

Syllabus - I Semester

EDHC 1 : Advanced Educational Psychology - I

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives :

After studying this course the students will be able to -

- Analyze the influence of heredity mechanisms and environmental influences on human development.
- Explains various learning theories and applies their principles in teaching – learning situations.
- Explain theories of personality and their implications on its development
- Suggest self instructional methods
- Explain different theories of intelligence
- Examine the suitability of different psychological tests.

Course Content

Unit 1 : Human Development and Behaviour

- Genetic determinants of development — Heredity Mechanism and Mendel's laws — their implications to education,
- The influence of Endocrine Glands— Influence of Enzymes and Vitamins on behaviour .
- Environmental influences on behaviour. Educational implications .
- Cognitive development – Piaget's Theory, Bruner's Theory, Vygotsky's views of knowledge construction from socio cultural perspective.
- Language Development – Biological and Environmental influences, Chomsky's views.
- Moral Development- Piaget and Kohlberg Theories of Moral Development. Role of Family , Peer group and Schools .
- Personal Development – Development of Personality, Erickson's Psycho-social stages of development.

Unit 2 : Personality and Adjustment

- Different approaches to the study of personality.
- Theories of personality
 - i) Trait theory of Allport ,Cattell and Eysenck
 - ii) Psycho-analytic theories of Freud, Jung and Adler's. Neo-Freudian views – Karen Horney and Erich Fromm
 - iii) Humanistic perspective – Carl Rogers & Abraham Maslow.
- Concept of Maladjustment-Meaning, source of Maladjustment- Anxiety, Frustration and Conflicts – Their causes and symptoms ; Resolution of Frustrations and Conflicts.
- Concepts of adjustment, mental health and hygiene; Role of Parents and schools.
- Psychological deviations during childhood and Adolescence – Classification , symptoms, causes therapeutic measures.

Unit 3: Theories of learning

- Classification of Learning Theories , Background, basic Concepts and principles and educational implications of the following Learning theories :
Classical conditioning (Pavlov), Operant conditioning (Skinner), Learning by Insight (Kohler), Contiguity Theory (Guthrie) ,Sign –Gestalt Theory (Tolman), Gagne's Hierarchy learning .

Unit 4: Individual Differences

- a) Intelligence: Concept, theories of intelligence – Unitary Theories and Multifactor Theories, Spearman's two factor Theory, Group factor Theory, Guilford's SI model (Structure of Intellect), Theories of Sternberg and Gardner. Tests of intelligence; Concept of Emotional Intelligence and their Educational Implications ;Creativity- Meaning, Factors, Characteristics of Creative children, Fostering Creative talents.
- b) Aptitudes – Meaning, Nature, Types , Assessment, Aptitude Tests
- c) Attitudes – Meaning, Dimensions, assessing and changing attitudes; Attitude Scales.
- d) Interest - Meaning, Nature, assessment and Interest Inventories.

Sessional Work

- 1) Collect the moral judgments taken from a sample of students in different situations and determine the stage of moral development according to Piaget's Theory.
- 2) Illustrate of Erickson's Psychosocial stages of development by practically observing the behavior of children and matching the behavior with each stage.
- 3) Prepare a strategy for teaching language .
- 4) Identify symptoms of maladjustment through observing behaviours of children.
- 5) Administer an Aptitude test and analyze and interpret the results.
- 6) Administer an Attitude scale and analyze and interpret the results.
- 7) Administer Interest Scale Inventory and prepare an Interest Profile.

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, Practical exercises.

References

1. Gagne N.L. and Berliner : Educational Psychology, Ran Mono Nally College Publishing Company, Chicago, 1975.
2. Yelon. S.L. and Weinstein – A teachers world – Psychology in the classroom, L.W. Mc Graw: Hill Book NY 1977.
3. Cariag, R, Members W and Clarizio : Contemporary Educational Psychology, John Wiley and sons, New York, 1975.
4. Stephens J.M. and Evans E.O. : Development and classroom learning, Holt Rinehort Wintson 1973.
5. Mangal S.K. : Advanced Educational Psychology, Prentice Hall of India Private Ltd., New Delhi 2009.
6. Hall C. S. and Lindzey G : Theories of personality, Wiley Eastern Ltd., New Delhi 1985, 3rd Ed.
7. Thrope L.P. and Scmullor A.M. : Personality – An Interdisciplinary Approach, D .Van Nostrand Co., New York, 1962.
8. Coleman J.C. : Abnormal Psychology and Modern Life, D.B. Tarapoorevala Sone and Company, Bombay, 1970.
9. Ambron S.R. : Child Development, Holt, Rinehort and Wintson, 2nd Ed, New York, 1978.
10. Bernard H.W. : Mental Health in the class room, Mc Graw Hill Book Co, New York, 1970.
11. Bigner J.J. : Human Development, Mc Millan Publishing Co. New York, 1983.
12. Hurlock E. : Child Development, Mc Graw Hill Book Co.,

EDHC 3 : Educational Thoughts and Practices

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

The Student will be able to

- Understand the field of Education as an area of study
- Examine the interdisciplinary nature of education
- Identify critical issues in Indian and Western philosophies of education
- Critically examine the current system and practices of education in India
- Examine the relationship between education and social process
- Examine the concern of school education

Course Content

Unit-1 Concept and Interdisciplinary nature of education

Concept of education as a discipline- relationship of education with philosophy, Sociology and Management, Political Science and Economics; Education as teaching, Initiation, development-Conceptual analyses-freedom authority, equality of educational opportunity, open learning, learning society and secularism

Unit-2 Analysis and synthesis of Philosophical systems

Basic education, Shantiniketan and Integral education. Educational thoughts of Indian and Western thinkers on education - J.Krishnamurthy and Swamy Vivekananda, Paulo Friere, Ivanillich-Educational thoughts in Indian philosophical system-Vedic, Buddhism, Jainism, Islamic

Education and Epistemology- Epistemological bases of curriculum-Nature and Scopes of Knowledge- Western approach; Constructivist and existentialism approaches

Indian approaches- Vedanta and Sankya

Education and Axiology-nature and Scope of axiology-Scope of Ethics, logic and aesthetics in education

Theory of Values- Western- Idealistic and Pragmatic Perceptions- Indian- purusharta and Panchakosha theory of Values, Peace and education

Unit-3 Socio-Cultural Dimension of Indian education

Sociological foundations of Education- Characteristics of Indian Society- multicultural, multilingstic, multireligious- Implications to education and methods of teaching

Socialization and acculturation,cultural lag and cultural conflict, Sanskritisation and westernization- Implication to education

Sociological challenges in Contemporary Indian Society- gander equality, Socially and culturally disadvantaged, education of the challenged

Unit-4 Education and Economic Development

Concept of Economic Growth and Development; Impact of scientific and technological development on education

Education and Economic Development- Education and employment- Impact of globalization and privatization on education- Role of education in Sustainable development

Human Resource Development- Concept and Role of education- Strategies of Human Resource Development

Transactional mode

- Library survey and reading as themes suggested and classroom presentation
- Seminar presentation and reading by students on selected themes individually leading to discussion
- Study of various documents, recent govt curriculum as various policies and work
- Group work and presentation on selected themes

Sessionall work

- Workshop sessions to analyze the identified educational concept.
- Seminar presentation on identified great thinkers on Education.
- Assignments based on self-study on identified themes on education

Essential Reading

- Hamm: Philosophy of Education
- Peters R S (1975): The Philosophy of Education
- Kneller(1970): Philosophy of Education
- N.C.E.R.T(2005): National Curriculum framework
- M.H.R.D(1992): National Policy of Education policy-Perspective and progremme of action
- Sridhar Y.N(2009): Shikshanada Tatvika Talahadi

References:

1. Anand C L & Others (Ed): Teacher and Education in the Emerging India Society, NCERT, New Delhi.
1. O'Connar-An introduction to the Philosophy of Education
2. Peters R.S (Ed): Ethics and Education, George Allen and Unwin, London, 1978.
3. Peters R.S (Ed): Authority and Responsibility in Education, Methuen 7 Co,1961.
4. Hiriyanna M: Indian Concept of Values.
5. Phenix H: Philosophy of Education
6. Hirst P.H: Knowledge and Curriculum, Rutledge and Kegan Paul, New York 1979
7. Broudy H.S: Bulding a Philosophy of Education, Prentice Hall of India (Private) Limited, New York 1970.
8. Anderson & Parker: Society- its organization and operation, East West Printers, New Delhi, 1966.
9. Maciver and Page: Society, Macmillan and Company, London.
- 10 Breneck: Social Foundation of Education, Willey, New York
10. Horton & Hunt: Sociology, McGraw Hill, New York.
11. Mohanty J: Indian Education in the Emerging Society, Sterling Publisher (Private) Limited, New Delhi
12. Brookover: Sociology of Education, American Book Co., New York
- 13 Ottaway A.K.C.: Education and Society an Introduction, R&K Paul,London
13. Ranjit S.B.& Smith W.R.: Educational Sociology- A Modern Cultural Approach
14. Sheshagiri Rao N.V: Samakaleena Bharateeya Tatvashastra, Prasaranga, University of Mysore, (Kannada) 1985
15. Ramakrishna Rao K.B: Baratada Thatva Shastrada Moolamshagalu, IKS, University of Mysore, (Kannada) 1985
16. Mohanty A.K: Knowable and sayable, Upagupta Publications, Behrampur, 1986
17. Ingalatti R.I: Sabda Pramana and Epistemological Analysis, Sri Sataguru Publication, Delhi
18. Jayagopal R.: Human Resource Development: Conceptual Analysis & Strategies
19. Taneja V R: Educational Thought and Practice, Sterling Pulishers Pvt. Ltd, New Delhi 1986
20. Shankar Rao C.N: An Introduction to Sociology, Allahabad, (1999)
21. Sharma Y.K: Sociological Philosophy of Education Kanishka Publishers, New Delhi, (2003)

EDHC 5 : Research Methodology and Data Analysis – I

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives

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

- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed research.
- conduct a literature search and develop a research proposal
- explain tool design and procedure for collection of data
- convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation

Course Content

Unit 1- Research in Education: Conceptual Issues

- Research in Education : Meaning, purpose , characteristics, constraints and limitations, ethical considerations and areas of educational research in terms of content, issues and levels of education.
- Scientific method – basic assumptions of science, nature and steps, its application to research in education.
- Kinds of educational research: basic, applied and action research and their characteristics. Research paradigms in education - qualitative, quantitative and mixed, and their characteristics, Types of research under each paradigm – meaning and characteristics only (Quantitative – experimental, survey, causal-comparative, co relational, exploratory, evaluative, cross sectional)
- Planning the research study: Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet tools

- Identification and Conceptualization of Research Problem: criteria for selection, assumptions, postulates, laws and theories, statement of problem, purpose/objectives, and research questions in qualitative and quantitative research
- Variables : meaning, types and relationships; Operational Definitions, Formulation of Hypotheses: Types and Characteristics
- Use of computer for review of literature and other references

Unit 2- Sampling in Quantitative, Qualitative and Mixed Research

- Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
- Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling
- Determining the sample size when using random sampling
- Sampling in qualitative and mixed research

Unit 3: Tools /Techniques of Data Collection

- Tests – Norm Referenced and Criterion Referenced, Inventories and Scales: types and their construction and uses
- Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
- Interview: types, characteristics and applicability, guidelines for conducting interviews
- Observation :Qualitative and quantitative, : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion / interview
- Secondary (existing) data: sources : use of documents, scrutiny and analysis
- Standardized tools – advantages and limitations; selection of appropriate tool using reliability and validity information

- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals

Unit 4: Descriptive Analysis of Quantitative Data

- Statistical data / series – continuous and discrete, concept of a score; Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group
- Representation of data : Tabular representation with regard to the types of data, frequency distribution; Graphical representation of Data – histogram, frequency polygon, ogive, pie chart, bar diagram and line graph
- Description and comparison of groups: measures of central tendencies (Mean, Median and Mode) and dispersion (Range, Quartile Deviation, Standard Deviation, Coefficient of Variation) , Relative Positions (Percentiles and Deciles), Percentile Rank - assumptions, uses , computation and interpretation:
- Raw scores and Derived scores : meaning, characteristics, types of derived scores - scores, z scores, T scores and Stanines (meaning, uses and calculations)
- Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.

Sessional Work

The students may undertake any one of the following activities:

- Development of a Research Proposal on an identified research Problem
- Preparation, Try Out and finalization of a tool
- Identification of variables of a research study and classification of them in terms of functions and level of measurement
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Preparation of a review article
- Use of Internet in Reviewing the Literature in the area of study
- Review of Research report

References

- Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

EDSC 1.1 Information, Communication and Technology in Education

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

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

- develop general awareness regarding Information and Communication Technologies (ICT) and its applications in teaching – learning.
- analyze the emerging trends in information communication technologies.
- understand the application of communication skills in their professional field.
- distinguish between information, communication and instruction so that they can develop and design a sound instructional system.
- understand the meaning, nature, scope and significance of educational technology.
- understand computer components and develop using computer for their professional growth.
- familiarize with the instructional applications of internet and online resources.
- recognize the importance of programmed instruction.

Course Content

Unit-1 Communication and Instruction

Meaning, concept and scope of Information and Communication Technologies in Education; Concept and definitions of communication; Process of Communication; Types of communication - verbal and non verbal; Components of communication – Kinesics, Proxemics, Haptics, Oculistics, Chronemics, Olfactics, Vocalics, Sound Symbols, Silence, Posture, Adornment and Locomotion; Barriers to communication; Classroom communication – mass media approach.

Unit-2 Educational Technology

Meaning & concept of Educational Technology; Differences between information, Instructional and educational technologies; Scope of educational technology; Objectives of educational technology; Components of educational technology - hardware and

software, audio materials, visual materials and audio-visual materials; Videoconferencing; Futuristic trends – podcasting/vodcasting, holography.

Unit-3 Computer Fundamentals

History and Generations of a computer; Block diagram of computer – Organization and working of computer – input & output device – Central Processing Unit – primary & secondary memories, Operating System Software and application software; Internet applications in education – search engines, e-resources, e-mail, e-learning, e-publishing, discussion groups; Computer viruses/worms – spyware /adware/ malware.

Unit-4 Programmed Instruction

Origin, meaning, principles and application of programmed instruction; Types of programmed instructions – Linear and Branching – advantages and limitations; Concept of Teaching machine; Computer Assisted Instruction (CAI) – types of Computer Assisted Instruction – Drill and Practice, Tutorials, Simulations and Games.

Transaction mode:

Lecture cum demonstration and hands on experiences on the use of computers. Analysis of different application software packages with reference to its use in education.

Sessional Work:

The student may undertake any one of the following activities:

- Gathering & retrieving online resources through internet.
- Preparation and use of MS Office packages such as power point presentations, word documents, excel, publication – newsletters, webpage, brochures, invitations etc.

Reference Books:

1. Aggarwal, J. C. (2000). *Essentials of Educational Technology - Teaching and Learning*. New Delhi: Vikas Publishing House.
2. Bansal, S. K. (2002). *Fundamentals of Information Technology*. New Delhi: AHP Publishing Corporation.
3. Chandran, S. S. (1995). *Innovations in Teaching Learning Process*. Noida, UP: Vikas Publishing House.
4. Crouton, T. E. (1962). *Programmed Learning and Computer Based Instruction*. New York.
5. Fry, Edwards, B. (1963). *Teaching Machines and Programmed Instruction*. New York: Mc Graw Hill Book Company Inc.

6. Honcock A. (1977). *Planning for Educational Mass Media*. New York: Longman group Ltd.
7. Hussein, Khatech, M (1973). *Development of Information System for Education*. New Jersey: Practice Hall Inc.
8. Kumar T. Keval (1981). *Mass Communication in India*. New Delhi: Jaico Publishing House.
9. Kumar, K. L. (1996). *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
10. Mac Bride Scan Communication and Society (1982). *Many Voices - one world*. New Delhi: Oxford and IBM Publishing Co. Ltd.
11. Mangal, S. K. (1998). *Foundations of Educational Technology*. Ludhiana: Prakash Bothers.
12. Mukhopadhyay Marmar (1991). *Educational Technology*. New Delhi: All India Association for Educational Technology.
13. NCTE Educational Technology (1973). *Progress and Promise*. New Delhi: NCTE.
14. Percival, Fred and Ellington Henry (1984). *A Handbook of Educational Technology*. London: Koyan Page.
15. Prem kumar and Ajit, K. Ghosh (1991). *Management Information and Communication System*. New Delhi: Manas Publications.
16. Sampath Kumar and Paneerselvam, K. (1981). *Introduction to Educational Technology*. New Delhi: Sterling Publishers.
17. Sharma, K. A. (2001). *Foundations of Educational Technology - Theory, Practice and Research*. New Delhi: R. Lal Publishing House.
18. Sharma, R. A. (2002). *Technology of Teaching*. Meerut: Royal Book House.
19. Usha Rao (1994). *Educational Technology*. New Delhi: Himalaya Publishing House.

EDSC 1.2 Teacher Education

Credits : 3	Max.Marks	100
Contact hours per week: Lectures 2+ Tutorial 2	Internal:	50
Examination Duration: 2 Hours	External:	50

Objectives :

The student will be able to

- understand the concept of teacher education
- appreciate the need for teacher education and identify the objectives of teacher education programs
- appreciate the role of various agencies of teacher education
- list out the objectives of a competency based teacher education curriculum
- discuss new experiments and its impact on teacher education
- explain various Instructional strategies in teacher education
- discuss various evaluation strategies in teacher education

Course Content

Unit 1: Teacher Education

Teacher Education- Concept, Teacher Education and Teacher Training, Pre-service and In-service training, Historical Perspective: India, changing Roles of a teacher National Commissions and Policies, NPE-1986, POA-Impact on Teacher Education, Need for Pre-service and In-service training, Objectives of Pre-service and In-service training, Agencies of Teacher Education- National Level (UGC, NCERT, ICSSR, CASE, NCTE, NUEPA), State Level (SBTE,DIET UDTE, CCET, SIE, CTE), International Level (UNESCO), Professional Ethics

Unit 2 : Preparatory Teacher Education Curriculum

Objectives of Teacher Education at pre-primary, primary, secondary & college level
Teacher Competencies- Communication, Organization, Instruction and Evaluation,
Components: Foundation Courses (K, Awareness)
Subject Specialization (CCM)
School Based Practicum (Internship/practice Tg)

Electives/Specialization(Population education, Action Research,) CBTE- objectives and strategies, National Curriculum Framework for Teacher Education, issues & Trends in Teacher Education- Interdisciplinary approach, Internship, Community living, New experiments in education and its implications to Teacher Education- life skills education, e-learning, inclusive education, alternative approaches, MLL, instructional strategies: Trainee-centered Strategies: Conference, Seminar, Symposium, Workshop, Panel Discussion, Micro-Teaching (Concept, skills), Student teaching (Concept, organization and supervision), Programmed Instruction; Teacher Educator- centered strategies: Lecture, Demonstration

Unit 3 Professional Development & In-service Education of Teachers

Concept of Professional Development & in-service Education of Teachers- life long lg; Models of In-service Education, school board, recurrent trg, one shot trg, cascade model, Distance models use of ICT, Professional association & activities (seminar conference) In-service Education under SSA, organization of In-service Education

Unit 4: Issues and Challenges in Teacher Education

Quality in Teacher Education (Quality assurance Issues and Challenges)

National structure of Teacher Education

Research-Trends (Abstract Survey)-criticism-emerging concern-Policy research in Teacher Education(Teacher for PU level/ HE Teacher education in specialized areas- Music Teacher, PT Teacher, Sp. Education)- Teacher Status, effectiveness

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, CAI, Document analysis

Sessional Work

The student may undertake any one of the following activities:

- Prepare a list of teacher competencies by analyzing teacher education curriculum
- Preparation of Programmed Instructional material for teacher trainees w.r.t teacher education curriculum
- Visit to an inclusive educational set up
- Conduct an action research
- Identify MLL for a grade of secondary education

- Identify emerging trends in teacher education
- Analysis Of D.Ed/B.Ed curriculum

References:

1. Caggart,G.L.(2005), “Promoting Reflective Thinking in Teachers”, Crowin Press
2. Khanna.S.D., Saxena.V.K, et al., (1993) “Teacher Education- Theory and Practice”, Doaba House Publishers, Delhi
3. Linda Darling Hammond & John Bransferd (ed) (2005)., Preparing teachers for a changing world”, Jossey-Bass, San Francisco
4. National Curriculum Frameworks for Teacher Education (1978, 1988, 1998)
5. National Curriculum Framework 2005
6. NCTE (1998), “Policy Perspectives in Teacher Education-Critique and Documentation”, NCTE, NewDelhi
7. NCTE (1998), “Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-service Education, New Delhi
8. Ram.S, (1999), “Current Issues in Teacher Education”, Sarup & Sons Publications, New Delhi.
9. Rao Digmurtho Bhaskara (1998) “Teacher Education in India”, Discovery Publishing House, New Delhi
10. Report of the Delors Commission, UNESCO, 1996
11. Sharma Shashi Prabha,(2006), “Teacher Education”, Kanishka Publilshers, New Delhi.
12. Siddiqui.M.A (1993), “in-Service Education ogf Teachers, NCERT, New Delhi
13. Yadav.M.S & Lakshmi.T.K.S, (2003), “Conceptual inputs for Secondary Teacher Education: The Instructional Role”, India, NCTE.

EDSC 1.3 Education and Human Resource Development

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives :

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

- Recognize and describe the role and function of the HRD.
- List and discuss various needs assessment tools.
- Examine the use of performance appraisal systems for promotions, training strategies, and career planning.
- Differentiate and explain the various uses of training, education, and career development in the workplace environment.
- Describe the performance appraisal interview as a tool for coaching and employee development.
- Discriminate between actual training needs versus problems requiring non-training solutions.
- Explain career development and its value to individual and organizational development.
- Examine various models for training and development.
- Discuss social issues related to HRD.
- Identify the factors impeding HRD.
- Examine the role and function of an assessment center

Course Content

Unit-1 Human Resource Development and its Approaches:

Concept of Education and H R D, Importance of Education in H R D. Needs for HRD, Manpower Requirements and HRD, Human development and HRD, Role of HRD in planning;

Approaches to HRD; Human capital Approach, Social Psychological Approach; Educational leadership for HRD: Rationale and Assumptions Conserving HRD, Human resources and Economic and National Development, Barriers to HRD.

Unit-2 Human Abilities and HRD:

Concept and identification; Creativity, Attitude, Communication, Interpersonal relationship, Team Building, Leadership, Motivation; Nurturing Human Abilities; Role of Education.

Unit-3 Human Resource System ;

Human Resource System: Concept, Task Analysis Matching person to job: Recruitment and placement, Role definition, Developing the person in the role: Performance appraisal, Performance Review and Counseling, Career Planning and Development; Organizational Development, Reward Management and HRD.

Unit-4 Issues in HRD

Quality of Work Life, Job enrichment, Role effectiveness, Organizational effectiveness, Organizational Culture Organizational Climate; Manpower planning, HRD Evaluation; Impact of Globalization and Liberalization on HRD, Management of HRD in Service sector Education.

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, CAI, Document analysis

References:

1. Kelly D, 2001, Dual Perceptions of HRD: Issues for Policy: SME's, Other Constituencies, and the Contested Definitions of Human Resource Development, <http://ro.uow.edu.au/artspapers/26>
2. Nadler L Ed., 1984, The Handbook of Human resources Development, John Wiley and Sons, New York.
3. Elwood F. Holton II, James W. Trott, Jr., 1996, Trends Toward a Closer Integration of Vocational Education and Human Resources Development, Journal of Vocational and Technical Education, Vol. 12, No. 2, p7

4. Kelly D, 2001, Dual Perceptions of HRD: Issues for Policy: SME's, Other Constituencies, and the Contested Definitions of Human Resource Development, <http://ro.uow.edu.au/artspapers/26>
5. Elwood F. Holton II, James W. Trott, Jr., 1996, Trends Toward a Closer Integration of Vocational Education and Human Resources Development, *Journal of Vocational and Technical Education*, Vol. 12, No. 2, p7
6. Smith, 1998, p261. *Training and Development in Australia*
7. Richard Arvid Johnson (1976). *Management, systems, and society : an introduction*. Pacific Palisades, Calif.: Goodyear Pub. Co.. pp.219–222. [ISBN 0876205406](#) 9780876205402. [OCLC 2299496](#).
8. Richard Beckhard (1969). *Organization development: strategies and models*. Reading, Mass.: Addison-Wesley. pp. 114. [ISBN 0876205406](#) 9780876205402. [OCLC 39328](#).
9. Wendell L French; Cecil Bell (1973). *Organization development: behavioral science interventions for organization improvement*. Englewood Cliffs, N.J.: Prentice-Hall. pp. 18. [ISBN 0136416624](#) 9780136416623 0136416543 9780136416548. [OCLC 314258](#).
10. Richard Arvid Johnson (1976). *Management, systems, and society : an introduction*. Pacific Palisades, Calif.: Goodyear Pub. Co.. pp. 223–229. [ISBN 0876205406](#) 9780876205402. [OCLC 2299496](#).
11. Bradford, D.L. & Burke, W.W.(eds), 2005, *Reinventing Organization Development*. San Francisco: Pfeiffer.
12. deKler, M. (2007). Healing emotional trauma in organizations: An O.D. Framework and case study. *Organizational Development Journal*, 25(2), 49-56.
13. Kurt Lewin (1958). *Group Decision and Social Change*. New York: Holt, Rinehart and Winston. pp. 201.

Wendell L French; Cecil Bell (1973). *Organization development: behavioral science interventions for organization improvement*. Englewood Cliffs, N.J.: Prentice-Hall. chapter 8. [ISBN 0136416624](#) 9780136416623 0136416543 9780136416548. [OCLC 314258](#)

EDSC 1.4 Technology of Teaching

Credits : 3	Max.Marks	100
Contact hours per week: Lectures 2+ Tutorial 2	Internal:	50
Examination Duration: 2 Hours	External:	50

Objectives

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

- Analyse the aspects of technology.
- Analyse role of technology of teaching in education.
- Apply the knowledge of technology of teaching in education.
- Explain the concept of teaching and technology of teaching.
- Differentiates between the terms technology of teaching, educational technology and instructional technology.
- Analyse the relationship between teaching, instruction and learning.
- Analyse teaching based on different theories of teaching.
- Prepare lesson plans according to different models of teaching in his/her teaching subject.
- Demonstrates the skills, strategies and techniques of teaching.
- Differentiates group and individualized strategies of teaching.
- Prepare programmed learning materials.

Course Content

Unit-1 Teaching and Technology of Teaching

Teaching- concept, nature, criteria, definitions of teaching – Descriptive definition of teaching, teaching as success, teaching as an internal activity, teaching as a normative behaviour, and scientific definition of teaching.

Theories of teaching- meaning, nature, need, and types- Formal, Normative and Descriptive theories of teaching.

Technology of teaching- concept, nature and scope, difference between educational technology, teaching technology, instructional technology, behavioral technology.

Sources of knowledge for technology teaching – social, psychological and technological sources.

Unit-2 Strategies and Tactics of Teaching

Strategies and tactics- Meaning, nature and difference between strategies and tactics.

Teaching Strategies – content based and learning based strategies. Approaches to learning – Large group, small group and self learning approaches.

Large group approaches – Lecture, team teaching, symposium, narration – Meaning, Types, steps, organization, merits and demerits.

Small group approaches – Group discussion, panel discussion, Role playing, Brain storming – Meaning, context of use, organization and instructional potential.

Self-learning – Personalized system of instruction, project work, computer assisted instruction, Multimedia package – Meaning, stages, merits and demerits.

Unit-3 Models of teaching

Meaning, objectives, nature, salient features. & elements (fours, syntax, support system, social system, principles of reaction, instructional and nurturant effects)

Information Processing Family- concept Attainment, Inductive Thinking- Inquiry Training, Advance organizer Models of Teaching.

Personal Family- Non-Directive Teaching, Synectics, Awareness Training models of teaching.

Social Family-Group Investigation, Jurisprudential, Social Simulation, Social Enquiry models of teaching.

Behavioral Family-Contingency Management, Desensitization, Assertive Training Models of teaching.

Unit-4 Issues and Emerging Trends in Technology of Teaching

Technology for Distance Education, skill based teaching, competency based teaching, Evolving Instructional strategy, Principles of Instructional design; Endrogogy, Factors influencing Teaching learning process – Personality of teacher, Mastery of subject, Commitment, Changing role of Teacher – Reflective practitioner, Facilitator.

Transaction mode

The course material will be transacted utilizing the different modes like, group discussion, seminar, PowerPoint presentation, project work, activities.

Sessional Work :

The student has to perform the following practicals.

1. undertake teaching sessions using different strategies and techniques of teaching.
2. Organise microteaching sessions.
3. Prepare lessons plans for 8th, 9th, 10th, curriculum according to different models of teaching.

References.

- Mangal,S..K. (2001), Foundations of Educational Technology, Ludhiana: Tandon publications.
- Saxena, S. & Oberoi,S.C. (1996), Technology of Teaching, Meerut: Surya publications.
- Yogendra.K.S.(2002),Fundamental aspects of Educational Technology, New Delhi: Kanishka publishers.
- Joyce.B & Weil.M. (2003), Models of Teaching, New Delhi: Prentice Hall of India.
- Gulati,R .&Gulati.K.(1976), Technology of Teaching, Chandigarh: Capital Publishers.
- Sharma, R.A. (2007), Technological foundations of Education, Meerut: Vinay Rakeja Publications.
- Dunkin.M.J. (1987), The International Encyclopedia of Teaching and Teacher Education, New York: Pregmon Press.
- Aggarwal ,J.C. (
- Kulkarni, S.S.(1986), Introduction to Educational Technology, Bombay: Oxford and IBH Publishing co.
- Chauhan, S.S. (1989), Innovations in teaching-learning process, New Delhi: Vikas Publishing House.
- Vedanayagam,E.G (1988), Teaching technology for college teachers, New Delhi: Sterling Publishers.
- Upasani,N.K.(1982), Effective college teaching, 2nd edition, Pune: Kalpana Mudranalaya.
- Lowman, Joseph (1984), Mastering the techniques of teaching, San Francisco: Jossey – Bass inc.
- Passi,B.K. (1976), Becoming a better teacher Microteaching approach, Ahmedabad: Sahitya Mudranalaya.
- Dunkin,M.J.& Biddle,B.J. (1974), The study of teaching, New York: Holt, Rinehart & Winston.

EDSC 2.1 Curriculum Development

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

On completion of this course the students will be able to

- ❖ Understand the field of curriculum development
- ❖ Analyze the foundations of curriculum.
- ❖ Identify the components and stages in curriculum development.
- ❖ Able to design appropriate curriculum.
- ❖ Sees relationship among curriculum development, planning, designing and evaluation.

Course Content

Unit 1 Concept and Foundations of curriculum

- ❖ Meaning and concept of curriculum
- ❖ Concept of subject core curriculum, hidden Curriculum and subject centered curriculum and their relevance.
- ❖ Philosophical basis of curriculum- epistemological bases-forms and types of knowledge-structure of disciplines - logical grammar of school subject.
- ❖ Sociological bases of curriculum- Impact of social needs, social changes and mobility. Multicultural and multi-linguistic factors, Environmental and gender issues.
- ❖ Psychological basis of curriculum: Learner Process-developmental tasks-theories of Piaget, Bruner, and Ausbel- Their relevance to curriculum planning.

Unit 2 Determinants of curriculum Development

- ❖ Curriculum Development- concept, need and bases.
- ❖ Core curriculum – NPE 1986 and POA
- ❖ Components of curriculum Development – Objectives, selection and organization of learning experiences- Evaluation of learning out come.

- ❖ Curriculum as a system – system approach to curriculum designing- characteristics of system analysis

Unit 3 Dimensions of Curricular change:

- ❖ Content related changes-changing trends in Mathematics, Science, Social science and languages.
- ❖ Implication of technology on Curricular change hardware and soft ware technology, printed materials and equipments- changing strategies of teaching and learning based technology.

Unit 4 Issues in curriculum organization and development

- ❖ Designing subjects centered and special areas curriculum-(value education, inclusive education and human Rights education)
- ❖ Criteria for selection of learning experiences and objectives – development of curriculum- CAI, e-learning and their benefits.
- ❖ Evaluation and renewal of curriculum
- ❖ Need for research in curriculum development.
- ❖ Recent trends in Karnataka state School curriculum

Transaction Mode

- ❖ Self study and proper presentation, preparation of assignment – Effective use of Reports on school curriculum and discussion on recommendations of various committees and commissions on school education.
- ❖ Visits to Institution of special type and making an appraisal of curriculum.
- ❖ Analysis of present day Secondary School Curriculum.

Sessional Work :

The students may undertake the following activities

- ❖ Critical analysis of existing elementary and secondary grade syllabus.
- ❖ Make text book analysis /each in the lightt of principles of curriculum development.
- ❖ Analyse National Curriculum Framework and discuss its implications

References:

1. Aggarwal Deepak (2007) – Curriculum Development Concepts, method and techniques – Book , New Delhi
2. Olivan Peter F (2000) – Developing the Curriculum New York, teachers College Press
3. Wiles J.W.S Joseph Bordi – Curriculum Development – A Guide to Practice , Pearson Publication.
4. Saylor. J.G. and William Alexandar M : Pianing Curriculum for Schools, Holt Rinehort and Winston Inc.,
5. Hilda Taba L: Curriculum Development : Theory and Practice, Harcourt Brace Javanevich Inc., New York 1962
6. Briges Leshila: Handbook of Procedures for the Design of Instruction, Pittsburg 1970
7. Bushnel Davis, S and D. Rappaport (Eds): Planned Change in Education- A Systematic Approach, New York, 1971.

EDSC 2.3 Educational Administration and Management

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives

The students will be able to

- Develop fundamental and analytical perspective of theoretical trends in administration and management
- Get acquainted with the concept of competency concept, and system approach in Educational administration and supervision
- Get acquainted with the processes of appraisal of Educational Institutional
- understand various organizational climate and role of leadership with in them.

Course Content

Unit-1 Educational Management

Management- definition, Feature, Function and Principals of Management, Management by Objectives (MDO)- meaning and process

Theories of Management- Theoretical contributions of Foyal, Gullick and Urwick- The competency concept of graft and Street- Theories of (decision making- Theory for the study of administrative behavior by Halpin)

Unit-2 Leadership

Meaning, nature and importance of leadership-Characteristics, types and styles of leadership- Theories of leadership(Trait model of leadership)

Situational leadership, Effective and ineffective leadership, Contingency models, Non leader leadership

Unit-3 working with group of people

System theory by Griffiths and its application to school as a sub-system of the society- Bernarel- Seman's theory of organizational equalchrium- Getzels theory of Conflicts- organizational behaviors and climate

Function and Techniques of Supervision- Planning, organizing and Evaluation of Supervising programmes, Techniques of Supervision- Teacher meeting, Seminar, Conference, need approach Dissemination of good ideas and practices

Educational Administrative structure of the state and function at various level

Sources and pressures of curriculum change, cumulative production of instructional materials and their consumption

Unit-4 Institutional Appraisal

Concept, nature, need and Scope of appraisal of Educational Institutions- **Measurement of competence and accountability of Education Institution and their inflection, Types of Management Evaluation- Summative and Formative- Objective principles, types and guidelines of appraisals and accreditation**

Transaction mode

The course material will be transacted utilizing the different modes like, group discussion, seminar, PowerPoint presentation, project work, activities and paper presentations.

Sessional Work :

1. Visit to DDPI, JDPI.. office & submitting a write up about the functioning of the different personnel.
2. Visit to NGO (Which working in the field of education) & collecting information about how they are working for universalization of education
3. Preparing and Administering the schedule of supervision & inspection in the respective institutions at various levels like pre-primary, primary, high school, pre-university level. Analysis & interpretation of the obtained data.

References:

1. Narendra K Sethi: Managerial Dynamics AB/9 Saldeer Gary Enclave, New Delhi 1978
2. Porter LN, Lawer EE, Hackman J R: Behaviour in Organization, Magrew Hill Book Canter, New Delhi
3. Sharma R. D: Organizational Management, Light and Life Publishers, New Delhi
4. Graff and Street: Improving competence in Educational Administration
5. Sbcuklar P D: Administrations in India, New Delhi, Vikas Publishers house pvt Ltd 1983
6. Dudly Bennet T A and manager (Transactcerel analysis)A Division of American management Association, New York

EDSC 2.5 Principles and Techniques of Guidance

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

After completion of this course the student will be able to

- Define guidance, and psychotherapy.
- Differentiate between guidance, and psychotherapy.
- Understand the aims and principles of guidance
- List the techniques of guidance
- Describe the steps followed in the process of guidance
- Identify the areas of guidance
- Relate the guidance and education.
- Suggest a suitable plan for guidance programmes in educational institutions.

Course Content :

Unit-1 Concept and nature of Guidance

Meaning, Need, Types – Educational, vocational and personal; social agencies of guidance – family, school, religion and special agencies; Guidance services in India. Guidance personnel – functions, personal qualities, professional competencies and preparation, role and relationships, co-ordination.

Unit 2 Educational and Vocational Guidance

(i) Educational guidance – Nature, scope, Need in Indian educational system; Educational problems – Nature, range; Kinds of personal data and their sources, role of subject teachers; Educational Information procedure of maintenance, {need, sources } and dissemination, follow-up; Educational guidance to exceptional children.

(ii) Vocational Guidance – Nature, Need, Scope; Vocational Information – Nature, sources, Techniques, collection, organization of vocational guidance services, educational – vocational planning; Vocational guidance and career guidance, Vocational guidance to exceptional children.

UNIT -3 Tools and Techniques of guidance

- (i) Tools – Intelligent tests, Aptitude tests, Achievement tests, tests of Personality – Nature, Types, Administration scoring, Norms, Interpretation and uses with reference to some specific tests.
- (ii) Techniques – Observation, Questionnaire, Rating scale, Anecdotal Record, Inventories – Interest values. Interview, cumulative record, case study, Auto-biography, Sociometry - Meaning, procedure and scoring interpretation. Merits and demerits of various techniques.
- (iii) Specific techniques of guidance

Unit-4 School Guidance Programme

Meaning, Principles of organization, School guidance committee – purpose and functions, Role of teacher and Headmaster in school guidance. Guidance programmes/services at primary, secondary and tertiary LEVELS; educational talk, orientation talk, career talk, career conferences, plot tours.

Group guidance programme – Meaning, Principles, procedures, Advantages, Group guidance programmes in schools.

Transaction mode

The course material will be transacted utilizing the different modes like, group discussion, seminar, PowerPoint presentation, project work, activities and paper presentation

Sessional Work.

The student has to undertake any of the following activity during the course.

1. Explore the functioning of guidance bureau services in the university campus and in surrounding areas.
2. Organise career talk, guidance programmes inviting career counselors, people pursuing different professions.
3. Conduct a guidance session for school students

References:

- Sharma,A (1975), Sociometry- A handbook for teachers and counsellors: New Delhi, NCERT.
- Chauha, S.S. (1982), Principles and techniques of guidance, New Delhi: Vikas publishing
- Gibson,R.L.and Mitchell, M.H.(1981), Introduction to guidance, New York: MacMillan.
- Kochhar,S.K.(1984), Guidance and counselling in colleges and universities, New Delhi: Sterling Publishers.
- Mohan,Swadesh.(ed) (1985), Readings for career teachers, New Delhi: NCERT.
- Rao,S.N.(1981), Counselling psychology, New Delhi: Tata McGraw hill.
- Traxler ,A.E.(1957), techniques of guidance, New York: Harper and brothers.
- Warter.J.(1954), Techniques of counselling, New York: McGraw hill.
- Tolbert,E.I.(1959), Introduction to counselling, New York: McGraw hill
- Kochhar,S.K.(1978), Educational and Vocational guidance in secondary school, New Delhi: sterling.
- Gupta,S.K.(1985), Guidance and Counselling in Indian education, New Delhi: Mittal publications.
- Indu Deve (1991)The basic essentials of counselling, New Delhi: Sterling publishers.

EDSC 2.7 Education of the Challenged - I

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives

After studying this Course the students will be able to,

- Explain the basic concepts in Special Education
- Trace the history of Special Education
- Differentiate the concepts relating to disability, Impairment and Handicap
- Trace the changes in the terminology to designate challenged children
- Describe the nature's classification of Mentally challenged
- Develop skills of identifying and assessing Mentally challenged
- Explain Curriculum and strategies of Mentally challenged children
- Explain the nature, types, causes of Learning Disabilities
- Describe the strategies of assessing Learning Disabilities
- Explain the nature, causes and types of Learning Disabilities children
- Explain the methods and techniques of teaching and managing Learning Disabilities children

Unit- 1 Introduction of Special Education

- Basic Concepts-Exceptionality, Special Education changing Concepts of Disability-Disability, Impairment, Handicap, Challenged Children; Classification of Disabled Children
- Approaches to Special Education-Segregation –effects of negative labeling, merits and demerits of Segregation; Integration, Concept of Inclusive Education; merits and limitations of Integrated approaches, Concepts of Normalization, Main streaming
- Historical development of Special Education in India and Abroad(European Countries and USA)
- Programmers of IED in India, Disability Act 1995
- Education Commissions recommend action about Special Education

Unit-2 Education of Mentally Challenged

- Concept of Mental Retardation- Definition, Nature, Classification- Changing Criteria of Classification. Tools and techniques assessment of Mental Retardation- clinical types of Retardation
- Etiological factors, prevention of Retardation- Impairments associated with retardation; - Effects of Retardation on development
- Education of Educable Retardation(EMR)- meaning, characteristics, Teaching principles and procedures
- Training of Trainable Retardation(TMR)- Meaning, characteristics, principles and procedures of training programs
- Managing Severely Retarded- principles and procedures- Legal provisions and facilities for Mentally Challenged- Educational provisions for the Mentally Challenged in Karnataka
- Problems of managing Mentally Challenged in home setting

Unit-3 Management of Brain Injured Children

- Cerebral palsy; Meaning and types; characteristics of different types; needs and problems; causes- Structure and functions of Central Nervous System- Educational provisions for CP Children in India- Social stigma on epilepsy
- Managing Cerebral Palsied Children- Principles; Educational programmes; training strategies, prosthetic devices; treatment procedures
- Epilepsy- Meaning; Social implication; Nature, types and characteristics of

Unit-4 Education of Children with Learning Disabilities

- Meaning, and characteristics of Learning Disabilities- Localization of Cerebral(brain) functions-A historical perspective on Learning Disabilities
- Causes of Learning Disabilities- Description of types of Learning Disabilities
- Identification and assessment of Learning Disabilities in reading, writing, spelling, arithmetic, orientation. (perceptual)
- Remedial programs alternative evaluation, approach; Individual Education plan (IEP) and Group Education Plan(GEP)- Role of parents and teacher in remedial programs- Education programs for L.D children in India with special reference to Karnataka

Transaction mode

The course material will be transacted utilizing the different modes like, group discussion, seminar, PowerPoint presentation, project work, activities and paper presentations.

Sessional Work :

1. Visit to school of mentally challenged, observe and report
2. Observe and study a cerebral palsy child and analyse the behavioral problem level
3. Analyse learning difficulties by administering some tests to a small group of suspected L.D children
4. Attempt a small survey in a school with the consultation of teacher, to identify L.D children
5. Visit a family with retarded child interview parents and analyse their problems in managing the MR child
6. Collect the opinion about epilepsy from randomly selected people and analyse the data
7. Consult a specialist in Ayurveda to find out whether there is any treatment to CP and epilepsy in Ayurveda
8. Talk to a retarded child and try to assess the range of his/her abilities

References :

1. Samuel A Kirk – Educating Exceptional Children, Oxford and IBH Publishing, 1962, Calcutta, Bombay, New York, 1971.
2. Lloyd M Dunn – Exceptional Children in the schools, Holt, Richard and Winston, Inc. New York, 1973.
3. Smith & Neisworth : The Exceptional child – A functional approach, Mc Graw Hill Book Company, New York, 1975.
4. Panda K.C. : Education of Exceptional children, Vikas Publishing House, New Delhi, 1997.
5. Lloyd M.Dunn : Exceptional children in the schools, Holt, Rinehart and Winston, Inc, New York, 1973.

6. William M Cruickshank and G.Orvilla Johnson : Educational and Exceptional children and youth, Eaglewood Cliffs, Prentice Hall, Inc., N.J. 1959.
7. Richard L Lufting : Teaching the mentally retarded student – curriculum, method of strategies Allyn and Bacon Inc. 1987.
8. Thomas C Lovitt : Introduction to Learning Disabilities, Allyn and Bacon Toronto, 1989.
9. Ramaa S : Handbook on Learning Disabilities, NCERT 1992.
10. Puri M and Sen Ark : Mentally Retarded children in India, New Delhi, Mittal Publications, 1989..
- 11.Chadha Anupriya.(2008) Educationg Children with Special Needs.New Delhi.A.P.H. Publishing corporation.
- 12.Dehgan & Having Hurst.(1961).Educating Gifted Children. The University of Chikago Press. Chicago.
- 13.Kolstee,Oliver P.(1972).Mental Retardation-Educational view point. New York.
- 14.Kolstee,Oliver P.(1970). Teaching Educable Mentally Retarded..New York.
15. Lokanatha Reddy. (2007). Encyclopaedia of Special Education.New Delhi Discovery Publishing House.
16. Mani M.N.G. (2001). Inclusive Education in Indian Context. Coimbatore. I.H.R.D.C.

EDOE 1 : Education, Assessment and Evaluation

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives

After the completion of the course, the students will be able to

- develop an insight into different tools and techniques of evaluation.
- comprehend various models of evaluation.
- get acquainted with the construction and standardization of various types of evaluation tools and their administration, analysis, interpretation, and feedback
- apply the appropriate assessment and evaluation technique in actual classroom teaching and learning forum

Unit -1 Evaluation:

Concept, types and methods of evaluation. Conceptual analysis and discriminative features of the following concepts –measurement, testing, assessment, appraisal and evaluation. Types of evaluation- based on purpose; placement evaluation, formative evaluation Diagnostic evaluation and summative evaluation, based on content of evaluation maximum performance and typical performance based on nature of data, Qualitative and quantitative evaluation- based on method of interpreting results of tests -. Norm referenced and criteria referenced measurement. Models of evaluation.

Unit-2 Standardization of Tools:

Issues – meaning of teacher made and standardized test, relative merits and of the use, general procedure for Standardization of tools measuring different types of variables yielding qualitative data, steps of Standardization of an achievement test, Validity –Types and methods of measuring the Validity.

Reliability- Types and Methods of measuring, factors influencing Validity and Reliability of the test.

Unit-3 Qualitative tools of Evaluation - Development and Standardization:

Taxonomy of Educational Objectives and Types of item for different measuring tools for qualitative assessment measures- observational techniques, inventories, hand book record, autobiography, observation, case study, Sociometry, Grading and Standardization of these Tools.

Unit-4 School testing:

School testing, trends and Issues accountability and reform, testing in classroom interaction, main streaming, natural assessment of educational progress, current measurement, trends and issues.

Transaction mode

The course material will be transacted utilizing the different modes like group discussion, seminar, PowerPoint presentation, project work, activities and paper presentations.

Sessional Work

1. Construct a few test items for NRT and CRT, and subject them to item analysis
2. Establish appropriate type of validity and reliability for certain tests
3. Prepare any one qualitative tool and analyze the data obtained on it
4. Conduct sociometry and analyze the data obtained
5. Critically analyze the present evaluation procedure at different levels of schooling and teacher education programs

References

1. Gronlund, N.E. : Measurement and Evaluation in Teaching, 3rd Ed, Mcmillan Co., N.Y. 1976.
2. Martuza, U.R. : Applying Norm-referenced and criterion-referenced Measurement in Education, Allyn and Bacon, Inc., Boston, 1977.
3. Nicko, A.J. : Educational Test and Measurement – An Introduction, Hart – Court Brace Jovanevich, Inc., New York, 1983.
4. Noll. V.H. Scanell, D.P. and Craig, R.C. : Introduction to Educational Measurement 4th Ed. Houghton, Mifflin Co., Boston, 1979.
5. Payne. D.A. : The Assessment of Learning cognitive effect, D.C. Heath and Co., 1974.
6. Tuckman : Measuring Educational Outcomes – Fundamental of Testing, Hart – Court Brace Jovanevich, Inc., New York, 1975.
7. Popham, W.J. : Educational Evaluation, Englewood Cliffs, Prentice Hall, New Jersey, 1981.

8. Nunnally S. L. : Introduction to Psychological Measurement, Mcgraw Hill Co., N.Y, 1970.
9. Bruckner and Bond : Diagnosis and Treatment of Learning Difficulties; Appleten Century Crafts, Inc., New York 1955.
10. Ebel R.L. : Measuring Educational Achievement. Prentice Hall of India Private Ltd., New Delhi 1966.
11. Martusa, U.R. : Applying Norm – Referenced and Criterion –Referenced Measurement in Education. Allyn and Bacon, Inc., Boston 1977.
12. Nitke, A.J. : Educational Test and Measurement – An Introduction, Nar-court Brace Jovanorich., Inc. New York – 1983.

EDOE 2 : Personality Development and Communication

Skills

Credits : 4

Contact hours per week: Lectures 3+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

At the end of the course the students will be able to:

1. develop an awareness of the concept and dimensions of personality.
2. understand the relationship between education and personality development.
3. understand the factors of mental health and the role of education in its development.
4. analyze the components of effective classroom communication.
5. develop insight into the skills of effective classroom communication.

Course Content

Unit 1: Personality Development and Education

- Education: Analysis of the concept of Education, Process and Product, Aims of Education
- Role of different agencies in Personality Development: Home, School, Society and Media.
- Personality: Concept, Nature, Dimensions – Physical, Intellectual, emotional, linguistic, moral and spiritual; Meaning and Development of Self Concept, Self Confidence, Self Esteem, Self Actualization and Leadership.

Unit 2: Mental Health and Adjustment

- Adjustment: Concept; Mechanisms of Adjustment: Direct, Indirect: Defense Mechanisms – Rationalization, Displacement, Reaction formation, Projection, Sublimation.
- Mental Health: Concept, importance, Factors affecting Mental Health: Anxiety, Frustration and Conflict: Role of education in promoting mental health.
- An analysis of the characteristics of Mentally Healthy Person

Unit 3: Communication and Education

- Communication: Concept, Nature and significance

- Types of Communication: Inter and Intra Personal Communication; Small group, Large group and Mass Communication; Modes of Communication: Verbal and Non Verbal Communication.
- Concept of Effective Communication; Barriers of Communication – Physical, Social, Semantic, Psychological, Personal and Instructional

Unit 4: Communication in Classroom

- Teaching as a communication process: Analysis of classroom communication in terms of its components – Teacher, Student, Curriculum and Methods of Teaching.
- Concept and criteria of effectiveness of classroom communication: presage, process and product.
- Role of devices (teaching learning material) and technology (computer and internet) in effective classroom communication
- Communication and Teaching Technology: Principles and methods of Teaching. Training in Teaching - Micro Teaching: Meaning, importance and Micro Teaching Cycle
- Instructional Skills – Micro Teaching – Skill of Introducing, Skill of Questioning, Explaining, Skill of Illustrating with Examples, Skill of Stimulus Variation and

Transaction mode:

Lecture cum demonstration, Lecture cum discussion, Seminars, Panel discussion, Group discussions etc.

Sessional Work:

- Practice and feedback on specific skills of teaching (Microteaching)
- Visit to RIMSE for personality development sessions
- Practice and feedback on communication skills

References:

1. Barker. L. Larry (1978). *Communication*. New Jersey: Prentice Hall.
2. Bigner I. J (1983). *Human Development*. New York: Macmillan Publishing Co.
3. Cat Wright D.S (1974). *Introduction to Personality*. Chicago: Rand McNally College Publishing Co.

4. Cariag, R. Members W & Clarizio (1975). *Contemporary Educational Psychology*. New York: John Wiley & Sons.
5. Dennis (2001). *Child Psychology & the Teacher*. 7th edition, London: Continuum.
6. Dominick Joseph. R (1993). *The Dynamics of Communication*. New York: McGraw Hill Inc.
7. Kumar Keval (2000). *Mass Communication in India*. Mumbai: Jaico Publishing House.
8. Kumar, K. L. (2000). *Introduction to educational Technology*. New Delhi: New Age International Publishers.
9. Mangal, S.K(1994). *Technology of Teaching*. Ludhiana: Tandon.
10. Sampath. K (2000) et. Al. *Introduction to Educational technology*. Bangalore: Sterling Publishers Pvt. Ltd.
11. Sandhi Krishnan(1980). *Problems of Communication in Developing Countries*. New Delhi: Vision Book Pvt. Ltd.
12. Sharma, K. A. (2001). *Foundations of Educational Technology-Theory, Practice and Research*. New Delhi: R. Lal Publishing House.

PRACTICUM

EDPDP : Personality Development Practicum

Credit : 1

Max.Marks : 25
(Sessional Assessment Only)

The students are required to take part in personality development sessions and submit a report the concerned staff member of the Department.Assessment will be done for 25 Marks

Syllabus - II Semester

EDHC 2 : Advanced Educational Psychology- II

Credits : 3	Max.Marks 100
Contact hours per week: Lectures 2+ Tutorial 2	Internal: 50
Examination Duration: 2 Hours	External: 50

Objectives:

After completing this course the student will be able to -

- Critically examine the role of adjustment in the maintenance of mental health
- Analyze the process involved in social cognition
- Examine the relevance of different information processing models for teaching – learning.
- Analyze the cognitive processes involved on information processing.
- Compare different interpretations of motivation
- Explain concept and principles of Humanistic psychology.

Course Content :

Unit 1: Social Cognition

- Social Cognition – meaning and importance, Perception of other’s body language, prejudice, self perception, attribution theory.
- Inter personal attraction, Social influence — persuasion , obedience to authority,
- Social Cognitive Theory – Bandura’s Theory of Modelling

Unit 2: Information processing

- Meaning of Information processing, Information processing view of learning- Atkinson – Shiffrin Model of Information Processing, cognitive processes in information processing: Implications for teaching – learning.

Unit 3 : Motivation

- Meaning, concept of Arousal: Types of Motivation – Intrinsic – Extrinsic: Biological, Social and Cognitive Motives: Importance for Education.
- Different interpretations of Motivation
- Behavioral interpretation of motivation (Watson and Skinner)

- Cognitive interpretation of motivation – Atkinson’s theory of Achievement Motivation: Attribution Theory (Rotter).
- Psychoanalytic Interpretation –Freud,Jung,Adler,Neo Freudians,
- Humanistic Interpretation – Maslow’s Hierarchy of Needs.
- Enhancing motivation for learning – Richard Suchman’s Intrinsic Motivation.

Unit 4 : Humanistic Psychology

- Meaning and emphasis of Humanistic Psychology Roger’s Self Theory: Maslows concept of Self-actualization: characteristics of Self-actualized person: Concept of Stithapragna (Bhagvad Gita): Higher States of Consciousness; Role of Yoga and Meditation.

Sessional Work :

1. Conducts social cognition tests, and analyzes & interprets the results.
2. Illustrates of different Information theories by taking any two lessons from the subjects of their choice.
3. To prepare an instructional strategy based on Bandura’s observational learning
4. To identify the needs of adolescents & adults & suggest programs to satisfy these needs.

References:

1. Gagne N.L. and Berliner : Educational Psychology, Ran Mono Nally College Publishing Company, Chicago, 1975.
2. Yelon. S.L. and Weinstein – A teachers world – Psychology in the classroom, L.W. Mc Graw: Hill Book NY 1977.
3. Cariag, R, Members W and Clarizio : Contemporary Educational Psychology, John Wiley and sons, New York, 1975.
4. Hilgard E.R. Atkinson R.C. and Atkinson R.C. : Introduction to Psychology, Oxford and I.B.H. pub Co., New Delhi 1979.
5. Stephens J.M. and Evans E.O. : Development and classroom learning, Holt Rinehort Wintson 1973.
6. Mangal S.K. : Advanced Educational Psychology, Prentice Hall of India Private Ltd., New Delhi 2009.
7. Munn N.L. : Introduction to Psychology, Oxford and I.B.H. Pub Co, Bombay 1967 6th Ed.
8. Bower G.H. and Hillgard E.R. : Theories of Learning, Prentice Hall of India Private Ltd., New Delhi 1986, 5th Ed.
9. Sahalkian W.S. : Introduction to Psychology of Learning, Rand Mc. Nally College Pub Co. Chicago 1976.
10. Gagne R.M. : The Conditions of Learning, Holt Rinehort and Winston, revised Ed 1985.

EDHC 4 : Education - System, Policies and Programmes

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

The students will be able to

- understand and analyse some determinants of education for present educational system
- develop innovative ways to solve problems related and challenges of present educational system.
- To bring an awareness among the student about privatization
- To familiarize the student with the latest and innovative practices in the

Course Content :

Unit 1 : An overview of the development of education system in India.

Education in Pre-independence India

Evolution Indian system of education in post-independence; Nature and focus of education after independence – different commissions.

National policy of Education (1986), programme of action (1992); Report of the committee for review of NPE (Ram murthy)

Constitutional provisions and directive principles related to education and their implementation, Right to education, Right to information act.

Unit 2 : Education as investment, consumption, service, Mankind (soft skills)

System.

Education for social justice, Education for manpower requirement

Concept of Quality and Total Quality management (TQM) Liberalization, Privatization, Globalization – concept and its impact on education.

GATS

Influence of world bank and other donating agencies on Indian Education – DPEP, SSA and partnership in Education – Government, private.

Unit 3 : Issues and challenges in Indian Education.

Critical appraisal of current status of Universal Elementary Education (access, enrolment, retention, stagnation, dropout) w.r.t. equity principles across habitation, gender, caste and other differently challenged children, socially disadvantaged groups include first generation learners in immigration population – Need for Universalization of secondary Education.

Universal pattern of educational system, Language policy in educational system, Medium of instruction, concept, implication, present trends in education. Role of NGO in adorning UEE – Mahila sanga, Azim premzi, Pratham contribution of NCTE and NAAC

Unit 4 : Educational Improvement programmes

An overview of different programmes of Education

Minimum level of learning (MLL) – concepts, goals and practices.

District primary education programme (DPEP) – Goals and strategies in quantitative and qualitative improvement of education, different programmes in DPEP.

Sarva shikshana abhiyan and Madyamika shikshana abhiyana goals at national and state level to improve, access, enrollment, retention, participation and achievement.

Monitoring and evaluation of specific schemes like mid-day meals, providing transportation facilities and different incentives schemes.

Transaction mode

Lecture cum discussion; discussion and reflection in groups; assignments based on reference to resource-library and internet followed by presentation in seminars; field visit followed with report.

Sessional work:

The students may undertake any one of the following activities;

Each student is required to prepare a seminar on classroom process, access, enrolment, retention, participation and learning achievement. Present seminar on different schemes that comes under DPEP, SSA, and MSA.

A study of committee and Committee report (document analysis)

Critically analysis of the education data to assess the extent of achievement of UEE in Seminar presentation on identified topics under unit II

Analysis of Initiative at elementary level regarding different programmes

References:

- MHRD (2001); convention on the Right of the child. New Delhi.
- UNESCO (2005); EFA global monitoring report on Quality education Finance.
- Celin Richards (1984) The study of primary education and resource Book.VOL.I.
- Government of India (1986) National policy on Education, New Delhi, MHRD.
- Govrnment of India (1987) Programme of action , New Delhi, MHRD.
- Government of India (1986) Report of the committee for review of National policy on Education, New Delhi, MHRD.
- V.C. pandey – Education and Globalization.
- U.K. Singh, K.N. Sudharshan – Quality in Education.

EDHC 6 : Research Methodology and Data Analysis -II

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives

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

- select and explain the method appropriate for a research study
- explain different methods of quantitative, qualitative and mixed research
- select an appropriate experimental design for a research study
- examine relationship between and among different types of variables of a research study
- explain or predict values of a dependent variable based on the values of one or more independent variables
- estimate the characteristics of populations based on their sample data
- test specific hypotheses about populations based on their sample data
- use appropriate procedures to analyse quantitative and qualitative data
- demonstrate competence in the use of statistical packages for analysis of data

Course Content :

Unit I- Quantitative Methods of Research in Education

Experimental Research

- Nature of experimental research, Variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables – internal and external validity of an experiment
- Experimental Research designs: Single-Group Pretest-Posttest Design, Pretest-Posttest Control-Group Design, Posttest only Control-Group Design, and Factorial Design – examples , merits and demerits
- Quasi-Experimental Designs: Nonequivalent Comparison Group Design, and Time-Series Design, Ex Post Facto Research

Non- Experimental Research

- Steps in Non- Experimental Research

- Survey Research : Meaning and types, methodology, merits and demerits.
- Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation
- Techniques of control: matching, holding the extraneous variable constant and statistical control
- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives- Descriptive, Predictive and Exploratory

Unit 2. Qualitative Methods of Research in Education

- Qualitative Research: meaning, steps and characteristics
- Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types (credibility, dependability, trustworthiness, triangulation, inquiry audit), projective and sociometric methods, data collection, analysis and report writing
- Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- Mixed Research-meaning, fundamental principles, strength and weaknesses, types and limitations – concept mapping, participatory approach (PR)
- Similarities and differences between Quantitative and Qualitative research

Unit 3 :Analysis of Data

Inferential Analysis of Quantitative Data

- Estimation of a Parameter-Concept of parameter and statistic, sampling error, sampling distribution, Standard Error of Mean (large and small samples) – confidence levels, limits and intervals
- Testing of Hypotheses- Levels of Significance, tests of significance –directional (one sided) and non-directional (two sided) ; testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (large and small samples), Variances

- Analysis of Variance and Co- Variance (ANOVA and ANCOVA)-concept, assumptions and uses
- Analysis of Frequencies using Chi-square- Chi-square as test of goodness of fit and test of independence, conditions for application ; Contingency Coefficient and its uses
- Parametric and Non-parametric tests – meaning and uses ; Non-Parametric statistics: assumptions and uses of sign test, rank test and median test

Data Analysis in Qualitative and Mixed Research

- Transcription of data, frequencies and percentages ; Memoing, Analysis of visual data, segmenting coding and developing category systems; Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results, content analysis, triangulation.
- Use of Computer for Data Analysis and Hands on experience on use of Software for Statistical Analysis such as SPSS, EXCEL, N6 for Qualitative data.

Unit 4: Other Methods of Data Analysis, Interpretation and Reporting

- Examining Relationships: Scatter plots and their interpretation Product Moment, Rank, Biserial, Point-biserial, Tetra-choric, Partial and Multiple correlations
- Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction
- Interpretation and generalization of results : Interpretation in terms of objectives, limitations of tools and data, earlier findings, unstudied factors, intervening variables, results obtained through different techniques of analysis; generalization in terms of bases, justifications; implications for researchers and practitioners.
- Preparation, Evaluation and Publication of Research documents : General principles, format and style - Proposal, Report, Dissertation and aThesis, paper, abstract / synopsis of the thesis, monograph, project Report, research reviews, trend reports; References and Bibliography
- Educational research in Indian context : Problems and issues, funding agencies – UGC, ERIC, ICSSR, UNICEF etc., (schemes and provisions)

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.

Sessional Work:

The students may undertake any one of the following activities:

- Development of a Research Proposal on an identified research Problem
- Preparation, Try Out and finalization of a tool
- Identification of variables of a research study and classification of them in terms of functions and level of measurement
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Preparation of a review article
- Use of Internet in Reviewing the Literature in the area of study
- Review of Research report

References :

- Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Berrett-Koehler.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.

- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

EDSC 1.1 Information and Communication Technology in Education

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

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

- develop general awareness regarding Information and Communication Technologies (ICT) and its applications in teaching – learning.
- analyze the emerging trends in information communication technologies.
- understand the application of communication skills in their professional field.
- distinguish between information, communication and instruction so that they can develop and design a sound instructional system.
- understand the meaning, nature, scope and significance of educational technology.
- understand computer components and develop using computer for their professional growth.
- familiarize with the instructional applications of internet and online resources.
- recognize the importance of programmed instruction.

Copurse Content :

Unit-1 Communication and Instruction:

Meaning, concept and scope of Information and Communication Technologies in Education; Concept and definitions of communication; Process of Communication; Types of communication - verbal and non verbal; Components of communication – Kinesics, Proxemics, Haptics, Oculesics, Chronemics, Olfactics, Vocalics, Sound Symbols, Silence, Posture, Adornment and Locomotion; Barriers to communication; Classroom communication – mass media approach.

Unit-2 Educational Technology:

Meaning & concept of Educational Technology; Differences between information, Instructional and educational technologies; Scope of educational technology; Objectives of educational technology; Components of educational technology - hardware and

software, audio materials, visual materials and audio-visual materials; Videoconferencing; Futuristic trends – podcasting/vodcasting, holography.

Unit-3 Computer Fundamentals:

History and Generations of a computer; Block diagram of computer – Organization and working of computer – input & output device – Central Processing Unit – primary & secondary memories, Operating System Software and application software; Internet applications in education – search engines, e-resources, e-mail, e-learning, e-publishing, discussion groups; Computer viruses/worms – spyware /adware/ malware.

Unit-4 Programmed Instruction:

Origin, meaning, principles and application of programmed instruction; Types of programmed instructions – Linear and Branching – advantages and limitations; Concept of Teaching machine; Computer Assisted Instruction (CAI) – types of Computer Assisted Instruction – Drill and Practice, Tutorials, Simulations and Games.

Transaction mode:

Lecture cum demonstration and hands on experiences on the use of computers. Analysis of different application software packages with reference to its use in education.

Sessional Work:

The student may undertake any one of the following activities:

- Gathering & retrieving online resources through internet.
- Preparation and use of MS Office packages such as power point presentations, word documents, excel, publication – newsletters, webpage, brochures, invitations etc.

References:

1. Aggarwal, J. C. (2000). *Essentials of Educational Technology - Teaching and Learning*. New Delhi: Vikas Publishing House.
- Bansal, S. K. (2002). *Fundamentals of Information Technology*. New Delhi: AHP Publishing Corporation.
2. Chandran, S. S. (1995). *Innovations in Teaching Learning Process*. Noida, UP: Vikas Publishing House.
3. Crouton, T. E. (1962). *Programmed Learning and Computer Based Instruction*. New York.

4. Fry, Edwards, B. (1963). *Teaching Machines and Programmed Instruction*. New York: Mc Graw Hill Book Company Inc.
5. Honcock A. (1977). *Planning for Educational Mass Media*. New York: Longman group Ltd.
6. Hussein, Khatech, M (1973). *Development of Information System for Education*. New Jersey: Practice Hall Inc.
7. Kumar T. Keval (1981). *Mass Communication in India*. New Delhi: Jaico Publishing House.
8. Kumar, K. L. (1996). *Educational Technology*. New Delhi: New Age International Pvt. Ltd.
9. Mac Bride Scan Communication and Society (1982). *Many Voices - one world*. New Delhi: Oxford and IBM Publishing Co. Ltd.
10. Mangal, S. K. (1998). *Foundations of Educational Technology*. Ludhiana: Prakash Bothers.
11. Mukhopadhyay Marmar (1991). *Educational Technology*. New Delhi: All India Association for Educational Technology.
12. NCTE Educational Technology (1973). *Progress and Promise*. New Delhi: NCTE.
13. Percival, Fred and Ellington Henry (1984). *A Handbook of Educational Technology*. London: Koyan Page.
14. Prem kumar and Ajit, K. Ghosh (1991). *Management Information and Communication System*. New Delhi: Manas Publications.
15. Sampath Kumar and Paneerselvam, K. (1981). *Introduction to Educational Technology*. New Delhi: Sterling Publishers.
16. Sharma, K. A. (2001). *Foundations of Educational Technology - Theory, Practice and Research*. New Delhi: R. Lal Publishing House.
17. Sharma, R. A. (2002). *Technology of Teaching*. Meerut: Royal Book House.
18. Usha Rao (1994). *Educational Technology*. New Delhi: Himalaya Publishing House.

EDSC 1.2 : Teacher Education

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives :

The student will

- understand the concept of teacher education
- appreciate the need for teacher education
- appreciate the role of various agencies of teacher education
- list out the objectives of a competency based teacher education curriculum
- discuss new experiments and its impact on teacher education
- explain various Instructional strategies in teacher education
- discuss various evaluation strategies in teacher education

Course Content :

Unit 1: Teacher Education

Teacher Education- Concept, Teacher Education and Teacher Training, Pre-service and In-service training, Historical Perspective: India, changing Roles of a teacher National Commissions and Policies, NPE-1986, POA-Impact on Teacher Education, Need for Pre-service and In-service training, Objectives of Pre-service and In-service training, Agencies of Teacher Education- National Level (UGC, NCERT, ICSSR, CASE, NCTE, NUEPA), State Level (SBTE,DIET UDTE, CCET, SIE, CTE), International Level (UNESCO), Professional Ethics

Unit 2 : Preparatory Teacher Education Curriculum

Objectives of Teacher Education at pre-primary, primary, secondary & college level

Teacher Competencies- Communication, Organization, Instruction and Evaluation,

Components: Foundation Courses (K, Awareness)

Subject Specialization (CCM)

School Based Practicum (Internship/practice Tg)

Electives/Specialization(Population education, Action Research,) CBTE- objectives and strategies, National Curriculum Framework for Teacher Education, issues & Trends in

Teacher Education- Interdisciplinary approach, Internship, Community living, New experiments in education and its implications to Teacher Education- life skills education, e-learning, inclusive education, alternative approaches, MLL, instructional strategies: Trainee-centered Strategies: Conference, Seminar, Symposium, Workshop, Panel Discussion, Micro-Teaching (Concept, skills), Student teaching (Concept, organization and supervision), Programmed Instruction; Teacher Educator- centered strategies: Lecture, Demonstration

Unit 3 Professional Development & In-service Education of Teachers

Concept of Professional Development & in-service Education of Teachers- life long lg; Models of In-service Education, school board, recurrent trg, one shot trg, cascade model, Distance models use of ICT, Professional association & activities (seminar conference) In-service Education under SSA, organization of In-service Education

Unit 4: Issues and Challenges in Teacher Education

Quality in Teacher Education (Quality assurance Issues and Challenges)

National structure of Teacher Education

Research-Trends (Abstract Survey)-criticism-emerging concern-Policy research in Teacher Education(Teacher for PU level/ HE Teacher education in specialized areas- Music Teacher, PT Teacher, Sp. Education)- Teacher Status, effectiveness

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, CAI, Document analysis

Sessional Work :

The student may undertake any one of the following activities:

- Prepare a list of teacher competencies by analyzing teacher education curriculum
- Organize a seminar/workshop of communication skills, co curricular skills
- Preparation of Programmed Instructional material for teacher trainees w.r.t teacher education curriculum
- Visit to an inclusive educational set up
- Conduct an action research
- Identify MLL for a grade of secondary education
- Preparation of course material for in-service teacher education

- Analysis Of D.Ed/B.Ed curriculum
- Preparation of curriculum for a teacher training course
- Organization of Life Skills training programme

References :

- Caggart,G.L.(2005), “Promoting Reflective Thinking in Teachers”, Crowin Press
1. Khanna.S.D., Saxena.V.K, et al., (1993) “Teacher Education- Theory and Practice”, Doaba House Publishers, Delhi
 2. Linda Darling Hammond & John Bransferd (ed) (2005)., Preparing teachers for a changing world”, Jossey-Bass, San Francisco
 3. National Curriculum Frameworks for Teacher Education (1978, 1988, 1998)
 4. National Curriculum Framework 2005
 5. NCTE (1998), “Policy Perspectives in Teacher Education-Critique and Documentation”, NCTE, NewDelhi
 6. NCTE (1998), “Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-service Education, New Delhi
 7. Ram.S, (1999), “Current Issues in Teacher Education”, Sarup & Sons Publications, New Delhi.
 8. Rao Digmurtho Bhaskara (1998) “Teacher Education in India”, Discovery Publishing House, New Delhi
 9. Report of the Delors Commission, UNESCO, 1996
 10. Sharma Shashi Prabha,(2006), “Teacher Edcuation”, Kanishka Publilshers, New Delhi.
 11. Siddiqui.M.A (1993), “in-Service Education ogf Teachers, NCERT, New Delhi
 12. Yadav.M.S & Lakshmi.T.K.S, (2003), “Conceptual inputs for Secondary Teacher Education: The Instructional Role”, India, NCTE.

EDSC 1.5 : Knowledge Management in Education

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

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

- develop general awareness regarding Knowledge and Knowledge Management
- understand the concept of Knowledge Management in Education.
- recognize the importance of knowledge management in education.
- familiarize with types of Knowledge Management
- analyze the new trends of Knowledge Management.
- distinguish between micro and macro level management tasks.
- Understand the key tasks and processes involved in knowledge management.

Course Content :

Unit-1: Knowledge Management

Basics of Knowledge; Meaning, scope and significance of Knowledge Management; Concept of Knowledge Management in Education - Education for Knowledge, Education for Information, Education for Skills, Education for Employment, Education for Livelihood, Education for Empowerment, Education for Social and National Development.

Unit-2: New Trends in Knowledge Management

Emerging technology solutions – The convergence of knowledge management with e-business - The movement from limited knowledge management projects to more enterprise wide projects - Increasing use of knowledge management to enhance innovation - Increasing use of tacit knowledge (rather than explicit knowledge).

Unit-3: Types of Knowledge

Explicit Knowledge; Tacit Knowledge.

Unit-4: Key Tasks Involved in Knowledge Management in Education

Micro Level Management Tasks – Course structuring and study material preparation - Communication between educational actors (student-faculty, student-student) -

Performing instructional assignments - Performance assessment; Macro Level Management Tasks –Organisation of the whole educational process - Organising and managing information and knowledge flows within the educational organisation - track of performance of students, faculty, courses, curriculum, and of the (allocation of) available knowledge resources - Monitoring results in terms of goals and standards - Dynamic changing of the educational programme as feedback to discrepancies between goals and standards and obtained performance results.

Transaction mode:

Lecture cum demonstration, Lecture cum discussion, Seminars, Panel discussion, Group discussions etc.

Sessional Work:

The student may undertake any one of the following activities:

Assignment Debate competition, Elocution, etc.

References:

1. Al-Hawamdeh, S. (2003). *Knowledge management, cultivating knowledge professionals*. Oxford: Chandos Publishing.
2. Hansen, M.T., Nohria, N. & Tierney, T. (1999). *What's your strategy for managing knowle technology*. Hong Kong.
3. Handzic, M. (2004). *Knowledge management through the technology glass*. Singapore: World Scientific Publishing.
4. Hariharan, A. & Cellular, B. (2005). Critical success factors for knowledge management. *KM Review*, 8(2), 16-19.
5. Hasanali, F. (2002). The Critical Success Factors of Knowledge Management. Retrieved July 18, 2005, from <http://www.apqc.org/portal/apqc/ksn>.
6. Holsapple, C.W. (2003). Knowledge and Its Attributes. In C.W. Holsapple, (Ed.), *Handbook on Knowledge Management*, vol.1. Berlin: Springer.
7. Park, H., Ribiere, V. & Schulte, W. (2004). Critical attributes of organizational culture that promote knowledge management technology implementation success. *Journal of Knowledge Management*, 8(3), 106-117.
8. Polanyi, M. (1966). *The tacit dimension*. New York: Doubleday.

9. Rollett, H. (2003). Knowledge management, process and technologies. Boston: Kluwer Academic Publishers.
10. Sallis, E. & Jones, G. (2002). Knowledge management in education. London: Kogan Page.
11. Stankosky M. (Ed.) (2005). Creating the discipline of knowledge management, Oxford: Elsevier Butterworth-Heinemann.

EDSC 1.6 Elementary Education

Credits 3

Contact hours per week : Lectures 2 + Tutorial 2

Examination Duration : 2 Hours

Max Marks: 100

Internal: 50

External: 50

Objectives

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

- Understand meaning, concept, need, and scope of elementary education.
- Compare Elementary Education in different countries.
- Analyze the concept of Universalisation of Elementary Education.
- Critically examine the importance of role of different agencies in Elementary Education.
- Analyze the Trends in Elementary Education.

Course Content

Unit 1: Elementary Education

Meaning, concept, need, scope and objectives of elementary education,

Historical perspectives of elementary education, Rousseau, Froebel, Johann Heinrich Pestalozzi, Maria Montessori, and Gandhi- implications for modern practices in elementary education.

Elementary Education in USA, U.K., Japan, Theoretical approaches to the study of Elementary Education, management approach and system approach.

Unit 2 : Universalisation of Elementary Education

Meaning of Universalisation of Elementary Education, Constitutional provisions on Universalisation of Elementary Education, Recommendations given in NPE 1986 and POA 1992 on Universalisation of Elementary Education,

Latest initiatives in Universalisation of Elementary Education – Operation Black Board, Mid day meal, DPEP, Community mobilization and participation, EGS, NPGEL, KGBV schemes.

Different types of educational activities and programmes in Elementary education, Nali kali, Radio programmes like - Chukki china, Chinnara chukki; semester system, grading, continuous evaluation.]

Role, functions and networking of different organizations involved in elementary education; NCERT, DSERT, DIET, NUEPA, UNICEF.

Unit 3 : Structure and Management of Elementary Teacher Education

Structure of elementary teacher education system in India – its merits and limitations

Decentralization of ETE – post DPEP experiences

Preparing teachers for different contexts of elementary education – structural and substantive arrangements in the ETE programmes

Vertical mobility of an elementary teacher

Professional development of teachers and teacher educators – present practices and avenues

Systemic factors influencing the quality of pre and in-service education of elementary school teachers

Unit 4 : Research and Innovation in Elementary Education

Trends of Research in Elementary Education including teacher education – review of Research studies of the last one decade with reference to design, findings and policy implications

Involvement of NGOs in Elementary Education – a few case studies

Initiatives of the government and other organizations and agencies in quality education and education for all.

Problems and issues in research in Elementary Education

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations.

Sessional Work: The students may undertake any one of the following activities:

- Explore the functioning of Sarva Shiksha Abhiyan, NCERT, DSERT, NGO's, UNICEF in relation to Elementary Education
- Explore the educational activities and programmes of Elementary education in Karnataka.

References:

Arun C. Mehta: "Elementary education in India: progress towards UEE" NUEPA, New Delhi, (2006).

[Alok Kumar](#), A. P. Singh: "*Elementary education in India: issues and challenges*" Uppal Publishing House, Mussoorie (2009).

National University of Educational Planning and Administration: "*Elementary education in India: where do we stand?*" NUEPA, New Delhi, (2008).

National University of Educational Planning and Administration: "*Elementary education in India: progress towards UEE*" NUEPA, New Delhi, (2009).

NCERT: "*Education and National Development*" New Delhi, NCERT (1978).

Sharma M.L. Educating the Educator, The Indian Publications, Ambala.2001

Thomas P. Rohlen, Christopher Björk: "Education and training in Japan, Volume 1" Routledge, USA (2002).

EDSC 2.2 : Educational Assessment and Evaluation

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives

- Students should be able to develop an insight into different tools and techniques of evaluation.
- Students should be able to comprehend various models of evaluation.
- Students should be able to acquitted with the constructive and standard of various
- types of evaluation tools and their administration, analysis, interpretation, refer fey and feedback
- Students should be able apply the appropriate assessment and evaluation teaching in actual classroom teaching and learning forum

Course Content

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Unit -1 Evaluation:

Concept, types and methods of evaluation. Conceptual analysis and discriminative features of the following concepts –measurement, testing, assessment, appraisal and evaluation. Types of evaluation- based on purpose; placement evaluation, formative evaluation Diagnostic evaluation and summative evaluation, based on content of evaluation maximum performance and typical performance based on nature of data, Qualitative and quantitative evaluation- based on method of interpritance results of lists. Norm referenced and criteria referenced measurement. Models of evaluation.

Unit-2 Standardization of Tools

Issues – meaning of teacher made and standardized test, relative merits and of the use, general procedure for Standardization of tools measuring different types of variables yielding qualitative data, steps of Standardization of an achievement test, Validity –Types and methods of measuring the Validity.

Reliability- Types and Methods of measuring, factors influencing Validity and Reliability of the test.

Unit-3 :Qualitative tools of Evaluation Development and Standardization:

Taxonomy of Educational Objectives and Types of item for difficult measures tools for qualitative assessment measures observational techniques, inventories, hand book

record, autobiography, observation, case study, Sociometry, Grads who teaching Standardization of these Tools.

Unit-4 : School Testing:

School testing, trends and Issues accountability and reform, testing in classroom interaction, main streaming, natural assessment of educational progress, current measurement, trends and issues.

Transaction Mode :

The course material will be transacted utilizing the different modes like group discussion, seminar, PowerPoint presentation, project work, activities and paper presentations.

Sessional Work :

1. Construct a few test items for NRT and CRT, and subject them to item analysis
2. Establish appropriate type of validity and reliability for certain tests
3. Prepare any one qualitative tool and analyze the data obtained on it
4. Conduct sociometry and analyze the data obtained
5. Critically analyze the present evaluation procedure at different levels of schooling and teacher education programs

References :

1. Gronlund, N.E. : Measurement and Evaluation in Teaching, 3rd Ed, Mcmillan Co., N.Y. 1976.
2. Martuza, U.R. : Applying Norm-referenced and criterion-referenced Measurement in Education, Allyn and Bacon, Inc., Boston, 1977.
3. Nicko, A.J. : Educational Test and Measurement – An Introduction, Hart – Court Brace Jovanevich, Inc., New York, 1983.
4. Noll. V.H. Scanell, D.P. and Craig, R.C. : Introduction to Educational Measurement 4th Ed. Houghton, Mifflin Co., Boston, 1979.
5. Payne. D.A. : The Assessment of Learning cognitive effect, D.C. Heath and Co., 1974.
6. Tuckman : Measuring Educational Outcomes – Fundamental of Testing, Hart – Court Brace Jovanevich, Inc., New York, 1975.

7. Popham, W.J. : Educational Evaluation, Englewood Cliffs, Prentice Hall, New Jersey, 1981.
8. Nunnally S. L. : Introduction to Psychological Measurement, McGraw Hill Co., N.Y, 1970.
9. Bruckner and Bond : Diagnosis and Treatment of Learning Difficulties; Appleton Century Crafts, Inc., New York 1955.
10. Ebel R.L. : Measuring Educational Achievement. Prentice Hall of India Private Ltd., New Delhi 1966.
11. Martusa, U.R. : Applying Norm – Referenced and Criterion –Referenced Measurement in Education. Allyn and Bacon, Inc., Boston 1977.
12. Nitke, A.J. : Educational Test and Measurement – An Introduction, Nar-court Brace Jovanovich, Inc. New York – 1983.

EDSC 2.4 : Educational Planning and Finance

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Course Content :

Unit 1 :Educational planning

Concept, need, importance of planning, Types of plans, approaches to planning – social demand, Man power, Rate of retention, Cost-benefit approach, Timbergan model; database demographic, economic, financial, institutional utilization of statistics – teacher, student, classroom, institution, infrastructural development, planning for HRD – present and future human resource development.

Unit 2 Planning and development of education in India

Identification and assessment of needs, concept of change – factors affecting change (promoting or hindering) – social, cultural, economic and political prospectus of change. Planning for effective change and evaluation of effect of change.

Unit 3 :Educational finance

Nature and Types of Finance, Principles of public finance and its application to educational finance concept, need and importance of budget, process of budget making; Accounting and quality auditing concept need procedure resources for education, classification identification, mobilization, utilization etc.. resource allotment at various level and functional outlay.

Unit:4 : Grants and grant in aid system

Concept, need and importance of grant in education, Types of grants assessment of grants in Education, Types of grants assessment of grants.

Meaning, importance, objectives and characteristics of grant in aid system, factors to be considered in assigning grants, different types of grants their merits and demerits. The place of grant in aid system at the present context- globalization and privatization of education-Implications for planning financing. Role of international co operation center, state, local authority and agencies in educational financing.

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, Brain Storming

Sessional Work :

1. Prepare a budget for a teacher training institution (D.Ed, B.Ed, Composite College)
2. Visit a n institution and prepare a report regarding receipt and utilization of grants
3. Prepare a draft plan for improving the present status of a teacher training institution
4. May take up any other relevant activity regarding planning and financing for educational development

References :

1. Azad K.L Educational Financing in India, New Delhi, 1973.
2. Education – A study of Educational Financing, New Delhi, Shabd Sanchar
3. Bhattacharya S.K. and Deordan J. : Accounting for Management, New Delhi, Vikas Publishing House, 1984.
4. Coombs P.H. : The World of Educational Crisis, A System Analysis; A.H. Wheeler and Co. (P) Ltd., 1970.
5. Johnson R.W. Financial Management, Boston Allyn& Becon, 1983.
6. Karnten J.J : Financial Decision making, New Delhi, Prentice Hall, 1984.
7. Mathur, I : Introduction to Financial Management, New York, McMillan Publishing House Co. Inc, 1982.

EDSC 2.6 : Counseling –Principles and Processes

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

After completion of this course the student will be able to

- Identify the differentiate between counselling, and psychotherapy.
- Explain the process and techniques of counselling
- Describe the steps followed in the process of counselling
- Identify the areas of counselling
- Relate the counselling and education.
- Plan and organise counselling programmes in educational institutions.

Course Content :

Unit -1 Counseling

Concept, Need, Scope, Principles, Purposes, Approaches to counseling – Directive, Non-directive, eclectic – Meaning, purpose, steps, merits and demerits; Indian Approaches to counseling – Prabhu samhita, Mitra samhita, Kanta samhita – Meaning, purpose, steps, merits and demerits.

Existentialistic Approach – Meaning, Nature, purpose, merits and demerits; Areas of counseling – family, parental, adolescent, Girls/women, children with special needs.

Difference between Guidance, counseling and Psychotherapy.

Unit -2 Theories and procedures of counseling

Behaviouristic, Psycho-analytic, Gestalt, and Humanistic Theories of counseling.

Counseling process – stages, Preparation and precautions to be taken, content process – Meaning, procedures.

Unit -3 Techniques of counseling

Meaning, basis and procedures of – Behaviour modification techniques – systematic desensitization, relaxation, and reinforcement techniques – free association, dream analysis. Projective techniques; cognitive techniques – rational techniques and emotional

techniques; Gestalt therapy – procedures and precautions. Transactional Analysis, Encounfee therapy.

Unit -4 Professional Ethics and qualities of a counselor

Professional and ethical issues –ethical and legal standards counseling as a profession. Qualities of a counselor – Academic competencies, counseling skills, psychological and social qualities, duties and responsibilities of a counselor; Preparation and selection of counselors.

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, Brain Storming

Sessional Work :

The student has to undertake any of the following practical during the course.

1. Arrange for small discussion with the final year students to discuss problems faced in choosing a career.
2. Acting as a guide and counselor in simulated situations.

References:

- Sharma,A (1975), Sociometry- A handbook for teachers and counsellors: New Delhi, NCERT.
- Chauha, S.S. (1982), Principles and techniques of guidance, New Delhi: Vikas publishing
- Gibson,R.L.and Mitchell, M.H.(1981), Introduction to guidance, New York: MacMillan.
- Kochhar,S.K.(1984), Guidance and counselling in colleges and universities, New Delhi: Sterling Publishers.
- Mohan,Swadesh.(ed) (1985), Readings for career teachers, New Delhi: NCERT.
- Rao,S.N.(1981), Counselling psychology, New Delhi: Tata McGraw hill.
- Traxler ,A.E.(1957), techniques of guidance, New York: Harper and brothers.
- Warter.J.(1954), Techniques of counselling, New York: McGraw hill.
- Tolbert,E.I.(1959), Introduction to counselling, New York: McGraw hill
- Kochhar,S.K.(1978), Educational and Vocational guidance in secondary school, New Delhi: sterling.
- Gupta,S.K.(1985), Guidance and Counselling in Indian education, New Delhi: Mittal publications.
- Indu Deve (1991)The basic essentials of counselling, New Delhi: Sterling publishers.

EDSC 2.8 : Education of the Challenged - II

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives

After studying this Course the students will be able to,

- Describe the nature and characteristics of sensory challenged children
- Identify the causes of sensory defects the education methods and techniques of teaching sensory challenged
- Explain the characteristics of physical defects
- Describe the prosthetic aids for physically challenged
- Describe symptom, causes and treatment of special Health problems
- Explain the nature of multiple Exceptionality
- Describe types speech defects
- Bring out the role of speech training
- Explain the nature and types of Emotional problems
- Bring out the role of Behaviour therapy and counseling in helping the Emotionally Disturbed
- Explain the nature and types of Deliquesce problem
- Describe the characteristics of Autism

Course Content

Unit – 1 Education of visually Challenged

- a. Definition of different categories of Visually Challenged criteria of classification, general characteristics of blind and practically sighted, Etiological factors - Historical development of education of visually challenged in India and abroad (England, France, and U.S.A).

Educational provisions for visually challenged in Karnataka.

Role of NCERT and National institute for visually impaired, Dehradun, voluntary Agencies.

Facilities provided visually challenged at National and State level.

Role of media in the education of visually challenged.

Guidance and counseling services for the visually challenged.

Role of parents and teachers in helping visually challenged, parental education.

Description of tests for assessment of visual impairment – Snellen chart (visual activity), Perimeter (visual field), Ishihara colour blindness test (colour blindness), computer assessment

Prevalence and guidance of visual impairment in India with special reference to Karnataka.

- b. Psychological impact of visually impairment on development.
- c. Developmental characteristics with reference to physical, social, emotional, cognitive and language development.
- d. Education of the blind curriculum instructional materials brail reading and writing, plus curriculum, special training- mobility and Orientation
- e. Education of the partially sighted, special materials and equipments classroom arrangement, Fostering creativity in visually challenged.
- f. Various visual phenomena – visual activity, depth perception, refractive errors, visual defects – Tunnel vision, Colour blindness, Central scotoma.
- g. Common visual diseases – Cataract, Glaucoma, Traucoma, Cornered ulcer, retinal problems, Optic disstrophy.

Unit-2 Hearing Challenged

- a. Definition of different categories of Visually Challenged nature, classification and characteristics, etiological factors, prevalence and Incidence.
- b. Psychological impact of hearing loss on development- Psychological and social implications of hearing loss.
- c. Developmental characteristic of hearing impaired with reference to social, emotional, cognitive and language development.
- d. Identification and assessment of hearing loss – Audiometry methods.
- e. Education of the deaf – method of teaching speech, manual methods –Finger spelling, sign language;
- f. Speech therapy – principles; training in phonetics, sound production.

Definition and criteria of classification – Deaf, partial hearing and adventurously deaf; levels of hearing loss in db; Etiological factors.

- g. Structure and functions of ear.
- h. Educational methods –; methods of teaching language – oral and aural methods; Speech therapy; Educational placement and inclusive education; Role of parents and teachers.
- i. Instructional facilities and services Resource room; Hearing Aids; use of computer programmes; guidance and counseling; medical treatment – cochlear implant; devices to improve speech. Fostering giftedness.

Unit – 3 Education of physically challenged

- a. Meaning and categories of physically challenged.
- b. Meaning and nature of Orthopedic defects; causes of orthopedic -defects; a description of main orthopedic defect with reference to nature, causes and treatment.
- c. Impact of orthopedic problems on development,
- d. Special Health Problems Nature problems; impact of health problems on development; description of common special health problems with reference to symptoms,causes, treatment.
- e. Educational provisions for physically challenged; Inclusive Education, special facilities and services received – Prosthetic devises, medical help; guidance and counseling, architectural modifications, Role of medical personnel and teachers.
- f. Multiple Exceptionality – meaning, categories; complication of needs and problems management of such children.

Unit – 4 Education of children with Emotional and Behavioural Deviations

- a. Speech defects – speech mechanism; Nature and types of speech defects – Articulatory, voice problems, delayed speech, stuttering; causative factors; speech correction programs; Role of AIISH; Role of parents, teachers on speech therapy.
- b. Emotionally disturbed – meaning and types of emotional problems; description of common emotional problems with reference to symptoms, causes and treatment; Psychotherapy and Behaviour Therapy; Role of Teachers and counselors.

- c. Juvenile Delinquency – meaning and nature; sociological implications; common delinquent problems – symptoms and prevalence and remedial measures; legal implications.
- d. Autistic children – meaning and nature of Autism; Behavioural characteristics, causes diagnosis of autism; Education and treatment of Autistic children. Role of National & State level agencies in the education of challenged

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, Brain Storming

Sessional Work :

1. Visiting a special school for visually challenged and reporting.
2. Visiting a special school for Hearing challenged and reporting.
3. Visit to AIISH and observe speech training sessions.
4. A small survey of articulatory errors among school children.
5. Observe challenged children in Inclusive setup and report.
6. Case study of emotionally disturbed children.
7. Visit to a Remand Home to study delinquency problems.
8. Visit a children hospital and collect data about common special health problems.
9. Select a school and identify children with physical defects, collect data about onset, nature of the defect and analyse the data.
10. Observe some Multiple Exceptional children and analyse their needs and problems.

References :

- Samuel A Kirk – Educating Exceptional Children, Oxford and IBH Publishing, 1962, Calcutta, Bombay, New York, 1971.
- Zloyd M Dunn – Exceptional Children in the schools, Holt, Richard and Winston, Inc. New York, 1973.
- James B. Jan. et. al – Visual impairment in children and adolescents, Crune and Stratan, Inc., New York, 1977.
- Smith & Neisworth : The Exceptional child – A functional approach, Mc Graw Hill Book Company, New York, 1975.

- Mani M.N.G : Techniques of Teaching Blind children, Sterling Publishers, New Delhi, 1992.
- Punani B and Rawal N : Handbook – Visual impairment, Asish Publishing House, New Delhi, 1993.
- angira N K and Mani M.N.G. Integrated Education for the visually Handicapped – Management perspective, academic press, Gurgaon, 1990.
- Panda K.C. : Education of Exceptional children, Vikas Publishing House, New Delhi, 1997.
- Phyllis P Philips : Speech and Hearing Problems in the classroom, Cliffs Notes Inc, USA 1975.
- Bench R J : Communication Skills in Hearing Impaired children, Whurr Publishers, London, 1982.
- Herbert,Grosman.(1966). Teaching the Emotionally Disturbed. Holt Rinehart and Winston.Inc., New York.
- Lokanatha Reddy. (2007). Encyclopaedia of Special Education.New Delhi Discovery Publishing House.

EDOE 3 : Higher Education

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

The student will

- Understand the concept of Higher education
- Appreciate the role of Higher Education in National development
- Explain the Organization of Higher Education in India
- Explain the structure of Universities in India
- Discuss the various instructional Practices in Higher Education
- List out the Skills of a Teacher of Higher Education
- Debate on the attempts to improve Quality in Higher Education
- Suggest measures to improve quality of Higher Education.

Course Content

Unit 1: Higher Education

Higher Education: concept, aims of Higher Education, Higher Education and Society, Higher Education and National Development, History of Higher Education in India, Constitutional Provisions, Policies and Plans, Planning and Management of Higher Education, Structure and Organization of Higher Education in India, Universities and its Structure in India

Unit 2: Instructional Practices in Higher Education

Individual Instruction: PLM, CAI, Self Instruction, Kellar Plan, Project; Small Group Instruction: Simulation, Role Play, Buzz technique, Case Discussion, Group Discussion. Brain Storming; Large Group Instruction: Lecture, Seminar, Symposium, Conference, Panel Discussion, Team Teaching, Workshop

Unit 3: Teacher in Higher Education

Managerial Skills for teachers: Communication, Motivation and Team work; Managing classrooms in Higher Education: climate, tasks and learning; Management of Extension,

Community-centered and co-curricular activities; University teacher as a Counselor and Mental Health facilitator; Evolving professional roles of a University teacher.

Unit 4: Quality Concerns in Higher Education

Higher Education and Problems of contemporary Indian Society, Curriculum and Evaluation in Higher Education, WTO and Higher Education, Accountability, Autonomy, Emergence of ODL, Quality Assurance and Accreditation in Higher Education

Transaction Mode:

Lecture, Group Discussion, Group Activities, Field Visits, Practical, Debate, Seminar presentations, tutorial, Self Study, Brain Storming

Sessional Work:

- Analyze a status report on Higher Education in a chosen state with reference to classroom process, learning achievement and quality
- Prepare a personalized learning material for a chapter of their choice
- Prepare a list of skills required for a teacher of Higher Education
- Preparation of Programmed Instructional material for for a chapter of their choice
- Visit to an Higher education institution
- Analyse the curriculum of a higher education course
- Organization of Life Skills training programme
- Study the measures taken for quality improvement by an higher education institution

References :

- Altekar(1944), "Education in Ancient India", 2nd edition, Benaras
- Chitnis, Suma and Philip G.Altbach,(1993), "Higher Education Reform in India: Experiences and Perspectives, Sage Publication, New Delhi
- Shukla,S.C and Rekha Kaul (1998), "Education, Development and Underdevelopment, Sage Publication, New Delhi
- Ministry of Education, Government of India (1949), Report of the Education Commission (1964-66), New Delhi
- Singh Amrik, (1995), "The Craft of Teaching", Konark Publication, New Delhi
- Chauhan,S.S, (1989), "Innovations in Teaching Learning Process", Vikas Publishing House, New Delhi
- Upasani,N.Km (1982), "Effective College Teaching", Kalpana Mudranalaya, Pune

EDOE 4 : Peace Education

Credits : 3

Contact hours per week: Lectures 2+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives:

The Student will be able to

- Analyze the concept of Peace education
- Critically examine the importance of Peace education
- Make conceptual analysis of Peace education concepts
- Appreciates the contribution of Indian philosophy of education
- Examine the relationship between Peace and education
- Examine the social processes and the significance of Peace education

Course Content

Unit-1 Nature and Concept of Peace and Education

Concept of Peace-Political, Social, Spiritual dimensions, Need in the Present global and national Contexts- Indian and Western views on Peace

Initiations related to Peace education National and International level

Prevention of violence and conflict

Role of Education- in Peace Education

Role of Religion- Religious harmony; role of Peace Education in a multi-cultural, multi-religions count, live India

Unit-2 Aims and Objectives of Peace Education

Great Educationist's view on Peace and Peace and Education

M.K. Gandhi, Rabindranata Tagore, Vivekananda Martin Luther King- Buddha and Mahaveera

Awareness of need of the Society and the individual

Conflict management- Cultural awareness- Role of the society; Gandhi an War of Conflict resolution

Unit-3 Approaches and Strategies of Peace Education

Elements of Effective Peace Education

-Sources of Knowledge and practices

Human Right Education-Value Education-Gender Sensitivity and practices

Role of Life Skills Education- Mental health in peace education

Environment Education for peace

Art, Cultural and Performance arts, Role play in Peace Education

Strategies in Peace Education, Preparation of teachers for Peace education

Unit-4 Research and Evaluation in Peace Education

Programmes of Peace Education Initiative at various levels of Education- Formal-
informal-

School Education, Higher Education

Role of National and International Institutions, Need for Research in peace Education-

Formative and Summative evaluation in Peace Education

Transaction Mode

Theory Classes : Teaching by the respective trade in the class

Seminars : Presentation of papers prepared by students

Practical's : conducting of experiments in Psychology of education & the analysis &
interpretation of the data by the students

Sessional work :

1. To study the different concepts like social cognition, intrapersonal behavior using socio metric techniques
2. To study the findings research articles on the concepts of the syllabus & relating it to the present Indian class room situations
3. Relating the concepts / theories discussed in the syllabus to real life /day to day life situation for a better society.

References :

Monisha Bajaj, "*Encyclopedia of Peace Education*" Information Age publishing Inc., Yugoslavia 2008.

Ian M. Harris, Mary Lee Morrison, "*Peace education*" Mc Farland and Company Inc Publishers, 2003.

Jing Lin, Edward J. Brantmeier, Christa Bruhn, "*Transforming education for peace*" Information Age publishing Inc., U.S.2008.

Rachel MacNair, "*The psychology of peace: an introduction*" Praeger Publishers 2003.

Emmanuel Babu Joseph Kallarackal, *“Peace education in northeast India”* Fordham University publishers Inc., 2007.

Anima Bose, Zlmarian Jeanne Walker, Fredsberedskap, *“Peace education:*

Perspectives from Brazil and India” Malmö School of Education Publishers inc., 1990.

L. Mishra, *“Peace Education: Framework For Teachers”* 2009.

Balvinder Kaur, *“Peace Education : New Trends And Innovations”* 2006.

Singh, *“Peace & Human Rights Education”* 2008.

Johnson David W. Jr., Roger T. Johnson, *“Peace Education: A Special Issue of Theory Into Practice”* 2005.

EDOE 5 : Life Long Education

Credits : 4

Contact hours per week: Lectures 3+ Tutorial 2

Examination Duration: 2 Hours

Max.Marks 100

Internal: 50

External: 50

Objectives

On Completion of this course the student will be able to

- Analyse the rationale and scope of Life Long Education
- Identity critical issues related to policies on Life Long Education
- Describe the strategies and approaches in Life Long Education
- Understand the need for research and evaluation in Life Long Education
- Acquire necessary competences in implementing policies on Life Long Education

Course Content

Unit 1: Concept, Rationale and Scope of Life Long Education

Nature and Scope of Life Long Education

Non formal and Alternate System- Adult and Continuing Education

Life Long Education in Contemporary world

UNESCO and Life Long Education

Impact of Life Long Education on development of Indian Society

Unit 2: Objectives of Life Long Education

Historical perspectives- Development of the Concept of Life Long Education

Informal Education- opens Learning, Learning Society and Life Long Education

Humanistic Education- Need for Life Skills Education, UNESCO report on Life Long Education-1971

Unit 3: Approaches and Strategies Life Long Education

Open learning system- Open University Education- Distance Learning, Continuing Education in India- Community Education

Holistic Education- Health Education and Preservative Education

In Service Education- Technical pre-service Education

Unit 4: Evaluation follow up and further development

refaration of resources for Life Long Education activities Training in Life Skills

Need of assessment in Life Long Education

Importance of research and follow up activities

Formative and Summative Evaluation

Transaction Mode

Theory Classes : Teaching by the respective trade in the class

Seminars : Presentation of papers prepared by students

Practical's : conducting of experiments in Psychology of education & the analysis & interpretation of the data by the students

Sessional work :

1. To study the different concepts like social cognition, intrapersonal behavior using socio metric techniques
2. To study the findings research articles on the concepts of the syllabus & relating it to the present Indian class room situations
3. Relating the concepts / theories discussed in the syllabus to real life /day to day life situation for a better society.

Reference Books:

Samuel Fredrick Edwards: Life Long Education

R. H. Dare, A. J. Cropley: Foundation of Life Long Education

J. Cropley: Life Long Learning in Higher Education

Studies for UNESCO: Curricula and Life Long Education

P. D. Shukra: Life Long Education

Sir, Sam Edward: Life Long Eucation

Jamas B Ingrami: Curriculum Integration and Life Long Education

L. H. Goad: Preparing Teacher for Life Long Education

National Association for Physical Education and Sports-2005 Physical Education FOR Life Long Education

Uttam Kumar, A. k. Nayak: Life Long Education

PRACTICUM

EDTEP : Teacher Education Practicum

Credits : 2

Max. Marks : 50
(Sessional Assessment only)

The internship programme for M.Ed students will be organized in the College of Education affiliated to the University of Mysore and the students have to participate compulsorily in the following activities and obtain completion certificate along with assessment sheet from the head of the institution. The duration of the internship shall be minimum of two weeks in one semester.

1. Expository teacher in B.Ed classrooms
2. Preparing instruction planning, materials, lesson, plans- resource units, teaching aids
3. Assessing student teachers practicing lessons
4. Co ordinating the work/ activities in citizenship training programme
5. Any other instructional/ co-curricular activities suggested by the faculty and principal of the concerned college of education
6. Action research programme

Assessment :

- A maximum mark allotted is 50 (Internal Assessment only) There is no external / University examination. Each student will be assessed using the following criteria.
- Continuous participation-attendance-punctuality and academic performance
(Assessment by the College of Education) 20
- Rating by the faculty of DOS in Education 30

EDEPP : Educational Psychology Practicals

Credit 1

Max.Marks: 25
(Sessional Assessment only)

The students are required to administer prescribed psychological tests , score and interpret the results, and submit Practical Records to the concerned staff member of the Department.Assessment will be done for 25 Marks

