M.Ed. (General) 2-Year Programme

SYLLABUS

w.e.f. Session 2020 onwards

Department of Education

SGT University

Gurugram, Haryana

Curriculum Structure 2020 onwards

Sr. No.	Semester/ Year	Subject Code	Nomenclature	Credits	Marks
1	I	10010101	Foundations of Philosophy and Sociology of Education	4	100
2	I	10010102	Psychological Foundations of Education	4	100
3	I	10010103	Understanding Educational Research	4	100
4	I	10010104	Technological Interventions in Education	4	100
5	I	10010105	Understanding the Teaching-Learning Process	4	100
6	I	10010106	Pedagogy of Science Education	4	100
7	I	10010107	Pedagogy of Language Education	4	100
8	I	10010108	Pedagogy of Mathematics Education	4	100
9	I	10010109	Pedagogy of Social Science Education	4	100
10	I	10010110	Gender Studies	2	50
11	I	10010111	Practicum: Self Development	2	50
12	II	10010201	Advanced Philosophy and Sociology of Education	4	100
13	II	10010202	Advanced Educational Psychology	4	100
14	II	10010203	Statistics in Education and Data Analysis	4	100
15	II	10010204	Web Tools in Teaching and Research	4	100
16	II	10010205	Inclusive Education	4	100
17	II	10010206	Environmental Education	4	100
18	II	10010207	Practical in Educational Psychology	2	50
19	II	10010208	Practicum: Communication and Expository Writing	2	50
20	III	10010301	Measurement and Evaluation	4	100
21	III	10010302	Open Distance Learning and Online Education	4	100
22	III	10010303	Peace Education	4	100

23	III	10010304	Lifelong Learning	4	100
24	III	10010305	Internship in Teacher Education Institution	8	200
25	III	10010306	Practicum: Development of e-content	4	100
26	IV	10010401	Curriculum Development: Theory and Application	4	100
27	IV	10010402	Guidance and Counseling	4	100
28	IV	10010403	Professional Development of Teachers	4	100
29	IV	10010404	Education in the Age of Globalization	4	100
30	IV	10010405	Dissertation	8	200

SEMESTER I

PAPER-I

FOUNDATIONS OF PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- understand the nature and functions of philosophy of education
- examine the educational issues from metaphysical, epistemological and axiological perspectives
- relate philosophical methods with educational practices
- articulate a personal philosophy with respect to education
- understand the social nature of education
- examine the various sociological approaches to education
- develop a conceptual understanding of culture and its relevance to education
- appreciate the role of family, school and media as agencies of socialization

UNIT-I

INTRODUCTION TO PHILOSOPHY OF EDUCATION

1) Philosophy- A Wisdom, Ideology and Liberal Discipline
2) Relationship between Education and Philosophy
3) Philosophy of Education: Meaning, Nature and Scope
4) Functions of Philosophy of Education- Normative, Speculative, Analytical
5) Philosophical Aims of Education

UNIT-II

PHILOSOPHICAL METHODS USED IN EDUCATION

1) Analysis, Synthesis, Induction, Deduction, Dialectical
2) Fundamental Philosophical Domains: Metaphysics, Epistemology, Axiology
3) Education and Metaphysics: Metaphysical problems related to Man, Nature and Society
4) Epistemology and Education: Types of Knowledge, Methods of acquiring knowledge with special reference to Logical Analysis, Positive Relativism and Logical Empiricism
5) Axiology and Education: Meaning, Classification and Hierarchy of Values, Role of Education in Inculcation of Values

UNIT-III

EDUCATION & SOCIOLOGY

1) Education as a Social Enterprise and a Sub-system of Social System
2) Relationship between Education and Sociology
3) Educational Sociology & Sociology of Education: Concept, Nature, Scope and Functions
4) Sociological Approaches: Historical, Positivists, Structure-functionalists, Marxists, Neo-Marxists
5) Research in Sociology of Education: Status & Future Prospects

UNIT-IV

EDUCATION, CULTURE AND SOCIALIZATION

1) Culture- Meaning, Nature and Types of Culture, Cultural unity and diversity in India, Concept of composite culture
2) Cultural Change, Cultural Crisis with special reference to Indian society
3) Education & Culture: Acculturation, Enculturation, Relationship between Education & Culture, Role of education in the cultural context
4) Education & Socialization: Education as Methodical Socialization
5) Agencies of Socialization: Family, School, Media

Suggested Readings:

1. Brubacher, John S.(1971). *Modern Philosophies of Education*, New Delhi: Tata McGraw Hill Pvt. Ltd.
2. Kneller, G. F. (1971). *Introduction to Philosophy of Education*, New York, John Witty & Sons.
3. Navratham, R. (1958). New frontiers in east-west Philosophies of Education Orient, Bombay.
4. Haralambos, M. (1980). *Sociology: Themes and Perspectives,* Delhi: Oxford Univ. Press.
5. Ruhela, S. P. (1992). *Sociology of Education: Problems and Prospects,* Ambala Cantt: Associated Publishers.
6. Gore, M.S. et al (Eds), *Papers in Sociology of Education in India,* New Delhi: NCERT.

PAPER-II

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- understand the psychological orientation to education.
- develop an understanding about theories of learning.
- develop an understanding of nature and causes of individual differences among the children.
- develop an understanding about learners' development and its characteristics.
- develop an understanding of the basic concepts, methods and principles of Educational Psychology with reference to learning and teaching.
- understand the nature and process of learning in the context of various learning theories and their implications.

UNIT-I

UNDERSTANDING EDUCATIONAL PSYCHOLOGY

1. Psychology as a science to study human behavior
2. Educational Psychology: Meaning, concept, nature and scope
3. Educational psychology as an applied science: Myths, realities, challenges and procedures
4. Methods used in Educational Psychology
5. Contribution of various schools of Psychology in education (Behaviorism, Psychoanalysis, Cognitive and Humanistic- schools)

UNIT-II

GROWTH AND DEVELOPMENT

1. Evolutionary nature of development: Meaning and concept
2. Domains of development
3. Aspects of development: maturation and readiness, differentiation and integration
4. Piaget's Theory of Cognitive Development
5. Vygotsky's socio-cultural approach
6. Dimensions of emotional development and Emotional maturity

UNIT-III

THEORIES OF LEARNING

1. Learning theories of Watson & Skinner and their implications to teaching
2. Learning theories of Hull and Tolman and their implications to teaching
3. Cognitive Approach to learning
4. Gestalt Psychology (Kohler &Koffka) and its implications to teaching
5. Bandura's Socio-cognitive Approach to learning and teaching
6. Constructivist Approach to learning: Contribution of Piaget & Vygotsky

UNIT-IV

INDIVIDUAL DIFFERENCES AND INTELLIGENCE

1. Individual differences: Challenges to teaching
2. Areas of individual differences
3. Intelligence: Nature and concept
4. Intelligence & Intelligence Quotient: Landmark issues and great debates
5. Theories of Intelligence: Factor theory; Gardner's Theory of Multiple Intelligence
6. Measurement of Intelligence

Suggested Readings:

1. Henson, K. T. & Eller, B. F. (1999). *Educational Psychology for Effective Teaching*. Wadsworth, Publishing Co. Belmont (U.S.A.).
2. Travers, J. F. (1970). *Fundamentals of Educational Psychology*. Pennsylvania: Houghton and Mifflin Co.
3. Hilgard, E. R. (1958). *Theories of Learning*. New York: Appleton- Century Crofts, Inc.
4. Bigge, M. L. (1967). *Learning Theories for Teachers*. Universal Bool Stall, Delhi.
5. Agarwal, J. C. (2009). Psychological Philosophical and Sociological Foundations of Education: Shipra Publication.
6. Mangal, S.K. (2007). Essentials of Educational Psychology. PHI Learning Pvt. Ltd.

PAPER - III

UNDERSTANDING EDUCATIONAL RESEARCH

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- develop an understanding of concept of research in general and educational research in particular.
- describe the nature, purpose, scope, areas, and types and techniques of research in education.
- explain the distinctive features of quantitative, qualitative and mixed methods research.
- conduct a literature search and frame a research problem.
- select an appropriate method for conducting an educational research study and explain a sampling design appropriate for the study.
- learn about development of a research proposal and documentation of research in the form of a research report.

UNIT-I

RESEARCH IN EDUCATION- CONCEPTUAL UNDERSTANDING

1) Meaning, Nature, Scope, Areas and Challenges of Educational Research
2) Types of Educational Research- Fundamental, Applied and Action Research
3) Sources of Knowledge; The Scientific Approach to Knowledge Generation: Concept, Assumptions, Role, Scope and Limitations; Scientific Method and its Characteristics
4) Research Paradigms: Positivist and Non-positivist, Qualitative and Quantitative

UNIT-II

METHODS OF RESEARCH PART-I

1) Major orientations in educational research: Philosophical, Historical, Sociological and Psychological
2) Historical: Nature, Purpose and Steps in Historical Research, Sources of Data- Primary and Secondary, Historical Criticism- Internal and External
3) Survey: Descriptive, Comparative and Evaluative Survey
4) Experimental: Experimental and Control Groups, Extraneous and Intervening variable, Simple Experimental Designs

UNIT-III

METHODS OF RESEARCH PART-II

1) Field Methods: Participant Observation and Case Study
2) Ethnography Studies
3) Grounded Theory
4) Triangulation
5) Visual Research

UNIT-IV

PLANNING THE RESEARCH STUDY: SELECTING A PROBLEM AND PREPARING A RESEARCH PROPOSAL

1) Sources of Research Problems
2) Review of Literature: Purpose and Resources; Conducting a Literature Search: Using Internet Search Tools and Databases
3) Identification and Conceptualization of Research Problem; Criteria for Selection and Evaluation of the Problem; Stating and Defining the Problem
4) Research Questions and Objectives in Quantitative and Qualitative Research
5) Preparation of a Research Proposal: Framework of a Research Proposal and Strategies for Writing the Research Proposal

Suggested Readings:

1. Best, J.W. and Kahn, J.V. (1995). Research in Education (7th Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
2. Cohen, L. & Manion L. (1980). Research Methods in Education. London: Groom Helm Ltd.
3. Kerlinger, F.N. (1973). Foundations of Behavioral Research, New York: Holt, Rinehart and Winston Inc.
4. Traverse, R. M. W. (1986). An Introduction to Educational Research, New York: The Macmillan Publishing Co.
5. Kaul, L. (1994). Methodology of Educational Research. New Delhi: Vikas Publishing House.
6. Gupta, S.P. (1997). Statistical Methods. SherdaPustak Bhawan, Allahabad.

PAPER- IV

TECHNOLOGICAL INTERVENTIONS IN EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- become effective user of technology in Education
- understand the nature and scope of educational technology and also about the various forms of technology
- develop basic skills in the production of different types of instructional material
- develop an awareness about the recent innovations and future perspectives of education technology
- acquaint themselves with the challenges and opportunities emerging in integrating new technology in educational process
- develop awareness about uses of ICT in Education and Research
- demonstrate infusion of ICT into the curriculum

UNIT-I

CONCEPTUAL UNDERSTANDING OF EDUCATIONAL TECHNOLOGY

1. Concept of Educational Technology
2. Role and Significance of Educational Technology
3. Futuristic view of Educational Technology in India
4. Major institutions of educational technology in India- CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, NOS, NIST Consortium for Educational Communication (CEC); their role in teaching learning

UNIT-II

ICT AND EDUCATION

1. Basic Concepts of ICT
2. Aims and purposes of ICT in education
3. Needs and expectations from ICT
4. ICT benefits,issues and challenges
5. Application of ICT in teaching-learning, administration etc.

UNIT-III

TECHNOLOGY OF TEACHING & TECHNOLOGY IN TEACHING

1. Modalities of Teaching- Difference between Teaching and Instruction, Conditioning & Training
2. Stages of teaching: pre-active, interactive and post-active
3. Organizing teaching and learning at different levels: memory, understanding and reflective levels
4. Online technologies of Teaching: concept & types- Blended learning, Flipped Learning, Mobile learning (M learning) and Wearable Learning
5. Concept of Open Educational Resources & their usage; Massive Open Online Courses (MOOCs)

UNIT-IV

USING THE COMPUTER AND MANAGING FILES FOR TEACHING-LEARNING AND RESEARCH

1. Word Processing
2. Working with a Spreadsheet
3. Working with a Database
4. Composing Documents and Presentations
5. Composing graphical presentations

Suggested Readings

1. Huang, R., & Price, J. K. (Eds.). (2014). ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer.
2. Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication.
3. Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi: Kanishka Publishing House.
4. Dangwal, K. L. (2010). Computers in Teaching and Learning. Vinod Pustak Mandir: Agra.
5. Heinich, Robert, Molenda, Michael, Russell, James, D. (1989). Instructional media and the new technologies of instruction. New York: Macmillan.
6. Joyce, B. (2009). Models of teaching. New Delhi: Phi Learning.
7. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.

PAPER- V

ELECTIVE-I: UNDERSTANDING TEACHING LEARNING PROCESS

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- understand the nature and principles of teaching and learning
- comprehend the conditions influencing teaching and learning
- discuss critically the theories of learning in classroom situations
- organise teaching learning environment in accordance with the cognitive needs of students

UNIT-I

UNDERSTANDING TEACHING LEARNING PROCESS

1. Meaning, concept and nature of Teaching and Learning
2. Psychology as a tool of teaching learning process
3. Functions of teaching
4. Levels of teaching, teaching skills and learning skills
5. Learning in school, social learning

UNIT-II

GROUP DYNAMICS

1. Group Dynamics- concept, Structure and Characteristics of Classroom as a Group
2. Dynamics of classroom groups and its impact upon learning; interaction between teacher and learner group
3. Effective classroom groups; Group morale
4. Leadership dynamics: Teacher as leader of group and facilitator of learning

UNIT-III

STYLES OF LEARNING

1. Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary
2. Cognitive Styles: Field Dependent- Field Independent, Deep-Surface, Reflective-Impulsive
3. Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist

UNIT-IV

APPROACHES TO TEACHING

1. Conventional Strategies of Teaching- Group discussion, Panel discussion, Team teaching, tutorial, seminar, Brain Storming
2. Individualized instruction
3. Innovative strategies- Models of teaching, personalized system of instruction (PSI), Computer assisted instructions (CAI), Learner controlled instructions (LCI)
4. Flander's Class room instructional analysis

Suggested Readings:

1. Agarwal. J.C. (2009). Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd.
2. Arun Kumar Singh: Shiksha Manovigyan, Bharti Bhawan.
3. Bhatanagar, S.: Educational Psychology, Legal Book Depot, Agra.
4. Bhatia, H. R.: Elements of Educational Psychology, Orient Langman Ltd., Bombay.
5. Chauhan, S. S. Advance Educational Psychology, Vikas Publishing House, New Delhi.
6. Dandipani, S. (2000). A Textbook of Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
7. Hurlock, E. B. (1990). Adolescent Development, McGraw Hill, New York.
8. Kamala Bhatia and B.D. Bhatia. (1984). The Principles and Methods of Teaching, Deba House 1984.
9. Kulshrestha, S.P.: ShaikshikTaknikiKeMuladhar.
10. P. D. Pathak: Shiksha Manovigyan, Vinod Pustak Mandir, Agra.

ELECTIVE II: PEDAGOGY OF SCHOOL SUBJECT OF SECONDARY EDUCATION

OPTION A: SCIENCE EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- study the nature of science and its relation to development of scientific concepts
- critically examine the science educational policy from the socio-political and economic perspective
- understand the issues in concept formation of science in the classrooms and use of various resources
- understand the dissemination of scientific concepts and issues in the same
- understand the structural components of science programs and identify the essential features

UNIT-I

CONCEPTUAL UNDERSTANDING OF SCIENCE EDUCATION

1. Nature of science, its history, philosophy and methods.
2. Scientific method: Induction, deduction, verifiability and falsification.
3. Application of scientific methods on discovery of some concepts of science.

UNIT-II

POLICY PERSPECTIVE OF SCIENCE EDUCATION

1. Science Education in various policies and commission.
2. India's policy on Science and Science Education.
3. Ongoing debates on issues of science (science curriculum and instruction, environmental and socio-scientific issues, ethics, assessment, research and industry).

UNIT-III

SCIENCE IN CLASSROOMS

1. Students' and teachers' concepts of science (alternative and misconceptions).
2. Approaches and methods of teaching-learning of science: conceptual, process, integrated, constructivist approaches; activity, demonstration, experimentation, project, analogies, virtual education, Science, Technology & Society (STS) Approach
3. Use of ICT in teaching-learning of science.

UNIT-IV

ESSESNTIALS FOR A SCIENCE TEACHER

1. Major developments and trends in science education from international and Indian perspectives: Nuffield Chemistry programme, Project 2061, CHEM study project, SAPA, HSTP, BGVS, STEM programs etc.
2. Professional development of science teacher
3. Importance of Science bodies and organizations
4. Sources of Science Education- science magazines, science textbooks, kits, science programs on television channel, science news, websites, field visits, exhibits, museum.

Suggested Readings:

1. Agnihotri, R., Khanna, K. and Shukla, A. L. (1994). *Prashika*, Eklavya's Innovative Experiment in Primary Education.
2. Berry, A., Friedrichsen, P., & Loughran, J. (Eds.). (2015). *Re-examining pedagogical content knowledge in science education*. Routledge.
3. Buxton, C. A., &Provenzo, E. F. (2007). *Teaching science in elementary and middle school: A cognitive and cultural approach*. Sage.
4. NCERT, *'Focus Group Report' Teaching of Science* (2005). NCERT New Delhi.
5. NCERT (2005) *National curriculum Framework*. New Delhi NCERT.
6. Driver, R. (1981). Pupils' Alternative Frameworks in Science, *European Journal ofScience Education* 3(1), 93-101.

OPTION- B: LANGUAGE EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- look at Language with the major ways that emerged in 20th century, i.e. the Structuralist-Behaviorist and the Generative-Mentalist
- familiarize themselves with Nature of Language and relationship of Language with Thoughts
- acquaint themselves with Syntactical, Semantic and phonetic aspects of Language
- develop an insight into socio-linguistic and psycholinguistic approaches to Language learning
- make them aware of the theories and recent trends of researches in Language

UNIT-I

UNDERSTANDING LANGUAGE

1. Nature and characteristics of Language
2. Components of language: sounds, Vocabulary and structure and language Skills Nature of Language and its relationship with thoughts
3. Language Theories; Saussure, Sapir-Whorf, Bloomfield and Chomsky

UNIT-II

PHONETICS, PHONOLOGY AND MORPHOLOGY

1. Speech mechanism, Description and classification of Consonants and Vowel Sounds
2. Word Accent, Stress and Rhythm in Connected Speech
3. Word formation in Language

UNIT-III

APPROACHES TO LANGUAGE TEACHING AND LEARNING

1. Psycholinguist and sociolinguist; Piaget, Bruner, Vygotsky, Bernstein and William Pablov
2. Grammar-translation and Direct Methods, Structural and Communicative approaches to Language Teaching
3. Bilingual and Interactive approaches to Language Teaching

UNIT-IV

ISSUES RELATED TO LANGUAGE TEACHING AND LEARNING

1. Language acquisition vs. Language learning, Learner Factors in Language Acquisition
2. Place of Mother-tongue/Home Language/Other Tongue and Grammar, Speech Community and Multilingualism
3. Curriculum; different types of Language syllabi and Language Standardization
4. Language Variation and Ethnic Identities

Suggested Readings:

1. Agnihotri,R.K. and Khanna, A.L.(1977).The Social Psychological Perspective on Second Language Learning :A critique in Rajinder Singh (ed) Grammar, Language and Society, Sage Publications, New Delhi.P.325-342
2. Bansal, R. K and Harrison,J. B. (1983). *Spoken English for India.* Hyderabad: Orient Longman.
3. Baugh, A. C. and Cable, T. (1994). *A History of the English Language (*4th Ed.*).* London: Rutledge.
4. Francis, H. (1990). *Language in Teaching and Learning.* New Delhi: Universal Book Stall.
5. NCERT (2005). *Position Paper National Focus Group on Teaching of English. NCERT, New Delhi.*
6. Nunan, D. (1992). *Research Methods in Language Learning.* Cambridge: Cambridge University Press.
7. Tickoo, M. L. (2005). *Teaching and Learning English.* New Delhi: Orient Longman.
8. Verma, S. K. (1995). *Language in Education Problems and Principles.* Madras: T. R. Publications.

OPTION- C: MATHEMATICS EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners

- understand the nature and history of mathematics and mathematics education in terms of a philosophical bases
- understand the underlying psychological theories that function in the process of teaching-learning of mathematics of the minds of teachers and students
- understand the evolution of research in mathematics education and its significance for a prospective mathematics teacher or mathematics teacher educator
- grasp the various frameworks in relation to mathematics education and its curriculum and develop own ideas of improvement and innovation in mathematics education curriculum
- understand suitable evaluation and assessment techniques and thus develop techniques on their own for best outcomes in teaching learning of mathematics

UNIT-I

PHILOSOPHICAL BASIS OF MATHEMATICS

1. Philosophical bases of mathematics with respect to its nature and origin
2. Nature of mathematics in light of the key basic characteristics of mathematics such as abstraction, generalization, symbols and signs, proofs etc.

UNIT-II

PSYCHOLOGICAL BASIS OF MATHEMATICS

1. Piagetian, Vygotskian, Bruner and Gardener's perspectives on Mathematics teaching and learning
2. Socio-cultural perspective (Ethno-Mathematics) and the
3. Constructivist approach to Mathematics teaching and learning

UNIT-III

TEACHER PREPARATION IN MATHEMATICS & RESEARCH IN MATHEMATICS EDUCATION

1. Formation of beliefs regarding teaching and learning of mathematics among the mathematics teachers, its importance in teaching -learning process and how it gets formed
2. Cue Utilization process
3. Research in Mathematics Education

UNIT-IV

MATHEMATICS EDUCATION AND CURRICULUM IN LIGHT OF FRAMEWORKS

1. Curriculum, Teacher Preparation and Mathematics Education in light of *National Curriculum Framework,* NCERT-2005
2. Curriculum, Teacher Preparation and Mathematics Education in light of *National Focus Group on Teaching of Mathematics*, NCERT-2005

Suggested Readings:

1. Chitriv, U. G. (1988). *Ausubel vs. Bruner Model for Teaching Mathematics. Himalya* Publishing House.
2. Dossey, J. A. (1992). The nature of mathematics: its role and its influence. In Grouws D.A. (Ed.) *Handbook of Mathematics.* New York: Macmillan Publishing Company.
3. Gronlund, N.E., *Measurement and Evaluation in Teaching*, New York: Macmillan, 1990.
4. Indira Gandhi National Open University (IGNOU). (2000). *Approaches to Learning.*LMT-01 Learning Mathematics. Chap. 1-2, pp. 7-35
5. Khan, F. A. (2004). Living Learning and Doing Mathematics: A Study of Working class Children in Delhi. Contemporary Education Dialogue. Vol 1:2, Spring 2004, pp. 199-227.
6. Kilpatrick, J. (1990). *A History of Research in Mathematics.* U.S. Georgia.
7. Miglani, R. K. (2014). *Teaching of Mathematics*. Arya Books.
8. National Council of Educational Research and Training (NCERT). (2006). *National Focus Group on Teaching of Mathematics- Position Paper.* India.

OPTION- D: SOCIAL SCIENCE EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- develop an understanding of the meaning, nature, scope of social sciences
- understand the role of various methods and approaches of teaching social sciences
- acquaint themselves with the contribution of great persons in the field of social sciences
- employ appropriate techniques of curriculum transaction
- do proper evaluation and assessment of learners in social sciences

UNIT-I

CONCEPTUALIZATION OF SOCIAL SCIENCE EDUCATION

1. Meaning, Nature, Objectives, and Scope of Social Science education
2. Relevance of social science education in school curriculum
3. Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School

UNIT-II

CONTENTS OF SOCIAL SCIENCES

1. Dimensions in social sciences: social thought, social change, social continuity and social progress
2. Contribution of the following to the development of social sciences: Adam Smith, Karl Marx, and Gandhi
3. Constitution of Indian, Fundamental rights, Rights of the Child

UNIT-III

ASPECTS OF SOCIAL SCIENCE CURRICULUM

1. Meaning and Principles of Curriculum construction in social studies
2. Approaches to formulation of social science curriculum at various stages of education
3. Development of curricular materials viz., textbooks, workbooks, activity book and self instructional materials
4. NCF 2005, related to of social science curriculum

UNIT-IV

ADVANCED METHODS MODELS AND APPROACHES

1. Various teaching learning Approaches- Constructivist approach, Behaviourist approach,Interdisciplinary approach
2. Various teaching Methods- Lecture method, project method, problem solving, Team teaching
3. Various teaching learning strategies and Model*s*- Co-curricular activities, field trips, Concept attainment, social inquiry models, and concept of maps
4. Integration of ICT in teaching-learning of social science

Suggested Readings

1. Indian Economic Association Trust for Research and Development (1991*), Teaching of Economics in India,* Interest Publications, New Delhi.
2. Jack Zevin, (2000).*Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools,* Lawrence Erlbaum Associates, Mahwah, New Jersey.
3. James Hemming (1953), *Teaching of Social Studies in Secondary Schools,* Longman Geen& Co, London.
4. Kaushik, V.R. and Sharma, S.R., *Teaching of Social Studies in Elementary School,* New Delhi : Anmol Publications ,1997.
5. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol. II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks)*, National Council of Educational Research and Training, New Delhi.
6. NCERT (2005a) National Curriculum Framework Review 2005 *National Focus Group Position Paper onCurriculum, Syllabus and Textbooks*, National Council of Educational Research and Training, New Delhi.
7. Sharma R.A. (2007).*Teaching of social studies,*International publishing House, Meerut.
8. NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.

ELECTIVE III: ONE MOOC

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Duration:**

To be done from SWAYAM PORTAL

PAPER- VI

GENDER STUDIES

Max. Marks: 50   **Total Credits: 2**
(External: 30, Internal: 20)   **Exam Hours: 1.5 Hours**

Objectives

The course intends to

- create awareness among students regarding gender
- stimulate students' thinking towards gender related problems
- inculcate in students the importance of justice and laws related to gender
- develop understanding in students about the importance of health and education with respect to gender

UNIT-I

GENDER AND SOCIETY

1. Girl child in society; Child labour; changing role of Women, Married-Single
2. Parent, Motherhood, Widows, Women with disability
3. Empowerment-Alternative approaches, Women in Development (WID), Women and Development (WAD)
4. Gender and Development (GAD)- State Policy and Programmes Women Development
5. Women and leadership- Panchayat Raj- Political Role and Participation in NGOs and Women Development- National and International Funding Agencies

UNIT-II

GENDER AND EDUCATION

1. Educational disparity (gender perspective)
2. Women Education- Gender bias in enrolment- Curriculum content- Dropouts Negative
3. Capability in Education- Values in Education- Vocational Education Recent Trends in Women's Education, Women teacher training-committees and Commissions on Education Adult Literacy and Non-Formal Education for Women's Development

Suggested Readings:

1. Ram Shankar Singh. (2009). Encyclopedia on women and children trafficking-Volume 1 to 3, Anmol Publications.
2. Ramesh Bandari(2009). Role of Status of Women in New Panchayat Raj System –Alfa Publication –New Delhi.
3. Tanuja Vohra –Trafficking in Women and Children –Pacific publications –New Delhi -2009.
4. Veena Gandotra and Sarjoo Patel (Edited)-Women Working Condition and Efficiency –New Century Publication -2009.
5. Abishek – Destiny of Women – Rummy Nand Lal –Chandigarh-2008.
6. Nalini Mishra-Woman Laws against Violence and abuse- Pearl Books New Delhi 2008.
7. Anju Desai –Women Teacher Training-New Delhi-2008.
8. Dr. (Miss) P. Sarojini Reddy- Justice for Women– Sai Srinivas printers-2002.
9. DipangshuChakroborty- Atrocities on Indian Women -1999.
10. Dr. Mrs. SivagamiParamasivam- Human Rights –A Study-Published by Sriram Computer Prints and Offset Salem. Tamil Nadu-1998.

PAPER- VII

PRACTICUM: SELF DEVELOPMENT

OBJECTIVES:

The students will be able to

- Understand what they are and what they want to be?
- Take responsibility for self- development, self-exploration and self-evolution.
- know oneself and through that knowing surroundings(including human and other living Beings.

COURSE CONTENT:-

- Themes such as gender, society and education, differently challenged abilities, psycho-social dimensions of exclusion and inclusive education.
- Concept of integrated personality and processes of its harmonious development.
- Mental and physical well-being (through modalities such as Yoga workshops for at least once in a week), Life skills in our daily life.
- Happiness, harmony: within me and with, others: society, nature, existence. • Realization, understanding, desiring, thinking, Shanti, Santosh, Anand.
- Prosperity.
- Human Values:
- Swatantrata
- Swarajya
- Moksha
- Concept of self: Self-concept and self-esteem
- Understanding and analysis of your own Strength, Scope for development,weakness,threats towards self- development.
- Concept of intelligence (multiple intelligence),emotional intelligence, spiritual intelligence.
- Prayer, Meditation (as anti-dote to stress management)& Mental Piece.
- Interaction with theatre personality/musician/artist.
- Conducting theatre workshop
- Maslow's Need Hierarchy Theory and Self-actualization.

PRACTICUM (ANY ONE OF THE FOLLOWING):

- Workshop on self-development mechanism.
- Workshop on corporate living

SEMESTER II

PAPER- I

ADVANCED PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learner to

- understand the different philosophical approaches to education
- critically analyze the teachings of different schools of philosophy with respect to education
- appreciate the contribution and educational implications of Western and Indian schools of thoughts
- critically examine the views and ideas of different educational thinkers
- understand the concept of education in light of social mobility and social change
- appreciate the new developments in the society and their impact on education
- develop adequate familiarity with social structure on the basis of class, caste, region & gender
- critically analyze the sociology of school, teacher and curriculum

UNIT-I

WESTERN AND INDIAN PHILOSOPHICAL APPROACHES TO EDUCATION

1) Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism, Marxism; their educational implications with respect to aims, contents and methods of education
2) Indian Schools of Philosophy: Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions, Sikhism; their educational implications with respect to aims, contents and methods of education
3) Recent Philosophical Approaches to Education: Logical Positivism, Grounded Theory, Naturalistic Inquiry, Interpretativism, Phenomenology, Scientific Humanism

UNIT-II

THINKERS AND THEIR CONTRIBUTION TO EDUCATION

1) Indian Thinkers: Swami Vivekananda, Mahatma Gandhi, Aurobindo Ghose, JidduKrishnamurti, B.R. Ambedkar , Dr. APJ Abdul Kalam
2) Western Thinkers: Rousseau, John Dewey, Aristotle, Plato, Immanuel Kant, Jean Paul Sartre
3) Educational Thinking of Great Radicalists: Paulo Freire, Ivan Illich

UNIT III

EDUCATION AND SOME SOCIOLOGICAL PHENOMENA

1) Education and Social Mobility, Social Change, Social Development & Sustainable Development
2) Education and Modernization, Post-Modernization, Globalization & Internationalization
3) Education and Social Stratification (Based on Class, Caste, Region & Gender)
4) Equality of Educational Opportunities: Concept, Threat & Strategies

UNIT IV

SOCIOLOGY OF SCHOOL, TEACHER AND CURRICULUM

1) School Class as a Social System: Parson's View
2) Sociology of Teachers: Professionalism, Autonomy and their Role in School & Outside
3) Sociology of Curriculum: Curriculum & Politics; Curriculum & Citizenship;Explicit & Hidden Curriculum
4) Education for Social Justice and Inclusive Society

Suggested Readings:

1. Brubacher, R. S. (1955). *Modern Philosophies of Education*, Chicago, University Press.
2. Butler, D. (1962). Four Philosophies and their Implications in Education and Religion, New York: Harper & Row.
3. Chatterjee, S. & Datta (2007).An Introduction to Indian Philosophy. Rupn Pub. India Pvt. Ltd. New Delhi.
4. Dasgupta, S.N. (1988). A History of Indian Philosophy. Vol. 1, Motilal Banarsidas, New Delhi.
5. H. Ozmon and S. Craver. (2003). *Philosophical Foundations of Education* (Seventh Edition). Upper Saddle River, NJ: Merril Prentice Hall. ISBN: 0-13-042399-8.
6. Kneller, G. F. (1971). Introduction to Philosophy of Education, New York, John Witty & Sons.
7. Mani, R. (1967). Educational ideas and ideals of Eminent Indians, New Delhi Birah Society of India.
8. Kamat, A.R., *Education and Social Change*, Bombay: Popular, 1983.
9. Patel, S.P., *Equality of Educational Opportunity in India: A Myth or Reality*, Delhi: National Publication House, 1983.
10. Ruhela, S.P. (1970).*Sociology of Teaching Profession in India,* New Delhi: NCERT.

PAPER- II

ADVANCED EDUCATIONAL PSYCHOLOGY

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- realize and appreciate the human strengths and potentialities.
- develop the skill to prepare the psychological profile of learners and design the strategies for its implementation in the colleges of education and schools.
- understand and develop the body of knowledge related to human personality and adjustment.
- perceive, value, reflect and understand the human behaviour in terms of personality, attitudes, motivation, interests.
- draw principles, laws, inferences and make pedagogical decisions about the issues related to personality and adjustment.

UNIT-I

PERSONALITY

1. Meaning and concept
2. Concept of self and consciousness; relevance of these to teaching learning process
3. Positive psychology as an emerging field:
   - Evolutionary perspectives
   - Personality as an agentic and self regulatory system
4. Human strengths and interventions

UNIT-II

PERSPECTIVES, THEORIES AND ASSESSMENT OF PERSONALITY

1. Psychoanalytic Perspective: Freud's theory (socialization of child); Adler's Individual Psychology and the education; Erickson's theory (formation of identity); Fromm's theory of productiveness and self realization
2. Trait Theories: Allport; Big-Five Model
3. Factor Theories: Eysenck; Cattell
4. Approaches to Assessment of Personality: Inventories; Expressive technique; Objective performance test; Projective techniques

UNIT-III

PSYCHOLOGY OF ADJUSTMENT

1. Concept of adjustment
2. Mechanism of adjustment: Factors affecting Adjustment and Defence Mechanism
3. Mental Health: Concept; Characteristics of Integrated personality and mentally healthy individual; role of education in enhancing mental health
4. School Adjustment
5. Abnormal psychology

UNIT-IV

CONCEPTUAL UNDERSTANDING OF SOME PSYCHOLOGICAL CONCEPTS

1. Motivation: Concept, types and strategies. Achievement motivation-Maslow's Concept
2. Conflict: Concept and types, conflict as a barrier in decision-making process
3. Stress: Concept, causes and coping. Defense Mechanism
4. Creativity: Concept, dimensions and identification of creative child, educational programmes for nurturing creativity
5. Emotional Intelligence

SuggestedReadings:

1. Aspinwall, L.G. &Staundinger, U.M. (2003). *The Psychology of Human Strength: Fundamental Questions and Future Direction for a Positive Psychology.* US: American Psychological Association.
2. Schultz, D. P. & Schultz S. E. (2005). *Theories of Personality*. Wadwarth, Thomson Learning.
3. Adler, A. (1930). *The Education of Children*. London: George Allen & Unwin Ltd.
4. Adler, A. (1949). *Mental Readjustment*. London: George Allen & Unwin Ltd.
5. Allport, G. A. (1961). *Pattern and Growth in Personality*. New York: Hott, Rinehart & Winston.
6. Arkoff, A. (1968). *Adjustment and Mental Health*. United State of America: McGraw Hill Book Cmpany, Inc.
7. O'Reilly, M., and Parker, N. (2014). Doing mental health research with children and adolescents: A guide to qualitative methods. Sage.
8. Raina, M.K. (Ed.). (1980). Creativity research: International perspective. New Delhi: NCERT.

PAPER- III

STATISTICS IN EDUCATION AND DATA ANALYSIS

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learner to
- understand the constructional and proper use of various tools used for collecting data.
- understand the uses of various inferential statistical techniques for analyzing the data.
- develop an ability to choose and employ appropriate statistical techniques to analyze quantitative data.
- explain a sampling design appropriate for a research study.
- understand the inferential statistics and appreciate its role and use in educational research.

UNIT-I

DEVELOPING ASSUMPTIONS AND HYPOTHESES

1. Meaning and difference between assumptions, postulates and hypotheses
2. Nature and types of hypotheses: their sources
3. Characteristics of good hypotheses
4. Role of hypotheses in theory building
5. Hypothesis testing, Types of Error and Levels of Significance

UNIT-II

SAMPLING AND ESTIMATION

1. Concept of population and sample; characteristics of a good sample
2. Sample frame; units of sampling; determiners of sample size
3. Various methods of probability and non-probability sampling
4. Sampling Distribution of Means and Proportions
5. Reliability of Statistics- Estimation, Standard Errors and Confidence Intervals of Statistics
6. Sampling errors and avoidance of sampling bias

UNIT-III

TOOLS AND TECHNIQUES OF RESEARCH

1. Interview and Interview Schedule
2. Observation and Observation Schedule
3. Questionnaire
4. Opinionnaire or Attitude Scale
5. Psychological Tests and Inventories
6. Sociometry

UNIT-IV

DESCRIPTIVE ANDINFERENTIAL STATISTICS

1. Tabular and Graphical Representation of Data
2. Measures of Central Tendency: Mean, Median and Mode
3. Measures of Variability: Range, Mean Deviation, Standard Deviation and Quartile Deviation
4. Correlation: Rank Order and Product Moment
5. Probability Distribution: Normal Probability Curve- Its Properties and Applications
6. Critical Ratio and T-Ratio; One-Tailed and Two-Tailed Tests
7. Analysis of Variance (One-Way)
8. Chi-Square Test; Tests of Goodness of Fit and Test of Independence

Suggested Readings:

1. Best, J.W. and Kahn, J.V. (1995). Research in Education (7th Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
2. Cohen, L. & Manion, L. (1980). Research Methods in Education. London: Groom Helm Ltd.
3. Garrett, H.E. (1969). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
4. Ferguson, G. A. (1981). Statistics Analysis in Psychology and Education. 5th ed. Tokyo: Mc Graw Hill Kegakusha Ltd.
5. Festinger, U and Katz, D. (Eds). (1970). Research Methods in Behavioural Sciences. New York: Holt, Rinehart & Winston Inc.
6. Guilford, J.P. and Freachter, B. (1978). Fundamental statistics in psychology and Education (6th Ed). Tokyo: Mc Graw Hill, Kegakusha Ltd.
7. Kaul, L. (1994). Methodology of Educational Research. New Delhi: Vikas Publishing House.

PAPER- IV

WEB TOOLS IN TEACHING AND RESEARCH

Max. Marks: 100   **Total Credits: 4**
 (External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives:

The course will enable the learners to

- make judicious use of online tools and resources to instruct students and to collaborate with other teachers, students and parents.
- integrate Web 2.0 teaching tools in their teaching practices to make it interesting.
- learn about various web tools which are used as aggregators, bookmark managers, collaborators, classroom tools and for gamification.
- get technical understanding of the various quantitative and qualitative softwares used in research.
- appreciate the use of web tools in teaching and research.

UNIT-I

WEB TOOLS USED AS AGGREGATORS AND BOOKMARK MANAGERS

I. AGGREGATORS
1) Bloglines- personal news aggregator
2) FeedReader- free reader
3) WikiNews- articles for a global audience
4) Aggie- open source news aggregator

II. BOOKMARK MANAGERS
1) Diigo- bookmark manager with a highlighter or with sticky notes
2) Facebook- as a tool to bookmark Web sites and specific Internet pages
3) LinkedIn- for communication and bookmarking
4) Twitter- bookmark manager for research

UNIT-II

WEB TOOLS USED AS CLASSROOM TOOLS

1) Animoto- for creating and sharing of videos
2) Charles Kelley Quiz Generator- to create multiple choice or bilingual tests
3) Crocodoc- convert Microsoft Office and PDF documents to HTML
4) Grammarly- tool as a grammar checker
5) Prezi- presentation tool to organize and share ideas with students and other educators
6) Forvo- online pronunciation dictionary
7) My Project Pages- to create structured online inquiry-based learning activities
8) Slideshare- share .ppt files and add music, embed videos, etc.

UNIT-III

WEB TOOLS USED FORCOLLABORATION AND GAMIFICATION

I. WEB TOOLS FOR COLLABORATION

1) Edmodo- facilitates collaboration and content sharing among students, teachers, and school districts
2) Gliffy Online- diagram editor
3) Schoology- for sharing instructional resources and connecting with other educators
4) NoteMesh- collaborative wiki style class note taker

II. WEB TOOLS FOR GAMIFICATION

1) BadgeStack- to deliver digital badges to students once they master a skill
2) CourseHero- access to course materials such as flashcards, tutors, and courses
3) FunBrain- for interactive games in subjects such as math, reading, and literacy
4) MangaHigh- to teach math concepts to students

UNIT-IV

SOFTWARES USED IN QUANTITATIVE AND QUALITATIVE RESEARCH

I. SOFTWARES USED IN QUALITATIVE RESEARCH

1) HubSpot
2) MAXQDA
3) Quirkos
4) Qualtrics
5) Raven's Eye

II. SOFTWARES USED IN QUANTITATIVE RESEARCH

1) Home
2) SPSS
3) Stata
4) SAS
5) R

References: Online resources and applications

ELECTIVE PAPER- V

ELECTIVE A: INCLUSIVE EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- understand concept, meaning and significance of inclusive education.
- appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education
- understand the nature of difficulties encountered by children

UNIT-I

INTRODUCTION, ISSUES & PERSPECTIVES OF INCLUSIVE EDUCATION

1. Definition, concept and importance of inclusive education
2. Historical perspectives of inclusive education for children with diverse needs
3. Difference between special education, integrated education and inclusive education
4. Advantages of inclusive education for education of all children in the context of Right to Education
5. NCF-2005 and adaptation of teaching learning material

UNIT-II

POLICY PERSPECTIVE

1. Recommendations of Indian Education Commission (1964-66)
2. Scheme of Integrated Education for Disabled Children
3. Sarwa Shiksha Abhiyaan (SSA)
4. Inclusive Education of Disabled at Secondary Stage (IEDSS)
5. National Policy on Education (NPE, 1986-92)
6. National Curriculum Framework, 2005 NCERT
7. The Convention on the Rights of the Child (Article 23, 28, 29 a 2, 3, 6 and 10 &12)
8. The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990)
9. Educational provisions in Person with Disability Act
10. Rehabilitation Council of India Act (1992)
11. National Trust Act (1999)
12. UN convention on the Rights of Persons With Disabilities
13. The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999

UNIT-III

DIVERSITY IN THE CLASSROOM

1. Diversity- Meaning and definition
2. Disability- Legal definition, discrimination
3. Giftedness
4. Concept, Nature, and Characteristics of Multiple Disabilities
5. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings
6. Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms
7. Techniques and methods used for adaptation of content, laboratory skills and play material

UNIT-IV

TEACHER PREPARATION AND INCLUSIVE EDUCATION

1. Review existing educational programmes offered in secondary school (general, special education)
2. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings
3. NCF 2005 and curriculum for teacher preparation and transaction modes
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
5. Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes
6. Role of different national and international agencies {institutions, universities} in promoting inclusive education

Suggested Readings:

1. Maitra, Krishna (2008). Inclusion: Issues And Perspectives (For Teachers, Teachers' Educators and Parents):Kanishka Publishers ,Distributors New Delhi.
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, India.
5. RCI (2008). Status of Disability in India. New Delhi.
6. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs NCERT.

ELECTIVE PAPER

ELECTIVE B: ENVIRONMENTAL EDUCATION

Max. Marks: 100   Total Credits: 4
(External: 60, Internal: 40)   Exam Hours: 3 Hours

Objectives

UNIT-I

CONCEPT OF ENVIRONMENTAL EDUCATION

1) Meaning, need and importance of Environmental Education; historical background of Environmental Education
2) Principles of Environmental Education
3) Objectives of Environmental Education
4) Role of educational awareness, attitude, motivation, and commitment to improve environmental quality

UNIT-II

ENVIRONMENTAL EDUCATION: METHODS AND CURRICULUM

1) Concept of teaching methods, strategies and techniques for environmental education
2) Formal agencies of education and evaluation of teaching methods; traditional method and progressive methods of teaching environmental education
3) Role of formal and non formal agencies of education in providing environmental awareness
4) Environmental Education curriculum: Objectives and need
5) Development of Environmental Education curriculum and syllabus for different levels (Role of NCERT and UGC)
6) Problems and remedial measures of Environmental Education in India

UNIT-III

ENVIRONMENTAL HAZARDS

1) Causes and effects of environmental hazards
2) Environmental pollution (soil pollution, water pollution, air pollution, noise pollution) and its remedial measures
3) Green House effect-an impending catastrophe
4) Environmental threats: Ozone layer depletion, acid rain, global warming, polar melting, rising of sea level (implications and remedial measures)

UNIT-V

ENVIRONMENTAL AWARENESS AND ROLE OF AGENCIES

1) Salient features of environmental awareness through education
2) Environmental ethics: concept and need
3) Environmental awareness- strategies for teachers and students
4) Role of UNO Agencies for Climatic Changes: UNEP, IPCC AND UNFCC

Suggested Readings:

1. Bhal, S.C. & Khanna, H. (2007). Environmental Education, New Delhi: Regal Publication.
2. Kaushik, A. and Kaushik, C.P. (2004). Perspectives in Environmental Studies, New Age International Pvt. Ltd. Publishers, New Delhi.
3. Nagra, V. (2006). Environmental Education, New Delhi: APH Publishing Corporation.
4. Nasrin, R. (2007). Education, Environment and Society, New Delhi: APH Publishing Corporation.
5. Shrivastava, K.A. (2004). Global Warning, New Delhi, New Delhi: APH Publishing Corporation.
6. Singh, K.Y. (2005). Teaching of Environment Sciences, New Delhi: Chaman Eneterprises.
7. Ramakrishnan, P.S. (2001). Ecology and Sustainable Development, N.B.T., New Delhi.
8. Rather, C.S., &Gardia, A. (2008). Society and Environment Ethics, Seema Press, Varanasi.
9. Sudhir, A.M. and Masillamani, M. (2003). Environment Issues, New Delhi, Reliance Publishing House.

ELECTIVE C: ONE MOOC

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Duration:**

To be done from SWAYAM PORTAL

PAPER- VI
PRACTICAL IN EDUCATIONAL PSYCHOLOGY

Max. Marks: 50   **Total Credits: 2**
(External: 10, Internal: 40)   **Duration: 8 Weeks**

Practical in Educational Psychology will include-

I. Test-

1. Intelligence

2. Personality

II. Experiment-

1. Sociometry

2. Semantic Differential

III. Inventory

1. Study Habits Inventory

2. School Environment Inventory

IV. A Case Study of a child with special needs/ slow learner/ gifted child/ creative child

PAPER -VI

COMMUNICATION AND EXPOSITORY WRITING

(Practicum)

Max. Marks: 50   **Total Credits: 2**
(External: 20, Internal: 30)

OBJECTIVES: The students will be able to

- Listen, converse, speak, present and explain ideas in groups and before an audience.
- Use ICT in effective communication.
- Understand about writing skills and enhance their expository writing skills.
- Implement their knowledge of communication in classroom discussion and in daily life.

COMMUNICATION SKILLS:

- Meaning, concept and components of effective communication.
- Strategies of effective communication.
- Role and usage of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and pre-presentation.

EXPOSITORY WRITING:

- Meaning, concept, Types and indicators for effective expository writing.
- Listening skills: meaning, concept and importance of listening skills.
- Academic listening-(lecturing) listening to talk and presentation.
- Asking for and giving information, giving instruction, listening and observing tone/mood and attitude at the other end, handling the situations especially trouble shooting, tele-conferencing, tele- interviews handling.

PRACTICUM (ANY ONE OF THE FOLLOWING):

- Workshop on Development of Expository Writing skills.
- Workshop on Communication skills.

Note: - Mode of transaction of this course will be workshop.

SEMESTER III

PAPER- I

MEASUREMENT AND EVALUATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 hours**

OBJECTIVES

- Understand the concept of measurement, evaluation and examination.
- Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures.
- Develop the skill to use evaluating tools.
- Collect scientific data about learners by administering different types of tests.
- Develop the familiarity with the teacher made and standardized achievement tests.
- Understanding the problems of evaluation in the present system of education.
- Understand the vitality of continuous and comprehensive evaluation in education.

UNIT-I

- Concept of measurement and evaluation: meaning of measurement and evaluation,
- scales of measurement, nominal, ordinal, interval and ratio, types of evaluation, role of measurement and evaluation in education.
- Guideline and the programs of action for evaluation reform under the new education policy 1986; concept of CCE with reference to NCF - 2005.

UNIT-II

- Instructional objectives: Meaning need, developmental, Sources and criteria for selection of objectives.
- Validity: concept, determination, factors contributing to test validation.
- Reliability: Concept, estimation, factors contributing to test reliability, cautions while interpreting reliability coefficients, standard error of measurement, and usability of a test.
- Item analysis- facility index, discriminating index. Distracter count and its computation.

UNIT-III

- Test construction: Basic requirement in preparing a test, types of test items and general rules for writing test items.

- Precautions in formulating essay type items and their scoring, advantages and limitations of objective and essay type tests, and teacher made and standardized tests.

- Interpretation of quantitative data test scores and norms: Criterion referenced and norms referenced interpretation, raw score and standard, sigma score, T-score, standard - score.

UNIT-IV

- Norms: Grade, age percentile and percentile rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score.
- Assumptions and philosophy of different correlational approaches in series of data: Biserial, point biserial, contingency, tetrachoric and phi coefficient, merits and limitations of these correlation techniques and interpreting correlation coefficient.
- Analysis of data: Quantitative and qualitative approaches in different educational settings; uses and limitations of parametric and non-parametric testing techniques.

Suggested Readings:

1. Adams, G.S. (l964). Measurement and Evaluation in Education &Psychology. New York: Rinehart and Winston.

2. Anastasi, Anne and Urbina, Susana (2008).Psychological Testing.New Delhi: Prentice Hall of India Pvt. Ltd. 60

3. Garrett, H.E. (2004). Statistics in Psychology and Education (11th Indian print). New Delhi: Paragon International.

4. Gregory, R.J. (2014). Psychological Testing: History, Principles and Applications (6th Edition). New Delhi: Pearson Publications.

5. Grounlund, N.E. (1981). Measurement and Evaluation in Teaching (Fourth Edition). New York: MacMillan Publising Co.

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

7. Kothari, C.R. (2004). Research Methodology: Methods and Techniques. New Delhi: New Age International Pvt. Ltd. Publishers. 11. Koul, Lokesh (2009). Methodology of Educational Research (4th Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.

8. Linn, R.L. and Gronlund, N.E. (2003). Measurement and Assessment in Teaching (8th Edition). Delhi: Pearson Publishers.

9. Mangal, S.K. (1987). Statistics in Psychology Education. New Delhi: Tata McGraw Hill Publishing Co. Ltd.

10. Reylonds, C.R. and Livingston, R. B. and Willson, V. (2011). Measurement and Assessment in Education. New Delhi: PHI Learning Pvt. Ltd.

11. Sharma, T.R. (1983). Measurement and Evaluation (Punjabi). Chandigarh: Punjab State University Text Book Board.

12. Sharma, Yogendra K. (2011). Methodology and Techniques of Educational Research. New Delhi: Kanishka Publishers and Distributors.

PAPER- II

OPEN DISTANCE LEARNING AND ONLINE EDUCATION

Max. Marks: 100Total Credits: 4
(External: 60, Internal: 40)   **Exam Hours: 3 hours**

OBJECTIVES:

- To acquaint the students with the aims, principles of distance and online education
- To acquaint with the historical development and the present status of distance education
- To develop education as a lifelong activity to enable persons to update their knowledge or acquire knowledge in new areas.
- To emphasize the relation between ODL and online learningwith their application.
- To provide opportunities to improve their standard of knowledge

UNIT-I:

- Meaning, Definition, Concept of Open Distance education
- Need and importance of online education guidance at various stages of learning
- Assumptions, issues and problems in applying ODL and Online learning
- Relationship between ODL and online learning

UNIT-II:

- Historical background of ODL
- Recommendations and Policies regarding ODL in India
- Status of Teaching and learning at distance in India
- Emerging trends and current needs in India and globally.

UNIT-III:

- Strength and weaknesses of online education
- Sources for online education
- Issues and challenges in online education

UNIT-IV:

- Concept, meaning and importance of lifelong learning.
- Social and democratic aspects of distance and online education
- Idea of individuality, self- actualization and independence with their application

REFERENCES

- Moore, M. G., & Kearsley, G. (1996). Distance education: A systems view. Albany, NY: Wadsworth.
- Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). Instruction technology for teaching and learning. Upper Saddle River, NJ: Merrill.
- Ormrod, J. E. (1995). Human learning (2nd ed.). Englewood Cliffs, NJ: Prentice Hall. Phipps, R., & Merisotis, J. P. (1999, April).
- What's the Difference? A review of contemporary research on the effectiveness of distance learning in higher education. Washington, DC: The Institute for Higher Education Policy.
- Roblyer, M. D., & Edwards, J. (2000). Integrating educational technology into teaching (2nd ed.). Upper Saddle River, NJ: Merrill.
- Schunk, D. H. (2000). Learning Theories (3rd Ed.). Englewood Cliff, NJ: PrenticeHall.

ELECTIVE PAPER- III
ELECTIVE A-PEACE EDUCATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 hours**
OBJECTIVES

- Comprehend the concept of peace education.
- Recognize the importance of peace education in national development.
- Know the pedagogy and evaluation for peace education.
- Get an insight into the strategies of inculcation of values among children.
- Develop awareness of value education.

UNIT- I

- Peace Education: Concept (National and International Context), Challenges, Approaches
- Initiatives for Peace at National and International level
- Status and Program of Peace Education in Curriculum

UNIT- II

- Values: Concept, Classification, Significance and Reasons for Value Crisis
- Relationship between Values and Education

UNIT- III

- Highlight issues and challenges related to peace.
- Pedagogy of freedom: Ethics, democracy and civil courage

UNIT-IV

- Strategies & Methods of Inculcating peace Values in Life
- Training in violence prevention, non-violence conflict transformation and peace building

Suggested Readings:

1. Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building. Stockholm: Christian Council of Sweden.
2. Board of Education Fountain. (1999). Peace Education NY: Unicef.
3. Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City.
4. Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.Gupta,
5. N.L. (1986). Value-education: Theory and Practice. Amjeer, Krishna brothers.
6. Venkataiah N. (1998). Value Education. New Delhi: APH Publishing CorporatApple,
7. M.W. (2008).Can schooling contribute to a more just society? Education, citizenship and social justice.
8. Freire, P. (1998).Pedagogy of freedom: Ethics, democracy and civil courage, Rowman and littlefield.
9. Hall & Hall (2003).Human relations in education, Routledge.
10. Krishna murti, J. (1992).Education and world peace. Krishnamurti foundation.
11. Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory.

ELECTIVE B-LIFE LONG LEARNING

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 hours**

OBJECTIVES:

- Understand the Conceptual framework of Adult and Lifelong Learning.
- Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
- Understand the Role of Lifelong Learning in the context of Globalization.
- Understand International practices across the world

UNIT- I: Basics of lifelong learning

- concepts and terms of Lifelong Learning and Extension –
- Adult and Lifelong Learning – Pre-Independence period - Post independence period

UNIT- II: Great thinkers of lifelong education

- Imminent Indian thinkers of Adult Education – Vivekananda, M.K. Gandhi, Tagore, Gandhi, Zakir Hussain.
- Imminent International Thinkers Frank Charles Lanbach, Ivan Illich, Paulo Friere.
- Indian Values for adult education and its practices

UNIT- III: Creation of constructive social Awareness through learning

- Creation of Right Life orientation by constructive learning
- Environment movements in India and in abroad for healthy life
- Learning Social Exclusion and Social Justice; Dalit Movement and its developments – Modern values of Agrarian Relations for sustaining rural lives.
- Women's movement for sustainable growth

UNIT- IV: **Current Trends in Lifelong Learning in India**

- Learning for establishing State intervention in Social & Economic development by Legislation linked Social development – Vulnerable groups - Street Children, Bonded Labor; Gender Sensitization; Tribal wellbeing.
- Non-State engagement in Social development -Use of Technology and Innovations in Lifelong Learning.

Suggested Readings:

1. Anand, S. & Sen, A.K (1996), Sustainable Human Development: Concepts and priorities, Office of development studies, Discussion paper, no. 1. New York: UNDP
2. Arunachalam. J (2005), Women's Equality – A Struggle for Survival: Gyan Publishing House, New Delhi
3. Daswani, C.J & Shah, S.Y (Ed. 2000) Adult Education in India: Selected Papers, New Delhi: UNESCO.

4. HUMAN DEVELOPMENT REPORT (1995). Published for the United Nations Development Programme. (UNDP). New York. Oxford. Oxford University Press.
5. Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization.
6. Ranode. Eknath (2001), Sustainable Development. India: Vivekanand Kendra Prakashan.
7. Shah, S. Y. (1993) Indian Adult Education: A Historical Perspective, New Delhi: Indian adult education association.
8. Sharma, S.C. (1987), Media Communication and Development, Jaipur: Rawat Publication.
9. Singh, Madhu. (Ed.2002) Lifelong Learning, Humberg: UNESCO Institute of Lifelong Learning.
10. UNDP (1997), Governance for Sustainable human development, New York, A UNDP policy document

ELECTIVE C: ONE MOOC

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Duration:**

To be done from SWAYAM PORTAL

PAPER- V

PRACTICAL

I. Internship in Teacher Education Institution

Max. Marks: 200   **Total Credits: 8**
(External: 40, Internal: 160)   **Duration: 16 weeks**

II. Practicum: Development of E-Content

Max. Marks: 100   **Total Credits: 4**
(External: 20, Internal: 80)   **Duration: 8 weeks**

SEMESTER IV

PAPER- I

CURRICULUM DEVELOPMENT: THEORY AND APPLICATION

Max. Marks: 100	**Total Credits: 4**
(External: 60, Internal: 40)	**Exam Hours: 3 hours**

OBJECTIVES

- To enable students to understand the theoretical perspectives of curriculum.
- To develop student's analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- To develop skills of learners to design curriculum.

UNIT – 1

- Curriculum: Nature, Meanings and Elements.
- Types of Curriculum (Teacher centered, subject centered, Child centered, correlation, Integrated Curriculum, core, fusion, accelerated, enriched, sandwich, crash, disciplinary, interdisciplinary, transdisciplinary.)
- Curriculum, Syllabus and textbooks – their interrelationships, issues and problems of existing curriculum.
- Bases of curriculum: - Philosophical, Socio cultural, Political, Psychological, Knowledge system & technology advancement. Determinants and motives of curriculum.

UNIT – 2

- Understanding learners and steps in Curriculum Designing,
- Selection & Organizations of Course content, Instructional Strategies, Course material and Recourses.
- Assessment & Evaluation Strategies, Modification and Resetting of objectives Secondary level.

UNIT – 3

- Approaches to curriculum: Behavioristic, Cognitivist & Constructivist, Support system & Management of Curricular practices, curricular reforms, Research and Teachers preparation. Assessment of Institutional practices. Curricular Evaluation & Management: Formative & Summative, Individual & Group, Assessment by teachers, Self, Peer, External Expert and Bodies.

UNIT – 4

- Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, Administrative line staff, Grass root, Demonstration, System Approach,
- Evaluation strategies of curricular goals, Methods & Content,

- Basic features of NCERT – 2005 Curriculum framework and NCFTE 2009. Comparison of curriculum context of different boards and Development of a Module.

Readings: -

- NCERT, New Delhi (2005) National Curriculum Framework – 2005
- NCERT, New Delhi, Curriculum and Evaluation.
- Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
- Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
- Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
- Hass G. &Parkay F. W. (1993. Curriculum Planning: A New Approach 6th Edition; United States of America.
- www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf
- www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design aspx
- Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart& Winston Press.

PAPER- II

GUIDANCE AND COUNSELING

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 hours**

OBJECTIVES:

- To acquaint the students with the aims, principles and assumptions of guidance / counseling
- To acquaint with the historical development and the present status of guidance and counseling
- To highlight techniques and organizational framework for various services of the school guidance program
- To emphasize the relation between education and guidance / counseling and its application
- To develop among students the basic understanding of the nature and principles of the guidance / counseling of special group of learners

UNIT-I: INTRODUCTION

- Meaning, Definition, Concept of guidance, Scope
- Need, principles of organizing guidance services at various stages of school
- Assumptions, issues and problems of guidance
- Relationship between education vis-à-vis guidance / counseling

UNIT-II: HISTORICAL DEVELOPMENT AND EMERGING TRENDS

- Historical beginnings of guidance and counseling, theories
- Recommendations of various commissions in post independent India
- Status of guidance and counseling in India at the various levels of education
- Emerging trends and current needs in India and globally etc.

UNIT-III: ESSENTIAL GUIDANCE SERVICES

- Guidance Program
- Orientation service, Individual Inventory service, Occupational Information service etc.
- Personnel in the guidance program
- Career guidance

UNIT-IV: PSYCHOLOGICAL WELL-BEING AND GUIDANCE OF SPECIAL GROUPS

- Identification of needs of Behavioral problems of students
- Gifted, underachievers, Children with special needs, SC, ST etc

READINGS:

1. Aggarwal, J. C. (2002). Educational Guidance and Counseling. Delhi: Doaba House Booksellers and Publishers
2. Bor, R., Ebner-Landy, Gill, S. and Brace, C. (2002). Counseling in Schools. New Delhi: Sage Publications
3. Chandra, R. (2002). Guidance and Counseling. Delhi: Kalpaz Publications
4. Daresh, J. C. (2003), Teachers mentoring Teachers. A practical approach to helping new and experienced staff. CA: Corwin press Inc.
5. Kochhar, S. K. (1997). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling Publishers Pvt. Ltd.
6. Kundu, C.L. &Tutoo, C, L. (1998). Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
7. Ohlsen, M. M. & Spalding, W. B. (1995): Guidance an Introduction. New York, Harcourt, Brace & Company
8. Rao, S. N. (2002). Counseling and Guidance. New Delhi: TataMcGraw – Hill Publishing Company Ltd.

PAPER- III

PROFESSIONAL DEVELOPMENT OF TEACHERS

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 hours**

OBJECTIVES:

- To develop an understanding of concept of In-service education
- To develop understanding for planning and organization of In-service program.
- To familiarize the learners with the various agencies working for Professional Development of Teachers
- To identify the issues and problems for undertaking research related to teacher Education
- To develop understanding about the significance of research for knowledge generation and bringing about effectiveness in teacher education program.

UNIT I: CONTINUOUS PROFESSIONAL DEVELOPMENT

- Concept, Need and Objectives
- Modes: Face to face, Distance and Blended Approach
- Agencies for INSET: National, State, District and Local level agencies, Autonomous organizations
- Historical development of INSET in Post Independent Era
- GOI initiatives across the levels

UNIT II: PLANNING AND ORGANIZATION OF IN-SERVICE PROGRAMMES

- Need Assessment: Concept, Importance and Techniques.
- Strategies of Continuous Professional Development
- Workshops, Seminars, Conferences, Symposium, Panel Discussion, Study Groups, extension Lectures, Research Colloquium, Orientation Program, Refresher Courses
- Action research and Reflection as a tool for Professional Development
- Monitoring, Evaluation and Follow up and Role of ICT

UNIT III: MANAGEMENT OF TEACHER EDUCATION

- Manpower planning for teachers: Demand and supply of qualified teachers at different teachers
- Management of teachers at state level: Qualification of teachers, Teacher recruitment policies, professional development of teachers
- Quality and regulatory Aspect of teacher education: Role and Functions of NCTE, NAAC and other apex bodies

UNIT IV: RESEARCH AND EXPERIMENTS IN TEACHER EDUCATION
   (a) Paradigms of research, Teaching and Teacher Education
   (b) Research and Effectiveness of teacher education program
   (c) Methodological issues and research in teacher education_ Theoretical vs Applied, Participatory action research
   (d) Experiments in PSTE and INSET, Best Practices: National and International
   (e) Research Trends, present status and gaps

References:
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th Edition). Rout ledge Falmer. London and New York.
- Korthagen, Fred A. J. et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education.* Lawrence Erlbaum Associates.
- NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
- NCTE (1998): *Competency Based and Committment Oriented Teacher Education for Quality School Education: Pre- Service Education*. New Delhi.
- Rao, DigumartiBhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
- Linda Darling, Harmmond& John Bransford (2005): *Preparing Teacher for a Changing World.* San Francisco: Jossey-Bass, 2005.
- Loughran, John (2006): *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Routledge: New York.
- Yadav, M.S. & Lakshmi, T. K. S. (2003): *Conceptual Inputs for Secondary Teacher Education: The Instructional Role*. India. NCTE.
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowing Press.
- Irvine, J.J. (2003): *Educating Teachers for Diversity: Seeing with a Cultural Eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Models of Teaching* (7th edition) Boston: Allyn & Bacon.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup& Sons Publications, New Delhi.
- Day, C. & Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers.* Maidenhead. Brinks Open University Press.
- Mohammad Miyan (20040. *Professionalisation of Teachers Education*. Mittal Publications New Delhi.
  Siddiqui, M. A., (1993). *In-service Education of Teachers*. NCERT. New Delhi.

PAPER- IV

EDUCATION IN THE AGE OF GLOBALIZATION

Max. Marks: 100   **Total Credits: 4**
(External: 60, Internal: 40)   **Exam Hours: 3 Hours**

Objectives

The course will enable the learners to

- describe and explain the development of the field of Comparative Education
- gain knowledge about the history of Comparative Education
- understand the methods of Comparative Education
- identify the field of Comparative Education and its areas for studies
- understand different approaches within Comparative Education and to be able to use and valuate different methods in comparative studies
- understand the principles behind analyses of educational systems in different countries
- know how different education systems can be compared and how they are compared

UNIT-I

COMPARATIVE EDUCATION

1. Genesis & Development of Comparative Education
2. Concept and scope of Comparative Education
3. Aims & Purpose of Comparative Education
4. Utility and limitation of Comparative Education
5. Challenges facing the Study of Comparative Education
6. Comparative and International Education
7. Current trends and practices in Comparatives Education

UNIT-II

APPROACHES AND METHODS IN COMPARATIVE EDUCATION

1. Methods in Comparative Education
- Description
- Interpretation
- Juxtaposition
- Comparison

2. Approaches of Comparative Education
- Systematic Area Studies Approach George Z.F Bereday
- Problem approach Brian Holmes
- Scientific method Noah's and Ecksein's
- Historical Approach Nicholas Hans

UNIT-III

INFLUENCE OF VARIOUS FACTORS ON DEVELOPMENT OF EDUCATION SYSTEM- A COMPARATIVE PERSPECTIVE:

1. Philosophical & Religious
2. Socio-cultural & Economical
3. Geographical & Political
4. Lingual & Technological

UNIT-IV

COMPARATIVE STUDY OF EDUCATIONAL SYSTEMS

1. Structure, Aims & Administration
2. Primary Education: USA, Finland, Japan
3. Secondary Education: USA, Russia and India
4. Higher Education & Vocational Education: UK, France, and India
5. Teacher Education: Japan, Finland, and India

SUGGESTED READINGS:

1. A textbook of Comparative Education: Philosophy, patterns and problems of national systems: (UK, USA, USSR, INDIA), T.S Sodhi, ISBN-13: 978-0706922257.
2. Aggarwal and Biswas: Comparative Education Arya Book Depot, Delhi.
3. Altbach, P.G.Trends in Comparative Education. In: Comparative Education Review, 35(3).
4. Bereday, George Z. F. Comparative method in education. New York. Holt, 1964 Reinhart & Winston, 1964.
5. Brain Holmes; Comparative Education: Some considerations of method- Unwin Education Book, Boston.
6. Chaube and Chaube., Comparative Education Comparative Education Research –Approaches and Methods edt Mark Bray et.al. Comparative Education with Special Reference to Elementary Education,
7. C. Naseema& V K Jibin. Shipra Publications, 2013, ISBN: 8175416904, 9788175416901. Comparative Education: A Comparative Study of Educational Systems, Yogendra K. Sharma, Kanishka Publishers, 2004, 9788173916120.
8. Comparative Education: Exploring Issues in International Context by Patricia K. Kubow and Paul R. Fossum (11 January 2006).
9. Comparative Education: The Construction of a Field (CERC Studies in Comparative Education) by Maria Manzon (7 July 2011).
10. Comparative Education: The Dialectic of the Global and the Local by Robert F. Arnove and Carlos Alberto Torres (13 September 2007).

PAPER- V

PRACTICAL

I. Dissertation

Max. Marks: 200   **Total Credits: 8**
(External: 40, Internal: 160)   **Duration: 16 weeks**