

# S.N.D.T Women's University

## Faculty of Education



**S.N.D.T Women's University  
1, Nathibai Thakersey Road,  
New Marine Lines, Mumbai 400 020**

**Master of Arts in Education Syllabus  
2015**

## STRUCTURE OF M. A. in Education Two years programme, 2015

**Faculty:** Education  
Education

**Name of the Programme:** Master of Arts in

**Duration:** 2 year Full time

**Semester:** Four

**Credits: 80 Total marks: 2000**

**Major components:**

- Core Courses
- Special Courses
- Internship/field attachment: (200 marks /8 credits)
- Action research/project (100 marks /4 credits)

**Mode:** face to face

**Course Structure:** All courses are 4 credits

<b>Courses</b>	<b>Sem I</b>	<b>Sem II</b>	<b>Sem III</b>
Group A Core Courses (Compulsory)	1. Advance Philosophy of Education (122001) 2. Advanced Sociology of Education (122002) 3. Learner and Process of Learning (122003) 4. Pedagogy, Andragogy and Heutagogy (122004) 5. Human Rights Education (122005)	6. Research Methodology (222001) 7. Methods of Data Analysis (222002) 8. Instructional Strategies (222003) 9. Instructional Media and ICTs in Education (222004) 10. Process of Communication (in education) (222005)	11. Curriculum Development (322001)
Group B Specialization (3 courses for each specialization and 2 specializations)			(3 course of ANY 1 specialization: 12 Credits) 12. Open and Distance Education (322101) (322102) (322103) 13. Education Management (322201) (322202) (322203) 14. Teacher Education (322301)

			(322302) (322303) 15. Inclusive Education (322401) (322402) (322403)	1
Group C			20. Action Research/Project (4 Credits) (322888)	
Group D				2
<b>Total Credits (80)</b>	<b>20</b>	<b>20</b>	<b>20</b>	

# General Rules and Regulations

## 1. Eligibility for Admission to the M.A. in Education Course:

Bachelor's degree in any discipline, with or without a degree in education from a recognized University.

## 2. Selection procedure:

Admission to the eligible candidate will be given as per the selection procedure laid down by the University from time to time.

## 3. Certificates or Documents for Admission:

A candidate shall be required to submit the following certificates/documents at the time of admission

- a. (i) Degree Certificate.  
(ii) Its attested Xerox copy.
- b. (i) Migration Certificate (in case of students having passed the last examination from the University other than the S. N. D. T. Women's University).  
(ii) Certificate for the change in the name on account of marriage (in case of student having passed the qualifying examination under her maiden name). This certificate shall be from a Special Executive Magistrate or a Magistrate bearing his office seal. Alternatively, a copy of the Government Gazette in which the change of name has been notified; may be submitted.  
(iii) Caste certificate (if applicable).

## 4. Duration:

The duration of the M.A. Regular Course will be four consecutive academic semesters.

## 5. Medium:

(a) Medium of Instruction –

The medium of instruction for the M. A. Course will be Marathi or English provided the Department concerned can make arrangement and is permitted to do so by the University.

(b) Medium of Research Project –

The students, with prior permission, have option for the medium of the dissertation as Gujarati, Marathi, English or Hindi irrespective of the medium of Instruction, but not different from the medium of the M. A. Examination.

(c) Medium of Examination –

The medium of the Examination shall be Gujarati or Marathi or English or Hindi. With prior permission, the students will have the option to write their theory papers in any of the above media irrespective of their medium of Instruction.

## 5. Eligibility of Admission to the M. A. Examination:

At least 80% of attendance of the total number of working days in each semester.

## 6. Internal Work:

a) Completion of all items of internal work in each semester is to be done by each student individually and / or jointly in a group, as prescribed in the syllabus before appearing for the semester. In case student fails to complete the internal work in the first semester (First, second and third semester in case of part time students) the HOD may grant her permission to appear in semester examination, but she will have to complete it before last semester without which she cannot appear for the last semester.

b) In case the student is sanctioned absence on medical grounds, she has to complete the items of internal yearly work that she may have missed during her absence, as may be re- arranged by the department.

c) The Head of the Department shall send the Internal assessment marks to the C.O.E. of the University before the commencement of the examination.

## 7. Standard of Passing:

To pass the examination candidate must obtain at least 40 % marks in each component ( theory, related practical work, internship and dissertation). The candidate must pass theory and practical separately.

### Class:

Class	Percentage
First class with distinction	70 % and above
First class	60 % and below 70 %
Second class	50 % and below 60 %
Pass class	40 % and below 50 %

## 8. Rules for Re-appearing in Examination:-

- i) Student teachers who do not pass examination of a particular course/s in three attempts will have to re-enroll for the entire program.
- ii) Student teacher has to complete M.A. degree in three years. For instance, a student enrolling for a two year M.A. program in 2015-17 will have to complete the program by 2018-19.

When the syllabus changes, question papers of old syllabus will be set for the four times along with the question paper for new syllabus. If a student is unable to complete the M.A. program within two years after the first examination when syllabus is changed, she will have to appear for examination of the new course

## **9. Objectives of M.A. Programme:**

1. To acquire advance knowledge about philosophy, sociology and psychology of education.
2. Develop knowledge and understanding of the process of educational research and skill in conducting research in the field of education.
3. Explore, reflect on and develop one's own teaching practice.
4. Develop insight into one's knowledge of and update oneself about one's academic discipline or other areas of curriculum.
5. Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counseling.

## **10. Evaluation of M.A. internship and Research Project:**

- A) Internship (200 marks)  
Details are given in Internship Manual
- B) Research Project (100 marks)

**Core Course I (Group A)**  
**Advanced Philosophy of Education**  
**(100 Marks, 4 credits)**  
**Semester-I**

**Module 1: Fundamentals of Educational Philosophy**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to:

- Explain the meaning of educational philosophy.
- Explain the relationship between education and philosophy.
- Explain the philosophical terms related to education.

**Content:**

- Meaning and Scope of educational philosophy
- Relationship between education and philosophy
- Need and importance educational philosophy
- Meaning of drill, training, indoctrination, instruction and its role in learning
- Meaning of Ontology, Epistemology, Metaphysics and Axiology

**Module 2: Understanding Values**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to:

- Explain the concept of values.
- Explain the relativity of values.
- Explain the reasons for disfunctionality of values.
- Suggest ways for developing values.

**Content:**

- Meaning, Origin and types of Values
- Relativity and characteristics of Values
- Disfunctionality of Values
- Development of Values
- Values needed in India in the context of globalization



### **Module 3: Indian philosophies and Thinkers**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

At the end of the module learners will be able to:

- Explain Indian philosophies.
- Explain the educational implications of Indian philosophies

#### **Content:**

- a) Indian Philosophies
  - Vedic
  - Jain
  - Buddhist
  - Islamic
- b) Thinkers
  - Aurobindo
  - J. Krishanmurty
  - Osho Rajneesh

### **Module 4: Western philosophies and Thinkers**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

At the end of the module learners will be able to:

- Explain the different Western philosophies.
- Explain the educational implications of Western philosophies

#### **Content:**

- a) Thinkers
  - Russell
  - Plato
  - Dewey
- b) Western Philosophies
  - Logical positivism
  - Existentialism
  - Essentialism
  - Humanism

**Assignments:**

- Examine the philosophical basis of any formal education program and write report (25 marks).
- Identifying one's own philosophy on the basis of Student Content Inventory (10marks)
- Reflective writing in about 1000 words on educational thought of any one educationist such as Gandhiji, Swami Vivekanand, Rousseau, Spencer, Pestalozzi, J.P.Naik (15 marks)

**Suggested Readings:**

- Chakraborty, A. K.: Education in Emerging Indian Society, R. Lall Book Depot, Meerut, 2008.
- Chakraborty, A. K.: Principles & Practice of Education: Philosophy & Sociological Foundation, Surya Publication, Meerut, 2003.
- Chandra, Soti S. & Sharma, R.: Philosophy of Education, Atlantic Publisher & Distributor, New Delhi, 2004
- Chaube, S. P. & Chaube, A.: Western Educational Thinkers, Concept Publication, New Delhi, 2002
- Ghosh, S.: Education in Emerging Indian Society: Challenges & Issues, PHI learning Pvt. Ltd., New Delhi, 2009.
- Khanna, S.: Educational Philosophy, Maxford Books, New Delhi, 2009.
- Pflug, Bernd: The modern Conditions of Educational Thought, Gyan Publishing House, New Delhi, 2000.
- Rathor, Kusum Lata: Existentialism in Education, Sanjay Prakashan, New Delhi, 2005
- Shrivastava, K. K.: Philosophical Foundation of Education, Kanishka Publishers & Distributors, 2003
- Sudarshan, N.: Right to Education Emerging Scenario, The ICFAI University Press, Hyderabad, 2007.
- Vaidya, N. & Vaidya, S.: Encyclopedia of Educational Foundation & Development, Deep & Deep Publisher, New Delhi, 2002
- Winch, C. & Gingell, J.: Key concepts in Philosophy of Education, Routledge, London, 2004

**Core Course II (Group A)**  
**Advanced Sociology of Education**  
**(100 Marks, 4 credits)**  
**Semester-I**

**Module 1: Fundamentals of Education & Sociology**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to

- Explain the concept of Sociology of Education.
- Explain the approaches to the study of society.
- Explain different sociological theories and its educational significance.
- Explain the Concept of institutionalization.
- Explain the theories of education as social institution

**Content:**

- Sociology of Education and Educational Sociology- Concepts, relationship and functions
- Introduction to approaches to the study of society: i) Historical ii) Correlational
- Theoretical Perspectives to study society: i) Functional ii) Conflict iii) Symbolic interactionism and their significance to education
- Concept of institutionalization; Types of social institutions, Effects of Education as an institution- allocation theory and legitimation theory

**Module 2: Role of Education in changing society**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to

- Explain the meaning and types of Social stratification and social mobility.
- Explain the Functional and conflict theories of Educational stratification
- Explain the Constitutional provision for equality of opportunity.
- Explain the Concept of modernization and Role of education in modernization
- Discuss the views of Lyotard, Foucault and Derrida of Post modernism and its educational implications

**Content:**

- Social stratification and social mobility – meaning and types
- Functional and conflict theories of Educational stratification
- Equality of opportunity: Meaning and Constitutional provisions:  
Compensatory education program
- Concept of modernization: Individual and societal modernity; Role of education in modernization
- Post modernism and its educational implications- views of Lyotard, Foucault and Derrida

**Module 3: Gender and Education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to

- Explain the Role of religion, constitution and law in gender Ideology
- Explain the Gender differentiation, gender stereotyping and gender inequality in society
- Discuss the theories of feminism
- Explain the Concept and aspects of Women empowerment
- Suggest the measures for Women empowerment through education

**Content:**

- Gender ideology in society; Role of religion, constitution and law in gender ideology
- Gender differentiation, gender stereotyping and gender inequality in society
- Feminism- meaning; theories of feminism- Liberal feminism, Socialist feminism and Radical feminism
- Women empowerment- concept, aspects of empowerment, Role of education

**Module 4: Social concerns related to education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to

- Discuss the social concerns related to education.
- Explain the role of teacher in dealing with social concerns.
- Evaluate the Contribution of social reformers in the field of education.

**Content:**

- Multicultural education
- Peace education
- Human right education
- RTE, 2009
- Contribution of social reformers: Mahatma Phule, Maharishi Karve, Dr. Babasaheb Ambedkar

**Assignments:**

- Identify the educational problems of socially deprived students and preparing and implementing a compensation programme for them (20 marks).
- Analyse any one textbook in the light of gender ideology and write a report (20 marks)
- Prepare session plan for multicultural set up. (10 marks)

**Suggested Reading:**

- Ballantine, J: Sociology of Education, 7th edition, Prentice Hall, 2011
- Bhattacharya, S.: Sociological Foundation of Education, Atlantic Publisher & Distributor, New Delhi, 2003.
- Chandra S. S. & Sharma, R.: Sociology of Education, Atlantic Publishers & Distributors, New Delhi, 2004
- Meighan, R & Harber C.: A Sociology of Educating, Continuum International Publishing group: Newyork, 2007
- Sadovnik, A: Sociology of Education, Tylor & Francis Group, 2010
- Saha, L.(ed.), International Encyclopedia of Sociology of Education, Elsevier Science Inc.: Newyork,1997
- Sharma, Yogendra: Sociological Philosophy of Education, Kanishka Publishers & Distributors, New Delhi, 2003.

**Core Course III (Group A)**  
**Advanced Educational Psychology**  
**(100 Marks, 4 credits)**  
**Semester-I**

**Module 1: Understanding Learner**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

At the end of the module learners will be able to:

- Explain phases in cognitive development of a person as given by Piaget
- Explain the facets of cognitive development
- Discuss the role of attitude in individual's behaviour
- Apply the Theory of Multiple intelligences in classroom situation

**Content:**

- Piaget's theory of cognitive development and its educational implication
- Problem Solving: Steps, Heuristic and algorithmic methods, development of problem solving skill
- Creativity: Meaning and phases of creativity(by Wallas); Role of a creative person in society; Factors of creativity, Identification and measurement of creativity, Techniques for development of creativity
- Attitudes: Meaning, Nature, Function and formation of attitudes; Attitude change: Festinger's theory, persuasive communication
- Theory of Multiple intelligence

**Module 2: Reflecting on learning process**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

**At the end of the module** learners will be able to:

- Explain the theories of learning
- Apply theories of learning in classroom situation.

**Content:**

- Theories of Learning
- Ausubel's meaningful verbal learning theory: Concept of cognitive structure, Types of learning, educational implication
- Hebb's neurophysiological theory of learning
- Bandura's social learning theory: 4 steps of observational learning and educational implication
- Connectivism: a learning theory of digital age
- Roger's theory of experiential learning

### **Module 3: Reflecting on teaching process**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

At the end of the module learners will be:

- Explain theories of teaching
- Discuss implications of brain research in teaching
- Explain the Concept and characteristics of children with special needs
- Explain Concept and need of inclusive education.

#### **Content:**

- Teacher and teaching
- Teaching process: meaning
- Theories of teaching: Formal theory, Descriptive theory and Normative theory; Difference between theories of learning and theories of teaching
- Carroll's model of Mastery Learning – need, assumptions, components, and implications.
- Slavin's QAIT model and its educational implication
- Bruner's theory of Instruction
- Implications of brain research in teaching
- Teaching children with special needs:
  - a) Concept and characteristics of :
    - i) Children with ADHD and AD
    - ii) Children with learning disabilities, slow learners
    - iii) Children with behavioural and emotional disorder
  - b) Concept and need of inclusion; teaching techniques for inclusive classrooms

### **Module 4: Personality and adjustment**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

At the end of the module learners will be able to:

- Explain theories of personality
- Suggest application of theories for personality development

#### **Content:**

- Types of personality theories
- Freud's psychoanalytic theory and defense mechanism
- Big 5 model of personality
- Roger's humanistic theory with specific reference to REBT
- Jung's theory with specific reference to MBT

**Assignment:**

- Prepare a session plan based on any learning theory.(15 marks)
- Administer any one psychological test to 10 persons and write a report. (20 marks)
- Visit to special school and writing a report. (15 marks)

**Suggested Reading:**

- Agarwal, J. C.: Psychology of learning & Development, Shipra Publications, Delhi, 2004.
- Bhattacharya, S.: Psychological Foundation of Education, Atlantic Publisher & Distributors, New Delhi, 2003
- Mangal, S. K.: Advanced Educational Psychology, Prentice Hall of India Pvt. Ltd., New Delhi, 2007
- Mangal, S. K.: Educating Exceptional Children, Prentice Hall of India Pvt. Ltd., New Delhi, 2007
- Pandey, R. S.: Advanced Educational Psychology, Vinay Rakheja Publishers, Lall Book Depot, Meerut, 2008.
- Prakash, P.: Psychological Foundation of Education, Kanishka Publisher & Distributor, New Delhi, 2007.
- Rao, Usha: Advanced Educational Psychology, Himalaya Publishing, Mumbai, 2008.
- Skinner, Charles: Educational Psychology, 4th ed., PHI learning Pvt. Ltd., New Delhi, 2009
- Williams, R. B.: Multiple Intelligences for differentiated learning, Growth Press & Sage Pub. Co., Thousands OAKS, CA, 2002.
- Woolfolk, A.: Educational Psychology, 9th ed., Pearson Education, New Delhi, 2004.



**Core Course IV (Group A)**  
**Androgogy, Pedagogy and Heutagogy**  
**(100 Marks, 4 credits)**  
**Semester-I**

**Module 1: Understanding Pedagogy**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learner will be able to:

- Explain the meaning, need and importance of pedagogy.
- Prepare instructional plan for teaching students.

**Content:**

- Meaning development of concept of pedagogy
- Need and importance,
- Principles of teaching
- Understanding teaching – learning process. ( elements and its relationship)
- Classroom management
- Characteristics of learner
- Media for children
- Instructional strategies for school students
- Education implication

**Module 2: Understanding Andragogy**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

The learner will be able to:

- Discuss the meaning, need and importance of andragogy.
- Develop instructional plan for adult learner.

**Content:**

- Meaning and development of concept andragogy
- Need and importance,
- Principles of andragogy
- Instructional strategies for adult learner
- Models of Self directed learning ( Grow’s Instructional model, Tough’s sequential model, Brockett and Hiemstra’s interwoven model)
- Transformative learning.
- Educational implications

### **Module 3: Understanding Heutagogy**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The learner will be able to:

- explain and reflect on development of concept of heutagogy

#### **Content**

- Meaning and development of concept heutagogy
- Need and importance,
- Principles of heutagogy
- Applying heutagogy in distance learning
- Heutagogy and lifelong learning
- Transition from pedagogy to heutagogy
- Educational implications

### **Module 4: Assessment and evaluation**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

The learner will be able to:

- Discuss types of evaluation.
- Suggest appropriate tool of evaluation.
- Develop evaluation tool.

#### **Content:**

- Meaning of assessment and evaluation
- Need and importance of evaluation
- Types of evaluation: Purposive, formative, summative
- Assessment tools for school student, adult learner, distance learner (achievement tests, examination, Rubrics for case studies/projects/poster presentations, assessment of group work/discussions/seminars)

#### **Assignments:**

- Develop two activities for school students for face to face mode.(10 marks)
- Prepare a session plan for adult learner(10 marks)
- Develop an instructional plan based on principles of heutagogy.(15 marks)
- Prepare a rubric to assess a seminar or project/discussion/presentation (15 marks)

## References:

- Michael W. Bridges, Michele P, Marie K. Norman (2010) How Learning Works: Seven Research-Based Principles for Smart Teaching. Jossey –Bass
- Malcolm S , Elwood F, Holton III , Swanson R.(2005) The Adult Learner, Sixth Edition: The Definitive Classic in Adult Education and Human Resource Development
- Kenyon, C., & Hase, S. (2010). Andragogy and heutagogy in postgraduate work. In T. Kerry (Ed.), Meeting the challenges of change in postgraduate education. London: Continuum Press.
- Knowles M.(1984) The Modern Practice of Adult Education: from Pedagogy to Androgogy. New York: Cambridge
- Hase S, Kenyon C. (2013)Self-Determined Learning: Heutagogy in Action. London; bloomsburry
- <https://heutagogy.wordpress.com/2013/03/04/the-pah-continuum-pedagogy-andragogy-heutagogy/>
- [http://books.google.co.in/books?id=RtHdC2RSThAC&pg=PA45&source=gbs\\_toc\\_r&cad=3#v=onepage&q&f=falsePedagogy](http://books.google.co.in/books?id=RtHdC2RSThAC&pg=PA45&source=gbs_toc_r&cad=3#v=onepage&q&f=falsePedagogy)
- <https://usergeneratededucation.wordpress.com/2013/05/13/education-3-0-and-the-pedagogy-andragogy-heutagogy-of-mobile-learning/> (IMP)
- <http://cat-udc.blogspot.in/2012/05/understanding-pedagogy-andragogy-and.html>

**Core Course V (Group A)**  
**Human Rights Education**  
**(100 Marks, 4 credits)**  
**Semester-I**

**Module 1: Understanding Human Rights**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

After learning this module the student teacher will be able to

- Explain origins of Human rights
- Elaborate the Historical context of Human Rights
- Explain Concept of Human Rights
- Explain the Need and Importance of human right in Contemporary context
- Compare various types of human rights
- Elaborate the Universal declaration of human rights
- Bring out issues and challenges towards human rights

**Content:**

- Origin and History of Human rights (2)
- Concept of human rights :Meaning ,definitions ,nature (2)
- Need and importance of human rights in contemporary context (Socio ,political, Economic and cultural ) (3)
- Types of rights :Universal Human rights ,Constitutional fundamental rights, General civil rights(its nature features)(2)
- Universal declaration of Human rights and Indian constitutional fundamental rights (3)
- Issues and Challenges in Human rights (Castism, child marriages ,gender discriminations, terrorism ,Fundamentalism (3)

**Module 2: Understanding Human Rights education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

After learning this module the student teacher will be able to

- Explain the concept of Human rights education.
- Elaborate the aims and objectives of human rights education
- Evaluate the human rights education at secondary and higher secondary levels
- Use Constructivist and Interdisciplinary approach
- Develop various teaching strategies for human rights education.
- To evaluate the role of educational institutions and NGO'S in human right education

**Content:**

- Concept of human rights education :Meaning ,definitions , nature.(2)
- Need and importance of human rights education.(1)
- Aims and objectives of Human rights education.(1)
- Human rights education at various levels(secondary and higher secondary).(2)
- Pedagogical strategies for human rights education.(6)
  - a. Approaches: Constructivist approach, Interdisciplinary approach
  - b. Methods: Role play, project, dramatization, brain storming
  - c. Techniques: Questioning, group discussion, seminar, panel discussion, Field visit
  - d. Resources : e-resources, organizations, commissions,
- Role of educational institutions (teacher, management, student councils), NGO's ,(3)

**Module 3: Organization efforts toward RTE**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

After learning this module the student teacher will be able to

- Explain the nature of RTE.
- Elaborate the objectives and features of RTE.
- Elaborate the provisions of RTE.
- Create teaching and evaluation strategies for RTE
- Explain duties and responsibilities of school and teachers
- Evaluate the role of stakeholder, parents, media and government organization in implementation of RTE.

**Content:**

- Nature, need and importance of RTE in India.(2)
- History of RTE: Directive principles of state policy, laws and commission regarding Indian education, UNO declaration about child's Rights, RTE ACT 2009.(3)
- Objectives and Features of RTE Act2009.(2)
- Provisions of RTE Act 2009(3)
- Teaching learning and evaluation strategies in RTE (2)
- Duties and responsibilities of school and teachers(2)
- Role of stakeholder, parents, media (1)

## **Module: 4 Organizational efforts towards RTE**

(Credits: 1, Hours: 15 Marks: 25)

### **Objectives:**

After learning this module the student teacher will be able to

- Evaluate the efforts of various organization
- Elaborate the role of management committee and supervisory authorities.
- Explain the issues and challenges of RTE.

### **Content:**

- Organizational effort to implement RTE:(5)
  - a. Central organization MHRD,NCTE , NCERT,KVS
  - b. State organization: Education Ministry of state, SCERT, Balbharti.
  - c. Local organization: Z.P., Municipal corporation, corporation
- Special Schemes to implement RTE:SSA, midday meal,(2)
- Various Types of schools and its function: Sakhar shala, kuran shala , Tambu shala, vasti shala . (3)
- The role of school management committee and local supervisory authorities.(2)
- Issues and challenges of RTE in India: Poverty, illiteracy, gender discrimination, unemployment, Corruption.(3)

### **Assignments:**

- To celebrate international human rights day and write a brief report on it. (5)
- Content analysis of any text book of secondary level in perspectives of human rights. (10Marks).
- Case study of any one school regarding RTE implementation. (10 Marks)

### **References:**

- Agrawal J.C. (2010)Right to Education and revitalizing education: Shipra publication, Merrat
- Bajpeyi asha (2006).Child Rights in India: law, policy and practices. Oxford university press ,New Delhi
- Convention on education as a fundamental right –background material department of education university of Delhi 1997
- Constitution of India
- Jack Dollely. (2014) Universal human rights in Theorty and practice, Third edition :Rawat publication
- Lata kaushal (2009).child labour and human Rights M.D. publications PVT LTD new Delhi
- RTE Act 2009 Government of India Gazette
- Sachar R. (2004).Human Rights Perspectives and challenges, New Delhi
- Singh.P. (2011).Human Rights education in 21st century Delhi: Discovery publishing house PVT LTD
- Universal declaration of human rights UNO

**Core Course VI (Group A)**  
**Research Methodology**  
**(100 Marks, 4 credits)**  
**Semester-II**

**Course Objectives:**

Learners will be able to

- Differentiate between approaches to research
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

**Module 1: concept and nature of research in education**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Explain the concept & nature of research in education
- Explain the terms associated with research
- Differentiate between approaches to research

**Content:**

- Nature of knowledge, different methods of acquiring knowledge, scientific inquiry, concept of research
- Introduction to research in education: Meaning & definitions, Characteristics, Need, Areas
- Importance of review of related literature & research Recording of the references, notes taking, use of cards Online, offline references
- Different terms: Objectives, Assumptions, Hypothesis-types & characteristics, Variables- types & control, Operational definitions, Limitations & Delimitations
- Types of Research: Fundamental, Applied, Action
- Approaches to research: Qualitative, Quantitative and Mixed method - Meaning, Difference and Steps involved

**Module 2: Quantitative research methods**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Explain the quantitative methods of research
- Apply appropriate methods of research

**Content:**

- Research Methods:
  - i) Case study
  - ii) Causal comparative
  - iii) Survey Method
  - iv) Co- relational
  - v) Ethnography
- Experimental Method: Internal & External validity- meaning and threats to internal and external validity of experiment
- Experimental Designs—Pre experimental, True experimental, & Quasi experimental
- (One group pre test design, the static group design, the post test only equivalent groups design, Solomon four group design, Pre test post test non equivalent group design, time series design—with single group, with two groups, factorial design)

**Module 3: Qualitative research methods**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Explain the qualitative methods of research
- Apply appropriate methods of research In education
  - i) Case study
  - ii) Grounded theory
  - iii) Ethnography
  - iv) Phenomenology
  - v) Participatory action research

**Module 4: Data collection procedures**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Explain, construct & to administer the tools & techniques of data collection
- Explain the concepts of & difference between sample & population,
- Select sample by proper sampling methods



**Content:**

- Techniques of data collection: Observation, Interview, projective & sociometric
- Tools of data collection: Achievement test, intelligence test, check list, rating scale, anecdotal records, attitude test, Aptitude test, Personality test Questionnaire—Merits & limitations
- Reliability & validity of tools & techniques: meaning, types of validity and reliability
- Sampling: Sample & population -- Meaning, Need, sampling error, determining sample size
- Probability sampling methods (random—simple, systematic, cluster, stratified, multistage, quota)
- Non probability sampling methods (incidental, purposive)
- Features of Qualitative data collection

**Assignments for internal assessment:**

- Preparing & presenting a research proposal with detailed review of related literature of the dissertation topic (20 marks)
- Review one research study of quantitative and one of qualitative type (2 research studies) (20 marks)
- Preparing a tool for data collection (item writing, experts opinions, item editing, tryout on 10) (10marks)

**References:**

- Best J (1999) Research in Education, New Delhi: Prentice Hall of India Pvt Ltd
- Borg, W and Gall, M (1983) Educational Research – An Introduction, New York: Longman, Inc
- Christensen, L (2007) Experimental Methodology Boston: Allyn & Bacon
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- Kerlinger, FN (1986) Foundations of Behavioural Research Fort Worth, TX: Harcourt Bmce Jovanovich
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- Pamela Maykut & Richard Morehouse (1994) Beginning Qualitative Research- A Philosophic and Practical Guide The Falmer Press London Washington DC
- Patton MQ (2002) Qualitative Research and Evaluation Methods Thousand Oaks: CA: Sage
- Reason, P & Bradbury, H (Eds) (2006) Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage
- Shank, GD (2002) Qualitative Research Columbus, ott: Merill, Prentice Hall
- Sharma, Bharti (2004) Methodology of Educational Research New Delhi: Vohra Publishers and Distributors
- Sharma, SR (2003) Problems of Educational Research New Delhi: Anmol Publications Pvt Lt

**Core Course VII (Group A)**  
**Methods of Data Analysis**  
**(100 Marks, 4 credits)**  
**Semester-II**

**Course Objectives:**

Learners will be able to

- Select appropriate type of scale
- Apply appropriate methods of research
- Select sample using proper sampling methods
- Construct tool for data collection

**Module 1: Descriptive analysis of data**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Explain different types of scale
- Use different types of graph to present data

**Content:**

- Normal Probability curve: properties and uses
- Types of scales (nominal, Ordinal, Interval, Ratio)
- Uses of graphs in the analysis of data,
- Measures of Central tendency (concept & uses)
- Measures of variability (concept & uses)
- Percentile and percentile rank

**Module 2: Inferential Analysis**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Explain different terms related to inferential analysis
- Select appropriate techniques of data analysis

**Content:**

- Levels of significance, Degree of freedom,
- Type I & Type II error, Standard error of mean
- One tailed & two tailed test
- Power of Statistical test and effect size
- Parametric tests—t test, analysis of variance, co-variance, coefficient of correlation
- Non Parametric tests-Mann Whitney U test, Chi square test, sign test, median test

### **Module 3: Qualitative data analysis**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Select appropriate techniques of data analysis
- Carry out analysis of data in qualitative form.

#### **Content:**

- Types of Qualitative Data: Structured text, (writings, stories, survey comments, news articles, books etc) Unstructured text (transcription, interviews, focus groups, conversation) Audio recordings, music Video recordings (graphics, art, pictures, visual)
- Approaches in analysis: Deductive and Inductive
- Principles of Qualitative data analysis
- The Process of Qualitative data analysis

### **Module 4: Report Writing**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Prepare list of references using APA style
- Evaluate a research report.

#### **Content:**

- Elements of report of qualitative and quantitative research
- format, style, content organization & chapterization
- References, appendices
- Characteristics of a good research report

#### **Assignments for internal assessment:**

- Presentation of given data in different graphical forms( 10 marks)
- Computer training in data analysis (15marks)
- Collect data from ten students in qualitative form and analyze it.(20 marks)
- Prepare a reference list of your topic (5marks)

## References:

- Best JW (1999) Research in Education, New Delhi: Prentice Hall of India Pvt Ltd
- Borg, WR and Gall, MD (1983) Educational Research – An Introduction, New York: Longman, Inc
- Garrett, H (2008) Statistics in Psychology and Education, Surjeet Publications, Delhi.
- Mangal, S.K (2002) Statistics in Psychology and Education, PHI Learning Pvt. Ltd, Delhi.
- Pamela Maykut & Richard Morehouse (1994) Beginning Qualitative Research- A Philosophic and Practical Guide The Falmer Press London Washington DC
- Patton MQ (2002) Qualitative Research and Evaluation Methods Thousand Oaks: CA: Sage Publications.
- Reason, P & Bradbury, H (Eds) (2006) Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage
- Shank, GD (2002) Qualitative Research Columbus, OH: Merrill, Prentice Hall
- Sharma, B (2004) Methodology of Educational Research New Delhi: Vohra Publishers and Distributors.

**Core Course VIII (Group A)**  
**Instructional Strategies**  
**(100 Marks, 4 credits)**  
**Semester-II**

**Course Objectives:**

Learners will be able to

- Plan large group instructional strategies for classroom sessions
- Plan co-operative learning activities for the class
- Design constructivist learning environments
- Plan for individualized learning opportunities
- Prepare a workshop plan

**Module 1: Large group instructional strategies**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Plan sessions with large group teaching methods
- Design session with Concept-attainment model
- Design session with Role Play model
- Design session with Assertive training model
- Design session with Synnectics model

**Content:**

- Lecturette, Demonstration, Story-telling
- Techniques of questioning, narration, board-writing, use of media
- Learner-centred large group strategies: Brain-storming
- Models of teaching: families, syntax
- Concept-attainment Model,
- Role-play Model,
- Inquiry training Model,
- Assertiveness training Model,
- Synnectics Model

**Module 2: Co-operative instructional strategies**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Plan sessions with Co-operative instructional strategies
- Write procedures for conducting Co-operative instructional strategies

**Content:**

- Psychological foundation for constructivist strategies
- Psychological foundation for co-operative learning strategies
- Classification of co-operative learning strategies
- Procedure of at least 10 Strategies
- Planning for co-operative learning strategies

**Module 3: Individualised learning strategies**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Plan individualized instructional strategies
- Identify characteristics of various individualized instructional materials

**Content:**

- Individualised learning: characteristics
- Programmed Instruction
- Computer-Assisted Learning
- Self-learning material: Overview

**Module 4: Planning Workshop**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

Learners will be able to

- Design workshop planning template
- Write a workshop session plan

**Content:**

- Workshop plan template design
- Analysis of Content
- Designing Objectives
- Identification of strategies
- Planning of session
- Material Development for Workshop

**Assignment for internal assessment:**

- Prepare a session plan with any one large group instructional method Write procedures for conducting sessions with any two models of teaching.(10 marks)
- Write procedures of at least 2 co-operative strategies other than discussed in the class Conduct a co-operative instructional strategy (15 Marks)
- Compare Programmed Instruction, Interactive Multimedia Packages and Self-learning modules Write a few screens of any one type of programmed instruction( 10 marks)
- Design your own workshop planning template Write a workshop session plan for any one target group on a topic of your choice(15 Marks)

**References:**

- Moore Kenneth (2012) Effective Instructional Strategies: From Theory to Practice Third Edition, SAGE Publications, Inc
- Reiser Robert, Dempsey John (2012) Trends and Issues in Instructional Design and Technology Pearson Education, Limited
- Romiszowski Alexander (1988) The Selection Guide and Use of Instructional Media. Kogan Page, London.
- Tucker Catlin (2012) Blended Learning in Grades 4–12: Leveraging the Power of Technology to Create Student-Centered Classrooms, Windsor Unified School District

**Core Course IX (Group A)**  
**Instructional Media and ICT in Education**  
**(100 Marks, 4 credits)**  
**Semester-II**

**Course objectives:**

Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain role of mass media in formal and non formal education
- Prepare presentation and learning material
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

**Module 1: Instructional media**

(Credits: 2, Hours: 15, Marks 25)

**Objectives:** Learners will be able to

- Explain the concept of Instructional Media
- Explain different types of Instructional media
- Explain Factors affecting selection of instructional media
- Explain characteristics of learning material

**Content:**

- Meaning, need and importance of Instructional media in teaching learning process
- Classification of instructional media (Audio, video, audio-video, Teaching vs learning)
- Factors affecting selection of instructional media
- Characteristics of learning material

**Module 2: Instructional Media in teaching and learning**

(Credits: 1, Hours 15, Marks: 25)

**Objectives:**

The learners will be able to

- Explain types of instructional media
- Explain Strengths and weaknesses of instructional media
- Explain role of mass media in formal and non formal education



**Content:**

- Student workbook, worksheets, teacher handbook
- Strengths and weaknesses of instructional media
- Precautions to be taken while using media
- Mass media- newspaper, TV, Radio, Internet
- Role of mass media in formal and non formal education

**Module 3: Preparation of presentation material for classroom teaching**

(Credits: 2, Hours: 15, Marks 25)

**Objectives:**

Learners will be able to

- Prepare presentation material
- Prepare learning material

**Content:**

- Preparation of presentation material- Charts, posters, models, maps, OHP transparencies, PPTs
- Preparation of Learning material- worksheets, puzzles, quizzes, games

**Module 4: Integration of ICT in Education**

(Credits: 1, Hours 15, Marks: 25)

**Objectives:**

Learner will be able to

- Explain meaning need and importance of ICT
- Explain role of ICT in creation of knowledge
- Use social media effectively
- Integrate ICT into teaching-learning and evaluation

**Content:**

- Meaning , need and ,importance of Information and communication technology
- Role of information and communication technology in 'construction of knowledge'.
- Use of social Media in education
- Challenges to integrate I C T in Indian Classrooms and strategies to overcome them

**Assignments for internal assessment:**

- Prepare worksheet/ puzzle/ game/quiz for teaching any topic of your choice ( 15 marks)
- Prepare teacher handbook ( 10 marks)
- Prepare power point presentation for teaching any topic of your choice (15 marks)
- Create blog and send 5 educational posts.( 10 marks)

**References:**

- Mangal, S.K (2011) Essentials of Educational Technology, PHI learning, new Delhi.
- Pathak, R and Choudhary, J (2012) Educational Technology, Pearson, Delhi.
- Saxena and Oberoi (2005) Essentials of Educational Technology management, Lall book depot, Meerut.
- Sharma, A (2007) Modern Educational Technology, Commonwealth Publishers, New Delhi.
- Taj, H (2006) Educational Technology, Vedant publications, Lukhnow.

**Core Course X (Group A)**  
**Process of Communication in Education**  
**(100 Marks, 4 credits)**  
**Semester-II**

**Course objectives:**

**Learners will be able to**

- Explain communication process
- Apply various models of communication in communication process
- Apply communication networks in classroom and online setting
- Explain role of teacher and learner in Internet based Communication process
- Apply communication networks in distance education
- Explore Synchronous and Asynchronous communication tools

**Module 1: Communication Process and Models**

(Credits: 2, Hours: 15, Marks 25)

**Objectives:**

The learners will be able to

- Explain communication process
- Explain modes of communication
- Explain barriers in communication
- Apply various models of communication in communication process

**Content:**

- Communication process- concept, components and characteristics.
- Modes of communication- Verbal- non verbal , Written- oral, Text- non text
- Barriers in communication, Distortion in communication, noise in communication
- Models of communication – Simple model, Osgood and Schramm, Newcomb,
- Gerbner, Shanon Weaver’s model of communication
- Mass Communication

**Module 2: Communication Networks**

(Credits: 2, Hours: 15, Marks 25)

**Objectives:**

The learners will be able to

- Apply communication networks in classroom setting
- Apply communication networks in online setting
- Review researches done on communication

**Content:**

- Communication Networks in Classroom Setting – nature and examples  
Teacher-students  
Teacher-students  
Student - student  
Student - student  
Student - student
- Communication networks in online Setting – nature and examples  
Teacher-students (virtual classroom)  
Student - student (blog)  
Student - student (hang out)  
Student - material (e- content)
- Ethics of Communication,
- Research in communication

**Module 3- Internet-based communication process**

(Credits: 2, Hours: 15, Marks 25)

**Objectives:**

The learners will be able to

- Explain nature of Internet based Communication process
- Explain role of teacher in Internet based Communication process
- Explain various roles of learner in Internet based Communication process
- Apply communication networks in distance education

**Content:**

- Nature of Internet based Communication process
- Modes of Internet based Communication – virtual class, email, LMS, blog .
- Role of teacher in Internet based Communication
- Role of learner as communicator- participant of a community
- Initiator of a community
- Leader of community
- Netiquettes

**Module 4- Synchronous and Asynchronous communication tools**

(Credits: 2, Hours: 15, Marks: 25)

**Objectives:**

The learners will be able to

- Explain characteristics of online learners
- Explore Synchronous communication tools
- Explore Asynchronous communication tools

**Content:**

- Components of online learning Environment, Characteristics of online learners,
- Facilitator's role in online learning Environment
- Asynchronous communication tools-
- e- tutoring through discussion forums, Co- operative Learning strategies for group work,
- Synchronous communication tools –
- e- tutoring through chats, video-conferencing, virtual classrooms, Co- operative Learning strategies.

**Assignments for internal assessment:**

- Prepare activities for developing a component of basic communication skills. (15 marks)
- Conduct a small session of 15 minutes using any synchronous communication tool.(15 marks)
- Analyze pattern of communication network in given classroom setting. (10 marks)
- Analyze pattern of communication network in a given online setting. (10 marks)

**References:**

- Batestegies ,T Sangra ,A(2011) managing technology in Higher Education: strategies for transforming teaching and learning, Jossey-Bass, cop.,San Francisco
- Mangal, S.K (2011) Essentails of Educational Technology, PHI learning, new Delhi.
- Sharma, A (2007) Modern Educational Technology, Commonwealth Publishers, New Delhi.

**Semester III  
Education Management  
Special Course – I**

**MANAGEMENT OF EDUCATION**

**(100 Marks, 4 Credits)**

**Course Objectives:** At the end of this course student teachers will be able to:

1. Explain the functions of management
2. Describe the role, functions and skills of education manager
3. Apply theories of motivation for managing people in the organization
4. Suggest strategies for managing stress, conflict and time
5. Explain the process of performance management
6. Suggest ways of enhancing institutional climate

**MODULE 1: UNDERSTANDING CONCEPTS IN MANAGEMENT OF EDUCATION**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

1. Explain the concept of and need for management of education
2. Describe the role, functions and skills of education manager
3. Explain the functions of management.

**Content:**

- Concept of Administration, Management and Organization.
- Need and objectives of Education Management.
- Role and functions of Education manager: Mintzberg's managerial roles)
- Skill required: Technical, Conceptual and Human.
- Management Functions: Planning, Organizing, Staffing, Controlling, Directing, Delegating

**MODULE 2: MANAGING PEOPLE**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

**Objectives:**

1. Explain concept, need principles of human resource management
2. Apply theories of motivation for managing people in the organization

3. Suggest strategies for managing stress, conflict and time

**Content:**

- Human resource management: Concept, Need and principles
- Motivation : Meaning need and importance
- Theories of motivation and their application.[ Maslow', Hertzberg's, Vroom's, Equity, McClelland's].
- Conflict management: Meaning, Sources and Strategies.
- Stress management: Meaning, sources and strategies
- Time management: Need, importance and strategies

**MODULE 3: PERFORMANCE MANAGEMENT**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

1. Explain the process of performance management
2. Suggest strategies to create learning organization

**Content:**

- Performance Management : Meaning , Need and Importance
- Staff development: Meaning, objective, process and methods of staff development
- Performance appraisal: Meaning, objectives, and stages of performance appraisal.
- Performance measurement: tools and techniques for measuring performance. its strengths and limitations
- Learning organization: - Meaning, characteristics need of learning organization
- Strategies for creating learning organization.

**MODULE 4: INSTITUTIONAL CLIMATE**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

1. Explain the concept of resource management in education
2. Describe need and importance of resource management in education
3. Explain the dimensions of institutional climate
4. Suggest ways of enhancing institutional climate

**Content:**

- Meaning of institutional climate and culture
- Importance and dimension of institutional climate.
- Team building: Nature of organizational group, group processes.
- Halpin and Croft's theory of institutional climate
- Impact of Institutional climate on performance and satisfaction of staff and students
- Measures for creating conducive institutional climate

## **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Prepare a plan for any one activity to be carried out in school ( such as Annual Day, Unit test) (10 marks)
2. Administer tool to measure performance of teacher ( at least 2 teachers) and write a report with the suggestions on the areas of improvement (15 marks)
3. Analyze own time management skill and prepare plan for improvement. Administer motivational tool on self and prepare motivational profile (10 marks)
4. Study the climate of an educational institute and write a report.(15 marks)

### **References:**

- Bhattacharya, D.K. (2001) Managing People. New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management. (Edited,Ed.) New Delhi: Sage Publications.
- Bush, T., Bell, L., Bolam, R., Glatter, R. and Ribbins, P. (1999) EducationalManagement. London: Paul Chapman Publishing Ltd.
- Dawra, S. (2003) Management Thought. New Delhi: Mohit Publication.
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- Kochan, T.A. and Schmalensee, R.L. (2003) Management. U.S.A.: The MIT Press.
- Kumar, N. (2000) Managerial Interface in Next Millennium. Mumbai: HimalayaPublishing House.
- Luthans, F. (2005) OrganisationalBehaviour. New York: McGraw – Hills Inc.
- Nair, S.R. (2004) OrganisationalBehaviour, Texts and Cases. Mumbai: HimalayaPublishing House.
- Northouse, P. (2010). Leadership Theory and Practice. New Delhi: SagePublications.
- Owens, R.C. (2001) OrganisationalBehaviour in Education. Boston:AllynandBacon
- Saini Debi, K. S. (2000). Human Resource Management. New Delhi: ResponseBooks,Sage Publications.



**Semester III  
Education Management  
Special Course – II**

**Educational Leadership and Administration**

(100 Marks, 4 Credits)

**Course Objectives:** At the end of this course student teachers will be able to:

- Discuss factors influencing leadership
- Discuss the importance of communication
- Suggest the improvement for performance of staff
- Discuss the role of leader in the development of school
- Design organization development plan

**MODULE 1: INTRODUCTION TO EDUCATIONAL LEADERSHIP**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

- Explain the concept of leader
- Discuss factors influencing leadership
- Discuss the qualities of good leader

**Content:**

- Concepts of leadership
- Difference in educational leadership and management
- Power and Authority
- Factors influencing leadership
- Leadership for Inclusive Education
- Competencies of leader
- Qualities of good leader

**MODULE 2: THEORIES OF LEADERSHIP**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

- Explain the different models of leadership
- Discuss the implications of leadership theories

**Content:**

- Charismatic leaders ( Characteristics and need in situation)
- Transformational leader ( Characteristics and need in situation)
- Participative leadership theory [theory X, theory Y Situational leadership]
- Distributed Leadership Model

### **MODULE 3: COMMUNICATION IN ORGANIZATION**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:** Student teachers will be able to:

- Explain the communication process
- Suggest the ways for effective communication
- Analyses style of communicator
- Analyses decision making style of leader

**Content:**

- Structure of organization ( vertical, Horizontal)
- Communication ( process and types)
- Barriers to effective communication
- Styles of communicator and its application (active, Logical ,connector, Thinker)  
Characteristics of each type of communicator
- Decision making style ( Decisive, flexible, Hierarchic, integrative)

### **Module 4: ORGANIZATION DEVELOPMENT**

To enable learner to

- Explain the need, importance of organization development
  - Prepare a plan for OD
- Content:
- Types of resources in education: physical, material (instructional), human, financial
  - Need for resource management in education.
  - Resource utilization and resource allocation
  - Organization development: Concept, need, importance, process of OD
  - Organization development intervention techniques: ( sensitivity training, Process consultation, Survey feedback, Management by objectives)
  - Team building: Process of team building
  - Role of leader in team building

### **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Administer a communication tool to 5 teachers and prepare a report on their communication style.(10 marks)

2. Collect data from five student teachers using Myers-Briggs scale and prepare profile. (15 marks)
3. Identify a leadership style of principal by using tool and write a report (10 marks)
4. Visit one school, collect information about resources to study institutional climate and write a report with area of improvement. (15 marks)

**References:**

- Blandford S.(1997)Resource Management in Schools
- McKerlich, R., & Anderson, T. (2007). Community of inquiry and learning in immersive environments 11 (4). Journal of Asynchronous Learning Networks
- Taher Z (2011) Fundamental Concepts of Educational Leadership and Management Allyn& Bacon, Pennsylvania State University

**Special Course – II Semester III  
Education Management  
Special Course – II**

**QUALITY MANAGEMENT IN EDUCATION  
(100 Marks, 4 Credits)**

**Course Objectives:** At the end of this course student teachers will be able to:

- Explain the conceptual development of quality management
- Discuss the dimensions of Total Quality Management
- Apply appropriate tool of quality control
- Explain strategic plan models
- Prepare strategic plan for institution
- Explain the indicators of effective Institution
- Suggest ways of making Institution effective

**MODULE 1: CONCEPTS RELATED TO QUALITY**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

- Understand the concept of Quality in education
- Explain the conceptual development of quality management
- Discuss the views of Deming and Juran on Total Quality Management

**Content:**

- Concepts of Quality and Quality in Education: Indian and Western Perspective
- Dimensions and Characteristics of Quality
- Evolution of Quality management: Inspection, Quality control, Quality Assurance, Total Quality management.
- Meaning of Quality learning environment, quality curriculum, quality processes, quality teaching.
- Deming and Juran's principles of Quality.

**MODULE2: QUALITY CONTROL IN EDUCATION**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

- Explain approaches for quality improvement
- Explain the role of agencies in maintaining quality
- Apply appropriate tool of quality control

**Content:**

- Meaning of and Difference Between: Quality Assurance, Quality Control and Quality Improvement

- Quality Management system in Education: International Organization for Standardization (ISO)
- National Assessment Accreditation Council (NAAC): Performance Indicators
- The National Accreditation Board for Education and Training (NABET)
- Approaches to Quality Improvement: Kaizen, Six sigma, system thinking

### **MODULE 3: STRATEGIC PLANNING FOR TOTAL QUALITY MANAGEMENT (TQM)**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

- Explain the concept of TQM
- Explain strategic plan models
- Prepare strategic plan for institution.

**Content:**

- Strategic planning: Meaning and Need
- Strategic plan models : Murgatroyd and Morgan's Four generic models ( Basic-Open, Enhanced-Open, Basic- Niche, Enhanced- Niche )
- Kaufman's four stage model of Strategic planning
- SWOC analysis of an educational institution
- Crawford's Eight stages in implementing TQM

### **MODULE 4: INSTITUTIONAL EFFECTIVENESS**

(Credits: 1, Hours: 15, Marks: 25)

**Objectives:** Student teachers will be able to:

- Explain the indicators of effective Institution
- Suggest ways of making institution effective

**Content:**

- Institutional Effectiveness : Meaning, Need and Importance
- Institutional Effectiveness cycle
- Key elements of Institutional Effectiveness
- Strategic plan and assessment plan for institutional effectiveness
- Model of institutional effectiveness

### **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Analyze the learning environment in teacher education institute. (10 marks)
2. Map the competencies of two teachers using appropriate tool and prepare a profile(12 Marks)
3. Using MIPQ ( Mukhopadhyay Institutional profile questionnaire) collect data from 5 teachers from one school and prepare profile (13 marks)
4. Conduct SWOC analysis of institution and write a report (15marks)

**References:**

- Arcaro, J.(1997): Quality in Education: An Implementation Handbook, Vanity Books

International New Delhi

- Basterfield, D.et.al.(2010): Total Quality Management, Pearson Education Asia, Third Edition. New Delhi: prentice Hall
- Burt Scanlan, B. K. (1987). Management & Orgnizational Behavior, Second Edition. Florida: Roberte Krieger Publishing Company.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management. (Edited,Ed.) New Delhi: Sage Publications.
- Frank M. Gryna, R. C. (2007). Juran's Quality Planning And Analysis,fifth edition. New Dilhi: Tata McGraw-Hill Publishing.
- Fraiser, A (2000): A Roadmap For Quality Transformation In Education
- Mukhopadhaya, M. (2000): Total Quality in Education, NIEPA, New Delhi.
- Mukherjee, P.N. (2010). Total Quality Management. New Delhi: PHI Learning Pvt.ltd.
- Prasad, A. (2007). University Education Administration and the Law. New Delhi: Deep & Deep Publications.
- R.Kesavan, C. B. (2008). Total Quality Management. New Delhi: I.K.International.
- Rampersad, H.(2001): Total Quality Management: An executive guide to continuous Improvement, Springer: New York
- Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi:Association of Indian Universities.
- Saini Debi, K. S. (2000). Human Resource Management. New Delhi: Response Books,Sage Publications.
- Sanghi, S. (2007). The Handbook of Competency Mapping, Second Edition. New Delhi: Response Books,Publications.
- Stella, A. &Gnanam, A. (2003): Making the most of Accreditation, New Delhi.Concept Publishing Company

## Semester III

### Curriculum Development

#### Course Objectives:

Learners will be able to

- Explain the concept of curriculum and process of curriculum development
- Apply models in the development of curriculum
- Identify the methods and media to be used for curriculum transaction.
- Evaluate the curriculum on the basis of appropriate model.

#### Module 1: Curriculum Development: An Introduction

(Credits: 1, Hours: 15 Marks: 25)

##### Objectives:

Learners will be able to

- Explain the concept of curriculum and process of curriculum development.
- State the components of curriculum.
- Explain the foundations of curriculum.

##### Content:

- Meaning and concept of curriculum
- Understanding curriculum as a :
  - a) Body of knowledge to be transmitted
  - b) as a product.
  - c) as a process.
  - d) as a praxis.
- The elements of the curriculum
- Foundations of Curriculum: (Philosophical, Social and Psychological) and its role in curriculum Development
- Knowledge as a base of curriculum development
- Principles of curriculum development

#### Module 2: Models of Curriculum Development

(Credits: 1, Hours: 15 Marks: 25)

##### Objectives:

Learners will be able to

- Explain the various models of curriculum development.
- Apply models in the development of curriculum.

##### Content:

- Hilda Taba's model
- Ralph Tyler's model
- Wheeler's cyclic model
- Hunkin's Decision- Making model
- Weinstein and Fantini model
- Fink's model of integrated course design

### **Module 3: Curriculum Transaction**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Explain the principles and criteria for developing learning opportunities.
- Identify the methods and media to be used for curriculum transaction.
- Explain the use of ICT in curriculum transaction.

#### **Content:**

- Planning curriculum implementation.
- Criteria for selecting learning opportunities
- Use of Learner-centred methods and media with their strength and limitation.
- ICT as a mode of curricular transaction with their strengths and limitation:
  - a) Computer based learning
  - b) Online learning
  - c) Blended learning
- Models of curriculum implementation
  - a) ORC mode I(overcoming resistance to change)
  - b) Linkage model
- Factors influencing effective curriculum implementation

### **Module 4: Curriculum Evaluation**

(Credits: 1, Hours: 15 Marks: 25)

#### **Objectives:**

Learners will be able to

- Explain the various models of curriculum evaluation.
- Evaluate the curriculum on the basis of appropriate model.

#### **Content:**

- Curriculum evaluation: concept and meaning
- Models of curriculum evaluation
  - a) Tyler's Goal attainment model.
  - b) Stufflebeam's CIPP model
  - c) Scriven's Goal free model
  - d) Kilpatrick's 4 level model
- Curriculum improvement through problem solving model

#### **Assignments:**

1. Develop curriculum for one credit course for any subject by using appropriate model of curriculum development. Write its philosophical, sociological determinants and the type of knowledge (20 marks)
2. Observe one lesson to study the effectiveness of curriculum implementation.(10)
3. Evaluate any curriculum of four credits by using appropriate model of evaluation and write a report. (20 marks)

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**Semester IV**  
**Specialisation Course**  
**INCLUSIVE EDUCATION- I**  
**(100 Marks, 4 Credits)**  
**MODULE 1: INTRODUCTION TO INCLUSION**  
(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Identify the diverse learner
- Understand the concept of inclusion
- Understand the meaning and importance of inclusive education
- Differentiate between special education, integrated education and inclusive education

**Content:**

- Diverse learners in education: culturally, socially and biologically diversity
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education
- Foundations of inclusive education:
  - a) Meaning, concept, need and evolution of inclusion
  - b) Definition, concept and importance of inclusive education
  - c) Difference between special education, integrated education and inclusive education
  - d) Advantages of inclusive education for education for all children
  - e) Comparison between mainstreaming, integration and inclusion

**MODULE 2: POLICIES AND PRACTICES FOR PROMOTING INCLUSIVE EDUCATION**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Understand the policies for inclusion
- Understand the implications of policies for inclusion

**Content:**

- Policies prior to SSA: IEDC, 1974; NPE, 1986 & 1992; PIED, 1987; DPEP, 1994; PWD Act, 1995; National Trust Act (1999)
- Sarva Shiksha Abhiyan (SSA, 2000) with respect to inclusive education
- National Curriculum Framework for School Education (NCFSE, 2000)
- Constitutional Amendment (2001)
- Comprehensive Plan of Action for Children and Youth with Disabilities (2005)
- National Policy for Persons with Disabilities (2006)
- UN - Convention on the Rights of Persons with Disabilities (UNCRPD India, 2007)
- Right to education (2009)
- Concessions and facilities for children with special needs: Academic and Financial

**MODULE 3: INTRODUCTION TO CHILDREN WITH SPECIAL NEEDS**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Identify the children with special needs
- Understand the needs of children with special needs

**Content:**

- Definition and characteristics of children with:
  - a) Sensory motor needs: hearing, visual and physically challenged
  - b) Intellectual needs: (gifted, talented and mentally challenged children)
  - c) Developmental needs: (autism, cerebral palsy, learning disabilities)
  - d) Social and emotional problems, scholastic backward ness, underachievement,
  - e) slow learners
  - f) Children with special health problems, environmental/ecological difficulties and
  - g) Children belonging to other marginal groups
- Importance of early detection, Functional assessment for development of compensatory skills

**MODULE 4: RESOURCES FOR INCLUSION**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Explain the resources require for inclusion
- Identify the role of various personnel involved
- Describe the managerial skills required for resource mobilization

**Content:**

- Concept and importance of human and material resources
- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities
- Resources in inclusive schools: material resources and human resources, Exploring and utilizing the services and resources available in the community
- Mobilization of Resources for inclusion
- Identifying the required resources for children with varied special needs

**ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Conduct a interview of one special educator and write a report (15 marks)
2. Read a policy document for person with disability and present a seminar (10 marks)
3. Visit to special/integrated/inclusive classrooms and write a report with reflections (15 marks)
4. Visit a school and study the resources available and write a report on school readiness for inclusion (10 marks)

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**Semester IV**  
**Specialisation Course**  
**INCLUSIVE EDUCATION- II**  
**(100 Marks, 4 Credits)**

**MODULE 1: CREATING ENVIRONMENT FOR INCLUSION**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Explain the barrier free environment
- Identify the barriers for inclusion
- Suggest strategies to overcome barriers

**Content:**

- Concept and meaning of barrier free environment
- Barriers to inclusive education: attitudinal, infrastructure
- Strategies to Overcome the barriers:
- Role of ICT in special educational needs
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators
- Strategies for Capacity building and collaborative working of human resources

**MODULE 2: CLASSROOM PRACTICES AND MANAGEMENT OF INCLUSIVE CLASSROOM**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Explain the principles of differentiated instruction
- Understand the needs of children with special needs

**Content:**

- Concept and Principles of differentiated instruction
- Use of different teaming models and teaching styles
- Evaluation for inclusive education
- Techniques and Tools of evaluation, Interpretation of Evaluation Reports and their Educational Implication
- Preparation of teaching learning material for inclusive classrooms
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning

**MODULE 3: CURRICULUM ADAPTATIONS FOR INCLUSION**

(Credits: 1, Hours: 15 Marks: 25)

**Objectives:**

To enable students to

- Explain the concept of curriculum adaptation
- Understand the adaptation in curricular, co-curricular activities
- Suggest modification in existing curricular plan for adaptation

**Content:**

- Overcoming curricular barrier
- Concept meaning and need for curriculum adaptations for children with special needs:

- a. Sensory motor needs: hearing, visual and physically challenged)
  - b. Intellectual needs: (gifted, talented and children mentally challenged children)
  - c. Developmental needs: (autism, cerebral palsy, learning disabilities)
  - d. Social and emotional problems, scholastic backward ness, underachievement, slow learners
  - e. Children with special health problems, environmental/ecological difficulties and
  - f. Children belonging to other marginal groups
- Nine types of adaptations for inclusion
  - Approaches & Technique for adaptation

#### **MODULE 4: TRENDS AND ISSUES IN INCLUSIVE EDUCATION IN INDIA**

(Credits: 1, Hours: 15 Marks: 25)

##### **Objectives:**

To enable students to

- Understand the facts and myths about inclusive education
- Understand the ethical issues in inclusive education
- Identify research areas in inclusive education

##### **Content:**

- Facts and myths of inclusive education with reference to India
- Current Status and Issues of inclusive education in India: Present status of inclusive education with reference to India
- Problems and issues related to: Admission, Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring Evaluation
- Ethical Issues in Inclusive Education: ethics for different personnel involved in inclusion
- Research trends in Inclusive Education in India and abroad

#### **ASSIGNMENTS FOR INTERNAL ASSESSMENT**

1. Conduct a survey of existing school and prepare a plan to create barrier free environment for inclusion (15 marks)
2. Prepare a lesson plan for inclusive classroom (10 marks)
3. Select one disability & prepare plan of evaluation (15 marks)
4. Prepare a report on research trends in inclusive education (10 marks)

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**Semester IV  
Specialisation Course  
INCLUSIVE EDUCATION- III  
(100 Marks, 4 Credits)**

**TEACHING CHILDREN IN INCLUSIVE CLASSROOM**

**Module 1: Teaching of Language:**

**(15 Hrs.)**

**Objective:** To enable students to:

- Explain the objectives and maxims of Language teaching.
- Describe the approaches to language teaching
- Use appropriate method of language teaching in inclusive classrooms

**Content:**

- Aims, objectives and maxims of teaching language
- Approaches to language teaching: structural, communicative, language experience, phonetics
- Methods of language teaching: Direct, translation, grammar
- Teaching language in inclusive classrooms

**Module 2: Teaching of Social studies**

**(15 Hrs.)**

**Objectives:** To enable students to:

- explain the aims and objectives of teaching social studies
- describe the approaches to teaching social of studies
- demonstrate the methods of teaching of social studies
- describe the process of teaching of Social studies in inclusive classroom

**Content:**

- Aims and objectives of teaching and maxims of teaching of social studies at various levels
- Approaches to teaching of social studies: co-ordination, co relational, concentric, special, Integrated, and regressive.
- Methods of teaching of social studies: Lecture method, project method, role play, field study, story telling
- Teaching of social studies in inclusive classrooms.

**Module 3: Teaching of Maths**

**(15 Hrs.)**

**Objectives:** To enable students to:

- explain the aims and maxims of teaching maths
- describe the approaches to teaching of math teaching
- demonstrate the various methods of math teaching
- describe the process of teaching math in inclusive classroom

**Content:**

- Aims, objectives and maxims of teaching maths
- Approaches to math teaching: Inductive- deductive, Analytic, Synthetic, Problem Solving, Programmed learning.
- Methods of teaching math: cooperative learning, guided discovery, and simulations
- Teaching of maths in an inclusive classroom.

**Module 4 Teaching of Science****(15 Hrs.)****Objective:** To enable students to:

- Explain the objectives and maxims of teaching maths
- Describe the approaches to teaching of science.
- Demonstrate the methods of teaching science.
- Describe the process of teaching science in an inclusive classroom.

**Content:**

- Objective and maxims of teaching science
- Approaches to teaching of science: Heuristic, Project, Inductive-deductive
- Methods of teaching science: explanation, demonstration, collaboration, activities
- Teaching of science in an inclusive classroom

**ASSIGNMENTS FOR INTERNAL ASSESSMENT**

- Preparation of differentiated instruction for a given unit in ( 40 marks)  
(1) Maths  
(2) Science  
(3) Language  
(4) Social studies
- Preparation of teaching learning aids for a given learner in Primary or Upper primary or Secondary level (10 marks)

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