

**Christ University**

**Hosur Road**

**Bangalore-560029**



**SCHOOL OF EDUCATION**

**M.A in Educational Leadership and Management(CBCS)**

**2015-17**

## **Department Overview**

School of Education is set up as a premier department for teacher training to shape future secondary school teachers. Apart from B.Ed school of education also offers two years MA Education programme, MPhil and PhD. The vision of the department is achievement through implementation of an innovative curriculum. This is designed to prepare competent and professional educationist, who will be able to play diverse roles in the field of education. Variety of value added programmes is also included in the curriculum.

## **Vision Statement**

To mould competent and professional Educators who will be able to deliver Transformational Leadership in Educational Institutions.

## **Mission Statement**

1. To mould tomorrow's Academic Leaders.
2. To acquaint students with the innovative trends and practices in the field of Education.
3. To acquaint the students with the theoretical background of educational organization and Management.
4. To cultivate a Research culture.
5. Enable students to understand and apply the skill of Educational Technology and its approaches to Teaching-Learning.
6. To enable students to know and understand the professional needs of teachers, Psychology of Teaching-Learning, Philosophy of education ,Evaluation and Assessment.

## **Introduction to the Programme**

### **I. Programme Objectives**

- Curriculum is designed to prepare competent & professional educationists, who will be able to take up diverse roles in the field of education.
- The two year programme aims at developing competency in research methodology, management & leadership in Educational Institutions.
- Further the course aims at preparing Educationist who will innovate & deliver effective learning recourses, developing proficiency in curriculum development.

- On completion of M.A Programme in Education, students will understand the nature, purpose and philosophy of Education, develop an understanding of the psychology of the learner.
- To enable the student teachers to create knowledge by crossing boundaries, and thinking across them
- To create an organizational unit across traditional boundaries between academic disciplines or schools of thought, as new needs and professions emerge.
- To apply knowledge within education and training pedagogies to describe studies that use methods and insights of several established disciplines or traditional fields of study.
- To involve researchers, students, and teachers in the goals of connecting and integrating several academic schools of thought, professions, or technologies along with their specific perspectives—in the pursuit of a common task.

The Choice Based Credit System (CBCS) offers wide ranging choice for students to opt for courses based on their aptitude and their career goals. The Post-graduate curriculum, offered in the trimester pattern, includes the following categories of courses to accomplish a holistic learning experience for the students.

**COURSE STRUCTURE OF M.A in Leadership and Management(CBCS)**

**FIRST TRIMESTER**

<b>Course Code</b>	<b>Title/Course type</b>	<b>Total Hours/ Trimester</b>	<b>Marks</b>	<b>Credits</b>
CLM 131	Psychological Foundations of Education	60	100	4
CLM 132	Philosophical Perspectives in Education	60	100	4
CLM 141	Methodology of Educational Research	60	100	4
	Total	180	300	12

**SECOND TRIMESTER**

<b>Course</b>	<b>Title</b>	<b>Total Hours/ Trimester</b>	<b>Marks</b>	<b>Credits</b>
CLM 231	Psychology of Learning and Instruction	60	100	4
CLM 232	Sociological Foundations of Education	60	100	4
CLM 241	Pedagogical Practices in Education	60	100	4
	Total	180	300	12

**THIRD TRIMESTER**

<b>Course</b>	<b>Title</b>	<b>Total Hours/ Trimester</b>	<b>Marks</b>	<b>Credits</b>
CLM 331	Educational Policy and Administration	60	100	4
CLM 332	Statistics in Educational Research	60	100	4

CLM 341	School and Higher Education in India	60	100	4
	Total	180	300	12

#### FOURTH TRIMESTER

Course	Title	Total Hours/ Trimester	Marks	Credits
CLM 431	Evaluation Methods in Education	60	100	4
CLM 432	Contemporary Issues in Education	60	100	4
CLM 441	ICT in Education	60	100	4
	Total	180	300	12

#### FIFTH TRIMESTER

Course	Title	Total Hours/ Trimester	Marks	Credits
CLM 531	Educational Leadership and Management	60	100	4
CLM 532	Curriculum Design and Instruction	60	100	4
CLM 541	Guidance and Counseling	60	100	4
	Total	180	300	12

#### SIXTH TRIMESTER

Course	Title	Total Hours/ Trimester	Marks	Credits
CLM 631	Economics of Education	60	100	4
CLM 632	Teacher Education and Professional	60	100	4

	Development			
CLM 641	Education for Special Children	60	100	4
CLM 633	Dissertation and Viva Voce	60	150	4

## **COURSE NO CLM 131**

### **PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

#### **First Trimester**

#### **OBJECTIVES**

- ❖ To promote a scientific study of educational psychology, its objectives, methods and concepts.
- ❖ To enable students to know the professional needs of teachers and the role of educational psychology in teaching learning process.
- ❖ To enable students to understand the various factors affecting the process of Learning.
- ❖ To assist students in developing insight of Intelligence & Creativity.

#### **UNIT I**

##### **INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

**10 Hours**

##### **Level of Knowledge – Conceptual and Basic**

Psychology: Meaning, Branches; Major Schools of Psychology: Behaviourism, Gestalt, Psychoanalysis & Humanism; Educational Psychology: Nature, Importance, Scope; Methods/Approaches of Educational Psychology- Introspection, Observation, Experimental, Case study, Differential and Projective Methods.

#### **UNIT II**

##### **LEARNER'S DEVELOPMENT**

**12 Hours**

##### **Level of Knowledge – Application**

Growth and Development; Development - Concept, Stages- Erickson, Piaget; Physical, Motor, Emotional, Social and Intellectual Development; Developmental tasks - meaning and tasks at various stages: Infancy, Childhood and Adolescence (Self learning); Factors influencing development – Genetic and Biological environment.

#### **UNIT III**

##### **CONCEPT OF LEARNING**

**14 Hours**

### **Level of Knowledge – Conceptual**

Learning: Meaning, Nature & Scope- Learning styles – concept, its implications to teaching. Approaches to learning-Behavioral approaches (E.L. Thorndike – Basic laws of learning; Skinner; operant conditioning)-Cognitive approaches (Bruner – Discovery Learning)-Social learning approaches – (Rogers –Humanistic & Interpersonal Learning)-Concept learning - meaning, types, approaches to teach concepts.-Information processing Model in their essence with focus on STM, LTM, etc

### **UNIT IV**

#### **FACTORS AFFECTING LEARNING**

**12 Hours**

### **Level of Knowledge – Comprehension**

Maturation; Meaning & Educational Implications - Motivation; Meaning & Techniques to motivate the students - Attention; Meaning & Factors influencing it-Interest ; Meaning & Different ways of promoting it-Attitude; Meaning & its importance in education - Perception; Meaning & its importance in education- Transfer of learning : meaning, types, & its educational implications- Concept of Memory and forgetting & their Educational Implication.

### **UNIT V**

#### **INTELLIGENCE & CREATIVITY**

**12 Hours**

### **Level of Knowledge – Application**

Meaning and Characteristics- Theories of intelligence by – Guilford J.P-Gardener-Sternberg-Goleman Measurement of Intelligence - A Brief History, Types of Intelligence Tests- Binet test, Bhatia's test, Cattell's culture fair test- Uses and Limitations of Intelligence Tests. Measurement of Intelligence – Verbal-Non-Verbal-Performance- Individual and Group - Creativity - Meaning, Dimensions (Fluency, Flexibility, Originality and Elaboration), Development of Creativity through Education.

**[Total - 60 Hours]**



## REFERENCES

### Essential Reading

- Aggarwal, J.C. (2006). *Psychology of Learning and Development*. New Delhi: Shipra Publishing House Ltd.
- Chauhan, S.S. (1987). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House, Pvt. Ltd.
- Dandapani, S.A. (2003). *Text Book of Advanced Educational Psychology*. New Delhi: Anmol Publication.
- Kundu, C.L., & Tuttoo, D.N. (1985). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd
- Salkind, N.J. (2010). *SAGE Directions in Educational Psychology*. SAGE Publications.
- Simpson, R.G. (2012). *Fundamentals of Educational Psychology*. LLC
- Singh, Y.K. (2010). *Educational Psychology*. APH Publishing.

### Recommended Reading

- Das, R.C., & Vital. (1984). *Curriculum and Evaluation*. New Delhi: NCERT.
- Gagne, R.M. (1977). *The Conditions of Learning*. (3<sup>rd</sup> ed.) New York: Tinchart and Winston Inc.
- .Passi. B.K., Goel, D.R., & Senapathy, H.K. (2004). *Piagetian Teaching Model for Cognitive Development*. Agra: Modern Printers.

## **COURSE NO CLM 132**

### **PHILOSOPHICAL PERSPECTIVES IN EDUCATION**

#### **First Trimester**

#### **OBJECTIVES**

- ❖ To enable the students to understand the importance of philosophy of education
- ❖ To develop an understanding about philosophical inquiry as a basis for education
- ❖ To help the students to understand western and eastern philosophies of education
- ❖ To familiarize students with sociological inquiry
- ❖ To make the students to understand education as a social process

#### **UNIT- I**

##### **PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

**5 Hours**

##### **Level of Knowledge – Theoretical**

The Meaning & nature of Philosophy: Uses of Philosophy, Branches of Philosophy; metaphysics, epistemology, and axiology, their implications for education; philosophical redirection of educational research in recent times.

#### **UNIT- II**

##### **INDIAN PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

**10 Hours**

##### **Level of Knowledge – Conceptual and Basic**

Characteristics of Indian Philosophy; Education as conceived in Vedic times; Nature of the learner goals of life, theory of knowledge and the ethical values as advocated in the following philosophies: Buddhism, Jainism, Vedanta (Upanishad, Bhagwageeta and Advaita). Teacher student relationship as manifested in Bhagwatgeeta and Upanishads. Quranic monism and monotheism and its influence in education.

#### **UNIT- III**

##### **WESTERN PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

**15 Hours**

##### **Level of Knowledge – Conceptual and Basic**

A short introduction to major Western Philosophical Naturalism: Its metaphysics and epistemology: aims of education, educative process, freedom and discipline in education according to Naturalism - Idealism : Its Metaphysics and theories of knowledge: the nature of the

learner, aims of education, teacher pupil relationship, method of education, freedom and discipline values in education and theories of Knowledge- Realism: Its Metaphysics and theories of Knowledge: aims of education, nature of the learner and educative process according to Realism.- **(Self Study)** Pragmatism: Its metaphysics and theories of knowledge; the nature of the learner, aims of education, teacher pupil relationship, method of education and curriculum according to Pragmatism- Contemporary philosophical thought and education Humanism Existentialism

#### **UNIT- IV**

##### **INTRODUCTION TO EDUCATION**

**10 Hours**

##### **Level of Knowledge – Conceptual**

Education – Etymological meaning, broad and narrow concepts - Education as a process – Training, teaching, instruction and indoctrination- Education as a product – Knowledge, skill, attitude, interest and values- Types of Education – Formal, informal and non-formal- Education as growth and development, as self actualization and self realization

#### **UNIT- V**

##### **PHILOSOPHY AND EDUCATION**

**10 Hours**

##### **Level of Knowledge – Conceptual and Basic**

Concept of philosophy and its relationship with education- Contributions of Indian Thinkers - Gandhiji, Swami Vivekananda, Tagore, J.C. Krishna Moorthy- Contributions of Western Thinkers - Rousseau, Dewey, Pestalozzi, Maria Montessori , Plato, Kant- Agencies of Education – Family, peer group, religion, school and mass media

#### **UNIT- VI**

##### **VALUES AND PROFESSIONAL ETHICS**

**10 Hours**

##### **Level of Knowledge – Conceptual Knowledge**

Concept, types and importance of values- Value Education – Direct, Indirect and Eclectic methods- Freedom and Discipline – Concepts, importance and their educational implications- Professional Ethics – State education code and ethical conduct for teachers Democratic, socialistic and secular values and their educational implications.

**[Total - 60 Hours]**

## REFERENCES

### Essential Reading

- Aggarwal J.C. (2004). *Philosophical and Sociological Perspectives on Education*, New Delhi: Shipra Publications.
- Badami B.S. (2007). *Philosophical and Sociological Foundations of Education*, Gadag, Vidhyanidhi Publications.
- D.J.O'Connor. (1975). *An Introduction to the Philosophy of Education*-London.

### Recommended Reading

- Dewey John. (1944). *Democracy and Education*, New York: Macmillan company, 1944.
- Freida Hating (2001). *Methods in Philosophy of Education*, Taylor and Francis.
- Gerald L Gutek (1996): *Philosophical and Ideological Perspectives in Education*. Pearson Publishers.
- Joseph
- Kilpatric., & William.H. (1931). *A Defense of Philosophy in Education*, Harvard Teachers Record.
- Murthy.S.K. (2000). *Philosophical & Sociological foundations of Education*, Ludhiana:Tandon Publications.
- Nel Noddings(2011).*Philosophy of Education*, 3<sup>rd</sup> edition. Westview Press Pvt Ltd.
- Taneja. (2005). *Educational Thought and Practice*, New Delhi: Sterling Publishers Pvt.Ltd.
- Yogendra K.Sharma. (2004). *Sociological Philosophy of Education*, New Delhi: Kanishka Publishers.

## **COURSE NO CLM 141**

### **METHODOLOGY OF EDUCATIONAL RESEARCH**

#### **First Trimester**

#### **OBJECTIVES**

- ❖ Understand the Scientific method of generating knowledge
- ❖ Understand the foundations of educational research
- ❖ Develop insight of the types and methods of educational research
- ❖ Understand the necessity of review of literature
- ❖ Construct and use different kinds of Tools & techniques of Collecting Data,
- ❖ Formulate and test Hypothesis,
- ❖ Understand about the fundamentals of Sampling theory and techniques
- ❖ Familiarize about various measurement and scaling techniques

#### **UNIT I**

##### **INTRODUCTION TO EDUCATIONAL RESEARCH**

**8 hrs**

##### **Level of Knowledge – Conceptual and Basic**

Sources of generating knowledge: Traditional & Scientific method; Meaning and nature, need and importance and scope of Educational Research; Areas of Educational Research ; Kinds of Educational Research - Fundamental Research, Applied Research and Action Research

#### **UNIT II**

##### **METHODS OF EDUCATIONAL RESEARCH**

**18 hrs**

##### **Level of Knowledge – Conceptual and Working Knowledge**

Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data ; Descriptive Research- surveys, case study, content analysis, developmental and correlation studies – nature and use, steps and interpretation, Ex- Post Facto Research; Experimental Research – need and significance- nature and steps-validity; internal and external, use and limitations of different types of experimental designs; Qualitative Research- Ethno-methodical

### **UNIT III**

#### **REVIEW OF LITERATURE, RESEARCH PROBLEM, VARIABLES AND HYPOTHESIS**

**11 hrs**

##### **Level of Knowledge – Conceptual and Working Knowledge**

Review of related literature- purpose and need at different stages of research; Research problem - Source, selection and criteria, scope and delimitations, statement of the problem in different forms; Variables - Concept, nature, characteristics and types; Inter relationship of different variables; Hypothesis - Concept, importance, characteristics and forms; formulation and testing

### **UNIT IV**

#### **SAMPLING TECHNIQUES**

**7 hrs**

##### **Level of Knowledge – Conceptual and Working Knowledge**

Population- Concept; Sampling- Concept and need, characteristics of good sample; Sampling Methods - Probability sampling & non-probability sampling techniques; Errors in sampling and sample size

### **UNIT V**

#### **DATA COLLECTION AND RESEARCH TOOLS**

**16 hrs**

##### **Level of Knowledge – Conceptual and Working Knowledge**

Techniques & Tools of Data Collection.- Measurement Scales, Questionnaires, Inventories, Attitude Scales, Observations, Interview, Rating scales, check lists; Standardization procedure of tools;.

**[Total - 60 hrs]**

## REFERENCES

### Essential Reading

- Aggrawal, Y P. (1998). *Statistical Methods*. New Delhi: Sterling publishers Pvt.Ltd.
- Babbie, E.R.(1982). *Survey Research Methods*. Wordsworth: Bebont CA.
- Best, J.W., & Kahn, J.V. (2002). *Research in Education*, New Delhi: Prentice Hall of India Pvt.Ltd.3<sup>rd</sup> Edn.
- Best, J.W., (1963). *Research in Education*, New Delhi: Prentice Hall of India. Pvt. Ltd.
- Buch, M.B. (1980). *Second Survey of Research in Education*, Ed., Baroda, India: CASE.
- Buch. (2006). *Surveys of Education* Nos. 1,2,3,& 4, New Delhi: NCERT.
- Campbell, DT. (1966). *Experimental and Quasi-Experimental Designs for Research*.Chicago: McNally.
- Crofts,

### Recommended Reading

- Garrett, H.E. (2008). *Statistics in Psychology and Education*. Bombay: Vakil, Fiffer & Simons Pvt.Ltd.
- Good, C.V. (1963). *Introduction to Educational Research*.New York: Applenton Century
- Guilford, J.P., & Truchter, B.(1978). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.
- Gupta, S. P. (1996). *Statistical Methods*, New Delhi: Sultan Chand & Sons.
- Keslinger, F.N. (1986) .*Foundations of Behavioural Research*. New York: Holt, Rinehart and Winston,
- Kothari, C. R, (1998). *Quantitative Techniques*. New Delhi: Vikas Publishing House.
- Koul, L. (1997). *Methodology of Educational Research*. New Delhi: Vikash Publishing House Pvt. Ltd.,
- Kumar Ranjith. (2005) *Research Methodology: A step by step guide for beginners*. New Delhi: Pearson Publication.
- MacMillan, J.H., & Schomacher, S., (1989). *Research in Education: A Conceptual Introduction*. New York: Harper Collins.
- Majundar P K. (2005) *Research Methods in Social Science*. New Delhi: Viva Books PVT Ltd.
- Sharma, B.V., Prasad, D.R., & Satyanarayana, P. (1985). *Research Methods in Social & Sciences*. New Delhi: Sterling Publishers Pvt. Ltd.,

## **COURSE NO CLM 231**

### **PSYCHOLOGY OF LEARNING AND INSTRUCTION**

#### **Second Trimester**

#### **OBJECTIVES**

- ❖ Understand the concept of personality and methods to assess the pupils.
- ❖ Understand the importance & types of Intelligence test
- ❖ Able to apply the cognitive theories.
- ❖ Able to apply the concept of individual difference.
- ❖ Able to analyze the importance of guidance & Counseling.
- ❖ Able to identify the problems of Exceptional children.

#### **UNIT I**

##### **PERSONALITY AND ITS MEASUREMENT**

**12 Hours**

##### **Level of Knowledge –Conceptual**

Meaning, classification,-Structure of Personality- Sigmund Freud's - Assessment of Personality - Subjective, Objective and Projective techniques- Theories of personality – -Sigmund Freud's - trait (Allport, Cattell)- Type of Personality-Humanistic (Carl Rogers)- Indian concept of personality development. Erickson's 16 Personality factors

#### **UNIT II**

##### **INDIVIDUAL DIFFERENCE IN EDUCATION**

**10 Hours**

##### **Level of Knowledge –Comprehension**

Meaning & Nature of Individual Differences: factors causing Individual Differences- Dimensions of Individual- Psychological & Physical-Educational Implications; Gifted children- Meaning, Nature, Identification, Educational programmes for gifted children. Educationally Backward Children - Meaning, Characteristics, Causes and Remedial instruction, Learning Disabled: Meaning, types, factors and remedial measures

#### **UNIT III**

##### **COGNITIVE PRESPECTIVE**

**12 Hours**

##### **Level of Knowledge –Knowledge & Application**



Cognition Meaning and origin: Vygotsky's Socio-cultural perspective. Implications of Piaget's theory and Vygotsky's theory for teachers, Concept learning- meaning- strategies for teaching concepts. Burner's Concept attainment model; Mental health: meaning, characteristics of a mentally healthy person, importance and principles of mental health.

#### **UNIT IV**

##### **GUIDANCE & COUNSELING**

**8 Hours**

##### **Level of Knowledge – Application**

Guidance –Meaning-Principles-Types- Educational, Vocational, Personal-Counseling- Meaning Types-Directive- Non Directive-Eclectic Counseling-Role of Teachers in Guidance & Counseling.

#### **UNIT V**

##### **COGNITIVE FUNCTIONS**

**10 Hours**

##### **Level of Knowledge – Theoretical**

Thinking: meaning, nature, tools and types; development of effective thinking; Reasoning: Meaning, types, training in reasoning; Problem Solving: Meaning, methods and strategies, factors affecting problem solving; meta-cognition: meaning and methods of developing meta-cognition.

#### **UNIT VI**

##### **GROUP DYNAMICS & ADJUSTMENT**

**8 Hours**

##### **Level of Knowledge –Conceptual & Basic**

Psychology of Adjustment, Adjustment process and different adjustment mechanism. Maladjustment and corrective measures- Group Dynamics- Concept, structure and process, Class room climate and its educational implications.

**[Total - 60 Hours]**

#### **REFERENCES**

##### **Essential Reading**

- Mangal S.K(2013). Advanced Educational Psychology, Prentice Hall Publications,;New Delhi
- Mangal,S.K. (2008). *Advanced Educational Psychology*. PHI ltd
- Mangal, S.K. (2002). *Essentials of Educational Psychology* (2<sup>nd</sup> ed.). New Delhi: Prentice-Hall of India Pvt. Ltd.

Somashekar T V (2006) Educational Psychology, Nirmala Prakashana; Bangalore

### **Recommended Reading**

Aggarwal, J. C. (2002). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Ltd.

Aggarwal, J. C. (2006). *Psychology of Learning and Development*. New Delhi: Shipra Publishing House Ltd.

Bhatnagar, A. B. (1996). *Advanced Educational Psychology*. Meerut: Loyel Book Depot.

Chauhan, S. S. (1987). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House, Pvt. Ltd.

Dandapani, S. A. (2003). *Text Book of Advanced Educational Psychology*. New Delhi: Anmol Publication.

Das, R. C., & Vital, (1984). *Curriculum and Evaluation*. New Delhi: NCERT.

Gagne, R. M. (1987). *The Conditions of Learning*. (3rd ed.). New York: Tinchart and Winston Inc.

Kundu, C. L., & Tuttoo, D. N. (1985). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.

Passi, B. K., Goel, D. R., & Senapathy, H. K. (2004). *Piagetian Teaching Model for Cognitive Development*. Agra: Model Printers.

**COURSE NO CLM 232**

**SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

**Second Trimester**

**OBJECTIVES**

- ❖ To develop a deeper understanding of the relationship between philosophy and education
- ❖ To acquaint the students with the major Indian Philosophy and the implications for education
- ❖ To acquaint them with the major western philosophies which serves as foundations for educational thought and practice
- ❖ To develop a deeper understanding of the major modern movement in educational philosophies in the West and in India
- ❖ To develop the abilities to make comparisons between different philosophies and their educational implications
- ❖ To Develop the capacity to do independent thinking and a deeper insight into the philosophical roots & educational problems
- ❖ To stimulate the students to have their own independent and consistent view-point of a philosophy of education which enable them to make effective decisions on educational problems or issues.
- ❖ To enable the students to make preparing analysis of the social structure or to realize the role of education as an instrument of social political, Economic and Industrial change.

**UNIT –I**

**SOCIOLOGICAL FOUNDATION OF EDUCATION**

**10 Hours**

**Level of Knowledge – Conceptual & Basic**

Concept, meaning, scope and Functions of Sociology of Education as a Social Sub-system.-  
Concept of Social system- Specific characteristics of education as a special sub-system-  
Education and its relationship with other special sub-system i.e. Family, Caste and State.

## **UNIT- II**

### **EDUCATION AS A SOCIAL PROCESS**

**15 Hours**

#### **Level of Knowledge – Comprehension**

Theories of socialization.- Process of acculturation and socialization.- Role of family, Caste, and state in preservation transmission and enrichment of culture.- The concept of culture. Cultural lag, conflict,- Unity and diversity in India, making composite culture. Role of education- Concept of Social stratification & Factors & affecting- Functions and qualities of change agent- Social Mobility, Modernization and Education.- Impact of science and technology on society & education.- Social structure & Education-Conflict and Crisis within Indian Social Structure.

## **UNIT – III**

### **EDUCATION AS A SOCIAL INSTITUTION**

**10 Hours**

#### **Level of Knowledge – Theoretical**

Concept and dimensions of plurality. Curriculum for multicultural education- Teacher's role in and strategies of multicultural education. Socialization in cultural diversity (through education.)- Meaning and importance of peace education to address to social issues- Existing educational disparities, nature and causes equalization of education opportunities- Radical thought attentions in education, De- schooling, Concept and Consequences, Futurology of Education

## **UNIT – IV**

### **SOCIAL DIMENSION OF EDUCATION**

**15 Hours**

#### **Level of Knowledge – Conceptual**

Approaches to religious and moral education Humanistic and spiritual approaches.- Socialistic democratic state of Indian society and education.-Sociology of education and educational sociology concepts, relationship and functions- Approaches theories and characteristics of sociological analysis and their significance- Concept of institutionalization- Types of social institutions. Education as a social institution-

## **UNIT – V**

### **RECENT DEVELOPMENT IN EDUCATION**

**10 Hours**

#### **Level of Knowledge – Comprehension**

Literacy and Education - Cultural, Educational and Socio Economic Profile of North Eastern Region-Recent development and initiatives in Education in India- Learning without burden and Decentralized management of education- Education for Twenty first century

#### **References**

##### **Essential Reading**

Aggarwal J.C, *Philosophical and sociological perspectives on education*, New Delhi: Shipra Publications, 2004

Anand.C.L & Others , the teacher and education in Emerging Indian Society, NCERT, New Delhi.

Anderson & Parker, Society, Its Organization & Operation, East West Printers, New Delhi, 1996.

##### **Suggester Reading**

Badami B.S, *Philosophical and sociological foundations of Education*, Gadag, Vidhyanidhi Publications. 2007.

Mac Iver & Page, Society, Macmillan & Co., London.

Murthy .S.K. *Philosophical & Sociological foundations of Education*, Ludhiana:Tandon Publications. 2000.

## **COURSE NO CLM 241**

### **PEDAGOGICAL PRACTICES IN EDUCATION**

#### **Second Trimester**

#### **OBJECTIVES**

- To analyze the aims and values of Teaching
- To understand the curricular approaches in Teaching
- To array the set of instructional objectives and specifications
- To master the instructional strategies of the school subjects
- To acquire the skill of planning an effective lesson.

#### **Unit- I**

##### **AIMS OF OBEJECTIVES OF TEACHING**

**12 Hours**

Aims and Objectives of Teaching School Subjects; Difference between Aims and objectives, Significance of Educational objectives, Bloom's Taxonomy of Instructional Objectives. Anderson's Revised Taxonomy, Principles and maxims of teaching

#### **Unit – II**

##### **LESSON PLANNING**

**10 Hours**

Lesson planning: Need and Importance of Lesson Planning -Steps and Format of Lesson Plan, Unit Plan and Year Plan; Types of lesson plans: Herbertian, Multiple Intelligence based, activity based

#### **Unit III**

##### **INSTRUCTIONAL MEDIA IN PEDAGOGY**

**10 Hours**

**Level of Knowledge – Theoretical and Practical knowledge**

Audio Aids: Tape recorder, Radio; Visual Aids: pictures, maps, charts, globes, timelines, slides, filmstrips, Models, Diorama and Realia; Audio Visual Aids: Television, Dramatization; Multimedia: Graphics, animations and PPTs

#### **UNIT IV**

##### **INSTRUCTIONAL MATERIALS FOR TEACHING EFFECTIVENESS**

**10 Hours**

**Level of Knowledge - Conceptual and working**

Text Book, Qualities of Good Social Science Text Book, Critical appraisal of Social Science Text Book of 8<sup>th</sup> and 9<sup>th</sup> Standards -Supplementary Materials – Importance – Types- Biographies, Newspaper, Journals, Magazines, Plays, Fiction, Travel Stories -Instructional Kits, Encyclopedia, almanacs, advanced Books and relevant Websites \_ Importance and Uses, Review of Textbook.

## **UNIT V**

### **PROFESSIONAL DEVELOPMENT OF TEACHER**

**10 Hours**

#### **Level of Knowledge – Theoretical**

Qualities of an effective Teacher -Importance of In-service Programmes for quality improvement - Methods of In- Service Instruction – Seminar, Workshop, Talent Search, Refresher Course, Teacher Exchange Programme, Extension Lectures

## **UNIT VI**

### **NON FORMAL TEACHING LEARNING**

**08 Hours**

Visits to farms, fields, factories, excursion, museum, clubs, forums; Need and importance of library,, laboratory; conduct of survey, service,; community workshops; experimentation.

## **References**

### **Essential Reading**

Essentials of Educational Technology;S . K. Mangal, Uma Mangal

Micro Teaching Y.K Singh APH Publishing, 2010 –

Reflective Practice: Writing and Professional Development; Gillie E J Bolton (Author) 254

### **Recommended Reading**

Woodward, T. (2004). *Planning Lessons and Courses*. Cambridge University Press.

Elementary Classroom Management: Lessons from Research and Practice Paperback – February 3, 2010 by Carol Simon Weinstein (Author), Molly Romano (Author), & 1 more

Thurber, W.A., & Colletta, A. (1964). *A Teaching Science in Today's Secondary Schools*. Prentice Hall of India.

## **COURSE NO CLM 331**

### **EDUCATIONAL POLICY AND ADMINISTRATION**

#### **Third Trimester**

#### **OBJECTIVES**

- ❖ To acquaint the students with the theoretical background of educational organization and management.
- ❖ To acquaint the students with theoretical background of supervision and planning.
- ❖ To enable them to apply the principles of administration in different situations as a teacher and/ or administrator.

#### **UNIT I**

##### **ORIGIN OF THE PRESENT SYSTEM OF EDUCATION IN INDIA**

**10 Hours**

##### **Level of Knowledge – Theoretical**

Brief Introduction to the history of Indian Education -Education in Ancient India-Vedic system of Education-Salient Features of Buddhist Education-Education in Medieval India. Growth of Modern system of Education, Mudaliyar Commission, Kothari Commission, National Policy Education- 1986. Education in Concurrent List-Constitutional Provisions-Right to Education Act (RTE).

#### **UNIT II**

##### **EDUCATIONAL MANAGEMENT AND LEADERSHIP**

**10 Hours**

##### **Level of Knowledge – Conceptual and Basic**

Meaning Nature Scope Principles and Process of Educational Management-Educational Administration: Purposes and Functions -Difference between General Administration and Educational Administration -Duties of Headmaster as a Teacher, Supervisor and Manager- Qualities and Functions of teachers- Managing engagement with parents/ community.

#### **UNIT III**

##### **AGENCIES OF TEACHER EDUCATION**

**8Hours**

##### **Level of Knowledge – Basic**

UGC, NCERT, DSERT, CTE, NCTE, Different Boards of Education in India (self Study)



#### **UNIT IV**

##### **SUPERVISION IN SCHOOL**

**13 Hours**

##### **Level of Knowledge – Comprehension**

Meaning Aims and Principles of Educational Supervision- Qualities of good supervision- Techniques of supervision and evaluation and their effectiveness- Defects in the existing system and suggestions for improvement of supervisory practice; Classroom management- Principles of classroom management-Techniques of classroom management.

#### **UNIT V**

##### **TEACHER PROFESSIONAL GROWTH**

**12 Hours**

##### **Level of Knowledge – Application**

Teaching as a profession- Code of Professional Ethics for teachers- Motivation and Accountability of teachers- In-service education for teachers. Elements of Human Resources Development-Indicators of HRD-Education and Human Resource Development-Human Resource Development and different aspects of Education Role of The Headmaster-Managing human relations with students , parents and the community-Organizing staff meetings

#### **UNIT VI**

##### **TIME MANAGEMENT IN SCHOOL ADMINISTRATION**

**8 Hours**

##### **Level of Knowledge – Application**

Time Management- Annual Programming, calendar of events, Timetable- Timetable – principles, factors, types- Making the Most of Office Hours -Getting Students to See You Making the Time Productive-Student-Active Tutoring and Mentoring

#### **UNIT VII**

##### **SERVICE LEARNING**

**7 Hours**

##### **Level of Knowledge – Conceptual and Basic**

Service Learning Understanding Service-Learning-Establishing Community-Campus Partnerships for Service-Learning-Establishing and Assessing Course Objectives, Learner Outcomes, and Competencies

## **REFERENCES**

### **Essential Reading**

R.P, B. (1978). *Educational Administration*. Meerut: Loyal Book Depot.

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B.P.Murthy, L. (1984). *Educational Administration*. New Delhi: Asian Publisher

### **Recommended Reading**

A.N, M. (1962). *Educational Finance in India*. Bount Asia Publishers.

J.P, N. (1962). *Educational Planning in India*. Bombay: Allied Publishers.

L, M. (1984). *Problems of Administration of Education in India*. Lucknow: Publishing House.

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J.B, S. (1959). *The Nature of Administrative Process*. New York: McGraw Hill.

**COURSE NO CLM 332**  
**STATISTICS IN EDUCATIONAL RESEARCH**  
**Third Trimester**

**OBJECTIVES**

- ❖ Understand the role and use of statistics in educational research
- ❖ Select the appropriate statistical methods in educational research
- ❖ Understand the application of descriptive and inferential statistics
- ❖ Understand various statistical measures for interpretation of data
- ❖ Develop skill in analyzing quantitative and qualitative data.
- ❖ Interpret and draw conclusions of the statistical data
- ❖ Develop skill to write and evaluate research reports and dissertations
- ❖ Prepare self-explanatory synopsis of a research project
- ❖ List the research issues in the field of research methodology
- ❖ Review articles of educational research
- ❖ Use computers for data analysis.
- ❖ To develop scientific and research attitude.
- ❖ To appraise any recent research study

**UNIT I**

**ANALYSIS AND INTERPRETATION OF DATA-I**

**19 Hours**

Concepts: Levels of significance, confidence, limits and intervals, Degrees of freedom, Errors in Research: types of errors- Types I, Type II; Tests of significance of difference between means: one and two tailed tests; Parametric Tests: t-test, F-test (one way and ANOVA); Non-parametric Statistics: uses and computation- Chi-square test, Sign test, Median test, **Man Whitney U test** (Self learning)

**UNIT II**

**ANALYSIS AND INTERPRETATION OF DATA-II**

**15 Hours**

Correlation – Concepts, types and uses; Rank difference method & Product Moment Method: assumption, computation and uses; Concepts- Bi-serial; point bi-serial- partial and multiple correlation, tetra choric and phi-coefficient; Regression equation and predictions: Simple and Multiple prediction ; **Analysis of Covariance; concept and utility in educational research (Self learning).**

### **UNIT III**

#### **ANALYSIS AND INTERPRETATION OF DATA-III**

**9 Hours**

**Simple Techniques of factor Analysis; Sigma Scores, Z & T Scores, Item Analysis, Reliability and Validity**

### **UNIT IV**

#### **RESEARCH PROPOSAL AND REPORT WRITING**

**10 Hours**

Preparing Research Proposal-format; Preparing Research Synopsis-format; Meaning & Scope of research report: Characteristics & Procedures; Formats of Research Report; Presentation of tables & figures in a research report; Evaluation of research report, criteria for evaluation; Footnotes, References, Bibliography, Appendices - its importance.

### **UNIT V**

#### **REVIEW OF EDUCATIONAL RESEARCH IN INDIA AND ABROAD**

**7 Hours**

Present status of Educational Research in India & abroad; Educational Research Studies – Review; **Recent trends and gaps in different areas (Self learning).**

**[Total - 60 Hours]**

### **REFERENCES**

#### **Essential Reading**

Arthur, J. (2012). *Research Methods and Methodology in Education*. SAGE Publications

Agarwal ,B.L. (2001). *Basic Statistics*.New Delhi: New Age National Publishers.

Aggrawal, Y P. (1998). *Statistical Methods*. New Delhi: Sterling Publishers Pvt. Ltd.

Best, J.W., & Kahn., J.V. (1992). *Research in Education*. New Delhi: Prentice Hall of India. Pvt.Ltd.

- Briggs, A.R.J, Coleman, M. & Morrison, M. (2012). *Research Methods in Educational Leadership and Management*. SAGE Publications.
- Dash, B.N., & Dash ,N.(2004) *Educational Measurement Statistics and Guidance Services*. New Delhi: Dominant Publishers.
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- Guilford, J.P., & Truchter, B. (1978). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.
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- Tuckman, B.W. (1972). *Conducting Educational Research*. New York: Harcourt Brace Jovanovich, Inc.

### **Recommended Reading**

- Buch. (n.d.). *Surveys of Education* Nos. 1,2,3, & 4, New Delhi: NCERT.
- Johnson, B. & Christensen, L. (2010). *Educational Research: Quantitative, Qualitative and Mixed Approaches*. SAGE Publications.
- Keslinger, F.N. (1986). *Foundations of Behavioural Research*. New York: Holt, Rinehart & Winston.
- Lodico, M.G, Spaulding, D.T & Voegtle, K.H. (2010). *Methods in Educational Research: from Theory to Practice*. John Wiley & Sons.
- MacMillan, J.H., & Schomacher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper Collins.
- Pashak, R.P. (2007). *Statistics in Educational Research*. New Delhi: Kanishika publication.
- Sharma, B.V., Prasad, D.R., & Satyanarayana, P. (1985). *Research Methods in Social & Sciences*. New Delhi: Sterling Publishers Pvt. Ltd.

## **COURSE NO CLM 341**

### **SCHOOL AND HIGHER EDUCATION IN INDIA**

#### **Third Trimester**

#### **OBJECTIVES**

- ❖ To enable Students to know the historical Background of Elementary & Higher Education
- ❖ To enable students to understand the various strategies & programmes in enriching education in India
- ❖ To assist students in developing insight of open & distance Education
- ❖ To acquaint the students with the theoretical background of UEE
- ❖ To acquaint the students with various authorities & advisory bodies

#### **UNIT-1 MEANING AND SCOPE OF HIGHER EDUCATION**

**07 Hours**

Meaning, scope and objective of Higher Education, Function and Importance of Higher education in India. Problems and remedial measures of Higher Education.

#### **UNIT-2 HISTORICAL BACKGROUND OF HIGHER EDUCATION**

**07 Hours**

Pre-British & British Times, Evolution of concept of National Education, Development of higher education during the post-independence

#### **UNIT-3 CONTEMPORARY ISSUES IN HIGHER EEDUCATION**

**09 Hours**

Autonomy in Higher Education (concept, composition and importance). Dellor's Report, National Knowledge Commission (Main Recommendations), RUSA, Choice Base Credit System, professional development of higher education faculty and major changes in research.

#### **UNIT-4: SCHEMES AND PROGRAMMES**

**06 Hours**

Schemes & Programmes for promotion of higher education in India. Role & responsibility of UGC in improving the quality of Higher Education.

#### **UNIT-5: OPEN & DISTANCE EDUCATION**

**13 Hours**

Historical development of open & distance Education in India. - Need & importance of Distance education in India- Modes of transmission in distance Education. Role of Distance Education Bureau in promoting Distance Education in India.

#### **UNIT-6 PROFESSIONAL GROWTH**

**07 Hours**

Professional Growth: Meaning and purposes, strategies of professional growth, self-study, acquisition of higher learning, conducting research and publications, and Academic Performance Scores,

#### **UNIT-7AUTHORITIES & ADVISORY BODIES**

**11 Hours**

Central authorities and bodies- the state authorities and bodies.- universities – central, state, deemed, autonomous bodies- role , function, powers & contributions. Role of UGC, AIU, ICSSR, CSIR, NUPEA, & NAAC.

### **REFERENCES**

#### **Essential Reading**

Altabach, P.G.&Singh, A. (1974).*The Higher Learning In India*,New Delhi: Vikas Publishing House.

Dunkin, M.J. (1987). *The International Encyclopedia of Teaching and Teacher Education*. New York: Pergamon Press.

#### **Recommended Reading**

Malik,S.C.(Ed) (1971) *Management and Organisation of Indian Universities*,Shimla: Indian Institute of Advanced Study.

Singh, A. & G.D.Sharma (2009) *Higher Education in India:The Institutional Context*,Delhi: Konark Publishers Pvt.Ltd.





## **COURSE NO CLM 431**

### **EVALUATION METHODS IN EDUCATION**

#### **Fourth Trimester**

#### **OBJECTIVES**

- ❖ Understand the basic concepts and techniques of measurement and evaluation in education.
- ❖ Understand the new trends in evaluation
- ❖ Develop skills necessary for the formulation of educational objectives
- ❖ Understand and develop Skills in the construction and standardization of tests.
- ❖ Understand and develop Skills in the construction of Diagnostic test and organize remedial teaching
- ❖ Prepare an objective based Question bank
- ❖ Understand and use the various Models in Evaluation
- ❖ Develop skills in feedback and reporting

#### **UNIT I**

##### **FUNDAMENTALS OF MEASUREMENT AND EVALUATION**

**6 Hours**

Level of Knowledge – Conceptual and Basic

Concept, scope and need, Functions of evaluation; Interrelationship between measurement and evaluation in education (Self learning): formative & summative; New trends in evaluation viz. : Grading, Trimester system, & Continuous Comprehensive evaluation.

#### **UNIT II**

##### **EDUCATIONAL OBJECTIVES - TAXONOMY**

**8 Hours**

Level of Knowledge – Conceptual and Working Knowledge

Need of defining objectives; Inter relation of evaluation, objectives and learning experiences; Taxonomy of Educational Objectives- Blooms Contribution, Anderson's Revised Taxonomy; Writing Objectives in Behavioral terms

#### **UNIT III**

##### **STANDARDISATION OF MEASURING INSTRUMENT**

**6 Hours**

Level of Knowledge – Conceptual and Working Knowledge

Validity: Nature, Types and validity; Reliability: Nature, types and factors influencing reliability; Practicability & Usability : Factors affecting the usability

#### **UNIT IV**

##### **TESTS OF SCHOLASTIC ACHIEVEMENT**

**9 Hours**

##### **Level of Knowledge – Conceptual and Basic**

Test Items: Essay, Short-answer and objective form : kinds, characteristics & Construction; Type of Tests – Meaning, construction, Merits & Demerits: **Teacher made & Standardized Test (Self learning)**, essay test & objectives test, Norm referenced and criterion referenced tests and comparisons between them; Achievement Test – Concept, Construction and uses; Question Bank- IOTAQB.

#### **UNIT V**

##### **STANDARDIZED TEST AND DIAGNOSTIC TEST**

**8 Hours**

##### **Level of Knowledge – Conceptual and Working Knowledge**

Need for Educational Diagnosis and Steps in Educational Diagnosis; Purpose of Diagnostic Test and steps in the construction of a Diagnostic Test -. Merits & demerits; Test Standardization: Steps involved in standardizing a Test; Item Analysis- Method, Uses & limitations

#### **UNIT VI**

##### **FEEDBACK AND REPORTING**

**5 Hours**

##### **Level of Knowledge – Conceptual and Basic**

Marking and reporting : concept and current- Letter grades, Written description of performance, Number grades, percentage grades, reports, student Profiles and PTA meetings; **Uses of Computer in Evaluation (Self learning)**

#### **UNIT VII**

##### **FUNDAMENTALS OF EDUCATIONAL STATISTICS**

**18 Hours**

##### **Level of Knowledge – Conceptual and Working Knowledge**

**Organization and tabulation of data (Self learning)**; Graphical Representation: Histogram, Frequency polygon, Pie chart; NPC- Properties and uses, Skewness and Kurtosis; Descriptive Statistics – Measures of Central tendency, Measures of variability, Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T scores.

**[Total - 60 Hours]**

## REFERENCES

### Essential Reading

- Aggarwal, J.C. (2003). *Essentials of Examination System Evaluation, Tests and Measurement*. New Delhi: Vikas Publicating House.
- Datta, N. C. (2006). *Educational Psychology and Evaluation*. Hyderabad: Universities Press Pvt. Ltd.
- Erlandron, D.A, Namara, J.N & Namara, M.N. (2013). *Measurement and Evaluation*. Routledge Publications.
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- Lal, J.P. (2005). *Educational Measurement and Evaluation*. New Delhi: Anmol Publishing Pvt Ltd.
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### Recommended Reading

- Aggarwal, J.C. (1995). *Essential Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatia, H.R. (1977). *Textbook of Educational Psychology*. New Delhi: The McMillan Company of India td.
- Chauhan, S.S. (1988). *Advanced Educational Psychology*. New Delhi: Vikas Publication.
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Sharma, R.A. (2007). *Technology of Teaching*. Meerut: Loyal Book Depot.

Somashekar, T.V. (2005). *Educational Psychology & Evaluation*. Bangalore: Nirmala  
Prakashana,

**COURSE NO CLM 432**

**CONTEMPORARY ISSUES IN EDUCATION**

**Fourth Trimester**

**OBJECTIVES**

- ❖ Acquire knowledge of the contemporary issues in education
- ❖ Acquaint themselves with the information related to initiatives of educational institutions

**UNIT I**

**MULTIPLICITY OF COURSES**

**12 Hours**

**Level of Knowledge – Comprehension**

Distance Education – Purposes, functions, organization and management of Distance Education Programme; E-learning – Nature, Characteristics, Models, Styles, Arrangement for e-learning in an educational institution; Virtual Classrooms – Modus operandi, Advantages and Limitations. Interdisciplinary, Hybrid and Interface courses: Issues and significance

**UNIT II**

**RECENT TECHNIQUES IN EDUCATION**

**8 Hours**

**Level of Knowledge – Conceptual**

Language laboratory - Need, Types, Functioning, Uses and Applications.  
Teleconferencing and Video Conferencing – Meaning, types, Educational Advantages(SELF STUDY)

**UNIT III**

**AUTONOMY AND ACCOUNTABILITY**

**8 Hours**

**Level of Knowledge – Comprehension**

Issues relating to Autonomy, Accountability and Accreditation of individual, departmental and institutional levels – Impact on stake – holders and the societal system – Autonomy as an instrument of Transformational Leadership

**UNIT IV**

**GROWTH DIMENSIONS**

**8 Hours**

**Level of Knowledge – Theoretical**

Growth in institutions at all levels – Growth in student strength –  
Heterogeneity of student population -Student Assessment in Indian Education

## **UNIT – V**

### **QUALITY MANAGEMENT**

**7 Hours**

#### **Level of Knowledge – Comprehension**

Need for excellence in standard of education – Matching global standards: Challenges and strategies – Top-down and Bottom-up approaches – SWOT analysis of every constituent

## **UNIT – VI**

### **RELATIONS MANAGEMENT**

**10 Hours**

#### **Level of Knowledge – Comprehension**

Internal and external relations – Campus Tranquility Management – Stakeholders participation in management – Extracurricular activities for institution and social bounding extension services and outreach programmes for societal development initiatives.

## **UNIT – VII**

### **TEAM TEACHING**

**7 Hours**

#### **Level of Knowledge – Theoretical**

Meaning, Definition, Objectives, Principles, Types, Organization, Procedure and Steps, Advantages and Limitations

[Total -  
60Hours]

## **REFERENCES**

### **Essential Reading**

Associates, A. F. (2000). *Leading Academic Change: Essential Roles for Departmental Chairs* .  
San Francisco: Jossey-Bass Publishers.

Associates, H. D. (2000). *Higher Education in the Era of Digital Competition – Choice and challenges*. Modison: WI Atwood Publishing.

### **Recommended Reading**

M, C. & M, D. (1978). *Educational Issues in the Learning Age*. London.

S K, M. (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt.Lmt.

Singh Amrik & G.D.Sharma(1989) *Higher Education in India: The Institutional Context (ed.)*,  
New Delhi: Konarch.

## **COURSE NO CLM 441**

### **ICT IN EDUCATION**

#### **Fourth Trimester**

#### **OBJECTIVES**

- ❖ Understand the Concept, Scope and Significance of Educational Technology in the Education System
- ❖ Apply the expertise gained in tackling the problems of Indian education through communication and media
- ❖ Describe Teaching Models
- ❖ Explain the concept of instructional design
- ❖ Describe the application of programmed instruction in teaching-learning process and
- ❖ Analyze various issues in Educational Technology in Indian Education.

#### **UNIT I**

##### **EDUCATIONAL TECHNOLOGY AND TOOLS IN LEARNING**

**12 Hours**

##### **Level of Knowledge – Conceptual**

Meaning, Definition, Aims, Components, Objectives, Scope and Significance of Educational Technology - Educational Technology and Instructional Technology - Educational Technology and Information Technology – personal learning environments, networked learning, virtual learning environments (VLE) , m-learning, and digital education.

#### **UNIT II**

##### **INSTRUCTIONAL SYSTEMS DESIGN**

**12 Hours**

##### **Level of Knowledge – Theoretical**

Teaching vs. Learning- Design of Instruction –Steps – Basic Assumptions – Types of Instructional design – Objective based- Skill based.

#### **UNIT III**

##### **CLASSROOM COMMUNICATION**

**8 Hours**

##### **Level of Knowledge – Theoretical**

Meaning, Concept, Components, Process, Types, Classroom Communication- Principles of Communication, Facilitators , Barriers, Achieving effectiveness in Classroom Communication, Different media of Communication



#### **UNIT IV**

##### **TEACHING MODELS: DESIGNING INSTRUCTION**

**8 Hours**

##### **Level of Knowledge – Application**

Meaning, Definition, Characteristics, Fundamental elements, Classification and Types – Models of teaching, Designing Instruction for 21<sup>st</sup> Century Learners

#### **UNIT V**

##### **PROGRAMMED LEARNING IN EDUCATION**

**12 Hours**

##### **Level of Knowledge – Application**

Origin, Definition, Characteristics, Principles, Types of Programmed instruction– Linear - Branching- Mathetics - Computer Assisted Instruction – Features, Merits and Demerits

#### **UNIT VI**

##### **APPLICATION OF EDUCATIONAL TECHNOLOGY IN NON-FORMAL AND INFORMAL EDUCATION**

**8 Hours**

##### **Level of Knowledge – Conceptual and Application**

Emerging trends in Educational Technology - Problems of New Technologies- Evaluation. Resource centres for Educational Technology – Their activity for the improvement of teaching – learning.

**[Total - 60 Hours]**

#### ***REFERENCES***

##### **Essential Reading**

Dwight, A. & Rayan. (1969). *Micro-teaching*. Monachustter & Addison Wesley Kevin Publication Company.

Flander, W.(1971). *Analysing Teaching Behaviour*. Monachustter: Addison Wesley Publication Company.

Joyce, B., & Weill. (1972). *Models of Teaching*. New York: Prentice Hall, Marsha Inc.

##### **Recommended Reading**

Green, T. F. (1971). *The Activities of Teaching*. New York: McGraw Hill Book Co.

Hilgard, E.R., & Bown, G.H. (1972). *Theories of Learning*. New Delhi: Prentice Hall of India .

Tara, C. (1990). *Educational Technology* New Delhi: Anaval Publications.

**COURSE NO CLM 531**  
**EDUCATIONAL LEADERSHIP AND MANAGEMENT**  
**Fifth Trimester**

**OBJECTIVES**

- ❖ To develop a personal paradigm of Leadership, Management and Organizational Development.
- ❖ To enable students acquire an understanding of concepts, principles and theories of Leadership, Management and Organizational Development.
- ❖ To acquaint the students with the relationship between financial support of education and quality of education .
- ❖ To understand issues related to planning and management in Education.

**UNIT I**

**16 Hours**

**Level of Knowledge- Conceptual and Theoretical.**

Management: Concept of Management, Roles ,skills and functions of Management; Theories of Management, Total Quality Management-Definition-Fundamental Principles-Process of TQM- Quality Tools of TQM. Leadership-Meaning-Functions of Leadership-Leadership styles Management and Leadership, Models of Educational Leadership and Management, Importance of Leadership and Management of Education, Applications of Leadership theories and approaches in Education. Team Building -Concept of Teamwork -Characteristics of high performing teams, Obstacles to effective teamwork, overcoming obstacles to effective teamwork. Mentoring-Process, types and implications for educational leaders.

**UNIT II**

**PRINCIPLES ,TECHNIQUES AND APPROACHES OF**  
**EDUCATIONAL PLANNING**

**18 Hours**

**Level of Knowledge-Theoretical and practical Knowledge**

Guiding principles of educational planning: Methods and Techniques of Educational Planning: Approaches to Educational Planning; Social Demand approach; Man power approach; Return of Investment approaches; Types of Educational Planning; Critical analysis of Educational planning

in India; Performance and Resource Management in Educational Institutions. Monitoring of school performance. Performance appraisal of Teachers. Scientific Principles of Management. Financial and Administrative Management of educational institutions. Need for resource Management in Education: Material, Human, Financial; Educational Finance; Need and significance of Educational Finance. Allocation of resources-Economic and social basis for allocation of resources in education. Financing Education for Equality of Education. Social Justice .Efficiency-cost minimization and quality improvement: Grant in aid system. School Budgeting and accounting procedures. Central Grants, State Grants and allocation of Grants by UGC. Grant in Aid policy in India and states. Central state relationship in finance of Education.

### **UNIT III**

**14 Hours**

#### **Level of Knowledge- Conceptual and Basic**

Organizational Culture -Concept and definitions, Creating Organizational Culture and managing organizational culture-Dimensions of organizational culture. Organizational Climate -Meaning, Definitions, theoretical background, Dimensions of organizational climate, importance of organizational climate in education.

### **UNIT IV**

#### **STRATEGIC MANAGEMENT IN EDUCATION**

**12 Hours**

#### **Level of Knowledge-Theoretical and practical**

Introduction to Strategic Management. The role of strategic Management in Organizations- Strategic Management in Education. Relation between strategic management and strategic planning, Thinking strategically, Strategic managing process and strategic management in education.

**[Total - 60 Hours]**

### **REFERENCES**

#### **Essential Reading**

Banerjee A.K(2005) The Art of Leadership; Mc Graw Hill Publications  
Choudhury B.S; Educational Leadership;DPH

#### **Recommended Reading**

Brent, D., & Burnham, W. (2003). *Handbook of Educational Leadership and Management*. Pearson Education.

Bush T (2006) *Theories of Educational Leadership and Management* (3<sup>rd</sup> Edition) SAGE Publication Ltd.

Cherrington, D.J. (1980). *The Work Ethic: Working Values and Values that Work*. New York: AMACOM

Chance, P. (2013). *Introduction to educational leadership and organizational behavior*. (2nd ed.). New York USA: Taylor & Francis.

Cordiero A Paula (2010). *Educational Leadership: A Bridge To Improved Practice*. Pearson, 4 Edition.

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Dimmock, C., & Allan, W. (2005). *Educational Leadership: Culture and Diversity* London: Sage.

Fullan, M. (2013). *The Jossey-Bass reader on educational leadership*. (Vol. 3). San Francisco USA: Wiley Imprint.

Halpin, A.W. & Croft, D.B. (1963). *The Organizational Climate of School*. Chicago: IL, Midwest Administration Centre, University of Chicago,

Koontz H and Donnell C; *Principles of Management*; MC Graw Hill Book Co, New York, 1972.

Mukopadaya, M., & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi.

S. L. Sharma (2009) *Educational Management: A Unified Approach of Education*, Global India Publications Pvt Ltd.

Tony Bush, Les Bell, David Middlewood (2010) *The Principles of Educational Leadership & Management*, SAGE Publication Ltd.

## **COURSE NO CLM 532**

### **CURRICULUM DESIGN AND INSTRUCTION**

#### **Fifth Trimester**

#### **OBJECTIVES**

- ❖ To acquaint the students with the theoretical background of curriculum
- ❖ To develop understanding about the importance of philosophical, psychological and Sociological bases for Curriculum Development.
- ❖ To enable them to apply the principles of curriculum construction.
- ❖ To develop the understanding about instructional materials and curriculum transaction
- ❖ To develop a futuristic vision about devising new curriculum designs.
- ❖ To develop the understanding about the necessity of curriculum change and curriculum evaluation.

#### **UNIT I**

##### **INTRODUCTION TO CURRICULUM**

**10 Hours**

##### **Level of Knowledge – Theoretical**

Meaning and concept of curriculum,, curriculum reforms in India types: Tangible and hidden curriculum – Philosophical foundations of curriculum:, Sociological foundations of curriculum: Role of society, culture, social change in India and its curricular implications- Psychological foundations of Curriculum: Role of learning theories and its curricular implications.

#### **UNIT II**

##### **CURRICULUM DEVELOPMENT**

**12 Hours**

##### **Level of Knowledge – Basic**

Curriculum Design: Concept & Criteria of Curriculum Development: Scope, Sequence, relevance & Components of Curriculum Design - ABC(Articulation, Balance and Continuity) of Curriculum development. System approach to curriculum development. Types of Curriculum Design: Subject-Centered, Activity-cum-Experience Centered, Undifferentiated and Differentiated, interdisciplinary and multidisciplinary curriculum-Curriculum Development: Stages: planning, designing, Implementation and evaluation - Steps and Process: Situational analysis : operational definition of objectives, specification of teaching-learning activities; analysis and organization of learning material; evaluation

### **UNIT III**

#### **PRINCIPLES OF CURRICULUM CONSTRUCTION**

**9 Hours**

##### **Level of Knowledge- Conceptual and Basic**

Principles of Curriculum Construction: educational objectives – content: selection and organization criteria, sequencing, integrating and structuring procedure- evaluating; grading, time allotment, placement & distribution ;Patterns of curriculum designing, advantages and disadvantages of centralized curriculum design.

### **UNIT IV**

#### **CURRICULUM TRANSACTION**

**10 Hours**

##### **Level of Knowledge – Application**

Meaning & need for curriculum change- Factors affecting curriculum change- Strategies and models for curriculum change: role of community, administrator, curriculum consultants, teachers & students- Curriculum plans.

### **UNIT V**

#### **CURRICULUM CHANGE**

**10 Hours**

##### **Level of Knowledge – Comprehension**

Meaning & need for curriculum change- Factors affecting curriculum change- Strategies and models for curriculum change: role of community, administrator, curriculum consultants, teachers & students- Curriculum plans. Steps in effective curriculum change. Change and innovation in curriculum.

### **UNIT VI**

#### **CURRICULUM EVALUATION**

**9 Hours**

##### **Level of Knowledge – Application**

Concept of Evaluation: comprehensive and cooperative enterprise, Evaluation an Integral part of the Curriculum - Criteria for evaluating, curriculum - Tools for Evaluation: Construction and standardization of evaluative instruments. Measurement of attainment – evaluation models: Struffe beam, Ralph Tyler and Taba, uses of evaluation models – curriculum research- need, scope and recent contributions. Functions of curriculum evaluation and forms of curriculum evaluation. Basic elements of curriculum evaluation. Evaluation difference between curriculum

analysis and curriculum evaluation. Developing curriculum evaluation plan.

[Total - 60Hours]

## REFERENCES

### Essential Reading

Avinash, C. (2006). *Curriculum Development and Evaluation in Education*. New Delhi: Sterling Publishers.

Aggarwal, J. C. (1990). *Curriculum Reform in India*. Delhi: Doaba.

Brent, A.(1978). *Philosophical foundations for the Curriculum*, Boston, Allen and Unwin,

NCERT. (1978). *Curriculum in Transaction*. New Delhi.

### Recommended Reading

Das, R.C. (1987). *Curriculum and Evaluation*.New Delhi: NCERT.

Dell, R.C. (1986).*Curriculum Improvement: Decision Making & Process*. (6<sup>th</sup> ed.).  
London: Allyn & Bacon, Inc.

Diamond, R.M. (1989). *Designing & Improving Courses & Curricula in Higher Education : A systematic Approach*. California : Jossey Bass Inc. Publishers.

Jenkins, D. (1976). *Curriculum Evaluation*. Belchoev: Open University Press.

Lindall, C.M., Cox, R.C. & Bolvin, J.D.(1970). *Evaluation as a Tool in Curriculum Development*. Rand Mac Nally,

Nagar, P.S. (1973). *Curriculum Achievement and Automatic Teaching*. Varansi: Bhartiya Vidya Prakashan.

**COURSE NO CLM 541**  
**GUIDANCE AND COUNSELING**  
**Fifth Trimester**

**OBJECTIVES**

- ❖ To develop an understanding of Guidance and counseling psychology
- ❖ To acquaint the students with the concept of counseling
- ❖ To acquaint them with the major Approaches to counseling
- ❖ To develop the abilities to collect data required for Guidance and counseling
- ❖ To Develop the capacity to use Guidance and counseling in educational setting
- ❖ To prepare and train students to become Educational counselors

**UNIT I**

**INTRODUCTION TO GUIDANCE**

**9 Hours**

**Level of Knowledge – Conceptual & Basic**

Meaning, Nature, need and Scope of Guidance, Principles of Guidance, Nature, Need & Scope of- Educational Guidance, Vocational Guidance, Social Guidance, Group Guidance.

**UNIT II**

**COUNSELING PROCESS AND STRATEGIES**

**9 Hours**

**Level of Knowledge – Comprehension**

Nature and Principles of Counseling, Approaches to Counseling – directive, non-directive & eclectic. Characteristics of a Counselor, Role and functions of Counselor, Issues faced by a beginner counselor, Professional Education of the Counselor, Professional burnout of a counselor, Designing of a counseling room, Counseling **Process and Strategies**

**UNIT III**

**TECHNIQUES OF COLLECTING DATA FOR GUIDANCE**

**12 Hours**

**Level of Knowledge – Practical**

Testing Techniques- types of tests used in Guidance, Tests of Intelligence: Aptitude, Interest, Achievement and Personality, Uses and limitations of testing techniques in Guidance, Non-testing techniques: observation, questionnaire, rating scale, interview anecdotal, cumulative record, case study. Assessment and Appraisal in Guidance and Counselling



#### **UNIT IV**

##### **GUIDANCE & COUNSELING IN THE EDUCATIONAL SETTING**

**18 Hours**

##### **Level of Knowledge – Conceptual**

**Introduction to Educational Guidance, Guidance at the elementary & secondary school level, Guidance towards life goals, Educational Counseling, Introduction, Counseling the elementary and secondary school child, counseling at college, the role of teachers in Guidance & counseling, (Self study) Relationship between Educational counseling and curriculum, counseling and home, evaluation of programmes of educational counseling, Vocational Guidance; introduction, The process of vocational counseling; Exploration and contract setting, the state of critical decision, Distinction between vocational counseling and vocational guidance, Super's and Tiedeman & O'Hara's Career development theory**

#### **UNIT V**

##### **PROFESSIONAL PREPARATION & TRAINING FOR COUNSELING**

**12 Hours**

##### **Level of Knowledge – Comprehension**

**Introduction, Counseling preparation and professional issues, Academic preparation, Practical skills, Ethical standards, Legal considerations, selection and training of counselors, conception of a professional worker, preparation of counselors, Short range and long range goals of Counselor, important issues.**

**[Total – 60 Hours]**

#### **REFERENCES**

##### **Essential Reading**

Arulmani, G., & Arulmani, S.N. (2004). *Career Counseling: A Handbook*. New Delhi: Tata McGraw Hill Publishing Company Ltd.

American Psychological Association. (1956). *The Objectives of Counseling*: American Psychologistst.

Gibson, R.L., & Mitchell, M.H. (2003). *Introduction to Counseling and Guidance*. New Delhi.

##### **Recommended Reading**

- Jonse, R.N. (2000). *Introduction to Counseling Skills: Text and Activities*. New Delhi: Sage Publications.
- Lewis, H. (2000). *Body Language: A Guide for Professionals Response Books*. New Delhi.
- Mohan, S. (Ed.). (1999). *Career Development in India: Theory Research and Development*. New Delhi: Vikas Publishing House.
- Myers, R. (1986). *Research on Educational and Vocational Counseling*.
- Nair, K.V. (1972). *Psychological Bases of Vocational Guidance*. Meerut: Meenakshi Prakashan, Begum Bridge.
- Taneja, V.R. (1987). *Educational Thought and Practice*. Sterling Publishers Pvt. Ltd.

**COURSE NO CLM 631**  
**ECONOMICS OF EDUCATION**  
**Sixth Trimester**

**OBJECTIVES**

- ❖ To acquaint the students with the relationship between the financial support of education and quality of education.
- ❖ To develop familiarities with various sources of financing in India.
- ❖ To develop understanding of school accounting and developing skill in school budgeting.
- ❖ To develop appreciation of the financial problems of educational administration.
- ❖ To enable the students to locate human and material resources and utilize them to the maximum benefit for education.

**UNIT I**

**INTRODUCTION TO ECONOMICS OF EDUCATION** **11 Hours**

**Level of Knowledge -**

Meaning and importance of economics of education; Issues in economics of education; Education as consumption and investment; Education as an industry

**UNIT II**

**EDUCATION AND ECONOMIC GROWTH** **10 Hours**

**Level of Knowledge -**

Education and economic growth; Contribution of education to economic growth; Methods of measuring the economic growth due to education; Measurement models

**UNIT III**

**EDUCATION AND HUMAN RESOURCE DEVELOPMENT** **12 Hours**

**Level of Knowledge -**

Ways of developing human resources; Indicators of Human Resource Development; education and mobilization of human resources; Problems in human resource development; choices in HRD; Shultz's Human Capital Theory; Implication of Human Capital Studies, criticism of human capital studies.

**UNIT IV**

## **COST ANALYSIS IN EDUCATION**

**12 Hours**

### **Level of Knowledge -**

Taxonomy of costs in education: Social costs; Institutional costs; Capital costs, Equipment cost, Non-divisible costs; Opportunity cost. Calculation of unit cost; Cost benefit analysis and Cost Effectiveness Analysis.

## **UNIT V EDUCATIONAL PLANNING AND FINANCE**

**15 Hours**

### **Level of Knowledge -**

**[Total - 60  
Hours]**

## **REFERENCES**

### **Essential Reading**

Gara Latchanna & Hussein J O (2011) Economics of Education, DPH, New Delhi

Roddannavar GV(2008) Economics of Education;Vidyanidhi Prakashan, Gadag

### **Recommended Reading**

Becker, G.S (1993). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (3<sup>rd</sup> ed.)*. Chicago, IL National Bureau of Economic Research, 161-227.

Blaug, M. (1972). *An Introduction to Economics of Education, Allen lane*. London: Penguin Publication.

Brewer, D., & McEwan, P. (2010). *Economics of education*. San Diego , USA: Academic press.

Checchi Daniele (2006).*The Economics of Education*. Cambridge University Press.

Cohn, E., & Gaske, T. (1989). *Economics of Education*. London: Pregamon Press.

Coombs, P.H & Hallak, J. (1988). *Cost Analysis in Education: A Tool for Policy and Planning*. Baltimore: John Hopkins Press.

John, R.L. & Morphet, B.L. (1952). *Problems and Issues in Public School Finance*. New York: Columbia University.

Hanushek, E., Machin, S., & Woessmann, L. (2011). *Handbook of the economics of education*. (Vol. 4). San Diego , USA: Elsevier.

Levin, H.M (1983). *Introduction to Cost Analysis in Cost-effectiveness*. New Delhi: A Premier Publication.

Musgrave, R.A. *Theory of Public Finance: A Study of Public Economy*. New York: McGraw Hill.

Nail J.P (1975). *Equality, Quality and Quantity*. New Delhi: Allied Publication.

Psacharopoulos, G. (1987). *Economics of Education: Research and Studies*, New York: Pergamon Press.

Saxton, P.G. (1961). *Education and Income*. New York: Viking Press.

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Sheehan, J. *The Economics of Education*. New York : George Allen and Unwin.

## **COURSE NO CLM 632**

### **TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT**

#### **Sixth Trimester**

#### **OBJECTIVES**

- ❖ To acquaint the students with knowledge concerning teacher education.
- ❖ To acquaint the students about the need and significance of teacher education.
- ❖ To acquaint the students about the agencies of the teacher education.
- ❖ To make them competent teachers, educators/ administrators.
- ❖ To enable them to undertake studies in teacher education.
- ❖ To stimulate them to reform teacher education.

#### **UNIT I**

##### **TEACHER EDUCATION**

**18 Hours**

##### **Level of Knowledge – Theoretical**

Teacher Education - Concept, Need and Significance of Teacher Education – Aims and objectives of Teacher Education at Primary, Secondary, Higher education levels, Importance of a Teacher in an Educational system – Analyzing emerging trends and issues- Emerging role and responsibilities of teachers in building modern India- **Professionalism and accountability in Teacher education (Self learning).**

#### **UNIT II**

##### **AGENCIES OF TEACHER EDUCATION**

**16 Hours**

##### **Level of Knowledge – Conceptual**

National Level: UGC, ICSSR, CASE

State level: SBTE, SIE, CTE with reference to teacher education

#### **UNIT III**

##### **PRE-SERVICE AND IN SERVICE EDUCATION**

**10 Hours**

##### **Level of Knowledge – Theoretical**

Pre-service education: Different systems; In service education: Importance- Agencies of in-service education –Teacher education and teaching effectiveness; Innovative programmes in-service Teacher Education-PMOST, SOPT, DPEP-BRC, CRC

#### **UNIT IV**

##### **RECENT TRENDS IN RESEARCH IN TEACHER EDUCATION**

**8 Hours**

##### **Level of Knowledge – Application**

Teaching as a Profession, Professional ethics for a teacher - Professional Organizations for various levels and their roles - **Areas of Research in Teacher Education in India(Self Study)**

#### **UNIT V**

##### **TEACHER EVALUATION**

**8 Hours**

Meaning, Definition, Criteria, Methods and Techniques of Teacher Evaluation

**[Total – 60 Hours]**

#### **REFERENCES**

##### **Essential Reading**

Attekar, A.S. (1951).*Education in Ancient India. Banaras :Nand Kishore Bros.*

Chaurasia, G. (1977). *Innovations & Challenges in Teacher Education* New Delhi: Vikas Publication.

DevGowda ,A.C. (1973).*Teacher Education in India.Bangalore: Book Bureau.*

Ebel, R.L. (1956). (ED).*Teacher Education, American Association of Colleges for Teacher Education.* Queenta.

Jangira, N.K. (1984).*Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education. Delhi: National Publication House.*

##### **Recommended Reading**

Buch ,M..B. & Palasane, M.M. (1947).*Reading in Inservice Education;* S P University.

Basu, A.N. (1947).*Education in Modern India.* Calcutta: Orient Book C.

Brunar, J.S. (1966).*Towards a Theory of Instruction.* Massachusetts: The Battanap Press.

- CERT (1978). *Innovation in Inservice Education and Training of Teacher's Practice & Theory*. Paris: OECD.
- Chaurasia, G. (2000). *Teacher Education and Professional Organization*. Delhi: Authors Press.
- Chaurasia, G. (1967). *New Era in Teacher Education*. Delhi :Sterling Publication.
- Chaurasia, G. (1977). *Innovations & Challenges in Teacher Education* New Delhi: Vikas Publication.
- DevGowda ,A.C. (1973). *Teacher Education in India*. Bangalore: Book Bureau.
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- Jangira, N.K. (1984). *Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education*. Delhi: National Publication House.
- Mukherjee, S.N. (ED) (1968). *Evaluation of Teacher of India (Vol-I)*. Delhi; S. Chand & Co.
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- Tuckman, B.W. (1975). *Measuring Educational Outcome: Fundamental of Testing*. New York: Harcourt Brace Jovanovich.



**COURSE NO CLM 641**  
**EDUCATION FOR SPECIAL CHILDREN**  
**Sixth Trimester**

**OBJECTIVES**

- ❖ Develop a deeper understanding of the relationship between Special Education and Education
- ❖ Acquaint the students with the major characteristics of various disabilities
- ❖ Develop a deeper understanding of the concept of integrated education
- ❖ Develop an insight into Inclusive Education and its supporting agencies

**UNIT I**

**CONCEPT & NATURE OF SPECIAL EDUCATION**

**7 Hours**

**Level of Knowledge – Conceptual & Basic**

Meaning, Objectives, Types, Scope, Historical perspective, Integrated Education

**UNIT II**

**EDUCATION OF MENTALLY CHALLENGED**

**9 Hours**

**Level of Knowledge – Comprehension**

Meaning, Characteristics of challenged, Educable mentally challenged, teaching strategies, remedial programmes, Etiology and prevention, mental hygiene as remediation

**UNIT III**

**EDUCATION OF THE VISUALLY IMPAIRED**

**12 Hours**

**Level of Knowledge – Theoretical**

Meaning, Characteristics, Degree of impairment, Etiology and prevention, Educational programmes for the visually challenged. Braille Script- History of origin and implementation.

**UNIT IV**

**HEARING IMPAIRED & ORTHOPEDICALLY CHALLENGED**

**12 Hours**

**Level of Knowledge – Conceptual**

Hearing Impaired children: Characteristics, Degree of impairment, Etiology and prevention, Educational programmes. Orthopedically challenged children: Types of challenges, characteristics, educational programmes

## UNIT V

### **SPEECH IMPAIRED AND PATHOLOGY**

**8 Hours**

Diagnosis and prevention of speech disorders; causes of speech disorders; Speech pathology and role of speech pathologist

## UNIT VI

### **INCLUSIVE EDUCATION**

**12 Hours**

#### **Level of Knowledge – Comprehension**

Meaning, Origin, Concept, Need and Scope of Inclusive Education, Dyslexic children, ADHD, Autism, Policies and aids of Government, NGO's and UNESCO towards Inclusive education, Role of schools and teachers in Inclusive education, Teacher education and inclusive education.

**[Total - 60 Hours]**

## REFERENCES

### **Essential Reading**

Baine,,D.(1988).*Handicapped Children in Developing Countries:Assessment, Curriculum and Instruction*. Alberta: University of Abberta.

Byrne, M. & Shervanian, C. (1977). *Introduction to Communicate Disorders*. New York: Harper & Row.

Davis. (1977). (Ed.) *Our Forgotten Children Hard-of Hearing Pupils in the Schools*. Minneapolis National Support Systems Project.

### **Recommended Reading**

Harely, R.K., & Lawrence, G.A. (1977). *Visual Impairment in the Schools*. Springfield, IL Charles C. Thomas.

Jangira, N.K., & Mani, M.N.G. (1991). *Integrated Education of the Visually Handicapped, Management Perspectives*. Gurgaon Academic Press.

Longone. (1990). *Teaching Retarded learners Curriculum and Methods for Improving Instruction*. Allyn & bacon Boston.

- Mani, M.N.G (1992). *Techniques of Teaching Blind Children*, New Delhi Sterling Publishers,
- Narayan. & Kutty, A.T.T. (1989). *Handbook for Trainers of the Mentally Retarded Persons. Pre-primary level*. Secunderabad: NIMH.
- Panda, K.C. (2007). *Education of Exceptional Children*. New Delhi: Vikas Publications.
- Mangal, S K, (2007). *Educating Exceptional children: An introduction to special Education*, PHI learning Pvt Ltd, New Delhi
- Deborah Hatton, (2014). *Current Issues in the education of students with Visual impairments*, Academic press
- Eileen Allen & Glynnis Cowdery, (2014), *The Exceptional child: Inclusion in Early childhood Education*, Cengage Learning Publication

## **COURSE NO CLM 633**

### **DISSERTATION AND VIVA VOCE**

#### **Sixth Trimester**

The dissertation shall be a core paper for all the subjects. Each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of School of Education, Christ University. Evaluation of students in this paper will be done by internal and external examinations.

1. Every candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of the faculty of education. Three copies of the dissertation typed on one side only and duly certified by the supervisor/ guide shall be submitted one month before commencement of the examination.
2. The dissertation shall be a record of original work. Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred on him by the University or any other university / institution.
3. The dissertation shall be examined by two examiners- internal and external, and each shall receive a copy of the dissertation. They shall conduct the viva voce test jointly.
4. Each faculty member can guide a maximum of Three Students.

## **QUESTION PAPER FORMAT**

### **Format for all papers except for CLM 332**

Part A- 15 Marks x 5: Answer any 5 out of 7

Part B – 5 Marks x 5: Answer any 5 out of 7

### **CLM-332 – STATISTICS IN EDUCATIONAL RESEARCH**

Paper divided into 2 parts;

Part A – Educational Statistics

Part B – Research Reporting and Educational Researches

Question paper format: Part A – 70%, Part B- 30%