

# **UNIVERSITY OF MUMBAI**

## **Ordinances, Regulations, Scheme and Syllabus for the Revised Course for the Degree of Master of Education (M.Ed.)**

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**O. 5214** Any person who has obtained the degree of Bachelor of Education of this University or a degree of another University recognized as equivalent thereto with a minimum of 45% marks in aggregate at the Bachelor's Degree / Master's Degree examination and 55% marks in the B.Ed. Degree examination may be admitted to the Degree of Master of Education (M.Ed.) after having fulfilled the requirements as laid down in the Ordinances and Regulations as prescribed in the course of studies for the Degree of Master of Education (M.Ed.)

Relaxation of the minimum percentage of marks for candidates from the Reserved Categories will be as per State Government Rules.

**O. 5215** The M.Ed. degree shall be taken by Papers and Dissertation.

**O. 5316** A Candidate desirous of appearing for the M.Ed. examination shall undergo a regular course of study in University Department of Education or an institution recognized by the NCTE for the purpose. The duration of the course shall be two consecutive academic terms for the full-time course.

The M.Ed. examination will be held in the First Half of the year.

**R.4317.** The scheme of examination shall be as follows:

**Part A :** There shall be four Compulsory Papers and two Electives as Papers V & VI to be selected from the list of Special Papers. Each paper is of 100 marks.

**Part B :** There shall be a dissertation carrying 200 marks.

**Part C :** Practical Work

### **PART A 4 COMPULSORY PAPERS + 2 ELECTIVES**

#### **Compulsory Papers**

- 1) Advanced Philosophy and Sociology of Education
- 2) Advanced Educational Psychology
- 3) Research Methodology in Education
- 4) Teacher Education.

#### **Special Papers**

- A. Guidance and Counselling

- B. Management of Education
- C. Inclusive Education
- D. e-Learning
- E. Educational Technology
- F. Quality Assessment in Education.

## **PART B DISSERTATION**

**R. 4318** The dissertation shall carry 200 marks

The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in R. 4320 stating that the same is the candidate's own work carried out under his/her guidance and supervision and is worthy of examination. Each dissertation shall be examined by an external examiner appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

**R. 4319.** Viva-voce' examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly by the external and internal examiners on the basis of the dissertation and viva-voce performance.

**R. 4320.** The dissertation shall be on an educational topic approved by the scrutiny committee consisting of five members including two recognised post-graduate teachers having guided at least five dissertations at the P.G. level and having five years of experience of teaching at the P.G level and three Ph.D. guides of University of Mumbai having successfully guided at least two Ph.D. theses. The convenor of the committee shall be the Head of the University Department of Education. The committee will be decided by the convenor. However, if the guiding teacher has any objection to the changes suggested in the title, he/she, shall be entitled to apply within 15 days to the committee. The institutions will submit the list of dissertation titles to the convenor of the committee by 10<sup>th</sup> August. If a topic suggested by any student is not approved, he/she will be at liberty to suggest another, provided that in all such cases the topic is got approved by the committee. Each student shall work under the guidance of a recognized post-graduate teacher for his/her dissertation.

**R. 4321.** Two copies of the dissertation shall be submitted by the student to the Head of the Institution where he/she is registered, on or before 15<sup>th</sup> March. No dissertation will be accepted after the last date. A candidate who fails to submit the dissertation on or before 15<sup>th</sup> March will not be allowed to appear for the theory examination.

**R. 4322.** The institutions will forward two copies of each dissertation received up to 15<sup>th</sup> March, to the Examination Section on 22<sup>nd</sup> March. If 22<sup>nd</sup> March happens to be a holiday, the submission should be done on the next working day.

## **PART C PRACTICAL WORK**

Field-based work shall be carried out in a NCTE recognized B.Ed. College within the jurisdiction of the University of Mumbai. The following field work is to be completed and to be certified by the Principal of the B.Ed. College where it is carried out.

Internship of at least one week's duration comprising of :

- i) Observation of 5 lectures given by the B.Ed. College staff.
- ii) 2 Lectures to be delivered by the internee, one in Special Field offered by college and one in Special Method offered by college.
- iii) Participation in college's day to day activities.

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

### **STANDARD FOR PASSING THE EXAMINATION**

**R. 4323.** To pass the examination the candidate must obtain:

- a) In part A, minimum 40% of marks separately in each paper and 45% of marks in aggregate.
- b) In part B minimum 50% marks.
- c) With respect to the total marks obtained by the candidate in Part A of the examination (out of total 600), and in Part B (out of total 200) class will be accorded to the candidates as follows:

<b>Class</b>	<b>Percentage</b>	<b>Marks</b>
1 <sup>st</sup> Class with Distinction	70% and above	560 and above
1 <sup>st</sup> Class	60% to 69%	480 – 559
2 <sup>nd</sup> Class	50% to 59%	400 – 479
Pass Class	45% to 49%	360 – 399
Fail	Below 45%	359 and below

The class will be awarded on the basis of the total performance of parts A and B taken together.

**R. 4324.** If the candidate passes in theory papers but fails in the dissertation the marks in theory papers will be carried over, at his/her option, to three subsequent examinations. Candidates exercising this option will not be eligible for First or Second Class. If the candidate passes in the dissertation but fails in theory papers, the marks in dissertation will be carried over, at his/her option, to three subsequent examinations. Candidates exercising this option will not be eligible for First or Second Class.

**R. 4325.** If the candidate fails either in theory or in dissertation or on the aggregate and wishes to reappear for the M.Ed. examination will be eligible for the First or Second Class subject to his fulfilling the conditions (a) to (c) as specified under R. 4326 below.

## **IMPROVEMENT OF PERFORMANCE**

**R. 4326.** Candidates who have passed the M.Ed. degree examination of this University and who desire to improve their performance will be permitted to appear again for the M.Ed. degree examination within a period of 5 years from the date of his/her 1<sup>st</sup> appearing at M.Ed. exam subject to the following.

The conditions of passing the exam prevailing at the time of improvement will be applicable in such cases.

- a) Putting in attendance for one term for the full-time course.
- b) Completing all the items under the practical work.
- c) Submitting a fresh dissertation on a different topic to be approved by the scrutiny committee.

**R. 4327.** The following are the syllabi for the various papers.

# **DETAILED SYLLABUS**

## **COMPULSORY PAPER – I** **ADVANCED PHILOSOPHY AND SOCIOLOGY OF EDUCATION**

### **Section I: Advanced Philosophy of Education**

Objectives:

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

### **1. PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

- (a) Philosophy of Education: Meaning, Scope, significance and Function
- (b) Indian perspectives of Education: Vidya, Dnyan and Darshan, its 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 and Critical Evaluation.

- (b) **Existentialism:** The chief characteristics of Existentialism, The Aims of Education, Child-centred Education, Curriculum, The Teacher, Religious and Moral education and 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 and Critical Evaluation.
- (e) **Perennialism:** Meaning, Perennialism as an Educational Philosophy, Exponents, Basic Principles of Perennialism, Aims of Education, Curriculum, methods of teaching and Critical Evaluation.
- (f) **Essentialism:** Fundamental Principles of Essentialism, Aims of Education, Curriculum, methods of teaching, School and Aims of Education, Curriculum, methods of teaching and Critical Evaluation.
- (g) **Eclecticism:** Meaning, Need of Electric 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. Adoptability and Practicability of their Ideologies in Present Context.
- (b) Critical Theory of Education Pedagogy of the Oppressed.

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## **Section II: Advanced Sociology of Education.**

Objectives:

### **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

### **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 a tool for 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.

### **COMPULSORY PAPER-II** **ADVANCED EDUCATIONAL PSYCHOLOGY**

#### Objectives

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

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

### Objectives

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

- To develop an understanding about 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
  - Document Analysis
  - Analytical Method.

(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

## 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.

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### **COMPULSORY PAPER -IV** **TEACHER EDUCATION**

Objectives:

- Concept of Teacher Education
- Evolution of Teacher Education and Agencies of Teacher Education
- Teacher Education in the International Scenario
- Teacher Education programmes at Different Levels—Their Objectives, Structure, Curriculum, and Role and Competencies of the Teacher
- Need for Teacher Education at Tertiary Level
- Issues, Problems and Trends in Teacher Education
- Innovations in Teacher Education
- Need, Scope and Areas of Research in Teacher Education
- Teacher Education as a Profession
- Role and Competencies Required of Teacher Educators
- 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.
- (e) Designing course and curriculum including learning, innovation and multiple intelligences vis'-a-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

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## **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 a-Vocational.  
Meaning and its implications.
- (c) Agencies of Guidance: International, National, State and Local.

### **2. IMPLICATIONS OF THEORIES**

- (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 Retarded and Gifted.
- (b) Disadvantaged Groups: Social, Economical and Educational.
- (c) Women (Marginalised, Domestic Helper, Commercial sex worker and 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

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## **SPECIAL PAPER B** **MANAGEMENT OF EDUCATION**

### Objectives

- To develop an understanding of concept of and need for management of education.
- To develop an understanding of leadership in the context of education.
- To 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 ITC 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<sup>0</sup> 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. Mc Gregor's Theory X and Theory Y. Ouchi's Theory Z. Relationship between motivation, performance and job satisfaction.

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**SPECIAL PAPER C**  
**INCLUSIVE EDUCATION**

Marks :100

Objectives

The student teachers will:

- Explain the concept and philosophy of inclusive education in the context of social justice, universal access and equity
- Explain nature and types of special educational needs of learners and associated conditions
- Assess and identify diverse needs of learners
- Analyze the trends and issues in Inclusive Education
- Examine effective implementation of initiatives and provisions for facilitating inclusive education
- Develop appropriate programs for all learners in inclusive class
- Plan and manage curriculum for learners with diverse needs
- 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 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

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## **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 change learning perspective in electronic media
3. To develop an understanding of teaching in online & various online learning technologies.
4. To develop and study designing and organizing various e-learning teaching methods
5. To develop an understanding of various psychological bases for e-learning
6. To develop an understanding of various social, legal, ethical and health 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 pedagogy

- (a) Social Constructivist by Vygotsky
- (b) Constructivist pedagogy by Bruner
- (c) Behaviourist by Gagne
- (d) Cognitivist by Piaget

## **3. e-LEARNING PROCESS**

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

## **4. e-LEARNING MODELS**

- (a) Gilly Salmon
- (b) Laury Lard
- (c) ..

## **5. APPROACHES TO e-LEARNING**

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

## **VI. 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 system

## **VII. e-COURSEWARE AND LEARNING RESOURCES**

- (a) Instructional Designing Models
  - Development mode- LCMS
  - Delivery System-LMS
- (b) Instructional System Design
  - Models of 1) ADDIE
  - 2) Morrison and Kemp

3) Decken Carey

- (c) Management of e-Learning
  - Delivery End
  - Receiving End
- (d) Evaluating Websites

### **VIII. e-LEARNING MEDIA AND MATERIALS**

Types of e-Learning resources

- (a) OER (Open Education Resources)
  - (b) CER (Close Education Resources)
  - (c) Development Multimedia
- Modules, Course Module/Units, Granules, RLO

### **IX. SOCIAL, LEGAL AND ETHICAL ISSUES**

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

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## **SPECIAL PAPER E** **EDUCATIONAL TECHNOLOGY**

Objectives

The learner will be able to:

- Understand the concept of educational technology.

- Understand the concept of information technology, communication technology, instructional technology and ICT
- Utilize applications of educational technology.
- To integrate different technologies effectively.
- Produce, select and use instructional material and media effectively
- Innovate strategies for furtherance of effective communication
- Develop systematic instructional planning.
- Design instruction in various systems of education.
- Understand the process of preparation
- Understand the research trends in Educational Technology.
- Promote independent research in Educational Technology.
- Provide a scientific base for applications of various technologies.
- Have a positive attitude towards Educational Technology.
- Appreciate the role of technology in education

## **1. EDUCATIONAL TECHNOLOGY AND IS 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 : IT , CT, 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

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**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 about strategic planning
- To develop an understanding about various tools and techniques to improve quality
- To develop an understanding about role of agencies India and abroad
- To develop an understanding about 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 Opportunity Threat)
  - (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 of Teacher Education
- (c) Quality Assurance of 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

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