



॥ सा विद्या या विमुक्तये ॥

# स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED**

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

Fax : (02462) 215572

**Academic-1 (BOS) Section**

website: [srtmun.ac.in](http://srtmun.ac.in)

Phone: (02462)215542

E-mail: [bos.srtmun@gmail.com](mailto:bos.srtmun@gmail.com)

प्रस्तुत विद्यापीठाच्या सर्व संलग्नित महाविद्यालयातील आंतर विद्याशाखेमधील एम.ए. शिक्षणशास्त्र या विषयाचा अभ्यासक्रम शैक्षणिक वर्ष २०२१-२२ पासून लागू करण्याबाबत.

## प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक ०१ जुन २०२१ रोजीच्या अंतरविद्याशाखेच्या बैठकीतील शिफारसी प्रमाणे व दिनांक १२/०६/२०२१ रोजी संपन्न झालेल्या ५१ व्या मा. विद्या परिषद बैठकीतील विषय क्र.२९/५१-२०२१ च्या ठरावानुसार प्रस्तुत विद्यापीठातील सर्व संलग्नित महाविद्यालयातील पदव्युत्तर स्तरावरील **M.A. Education** प्रथम व द्वितीय वर्षाचा अभ्यासक्रम शैक्षणिक वर्ष २०२१-२२ पासून लागू करण्यात येत आहे.

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या [www.srtmun.ac.in](http://www.srtmun.ac.in) या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

'ज्ञानतीर्थ' परिसर,  
विष्णुपुरी, नांदेड - ४३१ ६०६.  
जा.क्र.: शैक्षणिक-१/पदव्युत्तर/एम.ए./सीबीसीएस  
अभ्यासक्रम/२०२१-२२/१८२  
दिनांक : ०९.११.२०२१.

स्वाक्षरित/-  
**सहा.कुलसचिव**  
शैक्षणिक (१-अभ्यासमंडळ) विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. अधिष्ठाता, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
- २) मा. सहयोगी, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
- ३) मा. कुलसचिव, यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ४) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ५) मा. प्राचार्य, सर्व संलग्नित शिक्षणशास्त्र महाविद्याये, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ यांना देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेत स्थळावर प्रकाशित करावे.

**SWAMI RAMANAND TEERTH MARATHWADA  
UNIVERSITY, NANDED**



**STRUCTURE AND SYLLABUS**

For award of degree of

**MASTER OF ARTS**

(Education)

Introduced from Academic year 2021 onwards for all affiliated  
colleges and Subject to revise from time to time

**2021-22**

## **Introduction:**

Swami Ramanand Teerth Marathwada University, Nanded is introducing a new post graduate course Master of Arts (Education) in the Faculty of Education from academic year 2009. This course is equivalent to M.Ed. program that already being run in the jurisdiction. M. A. Education will have good prospectus in teacher Education institutions and other Educational organizations. Course structure and syllabus for this is formed with following objectives.

The General Objectives of M.A.(Education) Course are as

1. To prepare professional personnel required for staffing of the Colleges of Education.
2. To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational Research and Educational planning.
3. To prepare personnel for various educational services.
4. To enable to understand, analyze, evaluate Philosophical, Social, Economic, Cultural, Psychological concern of Education.

## **Duration of the Course**

The course for the Master of Arts (M.A.-Education) Regular, semester Pattern shall be of two academic year having four semesters. The Terms and vacations of the course shall be as prescribed by the University from time to time.

## **Eligibility for Admissions:**

- a. A candidate, who has passed the B.Ed., B. A. with Education Examination of this University or any other University recognized as equivalent there to shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part. In the case of SC/ST students this percentage of marks shall be at least 45%.
- b. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university in this respect from time to time.
- c. The reservations will be given as per the policy and guidelines prescribed by University and government, subject to revision by the university from time to time.

**Medium:**

- a. Medium of Instruction: - The medium of instruction for this course will be Marathi or English. Concerned department can make arrangement and is permitted to do so by the University.
- b. Medium of Dissertation: - The students, with preceding permission, have option of medium for the submission of the dissertation as - Marathi or English. irrespective of the medium of Instruction, but not different from the medium of the Examination.
- c. Medium of Examination:-The medium of the Examination shall be Marathi or English.

**Attendance**

- a. A candidate desiring to appear for the M.A. (Education) examination must attend the College recognized for this purpose.
- b. In each semester in each paper/practical/ activities/seminar a student should put-in at least a minimum 75% attendance, subject to the general provisions existing in the University for condonation of attendance, provided a student who falls short of the required minimum of attendance in the first or second semester shall make good the same in the next year I semester and II semester term as the case may be.
- c. Student shall attend the lectures and undertake activities (Components under each Head) of the course in each semester as prescribed by the University.
- d. In case a student remains absent for a particular component he/she will have to make good the same in subsequent year.

**Course Structure:**

The course is structured by following heads:  
Semester wise details of course are as-

## Semester I:

Theory Papers	Title	Credit		Total
		MSE	ESE	
EDUCC-101	Philosophical Foundations of Education	2	2	4
EDUCC-102	Psychological Foundation of Education	2	2	4
EDUCC-103	Elementary Level School Education	2	2	4
EDUEC-104	Inclusive Education	2	2	4

## Semester II

Theory Papers	Title	Credit		Total
		MSE	ESE	
EDUCC-201	Sociological Foundations of Education	2	2	4
EDUCC-202	Methodology in Educational Research	2	2	4
EDUCC-203	Teacher Education	2	2	4
EDUEC-204	Senior and Senior Secondary School Education	2	2	4

## Semester III

Theory Papers	Title	Credit		Total
		MSE	ESE	
EDUCC-301	Educational Studies	2	2	4
EDUCC-302	Educational Management and Administration	2	2	4
EDUEC-303	Educational Evaluation / Yoga and Health Education / SWAYAM -NPTEL or courses recognized by the university	2	2	4
EDUSEC-304	Practicum & Field study	2	2	4

EDUSEC304	Practical & Field Study	Marks
1	Practice teaching observation ( minimum 5 lessons)	20
2	Extension/ Community work related to Health, nutrition, cleanliness, literacy and other educational Issues	15
3	Internship at Teacher Education Institutions ( 02 weeks)	30
4	Seminar on Comprehensive issues	15
5	Paper presentation at state/ National level ( minimum 1 during the period of course)	20
	Total	100

## Semester IV

Theory Papers	Title	Credit		Total
		MSE	ESE	
EDUCC-401	Curriculum Studies	2	2	4
EDUEC-402	Historical Development of Education in India	2	2	4
EDUSEC-403	ICT in Education/ Economics of Education/ SWAYAM -NPTEL or courses recognized by the university	2	2	4
EDUSEC-404	Dissertation and Viva Voce	2	2	4

Grand Total : Semester I (16 Credits) 400 + Semester II (16 Credits) 400 + Semester III (16 Credits) 400 + Semester IV (16 Credits) 400= 100 (64 credits)

### **Scheme of Examination**

The examination for the degree of M.A. (Education) course shall be both External (ESE ) & Internal (MSE ) modes. External exam will be arranged by University. Internal assessment is to be followed by own mechanism of school. External referee for viva voce will be appointed by University.

### **Standard of passing:**

Standard of passing will be as per rules of university applicable to all PG of the concern faculty.

### **Improvement of class:**

Persons who hold Second class at the M.A. Education & who appear for the same examination in the same subjects in order to improve their class to secure higher Second Class shall be allowed to do so as per the provisions of the following rules :-

The concession to re-appear will be available only to the holders of the Master's degree of this University.

Persons holding M.A. Education degree of this University in the second class & desirous of reappearing for the same examination for improvement of class shall be given three chances to do so within a period of six years from his/her first passing the said examination in the second class.

The students who reappear for examination for improvement of class will be required to appear for a minimum of 2 theory papers at a time.

A candidate passing any of the post-graduate examination above under these rules shall be not eligible to receive any prize, scholarship etc. instituted by the University & he/she shall also not be entitled to a merit certificate from the University. If a candidate is unable to get a higher class under this scheme, his/her previous performance in the corresponding examination shall hold good.

## Semester-I

Course code: **EDUCC101**

### **PHILOSOPHICAL FOUNDATION OF EDUCATION**

**Objectives of the Course:** To enable the students to:

1. Understand the nature of Philosophy and Philosophy of Education
2. Critically analyze Eastern and Western Schools of Philosophy
3. Understand the implications of Eastern and Western Schools of Philosophy to Education
4. Critically analyze and appreciate the Thoughts of Great Thinkers with reference Concept of Man and his
5. Development , Aims of Education, Curriculum, Teaching and Learning and Role of the Teacher

#### **Course Outcomes:**

**CO1 :** Student will be able to demonstrate understanding of concept, scope and significance of Philosophy , nature & functions of Philosophy in educational context.

**CO2 :** Student will be able to demonstrate understanding of branches of Philosophy ii) explain relation amongst branches of Philosophy and education

**CO3 :** Student will be able understand the contributions of eastern schools of Philosophy to education

**CO4 :** Student will be able to understand the contributions of western schools of Philosophy to education

**CO5 :** Student will be able to demonstrate understanding of concept of Man and his development of educational thinkers and their implications to education.

#### **MODULE: I: PHILOSOPHY AND PHILOSOPHY OF EDUCATION: NATURE ANDFUNCTIONS**

- Philosophy- Meaning, Scope, Need and Importance (1hr.)Philosophy of Education – Meaning, Scope, Need and Importance (1 hr)
- Nature of Philosophy of Education –A Directive Discipline, A Liberal Discipline and an activity (3 hrrs)Functions of Philosophy – Speculative, Normative and Analytical (3hr.)
- Recent development in the field of Philosophy of Education(2hrs)

## MODULE: II: BRANCHES OF PHILOSOPHY AND EDUCATION

- Major Branches of Philosophy - Metaphysics, Epistemology and Axiology (1hr.)
- Relationship of Metaphysics, Epistemology, Axiology and Education ( 1hr.)
- Critical understanding of concept of discipline, schooling, curriculum, syllabus, text books, assessment, teaching- learning process etc, and their relation with Philosophical perspectives. (6 hrs)
- Research in Philosophy of Education : Characteristics, Significance, areas and methodological issues (2 hrs)

## MODULE: III: EASTERN SCHOOLS OF PHILOSOPHY AND EDUCATION

- Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education.
- Upanishad
- Jain
- Buddhist
- Islam
- Vision derived from synthesis of different schools (10hrs)
- Research in Philosophy of Education in the context of Eastern Schools of Philosophy (2 hrs)

## MODULE: IV: WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION

- Critical Analysis of Western Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education
- Schools:
  - a ) Idealism
  - Naturalism
  - Realism
  - Pragmatism
  - Reconstructionism
  - Existentialism
  - Essentialism (8 hrs)
- Vision derived from synthesis of different schools -Open, Flexible or Prescriptive nature ( 02 hrs)
- Research in Philosophy of Education in the context western Schools of Philosophy (02 hrs)



## MODULE: V: CONCEPT OF MAN, DEVELOPMENT AND EDUCATION

Critical Analysis and Appraisal of Thoughts of different Thinkers : a) Swami Vivekananda b) Rabindranath Tagore  
c) Sri Aurobindo d) Mahatma Gandhi e) Plato and f) John Dewey g) Dr. A.P.J. Abdul Kalam with reference to  
i) Concept of Man and his Development  
ii) Aims of Education, Curriculum, Teaching and Learning, Role of the Teacher  
iii) Studies on Educational thinkers  
iv) Status of research in Educational Philosophy in Indian Context

### REFERENCES:

- Amaldass, A. (2001). *Introduction to Philosophy*. Chennai: Satya Nilayam Publications.
- Brubacher, J. (1962). *Modern Philosophies of Education*. McGraw-Hill Co.
- Butler, J. D. (1968). *Four Philosophies and their Practice in Education and Religion* (3<sup>rd</sup> Ed.) New York : Harper and Row Publishers.
- Chakravarthy, D. K. (2000). *Fundamental Questions of Epistemology and Metaphysics*. New Delhi: Omsons Publications.
- Chaube, S. P., & Chaube, A. (2007). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
- Deota, N. P. (2012). *An Insight into Educational Philosophy--An Indian Perspective*. Germany: Lap Lambert Academic Publishing.
- Deota, N. P. (2012). *Effective Leadership Qualities*. Germany: Lap Lambert Academic Publishing.
- Deota, N. P. (2012). *Caleidoscopic Views On Education*. Germany: Lap Lambert Academic Publishing.
- Deota Nilambar P, “ *Essence Of Yoga Education*” ( Lap, Lambert Academic Publishing--2014) ISBN No.978-3-659-59332-1
- Dewey, J. (1963). *Democracy and Education*. New York: Mac Millan & Co.

- Kabir, H. (1961). *Indian Philosophy of Education*. Bombay: AsiaPublishing House.
- Park, J. (Ed.) (1968). *Selected Readings in the Philosophy of Education (3<sup>rd</sup> Ed.)*. London: The Macmillan Company.
- Radhakrishnan, S. (1953). *History of Philosophy: Eastern and Western (Vol. I and II)*. London: George Allen & Unwin Limited.
- Sharma, R. N. (2000). *Textbook of Educational Philosophy*. New Delhi: Kanishka Publishers & Distributors.
- Smith, P. G. (Ed.) (1970). *Theories of Value and Problems of Education*. London: University of Illinois Press.
- Thakur, A. S. (1977). *The Philosophical Foundations of Education*. New Delhi: National Publishing House.

## Semester I

Course code: EDUCC102

### PSYCHOLOGICAL FOUNDATION OF EDUCATION

#### Objectives:

On completion of this course the students will be able to:

- Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- Visualize multiple dimensions and stages of learner's development and their implications on learning
- Understand the group dynamics
- Learn the factors affecting learner's environment and assessment
- Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
- Understand theories of Intelligence and Creativity.
- Understand the concept of Individual Differences
- Describe the relation amongst Teaching, Psychology and Education

#### Course Outcomes:

- CO1.** Student will be able to i) understand the nature and scope of Psychology, ii) relates theories to educational process iii) use methods of Psychology and iv) implements theories and principles to teaching-learning process
- CO2.** Student will be able to i) understand concept of learning and levels of learning, ii) understand theories learning iii) use approaches of learning iv) implements constructivist approach in learning
- CO3.** . Student will be able to i) understand the process of human development, ii) relates theories of human development to educational process iii) understands individual differences and personality theories iv) implements theories for educational purpose
- CO4.** Student will be able to i) understand the concept of mental health and hygiene , ii) understand the concept of adjustment, intelligence and creativity iii) use the methods of measurement of intelligence and creativity iv) Relates the Intelligence, creativity, adjustment to educational practices
- CO5.** Student will be able to i) understand the concept of Group dynamics and

Social Cognition , ii) understand group dynamics in classroom climate iii) Understand factors related to group dynamics and social cognition iv) implements knowledge of group dynamics educational process

### MODULE I: RELATION OF EDUCATION AND PSYCHOLOGY.

1. Nature and scope of Educational Psychology. Relevance of Educational Psychology for theory and practice of education.
2. School of Psychology.
3. Methods of Educational Psychology- observation , experimental , differential: longitudinal and
4. cross sectional
5. Scope and recent trends in Educational Psychology.
6. Education implication of Psychology to Education

### MODULE II: FRAMEWORK FOR LEARNING PROCESS

1. Learning- Concept, Levels of Learning
2. Factors influencing learning.
3. Relation between Learning and motivation.
4. Theories of Learning.
5. Implications of theories of learning in education.
6. Transfer of Learning and its implication for interdisciplinary approach
7. Learning styles – concept, its implications to teaching.
8. Approaches to learning: Behavioral approaches, Cognitive approaches and Social learning approaches
9. Relation between Constructivism and learning
10. Learning in the classroom, individual differences in acquisition and performance -educational implications.

### MODULE III: LEARNERS' DEVELOPMENT, INDIVIDUAL DIFFERENCES & PERSONALITY

1. Concept of human development , stages , dimensions, principals of development, stages of development and their relative role, characteristics and problems.
2. Theories human of development and Factors influencing development  
Piaget's Cognitive development Bruner Theory, Erikson's Psycho-social development
3. Individual difference concept of intra and inter differences
4. Role of heredity and environment for individual differences.
5. Personality : Concept of personality & Factors influencing personality , Types of Personality, Type and Trait Theory of Personality., Measurement of personality.
5. Indian concept of development & Personality

## MODULE: IV: LEARNING ASSESSMENT AND PSYCHOLOGICAL MEASUREMENTS

### **A. Mental health and hygiene**

1. Concept of mental health and hygiene.
2. Difference between mental health and hygiene
3. Process of adjustment.
4. Principles of mental hygiene.

### **B. Intelligence & Creativity**

1. Theories of intelligence by – Guilford J.P. , Gardner, Sternberg.
2. Types and Measurement of intelligence- verbal, non-verbal, individual and group.
3. Nature of intelligence- emotional intelligence, social intelligence and their measurement
5. Creativity- concept, factors , process of creativity and its measurement

## MODULE V: GROUP DYNAMICS AND SOCIAL COGNITION

### A. Group dynamics

1. Concept of group dynamics
2. Types of group
3. Sociometric grouping
4. Social emotional climate of the classroom, influence of teacher characteristics and their role in learning

### B. Social Cognition

- a) The nature of social cognition, Attachment and bonding as a process, temperament, development of security and its role in learning
- b) Media , Social cognition and its relation to learning
- c) Development of friendships and relationships, peer Participations and its role in learning
- d) Implications of Social Psychology to Educational processes

### REFERENCES:

Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.

Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum Bandura.A (1977). Social Learning Theory. Cliff.N.J; Prentice Hall.

Bickhard, M.H., Christopher, J.C. (1994). The Influence of early Experience on Human Personality Development. New Ideas In Psychology.

Barry and Johnson (1964) Classroom Group Behaviour, New York: Macmillan.

Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc.

Englewood Cliffs, New Jersey.

Dececo, J.P. (1977). *The Psychology of learning and instruction*, Prentice Hall, Delhi. Eason, M.E. (1972). *Psychological foundation of education*, N.Y. Holt, Rinehart and Winston, Inc.

Grammage, P. (1990) *Teacher and pupil: some socio-psychological principles and applications* (3 rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.

Guilford, J.P. (1967). *Nature of Human Intelligence*, New York: McGraw Hill.

Newell, A. & Simon, H.A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice Hall.

Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol. I). Hillsdale, NJ: Erlbaum.

Synder, C.R. & Shane J. Lopez (2007). *Positive psychology*. SAGE Publications.

U.K. Lieber, C.M. (2002) *Partners in learning: from conflict to collaboration*. Cambridge, M.A, Educators for Social responsibility.

Pintrich, P.R.; and Schunk, D.H. (1996). *Motivation in education: theory, research and applications*. Englewood Cliffs, N.J. Merrill.

### **ELEM ENTRY LEVEL SCHOOL EDUCATION**

#### **Course Objectives:**

On completion of this course, the students will be able to:

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- Reflect on the relevance of strategies and programmes of UEE.

#### **Course Outcomes:**

- CO1.** Compare the Indian Elementary education system in Pre & Post Independent period and Constitutional provisions for elementary education
- CO2.** Analyses the development process of Elementary Education and assess the outcomes of elementary education.
- CO3.** Understand the role of various programs for enhancing elementary education
- CO4.** Analyses & compare various programs for enhancing elementary education
- CO5.** Understand the management structure of elementary education on various levels.

#### **MODULE: I: HISTORICAL PERSPECTIVES ON ELEMENTARY EDUCATION**

1. Elementary Education in Pre - Independent India
2. Elementary Education in Post-Independent India
3. Constitutional Provisions for Elementary Education
4. Programmes UEE (Universalization of Elementary Education)
  - OBB (Operation Black Board)
  - MDM (Mid-day Meal Programme)
  - DPEP (District Primary Education Programme)
  - SSA-Sarv Shiksha Abhiyan

#### **MODULE: II: CURRICULUM, PEDAGOGY AND ASSESSMENT**

1. Developing of Curriculum at Elementary Education (NCF-2009)
2. Pedagogies on Elementary Education
3. Assessment of Learning Outcomes at Elementary Education

## MODULE: III– PROGRAMS FOR ENHANCING ELEMENTARY EDUCATION

1. Perspective Planning and Annual Planning
2. Civil Work
3. Teacher's Training/Capacity Building
4. Programmes for Out of School Children
5. Integrated Education for Disabled (IED)
6. Programmes for Girls' Education
  - KGBV (Kasturba Gandhi Balika Vidyalaya)
  - NPEGEL (National Programme for Education of Girls at Elementary Level)
7. MIS (Management Information System)
8. Teacher Support System
9. Community Participation

## MODULE: IV MANAGEMENT STRUCTURES AT DIFFERENT LEVEL

1. National
2. State
3. District (including Municipal Corporation)
4. Block
5. Cluster
6. School

## MODULE: V: ISSUES, CHALLENGES AND RESEARCHES IN ELEMENTARY EDUCATION

1. Major Issues and Challenges in UEE
2. Drop out of students
3. Migration of parents
4. Making education assessable to remote areas
5. Availability of Subject Specialized teachers
6. Recent Researches in Elementary Education

### REFERENCES:

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I. Government of India (1986) National Policy on Education, New Delhi, MHRD. Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public



Administration.

Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication. Lewis,

Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K. MHRD (2001):

Convention on the Right of the child. New Delhi.

Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi

National Curriculum Framework (NCF)-2005 NCERT, New Delhi.

Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.

Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.

Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.

Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications. Tilak, J.B.

(1992) Educational Planning at gross roots, New Delhi.

UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

**Course Code: EDUCC -104**

**INCLUSIVE EDUCATION**

**Course Objectives:**

To enable the students to

- Understand the concept and nature of Inclusive Education.
- Understand the modes and approaches of Inclusive Education and approaches of Identification for Special children.
- Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

**MODULE: I: CONCEPT AND NATURE OF INCLUSIVE EDUCATION**

1. Objectives, types, historical perspective, Inclusive education
2. Researches in Inclusive Education

**MODULE: II: EDUCATION OF MENTALLY RETARDED**

1. Characteristics of the retarded
2. Educable mentally retarded
3. Teaching strategies
4. Enrichment programmes
5. Remedial programmes
6. Etiology and prevention
7. Mental hygiene as remediation

**MODULE: III: EDUCATION OF THE IMPAIRED & HANDICAPPED**

1. Impairments: Visual and Hearing, characteristics, degree of impairment, etiology and prevention
2. Orthopaedically Handicapped: types of handicap, characteristics
3. Educational programmes for impaired and orthopaedically handicapped

## MODULE: IV: EDUCATION OF THE GIFTED, CREATIVE AND DISABLED CHILDREN

1. characteristics
2. identification process
3. educational programmes

## MODULE: V: EDUCATION OF JUVENILE DELINQUENTS

1. characteristics
2. problems of alcoholion, drug addiction
3. anti-social and character disorder
4. educational programmes for Rehabilitation

### REFERENCES

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.( 2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
- Anlscow, M, (1994). *Special Needs and the Classroom* : UNESCO Publishing.
- Heward, W. L., (1998) . *Exceptional Children*. Chicago: Merril Publishing Co.
- Learner, J. (1985). *Learning Disability*. Haughton, Mifflin Co. Boston.
- Panda, K. C., (2002) . *Education of Exceptional Children*. New Delhi : Vikas Publishing House Pvt. Ltd.
- Reddy, L. G., Ramar R, & Kusuma A. (2000). *Education of Children with Special Needs*. New Delhi : Discovery Publishing House.

## Semester-II

Course Code: EDUCC201

### SOCIOLOGY OF EDUCATION

**Objectives:** On completion of this course, the students will be able to:

1. Understand relationship between society and education
2. Develop the understanding of Sociology of Education
3. Understand the role of new technologies in the changing social content
4. Understand the changing nature of society and Education in 21st Century
5. Enable the role of Education in sustainable development and creating a culture of peace

**Course Outcomes:**

- CO1. Understand the relationship between society and education
- CO2. Apply the principals of sociology of education in learning process.
- CO3. Understand the role of new technology in the changing social content.
- CO4. Understand and analyze the changing nature of society and education in 21st century.
- CO5. Acquire the knowledge about the role of education in sustainable development.

**MODULE: I: SOCIOLOGY AND SOCIOLOGY OF EDUCATION**

1. Educational Sociology : Meaning, Nature, Scope of Educational Sociology
2. Relationship between Sociology and Education with special reference to aims of Education , method & curriculum
3. Education as a sub System of Society, as a social system. Social structure and social mobility: Impact on educational process.
4. Process of Socialization and Acculturation of the child-critical Appraisal of the role of school, parents, peer group and community.

**MODULE: II: EDUCATION AND SOCIETY**

1. Education as a process in the social system: structural functional school, symbolic interaction.
2. Education as a process of Socialization concept and agencies of socialization
3. Social organization and social groups : concept, nature and characteristics
4. Liberalization, privatization and globalization
5. Social control : Concept and role of education in the process of social control

### MODULE: III: THE CHANGING NATURE OF SOCIETY AND EDUCATION IN 21ST CENTURY

1. Impact of Science & Technology on society and education
2. Modernity post modernity : Concept of modernity and post modernity
3. Role of Education under modernity and post modernity
4. Social change and development through social networking
5. Learning Society : Concept, Characteristics and role of Education
6. Education of Global Citizenship : Meaning and nature of global citizenship, Role of Education in global citizenship

### MODULE: IV: CONTEMPORARY ISSUES AND EDUCATION

#### **Education for sustainable development:**

1. Concept, need, aims, curriculum. Teaching-Learning and role of the teacher, need of an interdisciplinary approach

#### **Education for Gender Equity:**

1. Need and importance with special reference to India
2. Role of Education in women empowerment.

#### **Human Right Education:**

1. Concept, need, Role of Education with reference to human rights
2. Concept of right based schools.

#### **Education for peace :**

1. Concept and need of peace and peace education
2. Role of Education, Role of Education in developing a culture of peace

### MODULE: V: CONCEPT OF MAN, DEVELOPMENT AND EDUCATION

1. Critical Analysis and Appraisal of Thoughts of different Thinkers : Mahatma Phule, Maharaja Sayajirao Gaikwad , Chhatrapati Shahu Maharaj, Dr. B.R. Ambedkar, Karmveer Bhaurao Patil and Dr. J. P. Naik with reference to
  - i) Concept of Social Development and Social Justice
  - ii ) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher

## REFERENCES

- Berger, P. L. (1966). *Invitation to Sociology*. London: Penguin Books.
- Berger, P. L., & Luckmann, T. (1967). *The Social Construction of Reality*. Allene Lane: The Penguin Press (Set Book).
- Bhattacharya & Srinivas. (1962). *Society and Education*. Calcutta: Academic Publishers.
- Brookner, W.B., & Gottlieb, D. (1964). *A Sociology of Education (2 Ed.)*. New York: American Book Company .
- Carl H Gross, C. H., Wronski, S. P., & Hanson, J. W. (1962). *School & Society*. Boston: D.C. Heath & Co.
- Chitnis, S. (1974). *Sociology of Education: A trend report in a survey of Research in Sociology and Social Anthropology by ICSSR. Vol. II*, p. 166-232. Bombay: Popular Prakashan (ICSSR).
- Cosia, B.R. (1971). *School and Society, Prepared "The School and Society Course Team at the Open University" in School and Society*. London: The Open University Press.
- Cox, W. L., & Mercer, B. E. (1961). *Education in Democracy*. New York: Mc Graw Hill.
- Donald A. H., & Joel, E. G. (1967). *On Education – Sociological Perspectives*. New York: John Wiley and Sons Inc.
- Dukhiem, E. (1956). *Education & Sociology*. New York: The Free Press.
- Freedman, B. (1967). *The College Experience*. San Fransisco: Jossey-Bass Inc.
- Harris, E. S. (1965). *Challenge and Change in American Education*. California :Mc Cutchan Publishing Corporation.
- Levitas, M. (1974). *Marxist perspectives in the sociology of education*. London: Routledge & Kangan Paul.
- Morris, I. (1978). *The Sociology of Education - An introduction*. London: William Cloves Limited.
- Moser, C.A., & Calton, G. (1979). *Survey Methods in Social Investigation (2nd Ed.)* California: The English Language Book Survey & Heinemann Edl. Books.
- Musgrave, P. W. (1970). *Sociology, History and Education-a reader*. London: Methuen & Co. Ltd.
- Nisbet, R. A. (1967). *The Sociological Tradition*. London: Heinemann.
- Ottaway, A. K. C. (1962). *Education in Society: An introduction to sociology of education*. London: Routeledge and Kegan Paul Ltd.
- Parsons, P. (1951). *The Social System*. USA: Free Press. Premnath. (1957). *The Bases of Education*. Delhi: S. Chand & Co.
- Ruhela, S. P. (1969). *Social determinants of Educability in India*. New Delhi: Jain Brothers Publishers.

- Schlechty, P. C. (1976). *Teaching and Social Behaviour*. USA: Allyn and Bacon, Inc.
- Shah, B. V. (1965). *Sociology of Education - An attempt at definition and scope*. *Sociological Bulletin*, XIV (2), p. 65.
- Shukla, S. (1963). *The Context of Education in Developing Societies*. Delhi: CIE.
- Sieber, S. D., & Wilder, D. E. (1973). *The School of Society*. New York: The Free Press.
- Sprott, U. (1958). *Human Groups*. UK: Pelican Books.
- Swift, D. F. (1970). *Basic readings in sociology of education*. London: Routledge & Kegan Paul.
- Thirtha, T. (1974). *Education and Society*. Bangalore: Centre for Educational Sociology.
- Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methuen and Co. Ltd.
- West, E. G. (1965). *Education and the State*. London: The Institute of Economic Affairs Ltd.

## Semester-II

Course code: **EDUCC202**

### **RESEARCH METHODOLOGY IN EDUCATION**

**Objectives:** On completion of this course, the students will be able to:

1. Describe the nature, purpose, scope, areas, and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select and explain the method appropriate for a research study
4. Conduct a literature search and develop a research proposal
5. Explain a sampling design appropriate for a research study
6. Explain tool, design and procedure for collection of data
7. Explain the importance of documentation and dissemination of researches in education

**Course Outcomes:**

Students will be able

- CO1.** To understand basic concepts involved in educational research
- CO2.** To apply the various methods to research problems in the field of education
- CO3.** To use different methods of sampling and methods of data collection
- CO4.** To analyse the different data involved in the research and interpret it.
- CO5.** To prepare different forms of research reports

#### MODULE: I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES

1. Meaning, purpose and areas of educational research
2. Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics
3. Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals

#### MODULE: II: METHODS OF RESEARCH

1. Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and co relational research; necessary conditions for causation
2. Nature of experimental research and designs, variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables
3. Experimental research designs
4. Historical research-meaning, significance, steps, external and internal criticism of the source



### MODULE: III: SAMPLING AND TOOLS OF DATA COLLECTION

#### Instruction (Referencing):

1. Concept of population and its type, and sample, sampling unit, sampling frame, sample size,
2. Random sampling techniques and Non- Random Sampling Techniques
3. Observations, Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information
4. Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
5. Interview: types, characteristics and applicability, guidelines for conducting interviews

### MODULE: IV: METHODS OF DATA ANALYSIS AND PRESENTATION

1. Data types: Nominal, Ordinal, Interval and Ratio scale, data levels: individual and group Graphical representation of data
2. Description and comparison of groups: measures of central tendencies and dispersion,
3. Testing of hypotheses-null and alternative hypotheses using different parametric and non parametric tests like chi-square, t test, ANOVA, ANCOVA etc. T
4. types of software for statistical analysis, use for preparing research report, EXCEL

### MODULE: V: RESEARCH REPORT WRITING

1. Research report, concept, purpose , significance and types
2. Structures and nature of research reports: Research Paper, Thesis, Research Project, Conference papers, books etc.
3. Guidelines for research report writing, research ethics and plagiarism in publication,
4. Evaluation of research report

#### REFERENCES

- Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.

- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* New York : Holt Rinchart and Winston Inc.
- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Flick, Uwe (1996): *An Introduction to Qualitative Research* . London sage publication
- Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Keeves, John. P (ed)(1990) *Educational Research Methodology and Measurement : An International Handbook*. New York : Pergamo Press
- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
- Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.

Travers, Robert M.W. (1978). *An Introduction to Educational research* (4<sup>th</sup> edition). London: MacMillan.

Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

**EDUCC203**  
**TEACHER EDUCATION**

**Objectives:** On completion of this course, the students will be able to:

- Gain insight on concept, objectives and status of pre-service and in- service teacher education
- Acquaint student-teachers with historical background of teacher education in India
- Acquaint student-teachers with organization of pre-service teacher education programmes with respect to curriculum, infrastructure and resources needed
- Examine the current pre-service and in-service teacher education programmes in terms of various policy documents
- Critically examine the role of various regulating agencies of teacher education
- Understand the value and process of in-service education

**Course Outcomes**

- CO1.** The student will be able to understand the perspectives and practices of teacher education.
- CO2.** The student will be able to understand the different organizations and genesis of teacher education and describe their role, functions
- CO3.** The student will be able to understand general structure of teacher education in India.
- CO4.** The student will be able to analyze the factors affecting the quality of in and pre service teacher education program in India.
- CO5.** The student will be able to understand the paradigms and practices for research in teacher education

**MODULE: I: STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION**

1. A review of the understandings developed on teacher roles and functions
  1. Pre-service teacher education – concept, nature, objectives and scope.
  2. The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
  3. Components of pre-service teacher education – foundation courses, subject
  4. Specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
  5. Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

## MODULE: II: ORGANISATION OF TEACHER EDUCATION CURRICULUM

1. The student teacher as an adult learner – characteristics. The concept of andragogy and its principles organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
2. Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation
3. Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship

## MODULE: III: IN-SERVICE TEACHER EDUCATION IN INDIA

1. Concept, Structure and Modes
2. Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
3. The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
4. Modes and Models of in-service teacher education:
5. Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
6. Induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

## MODULE: IV: PLANNING, ORGANISING AND EVALUATING AN IN-SERVICE TEACHER EDUCATION

1. Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
2. Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
3. Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
4. Qualities and characteristics of an effective in-service teacher educator

MODULE: V: ORGANIZATION AND ROLE OF VARIOUS AGENCIES IN THE FIELD  
OF TEACHER EDUCATION

Objectives, functions and role of following agencies in Teacher  
Education

1. UGC
2. NCERT
3. NCTE
4. SCERT
5. CTE
6. DIET

**REFERENCES**

- J. S. Raput & Walia, K. (2002). *Teacher Education in India*. Sterling Publishers Private Limited: New Delhi.
- Kauts, A. (2013). *Quality Concerns in Teacher Education*. Patiala: 21<sup>st</sup> Century Publications
- Bose, K., and Srivastava, R.C. (1973). *Theory and Practice. Teacher Education in India*. Allahabad: Chug Publication.
- Byrne, H.R. (1961). *Primary Teacher Training*. London : Oxford University Press.
- Chaurasia, G. (1967). *New Era in Teacher Education*. New Delhi : Sterling Publishers.
- Chaurasia, G. (1977). *Challenges and innovations in Education*. New Delhi: Sterling Publications (Pvt.) Ltd.
- Dave, R.H., and Crofley, A.J. (1978). *Life Long Education and the Training of Teachers*. Oxford : Hamburg and Perganon Press.
- Epstein, H.T. (1970). *A strategy for Education*. London : Oxford University Press.
- Hillard, F.H. (1971). *Teaching the Teachers. Trends in Teacher Education*. London: George Allen and unwin Ltd.
- Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi : Frank Brothers and Co.
- John, M.N. (1971). *Towards Accountable Teachers, their appraisal and Improvement*. New York : Holt, Rine Hart and Winston.
- Kinney, L.B. (1964). *Certification in Education*. London: Englewood Cliffs.
- Kothari, R. G. and Patel, J, B (2011). *In-service Teacher Education: Training programme for Primary Teachers*. Germany: VDM Verlag Publisher.
- Lomax, D.E. (1973). *The Education of Teachers in Britain*. London : Johnwiley and Sons.

Mangla, S. (2002). *Teacher Education- Trends and Strategies*. New Delhi: Sage Publishers.

Mukerji, S.N. (1968). *Education of Teachers in India (vol. I and II)*. New Delhi: Sultan Chand and Co.

National Council For Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. New Delhi: Member Secretary, National Council for Teacher Education.

National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.

National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.

National Curriculum Framework for Teacher Education (2006) NCTE NCERT (1991) Secondary Teacher Education Curriculum : Guidelines and Syllabus. New Delhi, NCERT.

NCERT (1991a). *Elementary Teacher Education Curriculum – Guidelines and Syllabus*. New Delhi, NCERT.

NCERT. (1979). *Teacher Education curriculum – A Framework*. New Delhi.

NCTE (1988). *National Curriculum for Teacher Education – A Framework*. New Delhi :

NCTE. (1978). *Teacher Education Curriculum. A Framework*. New Delhi, NCERT.

Panigrahi, S. C., and Biswal, A. (2012). *Teacher Education*. New Delhi: APA Publishing Corporation.

Pires, E.A. (1959). *Better Teacher Education*. New Delhi: University Press.

Rao, D. (2002). *Teacher Education in India*. New Delhi: Discovery Publishing House.

Rao, D. (2003). *Teachers in a changing world*. New Delhi: Discovery Publishing House.

Rao, R.(2004). *Methods of Teacher Training*. New Delhi. Discovery Publishing House.

Report of the Secondary Education Commission (1954)

Report of the University Education Commission (1947-48)

Sharma, R.A. (1999). *Teacher Education*. Meerut: Loyal Book Depot.

Sharma, S. P. (2003). *Teacher Education*. New Delhi: Kanishka Publishers (Pvt.) Ltd.

Smith, E.R. (1962). *Teacher Education. A Reappraisal*. New York : Harper Row Publishers.

Stinnet, T.M. (1965). *The Profession of Teaching*. New Delhi: Prentice Hall of India (Pvt.) Ltd.

Stone, J.C. (1970). *Breakthrough in Teacher Education*. San Francisco : Jossey Bass Inc.

## Course Code: EDUC204

### SECONDARY AND SENIOR SECONDARY SCHOOL EDUCATION

#### Objectives

On completion of this course, the students will be able to:

1. To enable students to understand the Organization of Curriculum in Secondary and Senior Secondary Education
2. To enable students to understand the importance of Co-curricular activities in Secondary and Senior Secondary Education
3. To enable students to gain an understanding of Evaluation at Secondary and Senior Secondary Education
4. To enable students to know the New Trends and Innovation in Secondary and Senior Secondary Education
5. To enable students to know the status and role of teachers in Secondary and Senior Secondary Education

#### Course Outcomes :

1. Understand the aims and objectives , status, recruitment, qualifications and role of Teacher in Secondary and Senior Secondary Education
2. Understand the Indian Secondary education system in Pre & Post Independent period,
3. Sort out the Problems and Issues in Curriculum Development at secondary and Senior Secondary education.
4. Understand the importance of Co-Curricular Activities in Secondary and Senior Secondary Education , Organize and manage Co-Curricular Activities.
5. Understand the Purposes, Nature, Types & Issues in the Evaluation at Secondary and Senior Secondary Education.

#### MODULE: I: Organization of Curriculum in Secondary and Senior Secondary Education

- |  |
|--|
| <ul style="list-style-type: none"><li>✓ Aims and objectives of Education at Secondary and Senior Secondary level</li><li>✓ Secondary and Senior Secondary level education in India Pre-independent period</li><li>✓ Secondary and Senior Secondary level education in India post-independent period</li><li>✓ Main features and components of secondary and senior secondary school curriculum</li><li>✓ Curriculum and Text Book development</li><li>✓ Problems and Issues in Curriculum Development at secondary and Senior Secondary education.</li></ul> |
|--|



## MODULE: II: CO-CURRICULAR ACTIVITIES IN SECONDARY AND SENIOR SECONDARY EDUCATION

- ✓ Place of Co-Curricular Activities in Secondary and Senior Secondary Education
- ✓ Objectives of Co-Curricular Activities;
- ✓ Principles underlying the Organization of Co-Curricular Activities
- ✓ Type of Co-Curricular Activities
- ✓ Management of Co-Curricular Activities
- ✓ Place of Co-curricular activities in CCE

## MODULE: III– EVALUATION AT SECONDARY AND SENIOR SECONDARY EDUCATION

- ✓ Purposes of Evaluation at Secondary and Senior Secondary Education
- ✓ Nature of Evaluation at Secondary and Senior Secondary Education
- ✓ Types of Evaluation at Secondary and Senior Secondary Education
- ✓ Issues and Problems in the Evaluation at Secondary and Senior Secondary Education

## MODULE: NEW TRENDS AND INNOVATION IN SECONDARY AND SENIOR SECONDARY EDUCATION

- ✓ Universalization of Secondary and Senior Secondary Education: Need, Challenges and Actions.
- ✓ Rashtriya Madhik Shiksha Abhiyan (RMSA)-Objectives and Functioning
- ✓ Innovations in Teaching learning at Secondary and Senior Secondary Education- Blend of ICT, Competency Based teaching, Project based learning
- ✓ Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination, No Examination
- ✓ Research in Secondary and Senior Secondary Education

## MODULE: V: TEACHERS IN SECONDARY AND SENIOR SECONDARY EDUCATION

- ✓ Status of Teachers in Secondary and Senior Secondary Education: Recruitment, Qualifications and present position.
- ✓ Role of Teacher in Secondary and Senior Secondary Education
- ✓ Teacher motivation –factors affecting teacher motivation; teacher role performance, role conflict, accountability.
- ✓ Education of Teachers: Pre-service Education and in-service education of teachers.
- ✓ Issues and problems with the Teachers in Secondary and Senior Secondary Education

### REFERENCES:

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I. Government of India (1986) National Policy on Education, New Delhi, MHRD. Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child. New Delhi.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications. Tilak, J.B. (1992) Educational Planning at grass roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.