

AC-31.5.2012

Item No.4.70

UNIVERSITY OF MUMBAI



**Ordinances, Regulations &
Syllabus for the M. Ed.**

Program: M. Ed.

Course : M. Ed.

(Semester I & II)

(As per Credit Based Semester and Grading System with
effect from the academic year 2012–2013)

**ORDINANCES AND REGULATION RELATING TO THE REVISED COURSE FOR
THE DEGREE OF MASTER OF EDUCATION (M. ED.) PROGRAMME.(Modified)**

O. _____ Any person who has obtained the degree of Bachelor of Education of this University or a degree of another University recognized as equivalent thereto with 55% marks in the B. Ed. Examination may be admitted to the degree of master of Education (M. Ed.) after having fulfilled the requirements as laid down in the ordinances and Regulations prescribed in the course of studies for the Degree of master of education (M. Ed.)

In addition, the institutions offering the M. Ed. Programme will also have to follow prevalent rules for admission as declared by the Government of Maharashtra, UGC and NCTE from time to time

Relaxation of the minimum percentage of marks for candidates from the reserved categories will be as per State Government rules.

O._____ The M. Ed. Degree shall be taken by theory and Dissertation.

O. _____ A candidate desirous of appearing for the M. Ed examination shall undergo a regular course of study in the University Department or an institution recognized by the NCTE for the purpose. The duration of the course shall be of two semesters for the full time course.

R. _____ The scheme of examination shall be as follows:-

- A student enrolled for the credit based programme must acquire a total of fifty Credits over two semesters.
- A semester is roughly of fifteen weeks duration.

- A candidate will have to offer **four** core courses which are compulsory and will be taught in the first semester.
- Each of the core courses is of 6 credits ,including its theory and its practicum leading to total 24 credits.(1 credit = 12 hours.)
- Each student is required to take **two** elective courses, one from each group which is mentioned in the syllabus. Each of the elective course is of 6 credits including its theory & practicum
- There shall be a dissertation on a topic relevant to the academic discipline of education in the second semester. The dissertation will be of twelve credits.
- In addition, field based practical work (internship) shall be carried out in an NCTE recognized B. Ed. College within the jurisdiction of the University of Mumbai. The field based practical work (internship) is mandatory for the completion of the M. Ed. Programme. The following field work is to be completed to be certified by the principal of the B. Ed College where it is carried out, viz:

Internship of at least one week's duration which will comprise of:

- i) Observation of 5 lectures given by the B. Ed College Teachers.
- ii) 2 Lectures to be delivered by the internee in any theory course of the B. Ed.program .
- iii) Participation in day to day activities of the college.

The practical work will be observed by a teacher educator and certified by the principal of the B. Ed. College.

- The Field based internship programme will be of 2 credits in the second semester.
- The core and elective courses in semester I and II are as follows :

No.	Course	No. of Credits
1	Core Course I : Advanced Educational Philosophy & Sociology of Education	6
2	Core Course II : Advanced Educational Psychology	6
3	Core course III : Research Methodology in Education	6
4	Core Course IV : Teacher Education	6
5	Elective Courses: (Group I) (Select any one from Group I) a Advanced Educational Technology b Curriculum Design and Development c Quality Assurance in Education	6 6 6
6	Elective Courses: (Group II) (Select any one from Group II) a Management of Education b Inclusive Education c Guidance & Counselling	6 6 6
11	Dissertation	12
12	Internship	2

INTERNAL ASSESSMENT ACTIVITIES FOR CORE AND ELECTIVE COURSES

Sr. No	Particulars	Marks
1	One class test per core and elective course held in the given semester	20 Marks
2	One written assignment per core and elective course held in the given semester	10 Marks
3	One Paper presentation/Book Review	10 Marks

- In all 24 credits have to be obtained in semester I and 26 credits have to be obtained in semester II.
- The maximum marks obtainable for each of the core and elective course shall be one hundred irrespective of the method of assessment.
- The maximum marks for dissertation shall be two hundred.
- All credits for each of the core and elective course shall have to be obtained by passing internal assessment and one end–semester examination.
- The standard evaluation pattern consists of internal assessment of 40 marks and an end semester examination of 60 marks. The end semester examination shall be of two hours duration.
- A limited number of credits can be obtained by doing courses offered by other departments.
- The details of such courses can be had from the concerned institution's office at the beginning of semester I.

R. _____ The dissertation shall be of 12 credits and shall carry 200 marks. The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in R.4320 stating that the same is the candidate's own work and is worthy of examination. Each dissertation shall be examined by an

external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

R._____ Viva-voce examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly by the external and internal examiners on the basis of the dissertation and viva-voce performance.

R._____ Each student shall work under the guidance of a recognized post-graduate teacher for his/her dissertation.

R._____ Two copies of the dissertation shall be submitted by the student to the Head of the institution where he/she is registered.

R. _____ **STANDARD FOR PASSING THE EXAMINATION**

To pass the examination the candidate must obtain:

- a) 75% attendance for lectures held in a given course.
- b) For the theory courses (Core and Elective) in semester I and II, minimum 40% of marks in each course.
- c) In dissertation minimum 40% marks.
- d) With respect to the total marks obtained by the candidate in core and elective courses of the examination (out of total 600), and in Dissertation (out of total 200) class will be awarded to the candidates as follows:

Conversion of percentage of marks to grade points:

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade as follows :

% of marks obtained by the Student	Grade points	Letter grade
70-100	7	O
60-69.99	6	A
55-59.99	5	B
50-54.99	4	C
45-49.99	3	D
40-44.99	2	E

0-39.99	1	F (Fail)
---------	---	----------

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the subsequent semester in which the candidate has appeared and fulfilled the credit criteria.

The grade card issued at the end of the semester to each student shall contain the following:

- a) The credits earned for each course registered that semester
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the Programme will appear only on the grade card for the second semester).

R. _____ A candidate who PASSES in the Internal Examination but FAILS in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

R. _____ A candidate who PASSES in the Semester End Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

ALLOWED TO KEEP TERMS (ATKT):

A learner shall be allowed to keep term for Semester II irrespective of number of heads of failure in the Semester I.

Scheme of Examination

- a) **Internal Assessment** – 40 Marks for each of the core and elective courses.

Details are given in the syllabus for each course.

b) The semester end examination (external component) of 60% for each course will be as follows:

- a) Duration – 2 Hours
- b) Theory Question Paper Pattern:
 1. There shall be four questions each of 15 marks. On each **module** there will be one question and the fourth one will be based on entire syllabus.
 2. All questions shall be compulsory with internal choice.
 3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weight age of the topic.

ADDITIONAL EXAMINATION:

INTERNAL ASSESSMENT:

Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:

1. The learner must apply to the Head of the Institution giving the reason (s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
2. If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
3. The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.
4. A learner who is absent for all class tests and also absent for the assignment, the learner will be allowed to appear for all class test.
5. A learners who is absent for all the class tests / assignment as the case may be the learner will be allowed to appear for next semester.

Class tests or assignment for Internal Assessment

- a) A learner who is absent for the class tests and for all the assignments will be declared fail in the Internal Assessment Scheme.
- b) It is compulsory on the part of the learner to attend the class tests and also for the assignments for which Internal Marks will be assigned.

R. _____ The following are the syllabi for the various papers.

SEMESTER I

CORE COURSE I

ADVANCED EDUCATIONAL PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Total Credits= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6 *12)

Objectives

- To develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- To understand the basic Indian and Western concepts of education
- To develop a critical understanding of major modern educational philosophies
- To develop abilities to make comparisons between different philosophies and their educational implications .
- To enable students to analyze education from different sociological perspectives and theoretical frameworks.
- To enable students to analyze the relationship of education with culture, social stratification and social mobility.
- To enable students to understand educational institution as an agency of socialization.
- To enable students to understand the relationship between education and 21st century society.
- To enable the students to understand the relation between education and social change and the necessity of Peace Education.

MODULE I : HISTORY AND PHILOSOPHY OF EDUCATION (INDIAN AND WESTERN PERSPECTIVES) (CREDIT `1)

Unit 1 : Historical Overview and Philosophical Views on Education

(a) Historical Overview and Key Concepts:

- A brief introduction to Ancient and Medieval Education in India
- Indian perspectives of Education: Vidya, Dnyan and Darshan.
- Western perspectives of Education: Information, Knowledge and Wisdom.

(b) Education for Science, Values and Citizenship

- Education for Science (C.D. Hardie)
- Education for Values (Moral, Spiritual- Gandhi, Aesthetic-Tagore)
- Education for Citizenship(Rousseau and Dewey)

(c) Education for Self, Society and Humanities

- Education for Self (J. Krishnamurthy)
- Education for Society(Paulo Freire and Savitribai Phule)
- Education for Humanities (Martha Nussbaum)

Unit 2 : Philosophical Models and Epistemological Beliefs of Teaching and Learning

(a) Philosophical Models of Education

- Impressionist Model
- Insight Model
- Rule Model

(b) Epistemological beliefs of teaching and learning

MODULE II : CONTEMPORARY APPROACHES TO EDUCATION (CREDIT `1)

Unit 3 : Philosophical Approaches to Education

(a) **Humanism:** Educational Implications of Humanism- Aims and Ideals, Curriculum, Methods, Teacher, Discipline, and Critical Evaluation.

(b) **Existentialism:** The chief characteristics of Existentialism, Critique of system, Child-centred Education, the student as a free participant,

(c) **Dialectical Materialism:** Philosophical presupposition, Concept of Theory, Stages of Human History, Modes of Production, Dialectical Method- Economic Determinism.

(d) **Essentialism:** Fundamental Principles of Essentialism, Aims of Education, Curriculum, Methods of teaching, of teaching and Critical Evaluation.

(e) **Eclecticism:** Meaning, Need of Electric philosophy in Education

- (f) **Feminism:** The dearth of women in educational philosophy, the perspective of care, education as nurture.

Unit 4 : Education, Law and Society

- (a) Constitutional Provisions on Education and its implications for education; Code of Conduct / /Professional Ethics for Teachers and Students; Approaches to professionalization of higher education
- (b) Mass Media and Education.
- (c) Globalization and its impact on Education

MODULE III : ADVANCES IN SOCIOLOGY OF EDUCATION (CREDIT 1)

Unit 1: Theoretical Approaches to Sociology of Education

- a) Symbolic Interactionism,
b) Structural Functionalism
c) Conflict Theory
d) Ritzer's Integrative (micro-macro) Theory of Social Analysis

Unit 2: Social Stratification and Social Mobility

- a) Concept and Types of Social Stratification and Social Mobility.
b) Theories of Social Stratification-Functionalist and Conflict Theory.
c) Stratification and Equality of Educational Opportunity.

Unit 3: Institutionalization and Education

- a) Concept of Institutionalization
b) Types of Social Institutions and their Functions
c) Dimensions of Education as a Social Institution : Structure, Function and Culture
d) Education as a Social Institution and Distributive Justice

MODULE IV: EDUCATION IN 21ST CENTURY (CREDIT 1)

Unit 4: Education and Modernisation

- a) Modernism and Post Modernism ,Characteristics of Post Modernism
b) Education in the post-modern age

Unit 5: Education and Culture

- a) Concepts of Culture, Sub-Culture and Multiculturalism.
b) Goals and Characteristics. Dimensions of Multicultural Education (Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture)
c) Approaches to Multi Cultural Education (Culturally Different, Human Relation, Single Group Study, Multicultural Education, Social Reconstructionist)
d) Relationship between culture and education.

Unit 6: Peace Education

- a) Concept and Philosophy of Peace Education

- b) Aims of Peace Education.
- c) Approaches to Peace Education.
- d) Need and Components of Peace Education :Peace for self, others and environment
- e) Characteristics of a Culture of Peace
- f) Types of Peace Education (International Peace Education, Developmental Peace Education, Human Rights Peace Education, Conflict Resolution, Imposed versus consensual peace)
- g) Education for peace: Knowledge, skills, values and attitudes.

MODULE V : INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES:

1. Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
2. Brambeck, C. S. (1966) *Social Foundation of Education - A Cross Cultural Approach*. New York :John Willey.
3. Brubacher, J. S. (1962) *Eclectic Philosophy of Education*. Prentice Hall, New Jersey: Engelwood Cliffs.
4. Brubacher, J. S. (1962). *Modern Philosophies of Education*. New York: McGraw-Hill Book Company Inc.
5. Brubacher, J. S.(1978). *Philosophy of Higher Education* . San Francisco: Jossey – Bass.
6. Chau M., Kerry T.,(2008). *International Perspectives on Education*. New York: Continuum
7. Curren, R. (2003). *A Companion to Philosophy of Education*. Malden Mass: Blackwell Publishing.
8. Dhavan , M. L (2005). : *Philosophy of Education*, Delhi: Isha Books.

9. Kilpatrick, W.H . Source Book in the Philosophy of Education, New York: :McMillan and Company.
10. Mookherjee, K.K. (1972), *Some Great Educators of the World*. Calcutta: Das Gupta & Co Pvt. Ltd.
11. Mukharji, S. (2007).Contemporary Issues in Modern Indian Education, Authors Press.
12. Mukherjee, S.N. (1966), *History of Education in India*. Baroda: Acharya Book Depot.
13. Naqi, M.(2005) Modern Philosophy of Education, New Delhi: Amol Publication Pvt..Ltd.
14. Nussbaum, M. (2010) Not for Profit, Why Democracy Needs the Humanities. Princeton: Princeton University Press
15. Singh, M.S.(2007). Value Education. Delhi : Adhyayan, Publication
16. Wynne, J. (1963) *Theories of Education..* New York: Harper and Row
17. llantine,J.H. (2011) The Sociology of Education a Systematic Analysis. New Jersey : Prentice Hall Inc.
18. Banks, J. (2004). Approaches to multicultural curriculum reform. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 242-264). San Francisco, CA: Jossey-Bass.
19. Banks, J. (2004). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives* (pp. 3-30). San Francisco, CA: Jossey-Bass.
20. Blackledge, D. & Hunt, Barry Sociological Interpretations of Education, London, Groom
21. Brocke-Utne, B. (1985) Educating for peace: A feminist perspective. New York: Pergamon Press.
22. Brookover,W.B, and Erickson.E.L. (1973) Sociology of Education Illinois: The Dorsey Press.
23. Chandra, S.S.(1996) Sociology of Education, Guwahati, Eastern Book House.
24. Chesler, M.A and Cave , W.M. (1981) Sociology of Education New York : Macmillan Publishing co,Inc.
25. Coffey, A. (2001) Education and Social Change, Buckingham: Open University Press.
26. Fountain, Susan (1999) Peace Education in UNICEFJuly 1999United Nations Children's FundProgramme Publications.
27. Hallinan,M.T.(ed) (1987) Social Organisation of Schools. New York: Plenum Press.
28. Hallinan,M.T.(ed) (2000) Handbook of The Sociology of Education. USA : Springer.
29. Harris, I. M. and Morrison, M. L. (2003). Peace education. New York: McFarland
30. Hunt,M.P. (1973) Foundation of Education Social and Cultural Perspectives. New York: Halt,Rinehart and Winston..
31. Meighan,R.A (1986) Sociology of Education. London: Cassell Education Ltd.
32. Mishra, Loknath (2009) Peace Education Framework for Teachers . New Delhi: A.P.H Publishing Corporation.
33. Mohanty, Jagannath (2005Teaching of Sociology New Trends and Innovations. New Delhi: Deep and Deep Publication Pvt. Ltd.
34. Mujibul Hasan Siddiqui (2009) Philosophical and Sociological Perspectives in Education. New Delhi: A.P.H Publishing Corporation.
35. Parelius,A.P. and Parelius,T.J.(1978) The Sociology of Education . New Jersey : Prentice Hall Inc.
36. Reardon, Betty (1988) , "Comprehensive Peace Education: Educating for global responsibility", Teachers College Press, New York, p.16.

37. Seidman, S. (1994) Contested Knowledge: Social Theory in the Postmodern Era Oxford: Blackwell
38. Singh, Y. K. (2009) Sociological Foundation of Education. New Delhi: A.P.H Publishing Corporation.
39. Talesara, H. (2002) Sociological Foundations of Education, New Delhi, Kanishka Publishers.

CORE COURSE II
ADVANCED EDUCATIONAL PSYCHOLOGY

Total Credit= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6 *12)

Objectives:

- To enable the students to understand the psychological orientation to education
- To develop an understanding about theories of learning
- To develop an understanding about learners cognitive, thinking and learning styles
- To enable the students to the understand the classroom ecology
- To develop an understanding of theories of personality and its measurement
- To understand projective tests of measurement of personality
- To develop an understanding of concept , models and types of Metacognition

MODULE I: RELATIONSHIP BETWEEN PSYCHOLOGY AND LEARNING
(CREDIT 1)

Unit 1: Psychological Orientation to Education

- a) Concept and Concerns of Education Psychology: (Pedagogy Vs Andragogy, Traditional Vs Modern)
- b) Contribution of Educational Psychological Research to Improve Teaching and Learning

Unit 2: Theoretical approaches to Learning

- a) Behavioural Theories: Bandura's Social Learning Theories
- b) Cognitive Theories-Gagne's Theory, Bruner's Theory and Vlotsky's Theory
- c) Constructivist Theories-Experiential learning (Kolb's) , Situated learning, Dialogic learning
- d) Transformative Learning Theories- Mezirow's Psycho critical Approach and Freire's Social Emancipation Theory
- e) Brain Based Learning: Meaning, Principles and its Instructional Techniques

MODULE II : LEARNING CONTEXT **(CREDIT 1)**

Unit 3: Learners' Style of Learning

- a) Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary

- b) Cognitive Styles: Field Dependent- Field Independent, Deep-Surface, Reflective-Impulsive
- c) Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist

Unit 4: Classroom Ecology

- a) Identification and Intervention of Difficulties: Behavioural and Academic
- b) Children with Diverse Abilities: Communication Disorder, ADD/ADHD, Autism
- c) Creating Conducive learning Environment
- d) Senge's Theory of Learning Environment

MODULE III : LEARNING STRATEGY (CREDIT 1)

Unit 5 : Metacognition

- a) Meaning, Components and difference between Cognition and Meta cognition
- b) Models of Meta cognition: Flavell's Model, Brown's Model, Tobias and Ereson's Hierarchical Model
- c) Developmental Process in Metacognition
- d) Types of Metacognition: Conscious V/s Automatic Metacognitive Process, General v/s Domain Specific Metacognition

MODULE IV : PERSONALITY THEORIES AND MEASUREMENT (CREDIT 1)

Unit 6: Personality

- a) Psychoanalytical Theory: Classical and Neo-Freudian Theory
- b) Humanistic Theory: Roger and Maslow's
- c) Biological and Genetic Theory: Eysenck and Eysenck Arousal Theory and Zuckerman's Theory
- d) Social-Cognitivists Theory: Bandura's Theory
- e) Trait Theory: Big Five Factor Theory
- f) Personality Traits by Carl Jung's
 - i. Extroversion v/s Introversion
 - ii. Sensing v/s Intuition
 - iii. Thinking v/s feelings
 - iv. Perceiving v/s Judging

Unit 7 : PROJECTIVE TESTS OF MEASUREMENT OF PERSONALITY

- a) Rorschach Inkblot Test
- b) Thematic Apperception Test (TAT)
- c) Completion Tests
- d) Picture Tests

MODULE V : INTERNAL ASSESSMENT (CREDIT 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – <i>at least two-</i> as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES:

- Allen, B. P. (2006). *Personality Theories: Development, Growth, and Diversity* (5th ed.). Needham Heights, MA: Allyn and Bacon.
- Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Press.
- Baron, R.A (2002) *Psychology*, Fifth Edition. Singapore, Pearson Education Asia.
- Benjamin B. Lahey (2002): *Essentials Of Psychology*, International Edition, Mc Graw Hill
- Berk L. E. (2010): *Child Development* , Eighth Edition, PHI Learning Private Limited, New Delhi
- Bobbi DePorter (2000): *Learning Styles: A guide for Teachers and Parents*, Learning Forum Publications
- Burger, J. M. (2010). *Personality* (8th ed.). Belmont, CA: Wadsworth Publishing
- Carver, C. S., & Scheier, M. F. (2008). *Perspectives on Personality* (6th ed.). Needham Heights, MA: Allyn and Bacon.
- Cloninger, S. C. (2008). *Theories of Personality: Understanding Persons* (5th ed.). Englewood Cliffs, NJ: Prentice Hall
- Crowne, D. P. (2010). *Personality Theory* (2nd ed.). New York: Oxford University Press
- Dash Muralidhar (2009) : *Educational Psychology*, Reprinted Deep & Deep Publications Pvt Ltd
- Douglas J. Hacker,John Dunlosky, Arthur C. Graesser .(editors) (1998) *Metacognition in Educational Theory and Practice*, Lawrence Erlbaum Associates. Mahwah, New Jersey.
- Douglas J. Hacker,John Dunlosky, Arthur C. Graesser .(editors) (2009) *Handbook of Metacognition in Education (Educational Psychology)*. Routledge, Taylor and Francis, New York.
- Engler, B. (2008). *Personality Theories: An Introduction* (8th ed.). Boston: Houghton Mifflin.
- Ewen, R. B. (2009). *An Introduction to Theories of Personality* (7th ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Harry Morgan (1997): *Cognitive Styles and Classroom Learning*. Westport, CT, Praeger Publisher.
- John Dunlosky ,Janet Metcalfe (2008) : *Metacognition*(1st ed). Sage Publications, Inc

18. Matthews, G., Deary, I. J., & Whiteman, M. C. (2009). *Personality Traits* (3rd ed.). New York: Cambridge University Press.
19. Parmeshwaran, E.G and Beena, C (2002) *An Invitation to Psychology*, Hyderabad, India, Neel Kamal Publications Private Limited.
20. Pervin, L.A and John, O. P (2006) *Handbook of Personality: Theory and Research* 2nd Edition, New York, USA, Guilford Publications.
21. Pina Tarricone (2011) *The Taxonomy of Metacognition*. Britain, Psychology Press
22. R.Riding (1998): *Cognitive Styles and Learning Strategies: Understanding Style Differences in Learning and Behavior*. London, David Fulton Publishers
23. Robert J. Sternberg (2001): Perspectives on thinking, learning, and cognitive styles *The educational psychology series* Routledge publication.
24. Schmeck Ronald.R (1988): *Learning Strategies and Learning Styles (Perspectives on Individual Differences)*, Springer Publication
25. Schultz, D. P., & Schultz, S. E. (2009). *Theories of Personality* (9th ed.). Belmont, CA: Wadsworth Learning.
26. Schunk, D. H. (2007). *Learning Theories: An Educational Perspective* (5th Edition). New York: Prentice Hall.
27. Senge, P. M (1990) *The Fifth Discipline. The Art and Practice of Learning Organization* New York USA, Currency and Doubleday.
28. Skinner C. E, (2003): *Educational Psychology*, Fourth Edition, Prentice Hall of India Private Limited, New Delhi.
29. Skinner C. E, (2003): *Educational Psychology*, Fourth Edition, Prentice Hall of India Private Limited, New Delhi.
30. Smith, E.E., Hoeksema, S.N., Fredrickson, B.L., Loftus, G. R., Bem D.J Maren, S Atkinson & Hilgard (2003) *Introduction To Psychology* United States of America, Thomson & Wadsworth.
31. Sternberg, R.J (1999) *Thinking Styles*. London, Cambridge University Press.
32. Susan Capel, Marilyn Leask and Tony Turner (2005) : *Learning To Teach in the Secondary School- A companion to School Experience* 4th Edition, Routledge Taylor And Francis Group
33. Tauber R, T. (1999): *Classroom Management –Sound Theory and Effective Practice*, Third Edition Greenwood Publishing Group, Inc .
34. Thomas O Nelson (1992): *Metacognition : core readings*, Allyn & Bacon
35. Waters and Schneider(2009): *Metacognition, Strategy Use, and Instruction*. New York: The Guilford Press
36. Weiten W & Lloyd M. A. (2007): *Psychology Applied to Modern Life – Adjustment in the 21st Century* , Eighth Edition, Akash Press Delhi, Indian Reprint
37. Wiggins, J. S. (Ed.). (1996). *The Five-Factor Model of Personality: Theoretical Perspectives*. New York: Guilford Publications
38. Woolfolk, A (2009) *Educational Psychology*, Ninth Edition Singapore, Pearson Education Inc.

CORE COURSE III
RESEARCH METHODOLOGY IN EDUCATION

Total Credits= 6
1 Credit= 12 Hours

Total Hours = 72 hours (6 *12)

Objectives:

- To develop an understanding about the meaning of research and its application in the field of education.
- To enable students to prepare a research proposal.
- To enable students to understand different types of variables, formulate hypothesis, use appropriate sampling techniques and tools and techniques of educational research.
- To develop an understanding about the different types of research methodology and data analyses techniques of educational research.
- To enable students to understand mechanics of writing research report.

MODULE I: STRUCTURING EDUCATIONAL RESEARCH

(CREDIT 1)

Unit 1 : Educational Research

- (a) Meaning and scope of educational research.
- (b) Meaning and steps of scientific method. Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction.
- (c) Types of research: Fundamental, Applied and Action.
- (d) Approaches to educational research: Quantitative and Qualitative

Unit 2 : Writing Research Proposal

- (a) Identification of a research topic: Sources and Need.
- (b) Review of related literature.
- (c) Rationale and need of the study.
- (d) Conceptual and operational definition of the terms.
- (e) Variables.
- (f) Research questions, aims, objectives and hypotheses.
- (g) Assumptions, if any.
- (h) Methodology, sample and tools.
- (i) Scope, limitations and delimitations.
- (j) Significance of the study.
- (k) Bibliography.
- (l) Time Frame.
- (m) Budget, if any.
- (n) Chapterisation.

Unit 3 : Variables and Hypotheses

- (a) Variables:
 - Meaning of Variables
 - Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- (b) Hypotheses
 - Concept of Hypothesis

- Sources of Hypothesis
- Types of Hypothesis (Research, Directional, Non-directional, Null)
- Characteristics of a good hypothesis.

MODULE II : FOUNDATIONS TO SCIENTIFIC DATA COLLECTION
(CREDIT 1)

Unit 4 : Sampling

- (a) Concepts of Universe and Sample
- (b) Characteristics of a good Sample
- (c) Techniques of Sampling (Probability and Non- Probability Sampling)
- (d) Determining Sample Size

Unit 5 : Tools and Techniques of Research

- (a) Steps of preparing a research tool.
 - Validity (Meaning, types, indices and factors affecting validity)
 - Reliability (Meaning, types, indices and factors affecting reliability)
 - Item Analysis (Discrimination Index, Difficulty Index)
 - Standardisation of a tool.
- (b) Tools of Research
 - Rating Scale
 - Attitude Scale
 - Questionnaire
 - Aptitude and Achievement Tests
 - Inventory
- (c) Techniques of Research
 - Observation
 - Interview
 - Projective.

MODULE III : DESIGNS IN EDUCATIONAL RESEARCH (CREDIT 1)

Unit 6 : Research Methodology

- (a) Descriptive Research:
 - Causal-Comparative
 - Correlational
 - Survey
 - Case Study
- (b) Historical Research: Meaning, Scope of historical research, Uses of history, Steps of doing historical research (Defining the research problem and types of historical inquiry, Searching for historical sources, Summarizing and evaluating historical sources and Presenting pertinent facts within an interpretive framework.) Types of historical sources, External and internal criticism of historical sources.

- (c) Experimental Research:
- Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs.
 - Factorial Design.
 - Single-subject Design.
 - Internal and External Experimental Validity.
 - Controlling extraneous and intervening variables.

MODULE IV : DATA ANALYSIS AND REPORTING

(CREDIT 1)

Unit 7 : Data Analysis

- (a) Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)
- (b) Quantitative Data Analysis
- Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data)
 - Testing of Hypothesis
 - Type I and Type II Errors, Levels of Significance
 - Power of a statistical test and effect size
 - Meaning of Parametric and Non- Parametric Techniques
 - Conditions to be satisfied for using parametric techniques
 - Inferential data analysis
 - Use of Excel in Data Analysis
 - Concepts, use and interpretation of following statistical techniques: Correlation, t-test, z-test, ANOVA, Critical ratio for comparison of percentages and chi-square (Equal Probability and Normal Probability Hypothesis).
- (c) Qualitative Data Analysis
- Data Reduction and Classification
 - Analytical Induction
 - Constant Comparison

Unit 8 : Research Reporting

- (a) Format, Style and Mechanics of Report Writing with Reference to (i) Dissertation and Thesis and (ii) Research Paper.
- (b) References and Bibliography
- (c) Evaluation of Research Report.

MODULE V : INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective	20 Marks

	test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES :

1. Best, J. W. and Kahn, J. (1997) *Research in Education*. (7th ed.) New Delhi: Prentice - Hall of India Ltd.
2. Borg, B.L.(2004) *Qualitative Research Methods*. Boston:Pearson.
3. Bogdan, R.C. and Biklen, S. K.(1998) *Qualitative Research for Education : An Introduction to Theory and Methods*. Boston MA : Allyn and Bacon.
4. Bryman, A. (1988) *Quantity and Quality in Social Science Research*. London: Routledge
5. Charles, C.M. and Merton, C.A.(2002) *Introduction to Educational Research*. Boston: Allyn and Bacon.
6. Cohen, L and Manion, L. (1994) *Research Methods in Education*. London: Routledge.
7. Creswell, J.W. (2002) *Educational Research*. New Jersey: Upper Saddle River .
8. Creswell, J.W (1994) *Research Design*. London: Sage Publications.
9. Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. (2nd ed.) Thousand Oaks: Sage.
10. Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
11. Kelly, A. & Lesh, R. (2000).“*Handbook of Research Design in Education*”. Erlbaum Associates.
12. McMillan, J. H. and Schumacher, S. (2001). *Research in Education*. New York: Longman.
13. O'Leary, Z. (2004). *The essential guide to doing research*. London: Sage.
14. Somekh, B. & Lewin, C. (2005). *Research methods in the social sciences*. Thousand Oaks: Sage.
15. Denzin, N.K. and Lincoln, Y.S.(eds) (1994) *Handbook of Qualitative Research* London : Sage Publications.
16. Diener, E. and Crandall, R. (1978) *Ethics in Social and Behavioural Research*. Chicago: University of Chicago Press.
17. Dillon , W.R. and Goldstein, M. (1984) *Multivariate Analysis Methods and Applications*. New York : John Wiley and Sons.
18. Gay, L.R. and Airasian, P. .(2003) *Educational Research*. New Jersey : Upper Saddle River.

19. Husen, T. and Postlethwaite, T.N. (eds.) (1994) *The International Encyclopaedia of Education*. New York : Elsevier Science Ltd.
20. Keeves J.P. (ed.) (1988) *Educational Research, Methodology and Measurement: An International Handbook*. Oxford :Pergamon.
21. McMillan, J.H. and Schumacher, S.(2001) *Research in Education*. New York : Longman.

CORE COURSE IV
TEACHER EDUCATION

Total Credits= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6 *12)

Objectives

- To enable the students to understand the context of teacher education
- To understand the knowledge base of teacher education
- To develop skills in instructional methods
- To develop ability in managing practicum in teacher education
- To understand several issues and concerns in teacher education
- To identify areas and methods in research in teacher education
- To understand the nature of the governance of teacher education
- To understand the importance of teaching as a profession and its ethics

MODULE I : CONTEXT AND KNOWLEDGE BASE OF TEACHER EDUCATION

(CREDIT 1)

Unit 1: Context of Teacher Education

- a) Meaning , Nature, Scope and Objectives of Teacher Education
- b) The Context of Teacher Education - The Dynamics of Social, Psychological, Political and Economic Changes in Society.
- c) Futuristic Views of Teacher Education. (Preparation of Teachers for Special Schools, Inclusive Classrooms and the Global Context)
- d) Curricular Areas of Initial Teacher Education – National Curriculum Framework (NCF) 2009.

Unit 2: Knowledge Base of Teacher Education

- a) Meaning and Types of Knowledge, Habermas's Theory of 'Knowledge - Constitutive Interests, Deng and Luke's Conceptions of Knowledge, Shulman's Theory of 'Knowledge-base for Teaching'. The Knowledge Continuum - The General Principles of Teacher Effectiveness.
- b) Reflective Teacher Education –Meaning, Strategies for Promoting Reflection, Reflective Thinking v/s Reflective Action, Reflective Practice leading to reflective Teaching. The Reflective Teaching Model, Need for Reflective Teaching, Difference Between Reflective Teaching and Action Research

MODULE II : MODELS, METHODS AND PRACTICUM IN TEACHER EDUCATION (CREDIT 1)

Unit 3: Models of Teacher Education and Instructional Methods

- a) Models of Teacher Education—Behaviouristic Teacher Education Model, Competency-based Model, Personalistic Model, Traditional Craft in Teacher Education, Inquiry-oriented Teacher Education, Knowledge Building Community Model.
- b) Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.

Unit 4: Managing Practicum in Teacher Education

- a) Integration of Theory and Practice.
- b) Organisation, Observation, Supervision and Assessment of Practice Teaching.
- c) Concept and Types of Feedback to Student Teachers.
- d) Principles and Organization of Internship.
- e) Mentoring and Coaching In Teacher Education.

MODULE III : ISSUES, CONCERNS AND RESEARCH IN TEACHER EDUCATION (CREDIT 1)

Unit 5 : Issues and Concerns in Teacher Education

- a) Selection and Admission of Student-Teachers
- b) Selection and Retention of Teacher Educators.
- c) Educating Teachers for Restructured Schools (SSC, CBSE, ICSE, IB and IGSCE).
- d) Application of ICT in Teacher Education
- e) Quality Assurance and Accreditation in Teacher Education Institutions.
- f) Issues in Special Education and Integrated Teacher Education
- g) Teacher Education for Special Educators

Unit 6 : Research in Teacher Education

- a) Research Areas / Genres in Teacher Education.
- b) Trends in Research in Teacher Education
- c) Implications of Research in Teacher Education

MODULE IV : GOVERNANCE OF TEACHER EDUCATION AS A PROFESSION (CREDIT 1)

Unit 7 : Governance of Teacher Education

- a) Governing Bodies of Teacher Education (UGC, NCTE, State Government)
- b) Maharashtra Universities Act 1994
- c) Conditions for Recognition and Affiliation of Teacher Education Institutions
- d) Policies on Teacher Education – Post Independence
- e) National Council for Higher Education Research

Unit 8 : Teaching as a Profession

- a) Teaching as a Profession and Professional Socialization of Teachers.
- b) Professional Ethics and Code of Conduct for Teachers and Teacher Education.
- c) Preparation, Qualification and In-Service Education of Teachers and Teacher Educators.
- d) Performance Appraisal of Teachers and Teacher Educators.

MODULE V : INTERNAL ASSESSMENT

(CREDITS 2)

No.	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES :

1. Anderson, Lorin W. (1991) *Increasing Teacher Effectiveness*, Paris, UNESCO : International Institute for Education Planning.
2. Arora, G.L. (2002) *Teachers and Their Teaching* Delhi, Ravi Books. (370.71 (54) Aro K144117)
3. Association of Indian Universities (2000, 2005) *Teacher Education in India: Selections from University News-6*, New Delhi, Association of Indian Universities
4. Capel Susan, Leask Marilyn and Turner Tony (2001) *Learning to Teach in the Secondary School*, London, Routledge Falmer. (370.71 Cap K138051)
5. Chaurasia Gulab (2000) *Teacher Education and Professional Organizations* Delhi, Authorspress. (370.71 (54) Cha K132834)
6. Dillon Justin and Maguire Meg (1997) *Becoming A Teacher: Issues in Secondary Teaching* Buckingham, Open University Press. (370.71 (41) Dil/Mag K122406)
7. Evans, Linda (1998) *Teacher Morale, Job Satisfaction and Motivation* London, Paul Chapman Publishing Ltd. A Sage Publications Company (370.71 (42) Eva K134647)
8. Dasgupta D.N. (2004) *Effective Teaching Techniques* Jaipur, Aavishkar Publishers. (370.71 Das K301720)

9. Dunkin, Michael, J. (1987) *The International Encyclopedia of Teaching and Teacher Education* Oxford, Pergamon Press.
10. Higgins Chris, Reading Judy and Taylor Paul (1996) *Researching into Learning Resources in Colleges and Universities*, London, Kogan Page.
11. Kaplan, L. Edelfelt, R.A. (1996) *Teachers for the New Millennium* California Corwin Press, INC.
12. Kottler Jeffery A. Zehm Stanley J. (2000) *On Becoming A Teacher: The Human Dimension*, Thousand Oaks, California Corwin Press Inc. A Sage Publications Company. (370.71 Kot/Zen K134651)
13. Lawrence Denis (1999) *Teaching With Confidence: A Guide to Enhancing Teacher Self-Esteem* London, Paul Chapman Publishing Ltd. A Sage Publications Company. (370.71 Law K137922) Self-Esteem, Communication check list.
14. Learning Library (1987) *Teacher's Strategies: Personal Growth, Classroom Performance, Student Problems* Springhouse Pennsylvania Learning Books Springhouse Corporation (373.3 LL K83266)
15. McIntyre John D. and Byrd David M. (Eds.) (2000) *Research on Effective Models for Teacher Education* Thousand Oaks, California Corwin Press Inc. A Sage Publications Company. (370.71 McI/Byd K130224)
16. McNergney, Robert F. and Herbert, Joanne M. (2001) *Foundations of Education: The Challenge of Professional Practice* Boston Allyn and Bacon. (370.71 Eva K145858)
17. Merryfield, M.M. Jarchow, E., Pickert, S. (1997) *Preparing Teachers to Teach Global Perspectives*, California, Corwin Press.
18. Mohanty Jagannath (2000) *Teacher Education in India*
19. Moon Jennifer (2004) *A Handbook of Reflective and Experiential Learning Theory and Practice* London and New York, Routledge Falmer (Taylor & Francis Group). (370.71 Moo K302932)
20. Muijis Daniel and Reynolds David (2001) *Effective Teaching: Evidence and Practice* London, Paul Chapman Publishing Ltd, A Sage Publications Company (370.71 Mui/Rey K134698) Tools
21. Mukerji, S.N. (1968) *Education of Teachers in India*, Delhi, S.Chand and Co.
22. Murray, Frank B. (Ed.) (1996) *Teacher Educators' Handbook; Building A Base for Preparation of Teachers*, San Francisco, Jossey-Bass Publishers. (370.71 (73) Mur K123568)
23. National Council for Teacher Education (NCTE) (1998) *NCTE Document* New Delhi, Published by Member Secretary, NCTE.
24. NCTE Website www.ncte.org
25. Pushkin David (2001) *Teacher Training : A Reference Handbook*, Santa Barbara, ABC Clio
26. Rajput, J.S. and Walia, K. (2002) *Teacher Education in India* New Delhi, Sterling Publishers Private Limited.
27. Reynolds david, Creemers Bert, Stringfield Sam, Teddlie Charles and Scaffner Gene (2002) *World Class Schools: International Perspectives on School Effectiveness* London and New York, Routledge Falmer (Taylor & Francis Group). (370.72 Rey K140159) For Research
28. Rao, Digmurti Bhaskar (1998) *Teacher Education in India* New Delhi, Discovery Publishing House.

29. Sharma, B.M. (Ed.)(1997) *Teachers' Training and Educational Research*, Delhi, Commonwealth Publishers.
30. Singh, L.C., Sharma, P.C. (1995) *Teacher Education and the Teacher*, New Delhi, Vikas Publishing House Pvt. Ltd. (370.71 (41) Sin/Shk K120708)
31. Singh, R.P. (Ed.) (2002) *Teacher Education in Turmoil: Quest for a Solution*, New Delhi, Sterling Publishers Private Ltd.
32. Singh, U.K. and Sudarshan, K.N. (1996) *Teacher Education* New Delhi, Discovery Publishing House.
33. Singh, Y.K. (2005) *Teacher Education* New Delhi, APH Publishing Corporation
34. Sharma, Shashi Prabha ((2003) *Teacher Education: Principles, Theories and Practices* New Delhi, Kanishka Publishers.
35. Vashisht, S.R. (1997) *Professional Education of Teachers*, Jaipur, Mangal Deep Publishers.
36. Ball, D. L., & Cohen, D. K. (1999). "Developing Practice, Developing Practitioners: Toward A Practice-Based Theory of Professional Education" In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the Learning Profession: Handbook of Policy and Practice* (pp. 3–32). San Francisco: Jossey-Bass.
37. Clark, C. M. (Ed.). (2001). *Talking Shop: Authentic Conversation and Teacher Learning*. New York, Teachers College Press.
38. Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., and Trow, M. (1994) *The New Production of Knowledge*. Sweden: SAGE Publications Ltd.
39. Hargreaves, D.H. (1998). *The Production, Mediation and Use of Professional Knowledge among Teachers and Doctors: A Comparative Analysis*. Paris: OECD.
40. Turner-Bisset, R. (1999). 'Knowledge bases for teaching', *British Educational Research Journal*, **25**, 1, 39-55.
41. Bell, R. L. (2008). *Teaching the Nature of Science Through Process Skills: Activities for Grades* London: Allyn & Bacon, pp. 3–8.
42. Gess-Newsome, J., & Lederman, N. G. (1999). *Examining Pedagogical Content Knowledge: The Construct and Its Implications for Science Education*. Boston: Kluwer.
43. Grossman, P. L. (1990). *The Making of a Teacher: Teacher Knowledge and Teacher Education*. New York: Teachers College Press.

SEMESTER II

ELECTIVE COURSE V:

GROUP I – (a) ADVANCED EDUCATIONAL TECHNOLOGY

Total Credit= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6 *12)

Objectives

- To develop in students an understanding of the concept of educational technology;
- To develop in students an understanding of the concepts of information technology, communication technology, instructional technology and ICT;
- To enable students to produce, select and use instructional material and media effectively;
- To enable students to innovate strategies for furtherance of effective communication;
- To enable students to design instruction in various systems of education.
- To develop the competency to prepare and evaluate self instructional materials;
- To develop competency to design and evaluate personalized system of instruction;
- To develop an understanding of the concept and approaches to e-learning;
- To enable students to use the e-learning materials and media for effective learning;
- To develop an awareness in students about the current trends in e learning

MODULE I : CONCEPT AND APPLICATIONS OF EDUCATIONAL TECHNOLOGY (CREDIT 1)

Unit 1 : Concept of Educational Technology (ET)

- a) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology and Information and Communication Technology (ICT) and Instructional Technology
- b) Development of Educational Technology (Historical Perspectives and Emerging Trends)

Unit 2 : Applications of Educational Technology

Applications of Educational Technology in formal, non formal (Open and Distance Learning) informal and inclusive education systems

MODULE II : INSTRUCTIONAL TECHNOLOGY AND INSTRUCTIONAL DESIGN (CREDIT 1)

Unit 3 : Instructional Technology

- (a) Concept of Instructional Technology
- (b) Overview of Behaviorist, cognitive and constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)
- (c) Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)
- (d) Selection of appropriate media - synchronous and asynchronous – for formal, informal and non formal settings.

Unit 4 : Concept and Components of Instructional Design (ID)

- a) Systems Approach to Instructional Design
- b) Models of Development of Instructional Design (ADDIE, ASSURE ,Dick and Carey Model Mason's)
- c) Gagne's Nine Events of Instruction and Five 'E's of Constructivism
- d) Nine Elements of Constructivist Instructional Design
- e) Instructional Design for Training

MODULE III : PERSONALIZED SYSTEM OF INSTRUCTION AND OPEN DISTANCE LEARNING MATERIALS

Unit 5 : Personalized System of Instruction (CREDIT 1)

- a)Application of Computers in Education: CAI, CAL, CBT, CML
(Characteristics and Uses)
- b) Preparation of CAI Package (Process)
- c) Evaluation of CAI Package (Product)

Unit 6 : Open Distance Learning Materials (ODLM)

- a) Concept, Process of preparing ODLM,
- b) Criteria of evaluating ODLM

MODULE IV : e- LEARNING –CONCEPT, MEDIA, MATERIALS AND TRENDS

Unit 7 : Prospects of e- Learning

- a)Concept of e- learning
- b) Approaches to e learning
 - i) Offline, Online;
 - ii) Synchronous, Asynchronous;
 - iii) Blended learning,
 - iv) Mobile learning (M learning)

- c) Learning Management Systems: Media and Materials
 - i)Open Educational Resources
 - ii)Social Networking Sites
 - iii)Spoken Tutorial and Camstudio
 - iv) Learning objects

Unit 8 : Current Trends in e-Learning

- a) Nanotechnology in e learning
- b)Podcasting
- c)Virtual Reality with Intelligent Tutoring System

MODULE V : INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES:

1. Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas.
2. Aggarwal, J.C. (2008). Elementary educational technology. Delhi: Shipra Publication.
3. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limited
4. Bengalee, Coomi (1986). Introduction to educational technology: innovations in education. Mumbai: Saith.
5. Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
6. Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi: Kanishka Publg House.
7. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.

8. Das, R. C.(1993). Education technology: a basic text. New Delhi: Sterling.
9. Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan.
10. Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO
11. Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO
12. Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
13. Joyce, Bruce (1978). Information processing models of teaching. New Jersey: Prentice Hall.
14. Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.
15. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
16. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
17. Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling.
18. Oak, Suman (1994). Shaikshanik tantravidnyan. Pune: Shri Vidya.
19. Pachauri, Suresh Chandra (2011). Educational technology. Aph Publishing Corporation: New Delhi.
20. Picciano, Anthony G. (2010). Educational leadership and planning for technology. Prentice Hall: Boston
21. Rastogi Satish (1998). Educational technology for distance education. Jaipur: Rawat Publication.
22. Robert, Heinich (1990). Instructional media and the new technologies of instruction. London: John Wiley and Sons.
23. **Salmon, G. (2002). E-tivities: the key to active only learning. Sterling, VA : Stylus Publishing Inc. ISSN 0 7494 3686 7 Retrieved from <https://tojde.anadolu.edu.tr/tojde8/reviews/etivities.htm>**
24. Saxena, N. R. Swaroop, Oberoi, S.C.(2004). *Essentials of educational technology and management*. Meerut: R.Lall Book Depot.
25. Schrum, Lynne (2011). Considerations on educational technology integration: the best of JRTE. International Society for Technology in Education: Eugene.
26. Sethi, Deepa(2010). Essentials of educational technology and management. Jagdamba Publishing Company: Delhi
27. Sharma, A.R. (2001). Educational technology. Agra: Vinod.
28. Singh, C.P.(2011). Advanced educational technology. Lotus Press: New Delhi
29. Sleeman, P.J., Cobun, Ted C, Rockwell, D. M.(1979). Instructional media and technology: a guide to accountable learning systems. New York: Longman.
30. Verma, M. (2006), Online Teaching—Tools and Methods. New Delhi; Murari Lal & Sons.
31. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons
32. Walia, J. S. (2003). *Educational technology*. Jalandhar: Paul.
33. Yadav, D. S. and Shastri, K.N.(2009). Educational technology: Delhi

Useful Websites

<http://www.learningapple.com/id3/resources.htm>
http://members.rediff.com/missan/Comp_Web_Inst_Designers.htm
<http://www.coe.uh.edu/courses/cuin6373/whatisid.html>
<http://www.coe.uh.edu/courses/cuin6373/index.html>
http://edutechwiki.unige.ch/en/Instructional_design
http://www.stylusinc.com/WebEnable/elearning_solutions/instructional_design_process.php
<http://www.gdrc.org/info-design/instruct/intro.html>
http://en.wikipedia.org/wiki/Instructional_design

http://www.dokeos.com/doc/thirdparty/Epic_Whtp_learningdesign.pdf
http://edutechwiki.unige.ch/en/Open_and_distance_learning
<unesdoc.unesco.org/images/0012/001284/128463e.pdf>
www.webopedia.com/TERM/D/distance_learning.html
http://cemca.org/disted/Ansari_MM_0256.pdf
www.westga.edu/~distance/ojdla/fall53/valentine53.html
<webserver.ignou.ac.in/institute/handbook5/Section%203.pdf>
<webserver.ignou.ac.in/institute/handbook5/Section%203.pdf>
<http://www.authorstream.com/Presentation/bhanumurthykv-33050-self-learning-material-sim-lessons-writing-study-education-ppt-powerpoint/>
<http://en.wikipedia.org/wiki/E-learning>

ELECTIVE COURSE V

GROUP I – (b) CURRICULUM DESIGN AND DEVELOPMENT

Total Credit= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6 *12)

Objectives:

- To develop an understanding of the emerging curriculum theory.
- To develop an understanding into the various foundations of curriculum planning
- To acquaint the students with the existing approaches to curriculum design.
- To acquaint the students with the process of curriculum development.
- To enable the learners to reflect on various trends in curriculum development,
- To enable the learner to appreciate the need for evaluation of Curriculum,
- To develop competencies to design and evaluate curriculum.

MODULE I : CURRICULUM DEVELOPMENT: A CONCEPTUAL FRAMEWORK AND FOUNDATIONS OF CURRICULUM PLANNING . **(CREDIT I)**

Unit 1 : Concept Principles and Strategies of Curriculum Development

- a) Concept (Meaning and Characteristics) of Curriculum and Curriculum development.
- b) Need and Guiding Principles for Curriculum development.
- c) Stages in the Process of Curriculum development.
- d) Strategies of Curriculum development.

Unit 2 : Foundations of Curriculum Planning

- a) Philosophical Bases (National, democratic).
- b) Sociological basis (socio cultural reconstruction).
- c) Psychological Bases (learner's needs and interests).
- d) International Norms (bench marking).
- e) National level Statutory Bodies- UGC, NCTE

MODULE II : MODELS OF CURRICULUM DESIGN

(CREDIT 1)

Unit 3 : Traditional and Contemporary Models

- a) Academic/ Discipline Based Model.
- b) Competency Based Model.
- c) Social Functions/Activities Model (socio social reconstruction).
- d) Individual Needs & Interests Model
- e) Outcome Based Integrative Model.
- f) Linear Objective – Based Model.
- g) Intervention Model.
- h) C I P P Model(Context, Input, Process, Product Model)

Unit 4 : Designing of Curriculum

- a) Goals, Objectives and specifications of Curriculum.
- b) Architectonics of content and criteria for selection of content.
(Selection, Scope, Balance, Sequence, Continuity).
- c) Criteria for selection and organization of learning activities.
- d) Comprehensive evaluation of curriculum.

MODULE III : CURRICULUM DEVELOPMENT – TRENDS AND THEORIES

(CREDIT 1)

Unit 5 : Current Trends in Curriculum Development

- a) Autonomy and Curriculum Development.
- b) Institutionalization of Curriculum Development.
- c) Curriculum for Inclusion.
- d) Curriculum for International and Multicultural Education..
- e) E –learning and Curriculum Development

Unit 6 : Theories and Curriculum Development

- a) Curriculum and Constructivism
- b) Curriculum and Critical Theory
- c) Curriculum and Poststructuralist Theory

MODULE IV : EVALUATION OF CURRICULUM

(CREDIT 1)

Unit 7 : Evaluation of Curriculum

- a) Approaches to Curriculum and Instruction (Academic and Competency Based Approach)
- b) Factors Influencing the Effectiveness of Curriculum Implementation
 - Student
 - Teachers
 - Instructional Environment

- c) Purpose and Planning for Evaluating the Curriculum
Conducting the Programme Evaluation.
Evaluating the Curriculum Materials.
Conducting the Curriculum Material Evaluation.
Utilizing Evaluation Results for Curriculum Improvement.
Pilot Project, Fundamental Research and Action Research

Unit 8 : Models of Curriculum Evaluation

- a) Tyler’s Model
- b) Stakes’ Model
- c) Scriven’s Model
- d) Krikpatrick’s Model

MODULE V : INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES:

1. Association of Indian Universities, (1984) Monograph on Syllabus Analysis and Restructuring, New Delhi: Association of Indian Universities.
2. Bean, James A., Conrad F. Toepfer, Jr. and Samuel J. Alessi, Jr. (1986) Curriculum Planning and Development. Boston: Allyn and Bacon Inc.
3. Brady, Laurie (1992) Curriculum Development, New York, Prentice Hall
4. Dash, B. N. (2007) Curriculum planning and development. New Delhi, Dominant Publ.
5. Diamond, Robert M. (1989) Designing and Improving Courses and Curricula in Higher Education : A Systematic Approach, California : Jossey – Bass Inc.

6. Doll, Ronald C. (1986) Curriculum Improvement: Decision Making and Process (Sixth Edition). London: Allyn and Bacon, Inc.
7. Goodson, I.F. (1994) Studying Curriculum. Buckingham Open University Press
8. Gunter, Mary Alice, Thomas H. Estes and Jan Hasbrouck Schwab, (1990) Instruction: A Models Approach, Boston: Allyn and Bacon.
9. Khan, M.I. & Nigam, B.K. (1993) Evaluation and Research in Curriculum Construction. Delhi: Kanishka
10. Mamidi, Malla Reddy and S. Ravishankar (eds.), Curriculum Development and Educational Technology, New Delhi: Sterling Publishing Pvt. Ltd.
11. National Council of Educational Research and Training (1999). Special Issue on Curriculum Development. [Special issue]. Journal of Indian Education. 25(3).
12. NCTE (2009) National curriculum framework for teacher education. New Delhi: NCTE.\
13. Oliva, Peter F. (1988) Developing the Curriculum (2nd edition). Scotland Foresman and Company.
14. Pratt, David (1980) Curriculum Design and Development. New York, Harcourt Brace Jovanovich Inc.
15. Reddy, R. (2007) Principles of Curriculum Planning and Development. Delhi, Arise
16. Saylor, J. Galenr William M. Alexander and Arthur J. Lewis (1980) Curriculum Planning for Better Teaching and Learning (4th edition). New York : Hold Renehart and Winston.
17. Taba, Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace Jovanovich.
18. Tyler, Ralph W. (1974) Basic Principles of Curriculum and Instruction. Chicago, the University of Chicago Press.

Some Useful Links:

- <http://www.paisley.ac.uk/schoolsdepts/CAPD/signposts/curriculum-signpost.asp>
- <http://www.ssdd.bcu.ac.uk/crumpton/curriculum-design/key-concept-map/object-based-proc-model.htm>
- <http://www.ncrel.org/sdrs/areas/issues/concent/currclum/cu3lk12.htm>
- <http://www.infed.org/biblio/b-curric.htm>

ELECTIVE COURSE V
GROUP I – (c) QUALITY ASSURANCE IN EDUCATION

Total Credits= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6*12)

Objectives

- To enable to comprehend the meaning and concepts related to Quality and Quality Assessment In Education
- To develop understanding of Quality Planning
- To understand importance of Total Quality Management and competency required for it
- To understand controlling of Quality

- To understand the Role of Indian, International Agencies and Higher Education Institutions in Quality Maintenance and Sustenance
- To acquaint with Quality concerns and standards of education

MODULE I: CONCEPTUAL FRAMEWORK OF QUALITY (CREDIT 1)

Unit 1: Quality in Education

- a) Concept of Quality and Quality in Education : Indian and International perspective
- b) Concepts of Quality Learning Environments, Quality Teaching, Quality Learners, Quality Processes, Quality Curriculum
- c) Assessment and Accreditation: Meaning, Objectives, Relation between Assessment and Accreditation

Unit 2: Evolution of Quality

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

MODULE II: ROAD-MAP TO QUALITY (CREDIT 1)

Unit 3: Total Quality Management in Education

- a) Concept of Total Quality Management (TQM)
- b) Strategic Planning : Leadership, Identifying the Mission, Creating a Vision, Generating Quality Culture, Establishing Goals and Objectives
- c) Improving Quality: Kaizen approach, Management by Facts, Systems thinking
- d) Models of Evaluation: Kemmi's Participatory and Stufflebeam's CIPP Evaluation Model

Unit 4 : Competency Mapping

- a) Sources of Competency Information (by assumption, law, industry, organisation, work group, background information)
- b) Essential Competencies: Creative thinking, Critical Thinking and Interpersonal skills

MODULE III : CONTROLLING QUALITY (CREDIT 1)

Unit 5 : Educational Quality Management Systems

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

Unit 6 : Quality Measurements

- a) Tools : Control chart, Fishbone diagram (cause and effect diagram), Pareto diagram
- b) Techniques: Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA)
- c) Cost of Quality: Appraisal Costs, Failure costs and Preventable costs.

MODULE IV: QUALITY STANDARDS FOR EDUCATION (CREDIT 1)

Unit 7: Quality Maintenance And Sustenance

- a) Agencies of Education: Objectives, Functions, Roles and Initiatives
 - o *National Level:*
 - i. National Assessment Accreditation Council (NAAC): Performance Indicators
 - ii. Quality Council of India (QCI)
 - iii. National Accreditation Board of Education Training (NABET)
 - o *International Level:* Institutional Network for Quality Assurance Agencies in Higher Education (INQAHEE)
- b) Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Higher Education Institutions: Structure, Composition, Goals, Functions and Benefits

Unit 8 : Concerns for Quality

- a) Factors Influencing Quality: Economical factors like General Agreement on Trade in Services (GATS), Liberalisation, Privatisation, Globalisation (LPG)
- b) Public Private Partnerships in India, Corporatization
- c) Research Imperatives for Quality Enrichment
- d) Quality Crisis in Teacher Education
- e) Bench marks in Higher Education: Indian Institutes of Management (IIMs), Indian Institutes of Technology (IITs)

MODULE V : INTERNAL ASSESSMENT (CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES:

1. Arcaro, J.(1997): *Quality in Education: An Implementation Handbook*, Vanity Books International New Delhi
2. Basterfield, D.et.al.(2010): *Total Quality Management*, Pearson Education Asia, Third Edition. New Delhi: prentice Hall is an imprint of.
3. Bhote, K.(2003): *The Power of Ultimate Six Sigma*, American Management Association, USA
4. Burt Scanlan, B. K. (1987). *Management & Orgnizational Behavior, Second Edition*. Florida: Roberte Krieger Publishing Company.
5. Bush T., L. B. (2003). *The Principles and Practice of Educational Management*. (Edited, Ed.) New Delhi: Sage Publications.
6. Frank M. Gryna, R. C. (2007). *Juran's Quality Planning And Analysis,fifth edition*. New Dilhi: Tata McGraw-Hill Publishing.
7. Fraiser, A (2000): *A Roadmap For Quality Transformation In Education*
8. Lewis,R. & Smith D.(1998): *Total Quality in Higher Education*, Vanity Books International New Delhi
9. Morrison, K.(1998) *Management theories for Educational Change*. Paul Chapmanpublishing limited
10. Mukhopadhaya, M. (2000): *Total Quality in Education*, NIEPA, New Delhi.
11. Mukherjee, P.N. (2010). *Total Quality Management*. New Delhi: PHI Learning Pvt.ltd.
12. Pathan, S. (2005). *Quality Improvement Programme in Higher Educatin NAAC*. Bhopal: Intellectual Book Bureau.
13. Prasad, A. (2007). *University Education Administration and the Law*. New Delhi: Deep & Deep Publications.
14. R.Kesavan, C. B. (2008). *Total Quality Management*. New Delhi: I.K.International.
15. Rampersad, H.(2001): *Total Quality Management: An executive guide to continuous improvement*, Springer: New York
16. Rita, S. (2004). *Assessment and Accreditation in Higher Education*. New Delhi: Association of Indian Univesities.
17. Rob Paton, G. P. (2005). *Handbook of Corporate University Development*. (E. by, Ed.) Wngland: Gower Publishing.
18. Rolf Lynton, U. P. (2000). *Training for Organizational Transformation Part 2*. New Delhi: Sage Publisher.
19. Scheerens,J. et.al (2003): *Educational Evaluation, Assessment and Monitoring: A systemic approach*, Swets & Zentlinger Publications
20. Saini Debi, K. S. (2000). *Human Resource Management*. New Delhi: Response Books, Sage Publications.
21. Sanghi, S. (2007). *The Handbook of Competency Mapping, Second Edition*. New Delhi: Response Books, Sage Publications.
22. Singh , A. (2004),: *Fifty Years of Higher Education In India, The Role of the UGC*, Sage Publications
23. Stella, A. & Gnanam, A. (2003): *Making the most of Accreditation*, Concept Publishing Company, New Delhi.

24. Stella, A. & Gnanam, A. (2003): *Foundations of External Quality Assurance in Indian higher Education*, Concept Publishing Company, New Delhi
25. Stella, A. (2001): *Quality Assessment in Indian higher Education: Issues of impact and future perspectives*, Allied Publishers Limited, New Delhi
26. Varma, M. (2001). *Managing more effectively, Second edition*. New Delhi: Response Books, Sage Publications .
27. Vieira, W. (1999). *Managing Executive Success*. New Delhi: Response Books, Sage Publications.

ELECTIVE COURSE VI
GROUP II – (a) MANAGEMENT OF EDUCATION

Total Credits= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6*12)

Objectives :

- To develop an understanding of concept of and need for management of education.
- To develop an understanding of leadership in the context of education.
- To manage various resources of the organisation for its development
- To manage performance and information systems in education.
- To develop an understanding of planned change and information management in education
- To enable students to understand time, crisis and anger management.

MODULE I: MANAGEMENT OF EDUCATION AND LEADERSHIP (CREDIT 1)

Unit 1 : Management of Education

- (a) Concept, Need and Objectives of Management of Education, Fayol's Principles of Management
- (b) Educational Manager: Functions, Mintzberg's Managerial Roles, Competencies and Skills, Managerial Creativity, Managerial Ethics

Unit 2 : Leadership in Education

- (a) Concept of Leadership: Characteristics, Leader and Manager, Effective and Successful Leader
- (b) Approaches to Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based, Social
- (c) Theory and Practice: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory, Path Goal Theory

MODULE II: HUMAN RESOURCE MANAGEMENT IN EDUCATION

(CREDIT 1)

Unit 3 : Human Resource Management in Organizations

- (a) Human Resource Management: Concept, Need, Principles, Job analysis.
- (b) Staff Development : Need and Objectives of Staff Development, Approaches (Fragmented, Formalized, Focused), Methods and Process of Staff Development

- (c) Organisational Development: Components of OD process, Diagnosis using Six-box Organisational Model by Marvin Weisbord.
- (d) Organisational Theory from Pre-Historical to Post-Modernism (1900s onwards) with special emphasis on Fayol (1990), Boulding (1966), Weick (1969), Foucault (1972).

Unit 4 : Managing People

- (a) Crisis Management: Types of Crisis on the basis of Crisis Responsibility, Stages of Crisis, Steps of Crisis Management, Role of Crisis Manager.
- (b) Anger Management: Sources of Anger, Strategies for handling Anger
- (c) Time Management: Obstacles to Time Management, Strategies for Effective Use of Time.
- (d) Maintaining Relationships with Boss.

MODULE III : MANAGING FOR HIGH PERFORMANCE (CREDIT 1)

Unit 5 : Performance Management

- (a) Performance Management: Principles, Process and Concerns
- (b) Application of Performance Management: Individual Performance and its Relationship with Organizational Development, Concept of Pay for Performance in Education
- (c) Measuring Performance: Performance Appraisal with reference to its Purpose and Process, Tools and Techniques
- (d) Performance Based Assessment System (PBAS) with reference to Academic Performance Indicators (API) by UGC

Unit 6 : Management of Information Systems

- (a) *Concept of Integrated Information Management System, Types of Information Systems, Five Sub-Systems of an Institution, Uses of Management Information System (MIS) in Education, Positive and Negative Impacts of Information System.*
- (b) Knowledge Management: Concept, Knowledge Management Process Model
- (c) Grievance Management: Causes, Steps And Types of Grievances, Mechanisms of Handling Grievances

MODULE IV: MANAGING CHANGE AND EVENTS IN THE ORGANIZATION

(CREDIT 1)

Unit 7 : Change Management

- (a) Change: Meaning, Nature, Goals and Focus of Planned change, Need for Planned Change in Education in the context of Impact of Theories of Chaos and Complexity on Education. Strategies For Introducing Planned Change
- (b) Stages of Change (Initiation, Implementation and Continuation). Three-Step-Model of Change (Unfreezing, Moving, Refreezing). Problem Solving Approach to change
- (c) The Japanese Models of Change: Just-in-Time, Poka yoke, Consensus-Consultation-Involvement, Kaizen, Flexibility and Teamwork

Unit 8 : Finance Management In Education

- (a) Financial Planning : Objectives and Need for Financial Planning

- (b) Concept of Budget and Budgeting, Types of Budgets on the basis of Time, Process of Budgeting, Strategies of Budgeting: Zero Base Budgeting (ZBB), Planning, Programming and Budgeting System (PPBS)
- (c) Cost Management: Meaning and Types of Costs, Cost Benefit Analysis, Cost Effective Analysis
- (d) Globalization and Privatization : Impact on Management of Education (Resource mobilization, Private and self-financing of educational institutions).

MODULE: V INTERNAL ASSESSMENT

(CREDITS 2)

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES :

1. Altrichter, H. and Elliot, J. (2000) Images of educational Change. Buckingham Open University.
2. Baldrige, J. V. (1978). Policy making and effective Leadership. Sanfrancisco : Jossey Bass.
3. Bhattacharya, D.K. (2001) Managing People. New Delhi: Excel Books.
4. Bush T., L. B. (2003). *The Principles and Practice of Educational Management*. (Edited, Ed.) New Delhi: Sage Publications.
5. Bush, T., Bell, L., Bolam, R., Glatter, R. and Ribbins, P. (1999) Educational Management. London: Paul Chapman Publishing Ltd.
6. Dawra, S. (2003) Management Thought. New Delhi: Mohit Publication.
7. Drucker, P. (2001) The Essential Drucker. New Delhi: Butterworth.
8. Harigopal, K. (2001) Management of Organizational Change. New Delhi: Response Books.
9. Hell reiegel, D., Jackson, S.E. and Slocum, J.W. (2002) Management. Australia: Thomson,
10. Kochan, T.A. and Schmalensee, R.L. (2003) Management. U.S.A.: The MIT Press.
11. Kumar, N. (2000) Managerial Interface in Next Millennium. Mumbai: Himalaya Publishing House.

12. Lutz, W. F. (1982). Tightening Up Loose Coupling Organisations of Higher education, *Administrative Science Quarterly*. 27, 653-669.
 13. McCaffery, P. (2004). *The Higher Education Manager's Handbook*. New York: Simultaneously Published in the USA and Canada By Routledge.
 14. Luthans, F. (2005) Organisational Behaviour. New York: McGraw – Hills Inc.
 15. Nair, S.R. (2004) Organisational Behaviour, Texts and Cases. Mumbai: Himalaya Publishing House.
 16. Northouse, P. (2010). *Leadership Theory and Practice*. New Delhi: Sage Publications.
 17. Owens, R.C. (2001) Organisational Behaviour in Education. Boston: Allyn and Bacon.
 18. Prasad, A. (2007). *University Education Administration and the Law*. New Delhi: Deep & Deep Publications.
 19. Rita, S. (2004). *Assessment and Accreditation in Higher Education*. New Delh: Association of Indian Univesities.
 20. Sayeed, O. B. and Pareek, U. (2000) Actualising Managerial Roles. New Delhi: Tata McGraw-Hill Publishing Company Limited.
 21. Saini Debi, K. S. (2000). *Human Resource Management*. New Delhi: Response Books, Sage Publications.
 22. Singh, N. (2000) Human Relations and Organisational Behaviour. New Delhi: Deep and Deep Publications.
 23. Singh, N. (2001) Organisational Behaviour. New Delhi: Deep and Deep Publications Pvt. Ltd.
 24. Sutherland, J. and Cornwell, D. (2004) Key Concepts in Management. U.S.A.: Palgrave.
 25. Varma, M. (2001). *Managing more effectively, Second edition*. New Delhi: Response Books, Sage Publications .
- <http://www.cedu.niu.edu/~shumow/iit/angermanagement.pdf>

ELECTIVE COURSE : VI-
GROUP II- (c) INCLUSIVE EDUCATION

Total Credits= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6 *12)

Objectives

- To develop in students an understanding of the concept and philosophy of inclusive education in different context.
- To develop in students an understanding of the nature and types of diverse learners.
- To enable students to analyse the trends and issues in inclusive education.
- To acquaint students about various legislative frameworks and programmes facilitating inclusive education.
- To enable students to understand various approaches to evaluation and identification of need of diverse learners.
- To enable students to understand planning and management of inclusive classroom.
- To enable students to use assistive /adaptive technology in inclusive classrooms.
- To enable students to understand the need of support system for inclusive practices.

MODULE I : UNDERSTANDING INCLUSION AND DIVERSE LEARNERS
(CREDIT 1)

Unit 1 : Introduction to Inclusion

- (a) Meaning of Access, Equity, Diversity, Empowerment, Human rights and Social Justice
- (b) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners- Including Marginalised group and Learners with Disabilities)
- (c) Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
- (d) Readiness of School and Models of Inclusion

Unit 2 : An Overview of Diverse Learners

- (a) Concept of Impairment, Disability and Handicap
- (b) Classification of Disabilities based on ICF Model
- (c) Prevalence, Types, Characteristics and Educational Needs of Diverse learners
Intellectual, Physical and Multiple Disabilities
- (d) Causes and prevention of disabilities

MODULE II : LEGAL PROVISIONS, TRENDS AND ISSUES IN INCLUSIVE EDUCATION
(CREDIT 1)

Unit 3 : Legislative Frameworks and Programmes

- a) Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992) Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial)
- b) Rehabilitation Council of India Act (1992)
- c) Inclusive Education under Sarva Shiksha Abhiyan (SSA)
- d) Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

Unit 4 : Trends and Issues in Inclusive Education in India

- a) Researches in Inclusive Education in India
- b) Current Status and Issues of inclusive education in India
- c) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational
- d) Ethical Issues in Inclusive Education

MODULE III : IDENTIFICATION OF DIVERSE LEARNERS, PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION
(CREDIT 1)

Unit 5 : Approaches to Evaluation and Identification of Diverse Learners

- a) Introduction to Evaluation for identifying diverse learners
- b) Identification of Diverse Learners for Inclusion
- c) (c) Educational Evaluation Methods, Techniques and Tools
- d) Interpretation of Evaluation Reports and their Educational Implications

Unit 6 : Planning and Management of Inclusive Education

- a) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices
- b) Curriculum and Curricular Adaptations for Diverse Learners
- c) Classroom Evaluation Practices
- d) Management of Inclusive Education Classrooms

MODULE IV : ASSISTIVE TECHNOLOGY AND COLLABORATIVE PRACTICES FOR INCLUSIVE EDUCATION (CREDIT 1)

Unit 7 : Assistive /Adaptive Technology

- a) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- b) Therapeutic Interventions: Need and Scope
- c) Use of Information Communication Technology (ICT) in inclusive classroom

Unit 8 : Collaborative Practices in Inclusive Set Ups

- a) Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School
- b) Management, Community
- c) Skills and Competencies of Inclusive School Teachers for Collaborative Practices
 - a. Professional Development
 - b. Professional Ethics

MODULE V : INTERNAL ASSESSMENT (CREDITS 2)

No.	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks

3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES :

1. Baquer, A. and Sharma, A. (1997). *Disability: Challenges vs. Responses*. CAN Pub.
2. Bartlett, L. D. and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
3. Chaote, J. S. (1991). *Successful Mainstreaming*, Allyn and Bacon
4. Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon
5. Daird, P. (1980). *Curriculum Design and Development*. New York: Harcott Brace.
6. Daniels, H. (1999). *Inclusive Education*. London: Kogan.
7. Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company
8. Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
9. Gargiulo, R. M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
10. Gartner, A. & Lipsky, D. D. (1997) *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
11. Gathoo, V. (2004) *Curriculum Strategies and Adaptations for Children with Hearing Impairment*. RCI, New Delhi: Kanishka Publishers.
12. Giuliani, G. A. & Pierangelo, R. (2007) *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
13. Gore, M. C. (2004) *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
14. Hegarthy, S. & Alur, M. (2002) *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
15. Hollahan and kauffman (1978). *Exceptional Children: An Introduction to Special Education*. Prentice Hall.
16. Jha, M. M. (2002). *School without Walls: Inclusive Education for All*, Oxford: Heinemann Education.
17. Karant, P. & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
18. Karten, T. J. (2007). *More Inclusion Strategies that Work*, Corwin Press, Sage Publications.
19. King-Sears, M. (1994) *Curriculum-Based Assessment in Special Educaation*. California, Singular Publications.
20. Lewis, R. B. & Doorlag, D. (1995) *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey, Pearson
21. Mathew, S. (2004) *Education of Children with Hearing Impairment*. RCI, New Delhi: Kanishka Publications.
22. McCormick, Sandra.(1999)Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
23. Panda, K. C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publications.
24. Rangasayee, R.& Gathoo, V. (2007). *Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers*, AYJNIHH Publishers.

25. Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
26. Ryandak, D. L. & Alper, S. (1996) *Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon
27. Sedlak, R. A. & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon
28. Stow L. & Selfe, L. (1989) *Understanding Children with Special Needs*. London Unwin Hyman.
29. Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey Prentice-Hall. Inc.
30. Vlachou D. A. (1997) *Struggles for Inclusive Education: An ethnographic study*. Philadelphia, Open University Press
31. Westwood P. (2006) *Commonsense Methods for Children with Special Educational Needs- Strategies for the Regular Classroom*. 4th Edition, London RoutledgeFalmer- Taylor & Francis Group.

ELECTIVE COURSE VI
GROUP II – (c) GUIDANCE AND COUNSELLING

Total Credits= 6
1 Credit= 12 Hours
Total Hours = 72 hours (6 *12)

Objectives:

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

MODULE 1: NATURE AND SCOPE OF GUIDANCE

(CREDIT 1)

Unit 1: Concept and Areas in Guidance

- a) (Nature, Principles and Scope of guidance
- b) Personal, Educational, Vocational and A-vocational guidance: Its Educational Implications in the Global context.
- c) Essential Guidance Services (Orientation service, Educational and Occupational Information service, Counselling service, Placement service Follow up service)
- d) Ethical basis in the use of Psychological Tests and Techniques

Unit 2: Guidance for Special Population

- a) Exceptional learners: slow learners, children with mental retardation and gifted.
- b) Socially and Economically Disadvantaged group.
- c) Guidance for the Wellbeing of Senior Citizens

MODULE 2: CAREER GUIDANCE, WORK AND MENTAL HEALTH (CREDIT 1)**Unit 3: Career Guidance**

- a) Factors affecting vocational choice
- b) Approaches to career guidance

Unit 4: Theories and its Implications

- a) Super's Theory of Career Development.
- b) Holland's Model of Interest and its application in selection of career.
- c) Social Cognitive Career Theory (SCCT)-Lent, Brown & Hackett

Unit 5: Work and Mental Health

- a) Meaning of work (Definition of work, Orientation of work and The coherence of work)
- b) Concept of mental health
- c) Factors affecting mental health
- d) Role of guidance personnel in promoting positive mental health at work place.

MODULE 3: NATURE AND SCOPE OF COUNSELLING (CREDIT 1)**Unit 6: Concept of Counselling**

- a) Nature, Principles, Functions and Types (Reactive & Proactive)
- b) Stages of counselling
- c) Counselling skills
- d) Conditions influencing counselling (Structure, Setting, Counselees' and Counsellor's qualities)
- e) Ethical considerations in counselling.

Unit 7: Theories of Counselling

- a) Cognitive Behaviour theory: Albert Ellis and Aaron Beck
- b) Eclectic counselling theory by F.C.Thorne
- c) Trait factor theory by Williamsons
- d) Theory of multicultural counselling and Therapy(MCT) by Sue et al

MODULE 4: INTERVENTION STRATEGIES AND COUNSELLING IN FOCUS AREAS (CREDIT 1)**Unit 8 : Intervention Strategies**

- a) Rational Emotive Behaviour Therapy
- b) Grief and Crisis Intervention Strategies
- c) Coping strategy for Disaster affected victims.

Unit 9 : Counselling in Focus Areas of Life Skills

- a) Health and social events
- b) Sexual violence
- c) HIV/AIDS prevention
- d) Suicide prevention

MODULE V : INTERNAL ASSESSMENT**(CREDITS 2)**

Sr.No	Particulars Marks	Marks
1	Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
2	One periodical class test held in the given semester	10 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

REFERENCES:

1. Chandra R. (2009). Career Information and Guidance & Counselling, Isha Books, Description: Delhi
2. Pandey V.C. (2006) Educational Guidance & Counselling, Isha Books, Description: Delhi
3. Kinra A. (2008) Dorling Kindersley (India) Pvt. Ltd, Guidance and counseling, Description: South Asia
4. Aggarwal R. (2010) Elementary Guidance and counselling, Shipra Publication, Description: New Delhi:
5. Aggarwal R.(2006) Educational Vocational Guidance and counselling, Shipra Publication, Description: Delhi: 2006.
6. Koshy J. (2007) Guidance and counselling (Vol.IV) -. Dominant Pub & Distributors, Description: New Delhi:
7. Rao S N.(2006) Counselling and guidance. McGraw hill, Description; Delhi'
8. Rao S N & Hari H S.(2004) Guidance and counselling. Discovery Pub house, Description: New Delhi.
9. Bala Rajni.(2007) Guidance and Counselling: modern review, Alfa Publication, Description'. ; New Delhi:

10. Naik D. (2007) Fundamentals of Guidance and counselling. Adhyayan publishers
Description: New Delhi.
11. Sharma R A.(2006), Fundamentals of Guidance and Counselling. R Lal Book Depot,
Description: Meerut
12. Madhukumar I.(2007). Guidance and Counselling: Authors Press, Description: New
Delhi
13. Varky B G & Mukhopadhyay M.(2006). Guidance and Counselling: Sterling
Publications: Description: New Delhi
14. Kochhar S K.(2006). Educational and vocational guidance in secondary education,
Sterling Publications, Description: Delhi'.
15. Saxena A.(2006). Organization of Guidance service: Rajat Publications: Description:
Delhi
16. Saxena A.(2007). Introduction to Educational & Vocational Guidance. Rajat
Publications, Description: Delhi
17. Chandra R.(2007). Career information and Guidance and Counseling. Isha Books,
Description: Delhi
18. Chauhan S.S. (2007). Principle and Techniques of Guidance: Vikas Publishing House,
Description: New Delhi
19. Gibson R. L. & Marianne M. H.(2008)., Introduction to Counseling and Guidance..
Prentice Hall of India Ltd. Description: New Delhi.
20. Aggarwal J.C, (2005). Career Information in Career Guidance Theory & Practice Doaba
House, Description: Delhi.
21. Seligman L & Lourie W(2010)., Theories of Counseling and Psychotherapy Systems:
strategies & Skills Description: New Delhi
22. Dev Kapil(2005)., Educational Guidance, Pragun Publication, New Delhi: 2006.
23. Welfel E R. & Lewis P.E(2008)., The Counseling Process Cenage Learning
24. Gupta B.L(2008)., Proactive Counseling: Mahamaya Publishing House: New Delhi
25. Kottler J A & Shepard D. S(2008)., Counseling Theories & Practices Cenage Learning:
1st Edition
26. Mathur S S : Fundamentals of Guidance & Counseling. Aggarwal Publication:
Description: Agra:2nd Edition
27. Sharma S.(2007)., Career Guidance & Counseling Kanishka Publishers: Description:
New Delhi
28. Gibson .& M.Mitchell (2008). Introduction Counseling and Guidance, PHI Learning
Pvt.Ltd. New Delhi.

