

Master of Education (M.Ed.) Two-Year

Course Outline

SEMESTER I

Paper	Name of the paper	Course code	Evaluation Pattern & Marks		Total
			IA	EA	
Theory					
CC1	Philosophical Foundations of Education	M.Ed CC 101	20	80	100
CC2	Psychology of Learning and Development	M.Ed CC 102	20	80	100
CC3	Sociological Foundations of Education	M.Ed CC 103	20	80	100
CC4	History and Political Economy of Indian Education	M.Ed CC 104	20	80	100
Practicum					
PC1	Reading and Review of four Classic Books on Education	M.Ed PC 101	Internal		20
PC2	Seminar Presentations on Philosophical and Psycho-social issues of Education	M.Ed PC 102	Internal		20

**Total Theory=400
Practicum=40**

SEMESTER II

Paper	Name of the paper	Course code	Marks		Total
			IA	EA	
Theory					
CC5	Educational Studies and System	M.Ed CC 205	20	80	100
CC6	Fundamental of Research Methodology	M.Ed CC 205	20	80	100
CC7	Perspective, Research and Issues in Teacher Education	M.Ed CC 205	20	80	100
CC8	Education Technology and ICT	M.Ed CC 208	20	80	100
Practicum					
PC3	School Observation (10 days)	M.Ed PC 203	Internal		20
PC4	Submission and Presentation of Research Proposal for Dissertation	M.Ed PC 204	Internal		20

**Total Theory=400
Practicum=40**

SEMESTER III

Paper	Name of the paper	Course code	Marks		Total
			IA	EA	
CC9	Research Designs, Statistical Analysis and Report Writing	M.Ed CC309	20	80	100
CC10	Testing, Measurement and Evaluation in Education	M.Ed CC 310	20	80	100
Specialization Papers (select one group) CC 11 or CC12					
SC11	System and Structure of Elementary Education	M.Ed SC 311 A	20	80	100
	Issues and Concerns of Elementary Education	M.Ed SC 311 B	20	80	100
SC12	System and Structure of Secondary and Higher Secondary Education	M.Ed SC 312 A	20	80	100
	Issues and Concerns of Secondary and Senior/Higher Secondary Education	M.Ed SC 312 B	20	80	100
Practicum					
PC5	Reading and Review of two research papers published in journals of repute	M.Ed PC 305	Internal		10
PC6	Internship in a Teacher Education Institute followed by a report and its presentation (20 days)	M.Ed PC 306	Internal		30

Total**Theory=400****Practicum=40****SEMESTER IV**

Paper	Name of the paper	Course code	marks		Total
			IA	EA	
CC 13	Curriculum Development	M.Ed CC 413	20	80	100
CC 14	Educational Management, Administration and Leadership	M.Ed CC 413	20	80	100
Optional Papers (select any two papers from following) OC15 to OC20					
OC 15	Pre-Service and In-Service Teacher Education	M.Ed OC 415 A	20	80	100
OC 16	Comparative Education	M.Ed OC 415 B	20	80	100
OC 17	Guidance and Counselling	M.Ed OC 416 A	20	80	100
OC 18	Academic Writing	M.Ed OC 416 B	20	80	100
OC 19	Yoga & Health Education	M.Ed OC 417 A	20	80	100
OC 20	Self Development and Communication Skills	M.Ed OC 417 B	20	80	100
Practicum					
PC7	Dissertation	M.Ed PC 407	External Evaluation & Viva Voce		80

Total**Theory=400****Practicum=80**

SEMESTER I

Paper CC1: Philosophical Foundations of Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand the nature of education as a discipline
- To examine the philosophical origin of educational theory and practice
- To understand the nature and functions of philosophical approach of education.
- To interpret and synthesis of various concepts, philosophical assumptions and issues about educational phenomenon.
- To know about various Indian schools of philosophy and their educational implications.
- To appraise the contributions made for education by prominent Indian and western educational thinkers.
- To enable the student to develop a philosophical point of view towards educational problems.

UNIT I Philosophy

- Philosophy, a directive doctrine and liberal discipline.
- Normative, speculative and analytical functions of philosophy.
- Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic

UNIT II Philosophy of Education

- Philosophy of Education: its concept and significance for teachers; application of philosophy of education in teaching
- Relationship between Philosophy and Education.

UNIT III Indian Schools of Philosophy

- Indian schools of Philosophy: Sankhya, Vedanta, Buddhism, Jainism and Islamic.
- Traditions, with special reference to the concepts of knowledge, reality and value, their educational implications for aims, contents and methods.
- Contribution to Educational Thought and practice made by Great Indian thinkers: J.Krishnamurti, Tagore, Vivekanand, Gandhiji and Radhakrishnan with special reference to the concept, aims, content and methods. Critical study of each of these thinkers in the present context of education).

UNIT IV Western Schools of Philosophy

- Western schools of Philosophy: Idealism, Naturalism, Pragmatism and Existentialism with special reference to the concepts of knowledge, reality and value, their educational implications for aims contents and methods.

- Contribution to Educational Thought and practice made by Great Western thinkers: Plato, Rousseau, Dewey, Froebel and Bertrand Russell with special reference to the concept, aims, content and methods.

UNIT V Social Philosophies

- Critical analysis of the Educational implications of Individualism, Democracy, Socialism and Totalitarianism
- critical analysis of the ways in which schooling, teaching-learning and curriculum influence social inequalities and ways in which social harmony can be established.
- Educational ideas of Karl Marx, Paulo Freire and Pierre Bourdieu

Field-based Activities

Undertake any one of the following activities:

1. Critical analysis of any one western philosopher.
2. Critical analysis of any one Indian philosopher.
3. Synthesizing all the units studied in syllabus, imagine you as a teacher and prepare a project on applying ‘your philosophy’ in teaching-learning process.

Suggested Readings

- Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
- Aloni, N. (2007) *Enhancing humanity: the philosophical foundations of humanities education*. Dordrecht: Springer
- Brambeck, C. S. (1966). *Social Foundation of Education - A Cross Cultural Approach*. New York: John Willey.
- Brubacher, J. S. (1962) *Eclectic Philosophy of Education*. Prentice Hall, New Jersey: Englewood Cliffs.
- Brubacher, J. S. (1978). *Philosophy of Higher Education*. San Francisco: Jossey – Bass.
- Chau M., Kerry T. (2008). *International Perspectives on Education*. New York: Continuum
- Curren, R. (2003). *A companion to the philosophy of education*. Malden Mass: Blackwell
- Curren, R. (2006). *Philosophy of Education: An Anthology Paperback*. Wiley-Blackwell.
- Dewey, J. (1944). *Democracy and Education*. New York: The Free Press
- Dhavan, M. L. (2005). : *Philosophy of Education*, Delhi: Isha Books.
- Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). *Curriculum and Instruction*. Berkeley, CA: McCutchan.
- Mukharji, S. (2007). *Contemporary issues in modern Indian education*. Authors Press.
- Mukherjee, S.N. (1966). *History of Education in India*. Baroda: Acharya Book Depot.
- Naqi, M. (2005) *Modern Philosophy of Education*, New Delhi: Anmol Publication Pvt..Ltd.
- Nussbaum, M. (2010). *Not for Profit, Why Democracy Needs the Humanities*. Princeton: Princeton University Press
- Pringe, R. (2004). *Philosophy of education: Aims, theory, common sense and research*. London: Continuum
- Singh, M.S. (2007). *Value Education*. Delhi : Adhyayan, Publication
- Wynne, J. (1963). *Theories of Education..* New York: Harper and Row.

SEMESTER I

Paper CC2: Psychology of Learning and Development

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand psychology of development
- To develop understanding about school of psychology
- To develop understanding about theories of learning and its educational implications
- To understand individual difference and pupils' readiness towards learning

Unit I Nature and Scope of Education Psychology

- Nature and scope of educational psychology.
- Relevance of educational psychology for theory and practice of education.
- Schools of psychology.
- Methods of educational psychology - observation , experimental , differential: longitudinal and cross sectional

Unit II Psychology of Development

- Development –concepts, stages, factors influencing development
- Areas of development :
 - Cognitive development : concepts and development of thinking and problem solving, Piaget and Vygotsky's theories
 - Affective development : concept and development of attitudes, interests and values, Erikson and Kohlberg's
 - Psychomotor development : development of skills and objectives, Havighurst's Developmental Tasks
 - Language development with reference to syntax and structure : theory of Chomsky on language development

UNIT-III Nature of Human Learning and Cognitive Development

- The Behaviourist Perspective: Classical and Operant Conditioning
- The psychometric perspective : Guilford's structure of intellect model
- The Piagetian and Neo-Piagetian perspective
- The Cognitive Information processing perspective- Sternberg's Triarchic Theory
- The Social- Cognitive Perspective (Albert Bandura)
- The Contextualist Perspective (Vygotsky, Bruner and Gardner)

Unit IV Individual Differences

- Concept and determinants of individual differences

- Learning styles
- Educational implications of individual differences

Field-based Activities

Undertake any one of the following activities:

1. Prepare a learner's portfolio
2. Do a cross-sectional study to understand stages of development of an individual.
3. Study and compare four learners with emphasis on their learning styles.

Suggested Readings

- Baron, R.A. (2002). *Psychology*, Fifth Edition. Singapore, Pearson Education Asia.
- Berk L. E. (2010): *Child Development*, Eighth Edition, PHI Learning Private Limited, New Delhi
- Carol S. Dweck. (2000). *Self-theories: their role in motivation, personality, and development (essays in social psychology)* Psychology Press
- Gordon, William J.J. (1961) *Synectics: the development of creative capacity*. New York: Harper and row, Publishers
- Mezirow, J. (2000). *Learning as transformation: critical perspectives on a theory in progress*. San Francisco: Jossey Bass.
- Ormrod, J.E. (2012). *Essentials of educational psychology: big ideas to guide effective teaching*. Boston, MA: Pearson Education Inc.
- Parmeshwaran, E.G and Beena, C (2002) *An invitation to psychology*, Hyderabad, India, Neel Kamal Publications Private Limited.
- Pina Tarricone (2011). *The taxonomy of metacognition*. Britain, Psychology Press
- R.Riding (1998): *Cognitive styles and learning strategies: understanding style differences in learning and behaviour*. London, David Fulton Publishers
- Robert J. Sternberg (2001): *Perspectives on thinking, learning, and cognitive styles .The educational psychology series* Routledge publication.
- Schmeck Ronald.R (1988): *Learning strategies and learning styles (perspectives on individual differences)*, Springer Publication
- Schunk, D. H. (2007). *Learning theories: an educational perspective (5th Edition)*. New York: Prentice Hall.
- Skinner C. E, (2003): *Educational psychology*, Fourth Edition, Prentice Hall of India Private Limited, New Delhi.
- Skinner C. E, (2003): *Educational psychology*, Fourth Edition, Prentice Hall of India Private Limited, New Delhi.
- Weiten W & Lloyd M. A. (2007): *Psychology applied to modern life – adjustment in the 21st century*, Eighth Edition, Akash Press Delhi, Indian Reprint
- Woolfolk, A (2009) *Educational psychology*, 12th Edition Singapore, Pearson Education Inc.

SEMESTER I

Paper CC3: Sociological Foundations of Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To develop adequate familiarity with social structure, class, caste and culture.
- To help students to make a critical analysis of the social structure.
- To enable them to realize the sale of education as an instrument of social, political, economic and technological change.

UNIT I

- Sociology of education- concept, nature, scope, functions of sociology of education. Difference between educational sociology and sociology of education, need for a sociological approach in education.
- Education as a sub system of society in relation to interaction with other social institutions, as family, community, economy, political system, and religion.
- Social institutions and their role in development of attitude and Inculcation of values (with reference to family, community, school and youth organizations).

UNIT II

- Social organization- concepts, definition characteristics, social groups, disorganization, differentiation and stratification- meaning, definition, characteristics and influencing factors.
- Social systems-functional and structural, education as a sub system of social system.
- Socialization-concept, mechanism and theories of socialization. Education and socialization. Need of socialization. Education as a sub system of socialization.

UNIT III

- Culture and education- meaning, nature and types of culture, role of education in the cultural context, cultural change, cultural crisis, with special reference to Indian society.
- Cultural unity and diversity in India, culture and society, culture and civilization.
- Social change-concepts, patterns characteristics and theories of social change, education as an instrument, factors and reflection of social change and social mobility, concept, types of mobility.
- Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity.

UNIT IV

- Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A.Sorokin and Charles Cooley
- Human rights and value education, values and beliefs, social norms.

Field-based Activities

1. Undertake a project based on a question or ideas arising out of the different units of the syllabus.

Suggested Readings

- Aggarwal, J.C. (1985). *Philosophical and sociological bases of education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia. (1992). *Philosophical and sociological foundations of education*. New Delhi: Doaba House.
- Brown, F.J. (1947). *Educational sociology*. New York: Prentice Hall Inc.
- Chattopadhyaya (Ed) (2002). *The cultural heritage of India*. Vedanta Press (RK Institute of Culture)
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan & Co.
- Dhiman, O.P. (2008). *Foundations of education*. Lucknow: Atma Ram & Sons.
- Durkheim (1956). *Education and sociology*. The free Press
- Havinghurst, R,J., & Neugarton, B.L (1967). *Society and education*. Boston: Allyn and Bacon.
- Mathur S.S. (1968). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.

SEMESTER I

Paper CC4: History of Indian Education and Economic Issues

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To develop understanding about Indian Education system in social, historical and political economy context.
- To critically analyze the policies and commissions and its implication on the educational system.
- To develop understanding of the implications of various contribution through education for an equitable society.
- To develop understanding of the economic issues in education
- To develop understanding of the perspectives on political economy of education

Unit I Education in Pre-independent India

- Ancient India: Vedic, Buddhist, Jain
- Medieval India: Sultanate and Mughal period
- Colonial period: oriental Vs Anglicist education, Macaulay’s Minutes, Woods Dispatch, Indian Education (Hunter) Commission, Hartog Committee.

Unit II Progress of Education in Independent India

- Analysis of Commissions and its contributions to education: Secondary Education Commission (1953), Education Commission (1964-66), National Commission on Teachers (1999)
- Analysis of Policies: NPE (1986), Program Of Action (POA) (1992), National Knowledge Commission
- Critical review of NCF 2005

Unit III Education for an Equitable Society in a Global era

- Education for the marginalized group, girls education and inclusive education.
- Right to education, implication of GATT, WTO for education.
- Education for all: Dakar Framework for action, autonomy of higher education

Unit IV Economic Issues in Education

- Liberalism to neo liberalism
- Economic rationality and education
- Globalization and educational reform
- Market mechanisms and education- examining the case of higher education
- Advocacy for education as a perfect market enterprise
- Government, Government aided and private schools

Unit V Perspectives on Political Economy of Education

- Policy making and educational planning
- Economic analysis of educational intervention , public private partnership
- Impact evaluation of educational projects: Sarva Shiksh Abhyan, Mid-Day meal, National Literacy Mission (NLM), Kasturba Gandhi Balika Vidyalayas Scheme

Field-based Activities

Undertake any one of the following activities:

1. Trace the historical hallmarks of Indian education till date with its salient features.
2. Write a report on the implementation and the present status of Right to Education.

Suggested Readings

- Agarwal J.C, & Agrawal S.P. (1992). *Educational planning in India*. New Delhi: Concept Publishing Company.
- Agarwal, J.C. (2007). *Development of education system in India*. New Delhi: Shipra Publications.
- Agarwal .J.C. (2007). *History of modern Indian education*. New Delhi: Vikas Publishing House Pvt Ltd.
- Amala, P.A, Anupama, P., & Rao, D.B. (2004). *History of education*. New Delhi: Discovery Publishing House.
- Babalola, J B. (2003). *Fundamentals of economics of education*. University of Ibadan
- Bhatnagar, S. (2004). *Kothari commission recommendations and evaluation with a text on NPE*. Meerut: International Publishing House.
- Chauhan, C.P.S. (2007). *Modern Indian education, policies, progress and problems*. New Delhi: Kanishka Publishers.
- Devi, S. (2005). *A history of modern education*. New Delhi: Omsons publications,
- Hardwick,P., Khan B., & Langmead. J.(1994). *An introduction to modern economics*. London, UK: LPBB.
- Kohli,V.K. 1987). *Indian education and its problems. Incorporating Indian Education System, Structure and Problems*. New Delhi: Vivek publishers
- Mondal, A., & Mete, J. (2013). *Right to education*. New Delhi: APH Publishing Corporation.
- Pandey V.C. (2005). *Democracy and education*. New Delhi: Isha Books.
- Plantilla J.R (2008), *Educational policies and human rights awareness for academic excellence*. Delhi :
- Pruthi, R.K. (2005). *Education in medieval India*. New Delhi: Sonali Publications.
- Sharma, B. (2004). *History of Indian education*. New Delhi: Vohra Publishers and Distributors.
- Singh S.S.(2007). *Development of education in emerging India and its current problems*. Dhapat Rai Publications Company.
- Sinha, N. (2001). *Governmental strategies towards Education of the disabled*. New Delhi: NIPCD and Planning Commission,
- Sudarsana ,T. (2008). *Comparative secondary education (Google eBook)*. Reddy Mittal Publications.

SEMESTER II

Paper CC5: Educational Studies and System

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand the nature of education as a discipline and area of study.
- To examine issues related to education as interdisciplinary knowledge.
- To examine the theories and basic concepts of education drawn from different disciplines.
- To examine the concerns of eminent educators regarding vision of school education.
- To reflect on the multiple contexts in which the schools are working.
- To discuss the emerging trends of school education.

Unit I Theoretical Perspectives of Education as a Discipline

- Critical analysis of education as a discipline and area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as- schooling, curriculum, syllabus, text books, assessment, teaching-learning process
- Need for developing a vision of school education.
- Emerging dimensions of school education.

Unit II Education as Interdisciplinary Knowledge

- Interdisciplinary nature of education; relationships with disciplines and subjects such as philosophy, psychology, sociology, management, economics, and anthropology.
- Dynamic relationship of education with the social and political process.
- Contribution of science and technology to education.
- Issues related to planning, management and monitoring of education.

Unit III Support System of Education

- Support systems of education: Ministry and other government agencies, academic institutes, NGOs, civil society groups, teacher organization, family and local community.
- Different stakeholders in education- participation, role and involvements.
- Issues related to control and autonomy in education.
- Role of media and technology in promotion of education.

Unit III Changing Contexts of School Education

- Multiple schools context- rural/urban, tribal, schools affiliated to different boards.
- School as sites for curricular engagement, struggle and social change.
- Changing role of personals in school management: teachers, headmaster, and administrators, Teacher's autonomy and academic freedom.
- Monitoring and evaluation of schools.

Field-based Activities

- Study the school education systems of USA, England and Singapore and prepare a research note to highlight the similarities and differences of these educational systems.

Suggested Readings

- Banrs, J.A. (1996). *Cultural diversity and education: foundations curriculum and teaching*. Boston: Allynand, Becon.
- Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. SAGE Publications Ltd
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: the struggle to integrate theory and practice*. New York: Teachers College Press.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harward University Press.
- Bruubacher, J.S.(1969). *Modern philosophies of education*. New Delhi: Tata McGraw-Hill, Publishing Company Pvt LTD.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois: North Western University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. United Kingdom: Routledge.
- Debra, H., Martin, H., Pam, C, & Bob, L. (2007). *Teachers and schooling: making a difference*. Australia: Allen and Unwin.
- Delors, J. (1996). *Learning: the treasure within report of the international commission on education for 21st century*. Paris: UNESCO.
- Dewey, J. (1977). *Democracy and education: an introduction to the philosophy of education*. New York: Macmillan.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Matheson, D. (2004). *An introduction to the study of education*. David Fulton Publish.
- MHRD. (1992). *National policy on education* (revised). New Delhi: MHRD, GOI.
- MHRD. (1992). *Programme of action*. New Delhi: MHRD, GOI.
- Naik, J.P. (1975). *Equality, quality and quantity: the elusive triangle of Indian education*. Bombay: Allied Publications.
- NCERT. (2005). *National curriculum framework*. New Delhi: NCERT.
- NCTE. (2009). *National curriculum framework for teacher education*. New Delhi: NCTE.
- Palmer, J.A. (2001). *Fifty modern thinkers on education: from Piaget to the present day*. London: Routledge Flamer
- Peters, R.S. (1967). *The concept of education*. United Kingdom: Routledge.
- Peters, R.S. (ed), (1975). *The philosophy of education*. London:Oxford University Press.
- Slattery, P., & Rapp, D. (2002). *Ethics and the foundations of education- teaching convictions in a postmodern world*. Allyn & Bacon.
- Wall, E. (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.

SEMESTER II**Paper CC6: Fundamental of Research Methodology**

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To describe the nature, purpose, scope, areas, and types of research in education.
- To explain the characteristics of quantitative, qualitative and mixed research.
- To select and explain the method appropriate for a research study.
- To conduct a literature search and develop a research proposal.
- To explain a sampling design appropriate for a research study.
- To explain tool, design and procedure for collection of data.
- To explain the importance of documentation and dissemination of researches in education.

Unit I Research in Education: Conceptual Issues

- Sources of knowledge generation
- Meaning, purpose and areas of educational research.
- Characteristics of educational research.
- Planning a research study.

UNIT II Preparation of research proposal

- Sources of research problems, identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research.
- Hypotheses: importance, characteristics, formulation and forms.
- Review of the literature: purpose and resource; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.
- Preparation of research proposal: framework of the research proposal and strategies for writing the research proposals.

Unit III Types of Research

- Quantitative research: types and characteristics
- Qualitative research: types and characteristics
- Classification by nature: survey studies, descriptive studies, historical studies, co-relational studies. developmental studies, comparative studies, casual-comparative and correlation studies, experimental research, action research
- Classification by time: cross-sectional, longitudinal (trend and panel studies), and retrospective; and classification by research objectives descriptive, predictive and explanatory.

Unit III Quantitative Methods of Research

- Experimental research: variables in experimental research- independent, dependent and confounding variable; ways to manipulate an independent variable, purpose and methods of control of confounding variables.
- Techniques of control: matching, holding the extraneous variable constant and statistical control.
- Experimental research design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design
- Quasi-experimental design: nonequivalent comparison group design, and time-series design
- Internal and external validity of results in experimental research

Unit IV Qualitative Methods of Research

- Qualitative research approaches: phenomenology, ethno- methodology, naturalistic enquiry: case studies and grounded theory.
- Historical research: meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
- Mixed research: meaning, fundamentals principles, strengths and weaknesses.

Field-based Activities

- Review of two research papers published in peer reviewed journals.
- Review of a book on 'Research Mythology' published by an International Publication House.

Suggested Readings

- Best, J. W., & Kahn, J. (1997). *Research in education*. New Delhi: Prentice -Hall of India Ltd.
- Borg, B.L. (2004). *Qualitative research methods*. Boston: Pearson.
- Bogdan, R.C., & Biklen, S. K. (1998) *Qualitative research for education : an introduction to theory and methods*. Boston MA: Allyn and Bacon.
- Bryman, A. (1988). *Quantity and quality in social science research*. London: Routledge
- Charles, C.M., & Merton, C.A.(2002). *Introduction to educational research*. Boston: Allyn and Bacon.
- Cohen, L., & Manion, L. (1994). *Research methods in education*. London: Routledge.
- Creswell, J.W. (2002). *Educational research*. New Jersey: Upper Saddle River.
- Creswell, J.W. (2003). *Research design: qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
- Kelly, A., & Lesh, R. (2000). *Handbook of research design in education*. Erlbaum Associates.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education*. New York: Longman.
- O'Leary, Z. (2004). *The essential guide to doing research*. London: Sage.

- Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences*. Thousand Oaks: Sage.
- Denzin, N.K., & Lincoln, Y.S. (Eds) (1994) *Handbook of qualitative research* London: Sage Publications.
- Diener, E., & Crandall, R. (1978). *Ethics in social and behavioural research*. Chicago: University of Chicago Press.
- Dillon, W.R., & Goldstein, M. (1984). *Multivariate analysis methods and applications*. New York: John Wiley and Sons.
- Gay, L.R., & Airasian, P. (2003). *Educational research*. New Jersey: Upper Saddle River.
- Husen, T., & Postlethwaite, T.N. (Eds.) (1994). *The international encyclopedia of education*. New York: Elsevier Science Ltd.
- Keeves, J.P. (Ed.) (1988). *Educational research, methodology and measurement: an international handbook*. Oxford: Pergamon.
- McMillan, J.H., & Schumacher, S. (2001) *Research in education*. New York: Longman.
- Pandya, S. (2010). *Educational research*. New Delhi: APH Publishing Corporation.

SEMESTER II

PaperCC7: Perspective, Research and Issues in Teacher Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand the concept of teacher education.
- To acquaint with competencies essential for the teaching profession.
- To acquaint with sense of accountability for the teaching profession.
- To acquaint with the recent trends in teacher education.
- To understand the new trends and techniques in teacher education.

UNIT I Concept of Teacher Education

- Teacher education: concept aims and scope.
- Need and importance of teacher education at various levels: elementary, secondary and Higher.

UNIT II Historical Development of Teacher Education

- Historical development of teacher education during ancient, medieval, colonial and post independence period in India.
- Recommendations of major commissions/committees/ national policies for teacher education.
- Implementation of suggested recommendations and consequences for teacher education.

UNIT III Pre-service and In-service Teacher Education

- Pre-service teacher education: competency based approach, integrated approach, consecutive/traditional approach, school/field based approach.
- In-service teacher education: need, objectives, strategies (seminar, conferences, symposium, workshops, refresher and orientation programmes).
- Teacher training at higher education level, role of UGC-Academic Staff Colleges.

UNIT IV Issues in Teacher Education

- Major issues and problems in teacher education: supply and demand in teacher education, standards in teacher education, isolation of teacher education Institutions.
- Improving the conditions of teacher education institutions, malpractices adopted by teacher education institutions, performance appraisal of teachers.
- Quality and standards in teacher education.
- National Council for Teacher Education: role and responsibilities.

UNIT V Trends in Teacher Education

- Emerging Trends in teacher education, total quality management in teacher education,

- E-learning in teacher education, teacher education through distance mode, integration of ICT in teacher education- in classroom as well as in administration.
- Two- years B.Ed. and M.Ed. programme-concept and rationale, school internship concept and objectives,
- Research trends in teacher education.

Field-based Activities

- Conduct a study of Teacher Education System of any other country of your choice.
- Carryout a critical study of one teacher training college located in your vicinity.

Suggested Readings

- Chopra, R K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Education Department. (1966). *Report of the Kothari Commission*. New Delhi: Education Department.
- MHRD. (1986). *Report of the National Policy on Education*. New Delhi: MHRD
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SEMESTER II

Paper CC8: Educational Technology and ICT

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To develop an understanding of the nature and scope of educational technology.
- To develop an awareness about the recent innovations and future perspectives of education technology.
- To acquaint with the challenges and opportunities emerging in integrating new technology in educational processes.
- To select, use and produce instructional material and media effectively.
- To develop the ability for critical appraisal of the audio-visual media.
- To become good practitioner of educational technology.

UNIT I: Understanding Educational Technology

- Educational technology: concept and approaches
- Educational technology: present trends and futuristic vision.
- Major institutions of educational technology in India – CIET, IGNOU, SIET, NIOS, Consortium for educational Communication (CEC).
- Recent trends of research in educational technology.

UNIT II Educational Technology for Teaching-Learning Purposes

- Modalities of teaching: teaching, training, instruction, conditioning, indoctrination.
- Stages of teaching: pre- active, interactive and post- active.
- Teaching at different levels: memory, understanding and reflective.
- Organizing teaching and learning by using educational technology: Open Educational Resources (OER), Massive Open Online Courses(MOOCs)

UNIT III Technologies in Education

- Synchronous and asynchronous media for formal and non formal educational settings.
- Technology supported instruction: meaning, characteristics, uses, advantage, and disadvantages.
- Online technologies in education: concept, types and uses.
- Emerging technologies in education: blended learning, mobile learning, flipped learning

UNIT IV Distance Education

- Distance education: concept, methods and techniques.
- Offering distance education: student support services and evaluation strategies.
- Distance education in India: changes and challenges.
- Virtual Universities.

Field-based Activities

- Prepare a power point presentation of 15 slides on any topic of your choice by using pictures, animation, and graphics and give its presentation.

Suggested Readings

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