

CIRCULAR :-

A reference is invited to the Ordinances, Regulations and syllabi relating to the Master of Education (M.Ed.) degree course vide Pamphlet No.160 and to this office Circular No.UG/369 of 2003, dated 1st August, 2003 and the Head, University Department of Education and the Principals of the affiliated training colleges in Education are hereby informed that the recommendation made by the Board of Studies in Education at its meeting held on 31st July, 2008 has been accepted by the Academic Council at its meeting held on 25th September, 2008 vide item No 4.21 and that, in accordance therewith, the revised syllabus for the M.Ed. degree course is as per Appendix and that the same has been brought into force with effect from the academic year 2009-2010.

MUMBAI-400 032
15th November, 2008

PRIN. K. VENKATARAMANI
REGISTRAR

To.
The Head, University Department of Education, Principals of the affiliated colleges in Training Colleges in Education.

A.C/4.21 /25.09.2008

No.UG/494-A of 2008, MUMBAI-400 032 15th November, 2008.

Copy forwarded with compliments for information to :-

- 1) The Dean, Faculty of Arts,
- 2) The Chairperson, Board of Studies in Education.
- 3) The Controller of Examinations,
- 4) The Co-ordinator, University Computerization Center.

(D.H.KATE)

DEPUTY REGISTRAR

U.G./P.G. Section.

Copy to :-

The Director, Board of College and University Development, the Deputy Registrar (Eligibility and Migration Section), the Director of Students Welfare, the Executive Secretary to the Vice-Chancellor, the Personal Assistant to the Pro-Vice-Chancellor, the Registrar and the Assistant Registrar, Administrative sub-center, Ratnagiri for information.

The Controller of Examinations (10 copies), the Finance and Accounts Officer (2 copies), Record Section (5 copies), Publications Section (5 copies), the Deputy Registrar, Enrolment, Eligibility and Migration Section (3 copies), the Deputy Registrar, Statistical Unit (2 copies), the Deputy Registrar (Accounts Section), Vidyanagari (2 copies), the Deputy Registrar, Affiliation Section (2 copies), the Director, Institute of Distance Education, (10 copies), the Director University Computer Center (IDE Building), Vidyanagari, (2 copies) the Deputy Registrar (Special Cell), the Deputy Registrar, (PRO) the Assistant Registrar, Academic Authorities Unit (2 copies) and the Assistant Registrar, Executive Authorities Unit (2 copies). They are requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to in the above Circular and that no separate Action Taken Report will be sent in this connection. the Assistant Registrar Constituent Colleges Unit (2 copies) BUCT (1 copy), the Deputy Account, Unit V (1 copy), the In-charge Director, Centralize Computing Facility (1 copy), the Receptionist (1 copy), the Telephone Operator (1 copy), the Secretary MUASA (1 copy), the Superintendent, Graduate Section (2 copies), the Superintendent, Thesis Section (2 copies).

invb/10/1108

25.09.2008

UNIVERSITY OF MUMBAI



REVISED SYLLABUS FOR THE DEGREE OF THE MASTER OF EDUCATION (M.ED.)

(with effect from the academic year 2010-11)

UNIVERSITY OF MUMBAI
Revised M.Ed. Syllabus
(w.e.f. 2009-2010)

DETAILED SYLLABUS

Course Objectives:

- ❖ To provide training in research knowledge, abilities and skills to students.
- ❖ To prepare effective teacher educators with sound and updated knowledge of the discipline of teacher education.
- ❖ To equip them with contemporary issues and trends in teacher education.
- ❖ To equip them with a futuristic orientation in terms of ICT, educational management, counselling and inclusive education.
- ❖ To develop an understanding of advanced philosophical, sociological and psychological foundations of education so as to prepare them for a democratic and secular society in students.
- ❖ To prepare them to face the challenges of education on account of globalization.

COMPULSORY PAPER – I
ADVANCED PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Section I: Advanced Philosophy of Education

Objectives:

- To develop a deeper understanding of the relationship between philosophy and education
- To understand the basic Indian and Western perspectives of Education
- To acquaint the students with History of Indian Education.
- To develop a critical understanding of the major modern movement in educational philosophies in the West and in India
- To develop the abilities to make comparisons between different philosophies and their educational implications
- To develop the capacity to do independent thinking and a deeper insight into the philosophical roots & educational problems

I. PHILOSOPHICAL PERSPECTIVES OF EDUCATION

- (a) Philosophy of Education: Meaning, Scope, Significance and Functions.

- Indian Perspectives of Education: Vidya, Dnyan and Darshan - Concept and Types.
(c) Western Perspectives of Education: Information, Knowledge and Wisdom.

2. HISTORY OF INDIAN EDUCATION.

- (a) A brief introduction to Ancient Education
- (b) A brief introduction to Medieval Education

3. CONTEMPORARY PHILOSOPHIES IN EDUCATION

- (a) Humanism: Evolution of Humanism in India, Humanism in Upanishads, Humanism in Bhagwad Gita, Educational Implication of Humanism- Aims and Ideals, Curriculum, Methods, Teacher, Discipline, School Organization. Critical Evaluation.
- (b) Existentialism: Chief characteristics of Existentialism, The Aims of Education, Child-Centred Education, Curriculum, The Teacher, Religious and Moral Education. Critical Evaluation.
- (c) Dialectical Materialism: Philosophical presupposition, Novelty of Marxist Philosophy, Concept of Theory, Stages of Human History, Modes of Production, Dialectical Method-Economic Determinism.
- (d) Empiricism: Philosophy of Empiricism, Chief Characteristics of Empiricism, Aims of Education, Curriculum, Methods, Teacher, Discipline, School Organization. Critical Evaluation.
- (e) Perennialism: Meaning, Perennialism as an Educational Philosophy, Exponents, Basic Principles of Perennialism, Aims of Education, Curriculum, Methods of Teaching. Critical Evaluation.
- (f) Essentialism: Fundamental Principles of Essentialism, Aims of Education, Curriculum, Methods of Teaching, School Organization, Critical Evaluation.
- (g) Eclecticism: Meaning, Need of Eclectic Philosophy in Education, Areas of Agreement in Different Philosophies, Eclecticism in Modern Education, Aims of Education, Curriculum, Methods of Teaching, Eclecticism and Modern Life.

4. CONTEMPORARY ISSUES IN EDUCATION

- (a) Liberalization and Education
- (b) Privatization and Education
- (c) Globalization and Education
- (d) Value crises and Peace Education
- (e) Nationalism and Education
- (f) Social constructivism as Philosophy of technology in education.

5. MODERN INDIAN EDUCATIONAL THOUGHT

- (a) Philosophies of J. P. Naik and J. Krishnamurthy. Adaptability and Practicability of their Ideologies in Present Context.
- (b) Critical Theory of Education. Pedagogy of the Oppressed.

REFERENCES

- Aloni, N. (2002) Enhancing Humanity. Dordrecht : Kluwer Academic Publishing.
- Allport, G.W. Vernon (1960) A Study of Values. Muffin, Houghton. PE and Lindzey.
- Brubacher, J. S. Philosophy Of Higher Education. San Francisco: Jossey – Bass. 1978.
- Brubacher, J. S. Modern Philosophies of Education. New York: McGraw-Hill Book Company Inc. 1962.
- Brubacher, J. S. Eclectic Philosophy of Education. Prentice Hall, New Jersey: Engelwood Cliffs. 1962.
- Brambeck, C. S. Social Foundation of Education - A Cross Cultural Approach. New York :John Wiley. 1966.
- Brundy, H. S. (1965) Building a Philosophy of Education. New Delhi: Prentice Hall of India.
- Chaube, S.P. and Chaube, A. (2002) Western Educational Thinkers. New Delhi: Concept Publishing Company.
9. Curren, R. (2007) Philosophy of Education. Oxford: Blackwell Publishing.
10. Dewey, J. Democracy and Education. New York : McMillan and Company.
11. Kilpatrick, W.H . Source Book in the Philosophy of Education, New York: :McMillan and Company.
12. Mayer, F. (1963) Foundations of Education. Ohio: Charles E Merrill Books Inc.
13. Misra, A.N. Educational Finance in Asia, Bombay.
14. Mukherjee, S.N. (ed) (1961) Administration of Education in India. Baroda: Acharya Book Depot.
15. Ozmon, H.A. and Cramer, S.M. (2003) Philosophical Foundations of Education. New Jersey: Upper Saddle River.
16. Rosen, G (1966) Democracy and Economic Change in India. Bombay : Vora

- Publications.
17. Rusk, R. R. Philosophical Bases of Education. London: University of London Press.
 18. Wynne, J. (1963) Theories of Education. New York :Harper and Row.
 19. Government of India, (1992) National Education Policy – 1986. MHRD revised 1992 Action Plan of Educational Policy.
 20. Anand, C. L. (1993) Teacher and Education in the Emerging Indian Society. New Delhi: NCERT.
 21. Bhatt, S.R. (1986) Knowledge, Value and Education: an Axionetic Analysis. New Delhi: Gain Publishing House.
 22. Coombs, P. H. (1985) The World Crisis in Education. New York: Oxford University Press.
 23. Delors, J. (1996) Learning the Treasure within. UNESCO: Report to UNESCO of the International Commission on Education for Twenty First Century.
 24. Illich, L. (1971), Deschooling Society. New York: Harper Row.
 25. India, Ministry of Human Resource Development (1986). Innovations in Education. New Delhi: Ministry of HRD.
 26. Karpaga K. R. (1999) Philosophical Thoughts in Indian Education. Coimbatore: Sri Ramakrishna Vidhyalaya College of Education.
 27. Mookherjee, K.K. (1972) Some Great Educators of the World. Calcutta: Das Gupta & Co Pvt. Ltd.
 28. Mukherjee, S.N. (1966) History of Education in India. Baroda: Acharya Book Depot.
 29. Naik, J.P. and Syed. N. (1974) A Student's History of Education in India. New Delhi: Macmillan Co.
 30. Ruhela, S.P. and Vyas, K.C. (1970) Sociological Foundations of Education in Contemporary India. Delhi: Dhanpat Raj and Sons.
 31. Seshadri C.M.A. Khader and G.L. Adhya (1992) Education in Values: A Source Book. NCERT.
 32. Kar, N. K.: Value Education – A Philosophical Study. Ambala, The Associated Publication , 1996.
 33. Aggrawal, I. C. Basic Ideas in Education, Delhi, Shipra Publications , 2001.
 34. Panday, R.S. : An Introduction to Major Philosophers of Education. Agra,

35. Passi, B. K. : Value Education. Agra, National Psychological Corporation, 2004
36. Dhavan , M. L. : Philosophy of Education. Delhi, Editor, Isha Books 2005
37. Panday, V. C.(ed) (2005) Value Education and Education for Human Rights. Delhi, Isha Books.
38. Singh, M.S. Value Education. Delhi, Adhyayan, Publication and Distribution. 2007.
39. Agrawal, S. Philosophical Foundation of Education. Authors Press.2007
40. Mukharji, S. Contemporary Issues in Modern Indian Education. Authors Press, 2007
41. Naqi, M. Modern Philosophy of Education. New Delhi: Amol Publication Pvt..Ltd. 2005.

Section II: Advanced Sociology of Education.

Objectives:

- To enable students to understand social determinants of education.
- To enable students to analyse education from different sociological perspectives and theoretical frameworks.
- To enable students to analyse the relationship of education with culture, social stratification and mobility and modernisation.
- To enable students to understand educational institutions as a tool for socialization

1. FUNDAMENTALS OF SOCIOLOGY OF EDUCATION

- (a) Meaning and Scope of Sociology of Education
- (b) Distinction between Sociology of Education and Educational Sociology.
- (c) Social Determinants of Education.

2. SOCIOLOGICAL ANALYSIS OF EDUCATION

special reference to the following theories:

- (a) Conflict Theory
- (b) Symbolic Interactionism
- (c) Functionalism
- (d) Open Systems Approach.

3. EDUCATION AND CULTURE

- (a) Concepts of culture, sub-cultures and multiculturalism
- (b) Multiculturalism in the Indian context
 - Characteristics, Goals and Dimensions of Multicultural Education
 - Approaches to Multicultural Education
- (c) Inter-relationship between culture and education.

4. INSTITUTIONALISATION

- (a) Concept of institutionalisation.
- (b) Types of social institutions and their characteristics.
- (c) Education as a social institution.
- (d) Educational institutions as an agency of socialization .

5. SOCIAL STRATIFICATION AND MOBILITY

- (a) Concept and types of social stratification and mobility.
- (b) Theories, characteristics and effects of social stratification.
- (c) Gender and Education: Difference between gender and sex, gender role attitudes and gender differentiation and stereotyping, Role of religion, socialisation and law in gender ideology, Textbooks and gender stereotypes.
- (d) Compensatory education programmes with reference to equality of opportunity.

6. EDUCATION AND MODERNISATION

- (a) Concept of Modernisation: Individual and Societal Modernity.
- (b) Role of education in modernisation.
- (c) Concept of Post modernism

REFERENCES

1. Ballantine, J.H. (1997) The Sociology of Education A Systematic Analysis. New Jersey: Prentice-Hall Inc.
2. Brookover, W.B. and Erickson, E.L. (1973) Sociology of Education. Illinois: The Dorsey Press.
3. Chesler, M.A. and cave, W.M. (1981) Sociology of Education. New York: Macmillan Publishing Co, Inc.
4. Coffey, A. (2001) Education and Social Change. Buckingham: Open University Press.
5. Hallinan, M.T.(ed) (1987) Social Organisation of Schools. New York: Plenum Press.
6. Hallinan, M.T.(ed) (2000) Handbook of The Sociology of Education . USA: Springer.
7. Hunt, M.P. (1973) Foundations of Education Social and Cultural Perspectives. New York: Halt, Rinehart and Winston.
8. Lucas, C. J. (1984) Foundations of Education . New Jersey: Prentice-Hall Inc.
9. Meighan, R.A. (1986) Sociology of Education. London: Cassell Educational Ltd.
10. Miller, H.L. (1978) Social Foundations of Education. New York: Halt, Rinehart and Winston.
11. Parelius, A.P. and Parelius, R.J. (1978) The Sociology of Education. New Jersey: Prentice-Hall Inc.
12. Ravikumar, S.R. (2001) Educational Sociology . Jaipur: Mangaldeep Publications.
13. Wexler, P. (1990) Social Analysis of Education. London: Routledge.

COMPULSORY PAPER-II
ADVANCED EDUCATIONAL PSYCHOLOGY

Objectives

- To develop an understanding of psychology as an applied discipline to education.
- To develop an understanding of learning and the different views of learning.
- To develop an understanding of approaches to motivation and its importance in teaching and learning.
- To develop an understanding of concept of personality and mental health and its relationship to education.
- To develop an understanding of managing classroom behaviour.
- To develop an understanding of nature, types, processes and styles of thinking.
- To develop an understanding of creating a conducive learning environment.

1. PSYCHOLOGY AND EDUCATION

- (a) Concept and Concerns (Pedagogy v/s Andragogy, Traditional v/s Modern, Diversity of Learners) of Educational Psychology.
- (b) Scope of Educational Psychology (The Teacher, The Taught and Teaching).
- (c) Role of Educational Psychology (Preparation of Teachers, Knowledge Management, Counselling).
- (d) Contribution of Psychology to Education (Research Methodology, Psychological Tools and Techniques, Eastern and Western Theories).

2. LEARNING

- (a) Concept, Types (Single Loop, Double Loop and Duerto Learning) and Levels of Learning.
- (b) Behavioural Views of Learning: Classical Conditioning, Operant Conditioning
- (c) Cognitive views of Learning: Learning by Insight, Information Processing and Meta Cognition
- (d) Complex Cognitive Processes Views: Teaching Concepts through Exposition, Discovery and Inquiry Methods.
- (e) Social Cognitive and Constructivist Views of Learning.
- (f) Learning Styles and Cognitive Styles
- (g) Concept of Human Diversity and Learning (Multiple Intelligences, Attitudes and Beliefs). Educational Needs of Diverse Learners.

3. MOTIVATION

- (a) Approaches to Motivation: Behavioural Approaches, Humanistic Approaches, Cognitive approaches and Socio-cultural Approaches
- (b) Goal Orientation
- (c) Motivation in Learning and Teaching

4. PERSONALITY

- (a) Concept of Personality in Terms of Structure, Stages and Dynamics
- (b) Theories of Personality Western (Psychoanalytical, Behavioural, Humanistic and Big-Five Trait Theory, Existential View of Personality, Enneagram) and Indian

Perspective (Vedic and Buddhist Perspectives, Views of Shri Aurobindo and J. Krishnamurti).

- (c) Measurement and Assessment of Personality (Rating scale, Projective)
- (d) Mental Health, Adjustment and Adaptability, Preservation and Promotion of Mental Health

7. MANAGING CLASSROOM BEHAVIOR

- (a) Identifying Behaviour Problem: i) Academic Failure ii) Aggression iii) Depression iv) Problem of Peers
- (b) Analyzing Behaviour Problems: i) Defining Behaviour ii) Identifying Antecedents Consequences, Chain of Events Leading to Behaviour Problems
- (c) Changing Behaviour i) Positive Reinforcement ii) Negative Reinforcement iii) Extinction.

8. HUMAN DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY

- (a) General Principles of Holistic Development
- (b) Cognitive and Meta cognitive Development
- (c) Social and Emotional Development
- (d) Moral and Spiritual Development
- (e) Self Awareness, Self-concept, Self-esteem and Self Development.

9. THINKING

- (a) Nature of Thinking
- (b) Thinking Processes and Development
- (c) Critical and Creative Thinking
- (d) Sternberg's Thinking Styles
- (e) Nine Thinking Skills.

10. LEARNING ENVIRONMENT

- (a) Classroom Climate
- (b) Senge's Theory on Learning Environment
- (c) Creating a Positive Learning Environment
- (d) Managing Students Conflicts and Confrontations.

REFERENCES

1. Baron, R.A (2002) Psychology Fifth Edition. Singapore, Pearson Education Asia.
2. Covey, S. R (1999) Living the 7 Habits: Stories of Courage and Inspiration New York, USA, Franklin Covey Co.
3. Covey, S.R (2004) The 8th Habit From Effectiveness to Greatness New York, USA Franklin Covey Co.
4. Diagnostic and Statistical Manual of Mental Disorders (1995) American Psychiatric Association, DSM-IV, New Delhi, Jaypee Brothers Medical Publishers Private Limited.
5. Gardner, H (2006) Changing Minds USA, Howard Business School Press.
6. Goleman, D (1995) Emotional Intelligence Why it Can Matter More Than I.Q. New York, Bantam Books.

7. Goleman, D (1998) Working with Emotional Intelligence New York, Bantam Books
8. Parmeshwaran, E.G and Beena, C (2002) An Invitation to Psychology Hyderabad, India, Neel Kamal Publications Private Limited.
9. Pervin, L.A and John, O. P (2006) Handbook of Personality: Theory and Research 2nd Edition, New York, USA, Guilford Publications.
10. Riso, R. D and Hudson, R (1999) The Wisdom of Enneagram New York, USA, Bantam Books.
11. Senge, P. M (1990) The Fifth Discipline: The Art and Practice of Learning Organization New York USA, Currency and Doubleday.
12. Senge, P., Scharmer, C.O., Jaworski, J and Flowers, B.S (2005) Presence: Exploring Profound Change in People, Organizations and Society London, Nicholas Brealey Publishing.
13. Singh, D (2001) Emotional Intelligence at Work New Delhi, Response Books.
14. Smith, E.E., Hoeksema, S.N., Fredrickson, B.L., Loftus, G. R., Bem D.J Maren, S (2003) Atkinson & Hilgard Introduction To Psychology United States of America, Thomson & Wadsworth.
15. Stein, S.J and Book, H.E. (2000) The EQ Edge – Emotional Intelligence and Your Success New Delhi, Macmillan India Limited.
16. Sternberg, R.J (1999) Thinking Styles. London, Cambridge University Press.
17. Woolfolk, A (2004) Educational Psychology Ninth Edition Singapore, Pearson Education Inc.
18. Zohar, D and Marshall, I (2001) Spiritual Intelligence the Ultimate Intelligence London, Bloomsbury Publishing.

COMPLUSORY PAPER-III **RESEARCH METHODOLOGY IN EDUCATION**

Objectives

- To develop an understanding of the meaning of research and its application in the field of education.
- To enable students to prepare a research proposal.
- To enable students to understand different types of variables, meaning and types of hypothesis, sampling techniques and tools and techniques of educational research.
- To develop an understanding of the different types of research methodology of educational research.
- To enable students to understand quantitative and qualitative data analysis techniques.

1 EDUCATIONAL RESEARCH

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

2. RESEARCH PROPOSAL

- (a) Identification of a research topic: Sources and Need.
- (b) Review of related literature.

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

3. VARIABLES AND HYPOTHESES

- (a) Variables:
 - Meaning of Variables
 - Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- (b) Hypotheses
 - Concept of Hypothesis
 - Sources of Hypothesis
 - Types of Hypothesis (Research, Directional, Non-directional, Null)
 - Formulating Hypothesis
 - Characteristics of a good hypothesis.

4. RESEARCH METHODOLOGY

- (a) Descriptive Research:
 - Causal-Comparative
 - Correlational
 - Case Study
 - Ethnography
 - Content Analysis
- (b) Historical Research: Meaning, Scope of historical research, Uses of history, Steps of doing historical research (Defining the research problem and types of historical inquiry, Searching for historical sources, Summarizing and evaluating historical sources and Presenting pertinent facts within an interpretive framework.) Types of historical sources, External and internal criticism of historical sources.
- (c) Experimental Research:
 - Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs.
 - Factorial Design. / Independent groups and repeated measures.
 - Nesting Design.
 - Single-subject Design.
 - Internal and External Experimental Validity.
 - Controlling extraneous and intervening variables.

5. SAMPLING:

- (a) Concepts of Universe and Sample
- (b) Need for Sampling

- (c) Characteristics of a good Sample
- (d) Techniques of Sampling
 - Probability Sampling
 - Non- Probability Sampling

6. TOOLS AND TECHNIQUES OF RESEARCH

- (a) Classical Test Theory and Item Response Theory of Test Construction.
- (b) Steps of preparing a research tool.
 - Validity (Meaning, types, indices and factors affecting validity)
 - Reliability (Meaning, types, indices and factors affecting reliability)
 - Item Analysis (Discrimination Index, Difficulty Index)
 - Index of Measurement Efficiency.
 - Standardisation of a tool.
- (c) Tools of Research
 - Rating Scale
 - Attitude Scale
 - Opinionnaire
 - Questionnaire
 - Aptitude Test
 - Check List
 - Inventory
 - Semantic Differential Scale
- (d) Techniques of Research
 - Observation
 - Interview
 - Projective.

(Tools to be used for collecting data using these techniques to be discussed in detail.)

7. DATA ANALYSIS

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

8. RESEARCH REPORTING

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

REFERENCES

1. Best, J. W. and Kahn, J. (1997) Research in Education. (7th ed.) New Delhi: Prentice -Hall of India Ltd..
2. Borg, B.L.(2004) Qualitative Research Methods. Boston:Pearson.
3. Bogdan, R.C. and Biklen, S. K.(1998) Qualitative Research for Education : An Introduction to Theory and Methods. Boston MA : Allyn and Bacon.
4. Bryman, A. (1988) Quantity and Quality in Social Science Research. London: Routledge .
5. Charles, C.M. and Merton, C.A.(2002) Introduction to Educational Research. Boston: Allyn and Bacon.
6. Cohen, L and Manion, L. (1994) Research Methods in Education. London: Routledge..
7. Creswell, J.W. (2002) Educational Research. New Jersey: Upper Saddle River .
8. Creswell, J.W (1994) Research Design. London: Sage Publications.
9. Denzin, N.K. and Lincoln, Y.S.(eds) (1994) Handbook of Qualitative Research London : Sage Publications.
10. Diener, E. and Crandall, R. (1978) Ethics in Social and Behavioural Research. Chicago: University of Chicago Press.
11. Dillon , W.R. and Goldstein, M. (1984) Multivariate Analysis Methods and Applications. New York : John Wiley and Sons.
12. Gay, L.R. and Airasian, P. .(2003) Educational Research. New Jersey : Upper Saddle River.
13. Husen, T. and Postlethwaite , T.N. (eds.) (1994) The International Encyclopaedia of Education. New York : Elsevier Science Ltd.
14. Keeves J.P. (ed.) (1988) Educational Research. Methodology and Measurement: An International Handbook. Oxford :Pergamon.
15. McMillan, J.H. and Schumacher, S. (2001) Research in Education. New York : Longman.

COMPULSORY PAPER -IV TEACHER EDUCATION

Objectives:

- To develop an understanding of the concept and evolution of Teacher Education.
- To develop an understanding of the Teacher Education in the international scenario.

- To develop an understanding of the Teacher Education programmes at Different Levels—Their Objectives, Structure, Curriculum, and Role and Competencies of the Teacher
- To enable students to acquire knowledge of the need for Teacher Education at tertiary level, issues, problems, trends and innovations in Teacher Education.
- To enable students to acquire knowledge of the need, scope and areas of research in Teacher Education and Teacher Education as a profession.
- To develop an understanding of the role and competencies required of Teacher Educators and that of teacher effectiveness.

1. CONCEPT OF TEACHER EDUCATION

- (a) Meaning and Nature of Teacher Education
- (b) Need, Scope and Objectives of Teacher Education
- (c) Changing Context of Teacher Education in the Present Indian and Global Scenario
- (d) Preparation of Teachers for Global Scenario.

2. TEACHER EDUCATION IN RETROSPECT AND PROSPECT

- (a) Teacher Education in Pre Independence India
- (b) Teacher Education in Post Independence India
- (c) Agencies at the National Level and Their Role and Functions
- (d) Agencies at the State Level and Their Role and Functions

3. TEACHER EDUCATION AT PRE PRIMARY AND PRIMARY LEVELS

- (a) Objectives of Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE
- (b) Structure of Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE
- (c) National Curriculum Framework for Teacher Education Programme at Pre Primary and Primary Levels as Recommended by the NCTE
- (d) Role and Competencies Required of the Teacher at the Pre-Primary and Primary Levels.

4. TEACHER EDUCATION AT SECONDARY AND HIGHER SECONDARY LEVELS

- (a) Objectives of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE
- (b) Structure of Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE
- (c) National Curriculum Framework for Teacher Education Programme at Secondary and Higher Secondary Levels as Recommended by the NCTE
- (d) Role and Competencies Required of the Teacher at the Secondary and Higher Secondary Levels

5. TEACHER EDUCATION AT TERTIARY LEVEL

- (a) Need for Teacher Education for Preparation of Teachers in Higher Education
- (b) Conceptions of Learning in Higher Education : Reproducing and Transforming, Experiential Learning, Learning environment, Andragogical Model of learning.
- (c) Determining Course Objectives, Content, Criteria for Choosing Course Content.
- (d) Determining Course Structure.

- (c) Designing course and curriculum including learning, innovation and multiple intelligences vis-à-vis intellectual, emotional, social, and practical dimensions, Principles of Course and Curriculum Design.
- (f) Role and Competencies Required of the Teacher at the Tertiary Level.

6. EMERGING ISSUES, PROBLEMS AND TRENDS IN TEACHER EDUCATION

- (a) Teacher Education through Alternative Modes of Education
- (b) Privatization and Autonomy in Teacher Education
- (c) Quality Management of Teacher Education Through Assessment and Accreditation
- (d) Inclusion of ICT in Teacher Education
- (e) Systems Approach to Management of Teacher Education
- (f) Problems in Teacher Education
- (g) Cooperative and Collaborative Teacher Education
- (h) Constructivist and Reflective Teacher Education

8. TEACHER EDUCATION IN THE INTERNATIONAL SCENARIO

- (a) Teacher Education in USA, UK, Russia, Japan
- (b) Use of Area Studies and Comparative Studies for Teacher Education
- (c) Comparative Research Methods and Approaches to Understand System of Teacher Education in Different Countries
- (d) Agencies at the International Level and Their Role and Functions

9. TEACHER EDUCATION AS A PROFESSION

- (a) Concept of a Profession and Professionalism
- (b) Developing Professionalism in Teacher Educators-Their Preparation, Qualifications and In Service Education
- (c) Professional Ethics and Code of Conduct for Teacher Educators
- (d) In-service Education Institutions-Academic Staff Colleges, Institutes of Distance Education and Open Universities
- (e) Feminisation of the Teaching Profession.

10. ROLE AND COMPETENCIES REQUIRED OF TEACHER EDUCATORS

- (a) Integration of Theory and Practice
- (b) Organization, Observation, Supervision and Assessment of Practice Teaching
- (c) Concept and Types of Feedback to Student Teachers
- (d) Principles and Organization of Internship

11. PREPARATION OF EFFECTIVE TEACHERS AND TEACHER EDUCATORS

- (a) Meaning and Components of Teacher Effectiveness.
- (b) Distinction between Teacher Effectiveness, Teacher Efficiency and Teacher Performance.
- (c) Enhancing Teacher Effectiveness Through Teacher Education
- (d) Evaluating Teacher Effectiveness
- (e) Performance Appraisal of Teachers and Teacher Educators

REFERENCES

1. Arora, G.L. (2002) Teachers and Their Teaching Delhi, Ravi Books.
2. Chaurasia, G. (2000) Teacher Education and Professional Organizations Delhi, Authorspress.
3. Dillon, J. and Maguire, M. (1997) Becoming A Teacher: Issues in Secondary Teaching Buckingham, Open University Press.

4. Dunkin, M. J. (1987) The International Encyclopedia of Teaching and Teacher Education Oxford, Pergamon Press.
5. McNergney, R. F. and Herbert, J. M. (2001) Foundations of Education: The Challenge of Professional Practice Boston Allyn and Bacon.
6. Mohanty, J. (2000) Teacher Education in India
7. Murray, F. B. (Ed.) (1996) Teacher Educators' Handbook: Building A Base for Preparation of Teachers, San Francisco, Jossey-Bass Publishers.
8. National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi. Published by Member Secretary, NCTE.
9. www.ncte.in-org
10. Panda, B.N. and Tewari, A.D. (1997) Teacher Education New Delhi. APH Publishing Corporation.
11. Rao, D. B. (1998) Teacher Education in India New Delhi, Discovery Publishing House.
12. Sharma, B.M. (Ed.) (1997) Teachers' Training and Educational Research, Delhi, Commonwealth Publishers.
13. Sharma, S. ((2003) Teacher Education: Principles, Theories and Practices New Delhi, Kanishka Publishers.
14. Sharma, S. (2003) Teacher Education: A Manual for In Service Teachers and Teacher Education Institutions Jaipur, Mangal Deep Publications.
15. Singh, L.C., Sharma, P.C. (1995) Teacher Education and the Teacher. New Delhi, Vikas Publishing House Pvt. Ltd.
16. Singh, R.P. (Ed.) (2002) Teacher Education in Turmoil: Quest for a Solution, New Delhi, Sterling Publishers Privatization. Ltd.
17. Singh, U.K. and Sudarshan, K.N. (1996) Teacher Education New Delhi, Discovery Publishing House.
18. Vashisht, S.R. (1997) Professional Education of Teachers. Jaipur, Mangal Deep Publishers.

SPECIAL PAPER -A GUIDANCE AND COUNSELLING

Objectives

- To develop an understanding of concepts, areas, agencies and types of guidance.
- To develop an understanding of various approaches in guidance and its application.
- To acquire knowledge of role of guidance for the population with special needs.
- To develop an understanding of the relationship between work and mental health.
- To develop an understanding of concept, principles, goals, stages, process, skills of counselling and their application in various related fields of counselling.
- To acquire knowledge of various theories of counselling.
- To develop an understanding of the implication of intervention strategies.
- To inculcate the ethical issues involved in guidance and counselling.
- To create an awareness about future trends and research areas in guidance and counselling.
- To understand the importance of practical work and role of assessment in guidance and counselling.

1. CONCEPT AND AREAS IN GUIDANCE

- (a) Principles, Meaning, Scope and Types of Guidance for Individuals and Groups.
- (b) Areas of Guidance: Personal, Educational, Vocational and Avocational. Meaning and its implications.
- (c) Agencies of Guidance: International, National, State and Local.

2. THEORIES AND ITS IMPLICATIONS

- (a) Holland's Model of Interest and its application in selection of career.
- (b) Gardner's Theory of Multiple Intelligence and its application at different levels

3. GUIDANCE FOR POPULATION WITH SPECIAL NEEDS

- (a) Mentally Challenged Learners: Slow Learners, Mentally challenged and Gifted.
- (b) Disadvantaged Groups: Social, Economical and Educational.
- (c) Women (Marginalised, Domestic Helper, Commercial sex worker ar. J Professional)
- (d) Senior Citizens (Emotional, Social and Physical)
- (e) Learning Disabilities.

4. VOCATIONAL GUIDANCE

- (a) Nature and scope of Vocational guidance.
- (b) Factors effecting vocational choice.
- (c) Approaches to Career guidance.
- (d) Vocationalisation of Secondary education,
- (e) Employment trends
- (f) Career development and Burnout

5. WORK AND MENTAL HEALTH

- (a) Meaning of Work
- (b) Relation between Work and Leisure.
- (c) Meaning and Characteristics of Mental Health
- (d) Need of Mental Health.
- (e) Role of Guidance Personnel in Developing Mental Health.

6. COUNSELLING

- (a) Concepts: Principles, Meaning, Goals, Types and Stages of Counselling.
- (b) Counselling. Processes and Skills
- (c) Counselling related to various Fields: Psychotherapy, Psychiatry, Psychology and Advice
- (d) Family Counselling
- (e) HIV / AIDS Counselling

7. THEORIES OF COUNSELLING

- (a) Cognitive Theories: Albert Ellis and Aaron Beck
- (b) Behaviour Theories: Wolpe and Melchenbaum
- (c) Client-Centred Theory
- (d) Psychoanalytical Theory
- (e) Eclectic Theory

8. INTERVENTION STRATEGIES

- (a) Rational Emotive Therapy
- (b) Multi-cultural Approach
- (c) Crisis Intervention Techniques
- (d) Grief and Bereavement Intervention Strategies

9. PSYCHOMETRIC PROCEDURE FOR GUIDANCE AND COUNSELLING

- (a) Psychological Test and Tools for Guidance and Counselling: Intelligence Tests, Interest Inventories, Aptitude Tests, Achievement Tests, Attitude Scales, Personality Tests.
- (b) Non- Testing Techniques of Guidance and Counselling: Observation, Interviews, Sociometric Technique, Case Study, Anecdotal Records, Cumulative Record Card.
- (c) Ethical Basis in the Use of Psychological Tests and Techniques
- (d) Ethics in Counselling

10. COUNSELING IN CURRENT AREAS

- (a) Conflict Resolution
- (b) Training for Assertiveness
- (c) Stress Management
- (d) Life Style Planning Counselling

REFERENCES

1. Agarwal J.C.(1985). Educational Vocational Guidance and Counselling, New Delhi:Dogba House.
2. Benard Harold W.(1969). Principles of Guidance, New Delhi : Allied-Publishers Pvt. Ltd.
3. Bernad and Fullmer(1972). The School Counsellor Consultant, Boston :-Houghton Mifflin Company.
4. Bhati S.S.(1979). Jobs, Careers and Personality. New Delhi :Indian-Institute of International Understanding.
5. Borders, Counseling Programmes , London: Sage Publications (1975).
6. Borow Harold W.(1973). Career Guidance for a New Age,Boston: HoughtonMifflin Company.
7. Chibber S.K.(1999). Guidance and Counselling, New Delhi : 110002:-Common Wealth Publishers.
8. Drummond, R. J. and Ryan, C. W. Career Counselling A Development Approach New Delhi : Prentice Hall of India.
9. Hoppak R.((1976). Occupational Information: Where to get and how to use in Counselling and Teaching.New York: McGraw Hills Publications.
10. Jafferey A. Kotler and Elien Kothar (1993), Teacher as a Counsellor, London: Sage Publication.
11. Jones, J.A. (1979). Principles of Guidance , New York: McGraw Hill.

12. Kemp Gratton (1978). Foundations of Group Counselling, New Delhi : Prentice Hall of India Pvt.Ltd.
13. Kochhar, S.K.(1980). Guidance and Counseling, New Delhi: Sterling Publishers
14. Lillis Kevin,Langlo(1987). Vocationalizing Education An International Perspective,London: Pergamn Press Oxford.
15. Mosher,Carle,Kehas(Ed)(1972).Guidance on Examinations, Haicourt, brace & wond.
16. Nanda, S.K. and Sharma S., Fundamentals of Guidance, Chandigarh. (1992)
17. Nelson Richard(1972).Guidance and Counselling in the Elementary School. United States of America: Library of Congress.
18. Norris, Zeran, Hatch and Engeljes(1972). The Formation Service in Guidance, United States of America: Rand McNally College, Publishing Company.
19. Pedersen(1996). Counseling Across Cultures, London: Sage Publications.
20. Puluino, C. J., Colangelo, N. Counselling for the Growing Years. Fifty Five abd Over. Education Media Corp.
21. Sharma .Ram Nath (1999) : Guidance and Counselling, Surjeet Publication, Delhi.
22. Sharma S.R.(1984).Research in Educational and Vocational Guidance, New Delhi : Anmol Publications Pvt.Ltd.
23. Shattle C.L.(1989). Occupational Information,Its Development and Application(3rd ed). New Delhi : Engleword Ciff, New Jercey,prenticeHall of India.
24. Shaw Merville(1973). School Guidance System, Boston: Houghton Mifflin Company.
25. Shertzer B. and Strong, (1971).Fundamentals of Guidance, New York Bogota Mifflin Company.
26. Willey and Strong, (1970). Group Procedures in Guidance, New York: Harper and Brothers.
27. Winni Cott. D.W. (1992) Counseling and Therapy, London: Sage Publications.
28. Wrenn C.Gilbert(Ed) (1968). History of Elementary Scholl Counselling. Boston: Houghton Mifflin Company.

SPECIAL PAPER -B **MANAGEMENT OF EDUCATION**

Objectives

- To develop an understanding of concept of need for management of education.
- To develop an understanding of leadership in the context of education.
- To enable students to understand stress, conflict, time and performance management.
- To develop an understanding of planned change and information management in education.

1. MANAGEMENT OF EDUCATION

- (a) Meaning of the terms Management and Administration with special reference to education.

- (b) Need and objectives of Management of Education.
- (c) Roles, responsibilities and skills of an education manager.
- (d) Management of Education in the context of globalisation and privatisation.
- (e) Systems Approach to Management of Education.

2. LEADERSHIP

- (a) Definition and Meaning of Leadership. Difference between a Leader and a Manager.
- (b) Trait v/s Situational Approach to the study of Leadership
- (c) Functions of a Leader with reference to Scientific Management Movement and Human Relations Movement.
- (d) Authoritarian – Democratic – Laissez-Faire Leader Behaviour
- (e) Approaches to Leadership: Skills Approaches, Information Approaches, Value Approaches, Community-based Approaches, Cultural Leadership Approaches, Individual Development Approaches, Transformational Approaches.
- (f) Managerial Grid, The Tri-Dimensional Leadership Model.
- (g) Leadership Development plan, Effective and Successful Leader. Characteristics of an Effective Leader-Manager. Managerial Creativity.

3. BEHAVIOUR MANAGEMENT

- (a) Stress Management: Meaning, types, causes and symptoms of stress. Relationship between stress and performance. Strategies of handling stress.
- (b) Conflict Management: Meaning, types and causes of conflicts. Relationship between stress and conflicts. Impacts of conflicts. Coping strategies.
- (c) Time management: Meaning, Obstacles to time management. Strategies for effective use of time.
- (d) Maintaining interpersonal relationship with the boss.
- (e) Crisis Management.

4. MANAGEMENT OF PLANNED CHANGE

- (a) Meaning, characteristics, nature, goals and focus of planned change.
- (b) Need for Planned Change in Education in the context of Impact of Theories of Chaos and Complexity on Education. Impact of Market Forces on Education.
- (c) Stages of Change: Initiation, Implementation and Continuation. Problem-solving approach to change. The Three-Step-Model of Change (Unfreezing, Moving, Refreezing).
- (d) The Japanese Model of Change.
- (e) Change as Organisational Development. Change as Creativity. Change as Improvement in Organizational Performance.

5. INFORMATION TECHNOLOGY IN MANAGEMENT OF EDUCATION

- (a) Meaning, components and steps of developing an integrated information system in education.
- (b) The five sub-systems of an institution with reference to ICT in management.
- (c) Model of computer-assisted institutional management.
- (d) Positive and negative impacts of information system. Types of information systems. Uses of MIS in education.

6. MANAGING PERFORMANCE

- (a) Performance Appraisal: Definition, purpose and process of performance appraisal. 360° performance appraisal. Tools and techniques of performance appraisal.
- (b) Staff Development: Meaning, need, objectives, approaches, methods and process of staff development.
- (c) Institutional Climate: Concept, definition, importance and dimensions of institutional climate. Relationship between institutional climate, job performance and job satisfaction. Strategies of improving institutional climate.
- (d) Motivation: Meaning and importance. Intrinsic and extrinsic motivation. Application of Maslow's Theory, McClelland's Theory and Equity Theory of motivation in management of education. McGregor's Theory X and Theory Y. Ouchi's Theory Z. Relationship between motivation, performance and job satisfaction.

REFERENCES

1. Altrichter, H. and Elliot, J. (2000) Images of Educational Change. Buckingham Open University.
2. Barta, B. Z., Telem, M. and Gev, Y. (1995) Information Technology and Educational Management. London: Chapman & Hall.
3. Bernardin, H.J. and Beatty, R.W. (1984) Performance Appraisal : Assessing Human Behaviour at Work. Boston: Kent.
4. Bhattacharya, D.K. (2001) Managing People. New Delhi: Excel Books.
5. Bolman, L.G. and Deal, T.E. (1997) Reframing Organization. San Francisco: Jossey Publishers.
6. Bush, T., Bell, L., Bolam, R., Glatler, R. and Ribbins, P. (1999). Educational Management. London: Paul Chapman Publishing Ltd.
7. Chanolan, J.S. Organisational Behaviour. (1994) New Delhi: Vikas Publishing House Pvt. Ltd.
8. Cole, M. and Walker, S. (1989) Teaching and Stress. Milton Keynes: Open University Press.
9. Cushway, B.C. and Lodge, D. (1993) Organisational Behaviour and Design. London: Kogan Page Limited.
10. Dawra, S. (2003) Management Thought. New Delhi: Mohit Publication.
11. Drucker, P. (1993) On the Profession of Management. A Harvard Business Review Book.
12. Drucker, P.F. (1993) Managing for the Future. New Delhi: Tata McGraw-Hill Publishing Company Limited.
13. Drucker, P. (2001) The Essential Drucker. New Delhi: Butterworth.
14. Du Brin, A.J. (1984) Foundations of Organisational Behaviour. New Jersey: Prentice Hall.
15. Ergyris, C. (1964) Integrating Individual and the Organization. New York: John Wiley.
16. Gibson, C.F. (1980) Managing Organisational Behaviour. Illinois : Richard, D. Irwin, inc.
17. Harigopal, K. (2001) Management of Organizational Change. New Delhi: Response Books.
18. Hell rieigel, D. , Jackson, S.E. and Slocum, J.W. (2002) Management. Australia: Thomson.

19. Hersey, P. and Blanchard, K. (1988) Management of Organisational Behaviour. New Delhi: Prentice Hall of India Private Limited.
20. Kochan, T.A. and Schmalensee, R.L. (2003) Management. U.S.A.: The MIT Press.
21. Kumar, N. (2000) Managerial Interface in Next Millennium. Mumbai: Himalaya Publishing House.
22. Luthans, F. (2005) Organisational Behaviour. New York: McGraw – Hills Inc.
23. Miner J.B. (1988) Organisational Behaviour, Performance and Productivity. New York: Random House Business Division.
24. Morrison, K. (1998) Management Theories for Educational Change. London: Paul Chapman Publishing Ltd.
25. Nair, S.R. (2004) Organisational Behaviour, Texts and Cases. Mumbai: Himalaya Publishing House.
26. Owens, R.C. (2001) Organisational Behaviour in Education. Boston: Allyn and Bacon.
27. Ramsay, R.D. (1999) Lead, Follow or Get Out of the Way. California : Corwin Press Inc.
28. Reece, B. and Brandt, R. (1997) Effective Human Relation in Organizations. USA: Houghton Mifflin Company.
29. Robbins, S.P. (1988) Organisational Behaviour. New Delhi: Prentice Hall of India Private Limited.
30. Satishchandra, M.S. (1999) Conflict Management. New Delhi: Rajat Publications.
31. Sayeed, O. B. and Pareek, U. (2000) Actualising Managerial Roles. New Delhi: Tata McGraw-Hill Publishing Company Limited.
32. Singh, N. (2000) Human Relations and Organisational Behaviour. New Delhi: Deep and Deep Publications Pvt. Ltd.
33. Singh, N. (2001) Organisational Behaviour. New Delhi: Deep and Deep Publications Pvt. Ltd.
34. Sutherland, J. and Cornwell, D. (2004) Key Concepts in Management. U.S.A. Palgrave.
35. Tarach and Ravi prakash (eds) (1997) Advanced Educational Administration. New Delhi: Kanishka Publishers.

SPECIAL PAPER-C **INCLUSIVE EDUCATION**

Marks : 100

Objectives

- To develop an understanding of the concept and philosophy of inclusive education in the context of social justice, universal access and equity.
- To develop an understanding of the nature and types of special educational needs of learners and associated conditions.
- To enable students to assess and identify diverse needs of learners.
- To enable students to analyze the trends and issues in Inclusive Education.
- To enable students to examine effective implementation of initiatives and provisions for facilitating inclusive education.
- To enable students to develop appropriate programs for all learners in inclusive class.
- To enable students to plan and manage curriculum for learners with diverse needs.

To enable students to use assistive /adaptive technology in inclusive classrooms.

1. INTRODUCTION TO INCLUSION

- (a) Meaning of Access, Equity, Social justice and Empowerment
- (b) Inclusion: Concept and scope
- (c) Inclusion: Philosophy and principles
- (d) Models of inclusion
- (e) Readiness for Inclusion

2. AN OVERVIEW OF SPECIAL EDUCATIONAL NEEDS

- (a) Concept of Impairment, disability and handicap
- (b) Types, characteristics and prevalence: Sensory, neurological, developmental Intellectual, physical and multiple disabilities
- (c) Causes and prevention of disabilities
- (d) Classification based on ICF model
- (e) Service Delivery Models: Institution and community based

3. INDIVIDUAL DIFFERENCES: ASSESSMENT AND IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

- (a) Individual differences: Implication for programme planning
- (b) Approaches to Assessment: Developmental, Behavioural, Cognitive, Educational and Ecological
- (c) Educational Assessment: Tools and Techniques
- (d) Identification of special educational needs of learners
- (e) Interpretation of test results and educational implications

4. TRENDS AND ISSUES IN INCLUSIVE EDUCATION

- (a) Historical overview of inclusive education in India
- (b) Trends, Current issues and researches in inclusive education at Different educational levels
- (c) Barriers and facilitators in Inclusive education
- (d) Promotion and advocacy of Inclusive Education
- (e) Ethical issues in Inclusive Education

5. LEGISLATIVE FRAMEWORKS AND PROGRAMMES

- (a) Legal provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action (1992) Persons with disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Rehabilitation Council of India Act (1992))

- (b) Programmes for promotion of inclusive education: Integrate Child Development Services (ICDS) Integrated Education for disabled children (IEDC)
- (c) Inclusive Education under Sarva Shiksha Abhiyan (SSA)
- (d) Educational provisions for children with special needs across examination boards
- (e) National and international perspectives

6. PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION

- (a) Planning and management of inclusive classrooms: Infrastructure, human resource and instructional practices (whole class teaching, Activity based learning, peer tutoring, co-operative and collaborative learning, equity in assessment)
- (b) Curriculum development and curricular adaptations: Principles and Domains
- (c) Types of curriculum: Core, Collateral, Support, Plus, Functional and Alternative
- (d) Features of Inclusive curriculum: Child centeredness, multiple intelligence, learning styles and activities ecological appropriateness
- (e) Classroom Evaluation practices and management in inclusive education

7. ASSISTIVE /ADAPTIVE PROGRAMMES AND TECHNOLOGY

- (a) Planning of Assistive programmes: Individualized Education Plan (IEP), Life skill programmes.
- (b) Therapeutic interventions: Need and Scope
- (c) Assistive devices for learners with special needs: Aids and appliances (Individual and Group)
- (d) Use of information communication Technology (ICT)
- (e) Transitional Planning: Need and Relevance

8. COLLABORATIVE PRACTICES IN INCLUSIVE SET UPS

- (a) Role of support team: Parents, peers, professionals, teachers school management, community
- (b) Partnership approach: Need and relevance
- (c) Skills and competencies for collaborative practices
- (d) Professional ethics
- (e) Professional development

REFERENCES

- Daniels, H. (1999) Inclusive Education. London: Kogan.
- Baquer, A. and Sharma, A. (1997) . Disability: Challenges Vs. Responses. CAN Publications.
- Bartlett, L. D. and Weisentein, G. R. (2003) . Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991) . Successful Mainstreaming. Allyn and Bacon
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.

- Gargiulo, R. M. Special Education in Contemporary Society : An Introduction to Exceptionality. Belmont : Wadsworth.
- Gartner, A. and Lipsky, D. D. (1997) Inclusion and School Reform Transferring America's Classrooms. Baltimore : P. H. Brookes Publishers.
- Gathoo, V. (2004) Curriculum Strategies and Adaptations for Children with Hearing Impairment. RCI, New Delhi : Kanishka Publishers.
- Rangasayee, R. and Gathoo, V. (2007) . Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.
- Giuliani, G. A. and Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press : Sage Publishers.
- Hegarthy, S. and Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion. Corwin Press. Sage Publishers
- Hollahan and Kauffman (1978). Exceptional Children: An Introduction to Special Education. Prentice Hall.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon
- Karant, P. and Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- Gore, M. C. (2004) .Successful Inclusion Strategies for Secondary and Middle School Teachers. Crowin Press, Sage Publications.
- Jha, M. M. (2002). School Without Walls : Inclusive Education for All. Oxford: Heinemann Education.
- Mathew, S. (2004) Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.
- Panda, K. C. (1997).Education of Exceptional Children. New Delhi: Vikas Publications.
- Daird, P. (1980). Curriculum Design and Development. New York: Harcott Brace.
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications.
- Sedlak, R. A. and Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems: Allyn and Bacon.

SPECIAL PAPER-D **e- LEARNING**

Objectives

1. To develop an understanding of the concept of e-Learning and its importance
2. To develop an understanding about changed learning perspective in electronic media
3. To develop an understanding of teaching online & various online learning technologies.
4. To develop and study designing and organizing various e-learning methods
5. To develop an understanding of various psychological bases for e-learning
6. To develop an understanding of various social, legal, ethical and cultural issues of e-learning

1. CONCEPT OF E-LEARNING

- (a) Meaning, Objectives and Need

(b) Essential Characteristics of e-learners (Cognitive, Affective and Psychomotor)

2. PEDAGOGY OF e-LEARNING

- e-Learning & different pedagogies
- (a) Social Constructivist by Vygotsky
 - (b) Constructivist pedagogy by Bruner
 - (c) Behaviourist by Gagne
 - (d) Cognitivist by Piaget

3. e-LEARNING PROCESSES

- (a) Interactivity
- (b) Self-Study
- (c) Group learning (Network-based cooperative and collaborative learning)
- (d) Web Quest

4. e-LEARNING MODELS

- (a) Gilly Salmon
- (b) Laury Lard
- (c) Neil Asher's Instructional Design Model.
- (d)

5. APPROACHES TO e-LEARNING

- (a) Situated Learning Design
- (b) Problem Based Learning
- (c) Blended Learning

6. PARAMETERS AND QUALITY ASSURANCE IN e-LEARNING

- (a) Parameters in e-Learning
 - Speed
 - Number
 - Web Access
- (b) Quality Assurance
 - Social Commitment
 - Skills and Competency
 - Innovations and Creativity
 - Value system
 - Tools structure
 - Software systems

7. e-COURSEWARE AND LEARNING RESOURCES

- (a) Instructional Designing Models
 - 1. Development mode- LCMS
 - 2. Delivery System-LMS
- (b) Instructional System Design
 - 1. Models of 1) ADDIE
 - 2) Morrison and Kemp
 - 3) Deeken Carey
- (c) Management of e-Learning
 - 1. Delivery End
 - 2. Receiving End
- (d) Evaluating Websites

8. e-LEARNING MEDIA AND MATERIALS

Types of e-Learning resources

- (a) CER (Open Education Resources)
- (b) CER (Close Education Resources)
- (c) Development Multimedia

Modules, Course Module/Units, Granules, RLO

9. SOCIAL, CULTURAL, LEGAL AND ETHICAL ISSUES

- (a) Privacy
- (b) Copyright
- (c) Plagiarism
- (d) Security (Locking, Virus, Misuse, Abuse & Staging Safe)
- (e) Protocols –SCORM COMPATIBILITY NORMS.

REFERENCES

1. Verma, M. (2006). Online Teaching—Tools and Methods. New Delhi: Murari Lal & Sons.
2. Verma, M. (2006). Teaching in Digital Education. New Delhi: Murari Lal & Sons.
3. Singh, P.P and Sharma, S. (2005). E-learning New Trends in Education: Deep & Deep Publication.
4. Richard, Andrews, (2007). A Sage Hand Book of E-Learning Research. New Delhi: Sage Publication.
5. Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO.
6. Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO.
7. Allison Little John (2003). Refusing Online Resources. A Sustainable Approach to e-Learning: Kogan Page Limited
8. Regional Workshop on e-Learning (2003). Commonwealth Educational Media .New Delhi: Centre For Asia.

SPECIAL PAPER-E EDUCATIONAL TECHNOLOGY

Objectives

- To develop in students an understanding of the concept of educational technology.
- To develop in students an understanding of the concept of information technology, communication technology, instructional technology and ICT.
- To enable students to utilize applications of educational technology.
- To enable students to integrate different technologies effectively.
- To enable students to produce, select and use instructional material and media effectively.
- To enable students to innovate strategies for furtherance of effective communication.
- To enable students to develop systematic instructional planning.

- To enable students to design instruction in various systems of education.
- To enable students to understand the process of preparation
- To develop in students an understanding of the research trends in Educational Technology.
- To promote independent research in Educational Technology.
- To provide a scientific base for applications of various technologies.
- To develop in students an understanding of a positive attitude towards Educational Technology.
- To enable students to appreciate the role of technology in education

1. EDUCATIONAL TECHNOLOGY AND ITS APPLICATIONS

- a) Concept of Educational Technology as a discipline.
(ET= Information Technology, Communication Technology, Instructional Technology)
- b) Development of Educational Technology (Historical Perspective + Emerging Trends)
- c) Application of Educational Technology in Formal, Non- Formal and Informal Education Systems.

2. INSTRUCTIONAL TECHNOLOGY

- a) Concept of Instructional Technology
- b) Instructional Strategies – Large Group
Small Group
Individualized
- c) Instructional Media

3. INSTRUCTIONAL DESIGN (ID)

- a) Concept of ID
- b) Levels of ID (Process level, Product level , Micro level, Macro level)
- c) Systems Approach to I.D.
- d) Applications of learning theories
 - i) Behaviourism
 - ii) Cognitivism
 - iii) Constructivism
- e) Stages of development of ID : ADDIE

4. COMPUTERS AND ITS APPLICATIONS

- a) Computer Hardware
 - i) Basic structure of Computer
 - ii) Computer Devices:
 - Input Devices: Keyboard, Scanner, Joystick, touch screen, OCR mike, Digicom, Voice Recognition Systems etc.
 - Output Devices: Display Screen, Printer, Speakers etc.
 - Storage Devices: CD, DVD, Pen Drive etc.
 - All in one: Smart Phones, MP3, I-pods etc.
 - iii) Use of Input, Output, Storage devices in teaching learning process
- b) Computer Software

- i) Operating Systems: DOS, WINDOS,
- ii) Application Software: Word processing, Graphic processing, Data Processing, Presentation.
- c) Application of Computer in education
 - i) CAI, CAL, CBT, CML: Characteristics and Uses.
 - ii) Preparation of CAI Package (Process)
 - iii) Evaluation of CAI package (Criteria)

5. INTERNET AND ITS APPLICATIONS

- a) Internet as a source of information
- b) Internet as a mode of communication
 - i) Synchronous
 - ii) Asynchronous
- c) Online learning and Online Evaluation

6. SELF LEARNING MATERIAL

- a) Self Learning Material: Concept
- b) Historical Perspective of SLM
- c) PLM: Types (Linear, Branching, Mathetics)
 - Their Characteristics and Uses
 - Comparison between them
- d) Other forms of Self Learning Material
- e) Process of Preparing Self Learning Material

7. ICT AND ITS APPLICATIONS

- a) Concept of : ICT
- b) Role of ICT in Education (Need and Significance)
- c) Application of Communication Technologies
 - i) Teleconferencing and its types (Audio, Video, Computer)
 - ii) Broad casting (Radio, T. V.)

8. RESEARCH TRENDS IN E.T.

- i) Instructional Technology
- ii) Computers in Education
- iii) Instructional Design (ID)
- iv) Information & Communication Technology (ICT)
- v) Self Learning Material

REFERENCES

1. Budgett R and Leedham J. Ed.)(1973). Aspects of Educational Technology .VII, London: Pretam.
2. Deighton, L.C. (1971). "The Systems Concept in Education", in The Encyclopedia of Education Vol.8
3. Gagne R. and Briggs L.(1974). Principles of Insructional Design: New York, Holt,Rinchart and Winston.
4. Joyce,B. and Weil, M.(2003). Models of Teaching. New Delhi:Prentice Hall of India
5. Percival F. and Ellington H (1984). A Handbook of Educational Technology. London: Kagan Page.

6. Razik T.(1972) A. Systems Approach to Teacher and Curriculum Development: The Case of Developing Countries, UNESCO.
7. Roblyer M.D. Jack, Edwards(2000).Integrating Educational Technology Into Teaching. New Jersey, Prentice Hall.
8. Romiszowaski A. J.(1984). Producing Instructional System. London: Kagan Page.
9. Romiszowaski A.J. (1984).The Selections and Use of Instructional Media for Improved Classroom Teaching and Interactive Individualized Instruction. London: Kagan Page.
10. Vendanayagam, E.G. Teaching Technology for College Teachers.
11. Vickery B. and Vickery A.(1987). Information Science in Theory and Practice: London, Butterworths.
12. Vincient B. and Vinant T. (1985).Information Technology. London: Kagan Page.
13. Woodhouse D. and Macdongall A. (1986). Computers: Promise and Challenge: Melbourne, Backwell Scientific Publication.
14. Zokoczy Peter(1989). Information Technology : An Introduction :New Delhi, East West Press.

SPECIAL PAPER-F QUALITY ASSESSMENT IN EDUCATION

Objectives

- To develop an understanding of quality. concepts related to quality and accreditation
- To develop an understanding about change management and factors affecting quality
- To develop an understanding of need and application of TQM in education
- To develop an understanding a future perspective methodology in quality assessment in education
- To develop an understanding of strategic planning
- To develop an understanding of various tools and techniques to improve quality
- To develop an understanding of role of agencies in India and abroad
- To develop an understanding of research trends

1. QUALITY IN EDUCATION

- (a) Meaning of Quality and Quality in Education: Indian and Western perspective
- (b) Contribution of Quality Gurus: Walter Shewart, Edward Deming, Joseph Juran, Philip Crosby
- (c) Related Concepts: Inspection, Quality control, Quality Assurance, Total quality Management, Quality Circles, Quality Sustenance, Quality Audit

2. QUALITY ASSESSMENT AND ACCREDITATION IN EDUCATION

- (a) Meaning of Assessment And Accreditation
- (b) Purpose of Quality Assessment And Accreditation
- (c) Relation between Assessment And Accreditation
- (d) Parameters for Assessment in Education

3. CHANGE AND PUSH FOR QUALITY

- (a) Definition of Change, Nature of Change, Stages of Change, Lewin's 3 Step model

- (b) Force Field Analysis (FFA)
- (c) Individual factors for Change
- (d) Organizational factors for Change

4. **TOTAL QUALITY MANAGEMENT IN EDUCATION**

- (a) Concept of TQM
- (b) Systems thinking , Stufflebeam's CIPP Evaluation model
- (c) Management by facts
- (d) Participatory management and Teamwork: Kemmi's Participatory Evaluation model

5. **STRATEGIC PLANNING FOR CONTINUOUS QUALITY IMPROVEMENT**

- (a) Leadership for Creating Quality Culture
- (b) Identifying the Mission
- (c) Creating a Vision
- (d) Establishing Goals and Objectives
- (e) Generating Organizational Culture
- (f) Identifying the Costs of Quality

6. **QUALITY IMPROVEMENT METHODOLOGY**

- (a) Kaizen
- (b) International Standardization Organizations (ISO) in Education
- (c) Six Sigma: DMAIC methodology
- (d) Customer-Inspired Quality

7. **TOOLS AND TECHNIQUES FOR IMPROVING QUALITY**

Tools : (a) Control chart

- (b) Fishbone diagram (cause and effect diagram)
- (c) Pareto diagram
- (d) Failure mode and effect analysis (FMEA)
- (e) Tree diagram
- (f) Tool- Kit by NAAC for Educational Institutions.

Techniques: (a) SWOT analysis (Strengths, Weaknesses, Opportunities and Threats)

- (b) PERT (Programme Evaluation Review Technique)
- (c) CPM (Critical Path Method)
- (d) Benchmarking

8. **ROLE OF AGENCIES IN QUALITY ASSESSMENT IN EDUCATION**

National Level:

- (a) National Assessment Accreditation Council (NAAC): Its Role, Objectives, Process
- (b) Quality Assurance in Teacher Education
- (c) Quality Assurance in Distance Education

International Level:

- (a) Role of UNESCO
- (b) Role of INQAAHE

9. **RESEARCH TRENDS IN QUALITY ASSESSMENT IN EDUCATION**

- (a) Researches on Quality Assessment, TQM and Accreditation
- (b) Identifying gaps in above mentioned areas

REFERENCES

1. Arcaro, J.(1997).Quality in Education: An Implementation Handbook. Vanity Books International New Delhi.
2. Basterfield, D.et.al.(2003). Total Quality Management. Pearson Education Asia, Third Edition.
3. Bhote, K.(2003). The Power of Ultimate Six Sigma. American Management Association, USA.
4. Brenson J.(1997) . Standards And Quality In Education, London Jessica Kingsley Publisher.
5. Fraiser, A (1997) A Roadmap For Quality Transformation In Education. St. Lucie Press Florida.
6. Lewis,R & Smith D. Total Quality in Higher Education. Vanity Books International New Delhi.
7. Morrison, K.(1998) Management Theories for Educational Change: Paul Chapman Publishing Limited.
8. Mukhopadhaya, M. (2000). Total Quality in Education.NIEPA, New Delhi.
9. Pathan,S.N.(2005). Quality Improvement Programme In Higher Education Through NAAC: A Success Story Of Maharashtra : Bhopal Intellectual Book Bureau.
10. Radford,J et.al (1997). Quantity And Quality In Higher Education. Jessica Kingsley Publishers, London and Bristol.
11. Rampersad .H(2001). Total Quality Management: An Executive Guide to Continuous Improvement. Springer: New York.
12. Scheerens, J. et.al (2003). Educational Evaluation, Assessment and Monitoring: A Systemic Approach. Swets & Zentlinger Publications.
13. Singh , A. (2004). Fifty Years of Higher Education In India, The Role of the UGC: Sage Publications.
14. Stella, A. & Gnanam, A. (2003). Making the Most of Accreditation: Concept Publishing Company. New Delhi.
15. Stella, A. & Gnanam, A. (2003). Foundations of External Quality Assurance in Indian Higher Education: Concept Publishing Company, New Delhi.
16. Stella, A. (2001). Quality Assessment in Indian Higher Education: Issues of Impact and Future Perspectives: Allied Publishers Limited, New Delhi.

* * * * *