M.A. (EDUCATION)
Course Code: M16

(4 Semester Course)

STRUCTURE & SYLLABUS

W.E.F. 2020

INSTITUTE OF ADVANCED STUDIES IN EDUCATION
FACULTY OF EDUCATION
JAMIA MILLIA ISLAMIA
NEW DELHI

Regulations Relating to the M.A (Education) Examinations
Effective from 2020

1.1   The examination for the (M.A Education) shall be held in four semesters. Each semester examination shall be open to a candidate:

    (i)   Who has undergone a regular course of study as prescribed by the Jamia and has attended the required percentage of lectures and has completed the required practical work as prescribed by Jamia for the respective semester separately (hereinafter to be called a regular student), provided that

        (a)   regular student has passed the B. A/ B.Sc./ B. Com Examination of Jamia or any recognized examination equivalent thereto and that,

        (b)   the candidate during the course of regular study does not pursue any study or any vocation, simultaneously; and that

        (c)   the candidate has attended at least 75% lectures in each subject and 75% periods in practical work and completed the prescribed project work, unless the Majlis-i. Talimi (Academic Council) directs otherwise, and to candidates.

    (ii)   Who has failed to pass any semester Examination for M.A (Education) or was unable to appear at the said examination after having undergone a regular course of study as prescribed by Jamia and has attended the required percentage of lectures and has completed the prescribed work (hereinafter to be called ex-student), provided that

        The ex- student on the recommendation of the Head, Department of IASE has got himself/ herself registered before 15ᵗʰ September after the payment of Rs. 100 as registration fee for one academic session as an ex-student.

1.2   (i) A regular student shall not be kept on the rolls

        If he/ she remain absent continuously for a period of fifteen days without leave and that,

        (ii) An ex- student shall not be kept on the rolls for more than **two consecutive academic years** after he has appeared or fails to appear as some regular students at **either part/semester** of M.A (Education) Examination, unless the academic council directs otherwise.

1.3 The candidate at the time of enrollment signs a declaration that on admission he/ she will submit himself/ herself to the disciplinary jurisdiction of the Shaikhul Jamia who may vested with the power to exercise discipline.

2.1   The semester-end examinations for M.A Education shall comprise of

    (i) Theory papers (All semesters)

(ii) Practical work (All semesters)
(iii) Dissertation (Fourth semester)
(iv) viva voice (Fourth semester)

The marks allotted to the various semesters of the course shall be as follows:

S E M E S T E R – I

Paper No.	Paper Code	Paper Title	Total Credit	Total Marks	Contact Hours
1	M161S1	Philosophical & Sociological Foundations of Education	4	100	80
2	M161S2	Child Development & Psychological Foundations of Education	4	100	80
3	M161S3	Policy Perspectives in Education	2	50	40
4	M161S4	Research Methods in Education	4	100	80
5	M161S5	Teacher Education	4	100	80
6	M161S6	Seminar Discussion	2	50	40
		Total	**20**	**500**	**400**

S E M E S T E R - II

Paper No.	Paper Code	Paper Title	Total Credit	Total Marks	Contact Hours
1	M162S1	Philosophical & Sociological Foundations of Education	4	100	80
2	M162S2	Child Development & Psychological Foundations of Education	4	100	80
3	M162S3	Curriculum & Pedagogic Studies	4	100	80
4	M162S4	Statistical and Non-statistical Analysis of Data	4	100	80
5	M162S5	Assessment in Education	2	50	40
6	M162S6	Seminar Discussion	2	50	40
		Total	**20**	**500**	**400**

S E M E S T E R - III

Paper No.	Paper Code	Paper Title		Total Credit	Total Marks	Contact Hours
1	M163S1	Specialized Paper (**Any One**)	(i) Language Education (ii) Social Science Education (iii) Science Education (iv) Mathematics Education	4	100	80
2	M163S2	Analysis and Interpretation of Data (Qualitative)		4	100	80
3	M163S3	Building Discourse in Education		2	50	40
4	M163S4	Optional Paper (**Any One**)	i. Educational Administration, Planning, Financing and Management ii. Educational Technology iii. Guidance and Counselling iv. Education of Learners with Disabilities v. Environmental Education vi. Agriculture Education	2	50	40
5	M163S5	ICT and Education		4	100	80
6	M163S6	Gender, School and Society		2	50	40
7	M163S7	Synopsis: Preparation & Presentation		2 (1+1)	50	40
			Total	**20**	**500**	**400**

S E M E S T E R - IV

Paper No.	Paper Code	Paper Title		Total Credit	Total Marks	Contact Hours
1	M164S1	Specialized Paper (**Any One**)	(i) Language Education (ii) Social Science Education (ii) Science Education (iii) Mathematics Education	4	100	80
2	M164S2	Analysis and Interpretation of Data (Quantitative)		4	100	80
3	M164S3	Building Discourse in Education		2	50	40
4	M164S4	Optional Paper (**Any One**)	i. Educational Administration, Planning, Financing and Management ii. Educational Technology iii. Guidance and Counselling iv. Education of Learners with Disabilities v. Environmental Education vi. Agriculture Education	2	50	40
5	M164S5	ICT and Education (Practical)		2	50	40
6	M164S6	Dissertation		4	100	80

7	M164S7	Viva Voce	2	50	40
		Total	**20**	**500**	**400**

2.2 There will be internal and external assessment in the papers in the ratio of 25:75 respectively. The dissertation will be assessed externally and practicum assessed internally. The viva-voce examination will be conducted by an external examiner along with Head, IASE and the Programme Coordinator.

2.3 The various component of the M.A (Education) Course will be distributed as under:

2.4 (i) The study of the **dissertation shall be conducted within the union territory of Delhi** unless the Head of the IASE in consultation with the teacher concerned permits a candidate to purse her work at some other approved places for a period of not exceeding three months and that

(ii) The dissertation must be submitted by the **30th of April** of the 4th semester unless a candidate is permitted by the Head, IASE in consultation with the supervisor concerned to submit it at a later date.

3.1 To Pass the M.A (Education) Examination, a candidate must obtain.

   (a) at least 33% marks in each theory paper including the internal assessment.
   (b) at least 40% marks in the aggregate based on marks of all the theory papers.
   (c) at least 40% marks in the practical work.
   (d) at least 40% marks in the dissertation and viva- voce separately.

3.2 If a candidate has obtained less than 40% marks in the aggregate but not less than 38% marks and has obtained at least 33% marks in each theory paper in semester-end examinations, he / she shall have to appear in the supplementary examination in not more than one theory paper for passing the examination. The choice of theory paper in such a case shall be that of the candidate himself/herself.

3.3 In case a candidate fails to obtain 33% marks in more than one theory papers in semester-end examination, or get less than 38% marks in the aggregate, he will be deemed to have failed the examination. In order to pass the examination, he will have to reappear in all theory papers in the next semester-end examination.

3.4 The candidate who has failed in more than one theory papers in semester-I/II examination of the M.A (education) course shall not be allowed to take admission in the semester III/IV until he / she has passed the earlier semester examination as an ex-student.

3.5 A candidate who has failed in the dissertation only but obtains not less than 40% marks in aggregate of other papers may be permitted by the Head, IASE, in consultation with teachers concerned to resubmit his dissertation either after due revision or on a fresh topic within a period fixed by the Head, IASE in consultation with teachers concerned, provided that he/ she keeps his/ her name on the rolls of Jamia as an ex-student.

3.6   A candidate who has failed to secure minimum marks in the theory papers but has obtained not less than 40% marks in the Dissertation shall be exempted from submitting a fresh dissertation at the next examination, provided that,

   (i) if such a candidate desires to submit a fresh report on the same topic or different topic he/ she may be permitted to do so, and that

   (ii) if such a candidate submits a fresh dissertation, his earlier marks would be cancelled.

3.7 The divisions will be calculated on the basis of total marks obtained in all the semester-end examinations.

(i)   Distinction to those who obtain 75% marks or more

(ii) First division to those who obtain at least 60% marks or more

(iii) Second division to those who obtain less than 60% marks but not less than 45%.

(iv)Third Division to those who obtain less than 45% marks but not less than 40%.

4.1   A candidate may appear in the semester-end examinations provided that:

(a) His/ her application for permission to appear at the examination in the appropriate form has been duly recommended and certified by the Head, IASE.

(b) The examination fee has been deposited in the treasurer's office.

(c) The application to appear at the examination is submitted on or before a date prescribed by the controller of examination,

(d) The application to appear at the semester-end examination has not been submitted within one month of the prescribed date after deposing a late fee of Rs. 100, over and above the examination fee, in the treasurer's office, the receipt of which has been attached with application form,

(e) The admission card stating the candidate's name and roll no, has been issued by the controller of examination to the candidate on demand at the portals of the examination hall.

M.A. (EDUCATION)

SEMESTER-I

M161S1 PHILOSOPHICAL & SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Credit: 4   **Contact Hours:** 80

Full Marks: 100   **Ex/UE:** 75   **Internal:** 25

Rationale:

Philosophical and Sociological Foundations of Education is important as it deals with exploration and analysis of the underlying issues within contemporary educational policies, practices & theories. It is an opportunity to investigate the role of education within a democracy. M.A. Education is a liberal course and upon completion,the students will either pursue Doctorate of Philosophy or work in the field. Therefore, this course will acquaint them with the role of philosophy of education and importance of education in a democracy. It will also develop students' understanding of the relation between education & culture as well as help them understand the problem of caste and creed in Indian society. It aims to enable the students to understand the theories of philosophy and sociology of education, and their applications in analyzing the issues in education. It is also necessary to enable the students to understand the philosophy and process of social organizations. This course allows students to engage with the issues and problems of education and critically analyze them.

Objectives:

To enable the students to:

- Develop a philosophical framework for analyzing education, its aims and practices and reflect on theorization in education.
- Acquaint themselves with the major Western Schools of Education and their Educational implications.
- Understand the relation between Philosophy and Education.

- To enable the students to understand theories of Sociology of Education and their applications in analyzing education.
- To enable the students to understand the concept and process of Social organization.
- To enable the students to understand and critically analyze issues and problems of education.

UNIT-I Philosophical Basis of Education:

   (i) History of Philosophy
   (ii) Branches of Philosophy:

   Metaphysics, Axiology, Epistemology & Phenomenology
   (iii) Philosophy as a basis of education

UNIT-II Western Schools of Philosophy and their Educational Implications:

   (i)   Naturalism
   (ii) Idealism
   (iii) Pragmatism
   (iv) Realism
   (v)   Existentialism

UNIT-III Development of Sociology of Education:

   (i)   Relationship between sociology and education.
   (ii) Education from Sociological Perspective: Functionalism, Conflict theory, Interactionism, Open System Theory.
   (iii) Education and society, Primary and Secondary Socialization (Berger &Luckmann).
   (iv) Concept of social development, stratification and mobility.

UNIT-IV Social change and Role of Education:

   (i)   Modernization, post Modernization and Globalization.
   (ii) Education for Secularism and Democracy.
   (iii) Education for Peace and International Understanding.

(iv)   Equality and Education: Sociological Perspective.

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Readings:

1. Aggarwal J.C. (2006) *Theory & Principle of Education*, Vikas Publishing House, Jangpura, New Delhi.

2. Barrow, R. & Woods, R.(2006): *An Introduction to Philosophy of Education*,

3. Routledge Taylor &Francis Group, London and New York.

4. Brubacher J.S.(1971): *Modern Philosophies of Education*, Surjeet Publication, Kamla Nagar, New Delhi/Tata McGrawHill Pvt. Ltd.

5. Carr.W.(2005) The Routledge Flamer Reader in Philosophy of Education, Routledge Taylor & Francis Group, London and New York.

6. Chaube S.P. (1994): *Philosophical & Sociological Foundation of Education*, Vinod Pustak Mandir, Agra, UP.

7. Chaudhry K. (2005): *A Handbook of Philosophy of Education*, Mahamaya Publishing House, New Delhi.

8. Dewey, J.(1916): *Democracy and Education,* The Macmillan Company, New   Delhi.

9. Peters, R.S. (1970): Ethics *and Education, George Allen & Unwin* Ltd. London, U.K.

10. RAI, B.C. (1996): THEORY OF EDUCATION.

11. Abraham, M.F. (1997). *Modern Sociological Theory- An Introduction*. Oxford.

12. Barrow, R.& Woods, R.(2006). *An Introduction of Philosophy of Education*, Routledge Taylor &Francis Group, London and New York.

13. Banks, J.A. & Banks, C. A. M. (2015). *Multicultural Education: Issues & Perspectives.* John Wiley & Sons, Washington.

14. Lal, R.B. &Palod, S. (2018). *Philosophical and Sociological Perspectives of Education.*Bookman, Delhi.

15. Nimbalkar, M.R., Viswanathappa, G. & Srivastava, R. (2016). *Sociological Perspectives of Education.* Delhi: Neelkamal.

16. Peters, R.S. (1970): *Ethics and Education*, George Allen & Unwin Ltd.London, UK.

17. Rai, B.C.(1996): *Theory of Education*, Prakashan Kendra, Sitapur, Lucknow, UP.

18. Shivarudrappa, G. (1998): *Philosophical Approaches to Education*, College Book House, Cantonment, Trivandrum, Kerala.

M162S2 CHILD DEVELOPMENT & PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Credit: 4   **Contact Hours:** 80

Full Marks: 100   **Ex/UE: 75**   **Internal:** 25

Rationale:

While engaging with education, the psychological aspect plays an extremely important role in developing a holistic understanding. In order to address the needs of our students, understanding their psychology is of utmost importance. The purpose of this paper is to provide grounding to the students on various theoretical approaches in psychology in relation to education, child development and child in varying contexts.

Objectives:

- To acquaint students with various approaches to psychology in the context of Education.
- To help students understand the concept of cognition and learning.
- To acquaint students with the concept and process of development.
- To develop among the learners an understanding of children in varying contexts.

Unit- I Perspectives and Approaches in Psychology in the context of Education,child and human development:

(i)   Psychology of the mind

(ii)   Psychoanalytic approach

(iii)   Behavioural approach

(iv)   Constructivist and critical approach.

Unit- II Growth and Development of the child:

(i) Concept, principles and stages of development

(ii) Cognitive development- theory of Piaget and Vygotsky

(iii) Moral development- Kohlberg's theory

(iv) Psycho-social development- Erikson's theory

Unit- III Cognition and Learning:

(i) Concept of cognition and learning: Information Processing

(ii) Centrality of curiosity, interest and active learning (Constructivist view)

(iii) Learners' socio- cultural context and its influences: Gender, Caste, Class, Ethnicity, Identity formation, Stereotyping

(iv) Creative Arts, Storytelling, Play as pedagogical devices

Unit- IV Children in varying contexts:

(i) Children in conflict and violence; child sexual abuse

(ii) Children with disabilities

(iii) Children in poverty and difficult circumstances

(iv) Children from disadvantaged groups

Sessional Work   25 Marks

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Readings:

1. Allport, G.W. (1961). *Pattern and Growth in Personality*, Holt, Rhinehart and Winston, New York.

2. Alison Clark, S. W. Stewart, S. Friedman (1988). *Lifelong Human Development*, WIE, Wiley.

3. Anita Woolfolk (2004). Educational Psychology, Pearson Education.

4. Fernald, L. D. & Fermat P.S. (1999). *Munn's Introduction to Psychology*, AITBS.

5. Helen Bee & Denise Boyd (2004). *The Developing Child*, Pearson Education.

6. Hurlock, E. B. (1997). *Child Development*, TATA Mc Graw Hills.

7. Robert, R. Baron (2001). *Psychology*, Prentice Hall of India.

8. S. K. Mangal (2005). *Advanced Educational Psychology*, Prentice Hall of India.

M161S3 POLICY PERSPECTIVES IN EDUCATION

Credit: 2   **Contact Hours:** 40

Full Marks: 50   **Ex/UE: 38**   **Internal:** 12

Rationale:

This course aims at introducing the students of education to the history, concept, process, and implementation of education policy making in India. The course starts with a discussion of the concept of education policy and how it is different from the reports of the Committees and Commissions on education, legislations on education and judicial interventions. The process of education policy making and their implementation process will also be considered. A special attempt will be made throughout the course to make the students realize the federal nature of education related decision making in India. An important outcome of the course would be that it will make the students appreciate how education policies change in different contexts.

Objectives:

- To understand the concept and history of education policy in India
- To understand the various processes of education policy
- To understand the various actors in education at national and influences at international arena
- To understand the federal nature of education policy in India
- To understand the implementation of education policies and its practices

Unit-I The Policy Making in India:

(i)   The meaning of education policy

(ii)   The concept of education policy: (Reports of the Education commissions and committees, education policies, education related legislations (Acts of the Parliament)

(iii)   A brief history of education policy making in India
        Pre-Independence (1813-1946) and Post-Independence (1947-2019)

(iv)   The process of policy making

Unit-II Education Policy: Actors, Implementation and Practices :

(i) Stakeholders in the policy arena at national level

(ii) International influences on education policy making in India: a brief introduction to actors

(iii) The federal nature of policy making in India: Education policy making at State level Common School System Commission, Bihar/ Kerala Curriculum Framework-2007

(iv) Policy implementation and practices

(v) Draft National Education Policy 2019: A critical analysis

Sessional Work   **12 Marks**

(i) One test: 6 Marks

(ii) One Practical/Project Work: 6 Marks

Suggested projects/assignment/activities:

● There have been some important issues involved in the education policy making in India, such as—the common school system, language education, the education of disadvantaged groups, work education, compulsory education, education of teachers, education about values/morals, etc. Choose any one theme, and try to analyse the education policies for constancies and changes in addressing the problem.

● The RTE-Act that finally got legislated in 2010 has had a long and varied history. Study the journey of RTE from Gokhale's Bill in the Bombay Legislative Assembly (1913-15) till the final legislation in 2010. Try to analyze the major landmarks in the journey, the actors, the influences, the political environment, etc. and the outcomes of the legislation.

Suggested Readings

Unit 1:

1. Bell, L. and Stevenson, H. (2006); *What is Education Policy* in Education Policy: Process, Themes and Impacts; Routledge Publishing: New York; pp:7-24

2. R. VaidyanathA ayyar (2017). *History of Education Policy Making in India (1947-2016)*. New Delhi: Oxford University Press.

3. Sutton, R (1999); *The Policy Process:An Overview*; Working Paper 118, Overseas Development Institute: London

4. Ray, B. K., & Satpathy, K. C. (2013). Evolution of National Policy on Education in India. In K. C. Satpathy& N. B. Biswas (Eds.), *Vistas of Education* (First, pp. 154–169). Silchar, Assam: N E Books and Publishers.

5. Sutton, R (1999); *The Policy Process:An Overview*; Working Paper 118, Overseas Development Institute: London

6. Tilak, J. B. G. (2004). Free and Compulsory Education. *Economic and Political Weekly*, *39*(7), 618–620.

7. National Policy on Education 1968

8. National Policy on Education 1986

9. National Policy on Education 1992

10. Right to Education (RTE) Act 2009

Unit 2:

1. Mathur, K. & Bjorkman, J.W. (2009). *The architecture of policymaking in India*; in Policy Making in India: Who Speaks, Who Listens. New Delhi: Har-Anand Publications

2. Jagannathan, S. (2001). *The Role of Non-Governmental Organizations in Primary Education: A Study of 6 NGOs in India* (Working paper No. 2530). Washington DC: World Bank Institute.

3. Basu, M. (2006); *Negotiating Aid:World Bank and Primary Education in India*. Contemporary Education Dialogue, 3(2): 131-154

4. Mundy, K. and Ghali, M. (2008); *International and Transnational Actors in Education*; in Sykes, G., Schneider, B., Plank, D. N. and Ford, T. G. (Ed.); Handbook of Education Policy Research; Routledge Taylor and Francis: New York.

5. Jha, M. M., Sadgopal, A., & Dubey, M. (2007). *Report of the Common School System Commission* (p. 244) [Common School System Commission Report]. Patna, Bihar: Government of Bihar

6. Task Group. (2016)/. *Karnataka State Education Policy* (p. 82) [Karnataka Knowledge Commission Report]. Bengaluru: Government of Karnataka.

7. State Council of Educational Research and Training (SCERT). (2007). *Kerala Curriculum Framework 2007*. State Council of Educational Research and Training (SCERT).

8. Radhika Iyengar and SharmiSurianarain (2008) Education Policy and Practice: Case Studies from Delhi and Mumbai in Economic and Political Weekly, Vol. 43, No. 38 (Sep. 20 - 26, 2008), pp. 63-65, 67-69.

9. Caroline Dyer (1999) Researching the Implementation of Educational Policy: A Backward Mapping Approach in Comparative Education, Vol. 35, No. 1 (Mar., 1999), pp. 45-61.

10. Bhattacharya, A. (2019, June 5). Fine-tuning the education policy. *The Hindu Newspaper*.

11. Tilak, J. B. G. (2003). Public Expenditure on Education in India: A Review of Trends and Emerging Issues. In J. B. G. Tilak (Ed.), *Financing Education in India* (pp. 3–54). New Delhi: Ravi Books and NIEPA.

12. Monteiro, V. 2019. Basic Blunders and Fundamental Flaws-Draft New Education Policy, 2019.Economic and Political Weekly, 54(26-27)

13. Robinson, R. (2019). An Academic's Response Draft National Education Policy, 2019. *Economic and Political Weekly*, *54*(30), 28–32.

14. Dhankar, R. (2019, July 13). A case of confused thinking: On draft National Education Policy. *The Hindu*. Retrieved from https://www.thehindu.com/opinion/lead/a-case-of-confused-thinking/article28415519.ece

15. Rampal, A. (2019, June 14). Draft National Education Policy Pushes Centralising Agenda, Short Changes Poor Students [News Website]. Retrieved April 8, 2019, from The Wire website: https://thewire.in/education/national-education-policy-draft-hrd-ministry

M161S4 RESEARCH METHODS IN EDUCATION

Credit: 4   **Contact Hours: 80**

Full Marks: 100   **Ex/UE: 75**   **Internal: 25**

Rationale:

Higher education in general and postgraduate levels in particular is meant for knowledge creation. Research is a process of creating new knowledge and refining the previous one. This chapter tries to develop among the learners the basic understanding of research, its approaches, designs, tools and techniques used in research and making them learn how to develop research proposals so that they can do better research at higher levels.

Objectives:

- To understand the meaning and nature of research.
- To understand various approaches of research.
- To understand the designs of research.
- To understand, construct, and use various tools for collecting data.
- To develop research proposals.

UNIT-IResearch and its Approaches:

(i) Introduction to Research (Fundamental, Applied, and Action Research)

(ii) Qualitative Research: Assumptions

(iii) Quantitative Research: Assumptions

UNIT-II Research Designs:

(i) Historical

(ii) Survey

(iii) Experimental

(iv) Case Study

(v) Ethnographic

UNIT-III Tools and Techniques:

(i) Quantitative: Sample & Sampling Design, Concepts of Population, Sample, Representative Sample, Probability & Non-Probability Techniques of Sampling, Questionnaire & Interview, Observation

(ii) Tests & Scales

(iii) Reliability and Validity of quantitative tools

(iv) Qualitative: Field Notes, Observation, Interviews, Sociometry, Focus Group Discussion

(v) Reliability and Validity of qualitative data, Coding and analysis

UNIT-IV Preparation of Research Proposal:

(i) Research Problems, Research Objectives, Research Questions, and Hypothesis

    a. Operationalization of variables

    b. Review of Related Literature

    c. Research Design

    d. Limitation & Delimitation

(ii) Report Writing: Purpose, Format, Characteristics of a Good Research Report, Referencing style

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Projects/Assignment/Activities:

- Reviewing 4-5 dissertations and making a report on them.
- Readings of classic books on research and reflecting in group.
- Group discussion in the classroom.
- Reviewing and Developing tools of research as practice

Suggested Readings:

1. Best, J.W. & Kahn (1995) James V *Research in Education* (7th Edu) New Delhi, Prentice Hall of India, Pvt. Ltd.

2. Cohen, Louis, Manion; Lawrence &Marrison; Keith R.B. (6thEdn)*Research Methods in Education London, Routledge*.

3. Corey, S.M. & Shukla J.K. (1962)*Practical Classroom Research by Teachers*, New Delhi, *National Institute of Basic Education*.

4. Fox, J.David(1969) *The Research Process in Education*, New York: Hott, Rinehart & Winston.

5. Festinger U. & Katz, D (Eds)(1970)*Research Methods in Behavioral Sciences,* New York: Hott, Rinehart & Winston Inc.

6. Kaul, Lokesh(1994) *Methodology of Education Research,* New Delhi, Vikas Pub. House.

7. Kerlinger F.N. (2000) *Foundations of Behavioural Research: Fundamental for the Consumers*, New York, Longman.

8. Mc Millan, James H. (2000) *Educational Research: Fundamentals for the Consumers,* New York, Longman.

9. Moulay G.J. (1974) *Science of Educational Research*, New Delhi: Eurasia.

10. Punch, K. (2009) *Introduction to Research Methods in Education London*, Sage.

M161S5 TEACHER EDUCATION

Credit: 4   **Contact Hours:** 80

Full Marks: 100   **Ex/UE: 75**   **Internal:** 25

Rationale:

Teacher education course deals with the theoretical orientations and paradigms on which the preparation of a teacher is based upon. This course addresses aspects like teaching, learning and building an understanding of 'how to teach'. The policies and curriculum frameworks that have formed the basis of current teacher education practices allows the students to have an overview of the evolution of teacher education programmes.

Objectives:

After going through this course, the students will be able to explain:

● Aims and objectives of teacher education

● The recommendations of various commissions and policies and their implications.

● Relating to teacher education the Curriculum Frameworks developed by NCTE and NCERT.

● The structure of curriculum at different levels of teacher education and education of teacher educators.

● Various processes relating to teacher education.

Unit - I Concerns and Demands of Teacher Education:

(i) Indicators of Quality Education: The centrality of the teacher's Role

(ii) Competency based and commitment oriented Teacher Education

(iii) Systemic concerns and New Demands on Teacher Education curriculum

Unit- II Implications of Commissions and Policies:

(i) Historical development of Teacher Education:Recommendations of various commission on Teacher Education: Education Commission (1964 – 66) National Commission on Teacher – I (1983 – 85), National Knowledge Commission

(ii) Strategies outlined in the Programme of Action (POA) of the NPE – 1986 1992

(iii)Review of the Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education (1987): SCERTs, DIETs, IASEs, & CTEs

(iv)Role and functions of NCTE

Unit- III Process of curriculum Development in Teacher Education:

(i) Curriculum Frameworks of Teacher Education:

   a) NCERT / NCTE – 1978, 88

   b) NCERT – 2004

   c) NCTE & NCERT – 2006

   d) NCTE – 1998, 2009

(ii) Education of Teacher Educators: Rationale and objectives, strengthening the programmes.

(iii) Administrative process of Curriculum development, building discourse and finalization.

(iv) Justice Verma report, 2012.

(v) NCTE regulations, 2014.

Unit- IV Research in Teacher Education:

(i) Innovative Teacher Education Models and Practice – A Critical Review and Flexibility for Future Directions.

(ii) Research in Teacher Education: Trends, Research Gaps, Measures to Improve Quality of Research and its Dissemination, Action Research to Improve Classroom and Institutional Practices.

(iii)Quality Assurance in Teacher Education.

Sessional Work   **25 Marks**

(i) Two tests: 6 Marks each

(ii) One Practical/Project Work: 13 Marks

Suggested Readings:

1. NCERT (1978) – *Teacher education curriculum:* A framework, New Delhi: NCERT

2. NCERT (1988*) – National Curriculum for teacher education,* New Delhi: NCERT

3. NCERT (1991*) – Secondary teacher education: Curriculum: Guidelines and syllabus,* New Delhi: NCERT.

4. NCERT (1991*) – Elementary teacher education: Curriculum: Guidelines and Syllabi*

5. NCTE (1998) – *Assessment and evaluation in teacher education,* New Delhi: NCTE.

6. NCTE (1998) – *Curriculum framework for quality teacher education,* New Delhi: NCTE

7. NCTE (1998) – *Quality concerns in elementary teacher education,* New Delhi: NCTE

8. NCTE (1998) – *Quality concerns in Secondary teacher education,* New Delhi: NCTE

9. Singh L.C. and Sharma P.C. (1995) – *Teacher education and the teacher,* New Delhi, Vikas Publishing House.

10. Singh R.P. (1990) – *Studies in teacher education*, New Delhi: Bahri Publications

11. Anand, C.L. (1998) – *Aspects of teacher education Delhi:* S. Chand & Co.

12. Cerower R. & Walters, S. (1987) – *Teaching practice handbook,* London: Heinemann Educational Books Ltd.

13. Passi, B. K. (9176) – *Becoming a better teacher: Micro – teaching approach, Ahmedabad:* Sahitya Mudranalaya.

14. NCERT (2004) – *Curriculum framework for teacher Education,* New Delhi: NCERT

15. Rao, B.D. (1998) – *Teacher education in India,* New Delhi: Discovery Publishing House.

16. Raina V. K. (1998) – *Teacher education: A perspective,* Guwahati: Eastern Book House.

17. Darling – Hammond, L, & J, Bransford (2005) *preparing teachers for a changing world: what teachers should learn and be able to do*. San Francisco: Jossey.

18. Raths, James D., & McAninch, Amy C (EDS.) (1999). *Advances in teacher education V5. Stan ford:* Ablex.

19. Travers, Paul D., & Rebore, Ronald W (2000), *Foundation of education:* becoming a teacher, New Jersey: Prentice.

20. Smith, Elmer R. (Ed.) (1962)- *Teacher education: Are appraisal,* New York: Harper & Row

21. Ginsburg, Mark B. (188) – Contradictions in teacher education and society*: A critical analysis. London:*Falmer Press

22. UNESCO (2004) – *Teacher education resource book students material.* Paris: UNESCO

23. Slicks Gloria Appelt (Ed.) (1995), *preparing new teacher, California:* Corwin

24. Eleventh Five Year Plan: Section – *IV Teacher Education Government of India: Planning Commission*

25. *National Policy on Education,* 1986 and 1992, New Delhi: Government of India, MOE

26. Programme of action, 1986 and 1992, New Delhi: Government of India, MOE

27. NCTE (1998) *Competency based and Commitment oriented teacher education for quality school education*, New Delhi: NCTE

28. NCTE (1998) *Policy perspective in Teacher Education: Critique & Documents*, New Delhi: NCTE

29. NCTE (2003) *Envisioning teacher education in the 10th plan and beyond*, New Delhi: NCTE

30. Gurrey (1963) *Education and the training of the teachers*, London; Longman

31. *Programme for improvement of secondary teacher education institutions* (1987) Govt. of India: Education CIL

32. *Review of centrally sponsored scheme of teacher education: synthesis report* (2007), NCTE: TERG.

33. Singh, L.ed. (1990) *Teacher education in India: A resource book*, New Delhi: NCERT

34. Singh R. P. (1997) *Teacher training India: looking ached,* New Delhi; Federation of Management of Educational Institutions

35. NCTE (2009), *National Curriculum Framework for teacher Education: Towards preparing professional and human teacher*, New Delhi: NCTE

36. NCTE (2002) – *Calendar of Activities* (B.Ed.), New Delhi: NCTE

37. Rama Murty – *Towards enlightened and humane society NPE*, 1986 A review New Delhi: MHRD, Dept. of Education

38. NCTE (2008) – *Teacher Education Curriculum: Base and framework,* New Delhi; NCTE

39. NCTE & NCERT (2006) – *Curriculum framework: Teacher education,* New Delhi NCTE

40. Hartley, David, & Whitehead, Maurice. (Eds.) (2006). *Teacher education: major themes in education. London: Rutledge.*

41. Graves, Norman J (Ed) (1990). *Initial teacher education: Policies and progress. London: University of London.*

42. Cohen, Louis, &Manion, Lawrence (1997) – *A guide to teaching practice. London: Methuen.*

43. Fieman – Newmser, S. (1990) *Teacher preparation: Structural and Conceptual Alternatives in W.R. Houston (Ed.) Handbook of Research on Teacher education. 2nd Edu.,* New York: McMillan.

44. Liston, D. & Zeichner, K (1991) – *Teacher education and the Social Conditions of Schooling*, New York Routledge.

45. Grossman, P. L. (1990) – The *making of a teacher: teacher knowledge and teacher education,* New York: Teachers College press.

M161S6 SEMINAR DISCUSSION

Credit: 2   **Contact Hours: 40**

Full Marks: 50   **Ex/UE: 00**   **Internal: 50**

Rationale:

This course is meant for providing opportunities for learners to discuss diverse areas and concerns in the field of education. They can discuss anything they wish to discuss in an open environment with their classmates and the teacher holding the seminar discussion class.

Objectives:

The prime objective is to make students learn to put forward their views and defend their ideas. They must learn the ideas of others and reach to any conclusion only through critical analysis. They will also learn to conduct small surveys in the local communities and present their findings in front of the class.

The paper is totally internal and is of 2 credits i.e. 50 marks, which is moderated by the moderation committee of the department at the end of the semester.

M.A. (EDUCATION)

SEMESTER-II

M162S1 PHILOSOPHICAL & SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Credit: 4   **Contact Hours:** 80

Full Marks: 100   **Ex/UE:75**   **Internal:** 25

Rationale:

Philosophical and sociological foundations of education lay a firm grounding for students and help them explore philosophical queries like knowledge, man, learning, truth. These queries form the basis of our pedagogies and ways of learning.

Objectives:

- Understand the Oriental schools of philosophy and their educational implications.
- Acquaint themselves with modern Indian philosophers and their educational thoughts.
- Understand the importance of Values in life and in school curriculum.
- To help Students relation between Education and culture.
- To acquaint them with the role of education in Democracy.
- To help them understand the problem of caste and creed in Indian society.

UNIT-I Oriental Schools of Philosophy:

(i) Islam, Hinduism, Sikhism, Buddhism and Jainism; their Concept of Man, Education & Society.

(ii) 20th Century Indian Philosophers and their educational thoughts: Radha Krishnan, Maulana Azad and K.G.Syedain

(iii)R.Tagore and J.Krishnamurti

(iv)M.K. Gandhi and Zakir Husain.

UNIT-II Value Education:

   (i) Eternal Vs Temporal Values-Democracy

   (ii) Liberty, Social Justice and Sustainable Development

   (iii)Philosophy of Peace and Human Rights

   (iv)NCF and Value Education

UNIT-IIIEducation and Culture:

   (i)Culture, Values, Role of Education in Cultural Context.

   (ii) Pluralism, Multiculturalism and Multicultural Education.

   (iii)Education and Empowerment of Marginalized: Class, Caste, Gender and Religion.

   (iv) The Policy of Positive Discrimination and Inclusion in Education.

UNIT-IVEducation and Politics:

   (i) Power and Dominance, Policies of Education, Political Ideologies and Goals of Education.

   (ii) Impact of Politics on Educational Institutions. Need and Possibilities of autonomy of education.

   (iii)Expansion of Education, Privatization and Commercialization of Education.

   (iv) Problem of Relevance of Education in a Changing Society.

Sessional Work   **25 Marks**

   (i)   Two tests: 6 Marks each

   (ii)   One Practical/Project Work: 13 Marks

Suggested Readings:

1. Aggarwal J.C. (2006): Theory & Principle of Education, Vikas Publication House, Jangpura, New Delhi.

2. Barrow, R.& Woods, R.(2006): An Introduction of Philosophy of Education, Routledge Taylor &Francis Group, London and New York.

3. Brubacher, J.S. (1971): Modern Philosophies of Education, Surjeet Publication.Kamla Nagar, New Delhi/Tata McGrawhillPvt.Ltd.

4. Carr.W.(2005): The Routledge Falmer Reader in Philosophy of Education, Routledge Taylor &Francis Group, London and New York.

5. Chaube, S.P.(1994): Philosophical & Sociological Foundation of Education,Vinod PustakMandir, Agra.

6. Choudhry K.(2005): A Handbook of Philosophy of Education, MahamayaPub.House, New Delhi.

7. Dewey, J.(1916): Democracy and Education, The Macmillan Company, New Delhi.

8. Peters, R.S. (1970): Ethics and Education, George Allen & Unwin Ltd. London, UK.

9. Rai, B.C.(1996): Theory of Education, Prakashan Kendra, Sitapur, Lucknow, UP.

10. Shivarudrappa, G. (1998): Philosophical Approaches to Education, College Book House, Cantonment, Trivandrum, Kerala.

11. Shrivastava, K.K. (2007): Philosophical Foundations of Education, Kanishka Publication & Distributors, Daryaganj, New Delhi.

12. Winch, C.& John, G.(2004): Key Concepts in the Philosophy of Education, Routledge Taylor &Francis Group, London and New York.

13. Kneller, George (1964) Introduction to Philosophy of Education, New York, John Wilese.

14. O'Connor, DJ(1961): Introduction to the Philosophy of Education, methuen and co.

15. Park, Joe (1975): Philosophy of Education. New Delhi, Sterling Publishers Pvt. Ltd.

16. Wingo, G.M. (1975) Philosophical Bases of Education-An Introduction, New Delhi, Sterling Publishers Pvt.Ltd.

17. Altbach, P.G. (2012). The Politicization of Indian Education. Taylor & Francis Online.

18. Nimbalkar, M.R., Viswanathappa, G. & Srivastava, R. (2016). Sociological Perspectives of Education. Delhi: Neelkamal.

19. Singharoy, D.K. (2002). Social Development & The Empowerment of Marginalized Groups: Perspectives & Strategies. Sage Publications Pvt. Ltd.

M162S2 CHILD DEVELOPMENT & PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Credit: 4   **Contact Hours:** 80

Full Marks: 100   **Ex/UE:75**   **Internal:** 25

Rationale:

To understand a child and guide him to learning, it is important to understand his personality. In order to allow holistic development of the child and initiate constructive learning, there is a need to explore the mental processes of the child. The purpose of this paper is to develop understanding of psychological theories on learning, personality, motivation and guidance & counselling.

Objectives:

- To help the students understand theories of learning, its approaches and application.
- To acquaint students with the approaches to understand and assess personality.
- To help them understand concept and types of motivation
- To acquaint them with need and types of guidance and approaches to counselling.

Unit-I Theories of Learning:

(i) Behaviourist approach- Thorndike, Pavlov and Skinner

(ii) Cognitive approach-Kohler and Lewin

(iii)Constructivist approach- Piaget and Vygotsky

(iv)Critical approach- Ira Shor and Judith Butler

Unit-II Personality:

(i) Concept, types and traits of personality

(ii) Psychoanalytic (Freud) and Humanistic (Allport, Rogers) approaches

(iii)Assessment of Personality- Personality inventories and Rating scales

(iv)Projective techniques (TAT, Rorschach)

Unit-III Motivation:

(i) Concept and types of motivation (Intrinsic & Extrinsic)

(ii) Process and Content Theories

(iii)Motivation for learning- classroom implications

(iv)Self- concept, Self-efficacy, Self-esteem, Resilience and Agency

Unit-IV Guidance and Counselling:

(i) Concept and principles of Guidance and Counselling

(ii) Tools and techniques of Guidance

(iii)Types of Guidance- Personal, Vocational and Educational Guidance

(iv)Approaches to Counselling- Humanistic, Person-centred, Cognitive, Behavioural

Sessional Work   25 Marks

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Readings:

1.Abramson, P. R. (1980). Personality, Holt Rhinehart and Winston, New York.

2.Anita Woolfolk (2004). Educational Psychology, Pearson Education.

3.Bigge, M. L. (1967). Learning Theories for Teachers, Universal Books, Delhi.

4.Calvin, S. Hall, Gardner Lindzey J. B. Campbell (2004). Theories of Personality, John Wiley and Sons: Eastern Ltd. Delhi.

5.Deese, J. and Hulse, S. M. (1967). The Psychology of Learning, Mc Graw Hills, New York.

6.Fernald, L. D. & Fernalt P.S. (1999). Munn's Introduction to Psychology, AITBS Publishers, Delhi.

7.Gagne, R. M. (1977). The Conditions of Learning, Holt, Rinehart and Winston, New York.

8.Hurlock, C. H. (1997). Child Development, TATA Mc Graw Hills.

9.Hillgard, E. R. & Dower, G. H. (1960). Theories of Learning, Appleton, New York.

10.Hill, W. F. (1980). Learning: A Psychological Interpretation, B.J. Publications, Mumbai.

11.Massey, R. P. (1981). Personality Theories- Comparison and Synthesis, D. Van Nostrand Co. New York.

12.Mercy, P. Driscoll (1994). Psychology of Learning for Instruction, Allyn and Bacon, USA.

13.Robert, R. Baron (2001). Psychology, Prentice Hall of India.

14.S. K. Mangal (2005). Advanced Educational Psychology, Prentice Hall of India.

M162S3 CURRICULUM & PEDAGOGIC STUDIES

Credit: 4   **Contact Hours:** 80

Full Marks: 100   **Ex/UE:75**   **Internal:** 25

Rationale:

The course builds on philosophy, sociology, child development and learning to develop an understanding of how and to what extent educational aims are realized in schools. The course is anchored around the idea of curriculum as a plan for the attainment of educational aims.

Objectives:

● A critical perspective on the idea of curriculum (negotiated and socio-historical), its relationship to educational aims and societies.

● Using insights from philosophy, sociology, psychology of learning and group psychology/organizational theory to reflect on curriculum design and its realization in schools

● Critical understanding of curriculum as it obtains in Indian schools, assessing the quality of learning

Unit-I The Relevance of the Study of Curriculum:

(i) Curriculum and its relationship to Educational Aims. Its role and importance in education.

(ii) Curriculum, syllabus, and textbooks

(iii) Understanding Curriculum Documents as 'Facts' (State Produced Documents, School Level Documents)

Probing Questions- Why does it exist? Who prepares it, and how is it prepared? What does it contain? Who does it address? How does it relate to Boards of Examinations?

(iv) Mapping participants influencing the curriculum document.

Unit -II Understanding the bases of curriculum:

(i) Based on the study of one/ two thinkers: Gandhi, Friere to engage with the following questions/ issues:

    a) Idea of learner and the process of learning-understanding the interplay to determine curriculum.

    b) To understand the relationship between aims of education and structures of society, pedagogic processes

(ii) In the context of Piaget: To probe into and understand the developmental context of learning.

Unit-III Selection, Representation and Organisation of Curriculum:

    (i) Selection and representation of content

    (ii) Hidden curriculum

    (iii) School Organisation and hidden messages

    (iv) The idea of 'framing'

Unit-IV Ideology and Textbooks:

    (i) Ideology and Content Selection

    (ii) Sources of knowledge

    (iii) Process of textbook development

    (iv) Reflection on textbooks-issues of representation

Sessional Work   **25 Marks**

    (i)   Two tests: 6 Marks each

    (ii)   One Practical/Project Work: 13 Marks

Suggested Projects:

● Case study of an alternative/ innovative Curriculum

● Identification of a core curricular idea and tracing it from its conceptualisation in the policy to curricular framework to curriculum to syllabus to textbook

● Study of an enacted curriculum in relation to the intended curriculum

● Textbook Analysis with special reference to the issues of equity and social justice.

● Study of the hidden curriculum of a school

Suggested Readings:

1. Apple, M. W. (1990). *Ideology and curriculum*. New York: Routledge.

2. Freire P (1974*) Pedagogy of the Oppressed* New York; A Seabury Press

3. Gandhi, Mahatma, 1869-1948. (1997). *Hind swaraj and other writings*. Cambridge; New York :Cambridge University Press,

4. Kincheloe, J. L. (2008). *Critical pedagogy primer*. New York: P. Lang.

   Kumar, K (1995).Listening to Gandhi. *Seminar,* 436.

5. Kumar, Krishna (2000)*What is Worth Teaching* (2nd Edition) (Hyderabad: Orient Longman)

6. NCERT (2005) National Curriculum Framework, NCERT

7. NCERT (2005) Focus Group Paper on Curriculum, Syllabus and Textbooks

8. NCERT (2005) Focus Group Paper on Aims of Education

9. Sarangpani,P.(2003). *Constructing school knowledge: An ethnography of learning in an Indian village.* New Delhi : Sage

M162S4 STATISTICAL AND NON-STATISTICAL ANALYSIS OF DATA

Credit: 4   **Contact Hours: 80**

Full Marks:100   **Ex/UE: 75**   **Internal: 25**

Rationale:

Building upon the previous semester, this course is meant for developing the understanding and skills of data collection and its analysis by the researchers. The course focuses on statistical and non-statistical analysis which the learners are supposed to apply during their dissertation in the third/fourth semester. It will develop among the learners the ability to use descriptive statistics and apply parametric and non-parametric tests in their research work.

Objectives:

- To develop an understanding of various descriptive and inferential statistical measures.
- To choose and employ appropriate statistical technique (s) to analyse quantitative data.
- To develop a basic understanding of the nature of qualitative data.
- To develop an understanding of some basic techniques to analyse the qualitative data.

UNIT-I Descriptive Statistics:

(i) Measures of Central Tendencies

(ii) Measures of Variability

(iii)Measures of Correlation: Rho, r

UNIT-II Inferential Statistics (Parametric):

(i) Types of hypothesis, Levels of Significance

(ii) Type I & Type II error

(iii)t-test

UNIT-III Inferential Statistics (Non-Parametric):

(i) Chi-square

(ii) Median Test

(iii)Sign test

UNIT-IV Analysis of Qualitative Data:

(i) Editing & Coding of Data, Logical & Inductive Analysis

(ii) Content Analysis

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Projects/Assignment/Activities:

● Reviewing 4-5 dissertations and making a report on them

● Readings of classic books on research and reflecting in group

● Group discussion in the classroom

● Reviewing and Developing tools of research as practice

Suggested Readings:

1. Best, J.W. & Kahn, James V (1995) Research in Education (7th Edu) New Delhi, Prentice Hall of India, Pvt. Ltd.

2. Cohen, Louis, Manion; Lawrence &Marrison; Keith R.B. (6thEdn)Research Methods in Education London, Routledge.

3. Corey, S.M. & Shukla J.K. (1962) Practical Classroom Research by Teachers, New Delhi, National Institute of Basic Education.

4. Fox, J.David(1969)The Research Process in Education, New York: Hott, Rinehart & Winston.

5. Festinger U. & Katz, D (Eds)(1970) Research Methods in Behavioural Sciences, New York: Hott, Rinehart & Winston Inc.

6. Kaul, Lokesh Methodology of Education Research, New Delhi, Vikas Pub. House.

7. Kerlinger F.N.(2000) Foundations of Behavioural Research: Fundamental for the Consumers, New York, Longman.

8. Mc Millan, James H.(2000) Educational Research: Fundamentals for the ConsumersNewYork, Longman.

9. Moulay G.J. (1974) Science of Educational Research, New Delhi: Eurasia.

10. Punch, K. (2009) Introduction to Research Methods in Education London, Sage.

11. Garrett & WoodWorth R.S. (2006) Statistics in Psychology and Education, Bombay Vikings Felder & Simmons, Indian Print.

12. Guilford, J.P., Fundamental Statistics in Psychology & Education, New York and London, McGraw Hill.

13. Denzin, N.K. & Lincoln, Y.S.(eds) (1994), Handbook of Qualitative Research, Sage , Thousand Oaks.

14. Miles M.B. & Huberman A.M. (1984) Qualitative Data Analysis: A Sourcebook for New Methods, Sage, Newbury Park CA.

15. Gupta, Rainu (2012), Introduction to Statistics, Doaba Book House, New Delhi.

16. Gupta, Rainu (2018), Measurement Evaluation and Assessment for Learning, Shipra Publications, New Delhi.

M162S5 ASSESSMENT IN EDUCATION

Credit: 2   **Contact Hour:** 40

Total Marks: 50   **External:38**   **Internal:**12

Rationale:

An expert in the field of education can't be a real expert without having knowledge of assessment and evaluation. For having an in-depth knowledge and understanding of the field of evaluation, one needs to develop critical understanding of the concept, characteristics and designs of test items and test along with their applications for various purposes of evaluation. In addition, it is essential to learn about the assessment of non-cognitive areas which can be done by using different instruments based upon various situations, focusing upon their specific advantages and applications.

Objectives:

- To develop understanding about the concepts of assessment and Evaluation.
- To understand various types and approaches to evaluation.
- To enable them to construct and use various tools for collecting data for cognitive and non-cognitive aspects.
- To analyse and comprehend various characteristics of test items and their development with reference to their objective domains and applications.
- To look into various characteristics of test items and tests, and develop procedural understanding for standardizing a test.
- To acquaint students with different aspects of curriculum evaluation.

Unit- I Introduction to Assessment in Education:

(i) Concept of Measurement, Assessment & Evaluation, Relationship of Evaluation with Curriculum & Instruction

(ii) Types of Evaluation: Formative, Summative, Diagnostic, Concept of Continuous & Comprehensive Evaluation.

(iii) Norm Referenced and Criterion Referenced Evaluation

Unit- II Assessment of Cognitive and Non cognitive Areas:

(i)   **Cognitive Areas:** Nature & types of Achievement Test, Strength & limitations of essay type, short answer type and objective type questions. Purpose and Scope of Probing, questions and questions with multiple correct answers, Development of Achievement Test: Item construction, Formulation of objectives, blue print, item analysis, standardization (reliability, validity)

(ii) **Non-Cognitive Areas**: Assessment of Interest, Attitude and Values. Assessment of Performance in Group Projects and Group Achievement. A Critical Analysis of CBSE proposal for assessment in Non-cognitive areas use of Portfolio Analysis

Unit- IIIEvaluation of Curriculum:

(i) Scientific and Humanistic (Qualitative & Evaluation Naturalistic)

(ii) Intended Vs Goal Free Evaluation

(iii)Inductive & Deductive Evaluation Models

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Projects/assignment/activities:

● Developing a test and developing appropriate norms.

● Evaluate the school curriculum of different levels.

Suggested Readings:

1. Mohan, R. (2016). *Measurement, evaluation and assessment in education*. PHI Learning Pvt. Ltd..

2. Reynolds, C. R., Livingston, R. B., Willson, V. L., & Willson, V. (2010). *Measurement and assessment in education*. Upper Saddle River: Pearson Education International.

3. Aggarwal, J.C. (1995). Essentials of Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.

4. Best, John.W and James V. Khan (2006). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.

M162S6 SEMINAR DISCUSSION

Credit: 2   **Contact Hours: 40**

Full Marks:50   **Ex/UE: 00**   **Internal: 50**

Rationale and Objectives:

This course is meant for providing learners the opportunities to discuss diverse areas and concerns in the field of education. They can discuss anything they wish to be discussed and deliberated in an open environment with their classmates and the teacher holding the seminar discussion class.

The prime objective is to make students learn to put their views and defend their ideas. They must learn the ideas of others and through critical analysis reach to the conclusion. They will also learn to conduct small surveys in the local communities and present their findings in front of the class.

The paper is totally internal and is of 2 credits i.e. 50 marks, which is moderated by the moderation committee of the department at the end of the semester.

M.A. (EDUCATION)

SEMESTER-III

M163S1(i) LANGUAGE EDUCATION

Credit:4   **Contact Hours:80**

Full Marks: 100   **Ex/UE:75**   **Internal: 25**

Rationale:

MA Education is a liberal Programme. It prepares students for a profession in both research as well as schools. Thus, it becomes important for them to be able to understand and analyse languages in the context of India. They also need to know how to transact the language curriculum in classes.

Objective:

● To study the structure and functions of language.

● To analyse policies and documents regarding languages in India.

● To examine the role of language in society and that of various agencies of language teaching/learning.

Unit-I Nature of Language:

(i) Animal and human communication

(ii) Theories of language learning – socio and psycholinguistic

(iii)Learning and acquiring a language

(iv)Language thought and mind

Unit-II Language Policies in India:

(i) Constitutional provisions, article 29, 343, 346, 347, 350 B   Eighth schedule

(ii) NCF 2005

(iii)Planning Language curriculum

Unit-III Language and Society:

(i) Language and communication – verbal and non-verbal

(ii) Dialect and Idiolect

(iii)Multilingualism

(iv)Language as a social phenomenon.

Unit-IV Agencies of Language Teaching and Learning:

(i) NCERT / SCERT

(ii) NCPUL

(iii)EFLU

(iv)CIIL

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested projects/assignment/activities:

Assignment/Project/Practical Work can be

a) Language of humour; Language of movies; Language of comics

b) Conducting elocution, debate and discussions on contemporary themes and noticing and analysing how language plays a role in speech i.e. speech act.

c) Collection of perception of teachers, learners, and parents on language preferences.

d) Analysis of language of sport, politics and religion ceremony, language of visuals.

e) Various ways of reporting an event: Analysingnewspaper / news magazine / news channels reporting of the same event or story in different ways.

Suggested Readings:

1. Agnihotri RK (1996) KaunBhashaKaunBoliSandarbh 13.

2. Agnihotri RK (2009) Language and Dialect Learning Curve, 13.

3. Agnihotri, RK and Kumar, K Bhasha, BoliaurSamaj Delhi, Deshkal publications.

4. Kumar, K (2012) Child's Language and the Teacher, Delhi, NBT.

5. NCERT (2005) National Curriculum Framework, Delhi.

6. Sir Ratan Tata Trust, Stories in a School Bag.

7. NCERT (2006) Position Paper of the National Focus Group on Indian Languages. New Delhi.

8. Vygotsky, L S. 1962. Thought and Language, edited and translated by Eugenia Hanfman and Gertrude Vakar. Cambridge, MA.

M163S1(ii) SOCIAL SCIENCE EDUCATION

Credits: 4   **Contact Hours: 80**

Marks: 100   **Ex/UE:75**   **Internal: 25**

Rationale:

As social science teachers it is important to know how historical contexts and debates have shaped social science as a discipline and the evolution of methods of social science. It will develop an understanding about the epistemological basis of discipline of social science and its construction as a part of school curriculum. It will equip them with an ability to interpret and understand various social issues within a social, political and economic context.

Objectives:

- To enable the students to understand the nature and scope of social science.
- To familiarize them with the importance of social science in school curriculum.
- To understand the difference between social science and social studies.

UNIT-I Nature and structure of School science:

(i) Evolution of Social Science

(ii) Concept and Nature of Social Science

(iii) Scope of Social Science in the Light of Latest NCF.

(iv) Social Science Vs. Social Studies

UNIT-II Conceptual understanding of Social Science:

(i) History

(ii) Geography

(iii) Political Science

(iv) Economics

UNIT-III Social Science as a carrier of human values:

(i) Aims of Teaching Social Science.

(ii) Place of Social Science in School Curriculum

(iii)Positioning the role of social science education in the larger context of the Indian nation and Indian Society (Constitutional values and commitment to equality, justice, common good, plurality, liberty, fraternity and citizenship)

(iv)Use of Art, Visuals and Performance to Develop Critical Thinking about Society.

UNIT- IV Trends and issues in Social Sciences:

(i) Issues of Curriculum Selection and Design

(ii) Parts of Society and Its Social Orders

(iii)Learning Through Non Formal Agencies.

(iv)Sensitization towards Social Issues

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Readings:

1. Westey E.B. (1950)Teaching of Social Studies in High Schools D.C. Heath and Co.Booster.

2. High.J.(1962)Teaching Secondary School Social Studies, New York, John Wiley and Sons.

3. Jarokinick.J.(1959)Social Studies in Elementary Education, New York, The Macmillan Company.

4. Matorella, Peter.H(1976)Social Studies Strategies-Theory and Practice-New York, Harper and Row Publisher.

5. Hass,K.B. & Harry,O.P.(1955)Preparation and Use of AudioVisual Aids-Englewood Cliffs,N.J.Prentice-Hall.

6. Kochhar,S.K.(1975)Innovations in Instructional Technology, Chandigarh, University Textbook Board, Punjab.

7. Mittal,H.C.andChandna,R.N.Teaching of Social Studies, Dhanpat Rai and Sons, Jallundhar.

8. Sharma, R.L. and Verma R.S.(2001)Teaching of Social Studies-Vinod PustakMandir, Agra.

9. Verma G.S.(2008) SamajikVigyan-International Publishing House, Meerut.

10. Sharma R.A.Environmental Education Vinod PustakMandir,Agra.

11. Sharma R.A.Paryavaran Shiksha, Vinod PustakMandir, Agra.

12. Dubey SamajikVigyanShiksha, Vinod PustakMandir, Agra.

13. Mathus.S.S. A Sociological Approach to Indian Education

14. Ruhela S.P. and Khan R.S.-Samajik Vigyan Shikshan-Kota Open University.

15. Kochhar S.K.(1963)The Teaching of Social Studies, Delhi University Publishers.

16. Shaida B.D &ShaidaA.K.(1956) SamajikAdhyanShikshan, New Delhi Agra Book Depot.

17. Tyagi G.(1973) SamajikAdhyanKaShikshan Agra, Vinod PustakBhandar.

18. Khan.S.U.(1998) History Teaching Problem Perspective and Prospect, Heera Publications. New Delhi.

19. VashistS.R.Social Studies in Elementary Schools.

20. Dhaniya Neelam (1993)Multimedia Approaches in Teaching Social Studies, New Delhi Harmer Publishing House.

21. Mouley D.S.,Rajput Sarla And Verma P.S.(1990) Nagrik Shastra Shikshan-Kota Open University.

22. Michaelis.J.V. (1966) Social Studies for Children in a Democracy New York.

23. Ferrlon Edwin. (1966) Teaching the New Social Studies, New York.

24. Srinivas, M.N. Social Change in Modern India, Bombay, Allied Publisher 1966.

25. Mangal, S.K. &Mangal, U. (2018) Pedagogy of Social Sciences, PHI Learning Pvt. Ltd.

Web resources:

1. https://research-methodology.net/resaerch-methods/quantitative-research

2. Quantitative research qualitative-quantitative research http://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/accessedon 7-12-2018

3. www.sagepub.com/sites/default/files/upm-binaries/36869_muijs.pdf accessed on 7-12-2018

4. http://www.diffen.com/difference/Qualitative vs Quantitative accessed on 9-12-2018

M163S1(iii) SCIENCE EDUCATION

Credits: 4   **Contact Hours: 80**

Marks: 100   **Ex/UE: 75**   **Internal: 25**

Rationale:

Every teacher must be aware of the educational policies and educational processes of Science Education in India. After knowing and understanding the past and present system of Science education, one can plan for a better way and procedure of Science education for contemporary India. This paper will help to develop an understanding for Future Science Teacher Educator preparation.

Objectives:

● To enable the students to understand the basic nature and structure of Science.
● To enable the students to appreciate the efforts of Indian Govt. for the promotion of science education.
● To acquaint students with some approaches and strategies of development of science curriculum.
● To enable the students to understand the relationship of science with personal development, technology development and society development.
● To acquaint the learner with changes and interventions of Digital Technologies in Science Education.

UNIT-I Science and Its nature:

(i) Nature of Scientific Knowledge

(ii) Processes of Science

(iii)Product of science: Science concept, principles and Generalizations.

UNIT-II Historical perspectives in Science Education:

(i) Development of science education in India and abroad.

(ii) Policies and Planning of Science Education

(iii)Training in Scientific Method

(iv)Approaches of Science Curriculum

UNIT-III Science and Society:

(i) Environmental Issues at National and International Level

(ii) Impact of Science on Social Development and Norms of the Society

(iii)Development of Scientific Thinking and Scientific Attitude

UNIT-IV Science at Elementary Level:

(i) Objective of Teaching Science at Elementary Level

(ii) Pedagogy of Science at Elementary Level-Focus on Constructivist

(iii)Approach

(iv)Physical and Biological Environment of Children-A Source of Content in School Syllabus

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Readings:

1. Ander Bon.R.D.(1970);Developing Children Thinking Through Science, New Delhi, Princess Hall

2. Bernal J.D.(1996) Science in History: Penguin Books

3. Cartin,A.A;&Sund,R.D. Teaching Science through Discovery. London.

4. Edward Victor;Science for Elementary School, MacMillan Publishing Co. NewYork.

5. Frank P. (1961) Modern Science, Collier Books.

6. Husain Ahrar (2012) Science kiTadrees, Revised Edition,NVPH,New Delhi.

7. Husain Ahrar (2010)Chronology of Science & Technology, Kanishka Publishers New Delhi.

8. Martin, E Ralph & Other; Teaching Science for All Childrens, London, Allyn & Bacon.

9. NCERT Position of Science Education in Indian Schools.

10. Mintzes, J.J. et.al (1998),Teaching Science for Understanding: A HumanConstructivist View, California Academic Press.

M163S1(iv) MATHEMATICS EDUCATION

Credit: 4

Contact Hour: 80

Total Marks: 10

External: 75

Internal: 25

Rationale:

Mathematics influences every aspect of human life but the way mathematics is taught in schools does not reflect the necessity, utility and aesthetics in mathematics teaching. As a result, recent surveys have shown a dismal position of mathematics teaching and learning in the schools of India. Moreover, the field of mathematics education looks into the pertinent gap between the essence of mathematics and teaching of mathematics. There is an earnest need to understand the issues and challenges related to mathematics curriculum in India. The aim of this course is to help learners develop an understanding of the school mathematics curriculum in India and at international levels.

Objectives:

- To enable students to understand the nature of mathematics.
- To help students understand the development of thinking in children and its implications for curriculum.
- To introduce students the history of mathematics and the historical development of major ideas in mathematics.
- To acquaint students with the issues and trends of mathematics curriculum at school level
- To acquaint students with the issues and challenges specific to different stages of School mathematics.

Unit-I Essence of doing Mathematics:

i)   Mathematics as a humanly constructed subject (Mathematics as a study of pattern; shapes, chance, numbers etc.)

ii)   Mathematical thinking (Building logical thinking, analytic thinking and quantitative reasoning.)

iii)   Study of structure in Mathematics: Axiom, Postulate, Language, Theorem and Proof.

iv)   History of Mathematics, historical development of major ideas in mathematics, evolution of concepts, contribution of noteworthy mathematicians.

Unit -II Mathematics in the changing world:

(i) Discourse and Dialogue, Communication in Mathematics classrooms, use of discourse in classrooms as the basis for encouraging students' mathematical thinking

(ii) Mathematics and social classification, Issues of equality and excellence in school mathematics, Gender stereotypes in mathematics,

(iii)Mathematics for appreciation and Mathematics for future

(iv) Mathematics literacy and Mathematics for all

Unit-III Curriculum in Mathematics:

(i) Issues and emerging trends of Mathematics curriculum at school level.

(ii) Position of mathematics in national education policies and documents in India.

(iii)Study of some International school mathematics curriculum.

Unit-IV Issues and challenges in learning of Mathematics:

Issues and challenges specific to different stages of School Mathematics viz

(i)   Primary Level

(ii)   Elementary Level

(iii) Secondary Level

(iv)   Senior Secondary Level

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Projects/assignment/activities:

- Prepare a timeline on the historical development in mathematics.

- Open house discussion on strands and contemporary issues in school mathematics education.

- Review of one text book.

- The student will study the issues and challenges specific to any one the stages of school mathematics i.e., the Primary Level, Elementary Level, Secondary Level or Senior Secondary Level.

- Innovative project on interlinking mathematics and real life problems.

Suggested Readings

1. Ashlock, R.B. and Herman Jr. W.L,(1970) Current Research in Elementary School Mathematics, New York:Macmillan.

2. Baur, G.R.andGeorge,L.U,(1976) Helping Children Learn Mathematics-A Competency Based Laboratory Approach, California: Cummings publishing Co.

3. David Wood (1988), How Children Think and Learn, Blackwell Publishers Ltd., Oxford U.K.

4. Davis, D.R.(1951) The Teaching of Mathematics, Addison Wesley Press. London.

5. Fatima, Roohi. Teaching Aids in Mathematics, Kanishka Publishers, Distributors New Delhi-110002

6. Ward, M. and Hardgrove, C.E.,(1965). Modern Elementary Mathematics Reading, Massachusetts:Addison Wesley Publishing Co.Inc.

7. Heimer, R.T. and Trueblood, C.R., (1977).Strategies for Teaching Children Mathematics, Chicago:Science Research Associates.

8. James.Anice, Teaching of Mathematics, Neelkamal Publication Pvt. Ltd.Hyderabad.

9. Kidd, Kennenth, P.et.al.,(1970) The Laboratory Approach to Mathematics. Chicago:Science Research Associates.

M163S2 ANALYSIS AND INTERPRETATION OF DATA (QUALITATIVE)

Credit: 4   **Contact Hour:** 80

Total Marks: 100   **External:75**   **Internal:** 25

Rationale:

Qualitative data provides the arguments supplementing the quantitative analysis. It provides the answer for how and why a particular response was being given by the respondent. Thus, it becomes important to study how descriptive data which is rich in textual information can be analysed and interpreted. Especially while researching educational issues, we are dealing with human behavior due to which such data gains more importance and therefore, its study becomes essential.

Objectives:

- To introduce students to theory and approaches of qualitative research.
- To enable students to understand different approaches to qualitative data.
- To equip students in various ways to assess qualitative data.
- To enable students to analyse qualitative data.

UNIT-I Introduction to Qualitative Data Analysis:

(i) Theory and approaches to analysis in the design of qualitative research studies in social science for use in studying educational problems and topics and inventory of data.

UNIT-II Approaches to Qualitative Data:

(i) Narrative analysis
(ii) Phenomenological
(iii) Ethnomethodological
(iv) Conversation analytic
(v) Hermeneutic

(vi) Naturalistic

UNIT-III Qualitative Data Assessment:

    (i) Credibility

    (ii) Authenticity, reliability and validity

    (iii)Observational field notes, interview and questionnaire transcripts

    (iv)Public and private documents and other participant artifacts

    (v) Film, tape and photograph records

UNIT-IV Formulating and Analyzing Qualitative Data:

    (i) Analytic units and categorization of data

    (ii) Sequential selection methods

    (iii)Generating relationships from qualitative data

    (iv)Computer application for qualitative analysis

Sessional Work   **25 Marks**

    (i)   Two tests: 6 Marks each

    (ii)   One Practical/Project Work: 13 Marks

Suggested Readings

1. Ezzy, Douglas, (2002). Qualitative Analysis: Practice and Innovation. London: Routledge.

2. Hollway, Wendy, and Tony Jefferson, (2003). Chapter 5 "Data Analysis" in *Qualitative research for education: An introduction to theory and methods*(4th Ed.) Boston: Pearson Education Group, pp. 147-184.

3. Ethnomethodological Analysis of Interview. (2002) In Jaber F. Gubrium and James.

4. Holstein (Eds.), handbook of Interviewing research. Pp. 777-795. Thousand Oaks, CA: SAGE.

5. Baker, Carolyn D. (2000) Locating culture in action: Membership categorization in texts and talk. In A. Lee & C. Poynton (Eds.) *Culture and text: Discourse and methodology in social research and cultural studies*. Pp. 99-113.

M163S3 BUILDING DISCOURSE IN EDUCATION

Credit: 2   **Contact Hour:** 40

Total Marks: 50   **External:38**   **Internal:** 12

Rationale:

This Course is in two parts (I) and (II). The purpose of this course is to investigate and reconsider basic ways of thinking about schooling and formal processes of education.

The ways structures and cultures bear on schooling will be explored from an interdisciplinary perspective. Focus will be on methods and forms of thought and expression-interpretation, analysis, alternative assertions.

Objectives:

Three sets of core questions will shape investigations:

1. What relationships exist between social structure and how schools, teachers, and learners work?

2. How have these relationships between society and schools been portrayed in the literature of education and social science? How adequate and useful are these portrayals for understanding differences in educational experience and outcomes?

3. What do those answers imply about how we might construe for what it would take to improve schools' effectiveness.

Course Content Part I:

- Syed Ahmed Khan: from the Archives: Structure upon the present educational system in India.

- Pierre Bourdieau: School as a Conservative Force in Schooling for Capitalism

- Marjorie Sykes: Nai Taleem

- John Dewey: My Pedagogic Creed

- Paulo Freire: Pedagogy of the Oppressed

With specific reference to above texts:

UNIT-I

(i) Investigating schooling and the relationship between social structures and practice within them. Social structure, in this case, social class, as the key determinant of what happens in school. As an agent for the reproduction of social stratification and inequality. How are teachers' work is portrayed, what agency they may have, and how change in education is conceived.

UNIT-II

(i) Illuminate the nature of teaching and learning

(ii) Determinants of effective teaching and learning, ways in which teaching-learning is represented and the adequacy of the representations of instructions in existing disciplinary accounts

(iii) Participate in new communities of discourse. Examine, analyze what is constructed as the curriculum, discourse, relations, and culture of the class.

UNIT-III

(i) Inquiry through reading, principal and subsidiary arguments

(ii) Conceptual terms, assumptions, evidence and methods used

(iii) Strengths and weakness of the author argument

(iv) Accounting for differences

UNIT-IV

(i) Relationship between professional education and the foundations of schooling.

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Readings:

1. Apple, Michael. Ideology and the Curriculum. (1990) Routledge, Chapman and Hall, New York.

2. Geeta, V.(2002). Gender. Vedam Books.

3. Hasan, Z.(2004) Regulatory Framework for Curricula, Syllabi and Textbooks. CABE.

4. Henry,A.Giroux. Rethinking Cultural Politics in the work of Antonio Gramsci. Carmel Borg, Joseph A. Buttigieg. Peter Mayo (Eds.)http://books.goohle.com/books?hl=en&lr=&id=knVL1sbZ7vUC&oi=fnd&pg=PA41&dq=Gramci+on+education&ots=

5. Kumar, K.(2004) What is worth teaching? Orient Longman. New Delhi

6. Krishna Kumar. (1983) Educational Experience of Scheduled Castes and Tribes' in Economic and Political Weekly. Vol. 18, No. 36/37 (Sep. 3-10), pp. 1566-1572.

7. Nambissan, G.(1996) Equity in Education? Schooling of Dalit Children in India. Economic and Political Weekly. April 20-27.

8. Naqvi, Farah. (2007) Re-constructing community. Seminar.

9. Sarangapani, P. (2003). Constructing school knowledge: An ethnography of learning in an Indian village. New Delhi: Sage Publications.

10. NCERT. Gender Issues in Education 3.2 National curriculum Framework,2005.

M163S4 (i) EDUCATIONAL ADMINISTRATION, PLANNING, FINANCING & MANAGEMENT

Credit: 2   **Contact Hour:** 40

Total Marks: 50   **External:38**   **Internal:** 12

Rationale:

In the current times, a lot of discourse on quality of education is taking place which has arisen as a result of continuous deterioration in the quality of education. With changing patterns of education delivery from face to face to online course content, nature of learner and organizational structures, the concept of quality has become an inherent component of the educational process for its success. Globally various bodies have been established to develop guidelines for quality products and services and their maintenance. The globalization of education, migration of students from one community to another, provides adequate causes for concerns to the educationists and administrators. No efforts in this regard are going to succeed unless reforms in the management of educational institutions are brought about. It is the improvement in management of education that would create a conducive environment for such innovations, reforms and new practices to be successful. The country can no longer afford to overlook the importance of management of education given its size and importance. There is an immediate need for preparing effective and efficient students in the field of education for which appropriate educational programmes and courses must be started. There is a need for incorporating educational administration and management to prepare students for efficient management, which is possible by imparting and teaching students about educational administration and management.

M.A. Education is a liberal course. Presently, there is a need to develop an understanding of the concept and concerns of education administration. Also, developing an understanding of the role of administrator (principals school/ Head of University) and the teacher in institutional management is required. It is also necessary to acquaint the students with the educational agencies and their role in the education system. It should also enable the student to critically

analyze the administrative scenario in relations to the functioning of other well managed educational institutions. As, these students will either go in the field or aspire for future studies like Ph. D., it should develop an understanding of organizational structure of educational institutions, principles, techniques of supervision and financial issues involved in planning for education in India.   It is also important to acquaint students with cases of various types of conflict in an organization.

Objectives:

- To develop an understanding of the concept and concerns of educational administration.
- To develop an understanding of the role of administrator (Principals of Schools/Head of the Universities.) and the teacher in institutional management.
- To acquaint the student with the Educational agencies & their role in the education system.
- To enable the student to critically analyze the administrative scenario in relations to the functioning of other well managed educational institutions.

UNIT-I Educational Administrations & Management:

(i) Development of Modern Concept of Educational Administration and Management (Administration from 1950 to present time)

(ii) Administration and Management and Its Application in Education

(iii) Educational Agencies, Role of Center & State in Education, Center State Relations in Education.

(iv) Constitutional Provisions & Amendments for Education

UNIT-II Educational Planning & Financing:

(i)   Approaches to Educational Planning & Institutional Planning, School Mapping.

(ii)   Decision Making in Educational Institutes.

(iii)   Budgeting and Financial Management (Grant in Aid System).

(iv)   Financing of Education and Finance Commission.

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Readings:

1. Bakar, M.A. (1976). The Union and the States in Education. New Delhi: Shabd Sanchar.
2. Bhat, B.D. and Sharma, S.R. (1992). Education Administration: Emerging Trends. Delhi: Kanishka Publishing House.
3. Campbell & Gregg (1957). Administrative Behaviour in Education. New York: Harper & Row.
4. Cassaco J. (1970). Planning Techniques for university management. Washington DC :American Council on Education (ACE)
5. Chakravarty (1976). Management by Objective: An Integrated Approach. Bombay : Macmillan.
6. Fiedler F.E. (1976). A Theory of Leadership Effectiveness. New York McGraw Hill.
7. Khan. F. (2013). Educational Management. New Delhi: VL Media Solutions.
8. Kiranmayi, Y.S. 1989. Management of Higher Education in India. New Delhi: Crown Publications.
9. Koontz, H. & Donnelly (1976). Management: A System & Contingency Analysis of Management Functions. Tokyo: McGraw notice.
10. Likert R. (1961). New Pattern for Management. New York: McGrawfide.
11. Memoria, C.B. (1991). Personal Management. Mumbai: Himalaya Publication.
12. Mukhopadhyay, M. (1998). Total Quality Management. New Delhi: NIEPA Publication.
13. Nwanko, J.I. (1982). Educational Administration: Theory and Practice. New Delhi:Vikas Publishing House.
14. Azad, J.L. Financial Management in Education.

M163S4 (ii) EDUCATIONAL TECHNOLOGY

Credit:2   **Contact Hours :40**

Full Marks:50   **External:38**   **Internal:12**

Rationale:

The optional paper on educational technology gives insight into the concept of educational technology, different forms,its Psychological basis,and the relationship between learning theories and instructional strategies. The paper also acquaints the learner with instructional design and computer assisted instruction. It equips the learner with the knowledge regarding the potential of the educational technology in enhancing the quality of education and optimum utilization of resources to realize the full potential of the learner.

Objectives:

To enable the students to:

- Develop understanding of the concept of Educational Technology and Technology of Education and forms of Educational Technology.
- Be aware of Psychological basis of Educational Technology.
- Be acquainted with the concept of Information Communication Technology (ICT) in Education.
- Be acquainted with instructional design.

UNIT –I Introduction and Background:

(i) Meaning, need, scope, significance, limitation and objectives of Educational Technology.

(ii) Forms of Educational Technology: Media Technology, Instructional Technology, Teaching Technology, Behavioral Technology, Cybernetics.

(iii)Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky).

(iv) Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups .

Unit-II Instructional Design:

(i) Systems Approach to Instructional Design,

(ii) Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism,

(iii) Nine Elements of Constructivist Instructional Design,

(iv) Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Readings :

1. Alexis, Leon & others (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.

2. Agrawal, R(2009) Educational Technology Management and Evaluation Shipra Publications, Delhi

3. Brown J.,Lewis Richard B, et al (1983). Instructional Technology Media and Methods.New York : McGraw Hill Book.Com

4. Diwan, Parag.(2001). Information System Management. New Delhi:Pentagon Press

5. Driscoll,M.P(1994) Psychology of Learning for Instruction,Allyn and Bacon Boston

6. Kumar, Keval. J.(2006). Mass Communication in India. Mumbai.

7. Kumar,K. L.,(1996). Educational Technology : New Delhi. New Age International (P) Ltd.

8. Sharma,R.A(2002)AdvancedEducationalTechnology,InternationalPublishing House,Meerut.

9. Sharma,RN and Chandra,S.S.(2003) Advanced Educational Technology Atlantic Publishers, New Delhi Vol.1 &2.

10. Roblyer,M.D and Edwards,J(2000) Integrating Educational Technology into Teaching Merrill, Ohio.

M163S4 (iii) EDUCATIONAL GUIDANCE AND COUNSELLING

Credit:2   **Contact Hours :40**

Full Marks:50   **External:38**   **Internal:12**

Rationale:

Guidance and counselling assists individuals to make better choices about themselves by building on individuals strengths and limitations. It is based on awareness about oneself and how they can maximise their potential. As professionals in education, it is important for teachers to perform the role of a guide and counsellor inside the classroom and help pupils understand their potential. In the present times of pressure and stress on students, the teachers need to be acquainted with the concepts of mental health, educational guidance etc.

Objectives:

- To acquaint the students with the aims, principles, techniques and organizational framework for various services of the school guidance programme.
- To enable the students to understand the concept of educational guidance and vocational guidance.
- To enable the students to understand the basic concept of counselling, adjustment,mental health, mental hygiene and relation among these concepts.
- To acquaint the students with the testing in guidance.

UNIT-I Introduction:

(i) Concept of Guidance, Assumption, Issues, and Problems of Guidance.

(ii) Purpose and Scope of Guidance.

(iii)Need for Guidance.

UNIT-II Guidance Programme:

(i) Essential Features of the Guidance Programme: Orientation Service, Individual

Inventory Service, Occupational Information Service, Counselling Service, Placement Service, Research and evaluation

(ii) Principles of Organizing Guidance Services.

UNIT-III Educational Guidance:

(i) Guidance and Curriculum

(ii) Guidance and Classroom learning

(iii) Guidance and special Groups: Gifted, Backward, Underachievers and Dull.

UNIT-IV Vocational Guidance:

(i) Nature of Work, Various Motives Associated, Place of work in one's life

(ii) Understanding Career Development: Approaches to Career Guidance, Roe's

(iii) Theory of Early Determinants of Vocational Choice; Holland's Trait and Factor Theory; Supers' Theory of Vocational Development

(iv) Vocationalisation of Education and Career Development.

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Readings:

1. Anastasi,A Psychological Testing(6th Edition) New York: McMillan

2. Bolcher,D.H.(2000)*Counselling A Developmental*Approach,John Wiley & Sons Inc.

3. Patterson, C.H. (1980). Theories of counseling and psychotherapy (3rd edition). New York: Harper & Row.

4. Fruster,J.M.: *Psychological counselling in India Mumbai*McMillion.

5. Bordin,E.S.(1968)*Psychological counseling*IInd Editor, McGraw Hill.

6. Osipow, S.M. and Walshow: Behaviour Change in Counselling Readings.

7. Jones,A.J.(1970) *Principles of Guidance*, sixth ed., McGraw Hill, New York.

8. Mayers,G.E.:*Principles and Techniques of vocational Guidance*, McGraw Hill, New York .

9. Humphereys,H.A. and Traxler,Q.E.(1954)*Guidance Services,* Science Research Associates, Chicago.

10. Rao, S.N. (1992)*Counselling Psychology* Tata McGraw Hill, New Delhi.

11. Pasricha. (1976) *Guidance and Counselling in Indian Education*, New Delhi, N.C.E.R.T.

12. Abraham,Jessy. (2003) *Guidance and Counselling for Teacher Education*, Delhi, SaroopPublication.

M163S4 (iv) EDUCATION OF LEARNERS WITH DISABILITIES

Credit: 2   **Contact Hours: 40**

Full Marks: 50   **Ext: 38**   **Internal: 12**

Rationale:

Inclusion is the need of the hour; creating inclusive society is not only our social but legal responsibility. This paper will prepare the students for developing an insight, sensitivity and empathy towards persons with disability. It will help the learner in gaining information regarding the policies, practices and facilities for disabled people. Working in this area will give them an understanding for the issues and concerns of disabled people nationally and globally.

Objectives:

After this paper, the students are expected to realize and attain the following objectives:

- To explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Examine critically the concept, nature and characteristics of various disabilities.
- Explain the policies and legislations at the national and international levels.
- To acknowledgement the current needs, trends, issues, assistive technology and ICT for special needs children.
- Critically evaluate the related research studies in inclusive education

UNIT-I Disability and Inclusion:

 (i)   Concept and Classification of Disability Terms

 (ii)   Understanding the concept of inclusion

 (iii)   Different models of inclusion of CWSN

 (iv)   Historical Evolution of Disability Studies

 (v)   Disability classification as per RPWD Act 2016

UNIT-II Overview of Different Disabilities (AS per RPWD Act):

 (i)   Identification of various disabilities

(ii) Causes of various disabilities

(iii) Prevention of various disabilities

(iv) Changing Practices: Sensitization, Empathy, Segregation, Integration & Inclusion.

Sessional Work   **12 Marks**

(i) One test: 6 Marks

(ii) One Practical/Project Work: 6 Marks

Suggested Readings:

1. Bartlett, L. D., & Weisenstein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.

2. Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.

3. Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.

4. Choate, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.

5. Friel, J. (1997). Children with special Needs. Jessica Kingsley Publications London.

6. Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transforming America's Classrooms,Baltimore: P. H. Brookes Publishers.

7. Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle SchoolTeachers*, Corwin Press, Sage Publications.

8. Hegarthy, S. &Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.

9. Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youth Accardo, P.J., Magnusen, C., &Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,

10. Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.

11. Karant, P., &Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.

12. National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.

13. Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

14. Westwood, P. (2006). *Commonsense Methods for Children with Special EducationalNeeds - Strategies for the Regular Classroom.* 4th Edition, London Routledge Falmer:Taylor& Francis Group.

15. http://disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf

16. http://www.rehabcouncil.nic.in/writereaddata/rciact.pdf

17. https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

M163S4 (V) ENVIRONMENTAL EDUCATION

Credit: 2   **Contact Hours: 40**

Full Marks: 50   **Ex/UE: 38**   **Internal: 12**

Rationale:

Conservation of the environment is a global concern nowadays. The University Grants Commission has also given guidelines to include this paper at UG and PG levels. This course on environmental education is meant to develop the basic understanding of environment and environment related daily life terminologies and to nurture environmental ethics and values among the learners.

Objectives:

- To acquaint learners with basic terminologies related to environment and develop the understanding of sustainable development.
- To make learners understand factors affecting the environment.
- To provide opportunities to acquire the knowledge, values, attitude, commitments and skills needed to protect and improve the environment.
- To develop and reinforce new patterns of environmentally sensitive behaviour among individuals, groups and society as a whole for a sustainable environment.

Unit-I Introduction to Environment and Environmental Education:

(i) Familiarity with Environment and Related Terms: ecosystem, biosphere, abiotic and biotic components, food chain, food web, biodiversity

(ii) Emergence and Evolution of Environmental Education: Global and National

(iii) Understanding environmental education in relation to environmental science and environmental studies

(iv) Industrial Growth, Scientific and Technological Development and their Impact on the Environment.

(v) Environmental Degradation: Pollution (air, water, soil, sound, and radiation), Extinction of flora and fauna

Unit-II Need for Environmental Education:

(i) Rich Environmental Heritage and its conservation

(ii) Guiding Principles and Foundations of Environmental Education

(iii) Aims and Objectives of Environmental Education at different levels of schooling.

(iv) Responsible Environmental Behaviour: Ultimate Goal of Environmental Education

(v) Education for Sustainable Development

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Readings

1. Agarwal S. K., Tiwari, Swarnalatha. and Dubey. P.S. (1996)*Biodiversity and Environment*, New Delhi, APH Publishing.

2. Balla, G.S. (2007)*Environmental Education*, DVS Publishers and Distributors, Guwahati.

3. Botkin Daniel B & Keller Edward A.(2000) Environmental Science, Earth a living Planet, New York, John Wiley & Sons Inc.

4. Chauhan, I. S. & Chauhan, A. (1998) Environmental *Degradation*, Rawat Publications, Jaipur.

5. Garg M.R. (2000) *Environmental Pollution and Protection*, Guwahati, DVS Publication,

6. Gokulanathan, Pai P.P (eds)(2000), *Environmental Education*, Shillong, NEHU Publication.

7. Gurcharan Singh, Agarwal S. K, Sethi, Inderjeet(1993)*Degrading Environment*, New Delhi, Commonwealth Publishers.

8. Kidwai, Zeenat (Ed) (2002), *Environmental Education*, New Delhi, IASE, Faculty of Education, JMI.

9. Kumar, Naresh; (1999)*Air Pollution and Environment Protection*, Guwahati, Nivedita Book Distributor.

10. Kumar, B., (2004) *Environmental Education*, DVS Publishers and Distributors,Guwahati.

11. Nag, P. (2001)*Environmental Pollution and Development*, Guwahati, DVS Publication.

12. Nanda V. K. (1997) *Environmental Education*, New Delhi, Anmol Publication,Pvt.Ltd.

13. Rao, V.K (2004) *Environmental Education*, DVS Publishers and Distributors, Guwahati.

14. Reddy, K.P. & Reddy, N. (2003) Environmental Education, Neelkamal Publications Pvt. Ltd., Hyderabad.

15. Sharma, S.P (2006).*Environmental Education*, DVS Publishers and Distributors, Guwahati.

16. Shimray, Chong. (2016) *Teaching Environmental Education-Trends and Practices in India*, Sage Publications India Pvt. Ltd.

17. Verma, SnehaLata(2008). (Edit), Resource Book of Environmental Education, Academic Excellence Publishers, New Delhi.

M163S4 (vi) AGRICULTURE EDUCATION

Credit: 2   **Contact Hours:** 40

Full Marks: 50   **Ex/UE: 38**   **Internal:** 12

Rationale:

Agriculture lies at the base of our civilization. Agriculture has always been an important social, cultural and economic activity in India. The course attempts to provide students with an opportunity to understand agriculture from multiple lenses. They would be able to situate agricultural practices in the wider scientific, social, economic, historical, political and cultural contexts. Also, it will enable them to problematize various issues linked with agriculture in India and critically reflect on them.

Objectives:

- To visualise agriculture as a major economic activity and source of livelihood in India.

- To compare pre- and post-colonial practices in agriculture and analyse their impacts.

- To critically analyse the impact of neo-liberal policies on farming and farmers in India.

- To get acquainted with the contemporary issues and emerging challenges in agriculture due to globalisation and modernisation.

- To critically examine debates centred around issues of food security, technology, ethical concerns linked with Genetically modified crops in India.

Unit-I Understanding Agriculture in India:

(i) Understanding Farm and Farming as a source of livelihood in India

(ii) Tracing Food Culture and Food Practices from Traditional to Modern India (focus on subsistence farming, cereals, pulses, cash crops, seed conservation etc.)

(iii) Understanding the role of women in promoting agricultural practices as labourers, nurturers, providers and preservers.

(iv) Use of Traditional Methods and tools for agriculture (Biodiversity and mixed farming, diversity in farming practices, role of cattle and fodder, methods of conserving and preserving seeds)

(v) Impact of colonial policies on Agriculture (focus on the Bengal Famine, drought and food shortage in India, fuel debates etc)

Unit-II Neo-Liberal impacts in Agriculture:

(i) Modernisation of agriculture and its impacts

(ii) Facts and Myths of Green Revolution

(iii) Corporatisation of Agriculture-Monoculture Farming, seed patents and the economics of agriculture with respect to the policies made by agricultural giants-Cargill and Monsanto

(iv) Major debates around Genetically Modified crops

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested projects/assignment/activities:

- Term paper
- Classroom discussions and debates
- Project involving oral testimonies and narratives on Famine, drought and food shortage in India
- Book review/Article Review on impacts of colonial policies in agriculture
- Projects on raising terrace gardens, vertical gardens, plantation drives
- Critical analysis of films and documentaries related to sub-themes
    o   Fed up- 2002
    o   The World According to Monsanto by Marie-Monique Robin
    o   Slow Poisoning of India (2012) by TERI

Suggested Readings:

1. Sen, A. (1982). *Poverty and famines: an essay on entitlement and deprivation*. Oxford university press.

2. Shiva, V. (2016). *Who really feeds the world?: The failures of agribusiness and the promise of agroecology*. North Atlantic Books.

3. Shiva, V. (2016). *The violence of the green revolution: Third world agriculture, ecology, and politics*. University Press of Kentucky.

4. Shiva, V. (2008). *Soil not Oil: Environmental Justice in an age of climate crisis*. New Delhi: Penguin Random House.

5. Shiva, V. (2000). *Stolen harvest: The hijacking of the global food supply*. New Delhi: India Research Press.

6. Sainath, P. (1996). *Everybody loves a good drought: stories from India's poorest districts*. Penguin Books India.

7. Shiva, V. (1991). Biotechnology development and conservation of biodiversity. *Economic and political weekly*, 26(48), 2740-2746.

8. Deshpande, R. S. (2002). Suicide by farmers in Karnataka: agrarian distress and possible alleviatory steps. *Economic and Political Weekly*, 37(26), 2601-2610.

9. SOFA Team 2 and Cheryl Doss (2011). *The role of women in agriculture*. ESA working paper no. 11-02, Agricultural Development Economics Division, The Food and Agriculture Organization of the United Nations. http://www.fao.org/3/am307e/am307e00.pdf

10. Kesavan, P. C., & Swaminathan, M. S. (2007). Strategies and models for agricultural sustainability in developing Asian countries. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *363*(1492), 877-891.

11. Vepa, S.S. (2005). Feminisation of agriculture and marginalisation of their economic stake. *Economic and Political Weekly*, 40 (25), 2563-2568

12. Terra Green, Magazine

13. Down to Earth, Magazine

Web References

1. http://edugreen.teri.res.in/explore/bio/green.htm

2. https://en.wikipedia.org/wiki/Green_Revolution_in_India

3. https://countercurrents.org/

4. http://futureoffoodjournal.org/

M163S5 ICT AND EDUCATION

Credit:4   **Contact Hours :80**

Full Marks:100   **External:38**   **Internal:25**

Rationale:

ICT has many uses in Education. The purpose of this paper is to acquaint the learner with the implications of the ICT tools in teaching learning contexts. There are many policy initiatives in favor of the use of ICT in education which can succeed in realizing the goals and the efforts of stakeholders. The awareness regarding recent developments, and the implications could enhance the possibility of its adaptation in education.

Objectives:

- To develop the concept of ICT
- To understand the importance of ICT
- To understand the history of ICT
- To develop an insight into policy initiatives in ICT
- To acquaint the learners with recent developments in ICT
- To enable the learners to apply ICT tools in teaching learning contexts

Unit-I Information Communication technologies: The Context

(i) The place of ICT in the school curriculum,

(ii) The place of ICT in teacher education

(iii)Timeline of the History of ICT

(iv)Policy Initiatives in ICT

Unit-II Web.2.0 tools and Internet for educational purposes:

(i) Use of ICT in Self Learning;

(ii) Distance learning,

(iii)Virtual schools and colleges,

(iv)Assistive technologies

Unit-III Recent innovations in ICT & implications for Education:

(i) Mobile computing

(ii) Open content

(iii) Electronic books,

(iv) Augmented reality.

Unit-IV Designing and Implementing Learning through ICT:

(i) Computer Assisted Instruction: Types

(ii) Instructional designs

(iii) Subject specific examples

(iv) Criteria for evaluating the ICT implementation in education

Sessional Work   **25 Marks**

(i)   One test: 15 Marks

(ii)   Two Practical/Project Work: 5 Marks each

Suggested Activities/assignment:

● Develop a timeline showing history of ICT

● Develop a plan for teaching a lesson using ICT tools in a school

Suggested Readings:

Unit-1

1. Modi,   Rahul(2011)   Importance   of   ICT   in   Education https://www.youtube.com/watch?v=Nyqc79oalKE

2. UNESCO(2002) Information Communication Technologies in Teacher Education A planning guide. http://unesdoc.unesco.org/images/0012/001295/129533e.pdf

3. Ramey   K(2012)   10   Uses   of   ICT   in   daily   life https://www.useoftechnology.com/technology-today-tomorrow/

Unit-II

1. Bates,Tony(2018) A brief History of Educational Technology,Onlinelearning and Educational

   resourceshttps://www.tonybates.ca/2014/12/10/a-short-history-of-educational-technology/

2. DOE(2006) CALtoonZ2006, Department of Education, Delhi Governemnthttps://www.ictlounge.com/html/timeline_of_ict.htm

3. https://www.timetoast.com/timelines/significant-dates-in-computer-history

4. https://www.ictlounge.com/html/recent_developments.htm

5. http://teachingmachin.es/timeline.html

6. MHRD(2012)National Policy on Information Communication Technology(ICT) in School Education , Department of School Education and Literacy, MHRD,GOI.

7. GOI,www.digitalindia.gov.in

8. MHRD(2018)Information Communication Technology(ICT) www.mhrd.gov.in/ict_overview.

Unit-III

1. Best,D(2006) Web 2.0 Next Big Thing or Next Big Internet Bubble? Lecture Web Information System cited in https://en.wikipedia/wiki/Web_2.0.

2. Brown, J.S and Adler,R.P(2008) Minds on Fire, Open Education, the Long Tail and Learning 2.0. Educause Review, January/February 2008 pp17-32.

3. Clark, Tom (2001) Virtual Schools: Trends and Issues. A study of Virtual schools in the United States. Distance Learning Resource Network. Retrieved from https://www.wested.org/online_pubs/virtualschools.pdf

4. Gibbons, Maurice (2002) The self-directed learning Handbook. Cited https://www.selfdirectedlearning.com

5. Farrell, G., (Ed.) 1999, *The Development of Virtual Education: A global perspective*, Vancouver, British Columbia, Commonwealth of Learning, available at http://dspace.col.org/bitstream/123456789/215/1/The-Development-Virtual-Ed-Global.pdf,

6. Hargadon, Steve (2009) Educational Networking: the important role web2.0 will play in education.www.scribd.com/doc/24161189/Educational-Networking-   The -important-role-Web-2-0-will-play-in-education.

7. ATiA Assistive Technology Industry Association (2019)https://www.atia.org/at-resources/what-is-at/

8. Saxena,S(2013) How technology supports self-directed learning. Retrieved from http://edtechreview.in/new/824-how-technology-supports-self-directed-learning.

Unit-IV

1. OECD(2007) Giving Knowledge for Free. The emergence of Open Educational Resources. Centre for Educational Research and Innovation,OECD. https://read.oecd-ilibrary.org/education/giving-knowledge-for-free_9789264032125-en#page14

2. Pearce, Kyle(2017) *Mobile learning: a guide to 100 best educational android App* 11th Feb 2019 https://www.diygenius.com/best-android-educational-apps/

3. https://aws.amazon.com/education/K12-primary-ed/

4. Lee,Kangdon(2012) Augmented Reality in Education TechTrends • March/April 2012Volume 56, Number 2 https://www2.potsdam.edu/betrusak/566/Augmented%20Reality%20in%20Education.pdf

Unit-V

1. Barton,R(2004) Teaching Secondary Science with ICT, Open University Press, Mc-Graw Hill , England

2. Roblyer,M.D and Edwards,J(2000) Integrating Educational Technology into Teaching Merril, Ohio

3.   http://www.unescobkk.org/education/ict/

M163S6 GENDER, SCHOOL AND SOCIETY

Credit: 2   **Contact Hours:** 40

Full Marks: 50   **Ex/UE: 38**   **Internal:** 12

Rationale:

The issue of gender identity is in the core of academic discourse. In the post-modern world our understanding of gender has been changing. To accommodate this new understanding of gender identity, we need a new society and our schools have to be prepared for a new role. The discourse in gender education has moved from the binary of male and female. Today, the gender of a person is seen as lucid, it is seen as a point on the spectrum. Since gender identity creates an advantageous situation for some and challenging lives for many, it's time for us to understand it critically and create a society based on the idea of gender justice.

Objectives:

- To understand gender as a concept and how it impacts our daily lives
- To trace a historical journey of struggle for a more gender equal society
- To understand the intended and enacted curriculum in relation to gender
- To critically examined debates centred around the issue of intersectionality and gender
- To understand the relation between gender and power

Unit-I Understanding Gender and Patriarchy:

(i) Sex and Gender

(ii) Social structure and Patriarchy

(iii)Social Construction of Masculinity, Femininity

(iv)Intersectionalities in relation to caste, class, disability

Unit-II Gender and School:

(i) Historical perspective in Gender Education

(ii) Gender in textbooks and school

(iii)Committee on Status of Women, Towards Equality Report 1974

(iv)NCF, 2005 (Position Paper)

Sessional Work   **12 Marks**

   (i)   One test: 6 Marks

   (ii)   One Practical/Project Work: 6 Marks

Suggested projects/assignment/activities:

- Term Paper
- Classroom Discussion and debate
- Case Studies on the struggles of a woman's life
- Critical analysis of films and documentaries
- Group project on visiting a site and making report on gender stereotypes
- Review of policies in relation to Gender

Suggested Readings:

1. V. Geetha. 2002. 'Masculinity and femininity: Ideas are real', in Gender. Calcutta, Stree, pp. 39-49.

2. Chakravarti, U. Note on Patriarchy (WS Reader, Delhi University).

3. Kumar, K. 1986. 'Growing Up Male', Seminar, No 318, February 1986.

4. RokeyaSakhawat Hossain,1905. Sultana's Dream (originally published in The Indian Ladies'Magazine,Madras)http://digital.library.upenn.edu/women/sultana/dream/dream.html

5. Chakaravarti, U. 1998. 'Men, women and the embattled family' in Rewriting History: The Life and Times of PanditaRamabai, Kali, pp. 200-245.

6. Spender. D. 'The patriarchal paradigm and the response to feminism' in Men's Studies Modified: The Impact of Feminism on the Academic Disciplines, Pergamon Press, pp. 155-173.

7. Rege, S. 1998. 'Dalit women talk differently: A critique of 'difference' and towards a dalit feminist standpoint position', Economic and Political Weekly, 33(44), pp. WS39- WS46.

8. Rege, S. 2010. 'Education as TrutiyaRatna: Towards Phule-Ambedkarite feminist pedagogical practice', Economic and Political Weekly, 45 (44), pp. 88-98.

9. Dube, L. 2001. 'On the construction of gender', in L. Dube, Anthropological Explorations in Gender, New Delhi: Sage, pp. 87 – 118.

10. Bhattacharjee, N. 1991. 'Through the looking glass: Gender socialization in a primary school', in T.S Saraswathi (ed.), Culture, Socialization and Human Development: Theory Research and Application in India. New Delhi: Sage, pp. 326-335.

11. Kuhn A. and Wolpe A. 1978. "Education and the Sexual Division of Labour' in Feminism and Materialism: Women and Modes of Production. pp. 290-328.

12. Statham, June. Daughters and sons, Basil Blackwell:London,1986.

13. Revathi. The Truth about Me: A Hijra Life Story. New Delhi: Penguin Books, 2010.

14. Chanana, Karuna (ed.). Socialization,education and women. Orient Longman:New Delhi,1988.

15. Chapman, Karen. The sociology of schools, Tavistock:London,1986.

M163S7 SYNOPSIS: PREPARATION AND PRESENTATION

Credit:4   **Contact Hours:80**

Full Marks: 100   **Ex/UE 00**   **Internal: 100**

Research synopsis is the plan of the research proposal. It will help the students to explore the research methodologies and outline a research plan for the work to be undertaken by them. The scholars are supposed to develop a research proposal under the guidance of a supervisor and present the proposal in front of the entire faculty members of the department. After discussion and deliberations, the proposal will be enriched and will be finalized to be conducted in the fourth semester. The assessment will be done combindly by the supervisor, programme coordinator and Head of the Department. 50 marks is allotted for the preparation of the synopsis and is assessed by the supervisor and 50 marks is allotted for the presentation of the synopsis and is assessed by the programme coordinator and Head of the Department.

M.A. (EDUCATION)
SEMESTER-IV

M164S1(i) LANGUAGE EDUCATION

Credit:4   **Contact Hours:80**

Full Marks: 100   **Ex/UE 75**   **Internal: 25**

Rationale:

Language is not just a tool for communication, rather it is a means for oral and written competence as well. It is a means which enables us to understand and interpret texts. School fosters language acquisition not only in terms of reading and writing but also thinking and articulating.

Objectives:

- To place language in the context.
- To develop skills of teaching language
- To understand the concept of assessment.

Unit -I Language and School Curriculum:

    (i) Place of Language in School Curriculum

    (ii) Error Analysis

    (iii)Objectives of Language Teaching

Unit-II Teaching Languages:

    (i) Teaching 1st and 2nd Languages

    (ii) Developing Listening & Speaking Skills

    (iii)Teaching Reading & Writing

(iv) Mutual enrichment of language and content areas; Content specific registers and expressions

Unit-III Language to Aids & Equipments:

(i) Textbooks and other reading materials: selection and gradation

(ii) ICT

(iii) A.V. aids

Unit-IV Assessment:

(i) Concept of assessment as learning

(ii) Tools of assessment

(iii) Assessing Language Learning

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested projects/assignment/activities:

a) Analysis of some chapters of Science, Social Science and Mathematics textbooks from the point of language registers and language use.

b) Recording and analysis of language of teachers and students in content and language classroom.

c) Developing a thematic unit by each student-teacher through which language and all subjects are learnt.

Suggested Readings:

1. Ur, P and Wright, A (2006) Five Minute Activities, Delhi CUP.

2. Ur, Penny (2006) Grammar Practice Activities, Delhi, CUP.

3. Cameron, Lynn (2006) Teaching Language to Young Learners, Delhi, CUP.

4. Roe, BD and Smith, SH (2012) Teaching Reading in Today's Elementary Schools 11th Edition. UK, Wadsworth Cengage Learning

5. Ur, Penny (2012) Teaching Listening Comprehension, Delhi, CUP.

6. Brown JD and Hudson, T (1998) The Alternatives in Language Assessment University of Hawai'i TESOL Quarterly, Vol32, No.4 winter.

7. Bynom, A (2001) Testing Basic Concepts in English Teaching Professional, Issue 20, July 2001.

8. NCERT (2008) Sourcebook of Assessment: English / Hindi.

9. Tompkins, GF Teaching and Assessing Language Arts.

10. Rai, M (2015) Writing in Indian Schools: The Product Priority. Language and Language Learning Vol 4, No. 1 Issue 7.

11. Sinha, S. (2012) Reading Without Meaning: The Dilemma of Indian Classrooms Language and Language Teaching Vol.1, No. 1.

12. Sinha Shobha, Padhne Ki Samajh, New Delhi,Delhi: National Council of Educational Research and Training.

13. www.arvindguptcom, BachchonkiBhashaauradhyapak.

M164S1(ii) SOCIAL SCIENCE EDUCATION

Credits: 4   **Contact Hours: 80**

Marks: 100   **Ex/UE: 75**   **Internal: 25**

Rationale:

Social science involves the study of people and their interactions with each other, with their social and political institutions and with their environments.Social science education should aim at developing citizenship. This course will allow the learners to explore a variety of teaching learning strategies of teaching social science.

Objectives:

- To help students understand the concept of socialization.
- To acquaint them with different approaches of learning social science.
- To acquaint them with aims and objectives of teaching social science at different levels.

UNIT-I Social Science and Society

(i) Concept of Socialization.

(ii) Pluralistic Society and Text books (Social Science)

(iii)Classroom processes and teaching-learning resources

(iv)Social, Cultural and Analytical Skills of Society.

UNIT-II Approaches of Learning School Science

(i) Separate Subject Approach

(ii) Integral Approach

(iii)Interdisciplinary Approach

(iv)Sources and Evidences

UNIT-III Issues of Social Science Education

(i) Social Science for Sustainable Development

(ii) Peace Education

(iii)Education for the Disadvantaged groups.

(iv)National Integration

UNIT-IV Researches in Social Science

(i) Approaches And Methods Used In Social Sciences

(ii) Comparison between Quantitative and Qualitative Research.

(iii)Alternative Assessment: Rubrics, Portfolios and Projects.

(iv)Importance of SPSS

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested readings:

1. Matorella and Peter.H (1976), Social Sciences Strategies- Theory and Practise, Harper and Row Publisher, New York.

2. Neelam. D(1993), Multimedia Approach in Teaching Social Studies, Harmer Publishing House, New Delhi.

3. Michalis.J.V (1996), Social Studies for Children in Democracy, New York.

4. Edwin.F (1996), Teaching the New Social Studies, New York.

5. Huckle .J and Sterling. S(2001), Education for sustainability, Earthscan Publishing.

6. V.Kahn and J.M.(2006), Research in Education , Pearson Prentice Hall, New jersey

7. Suter.N.W (2006) Introduction to Educational Research, Sage Publication India Pvt.Ltd., New Delhi.

8. Dr. Kanwaljit. S (2012), Methodology of Educational Research, Lotus Press, New Delhi.

9. Russell.S.K. and Joseph.C (2012), Research Method in Education, Sage Publication India Private Limited, New Delhi.

10. Mattoo.A and Tiwari.H (2017), Culture, People and Power: India and Globalised World, Shipra Publications.

11. Dr. S.Packiam(2018), Education for Sustainable Development, Neelkamal Pvt. Ltd.

12. Charles.K and Selvi.A.V (2018) ,Peace and Value Education, Neelkamal Publication.

13. Mohan.V (2018), Indian Ethics, Neelkamal Publisher.

14. Dutta. G (2019), Doing Research in Social Sciences, Neelkamal Publications.

15. Sahrma.R.A, Environmental Education, Vinod PustakMandir.

16. Dr. Kameswari.H.A and Dr. Krishnaiah.R.S. , Pedagogy of Social Science, Volume I&II, Neelkamal Publisher.

17. WesteyE.B.(1950)Teaching of Social Studies in High Schools D.C. Heath and Co.Boster.

18. High.J.(1962)Teaching Secondary School Social Studies, New York, John Wiley and Sons.

19. Jarokinick.J.(1959)Social Studies in Elementary Education, New York,The Macmillan Company.

20. Matorella,Peter.H(1976)Social Studies Strategies-Theory and Practice-New York, Harper and Row Publisher.

21. Hass,K.B.& Harry,(1955)Preparation and Use of Audio Visual Aids-Englewood Cliffs,N.J.Prentice-Hall.

22. Mittal,H.C.andChandna,R.N.Teaching of Social Studies, Dhanpat Rai and Sons, Jalandhar.

23. Sharma, R.L. and Verma R.S.(2001)Teaching of Social Studies-Vinod PustakMandir, Agra.

24. Verma G.S.(2008) SamajikVigyan-International Publishing House, Meerut.

25. Sharma R.A.Environmental Education Vinod PustakMandir,Agra.

26. Sharma R.A. Paryavaran Shiksha, Vinod PustakMandir, Agra.

27. Dubey SamajikVigyanShiksha, Vinod PustakMandir, Agra.

28. Mathus.S.S. A Sociological Approach to Indian Education

29. Ruhela S.P. and Khan R.S.-Samajik Vigyan Shikshan-Kota Open University.

30. Kochhar S.K.(1963)The Teaching of Social Studies, Delhi University Publishers.

31. Shaida B.D &ShaidaA.K.(1956) SamajikAdhyanShikshan, New Delhi Agra Book Depot.

32. Tyagi G.(1973) SamajikAdhyanKaShikshan Agra, Vinod PustakBhandar.

33. Khan.S.U.(1998) History Teaching Problem Perspective and Prospect, Heera Publications. New Delhi.

34. VashistS.R.Social Studies in Elementary Schools.

35. Dhaniya Neelam (1993)Multimedia Approaches in Teaching Social Studies, New Delhi Harmer Publishing House.

36. Mouley D.S., Rajput Sarla And Verma P.S.(1990) Nagrik Shastra Shikshan-Kota Open University.

37. Michaelis.J.V. (1966) Social Studies for Children in a Democracy New York.

38. Ferrlon Edwin. (1966) Teaching the New Social Studies, New York.

39. Srinivas, M.N. (1966) Social Change in Modern India, Bombay, Allied Publisher.

40. Mangal, S.K. &Mangal, U. (2018) Pedagogy of Social Sciences, PHI Learning Pvt. Ltd.

Web resources:

5. https://research-methodology.net/resaerch-methods/quantitative-research

6. Quantitative research qualitative-quantitative research http://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/accessedon 7-12-2018

7. www.sagepub.com/sites/default/files/upm-binaries/36869_muijs.pdf accessed on 7-12-2018

8. http://www.diffen.com/difference/Qualitative vs Quantitative accessed on 9-12-2018

M164S1(iii) SCIENCE EDUCATION

Credits: 4   **Contact Hours: 80**

Marks: 100   **Ex/UE: 75**   **Internal: 25**

Rationale:

The papers will help students revisit the fundamentals of science education and trace the history of science concepts, reflect upon the nature of science and then encourage them to locate the teaching learning strategies within the framework of science. This will also help in developing research interest in science. At the same time, it will help them to know and appreciate the digital initiatives in Higher Education Science.

Objectives:

- To enable the students to understand the basic nature and structure of Science.
- To enable the students to understand the true spirit of Constructivism in Science.
- To acquaint students with some approaches and strategies of development of science curriculum.
- To enable the students to understand the relationship of science with development of technology and society.
- To enable students to know the recent advances in sciences and trends in educational researches

UNIT-I Approaches of Learning Science

    (i) Constructivist Approach of Learning Science

    (ii) Innovative Science Curriculum at National and International Level

    (iii)Discovery Approach of Learning Science.

UNIT-IIScience at Secondary Level

    (i) Objectives of Teaching Science at secondary Stage Bloom's Taxonomy .

    (ii) Methods of Teaching Science at Secondary Stage

    (iii)National Curriculum at Secondary Stage

(iv)NCF 2005 – Focus on Teaching of Science

(v) Assessment of Learning Science at Secondary Stage

UNIT-IIIScience and Society

(i) Science for Environment and its Protection

(ii) Impact of Science on Society, Industries, Agriculture, Medicine, Electronics.

(iii)Role of Science in Sustainable Development

UNIT-IVScience at Higher Learning

(i) Problems related to Health, environment and Natural Resources

(ii) Digital Interventions in Teaching and Learning of Science at Higher Education

(iii)Digital Initiatives of GOI

(iv)Trends in Science Education Research

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Readings:

1. AnderBon.R.D.(1970)Developing Children Thinking Through Science, New Delhi,Princess Hall.

2. Bernal J.D.(1996)Science in History: Penguin Books

3. CartinA.A;&Sund,R.D. Teaching Science through Discovery. London.

4. Edward Victor;Science for Elementary School, MacMillan Publishing Co. New York

5. Frank P. (1961) Modern Science and its Philippics, Collier Book

6. Husain Ahrar (2012)Science kiTadrees, Revised Edition,NVPH,New Delhi

7. Husain Ahrar (2010)Chronology of Science & Technology, Kanishka Publisher, NewDelhi.

8. Martin, E Ralph &Other;Teaching Science for All Children's, London, Allyn & Bacon.

9. Newton, P., Driver, R. and Osborne, J. (2004) The place of argumentation in the pedagogy of school science.

10. L et.al. *Making Sense of Secondary Science: Research into Children's Ideas*, London:
    Routledge Falmer.

M164S1(iv) MATHEMATICS EDUCATION

Credits: 4   **Contact Hours: 80**

Marks: 100   **Ex/UE: 75**   **Internal: 25**

Rationale:

Teachers' knowledge and beliefs have a significant role in developing mathematical thinking in students. The study of teachers' understanding of the subject and the association of teachers' beliefs and knowledge with the children's learning is the need of the hour. Moreover, there is a need to understand not only the issues and trends of mathematics curriculum at different levels of schooling but also to understand how we can meet the diverse needs in mathematics. The aim of this course is to help learners to develop an understanding of designing teaching strategies to develop mathematical knowledge, skills and logical thinking at Elementary Level by focusing on constructivist approaches.

Objectives:

- To enable students to understand the relationship between the teachers subject knowledge and its effect on pedagogy.
- To understand the need of evaluation and use of different tools and techniques in evaluation in mathematics.
- To enable students to design teaching strategies to develop mathematical knowledge, skills and logical thinking at Elementary Level.
- To help students to acquire an understanding of the educational provisions for children with diverse needs in an inclusive setup.

Unit-I Teachers Preparation in Mathematics:

(i) Teachers beliefs and knowledge about the discipline of Mathematics and its influence.

(ii) Teacher's subject knowledge and its effect on her pedagogical decisions with respect to promoting mathematical thinking in the classroom.

(iii) To enable students to understand the objectives of Teaching Mathematics at different school levels.

(iv) Concept formation, Concept Attainment andConcept Mapping in Mathematics.

(v) Strategies of Teaching Mathematics at Elementary Level through Learner Centered Approaches. (Focus should be on Constructive Approaches)

Unit-II Aims of Teaching Mathematics:

(i) Understanding aims of teaching Mathematics as a continuum from narrow aims to higher aims.

(ii) Aims of Teaching Mathematics

(iii) Objectives of Teaching of Mathematics at different levels: Primary level, Elementary Level, Secondary and Senior Secondary Level.

Unit-III Evaluation in Mathematics:

(i)   Meaning need and types of Evaluation.

(ii)   Tools and Techniques of evaluation

(iii)   Competency based Achievement Tests,

(iv)   Diagnostic test and remedial programme, Role of Task Analysis in diagnosis

Unit-IV Meeting diverse needs in Mathematics:

(i) Theories and researches that ensure success of each child in an Elementary mathematics classroom: Gender, socioeconomic, language and learning difficulties.

(ii) Role of differentiated assessment, differentiated instruction and adapting curriculum to meet diverse learners.

Sessional Work   **25 Marks**

(i)   Two tests: 6 Marks each

(ii)   One Practical/Project Work: 13 Marks

Suggested Projects/assignment/activities:

- Prepare a timeline on development of reforms in school mathematics in India.
- Analysis of International mathematics curriculum
- Study the nature of professional development of a mathematics teacher. Challenges and scope for continuing professional development of teachers.
- Innovative project on interlinking mathematics and real life problems.
- Review and presentation through exemplary pieces of mathematics writings.

Suggested Readings:

1. Bruce a Joyce (1994) Models of teaching, New Delhi, March Weil Prentice Hall.
2. Davis, D.R.(1951) The Teaching of Mathematics, Addison Wesley Press. London.
3. Fatima, Roohi. Teaching Aids in Mathematics, Kanishka Publishers, Distributors New Delhi-110002.
4. Fremont & Herbert, How to Teach Mathematics in Secondary School, W.B.Saunders Company, London.
5. Gronlund, N.E., Measurement and Evaluation in Teaching, New York: Macmillan, 1990.
6. Heimer, R.T. and Trueblood, C.R., Strategies for Teaching Children Mathematics, Chicago:Science Research Associates, 1977.
7. James.Anice, Teaching of Mathematics, Neelkamal Publication Pvt. Ltd.Hyderabad.
8. Resnick, L.B. and Ford, W.W., The Psychology of Mathematics for Instruction, New Jersey:Lawrence Eribarne Associates,1980.
9. SchonnelF.J.(1965) Diagnostic and Remedial Teaching in Arithmetic, Liver and Boyd, London.
10. Skemp,R.R., The Psychology of Learning Mathematics, Harmondsworth: Penguin Books, 1971.

11. Ward, M. and Hardgrove, C.E., Modern Elementary Mathematics Reading, Massachusetts:Addison Wesley Publishing Co.Inc.,1965.

M164S2 ANALYSIS AND INTERPRETATION OF DATA (QUANTITATIVE)

Credit: 4   **Contact Hour:** 80

Total Marks: 100   **External:**75   **Internal:** 25

Rationale:

An expert in the field of education can't be a real expert without having knowledge of experimental design and analysis of quantitative data and its interpretation. For having an in-depth knowledge and understanding of the field of evaluation, one needs to develop critical understanding of the experimental design. The statistical techniques, parametric as well as non-parametric, are important aspects in this regard which one must learn focusing on thier advantages and applications.

Objectives:

- To acquaint the students with the assumptions and characteristics of parametric and non-parametric tests.
- To enable the students to make use of inferential statistics in their research problem.
- To enable them to make use of regression and correlational analysis
- To enable them to prepare experimental design
- To enable them to use SPSS.

UNIT- I Inferential Statistics - Parametric and Non-Parametric:

(i) Assumptions & Characteristics of Parametric test and Non-Parametric

(ii) Analysis of variance: ANOVA(one way & two way)

(iii)Analysis of covariance: ANCOVA,

(iv) Standard Errors: S, G, and R.

UNIT-II Regression and Correlational analysis:

    (i) Biserial, Point Biserial, tetrachoric,

    (ii) Partial and Multiple Correlation,

    (iii) Bivariate and Multiple regression analysis

Unit -III Experimental Design:

    (i) Variables; Independent variable, dependent variable and confounding variable

    (ii) Types of experimental design: Pre- Experimental, Quasi Experimental and True Experimental

    (iii) Characteristics, precision simple randomized, treatment level, treatment subject.

UNIT- IV Computer Application:

    (i) Use of Excel and SPSS (Practical)

Sessional Work   **25 Marks**

    (i)   Two tests: 6 Marks each

    (ii)   One Practical/Project Work: 13 Marks

Suggested Projects/assignment/activities:

- Locating recently published Experimental studies using different experimental designs and analyse them.
- Designing and implementing an experimental study using any experimental designs and analyzing the collected data.
- Analysing data using SPSS on all above statistical methods'.
- Interpretation of computer output pertaining to Multiple Regression.

Suggested Readings

1. Ferguson, G.A.(1981) Statistical Analysis in Psychology and Education, 5th Ed., Tokyo, McGraw Hill, Kogakusha Ltd.
2. Gilford, J.P.(1970) Fundamental Statistics in Psychology and Education", New York; McGraw Hill.

3. Garett H.E.,(1969) "Statistics in Psychology and Education", Bombay, Vakils Feffer and Simons Pvt Ltd..

4. Lindquist ., (1970)"Statistical Analysis in Educational Research" New Delhi, Oxford.

5. J.P.,"Fundamental Statistics in Psychology and Education",New Delhi.

M164S3 BUILDING DISCOURSE IN EDUCATION

Credit: 2   **Contact Hour:** 40

Total Marks: 50   **External:38**   **Internal:** 12

Rationale:

The purpose of this paper is critically examining the discourse surrounding the education of specific community groups in India. In order to further link theories with these discourses, the ideas of selected theorists will also be studied in order to build a broader and deeper understanding of educational objectives.

Objectives:

● To critically examine the discourse surrounding.

● Education of children of SC/ST Communities

● Education of girls and gender issues in education.

● Theoretical framework of selected theories in contemporary education.

Unit-I Education of Dalit Education in India:

(i) Theoretical perspectives

(ii) Structural and institutional issues

(iii)Discriminations within school and society

Unit-II Education of Muslim Minority Children in India:

(i) Methodological approach to studying students of Muslim.

(ii) Public perceptions perspectives: issues of affirmative action

(iii)Educational conditions of Muslims

Unit-III Education of Girls and Gender Issues in Education:

(i) Retentions and quality of girls education

(ii) Gender in curriculum and textbooks

(iii)Towards emancipator education, role of feminist scholars.

Unit-IV Teachers as Transformatory Intellectuals:

(i) Role of teachers in the new liberal era.

(ii) Political and ideological climate in which teachers work.

(iii)Devaluing and deskilling teachers work

Unit-V

(i) Cultural hegemony, hegemonies power

(ii) Traditional, organic and new intellectuals

(iii)Ideology and the state

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Readings:

1. Nambissan, Geetha B., (1996) "Equality in education?" Schooling of Dalit Children in India" Economical and Political Weekly Vol: 31. No. 16/17 (April. 20-271996) pp 1011-1024

2. Monasta, Attilio, (1993) "Antonio Gramsci (1891-1937)," UNESCO, International bureau of Education, Vol XX111. No 314, 1993 pp597-612, UNESCO: Paris

3. Sachar (2006) "Social, Economic and Educational Studies of the Muslim Community of India, GO1: New Delhi; pp1- 84

4. NCERT, (2005) "Gender issues in Education" Report of the National Focus Group, NCERT.

5. Giroux, Henery,(2004) "Teachers as Transformatory intellectuals" Conference on Re-envisioning Quality of Education.

M164S4 (i) EDUCATIONAL ADMINISTRATION, PLANNING, FINANCING & MANAGEMENT

Credit: 2   **Contact Hour:** 40

Total Marks: 50   **External:38**   **Internal:** 12

Rationale:

Educational administration focuses on several components like Planning, Organizing, Staffing, Directing and implementation. Its importance in the field of education lies in the fact that it is only through proper administration and management, an educational organization can maximize its potential and achieve the stated aims and objectives. Thus, it is imperative for educators to effectively engage with this domain.

Objectives:

- Developing understanding of organizational structure of educational institutions.
- Acquaint students with cases of various types of conflict in an organization.
- Develop an understanding of principles, techniques of supervision.
- Develop an understanding of the financial issues involved in planning for education in India.

UNIT-I Organizational Structure:

(i) Organizational Climate, Climate of educational institutions.

(ii) Group dynamic and leadership, Style of Leadership.

(ii) Leadership in Academic Setting/educational institutions.

UNIT-II Educational Supervision and Human Resource Planning:

(i) Modern Concept of Supervision, Methods of Supervision.

(ii) Conflict & Conflict Management.

(iii)Motivation and Moral of Human Resources.

(iv) Role of In-Service Institutions: IASE, DIETS, NCERT, HRC.

Sessional Work   **12 Marks**

    (i)   One test: 6 Marks

    (ii)   One Practical/Project Work: 6 Marks

Suggested Readings:

1. Azad, J.L. **Financial Management in Education.**

2. Bhat, B.D. and Sharma, S.R. (1992). **Education Administration: Emerging Trends.** Delhi: Kanishka Publishing House.

3. Campbell & Gregg (1957). **Administrative Behaviour in Education.** New York: Harper & Row.

4. Cassaco, J. (1970). **Planning Techniques for University Management**. Washington DC: American Council of Education.

5. Chakravarty (1976). **Management by Objective: An integrated approach.** Mumbai: Macmillan.

6. Fielder, F.E. (1976). **A Theory of Leadership Effectiveness**. New York: MCGraw Hill.

7. Gupta, C. B. (1991). **Principles and Practices of Management.** Noida: Mayoor Paperbacks.

8. Gore, M.S. (1994). **Indian Education Structure andProcesses**. New Delhi: Rawat Publications.

9. Howell, J.P., Costley D.L. (2001). **Understanding Behaviours for Effective Leadership.** NJ: Prentice-Hall.

10. Khan. F. (2013). **Educational Management.** New Delhi: VL Media Solutions.

11. Kiranmayi, Y.S. 1989. **Management of Higher Education in India.** New Delhi: Crown Publications.

12. Koontz, H. & Donnelly (1976). **Management: A System & Contingency Analysis of Management Functions.** Tokyo: MCGraw notice.

13. Likert R. (1961). **New Pattern for Management.** New York: MCGraw fide.

14. Memoria, C.B. (1991). **Personal Management.** Mumbai: Himalaya Publication.

15. Mukhopadhyay, M. (1998). **Total Quality Management.** New Delhi: NIEPA Publication.

M164S4 (ii) EDUCATIONAL TECHNOLOGY

Credit:2   **Contact Hours :40**

Full Marks:50   **External:38**   **Internal:12**

Rationale:

This paper gives an insight into emerging trends in e-learning, use of web 2.0, open education resources, MOOCs, E-inclusion, assistive technologies and use of technology in evaluation and also research. This paper is expected to make the learner acquainted with recent developments and implications for teaching and learning. With ICT policy initiatives and digital India programme, it is expected that more e-resources will be available to the education sector and therefore, the discipline of education should equip the learners with knowledge regarding different developments.

Objectives:

To enable the student to:

● be aware of recent developments in e-learning

● be familiar with applications of ICT and ET in educational evaluation and research

● be acquainted with emerging trends in educational Technology

UNIT-I Recent Developments in Educational Technology:

(i) Emerging Trends in e learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum)

(ii) Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application),

(iii) E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning,

(iv) Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003),

(v) Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Unit-II Applications of ET in Educational Evaluation and Research:

(i) Use of ICT in Evaluation, Administration and Research: E portfolios,

(ii) ICT for Research - Online Repositories and Online Libraries,

(iii)Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Readings:

1. Alexis, Leon & others (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.

2. Das, B. C., (2000). Educational Technology: Cuttack. Kalyani Publications.

3. Brown J.,Lewis Richard B, et al (1983). Instructional Technology Media and Methods. NewYork: McGraw Hill Book.Com.

4. Tatpuje, Dipak & Others (2001). Information Technology ApplicationsPune:NiraliPrakashan.

5. Barton,R(2004) Teaching Secondary Science with ICT, Open University Press, Mc-GrawHill,England.

6. Johnson, L., Levine, A., Smith, R., & Stone, S. (2010). *The 2010 Horizon Report.*Austin, Texas: The New Media Consortium. www.nmc.org

7. Dixit, Manish, Internet an Introduction.(2000) New Delhi : Tata McGraw- Hill publishing Company Ltd.

8. Jain, Madhulika & others (2000). Information Technology Concepts. New Delhi:BPB Publications.

9. Sharma,R.A(2002)Advanced Educational Technology,InternationalPublishing House, Meerut.

10. Sharma,RN and Chandra,S.S.(2003) Advanced Educational Technology Atlantic Publishers, New Delhi Vol.1 &2.

M164S4 (iii) EDUCATIONAL GUIDANCE AND COUNSELLING

Credit:2   Contact Hours :40

Full Marks:50   External:38   Internal:12

Rationale:

Guidance and counselling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers.Guidance and counselling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Teachers have multiple roles to perform nowadays. To fulfil their roles professionally, teachers need to be competent in their responsibilities towards their students inside and outside the classroom. One important teacher role inside and outside the classroom is to provide guidance and counselling to students. Teachers have multiple roles to play. In the present times, it is important for the teachers to understand and cater to the psychological and educational issues of students. Guidance and counselling is an educational tool that can enhance the teaching-learning process for both the teacher and the learner.

UNIT-I Counselling

   (i) (a)Introduction to Counselling as Heart of Guidance Programme

       (b)Counselling and Psychotherapy

   (ii) Nature, Scope and Principles of Counselling, Counselling Skills, Stages in Counselling

   (iii)Counselling Approaches: Directive, Non-directive and Eclectic

   (iv)Peer Counselling: Its Concept and Relevance to the Indian Situation

   (v) Group Counselling Vs. Individual Counselling: Differences and Similarities

UNIT-II Guidance and Counselling for Human Adjustment:

   (i) Human Adjustment: Psychological Foundations of Adjustment,

   (ii) Determinants of Adjustment Mechanism;

   (iii)Role of Motivation and Perception in Human Adjustment

UNIT-III Guidance and Counselling for Mental Health:

   (i) Mental Health: Principles of Mental Hygiene and their Implication forEffective Adjustment;

(ii) Mental Hygiene based Practice in home, school and community, that contributes towards the development of integrated personality.

UNIT-IVTesting in Guidance and Counselling:

(i) Use of Tests in Guidance and Counselling: Intelligence Tests, Creativity Tests, Achievement Tests,Aptitude Tests, Interest Inventories, Personality Measures.

(ii) Administering, Scoring, Interpretation and Analysis of Test Scores and Communication Of Test Results as relevant in the context of Guidance Programme.

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Readings:

1. Anastasi,A Psychological Testing(6th Edition) New York: McMillan

2. Bolcher,D.H. *Counselling A Developmental* Approach,John Wiley & Sons Inc.2000

3. Paterson: *Theories of Counselling and Psychotherapy*, (Harper, 1989)

4. Fruster,J.M.: *Psychological counselling in India Mumbai*McMillion

5. Bordin,E.S.: *Psychological counseling*IInd Editor, McGraw Hill, 1968

6. Osipow, S.M. and Walshow: Behaviour Change in Counselling Readings

7. Jones,A.J.: *Principles of Guidance*, sixth ed., McGraw Hill, New York, 1970

8. Mayers,G.E.: *Principles and Techniques of vocational Guidance*, McGraw Hill, New York

9. Humphereys,H.A. and Traxler,Q.E.: *Guidance Services,* Science Research Associates, Chicago, 1954

10. Rao, S.N.: *Counselling Psychology* Tata McGraw Hill, New Delhi, 1992

11. Pasricha: *Guidance and Counselling in Indian Education*, New Delhi, N.C.E.R.T.,1976

12. Abraham,Jessy. *Guidance and Counselling for Teacher Education*, Delhi, Saroop Publication 2003

M164S4 (iv) EDUCATION OF LEARNERS WITH DISABILITIES

Credit: 2   **Contact Hours: 40**

Full Marks: 50   **Ext: 38**   **Internal: 12**

Rationale:

Inclusion is the need of the hour; creating an inclusive society is not only our social but legal responsibility. This paper will prepare the students for developing an insight, sensitivity and empathy towards persons with disability. It will provide the learner for gaining information regarding the policies, practices and facilities for disabled people. Working in this area will give them an understanding for the issues and concerns of disabled people nationally and globally.

Objectives:

- To explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Examine critically the concept, nature and characteristics of various disabilities.
- Explain the policies and legislations at the national and international levels.
- To acknowledgement the current needs, trends, issues, assistive technology & ICT for special needs children.
- Critically evaluate the related research studies in inclusive education

UNIT-I Perspectives of Special Education:

(i) Philosophical, Psychological and Sociological perspective of special education and related studies in this area.

(ii) Evolutionary process in attitude change towards persons with disabilities.

(iii) Stakeholders of Inclusive Education & their Responsibilities.

(iv) Advocacy in special education

UNIT-II Policies Legislations Issues & Trends in Inclusive Education:

(i) Policies, Legislations and Schemes for Persons with Disabilities (National and International).

(ii) Government schemes, provisions, employment agencies for disabled in India.

(iii)Disabled & Schooling: Marginalization, Deinstitutionalization and intersectionality in Disabilities.

(iv)Cross Disability Approach, UDL and ICT for inclusion.

(v) Current approaches of Researches in the field of inclusive education.

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested Readings:

1. Bartlett, L. D., & Weisenstein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.

2. Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.

3. Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.

4. Choate, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.

5. Friel, J. (1997). Children with special Needs. Jessica Kingsley Publications London.

6. Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transforming America's Classrooms,Baltimore: P. H. Brookes Publishers.

7. Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle SchoolTeachers*, Corwin Press, Sage Publications.

8. Hegarthy, S. &Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.

9. Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youth Accardo, P.J., Magnusen, C., &Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,

10. Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.

11. Karant, P., &Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.

12. National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.

13. Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

14. Westwood, P. (2006). *Commonsense Methods for Children with Special EducationalNeeds* - *Strategies for the Regular Classroom.* 4th Edition, London Routledge Falmer:Taylor& Francis Group.

15. http://disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf

16. http://www.rehabcouncil.nic.in/writereaddata/rciact.pdf

17. https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

M164S4 (V) ENVIRONMENTAL EDUCATION

Credit: 2   **Contact Hours: 40**

Full Marks: 50   **Ex/UE: 38**   **Internal: 12**

Rationale:

Building upon the previous semester, this course on environmental education is meant to develop understanding of environmental issues at national and international level. It introduces learners to the organizations involved in the protection and improvement of the environment and tries to elaborate the approaches towards pedagogy of environmental education.

Objectives:

- To develop understanding about the impact of population and related aspects on the environment.
- To make learners understand various environmental issues at national and international level.
- To acquaint learners with the various organizations and institutions engaged in dealing with environmental issues and concerns.
- To make students understand and apply various approaches and methods of environmental education.

Unit-I Understanding Environmental Issues and Environmental Conservation:

(i) Global Issues: Ozone Layer Depletion, Greenhouse Effect, Climate change, Acid Rain

(ii) National Issues: Water crisis, Drought, deforestation.

(iii) Conservation of Natural Resources with reference to energy, forest, soil and wildlife

(iv) Environmental Organizations: International- WWF, IUCN; National-NGT (National Green Tribunal), MOEF (Ministry of Environment and Forest); School: Eco Clubs

(v) Case Studies

Unit-II Factors Affecting Environment and Approaches towards Environmental Education:

(i) Population and Environment: Human Beings as part of Environment, Human Adaptations to Environment, Population and its Effect on Environment.

(ii) Urbanization and its impact on environment

(iii) Approaches to Environmental Education: Interdisciplinary and Multidisciplinary

(iv) Methods: Discussion, Seminar, Workshop, Problem Solving and Field survey.

(v) Practical work and projects in Environmental Education

Sessional Work   **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested readings

1. Agarwal. P & Rana S.(1986) Environment and Natural Resources, New Delhi, Jagmander Book Agency.

2. Dhyani S.N., (1983) Management of Environmental Hazards, New Delhi, Vikas Publishing House Pvt. Ltd.

3. Garg M.R.(2000) Environmental Pollution and Protection, , Guwahati, DVS Publication.

4. Gurcharan Singh, Agarwal S. K, SethiInderjee. Degrading Environment. New Delhi, Commonwealth Publishers.

5. Hussain Zahid (1996) Environmental Degradation and Conservation in North East India, New Delhi, Omsons Publications.

6. Khan M.A. (2002) Environment, Biodiversity and Conservation, Guwahati, DVS Publication.

7. KidwaiZeenat (Ed) (2002), Environmental Education, New Delhi, IASE, Faculty of Education, JMI.

8. Kumar, B.(2004)Environmental Education, DVS Publishers and Distributors,Guwahati.

9. Nanda V. K. (1997) Environmental Education, New Delhi, Anmol Publication,Pvt.Ltd.

10. Ratore, M.S (1996) Environment and Development, Jaipur, Rawat Publications.

11. Rao, V.K, (2004) Environmental Education, DVS Publishers and Distributors, Guwahati.

12. Reddy, K.P. & Reddy, N.(2013) Environmental Education, Neelkamal Publications Pvt. Ltd., Hyderabad.

13. Sharma, S.P (2006) Environmental Education, DVS Publishers and Distributors, Guwahati.

14. Sharma, V.S (2006) Environmental Education, Anmol Publication, New Delhi.

15. Shimray, Chong (2016)*Teaching Environmental Education-Trends and Practices in India*, Sage Publications India Pvt. Ltd.

16. Trivedi, B (2007) Environmental Issues in India, DVS Publishers and Distributors, Guwahati, 2007.

17. UNESCO (1997) Trends in Environmental Education, Paris.

M164S4 (vi) AGRICULTURE EDUCATION

Credit: 2   **Contact Hours:** 40

Full Marks: 50   **Ex/UE: 38**   **Internal:** 12

Rationale:

Sustainable agriculture is one of the key goals for ensuring sustainable development according to the United Nations. Issues of hunger and food security are also linked with agriculture. Recent farmers' movements and socio-political debates around agriculture have created a surge of attention from the masses towards the agrarian crisis and plight of farmers. This course enables students to develop a critical perspective towards the role of government and public participation in the agricultural sector. By juxtaposing policy debates and farmers' plights the students will be acquainted with the ground reality of agriculture in India. In so doing, students will be encouraged to think of possible alternatives for promoting sustainable development.

Objectives:

- To trace the trajectory of government plans and policies in agriculture sector
- To analyse the effectiveness of government schemes and interventions in agriculture
- To critically reflect on the role of civil society organisation and farmers' movements in response to agrarian crisis
- To get acquainted with the ground realities of agricultural sector in India
- To discuss the role of traditional / innovative / alternative practices in promoting sustainable agriculture
- To examine the role of education for sustainable development in agriculture with in Indian context

Unit-I Policy Discourse and Public Participation:

(i) Agriculture as per the twelfth five year plan

(ii) Government schemes and interventions (Right to Food Act, Public Distribution System in India, land holding schemes, contemporary incentive schemes and technological interventions for farmers)

(iii)Role of Agricultural Universities and Research centres in creating a popular discourse

(iv)Tracing the journey of food from farmer to food Mandi and big retail chains

(v) Agrarian crisis and farmers' plights (Dropsy epidemic, Loans, debts, suicides among farmers, government intervention on land holding)

(vi)Major farmers' movements in India (Chipko, Beejbachao, Vidarbha) and civil-society interventions for doubling farmer's income

Unit-IISustainable Practices in Agriculture:

(i) Educating for sustainable development (focus on sustainable agriculture)

(ii) Popular discourse on Agriculture-Representation of agriculture in formal school curriculum and media

(iii)Gandhian perspective on Agriculture and Education (Placing farming within the context of work and education)

(iv)Innovative agricultural practices-permaculture farming, organic and natural farming practices and tools

Sessional Work **12 Marks**

(i)   One test: 6 Marks

(ii)   One Practical/Project Work: 6 Marks

Suggested projects/assignment/activities:

● Term Paper

● Interactions with leaders of farmers' movements

● Inviting Resource Person for talks- Navdanya, Vikalp

● Visits to agricultural universities, Research centres, farms and nursery

● Policy analysis and review papers

● Classroom presentation and seminar

● Analyzing textbooks and school curriculum of different states

- Tracing the journey of maintaining vertical gardens, planting during semester 1 and sharing experiences.

Suggested Readings:

1. Fukuoka, M. (2010). *The one-straw revolution: an introduction to natural farming*. New York Review of Books.

2. Agricultural Crisis in India: The Root cause and consequences, researchgate.net

3. Reddy, D. N., & Mishra, S. (Eds.). (2010). *Agrarian crisis in India*. Oxford University Press.

1. Desai, B. K., & Pujari, B. T. (2014). *Sustainable agriculture: a vision for the future*. New India Publishing Agency.

2. Prime, R. (2002). *Vedic ecology: Practical wisdom for surviving the 21st century*. Springer Science & Business.

3. Gandhi, M. (1953). (ed. Kumarappa, B.) *Towards New Education*. Navajivan Publishing House. https://www.mkgandhi.org/ebks/towards-new-education.pdf

4. Pinto, V. (1998). *Gandhi's vision and values: the moral quest for change in Indian agriculture*. Sage Publications India Pvt Ltd.

5. Singh, V., & Jardhari, V. (2001). Landrace renaissance in the mountains: Experiences of the Beej BachaoAndolan in the Garhwal Himalayan region, India. Consultative Group on International Agricultural Research (CGIAR). https://cgspace.cgiar.org/bitstream/handle/10568/81948/problemas-111fa445.pdf?sequence=1

6. Shiva, V. (2014). *Seed Monopolies, GMOs And Farmers Suicides In India. Countercurrents.org* https://www.countercurrents.org/shiva100114.htm

7. Gruyere, Guillaume &Sengupta, Debdatta. (2011). Bt Cotton and Farmer Suicides in India: An Evidence-based Assessment. The journal of development studies. 47. 316-37. 10.1080/00220388.2010.492863.

8. Gruère, G. P., Mehta-Bhatt, P., & Sengupta, D. (2008). *Bt cotton and farmer suicides in India: Reviewing the evidence*. International Food Policy Research Institute (IFPRI)

9. Future of Food,2[2] Winter-2014 / 2015 - Page 95, 96

10. Terra Green, Magazine

11. Down to Earth, Magazine

   Web References

1. http://agriculture.gov.in/

2. http://agricoop.nic.in/

3. https://farmer.gov.in/

4. https://countercurrents.org/

5. http://futureoffoodjournal.org/

6. http://www.unesco.org/education/tlsf/mods/theme_c/mod15.html

M164S5 ICT AND EDUCATION (PRACTICAL)

Credit:2   **Contact Hours: 80**

Full Marks:50   **Internal: 50**

Rationale:

Application of the theoretical knowledge of ICT is very crucial for fulfilling the objective of empowering the learners with ICT competency skills. The learners are given the opportunity to develop lessons in presentation software, represent the content using graphic organizers, gain first hand information about e-learning through visits and also develop e-content.

Objectives

   ● Develop ability to make presentation

   ● Enable them to create concept maps, diagrams, timelines, pictures

   ● Develop ability use internet for teaching, learning and research

   ● Develop ability to use authoring tools

Suggested Projects/Assignments/Activities:

   ● Prepare a Presentation on a school topic for any class with 30 slides on a school topic.

                                                                    10Marks

<div align="center">OR</div>

Design a Web page on a topic of your choice for enriching the lesson

- Make use of graphic organizers/Paint/Corel draw or any application to make concept map, timeline, pictorial chart or digital photograph   10 Marks

- Use Internet for teaching, learning and research.(Prepare a screenshot of use of the Internet for e-mailing, chatting, Blog, social media for teaching.)   10Marks

- Local visits (EMRC/CIET, NCERT/Mass communication Centre, JMI)And reporting.

<div align="right">10 Marks</div>

- 5. Develop e-content following any instructional design.   10 Marks

<div align="center">OR</div>

- Prepare a teaching strategy on a selected unit at school level by identifying and integrating media and community resources.

Suggested Readings

1. Laura, Marey Gold & Dan, Post (1998). Microsoft Excel 97. New Delhi : Prentice Hall of India Pvt. Ltd.

2. O'Leary Timothy J. Microsoft Office 2000. New Delhi : TataMcGraw-Hill Publishing Company Ltd.

M164S6 DISSERTATION

Credit: 4   **Contact Hours:80**

Full Marks: 100   **External: 100**

Rationale:

The chief aim of higher education is to create new knowledge and understanding in diverse areas of study, including the modern fields of research. Dissertation will prepare the new minds in this direction and develop them the ability to conduct research in their areas of interest thereby shaping the paradigm of the subject.

Objectives:

- To develop ability to conduct research
- To enable them to create ideas, make hypotheses, test hypotheses, collect data, analyse data and make generalizations.
- To develop the skill to develop and tools for data collection
- To develop the ability to interact with people formally and informally and fetch data from them.
- To develop the ability to explore fields of their interests.

M164S7 VIVA VOCE

Credit:2   **Contact Hours: 00**

Full Marks: 50   **External: 50**

The viva voce will be conducted by two examiners consisting of one internal (the course coordinator) and the other external. The external examiner may be from another university or the retired faculty of the department/Jamia.The viva voce will be based on the dissertation submitted by the scholar.