

EDUCATION



S. S. T. College of Arts and Commerce

Syllabus for M. A. (Education)

Program: Master of Arts

(Annual Pattern)

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COMPULSORY PAPERS

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

M.A. Education Course Objectives:

To enable students to

1. Understand education as an academic discipline.
2. Understand the theoretical basis of education.
3. Understand the interdisciplinary nature of education as an academic discipline.
4. Apply theories in education to the practice of education.

PAPER I: ADVANCED PHILOSOPHY AND SOCIOLOGY OF EDUCATION

SECTION I: ADVANCED PHILOSOPHY OF EDUCATION

Course Objectives:

To enable the students to understand

- The significance of the ultimate human concerns and the contribution of Philosophy in this regard.
- To understand different modes of philosophical enquiry as a basis of all educational endeavours.
- To understand about the contributions of Eastern and Western philosophies.
- To understand the contemporary developments and issues in philosophy of education.

MODULE-1. PHILOSOPHICAL PERSPECTIVE TO EDUCATION

1. Philosophy of Education

- a. Nature, scope and functions of philosophy of education.
- b. Structure and modes of philosophical inquiry (Metaphysical, Epistemological and Axiological) in Education
- c. Philosophy of Teaching and Its Implications on Teaching Styles

2. Eastern Philosophies of Education

- a. Educational Implications of the following Conventional Schools of Indian Philosophy
i. Vedanta ii. Yoga
- b. Educational Implications of the following Heterodox Schools of Indian Philosophy:
i. Buddhism ii. Jainism
- c. Educational Implications of Islamic Thought

3. Western Philosophies of Education

- a. An introduction to the Conventional Philosophies in Education and the Educational Implications of Essentialism.
- b. An introduction to the liberal philosophies of education and the educational Implications of Pragmatism.
- c. An introduction to the Radical Philosophies of Education and the Educational Implications of Marxism and Existentialism.

MODULE II: THINKERS

4. Educational Implications from the Contributions of the Following Eastern and Western Thinkers

- a. Eastern Thinkers: i. Dr Zakir Hussain ii. Sri Aurobindo Ghosh iii. Jiddu Krishna Murthy.
- b. Western Thinkers: i Plato ii. Karl Jaspers iii. Paulo Freire

MODULE- 3. ISSUES AND TRENDS

5. Issues and Innovations in Education

- a. Autonomy in Higher Education:- Meaning, Purpose
- b. Quality in Education:- assessment and Enhancement
- c. Multicultural Education: Meaning, Purpose:- Need and Principles of teaching and learning in multicultural society.
- d. Human Rights and Education:- Human Rights Education, Concept, Types and Need. Governments' Legislation to ensure Human Rights Education
- e. Emerging perceptions in Value Education, nurturing values as an instrument to counter terrorism.

6. Emerging Trends in Alternative Education Systems

1. Open systems of learning: Open Schools and Open universities.
2. Information technology and On-line learning.
3. Philosophical Foundations of Teaching Styles: (a)Expert (b)Formal Authority (c)Personal Model (d)Delegator (e)Facilitator

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Compare and contrast the thoughts of Dr Zakir Hussain and Jiddu Krishna Murthy and state the implications of their thoughts on Indian education.
2. Critically evaluate Essentialist, Pragmatist, Marxist and Existentialist general and educational philosophy.

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15. Durkhiem, Emile (1956), Education and Sociology, New York: Free Press.

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41. Venkateshwaran; Principles of Education.
42. Yadulal. Kusum; Perspectives of Educational CHANGES.

SECTION 2: ADVANCED SOCIOLOGY OF EDUCATION

Course Objectives

To enable the students

- To understand the sociological perspective in education.
- To understand the process of professional socialisation of teachers.
- To understand the relationship of education with social stratification and national development.
- To understand the sociological perspective to effects of schooling and teacher expectations.

MODULE I: SOCIOLOGICAL PERSPECTIVE TO EDUCATION

1. **Sociology of Education**

Meaning and scope of Sociology of Education. Difference between Sociology of Education and Educational Sociology. Need to study Sociology of Education. Functions of Education in Society. Theoretical Approaches to the Sociology of Education:

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

2. Professional Socialisation of Teachers

Meaning, Phases and Stages of Professional Socialisation of Teachers. Professionals as an interest group. Occupational and organisational issues. Relationship with Administrators, colleagues, students and parents. Student Control Ideology.

MODULE II: EDUCATION, SOCIAL STRATIFICATION AND DEVELOPMENT.

3. Education and Social Stratification.

Meaning, Types and Causes of Social Stratification. The Process of Stratification. Major Explanations of Stratification: (a) Functionalist, Conflict, Neo-Marxist and Reproduction Theories. (b) Determinants of Social Class. (c) Equality Objectives: Access, Participation and Outcome. Types of Equality: Basic, Liberal and Radical. Liberal and Distributive Models of Social Justice. (d) Stratification and Equality of Educational Opportunity. Positive Discrimination in The Indian Context. Compensatory Education Programmes.

4. Effects of Schooling and Teacher Expectations on Students:

Major Approaches to Viewing the Effects of Schooling on Individual Lives: (a) Knowledge and Cognitive Development. (b) Socio-economic Outcomes. (c) Workplace Conditions, (d) Social Participation. (e) Psychological Well-being. (f) Family Effects, (g) Values, (h) Leisure Time and (i) Political Participation. Self-Fulfilling Prophecy. Sources of Teacher Expectations and Its Impact on Student Achievement, Motivation and Self-Concept.

5. Education and Development :

Effects of education on economic, political and cultural development. Effects of development on educational outcomes (specifically mass schooling and higher education) as a function of development variables. Educating to meet developmental needs. Educating world citizens. Curriculum for Citizenship Education.

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Write a critical essay on the relationship between education and cultural development in the present Indian context.
2. Write a critical essay on the effects of schooling on individuals in the present Indian context.

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PAPER II: ADVANCED EDUCATIONAL PSYCHOLOGY

Course Objectives

To develop an understanding of

- Role and application of psychology in education
- Understanding learner diversity
- Managing classroom behaviour

MODULE I: ROLE AND APPLICATION OF PSYCHOLOGY IN EDUCATION

1. Psychology and Education

- a. Concept of Psychology and Educational Psychology--Meaning and Definitions
- b. Contribution of Various Schools of Psychology-1) Psychodynamic 2) Humanistic, 3) Behavioristic 4) Cognitive 5) Neurobiological
- c. Contribution of Educational Psychology to the Teaching Process
- d. Scope of Educational Psychology—1)The Teacher 2)The Learner 3) The Learning Environment 4) Learning Resources

2. Critical Analysis and Educational Implications of Learning, Cognition and Constructivism

- a. Behaviourist Theories: Classical Conditioning (I. Pavlov, J. Watson) Operant Conditioning (B.F. Skinner) Reinforcement Theories (B.F. Skinner, W. Guthrie)
- b. Cognitivist/ Constructivist Theories: Cognition, Information Processing, Meta Cognition, Constructivism and Active Learning (David Ausubel, Jerome Bruner, Gagne)
- c. Social Learning (Albert Bandura) and Social Constructivism (L Vygotsky)
- d. Theories of Teaching: 1) Behaviouristic 2) Cognitive 3) Humanistic

MODULE II: UNDERSTANDING LEARNER DIVERSITY

3. Learner Diversity

- a. Personality--Theories of Personality-- Western (Cognitive-Ellis, Humanistic-Berne) and Indian Perspective (Vedic, Buddhist and Aurobindo)
- b. Intelligence—Cognitive (J.P. Guilford, Emotional (D. Goleman) and Multiple (H.Gardner)
- c. Aptitude, Interest, Creativity

4. Implications for Learning and Thinking Styles in Classroom Teaching

- a. Learning Styles: Concept and Application of Kolb's Model
- b. Thinking Styles: Concept, Application and Contribution of R. Sternberg
- c. Creative Thinking: Concept, Application and Contribution of E. De'Bono
- d. Teaching Thinking: Feuerstein's Approach

5. Educational Needs of Differently Abled Children

- a. Catering to Individual Differences
 - i) Cognitively Exceptional Children
 - ii) Physically Exceptional Children
 - iii) Socio-Culturally Exceptional Children
- b. Concept and Types of Learning Disabilities
 - i) Dyslexia
 - ii) Dysgraphia
 - iii) Dyscalculia
- c. Emotional and Behavioural Disorders
 - i) Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)
 - ii) Disruptive Behaviour Disorder
- d. Inclusive Education
 - i) Concept of Mainstreaming, Integration and Inclusion
 - ii) Need and Importance of Inclusive Education in the Indian Context

MODULE III: MANAGING CLASSROOM BEHAVIOR

6. Theories of Motivation

- a. Cognitive Approach: Attribution Theory
- b. Behaviouristic Approach: Extrinsic-B.F. Skinner and C. Hull
- c. Humanistic Approach: Intrinsic-Carl Rogers, Abraham Maslow
- d. D. McGregor's Theory X, Y.

7. Problems and Approaches to Managing Classroom Behavior

- a. Identifying Behavior Problem: i) Distraction ii) Aggression iii) Interpersonal Problems
- b. Analyzing Behavior Problems: i) Defining Behavior ii) Identifying Antecedents and Consequences, Chain of Events Leading to Behavior Problems
- c. Changing Behavior: Behavioristic vs. Humanistic Approach
- d. Group Dynamics: Leadership, Team Building and Techniques of Managing the Group

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Describe some of the recent trends in Inclusion.
2. Conduct a survey to study teachers' perception of common classroom problems and write a report.

REFERENCES:

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PAPER-III : RESEARCH METHODOLOGY IN EDUCATION

Course Objectives

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

MODULE I: EDUCATIONAL RESEARCH AND ITS DESIGN

1 Educational Research

- (a) Sources of Acquiring Knowledge: Learned authority, tradition, experience, scientific method.
- (b) Meaning, steps and scope of educational research.
- (c) Meaning, steps and assumptions of scientific method. Aims and characteristics of research as a scientific activity.
- (d) Ethical Considerations in Educational Research
- (e) Paradigms of educational research: Quantitative and Qualitative.
- (f) Types of research: Fundamental, Applied and Action.

2. Research Design

- (a) Meaning, definition, purposes and components of research design.
- (b) Difference between the terms research method and research methodology.
- (c) Research Proposal: Its Meaning and Need¹.
 - (i) Identification of a research topic: Sources and Need.
 - (ii) Review of related literature.
 - (iii) Rationale and need of the study.
 - (iv) Definition of the terms: Real, Nominal and Operational.
 - (v) Variables.
 - (vi) Research questions, aims, objectives and hypotheses.
 - (vii) Assumptions, if any.
 - (viii) Methodology, sample and tools.
 - (ix) Scope, limitations and delimitations.
 - (x) Significance of the study.
 - (xi) Techniques of data analysis and unit of data analysis
 - (xii) Bibliography.
 - (xiii) Time Frame.
 - (xiv) Budget, if any.
 - (xv) Chapterisation.

MODULE II: RESEARCH HYPOTHESES AND SAMPLING

3. Variables And Hypotheses

- (a) Variables:
 - i. Meaning of Variables
 - ii. Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- (b) Hypotheses: i. Concept of Hypothesis ii. Sources of Hypothesis iii. Types of Hypothesis (Research, Directional, Non-directional, Null, Statistical and Question-form)
 - iv. Formulating Hypothesis v. Characteristics of a good hypothesis. vi. Hypothesis Testing and Theory vii. Errors in Testing of Hypothesis

4. Sampling:

- (a) Concepts of Universe and Sample
- (b) Need for Sampling
- (c) Characteristics of a good Sample
- (d) Techniques of Sampling
 - i. Probability Sampling ii. Non- Probability Sampling

MODULE III: RESEARCH METHODOLOGY, TOOLS AND TECHNIQUES

5. Research Methodology

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

6. Tools And Techniques Of Research

- (a) Classical Test Theory and Item Response Theory of Test Construction.
- (b) Steps of preparing a research tool.
 - i. Validity (Meaning, types, indices and factors affecting validity)
 - ii. Reliability (Meaning, types, indices and factors affecting reliability)
 - iii. Item Analysis (Discrimination Index, Difficulty Index)
 - iv. Index of Measurement Efficiency.
 - v. Standardisation of a tool.
 - vi.

- (c) Tools of Research
 - i. Rating Scale,
 - ii. Attitude Scale
 - iii. Opinionnaire
 - iv. Questionnaire
 - v. Aptitude Test
 - vi. Check List
 - vii. Inventory
 - viii. Semantic Differential Scale

- (d) Techniques of Research
 - i. Observation
 - ii. Interview

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

MODULE IV: DATA ANALYSIS AND REPORT WRITING

7. Data Analysis

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

8. Research Reporting

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

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Prepare a research proposal on a current topic of relevance to education.
2. Develop a tool for measuring a variable which has relevance to education.

REFERENCES

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PAPER-IV TEACHER EDUCATION

Course Objectives

To develop an understanding of

- Concept, development and agencies of Teacher Education
- Teacher Education programmes at Different Levels—Their Objectives, Structure, Curriculum, and Role and Competencies of the Teacher
- Need for Teacher Education at Tertiary Level
- Issues, Problems and Innovative Practices in Teacher Education
- Research and professionalism in Teacher Education

MODULE I: TEACHER EDUCATION: CONCEPT DEVELOPMENT AND AGENCIES

1. Concept of Teacher Education

- a. Meaning and Nature of Teacher Education
- b. Need, Scope and Objectives of Teacher Education
- c. Changing Context of Teacher Education in the Indian Scenario
- d. Changing Context of Teacher Education in the Global Scenario

2. Development of Teacher Education in India

- a. Teacher Education in Pre Independence India
- b. Teacher Education in Post Independence India
- c. Teacher Education in U.K. and U.S.A.
- d. Teacher Education in China and South Africa

3. Agencies of Teacher Education

- a. Agencies of Teacher Education at the State Level and Their Role and Functions- State Institute of Education (SIE), SCERT, State Board of Teacher Education (SBTE), University Departments of Education
- b. Agencies of Teacher Education at the National Level and Their Role and Functions-UGC, NUEPA, NCTE, NCERT
- c. Agencies of Teacher Education at the International Level and Their Role and Functions -UNESCO

MODULE II: TEACHER EDUCATION AT DIFFERENT LEVELS: OBJECTIVES, STRUCTURE, CURRICULUM AND ROLE AND FUNCTIONS

4. Teacher Education at Pre Primary and Primary Levels

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

d. Role and Competencies Required of the Teacher at the Pre-Primary and Primary Levels

5. Teacher Education at Secondary and Higher Secondary Levels

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

6. Teacher Education at Tertiary Level

- a. Need for Teacher Education for Preparation of Teachers in Higher Education
- b. Objectives of Teacher Education Programme at Tertiary Level
- c. Structure of Teacher Education Programme and Institutions at Tertiary Level
- d. Curriculum for Teacher Education Programme at Tertiary Level
- e. Role and Competencies Required of the Teacher at the Tertiary Level

MODULE III: ISSUES, PROBLEMS AND INNOVATIONS IN TEACHER EDUCATION

7. Major Issues and Problems of Teacher Education

- a. Maintaining Standards in Teacher Education- Admission Policies and Procedures, Recruitment of Teacher Educators
- b. Service Conditions of Teacher Educators
- c. Quality Management of Teacher Education
- d. Privatization, Globalization and Autonomy in Teacher Education

8. Innovative Practices in Teacher Education

- a. Cooperative and Collaborative Teacher Education
- b. Constructivist and Reflective Teacher Education
- c. e-Teacher Education
- d. Methods of Value-oriented Teacher Education-Value Clarifying Discussions, Contrived Incidents

MODULE IV: RESEARCH AND PROFESSIONALISM TEACHER EDUCATION

9. Research in Teacher Education

- a. Nature and Scope of Research in Teacher Education
- b. Areas of Research in Teacher Education (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Teacher Educators and Teacher Education Institutions)
- c. Trends in Research in Teacher Education
- d. Implications of Research for Teacher Education

10. Teacher Education as a Profession

- a. Concept of Profession and Professionalism
- b. Developing Professionalism, Professional Ethics and Professional Code of Ethics for Teacher Educators
- c. Meaning and Components of Teacher Effectiveness
- d. Enhancing and Evaluating Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Compare Teacher Education programmes in India with any one of the following countries— China, South Africa
2. Preparation of performance appraisal format for Teacher Educators

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GROUP A PAPER 2 ECONOMICS OF EDUCATION

Course Objectives:

To enable the learners to

- a) Develop an understanding of planning, financing and cost of education.
- b) Develop an understanding of the link between the educational system and economic development.
- c) Develop an understanding of educational problems in the context of economic concepts, theories and techniques.

MODULE I : CONCEPTUAL BACKGROUND AND COST OF EDUCATION

1. Conceptual Issues in Economics of Education

- a. Meaning, definition, scope and importance of Economics of Education.
- b. The relationship between education and the economic system. The role of the economic system in (i) financing of education, and (ii) absorbing the educated manpower.
- c. Education as an industry
- d. Education as consumption and Education as individual, social and national investment.
- e. Spill-over and inter-generational effects of education.

2. Cost of Education

- a. Concept of Cost of Education. Types of Educational Costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost.
- b. Unit cost of Education: Its estimation. Its applications to different levels, modes and types of education. (Levels: Primary, Secondary and Tertiary, Modes: Formal and Distance, Types: i) General i.e. Arts, Science and Commerce, and ii) Professional and Technical)
- c. External and Internal Efficiency of Education.

3. Cost-Benefit Analysis in Education:

- a. Meaning of cost-benefit-analysis. Its purpose and problems.
- b. Profiles of age-education-earnings. Calculation, private, marginal and benefit cost ratio.
- c. Interpretations and evaluation of rates of return on investment in education.
- d. Cost Effectiveness Analysis in Education. Difference between Cost-Benefit and Cost-Effectiveness Analysis.
- e. Concept of Cost Consciousness in Education.

MODULE II: FINANCING OF EDUCATION

4. Pricing of Education

- a. Micro and Macro aspects of pricing of education (Theoretical Study)
- b. Practical solution to the pricing of education especially at the tertiary level.
- c. Problem of capitation fees.

5. Financing of Education

- a. Sources of finance for education: private, public, fees, donations,
- b. Endowments and grants. Grant-in-aid principles and practices with special reference to higher education.
- c. Government's role in financing education at different levels with special reference to higher education.

6. Allocation of funds to Education in the 5-year Plans

- a. The concepts of five year planning.
- b. Actual and estimated allocation of funds at different levels of education in the Five-year plans (I- IX Plans), Priority for education in the various five year plans.
- c. Priorities within education in the various five year plans.
- d. Educational expenditure and national economy.
- e. Expenditure of education, public education at different levels (central state level) in India.
- f. Types of plans-Central, State and Institutional.

MODULE III: ECONOMIC DEVELOPMENT AND EDUCATION

7. Human Resource Development.

- a. The concept of human resource development. Meaning, definition, significance and Development of human resources through education.
- b. Need for manpower planning and Estimation of manpower requirements.
- c. Human capital and its relation to other form of resources and need for retraining.
- d. The problems of educated unemployment, underemployment and disguised unemployment.
- e. Meaning and purpose of Economics of Teacher Provision
- f. Estimating the demand for and supply of teachers and the problems associated with the estimation.
- g. Policy implications of economics of teacher provision.

8. Education and Economic Development

- a. The concepts of economic development and economic growth.
- b. The interrelationship between education and economic development.
- c. Education as a prerequisite, as an accelerator and a major determinant of economic development.

- d. Suggestions for improvement in the educational system for enhancing and sustaining economic development.
- e. Resource constraints and Resource mobilization.
- f. Education and economic development in urban and rural areas.

MODULE IV: MEASUREMENT OF CONTRIBUTION OF EDUCATION TO ECONOMIC GROWTH

9. Measuring the Contribution of Education to Economic Growth.

- a. Approaches other than Cost Benefit Analysis.
- b. Correlation Approach,
- c. Residual approach
- d. Manpower Forecasting Approach,
- e. Wage-Differential Approach.

10. Productivity and Wastage in Education

- a. Productivity of the educational system and Learning for productivity objectives.
- b. Internal and external efficiency of the Educational system.
- c. Dual approach, Process approach, Product approach.
- d. Meaning, definition and significance of wastage in education
- e. Estimation of the drop-out rates at different levels of education
- f. Types of wastage: Money, Time Material resources, human capital and ideological.

11. Education, Equity and Income Distribution

- a. Educational equity measures-(a) the equal opportunity criterion, (b) the cost-benefit criterion, and (c) the ability to pay criterion.
- b. Education as a determinant of income variance, and the relevant contribution of different levels of education.
- c. Tools to assess the equity and income distribution.
- d. The Gini coefficient, the Lorenz curve.

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Suggest measures of improvement in education so as to enhance and sustain economic development in India.
2. Study the unit cost of education (any level.)

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GROUP A PAPER 4 HISTORY OF EDUCATION

Course Objectives

To develop an understanding of

- Progress of education in ancient India- Vedic, Post Vedic and Buddhist Education
- Progress of education in medieval India- Islamic education
- Education during pre and post independent India
- The various committees and commission formed for the progress of education during pre and post independent India
- The various issues and trends in education in India

MODULE I: PROGRESS OF EDUCATION IN ANCIENT INDIAN EDUCATION- REVIEW

1. Vedic and Post Vedic Education

- a. Fundamentals of ancient Indian education
- b. Purpose of studying Vedas- Rig-Veda, Yajurveda, Atharvaveda, Samveda
- c. Educational system –main characteristics
- d. Female education
- e. Swadhaya or self learning
- f. Teacher – importance and duties
- g. Duties of a student
- h. Forms of educational Institutions:- Gurukulas, Parishads and Sammel

2. Buddhist Education System

- a. Characteristics of Buddhist Education
- b. Pupil:- Meals ,residence and curriculum
- c. Methods of teaching
- d. Female Education
- e. Comparison of Buddhist and Brahmanical Education

MODULE II: PROGRESS OF EDUCATION DURING MEDIEVAL TIMES

3. Islamic Education

- a. Introduction to Islamic Education
- b. State patronage and Growth of education during this time
- c. Primary Education (Maktabs)
- d. Higher Education (Madarsas)
- e. Female Education
- f. Student and Teacher relationship

MODULE III: EDUCATION DURING PRE INDEPENDENT INDIA

4. Anglicization of Education 1836-1855

- a. Exponents of Oriental Education
- b. The Anglicists
- c. Macaulay's Minutes and Its effect
- d. Female Education
- e. Woods' Despatch-1854 :- Recommendations

5. Indian Education and Educational Progress

- a. Indian Education Commission- Recommendations regarding Primary, Secondary and University Education
- b. The University Commission (1902)
- c. The Hartog Committee (1928-29)
- d. The Filtration Theory of Education

6. Important Development in Education During 1921— 1937

- a. Inter University Board
- b. Establishment of new Universities
- c. Teachers Training
- d. Technical Education

MODULE IV: EDUCATION DURING POST INDEPENDENT INDIA

7. Various commission and policies on Education

- a. Secondary Education Commission 1953
- b. Education Commission 1964-66
- c. National Policy on Education 1986
- d. Rammurthy Review Committee 1990
- e. National Commission on Teachers 1999
- f. National Focus Committee 2004

8. Some Problems of Indian Education

- a. Problems of wastage and stagnation
- b. Examination Reform
- c. Inclusive Education
- d. Education for Marginalized Group

9. Trends and Issues in Education

- a. National Knowledge Commission
- b. Impact of Globalization on Higher Education
- c. Millennium Development Goal given by UNESCO Highlighting Education
- d. Privatization of Higher Education

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Critical and comparative analysis of any two commissions on education in post independent India
2. Analyze any two problems in education having a historical bearing and suggest measures to overcome them.

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GROUP B PAPER 7 INFORMATION AND COMMUNICATION TECHNOLOGY

Course Objectives

To develop an understanding of

- Overview of Educational Technology as a discipline
- Psychological Principles of ICT
- Instructional Design (ID)
- Computer, Internet and its application

MODULE I: OVERVIEW OF EDUCATIONAL TECHNOLOGY AS A DISCIPLINE

1. Concept of Information, Communication and Educational Technology

- a. Concept of Information Technology, Communication Technology and Instructional Technology
- b. Concept of Educational technology
- c. Need and Significance of ICT in Education
- d. Historical Perspective of Educational Technology (with reference to the above mentioned concepts)
- e. Emerging trends in Educational technology (with reference to the above mentioned concepts)

MODULE II: PSYCHOLOGICAL PRINCIPLES OF ICT

2. Learning and ICT

- a. Learner Characteristics (Learner Analysis)
- b. Learning Environment
- c. Processes Associated with ICT Learning,
- d. Factors Affecting and Facilitating ICT Learning
- e. Application of Theories of Learning to ICT
 - i. Behaviourism
 - ii. Cognitivism
 - iii. Constructivism
- f. Adult Learning and Learning Styles

MODULE III: INSTRUCTIONAL DESIGN (ID)

3. Concept of Instructional Design (ID)

- a. Concept of ID
- b. Levels of ID
- c. Overview of Theories and Models of ID
- d. ADDIE Model
- e. Dick and Carey Model
- f. Stages of Development of ID

MODULE IV: COMPUTER, INTERNET AND ITS APPLICATION

4. Computers in Education

- a. Computer Hardware
- b. Computer Software
- c. Application of Computers in Education
 - i. CAI,CAL,CBT,CML [Characteristics and uses]
 - ii. Preparation of CAI Package
 - iii. Evaluation of CAI Package

5. Internet in Education

- a. Internet Tools, Search Engines and Browsers
- b. Application of Internet Resources to Education
- c. Synchronous and Asynchronous Mode of Internet Communication
- d. Educational Portals
- e. Online Learning and Online Evaluation

MODULE V: DEVELOPMENT OF SELF LEARNING MATERIAL AND RESEARCH IN ICT

6. Concept and Preparation of Self Learning Material (SLM)

- a. Concept of SLM
- b. Concept of programmed Learning Material (PLM)
- c. Historical overview of SLM and PLM
- d. Types of PLM (Linear, Branching, Mathematics)
- e. Preparation of SLM
- f. Evaluation of SLM

7. Research in ICT

- a. Overview of researches conducted in ICT
- b. Emerging research trends in ICT

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Identify websites using search engines for any educational topic.
2. Preparation of Self Learning Material in any one subject.

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GROUP B PAPER 8 GUIDANCE AND COUNSELLING

Course Objectives

To develop an understanding of

- Concept, need of guidance
- Career guidance
- Concept, approaches and testing in counselling
- Counselling and intervention strategies in contemporary times

MODULE I: GUIDANCE: CONCEPT AND NEED

1. Concept of Guidance

- a. Meaning, Principles, Need and Scope of Guidance
- b. Meaning and Implications of Areas of Guidance in Global Context: Personal, Educational, Vocational, a-Vocational, Social, Moral, Health and Leisure-time
- c. Types of Guidance: Individual Guidance and Group Guidance.
- d. Agencies of Guidance: International, National, State and Local Levels.

2. Guidance for Population with Special Needs

- a. Mentally Challenged Learners: Slow Learners, Mentally Retarded and Gifted.
- b. Learning Disabilities: Dyslexia, Dysgraphia and Dyscalculia
- c. Disadvantaged Groups: Social, Economical and Educational (Over Achievers and Under Achievers)
- d. Women: Exploitation at Home and Work
- e. Senior Citizens: Emotional, Social and Physical Problems

MODULE II: CAREER GUIDANCE

3. Work and Mental Health

- a. Meaning of Work, Compensation and Incentives
- b. Relation between Work and Leisure and Work and Incentives
- c. Meaning, Characteristics and Need for Mental Health
- d. Role of Guidance Personnel in Promoting and Preserving Mental Health

4. Vocational Guidance

- a. Nature and Scope of Vocational Guidance
- b. Factors affecting Vocational Choice
- c. Approaches to Career Guidance, Employment Trends
- d. Holland's Theory of Career Development
- e. Burnout and Career Guidance

5. Occupational Information & Job Satisfaction

- a. Need and Sources of Occupational Information
- b. Methods of Collection. Filing, Classification, and Dissemination of Occupational Information
- c. Meaning and Factors of Job Satisfaction
- d. Relationship between Job Analysis, Job Specification and Job Profile

6. Psychometric Methods and Techniques for Guidance and Counselling

- a. Psychological Tests: Intelligence Tests, Interest Inventories, Aptitude Tests, Achievement Tests, Attitude Scales, Personality Tests.
- b. Other Testing Tools and Techniques: Sociometric Technique, Case Study, Cumulative Record Card, Autobiography, Observation, Interviews, Home visits.
- c. Ethical Basis in the Use of Psychological Tests and Tools

MODULE III: CONCEPT, APPROACHES AND TESTING IN COUNSELLING

7. Concept of Counselling

- a. Concept: Meaning, Principles, Goals, and Types of Counselling.
- b. Counselling Processes: Stages and Skills
- c. Characteristics and skills of a Counsellor
- d. Counsellor's Role and Functions
- e. Types of Counselling: Directive, Non-directive, Eclectic and Online

8. Counselling Approaches

- a. Cognitively Oriented Counselling Approaches: Trait and Factor
- b. Affectively Oriented Counselling Approaches: Psycho analytic.
- c. Conditions Influencing Counselling: Physical Setting, Privacy, Recording
- d. Legal and Ethical Considerations in Counselling

MODULE IV: COUNSELLING AND INTERVENTION STRATEGIES IN CONTEMPORARY TIMES

9. Counselling in Current Areas

- a. Conflict Resolution
- b. Training for Assertiveness
- c. Stress Management
- d. Life Style Planning
- e. HIV /AIDS: Pre, Post Counselling and Stigma.

10. Intervention Strategies

- a. Rational Emotive Therapy
- b. Crisis Intervention Techniques
- c. Grief and Bereavement Intervention Strategies
- d. Disaster Management

ASSIGNMENTS FOR INTERNAL ASSESSMENT

1. Conducting and Reporting a Case Study of any Individual with Special Needs.
2. Preparation of a Job profile of any one Career.

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