

M.Phil. Education

Course code	Paper	Course Title	Credits				Marks in %		
			L	T	P	C	Int.	Ext.	Total
Semester -1st									
MP-EDU-101	1	Research Methodology ✓	4	0	0	4	30	70	100
MP-EDU-102	2.	Seminar ✓	0	0	4	2	50	-	50
	3.	Elective paper Any one of the following ✓							
MP-EDU-103	i	Educational Technology	4	0	0	4	30	70	100
MP-EDU-104	ii	Education for Learners with Diverse Need	4	0	0	4	30	70	100
MP-EDU-105	iii	Educational Management, Planning & Leadership	4	0	0	4	30	70	100
		Semester Total	8	0	4	10	110	140	250
Semester-2nd									
MP-EDU-201	4.	Foundations of Education	4	0	0	4	30	70	100
MP-EDU-202	5.	Dissertation	0	0	0	12	Grade		
	6.	Open Elective Paper							
MP-EDU-203		Professional Development of Teachers	4	0	0	4	30	70	100
		Semester Total	8	0	0	20	60	140	200
		Total Marks	16	0	4	30	170	280	450

Aditya ✓ ✓ ✓
Ravi ✓ ✓ ✓

Semester-I
MP-EDU-101- Paper-1- Research Methodology

Credits: 04

Marks: 100 (30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Objectives:

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

Contents:

Unit I- Research in Education: Conceptual Issues

- Educational Research: types of educational research (basic & applied research, and action research) and their characteristics
- Research paradigms in education: quantitative, qualitative and mixed.
- Planning the research study: Identification and conceptualization of research problem, sources of research problems, research questions in qualitative and quantitative research; review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources; formulation of hypotheses.
- Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals
- Research Report: how to write research report and how to evaluate the research report
- Ethical issues in research.

UNIT-II

- Experimental Research: Nature of experimental research, variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables
- Experimental research designs: single-group pre-test post-test design, pre-test post-test control-group design, Post-test only control-group design, and
- Factorial design

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- Quasi-experimental designs: nonequivalent comparison group design, and time-series design
- Qualitative research: meaning, steps and characteristics
- Qualitative research approaches-phenomenology, ethno- methodology, naturalistic enquiry: case studies and grounded theory.
- Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- Mixed Research: meaning, fundamentals principles, strengths and weaknesses, types and, limitations

Unit-III

- Survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and correlation research; necessary conditions for causation
- Techniques of control: matching, holding the extraneous variable constant and statistical control
- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory
- population and sample
- Sampling: types of sampling, sampling error
- Methods of Data Collection: questionnaire, interview, schedule and observation; tests, inventories and scales: types and uses
- Standardization of test: construction and standardization of a test: item content, item format, difficulty level, discriminating index, item analysis

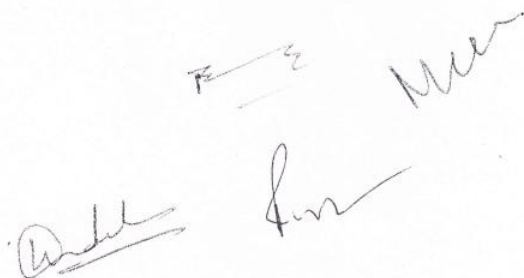
Unit-IV

- Meaning and importance of statistics
- Organization, Analysis and Interpretation of Data
- Concept and purpose of Standard Scores
- Measures of Central tendency: meaning and uses
- Measures of Variability: meaning and uses
- Measures of relationship: meaning and uses
- Normal probability curve and its applications
- Testing of hypotheses using parametric statistics. t-test, ANOVA and ANCOVA
- Testing of hypotheses using non parametric statistics: chi-square, Yates correction, Mann Whitney u test, sign test, median and sign- rank test.
- Data analysis in qualitative research: content analysis, inductive, phenomenological-analytical

Suggested Books

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- Bhandarkar, P.L. and Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative research for education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- Ferguson, G.A. (1971). *Statistical Analysis in Psychology and Education*. Kogakusha, Tokyo: McGraw-Hill.
- Garrett, H.E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International Publisher.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application* (3rd Ed.), Macmillan Publishing Company, New York.
- Kaul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice- Hall of India Private Limited
- Newby, P. (2014). *Research methods for education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of educational research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M. (2013). *Qualitative methods*. U.S.A: Sage Publications, Inc.
- Sharma, J.N. (2011). *Research methodology*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, S.R. (2008). *Methods of educational research*. New Delhi: Anmol Publications.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications Pvt. Ltd.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.
- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education* (6th ed.). Belmont, CA : Wadsworth/Thomson Learning.
- Best J.W. and Kahn, J. V. (2006). *Research in Education*, 9th Ed. New Delhi: Pearson Education Inc.


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MP-EDU-102-Paper-2- Seminar

Credits: 02

Marks :50

Note :- The students has to present two seminars (individually) and same has to be submitted in the department.

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Elective Paper-3

MP-EDU-103-Option (i)- Educational Technology

Credits: 04

Marks: 100 (30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course objectives:

After the study of the course, students will be able to:

- define the concept of Educational Technology
- understand the role of Information Communication Technology in present and future
- define the scope and importance of educational technology in contemporary society
- explain emerging technologies exhibiting proper perspective and attitudes
- acquire theoretical bases of educational technology and to develop awareness about recent development in the area of Educational Technology
- understand the programmed Instruction and different models in teaching

Course Contents

Unit –I Educational Technology

- Concept, Origin, Types, Components, Need and Importance of Educational Technology in Teacher Education
- Multimedia Approach, Concept, Characteristics, Types, Advantages and Limitations

Unit-II Communication & Teaching

- Components of communication process
- Barriers of communication, Principles of Effective Communication, Different Communication Channels

Modalities of Teaching

- Teaching as different from: Indoctrination, Instruction, Conditioning and Training

Unit-III : Programmed Instruction:

- Origin
- Principles and characteristics

Styles of Programming:

- Linear,
- Branching
- Mathematics, Computers Assisted Instruction (CAI)
- Development of Programmed Instructional Material
- Organising teaching and learning at different levels: Memory, Understanding and Reflective

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Unit -IV : Models of Teaching

- Different Models of Teaching like – Concept Attainment Model, Inquiry Training Model, Non directive Teaching, Classroom Meeting, Mastery Learning Model, Direct Instruction, Role Playing, Group Investigation
- E- Learning and E- Resources:
Features, advantages and disadvantage
- E- Learning in Teacher Education

Suggested Reading Books:

- Davis, I.K. The Management of Learning, London:Mc Graw Hill 1971
- Dececco, J.P. "The Psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988
- Kulkarni, S.S., "Introduction Educational Technology", New Delhi: Oxford & IBH Publishing company, 1986.
- Kumar, K.L., "Educational Technology", New Delhi: New Age International Publishers, 1996.
- Locatis, C.N. and Atkinson, F.D., "Media and Technology for Education and Training" London: Charles E. Publishing Co., 1984.
- Mavi, N.S., "Programmed Learning. An Empirical Approach", Kurukshetra, Vishal Publishers, 1984.
- Pandey, K.P., "A First Course in Instructional Technology, Delhi: Amitash Parkashan, 1980.
- Pandey, S.K. "Teaching Communication, New Delhi, Commonwealth Publishers, 1997.
- Preival, F.I. and ellington, H., "A Handbook of Educational Technology", New York, Kogan Page, 1988.
- Skinner, B.F., "The Technology of Teaching", New York; Appleton Century Crofts, 1968.

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Elective Paper-3
MP-EDU-104-Option-(ii) -Education for learners with diverse need

Credits: 04

Marks: 100 (30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

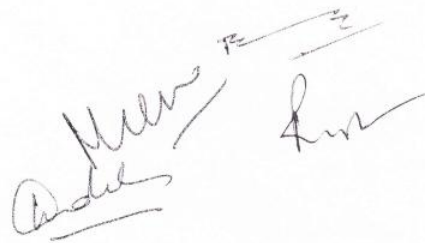
The students will be able to:

- understand the global and national commitments towards the education of children with diverse needs,
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- analyze special education, integrated education, mainstream and inclusive education practices,
- identify and utilize existing resources for promoting inclusive practice.
- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- preparing a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identifying and utilizing existing support services for promoting inclusive practice,
- seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit I- Introduction to Inclusive Education

- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for the individual and society.
- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- National and International initiatives for inclusive education
- Current Laws and Policy Perspectives supporting IE for children with diverse needs



Unit II-Preparation for Inclusive Education

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit III- Children with Diverse Needs and Utilization of Resources

- Definition and characteristics of children with sensory(hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Importance of early detection, Functional assessment for development of compensatory skills.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
- Role of technology for meeting diverse needs of learners
- Concept and importance of human and material resources.
- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
- Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
- Managerial skills for mobilizing appropriate resources.
- Identifying the required resources for children with varied special needs

Unit IV-Curriculum adaptations and evaluation for children with diverse needs

- Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content , laboratory skills and play material

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Suggested Reading Books:

- 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

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Elective Course-3 option-(iii)
MP-EDU-105 -Educational Management, Planning & Leadership

Credits: 04

Marks: 100 (30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

The students will be able to:

- identify the need, scope and purpose of educational planning,
- understand principles and approaches of educational planning.
- develop the skills in planning and using a variety of administrative strategies,
- explain the role and contribution of different agencies educational planning,
- study educational planning system in India with reference to national, state, district and sub-district level structures.
- develop an insight into the perspectives of management theories in the light of practices in education,
- study educational management system in India with specific reference to national, state, district and village levels structures.
- recognize the importance of Educational Resources and their effective management for quality education,
- understand the issues and challenges in educational management and administration in India.
- identify the trends of research in educational management.
- acquaint the students with the relationship between the financial support of education and quality of education,
- develop familiarities with various sources of financing in India;
- develop in them the understanding of school accounting and developing skill in school budgeting;
- enable the students to locate human and material resources and utilize them to the maximum benefit for education
- understand issues related to planning and management of education,
- reflect on the conflict and stresses in school organization and techniques of managing these, discuss the linkages of various state, district and local level functionaries


Course Contents

UNIT – I

Meaning and nature of Educational Administration and Management:

- Meaning and Scope
- Basic Principles
- Concepts, Administration V/s Management
- Administrative Hierarchy

Leadership in Educational Organizations:



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- Meaning and Nature
- Theories of Leadership & Their Relevance in Education
- Styles of Leadership
- Leadership Traits & Skills

Unit II

Performance and Resource Management in educational institutions

- Monitoring of school performance.
- Performance appraisal of teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.
- financial and administrative management of educational institutions.
- Nature and characteristics of resource in education.
- Need for resource management in education.
- Material resources.
- Human resource
- Financial resource
- Procurement, utilization and maintenance of resources
- Roles of state, central and local governments in resource mobilization
- Quality assurance in material and human resources.

UNIT-III:

Administrative processes with special references to Educational Organizations:

- Communication
- Decision making
- Organization Development and Compliance
- Management By Objectives (MBO)
- Organizational Change

UNIT-IV:

Principles, Techniques and approaches of Educational Planning

- Guiding principles of educational planning
- Methods and techniques of educational planning.
- Approaches to educational planning.
 - Social demand approach
 - Man-power approach
 - Return of Investment approach
- Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.
- Critical Analysis of educational planning in India.

Suggestion of Books :-

- Greene, J.F. (1975), School Personnel Administration, Chilton Book Company: Pennsylvania.
- Khan, N. Sharif & Khan, M. Saleem (1980), Educational Administration, New Delhi: Ashish Publication House.
- Kuldip kaur, Education in India (1985), Policies, Planning and Implementation, Chandigarh: Arun and Rajiv Pvt. Ltd.

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- Lulla B.P. & Murthy (1976), S.K. Essential of Educational Administration, Chandigarh: Mohindra Capital Publishing.
- Manju, Bala (1990), Leadership Behaviour and Educational Administration, New Delhi: Deep & Deep Publications.
- Mathur, S.S. Educational Administration and Management, Ambala Cantt.: Indian9.
- Mukherji, S.N. (1970), Administration and Educational Planning and Finance, Baroda: Acharya Book Depot.
- Philip H. Coomba (1985), The World Crisis in Education, Oxford University Press.
- Tara Chand and Ravi Prakash. (1996), Advanced Educational Administration, New Delhi: Kanishka Publisher.
- Thakur D. & Thakur, D.N. (1996), Educational Planning and Administration, New Delhi: Deep & Deep Publications.
- Thomas I. Sergiovanni (1980), Education Governance and Administration, America: Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N. (1996), Management Education, New Delhi : Discovery Publishing House.
- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi, the European Commission.
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
- Mathur, S.P. (2001): *Financial Administration and Management*. The Indian Publications, India.
- Aggarwal, V.& Bhatnager, R.P.(1997), Supervision, Planning and Financing, Meerut : Surya Publication.
- Chandrasekaran, P. (1994), Educational Planning and Management, New Delhi: Sterling Publisher.




Semester II

MP-EDU-201-Paper – 4- Foundations of Education

Credits: 04

Marks: 100 (30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

After studying of the course, students will be able to:

- Understand the nature and scope of Philosophy of Education,
- Understand the different branches of Philosophy
- Appreciate the Western schools of Philosophy and its application in Education,
- Understand the contemporary philosophers and their contribution in Education
- Understand the psychological aspects in education
- Understand the relation of society and education

Course Contents

UNIT-I

Schools of Philosophy-I

- Logical positivism
- Progressivism
- Existentialism
- Humanism and Marxism
- Educational Implications of these schools with special reference to the concept of knowledge, reality and values.

Contributions of Western thinkers

- John Dewey and his educational philosophy
- Paulo Freire and his educational philosophy
- Evan Illich and his educational philosophy
- Plato and his educational philosophy

UNIT-II

Schools of Philosophy-II

- Sankhya
- Vedanta
- Buddhism
- Jainism and Sikhism
- Education Implications of these schools with special reference to the concept of knowledge, reality & values.

Contributions of Indian Thinkers

- Dr. Radha Krishnan and his educational philosophy
- GijuBhai and his educational philosophy
- J. Krishnamurthy and his educational philosophy

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- Aurobindo Ghos and his educational philosophy

UNIT-III

Education and Psychology

- Contribution of schools of Psychology to Education: Psychoanalytical, Behaviourism and Gestalt and their Educational Implications
- Development of Concept Formation, Abstract Thinking, Logical Reasoning, Problem solving & Language Ability

Education and the Individual

- Individual differences : Determinants, Role of Heredity and Environment
- Implications of individual differences for organizing educational programmes
- Individual & dynamics of group behaviour
- Role of motivation in education
- Creative behaviour

Unit-IV

Society and Education

- Nature, scope and Approaches to Sociology
- Sociological perspectives and determinants of Education
- Research in Educational Sociology
- Educational theories; Emile Durkheim, Max Weber and Karl Marx
- Education of the Socially, Economically Disadvantaged sections of the Society
- Role of Teacher and Student in developing Culture, Values and Modernization

Education and the Policy

- Freedom, equality and authority
- Rights and responsibilities
- Education for democracy and political stability.
- Policy and decision making in education
- Educational Planning
- Cost and return from education
- Educated manpower and Brain-drain.

Selected Readings:

- Brubacher, John S., (1965). *Modern Philosophies of Education*. New York, McGraw-Hill.
- Butler, J.D. (1969). *Four Philosophies*. New York: Harper and Bross.
- Chaube, S.P. (1994). *Philosophical and Sociological Foundations of Education*. Agra: VinodPustakMandir.
- Johnston, Herbert (1963). *A Philosophy of Education*. New York: Mc.Graw Hill.
- Kneller, John F. (1978), *Contemporary Educational Theory*. John Wiley and Sons.
- K. Ellis John J. Cogan, Kenneth Honey (1981). *Introduction to Foundation of Education*. New Jersey: Prentice Hall.
- Max Muller F. (1956). *The six systems of Indian Philosophy*. Calcutta: Sushil Gupta.
- McChellan, J.E. (1976). *Philosophy of Education*. New Jersey: Prentice Hall.
- Mohanty J.(1989). *Democracy and Education in India*. New Delhi: Deep & Deep Publications.
- Monis. V.C. (1969). *Modern Movements in Educational Philosophy*, Bosten: HonghatonMiffine.

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- Murty S.K. (2003). *Philosophical and Sociological foundations of Education*. Ludhiana: Tandon Publications.
- O'Connor, J. (1995). *An introduction to Philosophy of Education*. Agra: VinodPustakMandir.
- Pandey, R.S. (1996). *An introduction to major Philosophies of Education*. Agra: VinodPustakMandir.
- Part Joe (1963). *Selected readings in the Philosophy of Education*. New York: McMillan.
- Aggarwal, J.C. (2005): *Theory and Principles of Education Philosophical and Sociological Basis of Education*, New Delhi, Vikas Publishing House Pvt. Ltd.
- Barry, H. & Johnson, L.V. (1964). *Classroom Group behaviour: Group Dynamics in Education*. New York: John Wiley & Sons,.
- Bhattacharya, S. (1996): *Sociological Foundation of Education*. New Delhi: Atlantic Publishers and Distribution.
- Anita Woolfolk (2004). *Educational Psychology*. Pearson Education.
- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*. New York: Harcourt Brace Jorovich Inc.
- Anastasi (1990). A.: *Psychological Testing*, New York: MacMillan Co.
- Barbara M Newman & Philip R Newman (2007). *Theories of Human Development*, Lawrence Erlbaum Associates, Inc.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. New York: Holt, Rinehart and Winston.
- Cole, R. (1997). *The Moral Intelligence of the Children*. London: Bloomsbury.
- Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge : Cambridge University Press.
- Fernald, LD & Fernalt P.S. (1999). *Introduction to Psychology*. AITBS Publisher, Delhi.

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Semester II

MP-EDU-202- Paper – 5- Dissertation

Credits: 12

Instructions:

- * The student has to submit a dissertation at the end of the course and the time fixed by the University.
- * The dissertation work is of original research work done by the student under the guidance of the faculty member from the concerned institution.
- * The dissertation work will be spread over an allotted time to enable the both guide and student work together.
- * Plagiarism, in any form will not be tolerated.
- * Evidence of the work should be supported by student along with the original dissertation work.

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Open Elective Course-I Paper-6

MP-EDU-203- Professional Development of Teachers

Credits: 04

Marks: 100 (30Internal+70External)

Hrs:60

The examiner is required to set nine questions in all. The first question will be compulsory consisting of five short questions (2 marks each) covering the whole syllabus. In addition, eight more questions will be set unit-wise comprising two questions from each of the four units, the students shall be required to attempt five questions in all selecting one question from each unit including the compulsory question.

Course Objectives:

The students will be able to:

- gain insight and reflect on the concept of teaching and the status of teaching as a profession,
- understand the roles and responsibilities of teachers and teacher educators,
- use various methods of teaching for transacting the curriculum in schools,
- prepare teachers for reflective teaching,
- critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education,
- reflect on the issues and problems related to teacher education in the country. examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- use various methods and techniques for transaction of curriculum
- develop understanding regarding organization and supervision School Experience Programme
- critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country develop understanding of the process of in-service teacher education, methods and techniques for the identification of training needs.

Course Contents

Unit I Teachers and Teaching Profession

- Teachers changing roles and responsibilities.
- Concept of Profession; Teaching as a profession.
- Service conditions of school teachers
- Professional ethics for teachers.
- Social status of teachers; International Labour Organisation (ILO) version of the status of teachers.
- Teacher Appraisal and accountability.
- Roles and responsibilities of teacher educators
- Preparation of teacher educators
- Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism

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Unit II- Nature, Objectives, Structure and Models of Pre-service Teacher Education

- Pre-Service Teacher Education: concept, nature, objectives and scope.
- Development of teacher education in India-pre and post-independence period; recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system.
- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: roles and functions of IASEs, CTE, DIETs'.
- Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.
- Components of pre-service teacher education : foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- Teacher education curriculum at different stages. National Curriculum Frameworks for Teacher Education, 2009.
- Models of Pre-service teacher education at secondary level: 4 years integrated model, one year model, 2 years model, 2 years distance mode.
- Issues, concerns and problems of pre-service teacher education

Unit III- Curriculum transaction in Pre-service Teacher Education

- Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and assignments.
- Planning for teaching-learning; taxonomy formulating of instructional objectives, unit planning, lesson planning, and teacher's diary.
- Internship: concept; planning and organization.
- Critical reflection as the central aim of teacher education

Unit IV- Continuing Professional Development of the In -Service Teachers

- Concept and importance.
- Modes of INSET: face to face, distance mode, eclectic mode.
- Planning and Organization of INSET-assessment of training needs, formulation of training curriculum, preparation of course materials.
- Organization of training, appraisal of course materials.
- Issues, concerns and problems of Teachers' In-service education.
- Split Model followed in-service training of teacher under SSA
- Concept and importance of professional development
- Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes
- Teacher learning resource centre : functions.

Suggested Readings:

- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Jangira, N.K. & Ajit Singh (1992): *Core Teaching Skills – A Microteaching Approach*, NCERT – New Delhi.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7thEd.). Boston: Allyn & Bacon.

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