

M.Ed COURSE (TWO YEARS) SYLLABUS

Semester	Course Code	Title	Credit	Core / Elective / Internship / Soft skill
FIRST YEAR SEMESTER-I				
I	SSSC301	Philosophical and Sociological Bases of Education	4	C
I	SSSC302	Advanced Educational Psychology	4	C
I	SSSC303	Education in 21 st Century	4	C
I	SSSE301	Educational Leadership	3	E
I	SSSE302	Guidance and Counselling	3	E
I	UOMS017	Life Skills Education (Soft Skill)	2	S
SEMESTER-II				
II	SSSC304	Educational Technology and e-learning	4	C
II	SSSC305	Qualitative Research Methods in Education	4	C
II	SSSC306	Educational Policy, Planning and Finance	4	C
II	SSSE303	Special Education	3	E
II	SSSE304	Women's Education	3	E
II	UOMS015	Personality Enrichment (Soft Skill)	2	S
II	UOMI001	Education Institution-Internship	4	I
SECOND YEAR SEMESTER-III				
III	SSSC307	Quantitative Research and Educational Statistics	4	C
III	SSSC308	Teacher Education	4	C
III	SSSC309	Educational Measurement and Evaluation	4	C
III	SSSE305	Educational Administration	3	E
III	SSSE306	Educational Professionalism	3	E
III	UOMS016	Writing Skill in Research Proposal and Report Writing (Soft Skill)	2	S
III	SSSI002	The Area of Specialisation-Internship	4	I
SEMESTER-IV				
IV	SSSC310	Curriculum Designing	4	C
IV	SSSC311	Quality in Education	4	C
IV	SSSC312	Education for Human Values	4	C
IV	SSSC313	Dissertation and Viva-Voce	12	C
IV	SSSE307	Yoga and Health Education	3	E
IV	SSSE308	Economics of Education	3	E

SSSC301 PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

[C] L: 3; T:1; P:0; Credits: 4

Objectives:

The students develop understanding of:

1. The changing goals of life and of education through the ages
2. The roots of social life and social structure, and recognize the role of education as an instrument of social, political, economic and industrial changes
3. The philosophical and sociological implications of the present trends in Indian education
4. The philosophical concepts underlying the different educational theories and practices
5. The impact of studies in Philosophy and Sociology on educational matters
6. A philosophy of life and of education in the context of the present set up and needs.

Unit 1: Philosophy of Education

Philosophy - Meaning and Scope - Philosophy of Education – Relationship between Education and Philosophy – Major Systems of Philosophy of Education – Idealism, Naturalism, Pragmatism, Realism, Marxism, Existentialism.

Unit 2: Schools of Indian Philosophy

Major Schools of Indian Philosophy – Hinduism, Buddhism and Jainism – Educational Doctrines of great Thinkers of India – Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi and Sri Aurobindo – Relevance of Indian Values to Modern Education.

Unit 3: Western Philosophers

Great Thinkers of the West-Plato, Rousseau, Froebl, Montessori, John Dewey – Relevance of western values to Modern Education.

Unit 4: Sociology of Education

Sociology of Education – Meaning and Scope – Relationship between Education and Sociology – Social Institutions - Family, School and Society– Concept of Social Moments, Theories of Social Moments.

Unit 5: Socialization and Education

Socialization and Education - Education and Culture - Education and Social Change, National values as enriched in the Indian constitution - Socialism, Secularism, Justice Liberty, Democracy, Equality and Freedom.

References:

1. Sharma, D.L, Education in the Emerging Indian Society, Surjeet Publications, New Delhi, 2004.
2. Dash, B.N. Teacher and Education in the Emerging Indian Society, Neel kamal Publications, Hyderabad, 2000.
3. Lakshmi, S. Challenges in Education, Sterling Publishers Private Limited, New Delhi, 1990.
4. J.C.Aggarwal, Basic Ideas in Education, Shipra Publications, New Delhi, 2005.

SSSC302 ADVANCED EDUCATIONAL PSYCHOLOGY

[C] L: 2; T:1; P:1; Credits: 4

Objectives:

1. At the end of this course the student will be able to
2. Understand the psychological facts of the contemporary society learners
3. Explain the modification happens with in a learner and the learning environment.
4. Analysis the individual differences in the lights of psychological theories.
5. Examine the role of teachers in guidance and counselling.
6. Get acquainted with psychological principles and techniques to felicitate learning.

Unit 1: Growth and Development

Growth and Development of an individual – concept – Factors influencing development: Genetic, biological and Environmental – Physical & motor development, cognitive development: Piaget, Bruner – Language development – Social development: Erickson's Psycho- Social Stages – Moral development: Piaget & Kohlberg – emotional Development – aesthetic development – Educational Implication.

Unit 2: Learning and Learning process

Learning and Learning process – Concept Nature – attention – Motivation – Remembering & Forgetting – Transfer of learning – Learning Styles/Strategies – Cognition – Meta Cognition – Educational Implication.

Unit 3: Learning theories

Learning theories – Behaviourist theories (Pavlov, Skinner, Thorndike) cognitive field theories (Tolman, Kohlar & Yerker, Wertheimer, Leving) Drive reeducation (HULL), reception learning (Ausubel), Modeling and observation Learning (Albert Bandura), conditions of learning (Gagne) Humanistic emphasis (Bruner) – Educational Implication.

Unit 4: Development of Intelligence

Individual differences – attitude, aptitude intelligence – Theories – Faculty theory, Two factor theories – Multi factor Theory, Group factor, Structure of intellect (So I) by Guildford, Vernon's hierarchy theory – Development of Intelligence – Creativity – Educational Implication.

Unit 5: Personality & Adjustment

Personality & adjustment – Concept - Trait theory – Factors – Development of Personality – Assessment of Personality – Mental Hygiene, anxiety conflicts – frustration, Stress and burn out, mechanism of adjustments – Guidance and Counselling, Nature & type, need – Education implications.

References:

1. Baron, R.A. (2002) Psychology (5th Ed.) Singapore, Pearson Education Asia.
2. Baron J. and Sternberg, R. (eds.) (1987) Teaching Thinking Skills : Theory and Practice New York, W.H. Freeman.
3. Costa, A. (2001) The Vision : Developing Minds (3rd ed.) Alexandria, VA.
4. Chauhan .S.S.(2007)Advanced Educational Psychology, Vikas Punction House ,New Delhi
- 5.Graham,R.(2008) Psychology:The key concepts:Routledge;London
6. Mangal.S.K. (2010). *Advanced Educational Psychology*. New Delhi: Printice Hall of India Pvt Ltd.,
7. Matt, J. (n.d.). *Theoritical Approaches in Psychology*. London : Routledge.

SSSC303 EDUCATION IN 21ST CENTURY
[C] L: 3; T:1; P:0; Credits: 4

Objectives:

1. To explain the concept of changing demography and Education
2. To analyse the concept of Economic Transformation & Education
3. To understand the Educational Reforms of the 21st Century
4. To revitalize the philosophical thoughts of Education.
5. To acquire the trends in Higher Education.

Unit 1: Changing Demography and Education

Population growth – Growth in the rate of Education – 1st Generation learners, School and college going population – Access, Equity and quality. Teacher Education- Status and Need. Aging Population – Status and Need. Immigration and Emigration.

Implications – Education for all (SSA). Lifelong Education – Adult Education, Non-formal Education, Women's Education, and Education for is generation learners. Eradication of child labour – Back to school, School to door steps.

Implication – Special education – Enabling the disabled. Education for responsible parenthood. Augmentation of Educational Infrastructure – Teachers and Teacher Education, Multiculturalism and pluralism – Curriculum for change.

Unit 2: Economic Transformation

Globalization – GATT, WTO and other connected issues. Changing work- culture – Stables and unstable workforce, working conditions, Entry of Women workforce, status of Child labour, Manufacturing Vs Service Industries – Impact of Automation.

Unit 3 Vocationalisation of Education

Vocationalisation of Education – The role of Community Colleges. Lateral entry into professional courses. Earn while You Learn and vice versa. Curriculum change – Multidisciplinary approach.

Educational Implications – Simultaneous double degree programmes, Simultaneous diploma programmes with academic degree programmes, Higher order skills – learning to learn, Creativity, Self-management, Interpersonal Skills, Communication skills etc. Changing teaching-learning strategies.

Unit 4: Teacher-Education for the Present and Future

Liberalizing pedagogies - Multicultural approach in integrated teaching methods - Beyond Euro Centricism - Teacher Excellences – Setting standards in teacher education, pre-service, In-service and other faculty improvement programmes for the future - Sensitizing teachers towards global issues – Environmental, Social, Management, and Legal issues etc.

Unit 5: Educational Reforms

Education in International Contexts. Decentralization and Autonomy – Self- supportive courses. Autonomous Bodies and Deemed Universities. Establishing Linkages between institutions of

Learning with industry and other establishments. Education as a service industry – Privatization of education. Collaborative networks and partnership in Higher Education - Factors affecting Availability, access and affordability - Creating a Learning society - Trends in shaping students affairs - Higher Education Institutions (HRI) – Increased reliance on Technology and Administrative support services.

References:

1. Aghion.&el al. &. (1999). *The Inequality and Economic Growth*. New York.
2. Jagadish, B. (2004). *In defence of globalisation*. New York: Oxford University Press.
3. Singh ,B.(2004) *Modern Educational Theory and Practice*, Anmol Publishing :New Delhi
4. Sharma, A. (2005). *Educational Technnology*. Delhi: Anmol Publishing.
5. Talsera, H. (2004). *Managing Educational Challenges - a global view*.

SSSE301 EDUCATIONAL LEADERSHIP **[E] L: 3; T:0; P:0; Credits: 3**

Objectives:

1. To understand Leadership Theories
2. To study the Curriculum Planning for Leadership
3. To know various Instructional methods
4. To study the Interpersonal communication among the group process
5. To know the various aspects of Time and Stress Management

Unit 1: Introduction to Educational Leadership

Definition and meaning of Leader / Leadership; Perspectives of Leadership; Contrasting Leader and Manager; Leadership Styles; Definition and meaning of Educational Leadership; Role of Educational Leader.

Unit 2: Leadership Theories

Great Man Theory; Trait Theory; Behavioral Theories Iowa studies, Michigan Theory, Ohio State University, Theory, Leadership Grid, Theory X & Theory Y Managers; Participative Leadership – Likert’s leadership styles; Contingency Theories – LPC Theory, Path-Goal Theory, Life Cycle Theory, Normative Model, Leadership Continuum; Transactional Leadership; Transformational Leadership – Leadership Challenge Theory; Applications of Leadership Theories in Education

Unit 3: Instructional Leadership

Various Instructional methods – Lecture, Lecture cum demonstration skills, field trips, Programmed instruction Panel discussion, group discussions, behaviour modeling,

performance tryouts, brainstorming, action mazes, Jigsaws, in basket, team tasks, role plays, simulations, quizzes, critical incident, fishbowls, fishbone, T-groups, OD data gathering; Role of Instructional Leader.

Unit 4: Group Process and Interpersonal Communication

Types of Groups-Process of Group Development; Interaction – Bale's Interaction Analysis, Transactional Analysis, Organisational Communication; Methods and Patterns of Communication; Distortion and Barriers to effective communication; importance of feedback; Negotiations and Collective Bargaining; Trade Unionism and Associationism

Unit 5: Management and Change

Time Management; Stress Management; Conflict Resolution strategies, Overcoming frustrations and Burnouts; Change process – characteristic of change, resistance to change.

References:

1. Feldman Daniel and Arnold Hugh (1984). Managing Individual and Group Behaviour in Organisations. New Delhi: Mc Graw Hill Publishers.
2. Gangadhar Rao, V.S.P and Narayana, P.S (1987). Organisational Behaviour: Test and Cases. New Delhi: Konark Publishers.
3. Pandya, S.R (2002). Administration and Management of Education. Mumbai: Himalaya Publishing House.
4. Stogdil, R.M (1974). Handbook of Leadership. New York: Free Press.
5. Wiles John and Bandhi Joseph. (2001). Curriculum development, Columbus: Charles E Merrill Publishing Company.

SSSE302 GUIDANCE AND COUNSELLING **[E] L: 2; T:1; P:0; Credits: 3**

Objectives:

1. To understand the meaning, principles, needs and types of guidance
2. To know a detailed knowledge about various guidance services
3. To develop skills in using technology for guidance purpose
4. To understand the meaning, types, techniques and theories of counselling
5. To develop counselling skills in conducting counselling Sessions
6. To understanding the needs and problems of children and adolescents with exceptional abilities
7. To identify the academic, social, emotional and vocational problems of students
8. Conducting individual and group guidance and counselling
9. Preparing case history, doing case analysis and preparing profile of the case.
10. To be able to use the Internet and Online guidance services

Unit 1: Meaning, Types and Theoretical Foundation of Guidance and Counselling

Meaning, aims, principles, and needs of Guidance - Types of guidance: Personal, Educational, Vocational, and guidance for children with different abilities - Techniques of Guidance and Group Guidance - Management of resources in guidance programme

Meaning, historical development and importance of counselling. Types -Individual and Group counselling. Approaches of counselling: Directive, Non directive, Eclectic counselling - Techniques in counselling: Testing and Non Testing techniques. Steps of counselling.

Unit 2: Adjustment and Mental Health

Meaning and process of adjustment, adjustment mechanisms, adjustment problems of children, adolescents and adults - Differences between adjusted and maladjusted adolescents, criteria of good mental health, role of counsellor in developing good mental health, techniques of stress management, conflict resolution and mediation and violence prevention programs and models.

Unit 3: Types, Needs and Problems of Special Children

Importance of counselling of students with different abilities and counselling of parents, family and peers. Identification of personal, social & academic problems of children with special needs- Learning Disabilities - Diagnosis of Problem areas-Stress and its causes.

Unit 4: Problems and Intervention Programmes

Individual and group counselling for children and adolescents facing problems - Types of problems - Academic Problems, Class room problems, Personal, Vocational, Emotional /social problem (Adjustment), and Problem of Decision making - Role of relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems. Personal management skills (Time, self management).

Unit 5: Career Development

Meaning and historical development of career counselling, Stages of career development, Career development and human conditions, identifying and analyzing life career themes and career talents - Concept of work - Super's theory of vocational development, Tiedman and O'hara's theory of career development, Ginzberg and Associates theory of occupational development, Roe's theory of career choice. Relationship of career theories to career planning - Career maturity: concept: and factors.

References:

1. Sharma, V.K. Administration and Training of Educational and Vocational Guidance.
2. Sharma, Shashi Prabha : Career Guidance and Counselling: Principles.

UOMS017 - LIFE SKILLS EDUCATION

[S] L:1; T:0; P:1; Credits: 2

Objectives:

This course is designed to

1. Provide orientation in the skills
2. Introduce Concepts, Approaches and Theories of Learning
3. Impart knowledge in Pillars of Education
4. Emphasize daily living, personal-social and occupational skills development
5. Provide a unified approach to education for life.

Unit-I: Introduction

Definition and Importance of Life Skills – Livelihood Skills, Survival Skills and Life skills – UN Inter-Agency Meeting – Hamburg Declaration - Quality Education and Life Skills – Dakar Framework – Life Skills Education in the Indian context.

Unit II: Education and Life Skills

Learning to Know – Learning to Do – Learning to Live together – Learning to Be – Learning to throughout Life – Learning and Performance – Learning and Cognitive development – Learning and Maturation.

Unit-III: Career Guidance

- a) Study Skills: Listening skills – Concentration – Ready – Time Management – Summary Skills – memory Skills
- b) Career opportunities: Current Subjects – Career needs of the country – Steps in Career Planning
- c) Work Ethics: relationship in the work place, Job seeking – Alternative to Unemployment.

Unit IV: Daily Living Skills

Health care – HIV and AIDS in the work place – Family Life – responsible Parenthood – Finances – Taxes, Bursaries, Loans and Grants – Medical Aid Schemes.

Unit V: Personal-Social Skills

Self-Awareness: Choices and Responsibilities – Positive Attitude – Personal values – Motivation strategies – Assertive behaviour.

Citizenship: Cross-cultural issues – Corruption and Helotism – Worker’s Rights and Responsibilities.

References:

1. V.Rajasekaran (2010), Life Skills, Personality and leadership, Rajiv Gandhi National Institute of Youth Development, Sri Perumbudur, Tamil Nadu.
2. UNESCO (2005), Quality Education and Life Skills, Darkar Goals, UNESCO, Paris.
- WHO (1999), Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.
3. Life Skills resource Manual, Schools Total Health Program (2006), Health Education and Promotion International Inc, Chennai.
4. YUVA School Life Skills Programme: Hand Book for Teachers, Vol.I-IV (2008), Department of Education, and State Council of Educational research and Training (SCERT), New Delhi.

Web sites:

1. UNESCO – <http://www.unesco.org/>
2. UNICEF - <http://www.unicef.org/>
3. WHO – <http://www.who.int/en/>
4. India Portal – www.indiaportal.gov.in

SSSC304 EDUCATIONAL TECHNOLOGY AND E-LEARNING
[C] L: 2; T:0; P:1; Credits: 4

Objectives:

1. To enable the learner to become effective user of technology in Education
2. To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
3. To make the student familiar with new trends, techniques in education along with e-learning
4. To enable the student to become good practitioner of Educational technology and e-learning.

Unit 1: Meaning & Scope of Educational Technology

Educational Technology as system approach to educator - Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design

Unit 2 : Modalities of Teaching

Difference between teaching and Instruction, conditioning & training - Stages of teaching pre – active, interactive and post – active - Teaching at different levels one way, understanding and reflective - Modification of teaching behavior microteaching, Flander's interaction analysis simulation.

Unit 3 : Instructional Design System

Formulation of instructional strategies - Task analysis - Designing of Instructional strategies, such as lecture, team teaching, discussion, panel discussion, seminars & tutorials.

Unit 4 : Communication Modes in Education

Concepts and process of communication - Principles of communications - Communication and learning - Modes of communication - Speaking and listening, writing and reading, visualizing and observing - Basis model of communication – Sender – Message - Receiver and Devid Berlo's SMCR model of communication, Sharon's model of communication

Unit 5: Emerging Trends in E-Learning

Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

References:

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology
2. Essentials of Educational Technology, Madan Lal, Anmol Publications
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
4. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford & IBH Publishing company, New Delhi
5. Information and Communication Technology, N. Sareen, Anmol Publication
6. Communication and Education, D. N. Dasgupta, Pointer Publishers
7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia

SSSC305 QUALITATIVE RESEARCH METHODS IN EDUCATION
[C] L: 3; T:1; P:0; Credits: 4

Objectives:

1. To define the concept of Research as a pragmatic experience in the field.
2. To explain the various methods of Qualitative Educational Research.
3. To identify the ways to build rapport with the data and the sources .
4. To describe the educational problem with Psycho-Social bases of Research.
5. To prepare suitable Research Design to represent qualitative research models.

Unit 1: Designing Qualitative Approaches to Research

What is Qualitative Research – Approaches Methodological (Theoretical) – Approaches to Qualitative Research: Post Positivism – The Interpretive Strand – The Critical Strand – Designing Qualitative approaches – Qualitative Research Inquiry–Role of Methodology in the Research Process - Formulating Research Tools– Deriving Research Topics and Questions- The Ethics of Social Research.

Unit 2: In Depth Interview and Oral History

What is an In-Depth Interview? –Appropriate to Use In-Depth Interview - Designing and Conduct an In-Depth Interview Study Ethical Considerations in In-Depth Interviewing - What is Oral History? – How Is Oral History Distinct From In-Depth Interview? –Techniques of Data Collection in Oral History – Building Rapport and Dealing with Difference Listening – Storytelling and Narrative Styles.

Unit 3: Focus Group Interviews

What is Focus Group Interview? –The Differences between Focus Group Interviews and an In-Depth Interviews– Mixed Method Designs: Combining Qualitative and Quantitative Data –

Qualitative Multi method Design – Sampling and Standardization – The Role of the Researcher in Focus Groups: Moderator – Data Analyzing and Representation – Concept Mapping.

Unit 4: Qualitative Practices

Ethnography –Using Ethnographic Approach– Auto ethnography –Gathering and Managing Ethnographic Data – Keeping Field notes - Case Study –Designing Case Study Research – Data Organization, Analysis and Representation – Multiple Case Study - Content Analysis – Visual Research: Photographs, Images, and Interactive Visual Research.

Unit 5: The Writing and Representation of Qualitative Research

Who Is Your Audience? – Writing Up a Qualitative Research Project: Steps – Title Page and Abstract – Introduction – Literature Review – Research Design – Data Analysis and Interpretation Procedures – Conclusions and Implications – References and Appendices – Editing and Revising Your Research Paper — Qualitative Approaches to Representations.

References:

1. Balasubramanian, P. (1986). *Quantitative and Qualitative Approaches to Educational Research*, Journal of Madras University.
2. Borg, W. (1979). *Educational Research-An Introduction, Third Edition*. Newyork: Longman Inc.
3. Burgen, R. G. (1985). *Issues in Educational Reseach:Qualitative Methods*. London: The Talmer Press.
4. Burgen, R. (1985). *Issues in Educational Research: Qualitative Methods*. London: The Falmer Press.
5. Burroughs, G. (1975). *Design and Analysis in Educational Research 2nd Edition*. Oxford: Alden and Mowbrary.
6. Cohen, L. e. (2000). *Research Methods in Education 5th Edition*. London: Routledge.
7. Denzin, N. K. (1994). *Hand Book of Qualitative Research*. New Delhi: Sage Publications.
8. Festinger, U. &. (1972). *Research Methods in Behavioural Sciences*. NewYork: Bold Dryden.
9. Golten, C. a. (1981). *Perspectives on Classrooms and schools*. London.
10. Kerlinger, F. N. (1964). *Foundations of Behavioural Research: Educational and Psychological Inquiry*. New York: Holt and Rinehart Winston, Inc.
11. Peokewits, T. (1984). *Paradigm and Ideology in Educational research*. London: Palmer Press.
12. Popham, W. (1981). *Modern Educational Measurement*. Englewood Cliffs: Prentice Hall Inc.

SSSC306 EDUCATIONAL POLICY, PLANNING AND FINANCE

[C] L: 3; T:0; P:1; Credits: 4

Objectives:

1. To know about the various Educational Policies and their recommendations both before and after Independence.
2. To understand the importance of various Commissions on Education
3. To gain insights into educational Planning, Agencies involved and Role of Government in various levels in Educational Planning
4. To understand the various Principles and Processes involved in Educational Planning
5. To develop the knowledge about Financial Status of Education
6. To critically analyse the link between Policy, Planning and Finance.
- 7.

Educational Policy

Unit 1: Conceptual Perspectives – Definition, purpose, nature, characteristics, Scope of Educational Policy - Policies on Education (before independence of India) – Macaulay’s Minute on Education (1835), Wood’s Despatch (1854), Indian University Commission (1902), Calcutta University Commission (1917-1919) Hartog Committee (1928-29), Zakir Hussain Committee (1938), Sargent Report (1944).

Unit 2: Policies on Education (after independence of India) – University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66), National Policy of Education (1968), National Commission on Teachers (1999), National Policy on Education (1986), Committee on Accreditation and Assessment Council (1988), Women Education Commission National Knowledge Commission ,National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012).

Educational Planning

Unit 3: Introduction to Educational Planning – Meaning, need and importance, areas of planning, salient features, principles of educational Planning, approaches to educational planning, techniques of planning, execution and evaluation of planning, First exercise Educational plan (1938-44), Education in Five Year Plans, limitations and suggestions for effective planning, role of government in education

Unit 4: Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Educational Finance

Unit 5: Definition, meaning and principles of educational finance, resource pooling for educational finance, Educational finance at Macro and Micro levels, Budgeting – Steps in budget preparation, fund allocations and expenditure, fund raising, Cost benefit analysis cost management, accounting and auditing, Financial accountability Systems, Educational Loans and Taxes.

References:

1. Kaur, Kuldip. (1985). Education in India (1781-1785): Policies, Planning and Implementation. Chandigarh.
2. Goel, S.L and Goel, Aruna (1994). Education Policy and Administration. New delhi. Deep and Deep Publications.
3. Bhatnagar, R.P and Agrawal, Vidya (1986). Educational Administration. Meerut: Loyal Book Depot.
4. Mukherjee, S.N (1970). Administration of Education, Planning and Finance: Theory and Practice. Baroda: Acharya Book depot.
5. Bhatnagar, S and Saxena, Anmika (1996). Modern Indian Education and its Problems. Meerut: R.Lall Book Depot

SSSE303 SPECIAL EDUCATION **[E] L: 2; T:1; P:0; Credits: 3**

Objectives:

1. To acquire the basis knowledge on identification and characteristics of various disabilities.
2. To understand how to develop and implement instructional practices for children with special needs.
3. To enable the students to apply Philosophical and Psychological approaches to meet the Sociological challenges of children with special needs.
4. To strengthen the consciounesses among teaching professionals by inculcate humanity and value based education in regular classrooms to abide inclusiveness.
5. To understand the policies and legislation for special education and rehabilitation.

Unit 1 : Special Education

Special Education – Definition of Special Education – Meaning - Historical perspectives of Special Education in India - Types and characteristics of children with special Needs: concept , types and characteristics of different types of children with special learning needs.

Unit 2: Physical and Intellectual Challenges

Children with Physical Challenges - Visual hearing, Locomotor and Neurological. Children with Intellectual Challenges - Gifted, Mentally Challenges, Autism and Learning disabilities.

Unit 3: Emotional and Socio-Cultural Deviations

Children with Emotional and Behavioural deviations - Attention Deficit Hyperactivity Disorder (ADHD) and Juvenile Delinquency - Children with Socio-Cultural Deviations - SC,ST Minorities in terms of Linguistic and Religion.

Unit 4: Inclusive Education

Inclusive Education - Meaning, scope and principle of Inclusive Education- Current status and Ethical Issues of Inclusive Education in India - Research Trends of Inclusive Education in India.

Unit 5: Policies and legislations for Children with Special Needs

National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities Act (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.

Practical Oriented Assignment

- Conducting Case study
- Field Visit

References:

1. Kumari, Meena: *Education for Children with Special Needs*, New Delhi, Centrum Press: 2009
2. Hearty and Alur,Mithu: *Education for Children with Special Needs(From segregation to Inclusion)* New Delhi, Sage Publication: 2009
3. Zeki,S: *The Visual images in Mind and Brain*, Scientific American, 1992
4. Smith,Romayne: *Children with Mental Retardation : A parent's Guide Edited by Romanye Smith*, Bethasda , USA, Woodbine House,1993
5. Judith,I(2008).*Learners, Learning and Educational Activity*, London: Rouledge
6. Report to UNESCO ,*Education for All-2000* Bulletin No.32,1998

Webliography:

1. Rehabilitation Council of India – www.rehabcouncil.org
2. Official website of Tamil Nadu Government - www.tn.nic.in/tnhome/tngov.html

SSSE304 WOMEN'S EDUCATION

[E] L: 2; T:1; P:0; Credits: 3

Objectives:

1. To create an awareness among students regarding the status of women.
2. To stimulate thinking in students towards the problems faced by women.
3. To orient students towards women's resources and national development.
4. To inculcate in students the importance of justice and laws related to women.
5. To enable students to understand the importance of health and education of women

Unit 1: Concept and need for Women's Studies

Introduction to Women's Studies: Concept and need for Women's Studies- Scope of Women's Studies- Women's Studies as an academic discipline, Women's Movements- Pre-independent, Post-independent and Current Women's movements. National Committees and Commissions for Women. Government Organisations for Women-Department of Women and Child Development.

Unit 2: Women and Family

Women and Family: Liberal Feminism- Rationality, Freedom, Education Marxist Feminism- Production, Reproduction, Class, Alienation, Marriage and family. Radical Feminism- Gender, Patriarchy, Reproductive Technology, Motherhood. Socialist Feminism –Class and Gender, Division of Labour, Unifies and Dual System, Exploitation, Indian Women Family, Caste, Class, Culture, Religion, Social System.

Unit 3: Women's Education

Women's education : Women Education-Gender bias in enrolment- Curriculum content-Dropouts Negative Capability in Education- Values in Education- Vocational Education Recent Trends in Women's Education –Women teacher training-committees and Commissions on Education Adult literacy and Non-formal education for Women's Development – Mother and Child care.

Unit 4: Women Entrepreneurships

Women Entrepreneurships: Concept and meaning – Importance of Entrepreneurships- Entrepreneurial traits - Factors contributing to women Entrepreneurship- Micro Enterprises Gender and 24 technology- Technology and production- Technology Transfer- Appropriate Technology- Emerging Technologies information Technology- Impact on Women's Development- Child Labour.

Unit 5: Justice for Women

Justice for women: Indian Constitution and provisions relating to women Personal laws- Labour Laws Violence against women- Human trafficking -Legal protection- Family Courts

Enforcement machinery – Police and Judiciary Human Rights as Women’s Rights – Impact of Media on Women.

References:

1. Ram Shankar Singh – Encyclopaedia on women and children Trafficking – Volume 1 to 3- Anmol Publications -2009
2. Ramesh Bandari- Role of Status Of Women in New Panchayat Raj System –Alfa Publication –New Delhi-2009
3. Tanuja Vohra –Trafficking in Women and Children –Pacific publications –New Delhi -2009
4. Veena Gandotra and Sarjoo Patel (Edited)-Women Working Condition and Efficiency –New Century Publication -2009
5. Abishek – Destiny of Women – Rummy Nandlal –Chandigarh-2008
6. Nalini Mishra-Woman Laws against Violence and abuse- Pearl Books –New Delhi -2008
7. Anju Desai –Women Teacher Training-New Delhi-2008
8. Manju Gupta(Compiled and Edited)-Handbook of Women Health-Khel Sahitya Kendra – New Delhi -2006
9. Dr (Miss) P. Sarojini Reddy- Justice for Women – Sai Sreenivasa printers-2002
10. Dr(Tmt) D.Janaki –Women’s Issues- Dhan Publications 924, 17th main road Anna Nagar Chennai- 40
11. Dipangshu Chakroborty- Atrocities on Indian Women -1999
12. Dr. Mrs. Sivagami Paramasivam- Human Rights –A Study-Published by Sriram Computer Prints and Offset Salem.TamilNadu-1998
13. Raj Kumari Chandrasekar – Women’s resource and National Development a perspective- Sterling publishers private limited New Delhi -110016 -1992
14. Kamla Singh- Women Entrepreneurs- Ashish publishing house-1992

UOMS015 - PERSONALITY ENRICHMENT

[S] L:1; T:0; P:1; Credits: 2

Objectives

At the end of the course, the students will be able

- 1 .To understand self and personality
2. To develop inter-personal and intra personal relationship
3. To improve the characters by self assessment.
4. To re-define ones social behaviour
5. To lead a self sustainable life.

Unit 1: Introduction: Basic Concepts of Personality

Meaning of Soft skills - Meaning and Concept of Personality –Factors determines Personality - Enriching Personality - Need of Personality Development.

Unit II: Self Awareness

Self awareness in Personality Development - Self –Talk - Developing Self Awareness - Importance and Qualities of Self Awareness.

Unit III: Self Esteem

Self- Esteem - Characteristics and Comparison of Low and High Self- Esteem - Steps to improve Self- Esteem and its Enhancement techniques.

Unit IV: Motivation

Needs - Types and Characteristics of Motivation - Self Motivation.

Unit V : Social Skill

Concept - Need for Social Skill - Techniques for improving Social Skills - SWOT analysis.

References:

1. Daniel Goleman (2006) *Social Intelligence* ,London :Arrow Books
2. Bandura,A. And Walters ,R(1963) *Social Learning and Personality Development*: New York: Holt, Rinehart and Winston

Practical Oriented Assignment

- Evaluating Articles related to Soft skills as appearing in Newspaper \ Journals.
- Preparing SWOT analysis chart.

UOMI001 EDUCATION INSTITUTION - INTERNSHIP

[I] L: 0; T:1; P:3; Credits: 4

The Internship program aims to provide an opportunity to the Master Degree students to explore and enrich them with field experience from the teaching-learning environment. Extensive reading and intensive practicum should merge together in a realistic situation. Each individual must attach with one pedagogy centre or institution and work closely with all the stake holders of the particular Institution for a prescribed time and reflect their observation in academic writing focusing on the following avenues.

- a) Administration and Management
- b) Teacher-Learner relationship
- c) Institution tie up with social activities
- d) Institution and Public relation
- e) Institution's contribution to the society
- f) Patronizing Inclusive practice

SSSC307 QUANTITATIVE RESEARCH AND EDUCATIONAL STATISTICS
[C] L: 3; T:0; P:1; Credits: 4

Objectives:

1. To define the 'concept' Research as a process of Acquisition Knowledge.
2. To explain the Foundations of Educational Research.
3. To identify the sources of Educational Research Problems.
4. To formulate the Hypotheses and Prepare Research Design for Educational Research.
5. To prepare suitable Research Design and select methods best suited for the selected Research Design.
6. To learn compute Mean Median and Mode from the ungrouped and Grouped Data.
7. To learn to Compute the Measures of Dispersion.
8. To know about the interpretation of the Correlation Coefficient and compute 'r'.
9. To draw Cumulative Frequency.
10. To apply Chi Square Analysis to test the Hypothesis on Equal Probability.
11. To understand Linear Regression, Standard Error, and True Measures.

Unit 1: Scope and Need for Educational Research

Research- Meaning and scope of Educational Research, Meaning and steps of Scientific Methods, Characteristics and Types of Scientific Methods, Types of research, Qualitative vs Quantitative research.

Unit 2: Identification of the Research Problem

Identification of the Research Problem: Variables- Meaning and types of variables, Hypothesis - Concept, Types, Formulation of Hypothesis, and characteristics of a good hypothesis, testing of hypothesis - Research proposal.

Unit 3: Sampling and Research Design

Sampling and Research Design: Population - Sample - Characteristics of a good sample - Sample design - Sampling frame - Sampling error - Research Design: Descriptive, Experimental and Historical - Types of Validity and Reliability.

Unit 4: Parametric and Non-Parametric techniques

Statistics – Meaning – Three kinds of statistics Data – Nature and Type of Data –Primary and Secondary – Nominal, Ordinal, Interval and Ratio - Levels of Significance - Parametric and Non-Parametric techniques - t-test - z-test - ANOVA - Chi-square.

Unit 5: Normal Distribution, Correlation and Regression

Normal Distribution: Normal Probability Distribution; Normal Probability Curve – Properties – Skewness – Kurtosis – Application of Properties of Normal Curve - Correlation and Regression: Correlation; Assumptions – Rank correlation – Pearson's Product Moment Correlation - Simple Linear Regression.

References:

1. Aggrarwal, Y.P. (1996), Statistical Methods. New Delhi: Sultan Chand & Sons.
2. Balasubramanian, P.S (1986). *Quantitative and Qualitative Approaches to Educational Research*, Journal of Madras University.
3. Borg, W. (1979). *Educational Research-An Introduction, Third Edition*. Newyork: Longman Inc.
4. Burgen, R. G. (1985). *Issues in Educational Reseach:Qualitative Methods*. London: The Talmer Press.
5. (ed.), N. (1978). *Research, Policy and Perspective*. London: Kogan Page.
6. Burgen, R. (1985). *Issues in Educational Research: Qualitative Methods*. London: The Falmer Press.
7. Cohen, L. e. (2000). *Research Methods in Education 5th Edition*. London: Routledge.
8. Denzin, N. K. (1994). *Hand Book of Qualitative Research*. New Delhi: Sage Publications.
9. Garrett, Henry E. (1973), Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Private Ltd.,
10. Golten, C. a. (1981). *Perspectives on Classrooms and schools*. London.
11. Golten, C. a. (1985). *Research Methods in Education*. London: Routledge.
12. Guilford, J.P. (1973) Fundamental Statistics in Psychology and Education. Tokyo: McGraw-Hill Koga kusha, Ltd.
13. Gupta, S.P. (1996). Statistical Methods. New Delhi: Sultan Chand & Sons.
14. Hadin, C. (1987). *Research Design: Strategies and Choices in the design of social Research*. London: Allen and Winston.
15. Hawley, Warren. (1996). Foundations of Statistics. New York: Saubders College Publishing.
16. Kerlinger, F. N. (1964). *Foundations of Behavioural Research: Educational and Psychological Inquiry*. New York: Holt and Rinehart Winston, Inc.
17. Kothari, C.R. (1998) Quantitative Techniques. New Delhi: Vikas Publishing House
Mc.Kernan, J. (1991). *Curriculum Action Research – A Handbook of Methods and Resources for the Relative Practitioner*. London: Kogan Page.

SSSC308 TEACHER EDUCATION
[C] L: 2; T:1; P:1; Credits: 4

Objectives:

1. To acquaint the learner with the concept, aims, scope and development of teacher education in India.
2. To develop understanding about the different policies and practices and quality assurance in Teacher education along with the needs and importance of in-service training programmes.
3. To acquaint the learner with skilled based and competency based teacher education.
4. To develop understanding about professional ethics and accountability of teacher.
5. To acquainted the learner with different organizations involved in teacher education.

Unit 1: Teacher Education in India

Teacher education concept and brief history in India - Teacher education – concept ,aims ,and scope - Objective of teacher education - Development of teacher education in India

Unit 2: Teacher Education for different Levels

Teacher Education for different Levels of Education Preparation of teachers for - Pre-primary-Primary, and - Secondary stages (Pre-services) In-service training programme – Its need and importance

Unit 3: Policies and practices and Quality Assurance in Teacher Education

Policies and practices and Quality Assurance in teacher education A critical appraisal of the present system of teacher education in India-a study of the various Policies and practices in teacher education in post-independence era, Quality Assurance in teacher education Present problems of teacher education and suggestions for solution

Unit 4: Skill-based and Competency based teacher education

Skill-based and Competency based teacher education- Interaction analysis – Flanders interaction analysis Simulated Social Skill Training (SSST), Teacher’s Role, Professional Ethics and Accountability Teacher’s Role – As a facilitator of learning - In transaction of curriculum - As a link between school and society Role Expectations of Teacher in the Twenty first century.

Unit 5: Organizations for Teacher Education

Organizations for Teacher Education District education for Education and Training(DIET), State Council for Educational Research and Training (SCERT), National Council for Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), National University of Educational Planning and Administration (NUEPA) Regional College of education in India and their functions

References:

1. Sharma, Sashi Prabha, Teacher Education, Principles, Theories and Practices, New Delhi, Kaniska Publishers.
2. Flanders, Ned, An Analysing Teacher Behaviour London, Wesley Publishing Company.
3. Gurry, P , Education and the training of Teachers, London Longmans, Green and Company.
4. Mukherjee, S.N. Education of Teachers in India Vol. I and II, New Delhi S. Chand and Company.
5. Bhargava, M. and Saikia, L. Rasul, Teacher in 21st Century-Challenges, Responsibilities, Creditability, Agra, Rakhi Prakashan.

SSSC309 EDUCATIONAL MEASUREMENT AND EVALUATION

[C] L: 2; T:1; P:1; Credits: 4

Objectives:

1. To help the students to acquire knowledge of the concept of measurement and evaluation in education.
2. To develop an understanding of different types of educational tests and their uses.
3. To acquaint the students with the characteristics of a good measuring instrument and the procedure of constructing educational and psychological tests.
4. To help the students to be acquainted with the concept and application of statistics in Education.

Unit 1: Measurement and evaluation in education

Measurement and evaluation in education, Concepts of Educational measurement –Its nature, functions - Evaluation- Its meaning, Characteristics, basic principles, Relationship between measurement and evaluation, Test, Examination and evaluation, Importance of evaluation in education

Unit 2: Assessment

Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning.

Unit 3: New Trends in evaluation

New Trends in evaluation Reporting Test result –cumulative Record Card, Grading and continuous evaluation, Formative and Summative evaluation (Educational Statistics)

Unit 4: Statistics in education and Measures of central tendency

Statistics in education and Measures of central tendency - Meaning and need of Statistics in education and psychology, Different method of statistics - Measures of central tendency and their uses –Mean from ungrouped data and grouped data (Long and Short method), Measures of variability Measures of variability –Concept Quartile deviations, Standard deviation-(grouped and ungrouped data-short method), Combined S.D.

Unit 5: Graphical presentation of data

Graphical presentation of data Graphical presentation of data - Advantages of graphical presentation of data. Basic principle of constructing a graph, Different types of graph – histogram, polygon.

References :

1. Binod, K. Sahu – Statistics in Psychology and Education, New Delhi – Kalyani Publishers.
2. Garrett, H.E. – Statistics in Psychology and Education, Mumbai – Vakils, Feffer and Simons Pvt. Ltd.
3. Mangal, S.K. – Statistics in Psychology and Education, New Delhi – Prentice Hall of India.
4. Asthana, Bipin – Measurement and Evaluation in Psychology and Education, Agra – Vinod Pustak Mandir.
5. Ebel, L. Robert and David, A Frisline – Essentials of Educational Measurement, New Delhi – Prentice Hall of India Private Limited.
6. Goswami, Marami – Measurement and Evaluation in Psychology and Education, Hyderabad, Neel Kamal Publications.

SSSE305 EDUCATIONAL ADMINISTRATION**[E] L: 3; T:0; P:0; Credits: 3****Objectives:**

1. To know the relationship between Administration and Management in Education
2. To know comparative issues in Educational Administration
3. To learn about the Statutory Bodies in Educational Administration
4. To learn the Legal Issues in Educational Administration
5. To understand the Strategies Issues in Educational Administration

Unit 1: Introduction to Educational Administration

Introduction to Educational Administration: Meaning, types, principles, functions and scope of Educational Administration - Educational Management– Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development, Organizational climate.

Unit 2: Comparative issues in Educational Administration

Comparative issues in Educational Administration: International Comparison of Educational Administration of India with US, UK, USSR, Japan and South Asian countries (China, Singapore etc): Interstate Comparison of Educational Administration in India, Comparison at School and Higher educational level.

Unit 3: Statutory Bodies in Educational Administration

Statutory Bodies in Educational Administration: Types of autonomous bodies in connection with Education, structure and function of Universities - Central, State, Unitary, Deemed; structure and function of autonomous institutions.

Unit 4: Legal Issues in Educational Administration

Legal Issues in Educational Administration: Status and Judicial decisions of Central and State Governments affecting individual and institutions, issues related to associations.

Unit 5: Strategic issues in Educational Administration

Strategic issues in Educational Administration: Community relations, Politics and decisions Making, Strategic personnel management, Need Analysis, Organisational Compliance, Organisation Developments, PERT, Systems Approach Educational Administration, Adaptation of new technologies, Organisational change - focus and dimensions of organisational change, causes of change, reasons for resistance to change – Quality Assurance in Education.

References:

1. Bhat, B.D and Sharma S.R., (1992). Education Administration: Emerging Trends. New Delhi: Kaniskha Publishing House.
2. Halpin, A.W (Ed) (1985). Administrative Theory in Education. New York: Mac Millan Company.
3. Hanson, E. Mark (1991). Educational Administration and Organisational Behaviour. Boston: Allyn and Bacon.
4. Mohanty, J. (1990). Educational Administration, Supervision and School Management. New Delhi: Deep and Deep Publications.
5. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas Publications.

SSSE306 EDUCATIONAL PROFESSIONALISM **[E] L: 3; T:0; P:0; Credits: 3**

Objectives:

1. To define and understand the concepts Education, Profession, Professionalism and Professionalization.
2. To understand the various kinds of knowledge, its modes and uses.
3. To comprehend the various theories related to professionalism and professionalization.
4. To differentiate professional autonomy from professional accountability.
5. To appreciate the professional ethics and values.
6. To know about the standardised prescribed by the professional bodies.
7. To have awareness on Legal aspects on Rights and Responsibilities of stakeholders.

Unit 1: Education, Profession, Professionalism, Professionalization

Education, Profession, Professionalism, Professionalization – Concept and Definition – Nature – Characteristics – Professionalization of Teaching at every level.

Unit 2: Professional Education and Educational Professionalism

Professional Education and Educational Professionalism – professional Knowledge: kinds (Knowledge of people, Situational Knowledge, Knowledge of educational practice, Conceptual Knowledge, Process Knowledge, External Knowledge, and Knowledge of utilizing Resources) modes of use and Knowledge creation.

Unit 3: Theories of professional expertise

Theories of professional expertise – The Dryfus of skill acquisition, theories of clinical decision making, Hammond’s Cognitive Continuum theory – professional Demands – knowledge harvesting, knowledge Application, development of skills and Competencies, sophisticating attitudes, practicing research Decision making. Coordinating institution and community – Deliberations and career management.

Unit 4: Professional autonomy and professional accountability

Professional autonomy and professional accountability – responsibility and responsiveness – concept and definitions – principles and procedures- models of accountability Kogen (1986), Elliot (1979), Sockett (1980) & Burgess (1992) – Accountability and educational management theory - Bureaucratic Theories. Collegial theories, Political theories, Subjective theories, Ambiguity theories - Professional ethics, values and commitments- Meaning and scope- Professional practices-National and International – Developed and developing countries.

Unit 5: Legal Aspects

Legal Aspects – Constitutional provision for education- Preamble – Directive principles- UN Charter on Human Rights – National Human Rights Commission – Rights of Children.

References:

1. Catherine & David, (Eds.). (2000). Educational Issues in the Learning Age continuum. London.
2. Duke, David Linden. (1990). Teaching – An Introduction. New York: McGraw Hill International.
3. Eraut, Michael. (1994). Developing professional Knowledge and Competence. Washington: The Falmer Press.
4. Hughes, M. (1976). “The Professional as Administrator: the case of Secondary School Head”. In Peter, R. (Ed). The Role of the Head London: Routledge and Kegan Paul.
5. Jain, Kavita. (2004). Future of Teacher Education. New Delhi: Sumit Enterprises.
6. Taylor Imogen. (1997). Developing Learning in Professional Education, London: The Society for Research into Higher Education and Open University Press.
7. Tomlinson, Harry; (1994). Educational Leadership – Personal Growth for Professional Development. New Delhi: Sage Publications.

UOMS016 - WRITING SKILL IN RESEARCH PROPOSAL AND REPORT WRITING
(02 CREDITS) [S] L:1; T:0; P:1; Credits: 2

Objectives:

Students who complete this course will be able to:

1. understand what a report is and the purpose of reporting
2. identify different types of report
3. understand the importance of different aspects in writing the report
4. be familiar with the structure of report
5. identify different citation style
6. understand the various types of plagiarism and their occurrences

Unit I – Introduction to Report writing

What is a Report? — The purpose of reporting – quantitative report – Qualitative reports - Organizing the report

Unit II – Types of Report

Scope and style of reports – Oral report – Written report – Formal report – Informal report

Unit III – Structure of Report

Preliminary parts – Main text – Supplementary parts

Unit IV – Citation Style

What is a citation and citation style? – Citation Style – APA, MLA and Chicago

Unit V – Plagiarism and its Types

What is Plagiarism? – Types of Plagiarism – Direct Plagiarism – Self Plagiarism - Mosaic Plagiarism - Accidental Plagiarism

References:

1. Mertens, Donna M. (2015) Research and Evaluation in Education and Psychology (4th Edition) United States of America : Sage Publication.
2. Kothari, C.R. (2003). Research Methodology Methods and Techniques. New Delhi: New Age International (P) Limited

UOMI002 - THE AREA OF SPECIALISATION - INTERNSHIP

[I] L: 0; T:1; P:3; Credits: 4

The Area of Specialisation - Internship aims to facilitate research opportunity to the Master Degree Student. Under the supervisor Guidance, any problem pertains to educational environment can be identified and investigate by applying Research Methodology in Education. The finding of the research must be submitted in the form of Dissertation/Thesis. It is as a partial fulfilment for awarding the degree to the individual. Innovative topics and Scientific method of data collections are the prime focus. Its impact on the society should be spell out with strong statistical analysis and academic interpretations.

SSSC310 CURRICULUM DESIGNING

[C] L: 2; T:1; P:1; Credits: 4

Objectives:

1. To understand the Methods and materials
2. To learn the technology in teaching and teaching styles
3. To study the Curriculum design and Educational Evaluation
4. To learn the academic performance of students
5. To know the Evaluation of teaching
6. To understand about Distance and Open Education and ICT.

Unit 1: Methods and materials of teaching, Technology in teaching

Methods and materials of teaching, Technology in teaching: Concept of teaching, levels of teaching (Reflective teaching), Inquiry Based Teaching, Problem Based Learning, Constructivism as a method of teaching, multi-disciplinary teaching/learning, cooperative and collaborative learning, learning styles, use of educational technology in teaching, ICT and teaching-learning process.

Unit 2: Models of Curriculum Design

Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model , Intervention Model, C I P P Model (Context, Input, Process, Product Model).

Unit 3: Curriculum and Instructional design

Curriculum and Instructional design: Curriculum development – bases, principles and techniques of curriculum construction, Curriculum evaluation – techniques and models. Instructional Systems, Process of Learning and Instruction, Designing Instruction, Delivery System.

Unit 4: Educational Evaluation

Educational Evaluation: Evaluating Instruction – Evaluation of academic performance of students, examination reforms, question paper design, question banks. Evaluating Teaching – techniques – student evaluation, peer evaluation, self evaluation – evaluation proforma.

Unit 5: Instructional System, Instructional Media, Instructional Techniques

Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler’s Model, Stakes’ Model, Scriven’s Model, Kirkpatrick’s Model

References:

1. Jenkins, David and Shipman, D.Martin, Curriculum-Introduction, Open Books Publications Limited. 1976.
2. Joyce C.Choate, Lamoine, J. Miller et al., Assessing and Programming Basic Curriculum Skills, Allyn and Bacon Inc. 1986.
3. Kaba, R.M and Rishi Ram Singh, Curriculum Construction and Youth Development, Sterling Publishers, New Delhi. 1987.
4. Mc Neil, J.D. Curriculum: A Comprehensive Evaluation, Little Brown and Co., 1985.
5. NCTE, National Curriculum for Primary and Secondary Education. A Framework, New Delhi. 1986.
6. Srivatsava, A.P. Teaching and Learning in 21st Century, Indian Books Centre, New Delhi, 1987.

SSSC311 QUALITY IN EDUCATION

[C] L: 4; T:0; P:0; Credits: 4

Objectives:

1. To study the factors influencing the quality in Education
2. To understand the Performance Indicators and Benchmarking in Education
3. To understand the Quality Assessment and Accreditation
4. To know about the Total Quality Management in Education
5. To study the International Practices of Accreditation

Unit 1: Quality in Higher Education

Quality in Higher Education: Quality related Terminologies: Quality – Quality control – Quality Assessment – quality assurance – Need for Quality in Higher Education – Factors influencing quality – Accountability: Impact of Accountability and Accreditation on stake-holders and Society.

Unit 2: Quality Assessment and Accreditation

Quality Assessment and Accreditation: Meaning – Types – Accreditation procedure – Accreditation by NAAC: Existing Practices – New Methodologies and Initiatives of NAAC accreditation – re-accreditation process – National Board of Accreditation (NBA): Preamble – Need – Advantages – Process of Accreditation – Criteria and weightages -Performance Indicators and benchmarking in Higher Education: Performance Indicators: Concept – Types – Uses – Performance Indicators of NAAC – Bench marking – Types – Benefits – Methodologies and Procedures.

Unit 3: Total Quality Management in Education

Total Quality Management in Education: definition – Elements – Management Plans – Approaches to TQM – TQM Process – Academic Audit: Objectives – Advantages – Limitations – Accreditation and Academic Audit.

Unit 4: Quality in Global Perspective

Quality in Global Perspective: Global standards – Strategies for matching Global Standards – International Practices of Accreditation – ISO 9000 certification for educational Institutions: Methodology for Implementation of ISO 9000 – Benefits – Limitations – Accreditation Vs ISO 9000 certification.

Unit 5: New Quality Perspectives in higher Education

New Quality Perspectives in higher Education: capacity Building Model – Modification of accreditation System – Industry Academia Partnership for Quality Education and Research.

References:

1. Armond V. Feigerbaum, Total Quality Control, Mc Graw Hill.
2. Ron Collard, Total Quality, Jaico, New Delhi.
3. John Bark, Essence of TQM, Prentice Hall, New Delhi.
4. Willborn & Cheng, Global Management of Quality Assurance Systems, Mc Graw Hill.
5. Townsend & Gebhardt, Commit to Quality, John Wiley & Sons.

SSSC312 EDUCATION FOR HUMAN VALUES

[C] L: 2; T:0 P:0; Credits: 4

Objectives:

1. To enable students to know and understand the need and importance of Value-Education.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-a-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education.

Unit 1: The Socio-moral and cultural context

The Socio-moral and cultural context: Need and Importance of Value Education in the existing social scenario - Indian Culture and Human Values

Unit 2: Nature and Concept of Morality and Moral Education

Nature and Concept of Morality and Moral Education: Moral Education vis-à-vis religious education; moral instruction, moral training and moral indoctrination - Language of moral education, form and content characteristics of a morally educated person - Justice and Care-the two dimension perspectives in Morality, Dichotomy between reason and passion - Moral Judgment and Moral Action.

Unit 3: Moral Development of a Child

Moral Development of a Child: Concept of Development and concept of moral development - Psycho-analytic approach - Learning theory approach, especially social learning theory approach - Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

Unit 4: Moral Learning to Moral Education

Moral Learning to Moral Education: Moral Learning outside the school – child rearing practice and moral learning, Moral learning via limitation, Nature of Society and Moral learning, Media and Moral learning - Moral Learning Inside the school: providing “form” and “content” to education - Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum

Unit 5: Intervention Strategies for Moral Education and Assessment of Moral Maturity

Intervention Strategies for Moral Education and Assessment of Moral Maturity - Models of Moral education – Rationale Building Model - The consideration Model - Value classification

Model - Social Action Model - Just Community Intervention Model - Assessment of Moral maturity via moral dilemma resolution - Examples of some select moral dilemmas.

References:

1. Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) study of values, Boston: Houghton Mifflin.
2. Central Board of Secondary Education (1997), Value Education: A Handbook for Teachers, Delhi: Central Board of Secondary Education.
3. Charles, E.A. (2000) (ed), Value Education: A Manual for Teachers, Mumbai: St. Xavier's Institute of Education Society.
4. Delors, J. (1996), Learning: The Treasure within- Report of the International Commission on Education for the Twenty-First Century, Paris: UNESCO.
5. Eighty-first Report on Value Based Education (1999), Department Related Parliamentary Standing Committee on Human Resources Development, New Delhi: Rajya Sabha Secretariat.
6. Havighurst, R.J. (1953), Human Development and Education, New York: Longman's Green and Co.
7. Karan Singh (1996) Education for global society, in Delors, J., Learning: The Treasure Within, Paris: UNESCO.
8. Kohlberg, L. (1969), Stage and sequence, in D.A. Goslin (ed) Handbook of Socialization Theory and Research, Chicago: Rand Mc Nally.
9. Konopka, G. (1973), Formation of Values in the Developing person, American journal of Orthopsychiatry,43(1), 86-96

SSSC313 DISSERTATION AND VIVA-VOCE [C] L:3; T:3; P:6; Credits: 12

The objective of the Dissertation Preparation is to provide an opportunity to the Master Degree students to explore and enrich in Research field. The Dissertation under the Supervision of a Faculty Member will be prepared by every student.

SSSE307 YOGA AND HEALTH EDUCATION [C] L:1; T:1; P:1; Credits: 3

Objectives:

- 1.To study the role of Yoga in life.
- 2.To study the role of yoga in the development of moral values and social values
- 3.To understand 'traditional' and 'philosophical' aspects of yoga
- 4.To understand some technical and health aspects of yoga.
- 5.practice the prescribed Asana, Pranayama and Shudhi kriyas.

Unit 1: Asanas

Asanas : Meaning and definitions - benefits of Asanas - Classification of Asanas- preparatory requirements, physiological consideration of mediative, relaxative and cultural poses.

Unit 2. Pranayama

Pranayama : Its meaning, technique and three phases of pranayama, classification of pranayama (these are Ujjai, Surya Bhedan, Sitali, Bhastrika and Nadi Shodan) in respect of Hath Yoga Pradipika and Patanjali Yoga Darshan.

Unit 3: Meditation

Meditation: Meaning and its concept as given in yoga darshan along with elementary knowledge of various techniques of meditation, viz. Yoga nidra, Ajapa jap, Antah tratak, Mantra jap, Meditation. Benefits of mediation in daily life with brief physiological aspects.

Unit 4: Yoga Therapy

Yoga Therapy: Its meaning and scope, tools and principles of Yoga Therapy - Concept of mitahara in yogic diet, various norms of yogic diet. according to Hath Pradipika.

Unit 5: Practical

PRACTICAL: Asanas - Sudhi Kriyas : Jal Neti, Rubber Neti, Kapalbhati and Tratak - Asanas Yogic Exercise - Surya Namaskar Meditative Pose - Padam, Vajra, Sidha Relaxative - Shav and Makar Cultural - Sarvang, Hal, Pawanmukut, Matesya, Bhujang, Dhanur, Vakar & Ushtra - Prayanama : Correct Deep Breathing in Respect of 1:2 Ratio for Purks and Rechka, 15-30 minutes Practice for Nadishodhan, Suryabhedhan, Ujjai, Sitali/Shitkari - Meditation/ Relaxation : Yoga Nidra

References:

1. B.K.S.Lyenger (1984): Light of Yoga, Unwin Paper Back, Sydney, English/Hindi
2. Chandradhar Sharma, (1976): A Critical Survey of Indian Philosophy; Moti Lal Banarsi Dass, Delhi
3. Dr.H.R.Nagendra, (1993):Yoga in Education, Banglore ,Vivekanande Kendra,
4. I.R. Taimini, ,(1973): Glimpses into Psychology of Yoga, Madras , The Theosophical Publishing House. 5. P.T. Raju; (1982): DelhiThe Philosophical Traditions of India, Moti Lal Banarsi Dass,
5. S.N. Das Gupta(1987) : Yoga Philosophy in Relation to other system of Indian Thought, Moti Lal Banarsi Dass, New Delhi.
6. Dictionary of Indian Philosophy and Yoga Edu. Dr.Arun Publications, Chandigarh (1997).
7. Brahmishi Vishvatma Bawara, (1997) Yoga for Life Divine, Radiance Publications, Chandigarh
8. Swami Kuvalyananda (1992) : Pranayama, Bombay, Popular Prakashan,- English/Hindi
9. Swami Kuvalyananda (1983).Pranayama, Bombay Popular Prakashan,

SSSE308 ECONOMICS OF EDUCATION

[C] L: 3; T:0; P:0; Credits: 3

Objectives:

1. To develop awareness among students about the importance of Economics to the field of Education
2. To develop understanding about Education both as consumption and investment
3. To develop understanding about the benefits and the costs of Education and its role in Human and Economic Development
4. To develop various abilities to understand the internal efficiency of the system of Education
5. To enable them understand the contemporary developments in Economics of Education

Unit 1: Introduction

Introduction: Basic Concepts: Meaning, Nature and Scope of Economics - Meaning, Concept, Scope, Significance and recent trends in economics of education - Education as consumption and investment - The concept and measurement of Human Capital - Education and its relation to Human Capital.

Unit 2: Education and Economic Development

Education and Economic Development :Education and Economic growth - Education and National Development - Education and the Distribution of Income - Education, Population and Poverty - Liberalization, Privatization, Globalization and Education - Contemporary issues in Economics of Education.

Unit 3: Costs and Benefits of Education

Costs and Benefits of Education : Taxonomy of Educational Costs - Resources for Education - Different between Cost and Expenditure, the components and determinants of Cost of Education, Unit Cost of Education - Analysis of costs of Education - Approaches to measuring the benefits of Education - Problems in measurement of benefits and costs - Cost Benefit Analysis in Education - Private and Social rates of return to education.

Unit 4: Education and the Labour Market

Education and the Labour Market: Labour, Market and Education - Education and Employment - Education and Migration (Internal and External).

Unit 5: Internal Efficiency of Education System

Internal Efficiency of Education System: Efficiency of Education system-distinction between Internal and External Efficiency - Input-Output analysis in Education - Parallelism between Education and Industry - The measurement of output in education - The effect of alternative inputs on educational output-the cost effectiveness analysis of education - Internal efficiency of Indian Education System - Cost effective Educational Programmes.

References:

1. Becker, G.W. (1964). Human Capital. Princeton: Princeton University Press.
2. Blaug Mark. (1970). Economics of Education London: Penguin.
3. Bowman, M.J. et.al, (Eds). (1968). Readings in the Economic of Education. Paris: UNESCO.
4. Cohn, E (1972). Economics of Education. Lexington Mass – D.C. Heath Company
5. Harbison, F.H and Myres, C.A. (1964). Education, Man power and Economic growth.
6. Maidenhead: McGraw – Hall.
7. Hedge, O. Economics of Education. (1998). New Delhi: Himalaya Publishers.
8. Jandhya B.G. Tilak. (1985). Economics of Inequality in Education. New Delhi: Sage Publications.
9. Panchamuki. Research in Economics of Education. Fifth Survey of Educational Research 1988-92: Trend Reports Vol. I. New Delhi, NCERT.
10. Pandit, H.S. (Ed) (1969). Measurement of Cost Productivity and Efficiency of Education, New Delhi: NCERT
11. Perlman, Richard. (1973). The Economics of Education: Conceptual Problems and Policy Issues New York; McGraw Hill Book Company.
12. Reddy Shiva B. (2000). Education and Rural Development in India. Paris: UNESCO: International Institute of Educational Planning.
13. Sacharopoulos George, P and Woodhall, M. (1985). Education for Development New York: Oxford University Press.
14. Sceehan, John (1973). The Economics of Education, London: George Allen & Unwin Ltd.

~~~~~