities and experiences in the light of purposes, materials and aids; Strategies of implementation in curriculum, diffusion and dissemination; Innovations and new experiments in the realm of Curriculum

Unit-IV: Curriculum Evaluation

Concept, nature and need of Curriculum Evaluation; Criteria and approaches for Curriculum Evaluation; Models of Curriculum Evaluation and need-analysis; Factors influencing changes in Curriculum Evaluation; Recent trends in Curricula studies and Curriculum Evaluation

Field-based Activities:

- Activities on NCF-2005 and NCFTE-2009 Curriculum framework.

Suggested Readings:

- ❖ Agarwal, J. C. I. (1990) Curriculum Reform in India. Delhi: Doaba.
- ❖ Biswas, N.B. (1999). Curriculum Studies: A model for SAARC Countries. New Delhi: Indian Publishers Distributors.
- ❖ Brent, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Union.
- ❖ Das, R. C. (1987). Curriculum and Evaluation. New Delhi: NCERT.
- ❖ Dell, Ronald C. (1986). Curriculum Improvement: Decision Making & Process. (6th ed.). London: Allyn & Bacon Inc.
- ❖ Diamond, Robert M. (1989). Designing & Improving Courses & Curricula in Higher Education: A Systematic Approach. California: Jossey Bass Inc. Publishers.
- ❖ English, F. W. (2000). Deciding What to Teach and Test. CA: Corwin Press, Sage Publications, and Thousand Oaks.
- ❖ Erickson, H. L. (2000). Concept based Curriculum and Instruction. CA: Corwin Press, Sage Publications, Thousand Oaks.
- ❖ Flinders D. J. (1977). The Curriculum studies. New Delhi: Atlantic Publisher.
- ❖ Kelley, A. V. (1977). Curriculum Theory and Practice. London: Harper and Row.
- ❖ Kridel, Craig. (2010). Encyclopedia of Curriculum Studies. New Delhi: Sage.
- ❖ Kurg, E. A. (1977). Curriculum Theory and Practice. London: Harper and Row.
- ❖ Mamidi Malla Reddey & Ravishankar (eds.) 1984). Curriculum Development & Educational Technology. New Delhi: Sterling Publishers.
- ❖ McNeill, John D. & Wiles, John. (1990). The Essentials of Teaching: Decisions Plans and Methods. New York: Macmillan
- ❖ NCERT. (1984). Curriculum & Evaluation. New Delhi: NCERT.
- ❖ NCERT. (1988). National Curriculum for Elementary & Secondary Education: A Frame Work. New Delhi: NCERT.
- ❖ NCERT. (2005). National Curriculum Framework 2005. New Delhi: NCERT.
- ❖ NCERT: School Curriculum Some Problems and Issues, NCERT, New Delhi, 1980.
- ❖ Nisbet, Stanley (1977). Purpose in the Curriculum. London : University of London.
- ❖ Oerr, J.F. (Ed.)(1968). Changing the Curriculum. London: University of London Press.
- ❖ Ragan, W.B (*). Modern Elementary Curriculum. U.S.A:Holt Rinchard and Winston INC.
- ❖ Romiszowaski. A. J. (1988). The Selection Guide and Use of Instructional Media. London: Kogan Page.
- ❖ Sais, R.S. (1976). Curriculum Principles and Foundation. New York: Thomas Y. Crowdl Company.
- ❖ Saylor J. Galen; William, Alexander; & Arthur J. Lewis. (1980). Curriculum Planning for Better Teaching & Learning. (4th ed.). New York: Holt Ranehart & Winston.
- ❖ Taba, H. (1962). Curriculum Development P: theory and Practice. New York: Brace and World.
- ❖ Taylor, R. (*). Basic Principles of Curriculum. Chicago: Chicago University Press.
- ❖ Trum J. Lyod. (1967). Secondary School Curriculum Improvement. New York: Prentice-Hall.
- ❖ Tyler, Ralp W. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace, Jovanovich Inc.
- ❖ Tyler, Ralp W. (1974). Basic Principles of Curriculum & Instruction. Chicago: The University of Chicago Press.
- ❖ UNESCO (1981). Curricula & Lifelong Education. Paris: UNESCO.
- ❖ Wheeler, D. K. (1967). Curriculum Process. London: University of London Press.

CC-10

EDUC4010: EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Preliminaries of the Course:

Course Code: EDUC4010

Title of the Course: Educational Management, Administration and Leadership

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-III)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Understand the conceptual aspects involved in school administration and management*
- ✓ *Appreciate the perspectives of administration and management of school issues, strategies and practices*
- ✓ *Understand the Educational Administration and management at different levels and their functioning.*
- ✓ *Understand the role of headmaster and the teachers in school management: Supervision and inspection*
- ✓ *Acquaint the quality control measures in management*
- ✓ *Develop the skills in preparing and maintaining the school records.*
- ✓ *Become aware and understand about different domains of change management.*

Course Contents:

Unit-I: Educational Management and Administration

Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate

Unit-II: Leadership in Educational Administration

Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit-III: Concept of Quality and Quality in Education

Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

Unit-IV: Change Management

Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

Field-based Activities:

- A Case study of one institution involving observation / measurement of principal's leadership style.
- Report on organizational climate of any secondary or senior secondary school based on primary or secondary data.
- Report on an Educational Institute on Quality Management.

Suggested Readings:

- ❖ Aggarwal, J.C. (1994) Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
- ❖ Aggarwal, J.C. (2002). *Principles, Methods and Techniques of Teaching*, Vikas Publishing House, New Delhi Allan, Dwight and Kevin.
- ❖ Ananda W.P. Gurung (1984). *General Principles of Management for Educational Planner and Administrators*, Paris: UNESCO.
- ❖ Bhagia, N.M. (1990). *Educational Administration in India and other Developing Countries*, Commonwealth Publishers, New Delhi
- ❖ Bhatia, K.K & Singh, Jaswant : Principles and practice of school management, Tandan publications books Market , Ludhiana
- ❖ Bhatnagar, R.P & • Agarwal , Vidya : Education administration, Supervision , Planning and financing, Surya Publication, Meerut.
- ❖ Bush, Tony & Les, Bell (2002). *The principles & Practice of educational management*, London: Paul Chapman Publishing.
- ❖ Dash. B.N. (1996) School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt. Ltd.
- ❖ Devegouda, A.C. (1973) A Handbook of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau.
- ❖ Halpin, Andrew.W (1966) Theory and Research in Administration', New York: Macmillan Company.
- ❖ Koortz, Harold & • Weihrich, Heinz : Essential of management an international perspective, Tata Mc Graw – Hill publishing Company Limited New Delhi.
- ❖ Mahajan, Baldev and Khullar, K.K. (2002). *Educational administration in Central Government: Structures, Processes, and Future Prospects*. Vikas Publication house Pvt. Ltd. New Delhi.
- ❖ Mathur. S.S. (1990). *Educational Administration and Management*, Ambala: Indian publication
- ❖ Mukhopadhyay, M. (2005). *Total Quality Management in Education*. New Delhi: Sage Publications.
- ❖ NUEPA (1971). *Modern Management Techniques in Educational Administration*, New Delhi: Asian Inst. Of Educational Planning and Administration.
- ❖ NUEPA (1986). *Educational Management in India*, New Delhi: NUEPA.
- ❖ Pandya, S.R. (2011): Administration and Management of Education, Himalaya Publishing House, Mumbai
- ❖ Roger, Smith (1995). *Successful School Management*, McGraw Hill, Tokyo.
- ❖ Sindhu, Kulbir Singh : School organisation and administration, sterling, publishing, private Limited, New Delhi
- ❖ ThakurD and Thakur, D.N. (1997): Educational Planning an Administration, Deep and Deep Publication, New Delhi.

CC-11

EDUC4011: TEACHER EDUCATION

Preliminaries of the Course:

Course Code: EDUC4011

Title of the Course: Teacher Education

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-III)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Understand concept aims and scope of teacher education in India with its historical perspectives.*
- ✓ *Gain knowledge of teaching profession and types of teacher education programmes.*
- ✓ *Know the development of teacher education curriculum in India.*
- ✓ *Differentiate the different competencies essential for a teacher for effective transaction.*
- ✓ *Depicts the research in various areas of teacher education.*
- ✓ *Understand the concept of teacher education.*
- ✓ *Acquaint with competencies essential for the teaching profession.*
- ✓ *Acquaint with sense of accountability for the teaching profession.*
- ✓ *Acquaint with the recent trends in teacher education.*
- ✓ *Understand the new trends and techniques in teacher education.*

Course Contents:**Unit I- Concept of Teacher Education**

Meaning, Nature, Scope and historical perspective of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels, Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning.

Unit II- Models of Teacher Education

Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit III- Understanding of In-Service Teacher Education

Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education program (Purpose, Duration, Resources and Budget)

Unit IV- Concept of Profession and Professionalism

Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education.

Field-based Activities:

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

Suggested Readings:

- ❖ Anand , C.L. (1988). *Aspects of Teacher Education*, Delhi: S. Chand and Co.
- ❖ CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
- ❖ Delors, J.(1996)*Learning: The treasure with in UNESCO Publishing.*
- ❖ Dunkin, J. Michael (1987) *The International Encyclopedia of Teaching and Teacher Education*, Pergamon Press.
- ❖ Govt.of India (1966). *Reports of the Education Commission, 1963-1966*, New Delhi: Ministry of Education, Govt. of India.
- ❖ Husen, Torsten & Postlethwaite (Eds.) (1994), *The International Encyclopedia of Education* Pergamon Press.
- ❖ Mangla, Sheela (2000), *Teacher Education: Trends & Strategies*, New Delhi, Radha Publishing.
- ❖ MHRD (1990) *Towards an Enlightened and Humane Society; (Rama Murti Committee Report)*, Department of Education, Govt. Of India, New Delhi.
- ❖ MHRD(1992) *Programme of Action*, Department of Education, Govt., of India, New Delhi.
- ❖ Ministry of Education 1964-66, *Education and National Development Report of Indian Education Commission*, Govt. Of India, New Delhi.
- ❖ Mukerjee, S.N. (1988). *Education of the Teacher in India*, Vol. I & Vol. II, Delhi: S. Chand and Co.
- ❖ NCTE (1978). *Teacher Education Curriculum-A Framework*, New Delhi: NCERT.
- ❖ NCTE (1998) *Curriculum Framework for Quality Teacher Education*, NCTE, Publication, New Delhi.
- ❖ Oberoi, M.K.(1995) *Professional competencies in Higher Education*, New Delhi UGC Publication.
- ❖ Panda, B.N & Tewari, A.D (1997). *Teacher Education*, New Delhi: A.P.H. Publishing Corporation.
- ❖ Pareek, R. (1996). *Role of Teaching Profession*, Guwahati: Eastern Book House.
- ❖ Passi, B. K. (1976). *Becoming a Better Teacher: Microteaching Approach*, Amedabad: Sahitya Mudranalaya
- ❖ Raina, V.T. (1998). *Teacher Education: A Perspective*, Guwahati: Eastern Book House.
- ❖ Sharma, R.A. (2005). *Teacher Education*, Meerut: Loyal Book Depot.
- ❖ Sharma, S.P. (2005). *Teacher Education*, New Delhi: Kanishka Publishers.
- ❖ Udyaveer (2006). *Modern Teacher Training*, New Delhi: Anmol Publications

मरि श्री श्रयतां यशः

CC-12

EDUC4012: PEDAGOGY, ANDRAGOGY AND ASSESSMENT

Preliminaries of the Course:

Course Code: EDUC4012

Title of the Course: Pedagogy, Andragogy and Assessment

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-III)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Comprehend the essential differences between pedagogy for children and andragogy for adults.*
- ✓ *Examine the extent to which various adult learning theories address the concept of “adulthood” and to what extent the theories identify significant aspects of adult learning.*
- ✓ *Discuss the implications for teaching suggested by various adult learning theories.*
- ✓ *Analyse the assumptions about the learning process and the adult learning inherent in various learning theories.*
- ✓ *Demonstrate instructional methods that apply adult learning theory and principals.*
- ✓ *Differentiate between the theories of pedagogy and andragogy.*
- ✓ *Apply their understanding of adult learning theory to their own experiences and skills. Specifically, students will be able to*
- ✓ *Describe child and adult learning theories applied to pedagogy and andragogy*
- ✓ *Identify their own metacognitive abilities in assessment*

Course Contents:

Unit-I: Pedagogy, Pedagogical Analysis

Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy

Unit-II: Assessment

Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Unit-III: Assessment in Pedagogy of Education

Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

Unit-IV: Assessment in Andragogy of Education

Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction

Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Field-based Activities:

- Prepare activities on child play pedagogy,
- Write a report on Montessori way of teaching learning in early years.

Suggested Readings:

- ❖ Barbezat, D. P. & Bush, M. (2013). *Contemplative practices in higher education: Powerful methods to transform teaching and learning*. San Francisco: Jossey-Bass.
- ❖ Baumgartner, L., & Merriam, S. B. (1999). *Adult learning and development: Multicultural stories*. Malabar, FL: Krieger
- ❖ Beetham, H. & Sharps, R. (2013). *Rethinking pedagogy for a digital age: Designing for 21st century learning*. New York: Routledge Publishing.
- ❖ Blaschke, L.M., Kenyon, C. & Hase, S. (2014). *Experiences in self-determined learning*. Amazon Digital Services.
- ❖ Bozalek, V., Ng'ambi, D., Wood, D., Herrington, J. Hardman, J. & Amory, A. (2014). *Activity theory, authentic learning and emerging technologies: Towards a transformative higher education pedagogy*. New York: Routledge Publishing.
- ❖ Bradshaw, M., & Lowenstein, A. (2013). *Innovative teaching strategies in nursing and related health professions*. Jones & Bartlett Publishers.
- ❖ Breivik, P. S. (1998). *Student learning in the information age*. Phoenix, AZ: Oryx Press.
- ❖ Brookfield, S. D. (2004). *The power of critical theory: Liberating adult learning and teaching*. San Francisco: Jossey-Bass.
- ❖ Brown, S. T., Kirkpatrick, M. K., Mangum, D., & Avery, J. (2008). A review of narrative pedagogy strategies to transform traditional nursing education. *The Journal of Nursing Education*, 47(6), 283-286.
- ❖ Burns, S. M., Mendel, S., Fisher, R., Cooper, K., & Fisher, M. (2013). Critical thinking in nurse anesthesia education: A pilot study. *Journal of Curriculum and Teaching*, 2(1), 8.
- ❖ Canning, N. (2010). Playing with heutagogy: Exploring strategies to empower mature learners in higher education. *Journal of Further and Higher Education*, 34(1), 59-71
- ❖ Canning, N., & Callan, S. (2010). Heutagogy: Spirals of reflection to empower learners in higher education. *Reflective Practice*, 11(1), 71-82.
- ❖ Cranton, P. (2006). *Understanding and promoting transformative learning: A guide for educators of adults (2nd ed.)*. San Francisco: Jossey-Bass.
- ❖ Crumly, C. (2014). *Pedagogies for student-centered learning. Online and on-ground*. Amazon Digital Services: Fortress Press.
- ❖ Daily-Hebert, A. & Dennis, K. (2014). *Transformative perspectives and processes in higher education*. New York: Springer.
- ❖ Diekelmann, N. L. (2003). *Teaching the practitioners of care: New pedagogies for the health professions*. Madison, WI: University of Wisconsin Press.
- ❖ Doyle, T. & Zakrajsek. (2011). *Learner centered teaching: Putting the research on learning into practice*. Sterling, VA: Stylus Publishing.
- ❖ Eberle, J. (2009). Heutagogy: What your mother didn't tell you about pedagogy and the conceptual age. In *8th European Conference on E-Learning, University of Bari, Italy, 29-30 October 2009* (p. 181). Academic Conferences Limited.
- ❖ Erlbaum Associates.
- ❖ Falchikov, N. (2001). *Learning together: Peer tutoring in higher education*. New York: Routledge.
- ❖ Fernandez, N., Dory, V., Ste-Marie, L. G., Chaput, M., Charlin, B., & Boucher, A. (2012). Varying conceptions of competence: an analysis of how health sciences educators define competence. *Medical Education*, 46(4), 357-365.
- ❖ Freire, P. (1996). *Pedagogy of the oppressed*. New York: Penguin Books.
- ❖ Fried, J. (2012). *Transformative learning through engagement: Student affairs practice as experiential pedagogy*. Sterling, VA: Stylus Publishing.
- ❖ Fullan, M. (2012). *Stratosphere: Integrating technology, pedagogy and change knowledge*. Upper Saddle River, NJ: Pearson Publishing.
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- ❖ Kirstein, K.D., Schieber, C. E., Flores, K.A. & Olswang, S. (2013). *Innovations in teaching adults: Proven practices in higher education*. CreateSpace Amazon Digital Publishing.
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- ❖ Leone, S. (2013). *Characterisation of a personal learning environment as a lifelong learning tool*. New York: SpringerBriefs in Education.
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- ❖ Merriam, S. & Bierma, L. L. (2013). *Adult learning: Linking theory and practice*. San Francisco: Jossey-Bass.
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- ❖ Vella, J. (1998). *How do they know they know? Evaluating adult learning*. San Francisco:
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मयि श्रीः श्रयतां यशः

PC-5

EDUC4995: SUBMISSION & PRESENTATION OF DISSERTATION PROPOSAL

Preliminaries of the Course:

Course Code: EDUC4995

Title of the Course: Submission & Presentation of Dissertation Proposal

Type of the Course: Ability Enhancement Courses (AEC) - Ability Enhancement Compulsory Courses (AECC)

Nature of the Course: Practicum

Cohort for which it is compulsory: M.A. Education (Semester-III)

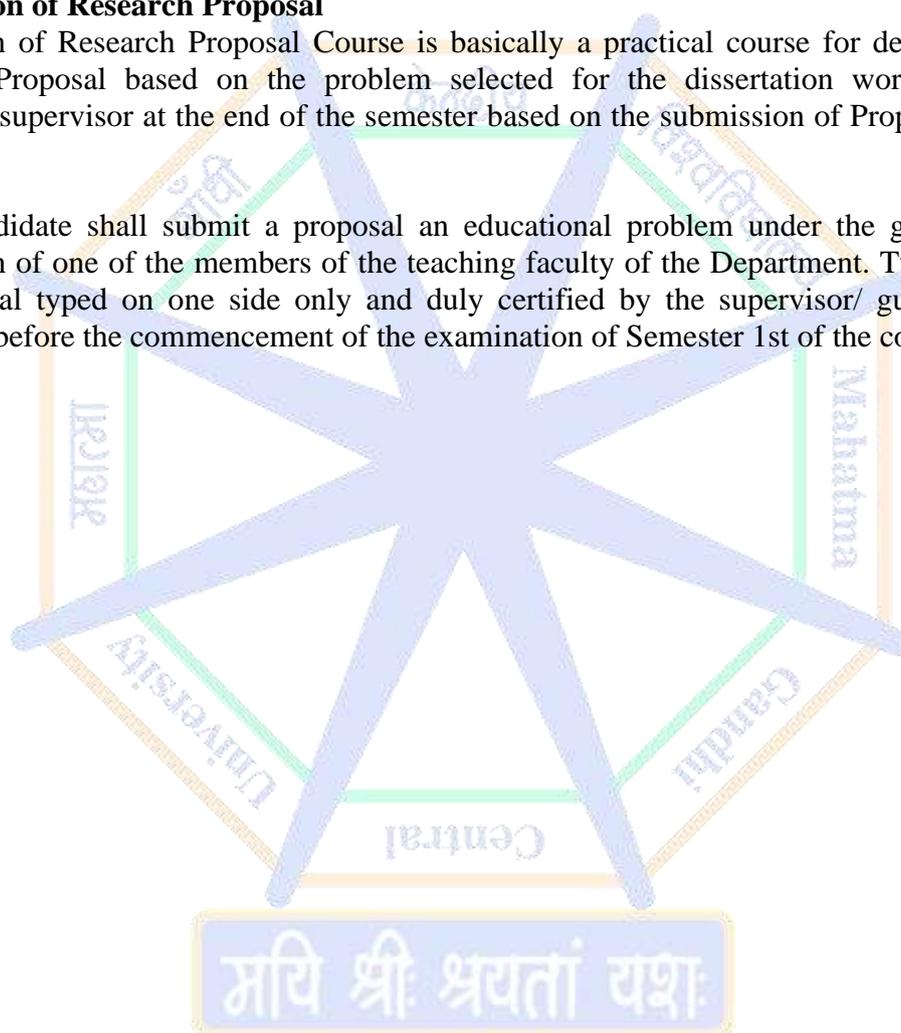
No of Credits: 02

Maximum Marks: 50 (External-60 %, Internal-40 %)

Preparation of Research Proposal

Preparation of Research Proposal Course is basically a practical course for developing the Research Proposal based on the problem selected for the dissertation work under the concerned supervisor at the end of the semester based on the submission of Proposal and the viva voce.

Every candidate shall submit a proposal an educational problem under the guidance and supervision of one of the members of the teaching faculty of the Department. Two copies of the proposal typed on one side only and duly certified by the supervisor/ guide shall be submitted before the commencement of the examination of Semester 1st of the course.



PC-6

EDUC4996: EDUCATIONAL EXCURSION

Preliminaries of the Course:

Course Code: EDUC4996

Title of the Course: Educational Excursion

Type of the Course: Ability Enhancement Courses (AEC) - Ability Enhancement Compulsory Courses (AECC)

Nature of the Course: Practicum

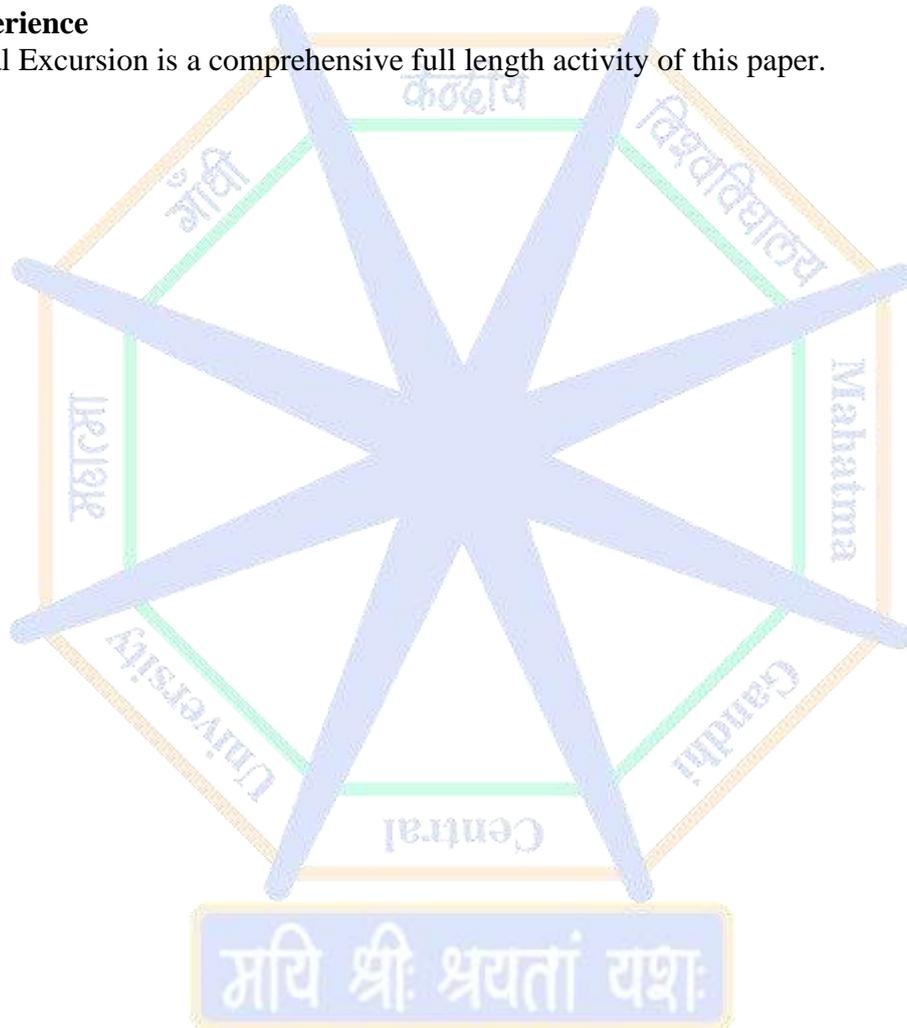
Cohort for which it is compulsory: M.A. Education (Semester-III)

No of Credits: 02

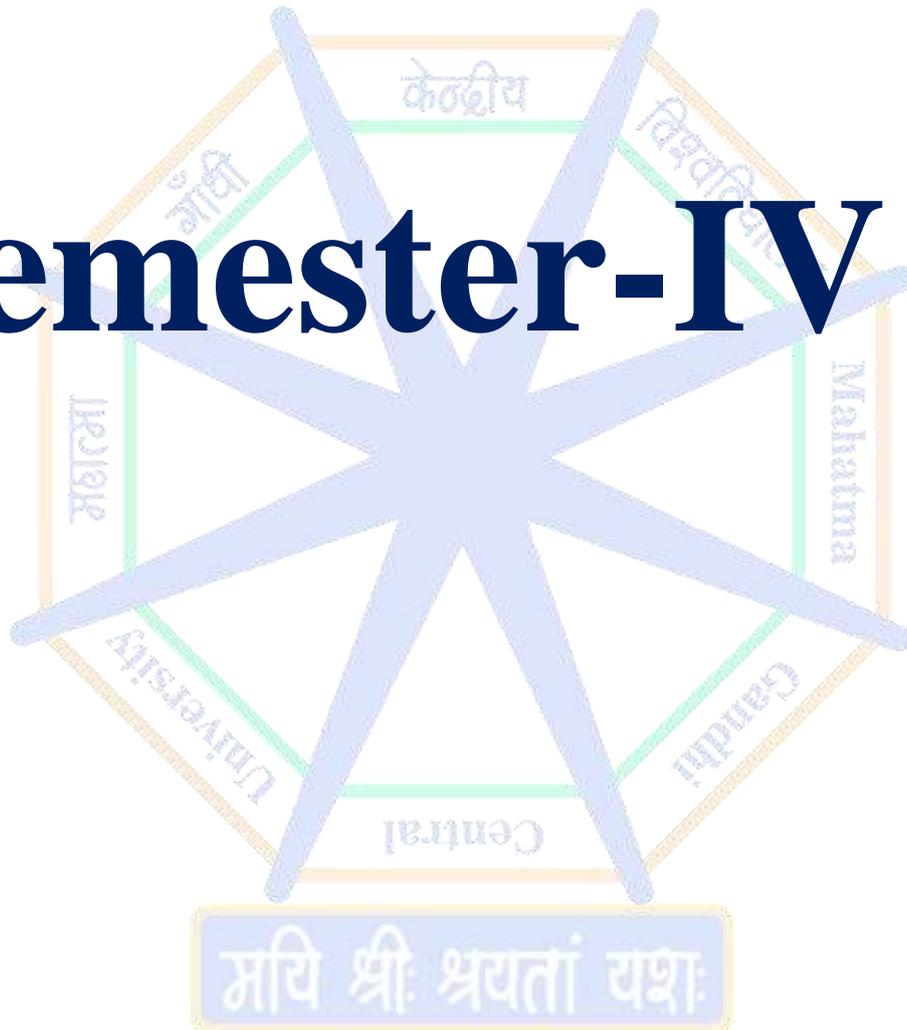
Maximum Marks: 50 (External-60 %, Internal-40 %)

Field Experience

Educational Excursion is a comprehensive full length activity of this paper.



Semester-IV



CC-13

EDUC4013: INCLUSIVE EDUCATION

Preliminaries of the Course:

Course Code: EDUC4013

Title of the Course: Inclusive Education

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-IV)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Understand the meaning and significance of Inclusive education*
- ✓ *Gain knowledge on Policy and legislative frameworks promoting inclusion*
- ✓ *Learn to create inclusive classrooms using inclusive pedagogy- (teaching strategies, CCE)*
- ✓ *Understand the linkages and collaborations for resource mobilization.*
- ✓ *Enable the students to understand the status of Inclusive Education in India.*
- ✓ *Equip themselves with the competencies, to manage children with diverse needs.*
- ✓ *Make the system of Teaching and Learning meaningful in an Inclusive setting.*
- ✓ *Plan the programme i.e. activities to solve the problems of contemporary Marginalization in education.*
- ✓ *Strive for innovative strategies to accomplish the task of Education for All.*

Course Contents:

Unit-I: Understanding Inclusion in Education

History of inclusion-paradigm shift from segregation to inclusion; Policy perspective: Initiatives to promote inclusive education; International Focus: Salamanca 1994, UNCRPD, BMF, EFA (MDG); National Focus: Constitutional obligations for education of diverse groups, NPE, 1986, POA 1992, RCI Act 1992, PWD Act 1995, NPPD 2006, and PWD Bill 2012, 2014, RPD Act 2016, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions (NCMEI), National Commission for Education of SC, ST; Educational concessions, facilities and provisions.

Unit-II: Understanding physical, psychological and social cultural diversity

Diversity due to disability (Nature, Characteristic and Needs); Special needs of children with sensory disabilities; Special needs of children with cognitive disabilities; Special needs of children with physical disabilities; Girls with disabilities, Diversity due to socio- cultural and economic factors; Discrimination, language attitudes, violence and abuse.

Unit-III: Addressing Learners' Diversity

Curricular Issues, Curriculum adaptation/modifications; Content contextualization; Assessment and Evaluation-Continuous Comprehensive Evaluation (CCE); Alternative means for assessment and evaluation in inclusive classrooms; Learning and learner support-- assistive and adaptive devices, ICT; Universal Design in Learning (UDL)

Unit-IV: Teacher Preparation and Inclusive Education

Individualized education program on Children With Diverse Needs (CWDN); Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of special children; Role of parents, head masters and teachers in ensuring equal educational opportunities for these students; Role of technology for inclusive education.

Field-based Activities:

- Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.
- Review the characterization of persons with disabilities/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices in the context of inclusive education.

Suggested Readings:

- ❖ Ainscow, M. and Booth, T (2002) *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE.
- ❖ Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving Schools, Developing Inclusion*, London: Routledge.
- ❖ Hegarty, S. and Mithu Alur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd
- ❖ Jha. M. (2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai
- ❖ Julka, A (2006) *Meeting special needs in schools" A manual*, NCERT, New Delhi
- ❖ Julka, A. (2014) *Teachers Creating Inclusive Classrooms: Issues and Challenges –*
- ❖ Julka, A.(2014) *Including Children with Special Needs: Primary Stage*
- ❖ Julka, A.(2015) *Including Children with Special Needs: Upper Primary Stage*
- ❖ Julka, A, *Index of Inclusion* (2012) NCERT, New Delhi.
- ❖ MHRD (2009), *The Right of Children to Free and Compulsory Education Act*,
- ❖ NCERT(2006), *Position Paper : National Focus Group on Education of children*
- ❖ NCERT(2006), *Position Paper: National Focus Group on Problems of*
- ❖ *Scheduled Castes and Scheduled Tribe Children* NCERT, DEGSN, New Delhi.
- ❖ UNICEF(2003) *Examples of Inclusive Education*, UNICEF ROSA, Kathmandu
- ❖ *With Special Needs*, NCERT;DEGSN, New Delhi
- ❖ World Bank (2003) *Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs*.
- ❖ Ysseldyke, J.E. and Algozzine, B. (1998) *Special Education A Practical approach for Teachers*, New Delhi: Kanishka Publishers Distributors.

Additional Readings:

- ❖ Addlakha, R. (Ed.). (2013). *Disability studies in India: Global discourses, local realities*. New Delhi: Routledge.
- ❖ Algozzine, B., & Ysseldyke, J. (2006). *Teaching students with medical, physical, and multiple disabilities: A practical guide for every teacher*. Corwin Press.
- ❖ Anand, S. (2013). *Historicizing disability in India: Questions of subject and method*. In *Disability studies in India: Global discourses, local realities*. New Delhi: Routledge.
- ❖ Barnes, C. (2010). *A brief history of discrimination and disabled people*. In *The disability studies reader*. Routledge.
- ❖ Booth, T., Ainscow, M., & Kingston, D. (2006). *Index for inclusion: Developing play, learning and participation in early years and childcare*. Centre for Studies on Inclusive Education, Bristol, UK.
- ❖ Chandra, P. (2017). *Building universities that matter: Where are Indian institutions going wrong?* Hyderabad: Orient Blackswan Private Limited.

- ❖ Cheminais, R. (2014). *Special Educational Needs for Qualified and Trainee Teachers: A practical guide to the new changes*. Routledge.
- ❖ Dasgupta, P. R. (2002). *Education for Disabled*. In *Education & Children with Special Needs: From Segregation to Inclusion*. Sage Publications.
- ❖ Davis, L. J. (2010). *The disability studies reader*. Routledge.
- ❖ Deshpande, S., & Zacharias, U. (Eds.). (2013). *Beyond inclusion: The practice of equal access in Indian Higher Education*. Routledge.
- ❖ Farrell, M. (2003). *Understanding special educational needs: a guide for student teachers*. Routledge.
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- ❖ Gathoo, V. (Ed.). (2006). *Curricular Strategies And Adaptations For Children With Hearing Impairment*. Kanishka Publishers.
- ❖ Ghai, A. (2002). *Disability in the Indian context: Post-colonial perspectives*. *Disability/postmodernity: Embodying disability theory*.
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- ❖ Jenkins, R. (1998). *Questions of competence: Culture, Classification and Intellectual Disability*, Cambridge University Press.
- ❖ Johnstone, D. (2001). *An introduction to disability studies*. David Fulton Publisher.
- ❖ Kannabiran, K. (2012). *Who will be able to access the provisions of liberty? Ability, Disability and Interogation of Norms*, Routledge, New Delhi.
- ❖ Karna, G. N. (1999). *United Nations and the rights of disabled persons: a study in Indian perspective*. APH Publishing.
- ❖ Karna, G. N. (2001). *Disability studies in India: retrospects and prospects*. New Delhi: Gyan Publishing House.
- ❖ Latikova M. (2010). *Teaching Speaking to Visually Impaired Learners*, LAP LAMBERT Academic Publishing.
- ❖ MacKay, G. F., & Dunn, W. R. (1989). *Early Communicative Skills*.
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- ❖ Mohanty, J., & Mohanty, S. (2011). *Inclusive Education: Its Evolutionary Growth*. New Delhi: Deep & Deep Publication Private Limited.
- ❖ Myers, K. A., Lindburg, J. J., & Nied, D. M. (2013). *Allies for Inclusion: Disability and Equity in Higher Education: ASHE Volume 39*, John Wiley & Sons.
- ❖ NCERT, T. (2011). *Position Paper: National Focus Group on Education of Children with Special Needs*.
- ❖ Nolet, V., & McLaughlin, M. J. (Eds.). (2000). *Accessing the general curriculum: Including students with disabilities in standards-based reform*. Corwin Press.
- ❖ Norwich, B. (2007). *Dilemmas of difference, inclusion and disability: International perspectives and future directions*. Routledge.
- ❖ Oliver, M., & Barnes, C. (2012). *The new politics of disablement*. Macmillan International Higher Education.
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- ❖ Parasuraman, S., & Kolhe, V. (2015). *A TISS Initiative on enabling Inclusion & Accessibility' for Students with Disabilities in Higher Education*. Retrieved from Tata Institute of Social Sciences (TISS), Mumbai, Maharashtra, India.
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- ❖ Sharma, P. L., Paily, M. U., & Gowramma, I. P. (2012). *Inclusive Education: What Why and How*. Mysore: Regional Institute of Education.
- ❖ Shukla, N. (2000). *Self-Learning Material on National Curriculum Framework for School Education and Education of Special Focused Groups*. New Delhi: Department of Education of Groups with Special Needs, NCERT.
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- ❖ Tiwary, M. K., Kumar, S., & Mishra, A. K. (2017). *Dynamics of Inclusive Classroom: Social Diversity, Inequality and School Education in India*. Hyderabad: Orient Blackswan Private Limited.
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CC-14

EDUC4014: GUIDANCE AND COUNSELLING

Preliminaries of the Course:

Course Code: EDUC4014

Title of the Course: Guidance and Counselling

Type of the Course: Core Course (CC)

Nature of the Course: Theory

Cohort for which it is compulsory: M.A. Education (Semester-IV)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Explain the concept, aims, objectives, principles and development of guidance.*
- ✓ *Describe the nature of guidance program.*
- ✓ *Understand meaning, nature, principles, types, techniques, origin and development of counseling*
- ✓ *Explain concept and process of career development*
- ✓ *Understand the ways of information collection and its administration.*
- ✓ *Become acquainted with the concept and relevance of counseling in Indian situations.*
- ✓ *Understand the concept of guidance services, placement and follow-up.*
- ✓ *Become aware about the recent trends in this field.*

Course Contents:

Unit-I: Understanding of Guidance

Concept, Need, Scope and Principles of Guidance; Types of Guidance: Educational, Vocational, and Personal; Role of the teacher in guidance; Agencies of guidance – National and State level.

Unit-II: Approaches of Counselling

Concept, Nature and Principles of Counselling; Counselling Approaches: Directive, Non-Directive and Eclectic; Group Counselling vs. Individual Counselling; Characteristics of a Good Counsellor

Unit-III: Techniques of Collecting Information for Guidance

Types of tests used in Guidance; Testing techniques of student appraisal: Intelligence, Personality, Aptitude and Interest; Non-testing techniques of student appraisal: Interview, Observation, Case study, Anecdotal record and Cumulative record; Administering, scoring and interpretation of test scores.

Unit-IV: Guidance Services, Placement, Follow Up and Recent Trend

Concept of Guidance services and principles of organizing them; Types of guidance services: Individual Information Service, Occupational Information Service, Placement Service and follow –up service; Evaluation of Guidance programs; Role of principal and teachers in school guidance programs; Research, Issues, Trends in guidance and counseling.

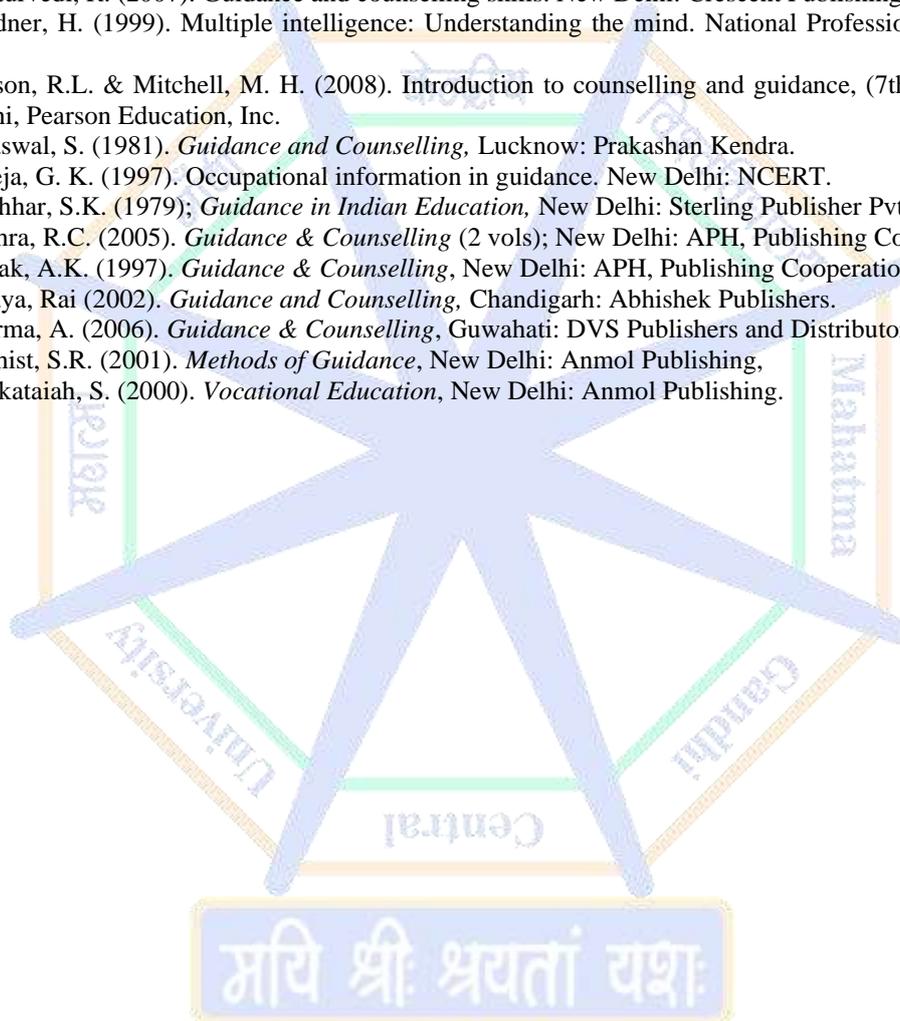
Field-based Activities:

- Preparation of Job resume for Self-enrichment.

- Visit to Guidance and counselling cell /bureau.
- Conduct an interview program related to educational guidance in nearby school.

Suggested Readings:

- ❖ Bantole, M.D. (1984). *Guidance and counselling*. Bombay: Sheth and Sheth Publications.
- ❖ Bernard, H.W. & Fullner, D.W. (1987). *Principles of Guidance, A Basic Text (Indian Education)*, New Delhi: Allied publishers Pvt. Ltd.,
- ❖ Bhatnagar, A. & Gupta, N (Eds) (1999). *Guidance and counseling, A practical approach, Vol.I*. New Delhi:
- ❖ Bhatnagar, A. & Gupta, N. (Eds) (1999). *Guidance and counseling, A theoretical perspective, Vol.II*. New Delhi: Vikas.
- ❖ Bhattacharya (1984). *Guidance and Counselling*, Bombay: Sheth Publications.
- ❖ Chaturvedi, R. (2007). *Guidance and counselling skills*. New Delhi: Crescent Publishing Corporation
- ❖ Gardner, H. (1999). *Multiple intelligence: Understanding the mind*. National Professional Resources: NY.
- ❖ Gibson, R.L. & Mitchell, M. H. (2008). *Introduction to counselling and guidance, (7th Edition)* New Delhi, Pearson Education, Inc.
- ❖ Jayaswal, S. (1981). *Guidance and Counselling*, Lucknow: Prakashan Kendra.
- ❖ Joneja, G. K. (1997). *Occupational information in guidance*. New Delhi: NCERT.
- ❖ Kochhar, S.K. (1979); *Guidance in Indian Education*, New Delhi: Sterling Publisher Pvt.Ltd.
- ❖ Mishra, R.C. (2005). *Guidance & Counselling (2 vols)*; New Delhi: APH, Publishing Cooperation.
- ❖ Nayak, A.K. (1997). *Guidance & Counselling*, New Delhi: APH, Publishing Cooperation.
- ❖ Safaya, Rai (2002). *Guidance and Counselling*, Chandigarh: Abhishek Publishers.
- ❖ Sharma, A. (2006). *Guidance & Counselling*, Guwahati: DVS Publishers and Distributors.
- ❖ Vashist, S.R. (2001). *Methods of Guidance*, New Delhi: Anmol Publishing,
- ❖ Venkataiah, S. (2000). *Vocational Education*, New Delhi: Anmol Publishing.



OC-1

EDUC4015: YOGA AND HEALTH EDUCATION

Preliminaries of the Course:

Course Code: EDUC4015

Title of the Course: Yoga and Health Education

Type of the Course: Optional Course (OC)

Nature of the Course: Theory

Cohort for which it is optional: M.A. Education (Semester-IV)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Acquire knowledge about yoga and health education.*
- ✓ *Describe the historical development of yoga in India.*
- ✓ *Know the major schools of yoga.*
- ✓ *Explain various kinds of asanas and its benefits.*
- ✓ *Develop the skills in organizing the health education programmes in schools.*
- ✓ *Differentiate between physical exercise and yoga.*
- ✓ *Acquire knowledge about physical fitness and its importance.*
- ✓ *Understand about concept of food and nutrition.*
- ✓ *Acquire knowledge about common communicable and non -communicable diseases and its preventive measures.*
- ✓ *Understand the diet modification in the treatment of under-weight and obesity.*

Course Contents:**Unit-I: Understanding of Yoga Education**

Concept, Meaning, Definition and Uses of Yoga - Essentials of Yogic Practices; Historical development of yoga in India; Aim, scope and Components of yoga education; Schools of yoga and eight limbs of yoga.

Unit-II: Yoga Asanas and physical exercise

Methods and Benefits of selected Asanas and Pranayama; Physical Exercises, Types: Aerobic, Anaerobic; Effects of Physical Exercises on various systems - Circulatory, Muscular, Digestive and Respiratory systems; Difference between Physical Exercises and Yoga - Fitness components and its importance - Effect of Physical Exercises on human body systems.

Unit-III: Concept of Health Education

Meaning, Definition, Aims, Objectives and Importance of Health Education; Personal Hygiene and mental health-meaning definition and importance; Health Education in Schools -Health Instruction, Health Services; Safety Education: Importance with reference to Schools, Play fields, Road, School and Home.

Unit-IV: Food and Nutrition

Meaning of Food, Classification, Constituents of Food, Vitamins and Deficiency Diseases; Meaning and types of Nutrition, Malnutrition - Causes and remedies; Communicable and non

-communicable diseases-types and preventive measures; Balanced Diet and Diet for Obesity and Underweight.

Field-based Activities:

- Preparation and presentation of detailed report on some selected asanas and their benefits.
- Conduct a Survey in nearby community to check mental health of the people living there.
- Visit to any nearby school to observe and analyse health services and prepare a report of it.

Suggested readings:

- ❖ Aggarwal J. C. (1996), teacher and education in a developing society. New Delhi: Vikas Publishing House.
- ❖ Ashwani Kumar (2015). Yoga: A way of life. New Delhi: Khel Sahitya Kendra.
- ❖ Bookwalter, Karl. W, "Physical Education in secondary Schools". The centre for applied
- ❖ Bucher Charles. A. "Foundations of Physical Education", 8th Rd., the C.V. Mosby Co., St. Louis, 1979.
- ❖ Dash, B.N. (2004) Trends and issues in Indian education. New Delhi: Dominant Publishers.
- ❖ Dash. B.N (2007), Health and Physical Education, New Delhi, Neelkamal publications
- ❖ Dash. B.N (2007), Health and Physical Education, New Delhi, Neelkamal publication.
- ❖ Getchell Bud (1992), Physical fitness a way of life, New York: Macmillan publishing company.
- ❖ Goel S. L. (2008), School health education, New Delhi: Deep & Deep Publications.
- ❖ Govindan. M , (2009) B.Ed study material, DDE, Annamalai University. Course-11: Yoga, Health and Physical Education, TNTEU 128
- ❖ Hariharan .S & Tirunarayanan .C (1969) Methods in physical education er, et.al "Essentials of Physical Education", kalyani publishers, New Delhi, 2003.
- ❖ HiSvendra Chandra, Sothi, Puri Krishnan "Health Education and Physical Education", Surject Publications Delhi, 2005.
- ❖ Khurana, S. Suresh, P and Kalsi. R. "Health Education and community Pharamacy", Research in Education, Inc., Newyork, 1962.
- ❖ Nanda V.K. "Health Education", Anmol Publications Pvt Lts., New Delhi, 1997.
- ❖ Parl. K, "Text book of Preventure and Social Medicine", 7th Ed., Banarsidas Bhanot Publishers, Jabalpur, 2003.
- ❖ Shivendra Chandra, Sothi, Puri Krishnan "Health Education and Physical Education", Surject Publications Delhi, 2005.
- ❖ Show, Dhanajoy and Kaushick Seema, "Lesson planning-Teaching Methods and class Management in Physical Education", Khal Sahitya Kendra, New Delhi, 2007.
- ❖ Show, Dhanajoy and Kaushick Seema, "Lesson planning-Teaching Methods and class Management in Physical Education", Khal Sahitya Kendra, New Delhi, 2007.
- ❖ Singh, Ajm Aruna Goel, (2007). Yoga education: Philosophy and practice, New Delhi: Deep & Deep Publications.
- ❖ Singh, Ajmer, et.al "Essentials of Physical Education", kalyani publishers, New Delhi, 2003.
- ❖ Thomas.J.P, "Organization of Physical Education", Gnanodaya Press, Madras, 1972.

OC-2

EDUC4016: UNDERSTANDING THE SELF

Preliminaries of the Course:

Course Code: EDUC4016

Title of the Course: Understanding the Self

Type of the Course: Optional Course (OC)

Nature of the Course: Theory

Cohort for which it is optional: M.A. Education (Semester-II)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Gain an understanding of the central concepts in defining 'self' and 'identity'*
- ✓ *Reflect critically on factors that shape the understanding of 'self'*
- ✓ *Build an understanding about themselves, i.e. the development of self as a person as well as a teacher*
- ✓ *Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher*
- ✓ *Develop effective communication skills including the ability to listen, observe etc.*
- ✓ *Build resilience within themselves to deal with conflicts at different levels and learn*
- ✓ *Draw upon collective strengths to live in harmony with one's surroundings*
- ✓ *Appreciate the critical role of teachers in promoting 'self' and students' wellbeing.*

Course Contents:

Unit-I: Understanding of Self

Reflections and critical analysis of one's own 'self' and identity; Identifying factors in the development of 'self' and in shaping identity; Building an understanding about philosophical and cultural perspectives of 'Self' and Developing an understanding of one's own philosophical and cultural perspectives as a teacher.

Unit-II: Development of Professional Self and Ethics

Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity; Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher; Reflections on experiences, efforts, aspirations, dreams etc. of peers; Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings; Understanding the role of teacher as facilitator and partner in well-being among learners.

Unit-III: Role of Teacher in Developing Understanding of Self among Learners

Reflecting on one's own childhood and adolescent years of growing-up; Facilitating development of awareness about identity among learners; Developing skills of effective listening, accepting, positive regard etc. as a facilitator; Exploring and understanding of community participation

Unit-IV: Developing self-awareness as a teacher and as a learner

Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know; Reflecting, recording and sharing of critical moments in

one's life with presentations; Reflections on critical moments in the lives of peers; Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis); Reflecting on likes, hopes, fears and pleasures through sentence completion exercises.

Field-based Activities:

- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist under goes trials and finally discovers her/his potential
- Development of reflective journals/diaries by the student teachers
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

Suggested Readings:

- ❖ Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from: www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
- ❖ Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, Section III ‘ Self and Growth Process’ pg. 255-402, NCERT Pub
- ❖ Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.
- ❖ Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
- ❖ Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University of Baroda
- ❖ Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT Pub
- ❖ Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
- ❖ Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
- ❖ Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins
- ❖ Olson & N. Torrence (Eds.), The Handbook of Education and Human Development (pp. 9 -27), Blackwell
- ❖ Olson, D.R, and Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R.
- ❖ Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT Pub
- ❖ Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore

OC-3

EDUC4017: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Preliminaries of the Course:

Course Code: EDUC4017

Title of the Course: Education for Sustainable Development

Type of the Course: Optional Course (OC)

Nature of the Course: Theory

Cohort for which it is optional: M.A. Education (Semester-IV)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Understand the basic concept of Sustainable Development, the environmental, social and economic dimensions.*
- ✓ *Know the history of the Sustainable Development idea.*
- ✓ *Be able to discuss the conflicts which are involved in the Sustainable Development concept on the national as well as on the global scale.*
- ✓ *Be familiar with potential strategic options for Sustainable Development (efficiency, sufficiency).*
- ✓ *Be able to discuss the (dis-)advantages of instruments for Sustainable Development.*
- ✓ *Understand the Sustainable Development challenge for companies, their responsibility and their potentials for action.*
- ✓ *Understanding of theory and concepts of sustainable development.*
- ✓ *Understanding of the major issues affecting sustainable development.*
- ✓ *Knowledge of methods for assessing the achievement of sustainable development, how do we measure progress? What are the tools used for decision-making.*

Course Contents:**Unit-I: Basics of Sustainable Development**

Meaning, Nature, Scope and historical perspective of sustainable development; Components and pillars of sustainable development; Curriculum and its Vision in Curriculum Documents at Elementary, Secondary and Higher Secondary Levels; Parameters and approaches of sustainable development.

Unit-II: Issues of Development

Natural resources concept and its exploitation-reasons and remedies; Meaning and patterns of industrialization; Concept of inequitable growth; Global and regional dimension

Unit-III: Initiatives and policies towards sustainable development

Initiatives at global and state level; Regional initiatives-measures; Meaning of civil society and community and their initiative; Policies and programs

Unit-IV: Strategies for Sustainable Development

Reflective and innovative practices; Role of Community knowledge in sustainable development; Importance of Cooperation and Partnership; Harness technology -concept and usage

Field-based Activities:

- Conduct a Survey of any nearby community and observe how people are knowingly or unknowingly exploiting the natural resources .Make a detailed report and suggest preventive measures.
- Prepare a project on harness technology and science for sustainable development.
- Critically analyse the importance of community knowledge in sustainable development.
- Make a detailed report on reflective and innovative practices for sustainable development with suitable examples.

Suggested Readings:

- ❖ Buchholtz, Ann K. / Carroll, Archie B. (2009): Business & Society, 7th ed., (South-Western, Cengage)
- ❖ Crane, Andrew / Matten, Dirk (2010): Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 3rd ed., Oxford (Oxford University Press)
- ❖ Duflo, Esther / Banerjee, Abhijit V. (2001): Poor Economics. A Radical Rethinking of the Way to Fight Global Poverty, New York (PublicAffairs) soz 3.19 2012 93
- ❖ Hart, Stuart L. (2005): Capitalism at the Crossroads: The Unlimited Business Opportunities in Solving the World's Most Difficult Problems, Philadelphia, PA (Wharton School)
- ❖ Hoffmann, A. J. / Woody, J. G. (2008): Climate Change: What's Your Business Strategy? Boston, MA (Harvard Business School Publishing)
- ❖ http://pubs.wri.org/pubs_pdf.cfm?PubID=3758
- ❖ International Institute for Sustainable Development. Various articles. Winnipeg, Manitoba, Canada. At <http://www.iisd.org/about/>
- ❖ Nieuwenhuis, Paul (2014): Sustainable Automobility. Understanding the Car as a Natural System, Cheltenham/Northampton (EE)
- ❖ OECD (2007): Instrument Mixes for Environmental Policy, Paris
- ❖ OECD (2008a): Conducting Sustainability Assessments, Paris
- ❖ OECD (2008b): People and Biodiversity Policies. Impacts, Issues and Strategies for Policy Action, Paris
- ❖ OECD (2009): Promoting Consumer Education. Trends, Policies and Good Practices, Paris
- ❖ OECD (2011): Towards Green Growth, Paris
- ❖ OECD (2012a): OECD Environmental Outlook 2050+, Paris
- ❖ OECD (2012b): Environmental Performance Reviews: Germany 2012, Paris
- ❖ OECD (2014): How was Life? Global Well-being since 1820, Paris
- ❖ Perkins, Dwight H. / Radelet, Stefan / Lindauer, David L. (2006): Economics of Development, 6th ed., New York / London (W.W. Norton)
- ❖ Perman, Roger et al. (2011): Natural Resource and Environmental Economics, 4th ed., Harlow (Pearson)
- ❖ Piketty, Thomas (2014): Capital in the Twenty-First Century, Cambridge, MA / London (Harvard University Press)
- ❖ Rainey, David Lloyd (2008): Sustainable Business Development: Inventing the Future through Strategy, Innovation and Leadership, Cambridge (Cambridge Univ. Press)
- ❖ Randers, Jorgen (2012): 2052: A Global Forecast for the Next Forty Years, launched by the Club of Rome, Post Mills VT (Chelsea Green Publishing)
- ❖ Reinhardt, Forest L. / Vietor, Richard H. K. (1996): Business Management and the Natural Environment, Cincinnati, OH (South-Western)
- ❖ Sachs, J. D. (2008): Common Wealth. Economics for a Crowded Planet, London
- ❖ Schaltegger, S. / Burritt, R. / Petersen, H. (2003): An Introduction to Corporate Environmental Management. Striving for Sustainability, Sheffield
- ❖ Skidelsky, Robert / Skidelsky, Edward (2012): How Much Is Enough? Money and the Good Life, New York, NY (Other Press)
- ❖ Stern, Nicholas (2007): The Economics of Climate Change: The Stern Review, Cambridge (Cambridge University Press)
- ❖ Strange, Tracey / Bayley, Anne (2008): Sustainable Development. Linking Economy, Society, Environment, OECD Insights, Paris
- ❖ Sukhdev, Pavan (2012): Why Corporation 2020? The Case for a New Corporation in the Next Decade, Washington, DC etc. (Island Press)
- ❖ Sustainability. 2003. "The 21st Century NGO." <http://www.sustainability.com>

- ❖ TEEB (2010): The Economics of Ecosystems and Biodiversity: Mainstreaming the Economics of Nature: A Synthesis of the Approach, Conclusions and Recommendations of TEEB
- ❖ Todaro, Michael P. / Smith, Stephen C. (2011): Economic Development, 11th ed., Boston (Addison-Wesley)
- ❖ United Nations. "Working List of Indicators of Sustainable Development." In Agenda 21. On line <http://www.un.org/esa/sustdev/indisd/english/worklist.htm>
- ❖ United Nations. 2001. *Indicators of Sustainable Development: Guidelines and Methodologies*. New York: United Nations.
- ❖ US Department of Energy. 2002. "Principles and Guidelines for Sustainable Business and Industry." In Smart Communities Network. On line <http://www.sustainable.doe.gov/business/bukey.shtml>
- ❖ Victor, Peter (2008): *Managing Without Growth. Slower by Design, Not Disaster*, Cheltenham, UK / Northampton, MA (EE)
- ❖ Weizsäcker, E. v. et al. (2009): *Factor Five. Transforming the Global Economy Through 80 % Improvements in Resource Productivity. A Report to the Club of Rome*, London / Sterling, VA (Earthscan)
- ❖ Where are the Poor: Experiences with the Development and Use of Poverty Mapping,
- ❖ World Bank. 2002. *World Development Report 2002: Building Institutions for Markets*. New York: Oxford University Press. On line <http://econ.worldbank.org/wdr>
- ❖ World Bank. 2003. *World Development Report 2003: Sustainable Development in a Dynamic World*. New York: Oxford University Press. On line <http://econ.worldbank.org/wdr>
- ❖ World Business Council for Sustainable Development and UNIDO. 2002. *Developing Countries and Technology Cooperation*. Go to link at <http://www.wbcsd.ch/newscenter/media.htm>
- ❖ World Development Report 2003. "Chapter 3, Institutions for Sustainable Development." On line <http://econ.worldbank.org/wdr>
- ❖ World Resources Institute <http://pathways.wri.org>. Various power point presentations.
- ❖ World Resources Institute. "Earth Trends, The Environmental Information Portal." On line <http://earthtrends.wri.org>
- ❖ World Summit on Sustainable Development. Johannesburg 2002. <http://www.johannesburgsummit.org>
- ❖ Worldwatch Institute (2015): *State of the World 2015: Confronting Hidden Threats to Sustainability*, Washington, DC (Island Press)



OC-4

EDUC4018: PEACE AND VALUE EDUCATION

Preliminaries of the Course:

Course Code: EDUC4018

Title of the Course: Peace and Value Education

Type of the Course: Optional Course (OC)

Nature of the Course: Theory

Cohort for which it is optional: M.A. Education (Semester-IV)

No of Credits: 04

Maximum Marks: 100 (External-60 %, Internal-40 %)

Course Objectives:

On completion of this course, it is expected that the prospective teachers will be able to

- ✓ *Understand the need and importance of education for peace and values.*
- ✓ *Understand the nature, characteristics and types of values.*
- ✓ *Appreciate the developments in Peace Education in India and Abroad.*
- ✓ *Understand various methods, techniques and approaches of value development.*
- ✓ *Appreciate the preamble to the constitution and values inherent in it.*
- ✓ *Understand various models of value education.*
- ✓ *Appreciate the importance of living together and imbibe in their attitude and behaviour.*

Course Contents:**Unit-I: Concept and Basic understanding of values**

Meaning, definition, nature and characteristics of values; Sources and selection of values - culture and human needs; Values Prevalent in contemporary society, Absolute values and relative values; Conceptual framework of Values and Education; Role of Education in transforming the society.

Unit-II: Approaches of value Education

Values in the Classroom; Value from the Pupil's Perspective; Approaches to Values Education; Role of Teacher in Fostering Value among Students

Unit-III: Understanding Peace and Historical development

Concept and meaning of Peace: Indian view; Understanding Peace in the individual, Social, National and International context; Historical development of Peace education in the world; Peace Education in India and its development; Creation of United Nations, UNESCO, UNICEF and their endeavours to promote Peace Education

Unit-IV: Education for Peace

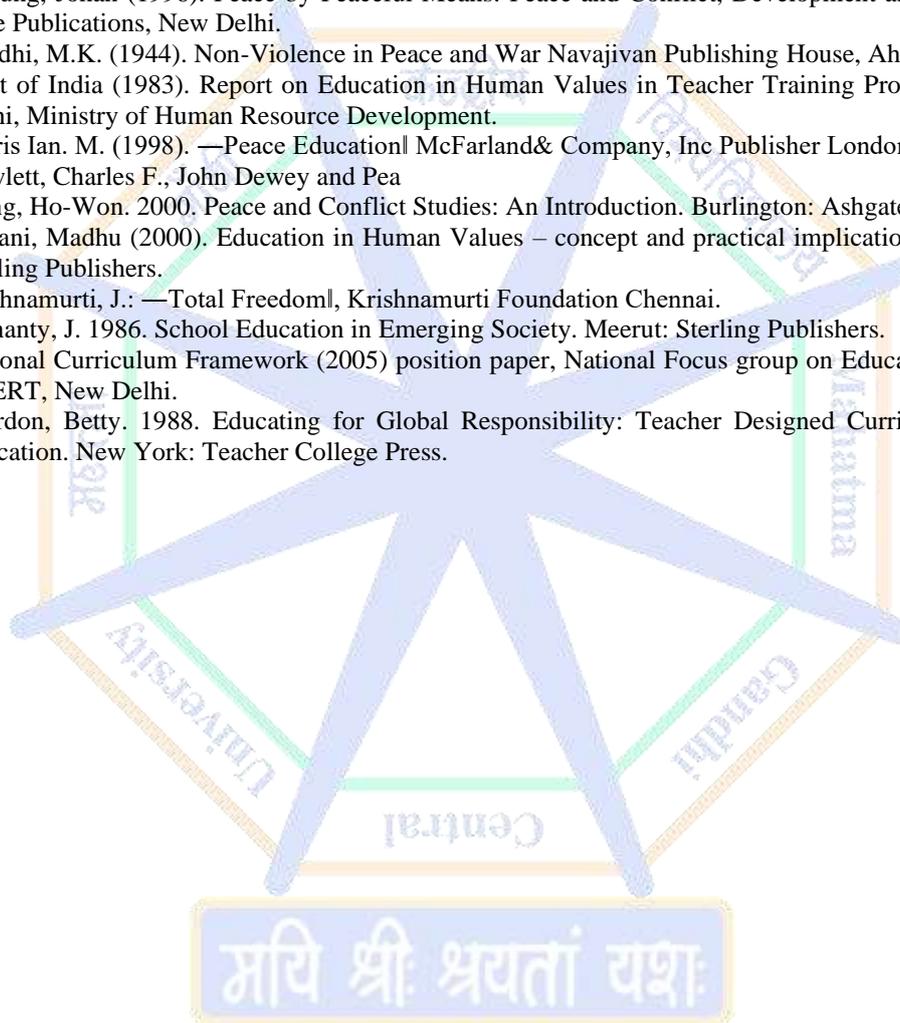
Paradigm shift from Peace education to Education for Peace; Models of value education; Rationale building model, the consideration model, valuing process and clarification model; Curriculum development; State specific approach – At different levels; Integration of human values with all (school) academic subjects.

Field-based Activities:

- Select five moral education promoting stories from Indian literature and narrate them before your class.

Suggested Readings:

- ❖ Barash, P. David (2000). Approaches to Peace, Oxford University Press, New York.
- ❖ Bernard, Jessie (1957). The Sociological study of conflict. International Sociological Association, The Nature of Conflict, UNESCO Paris.
- ❖ Chodosh, H. E., Bhatt, N. J., and Kassam. F. 2004. Mediation in India: A Toolkit. New Delhi: United States Educational Foundation in India (USEFI)
- ❖ Feuerstein, Georg. 2001. The Yoga Tradition: Its History, Literature, Philosophy and Practice. Arizona, USA: Hohm Press.
- ❖ Galtung, Johan (1984). The Struggle for Peace Gujarat Vidyapith, Ahmedabad.
- ❖ Galtung, Johan (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. Sage Publications, New Delhi.
- ❖ Gandhi, M.K. (1944). Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad.
- ❖ Govt of India (1983). Report on Education in Human Values in Teacher Training Programmes, New Delhi, Ministry of Human Resource Development.
- ❖ Harris Ian. M. (1998). —Peace Educationl McFarland& Company, Inc Publisher London
- ❖ Howlett, Charles F., John Dewey and Pea
- ❖ Jeong, Ho-Won. 2000. Peace and Conflict Studies: An Introduction. Burlington: Ashgate Publications.
- ❖ Kapani, Madhu (2000). Education in Human Values – concept and practical implications, New Delhi; Sterling Publishers.
- ❖ Krishnamurti, J.: —Total Freedoml, Krishnamurti Foundation Chennai.
- ❖ Mohanty, J. 1986. School Education in Emerging Society. Meerut: Sterling Publishers.
- ❖ National Curriculum Framework (2005) position paper, National Focus group on Education for Peace, NCERT, New Delhi.
- ❖ Reardon, Betty. 1988. Educating for Global Responsibility: Teacher Designed Curricula for Peace Education. New York: Teacher College Press.



PC-7

EDUC4997: DISSERTATION SUBMISSION & VIVA

Preliminaries of the Course:

Course Code: EDUC4997

Title of the Course: Dissertation Submission & Viva

Type of the Course: Ability Enhancement Courses (AEC) - Ability Enhancement Compulsory Courses (AECC)

Nature of the Course: Practicum

Cohort for which it is compulsory: M.A. Education (Semester-IV)

No of Credits: 02

Maximum Marks: 50 (External-60 %, Internal-40 %)

Course Objectives:

- ✓ *It is expected that on completion of the paper, the students will be able to develop competence to carry on educational research in a restricted field under appropriate supervisor from the field. As stated in the Examination Ordinances.*
- ✓ The dissertation shall be a core paper for all the students and each student is required to select one topic for dissertation under the guidance of a faculty member of the Department.
- ✓ Every candidate shall submit a dissertation on an educational problem under the guidance and supervision of one of the members of the teaching faculty of the Department. Three copies of the dissertation typed on one side only and duly certified by the supervisor/ guide shall be submitted before the commencement of the preparatory holidays for the examination of Semester 2nd of the course
- ✓ The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to an educational problem. The list of priority areas will be notified by the HOD (Head of the Department) from time to time.
- ✓ Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred to someone or him by the University or any other university/institution.

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PC-8

EDUC4998: ACADEMIC WRITING

Preliminaries of the Course:

Course Code: EDUC4998

Title of the Course: Academic Writing

Type of the Course: Ability Enhancement Courses (AEC) - Ability Enhancement Compulsory Courses (AECC)

Nature of the Course: Practicum

Cohort for which it is compulsory: M.A. Education (Semester-IV)

No of Credits: 02

Maximum Marks: 50 (External-60 %, Internal-40 %)

Course Objectives:

To enable the prospective teacher educators:

- ✓ *To reflect on their communicative behaviour.*
- ✓ *To improve their communicative behaviour performance*
- ✓ *To build capacities for self-criticism and facilitate self- growth.*
- ✓ *To enhance their listening & writing skills.*

Unit-I: Introduction

Academic Writing: Concept, Need and Purpose; Introduction to the Conventions of Academic Writing.

Unit-II: Process and Types of Academic writing

Introduction to the Writing Process; Selection of topic, thesis statement, developing the thesis, introductory, developmental, transitional and concluding paragraphs, linguistic, unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing; Writing in one's own words: Summarizing and Paraphrasing; Writing skills such as report writing, note-taking; Critical Thinking: Syntheses, Analyses, and Evaluation; Structuring an Argument: Introduction, Interjection, and Conclusion; Citing Resources.

Field-based Activities:

Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.

- Write a paragraph on any topic of interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on academic writing skill and report writing.

Suggested Readings:

- ❖ Bailey, S. (2015). *Academic writing: a handbook for international students*. London and New York: Routledge.
- ❖ Craswell, G. (2004). *Writing for academic success*. Sage Publication.
- ❖ Jordan, R. R. (2004). *Academic writing course*. London: Nelson/Longman.
- ❖ Crème, P. & Lea, M. (2008). *Writing at university: a guide for students*. Open University press.
