

# **Syllabus**

## **M.Phil. and Ph.D. (Education)**

w.e.f. July, 2017



**DEPARTMENT OF EDUCATION**  
**CENTRAL UNIVERSITY OF HARYANA**

## **Department of Education**

The Department of Education was established in 2010 under the aegis of School of Arts, Humanities and Social Sciences. The Department of Education aims to facilitate studies in emerging areas of Education such as Teacher Education, Information & Communication Technology, Inclusive Education, Life Skills in education, Gender Issues, Educational Administration and Management, Value & Peace Education, Yoga Education, Environmental Education. The Department aims to prepare educators to implement innovative practices in the field of education and empower them to be torch bearers of social change by transforming society with a coordination of material and moral frame work of the groups to which individual belongs. The Department has emerged as a role model with respect to the pedagogical interventions, innovations in research and creation of en-riched teaching–learning environment which ignite minds through challenges and feed-back.

### **Programmes Offered:**

- Ph.D. in Education
- M.Phil. in Education (With an Intake of 07 Students)
- M.A. Education (With an Intake of 15 Students)

### **Objectives of the Department**

The department aims to provide value education, quality teaching and research to the aspirant learners. The Department strives to achieve following objectives-

- To acquaint the students with various issues, challenges and prospects in the field of education.
- To acquaint the students with different methods of teaching to make the teaching-learning process more effective.
- To explore emerging trends in research keeping in view the needs of the people at local, national and global level.
- To acquaint the students with different skills required for teaching, writing research papers, presenting papers in seminars and symposiums.
- To generate and strengthen the value of equity and equal opportunity, hardworking, commitment, cooperation, national integration, etc.
- To link the department with other disciplines by accepting multi-disciplinary approach.
- To associate with different agencies of education outside the University for the cause of quality research in education.
- To establish linkages with national and international institutes for the cause of quality research in education.

## Course Scheme of M.Phil. & Ph.D. (Education) Programme

Sr No	Course Work	Code	Credits
1	<b>Theory and Methods of Research in Education</b>		
	<b>Paper I:</b> Educational Research and Its Process	SAHS ED 01101C7108	8
2	<b>Specialization- Optional (any one from the following)</b>		
Paper II	1. Gender and Society	SAHS ED 01101 E3104	4
	2. ICT in Education	SAHS ED 01102 E3104	
	3. Educational Administration, Management, Planning & Leadership.	SAHS ED 01103 E3104	
	4. Education for learners with diverse needs	SAHS ED 01104 E3104	
	5. Cognition and Pedagogy	SAHS ED 01105 E3104	
	6. Education for Mental Health	SAHS ED 01106 E3104	
	7. Professional Development of Teachers	SAHS ED 01107 E3104	
	8. Teacher Education	SAHS ED 01108 E3104	
			<b>12</b>
3.	Dissertation M.Phil	SAHS ED 01109C 0012	<b>12</b>
	<b>Total</b>		24

### For M.Phil Programme

- Course Work – 12 Credits
- Participation in Research Colloquium
- One Paper Publication in Referred Journal

### For Ph.D. Programme: As per the University ordinance

**Paper I**  
**Educational Research and Its Process**  
**Course Code: SHS EDN 02101E4**

**Contents**

**Unit I- Research in Education: Conceptual Issues**

- Meaning, purpose and areas of educational research
- Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics
- Sources of knowledge generation: historical perspective, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, theory, nature and functions, the principle of evidence, scientific methods applied to researches in social science and education.
- Research paradigms in education: quantitative, qualitative, mixed research and their characteristics.
- Planning the research study: sources of research problems, review of the literature- purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources
- Identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research
- Ethical issues in Research
- Concept, Formulation and Types of Hypotheses
- Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals

**Unit II- Quantitative Methods of**

**Research Types of Research**

- 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

**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  
Quasi-experimental designs: nonequivalent comparison group design, and time-series design  
Internal and external validity of results in experimental research

### **Unit III. Qualitative Methods of Research**

- 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 IV- Sampling in Qualitative, Quantitative and Mixed Research**

- Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- Random sampling techniques: simple random sampling, systematic sampling stratified random sampling, cluster sampling, and multi-stage sampling
- Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case
- Determining the sample size when using random sampling

### **Unit V- Collection & Analysis of Data**

- Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information
- Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
- Interview: types, characteristics and applicability, guidelines for conducting interviews
- Qualitative process and quantitative process, Observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion
- Secondary (existing) data: sources

#### **(i) Statistical Analysis**

- Parametric, Non-parametric statistics
- Simple Statistical Application such as t, F, ANOVA
- Non Parametric Statistics such as  $\chi^2$ , Mann Whitney u test, Ks test
- Data organization in SPSS and EXCEL

#### **(ii) Use and approach of advanced Statistical Problem**

- ANCOVA with two, three or more covariate
- Factorial Analysis
- Canonical Analysis
- Multilevel Analysis

### **Unit VI: ICT Applications in Teacher Education**

- Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.
- Critically Examine the Content of Websites: UGC, MHRD, NCTE, CBSE, NUEPA, NCERT
- Academic and Research Content on The Web: Online Journals ,research Blog and Professional Forum
  
- Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and open Learning system; Student Support Services: Evaluation strategies in Distance Education; Counseling in Distance Education.
- On line Learning, MOOC, OER
- Word Processing for preparation of proposal etc.
- Analysis of Data: Design & Presentation of Data
- Facilitating research with internet
- ICT tools: Writing and Publishing, online Research publishing, Plagiarism
- Computer in Education: introduction, Gaming, Simulation, Security, Safety
- ICT for inclusive Education: Assistive technology
- Quality Assurance and Management of course Ware.

### **Transactional Strategies**

Lecture cum discussion, Study of various reports and policies regarding teacher education, Power Point presentations, library assignments, reading of related articles on education, etc.

### **Evaluation Strategies**

Unit tests, project assignments and group discussions.

### **Recommended Readings**

- 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 19
- 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 Brnce 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.
- 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 (4th edition). London: MacMillan.

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## **Elective Courses**

**Course- Gender and Society**

**CODE: SHS EDN 02101E4**

**Credits: 4**

**No .of lectures: 60**

### **Course Objectives:**

- demonstrate a capacity for articulating research questions relating to gender relations and the appropriate methodologies for investigating them;
- identify relevant research materials and show a capacity for sustained and discerning research within them; and
- Have developed a foundational appreciation of the significance of gender in contemporary culture;
- Appreciate national and international debates on specific contemporary issues and complex problems connected with sex and gender in contemporary societies;
- Have developed a foundation of relevant knowledge and methodologies, both critical and theoretical, on which to base further studies in Gender Studies

### **Unit-I: Gender**

- Social Construction of Gender
- Are Men and Women Essentially Different?
- The Social Construction of Sex Through Science

- Intersex: A Rainbow of Sexual Diversity

**Unit: II: Sexualities**

- Social Construction of Sexuality
- Social Construction of Sexual Identities
- Challenging Sexual Identities

**Unit III: Masculinities**

- Making and Performing Masculinity
- Female Masculinity and Conclusions
- Challenging Masculinity

**Unit IV: Transgender**

- Trans Identities
- Policing Trans Bodies

**Recommended Readings**

- Anderson, Eric. 2008. “‘Being Masculine is not About who you Sleep with...:’ Heterosexual Athletes Contesting Masculinity and the One-Time Rule of Homosexuality.” *Sex Roles* 58 (1-2):104-115.
- Bruni, Frank. 2012. “Genetic or Not, Gay Won’t Go Away.” *The New York Times*. January 28. *Sociology* 133: *Sociology of Gender* University of California, Berkeley Dr. Jill Bakehorn! 8 of 10!
- Cavanagh, Sheila. 2010. “Trans Subjects and Gender Misreadings in the Toilet.” Pp 53-78 in *Queering Bathrooms: Gender, Sexuality, and the Hygienic Imagination*. Toronto: University of Toronto Press.
- Connell, R.W. (2005). ‘The Social Organization of Masculinities’, in *Masculinities*, Cambridge: Polity Press, Chapter 3, pp.67-81.
- Dozier, Raine. 2005. “Beards, Breasts, and Bodies: Doing Sex in a Gendered World.” *Gender & Society* 19 (3):297-316.
- Dreger, Alice Domurat. 1998. “Doubtful Sex.” Pp 15-45 in *Hermaphrodites and the Medial Invention of Sex*. Cambridge, MA: Harvard University Press.
- Merck, Mandy. 2010. “The Question of Caster Semenya.” *Radical Philosophy* 160:2-7.
- Fine, Cordelia. 2010. “Gender Equality Begins (Or Ends) at Home.” Pp 78-89 in *Delusions of Gender: How our Minds, Society, and Neurosexism Create Difference* New York: W.W. Norton & Co. “Gender Equality 2.0?” Pp 90-96
- Hoffman, Jan. 2011. “Boys Will Be Boys? Not in These Families.” *The New York Times*. June 10.
- Kimmel, M. (2008). ‘Introduction’, in *the Gendered Society*, Oxford and New York: Oxford University Press, pp. 1-16.
- Norton, Jeffrey. 2010. “The Invention of Sexuality.” Pp 12-45 in *Sexuality*. 3rd ed. New York: Routledge.



- Orenstein, Peggy. 2011. "Why I Hoped for a Boy" and "What's Wrong with Cinderella?" Pp 1-32 in *Cinderella Ate My Daughter: Dispatches from the Front Lines of the New Girl-Girl Culture*. New York: Harper.
  - Padawer, Ruth. 2012. "What's So Bad About a Boy Who Wants to Wear a Dress?" *The New York Times Magazine*. August 8.
  - Reeser, T. W. (2010). 'Theorizing Masculinities', in *Masculinities in Theory: An Introduction*, Chichester: Wiley-Blackwell, pp.17-54.
  - Ridgeway, Cecilia L. 2011. "A Primary Frame for Organizing Social Relations." Pp 32-55 in *Framed by Gender: How Gender Inequality Persists in the Modern World* New York: Oxford University Press.
  - Risman, Barbara J. 2004. "Gender as a Social Structure: Theory Wrestling with Activism." *Gender & Society*18 (4):429-450.
  - Rosenbaum, Emily. 2012. "Loving Pink for Boys, Hating it for Girls." *The New York Times*. February 28.
  - Seidman, Steven. 2010. "Heterosexuality: From Behavior to Identity." Pp 43-54 in *The Social Construction of Sexuality*. 2nd. New York: W.W. Norton.
  - Seidman, Steven. 2010. "Social Constructionism: Sociology, History, and Philosophy." Pp 25-39 in *The Social Construction of Sexuality*. 2nd ed. New York.
  - Valentine, David. 2007. "Imagining Transgender." Pp 29-65 in *Imagining Transgender: An Ethnography of a Category*. Durham, NC: Duke University Press.
  - Ward, Jane. 2008. "Dude-Sex: White Masculinities and 'Authentic' Heterosexuality Among Dudes Who Have Sex With Dudes." *Sexualities*11(4): 414-434.
  - Weeks, Jeffrey. 1996. "The Construction of Homosexuality." Pp 41-63 in *Queer Theory/Sociology*, edited by Steven Seidman. Cambridge, MA: Blackwell Publishers, Inc.
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## **ICT in Education**

**Course Code: SHS EDN 02102E4**

**Credits: 4**

**No .of lectures: 60**

### **Course objectives**

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

- define the concept of ICT
- understand the role of Information Communication Technology in present and future
- understand computer network and use of internet in teaching and learning
- get awareness of computer usage and its importance in education
- 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

## **COURSE CONTENTS**

### **Unit –I Concept of Educational Technology and ICT**

- Meaning, Concept, Origin, Types, Need and Importance of Educational Technology
- Meaning, Concept, Origin, Need and Importance of ICT in Education

### **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  
Organizing teaching and learning at different levels: Memory, Understanding and Reflective

### **Unit-III Programmed Instruction: Origin, Principles and characteristics**

- Styles of Programming: - Linear , Branching, Mathematics, Computers Assisted Instruction (CAI), Development of Programmed Instructional Material

### **Orientation to ICT**

- MS Windows
- MS Word
- MS Power Point
- MS Excel

### **Unit –IV Models of Teaching**

- **Models of Teaching: (Information Processing, Personal, Social and Behavioral Models)**
  - a) Inquiry Training Model
  - b) Ausubel's Model
  - c) Non-directive Teaching Model
  - d) Mastery Learning Model
  - e) Role Planning
- **E-Learning:** Concept, Features, Advantages, Disadvantages, e-Resources, Importance of E- Learning in Teaching Education

### **UNIT-V Innovations in Teaching-Learning**

- System Approach
- Personalized Instructional System

- Co-operative learning
- Language Laboratory

**Transactional Strategies:**

Lecture cum discussion, Study of various reports and policies regarding teacher education, Power Point presentations, library assignments, reading of related articles on education, etc.

**Evaluation Strategies**

Unit tests, project assignments and group discussions.

**Recommended Books**

- Adair, J. (1997) Effective communication: The most important Management tool of all. Noida Rupa& Co.
  - Davies, I.K.(1971) The Management of Learning, London: Mc Graw Hill 1971
  - Dececco, J.P. (988)“The Psychology of Learning and Instruction”, New Delhi, Prentice Hall.
  - Joyce, B and Weit, M (1972) Models of Teaching Englewood Cliffs, New Jersey: Prentice
  - Kulkarni, S.S (1986) “Introduction to Educational Technology”, New Delhi: Oxford & IBH Publishing company, .
  - Kumar, K.L. (1996)“Educational Technology”, New Delhi: New Age International Publishers.
  - Locatis, C.N. and Atkinson, F.D. (1984) “Media and Technology for Education and Training” London: Charles E. Publishing Co.
  - Mavi, N.S. (1984) “Programmed Learning. An Empirical Approach”, Kurukshetra, Vishal Publishers.
  - Pandey, K.P. (1980) “A First Course in Instructional Technology, Delhi: AmitashParkashan.
  - Pandey, S.K. (1997) “Teaching Communication, New Delhi: Commonwealth Publishers.
  - Preival, F.I. and ellingoton, H. (1988) “A Handbook of Educational Technology”, New York, Kogan Page.
  - Skinner, B.F. (1968) “The Technology of Teaching”, New York; Appleton Century Crofts, 1968..
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**Educational Administration, Management, Planning & Leadership**

**Course Code: SHS EDN 02103E4**

**Credits: 4**

**No .of lectures: 60**

**Objectives:** On completion of the course 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

### **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.

**UNIT V: Leadership in Educational Organizations:**

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

**Transactional Strategies:**

Lecture cum discussion, Study of various reports and policies regarding teacher education, Power Point presentations, library assignments, reading of related articles on education, etc.

**Evaluation Strategies**

Unit tests, project assignments and group discussions.

**Recommended Books**

- Aggarwal, V.&Bhatnager, R.P.(1997), Supervision, Planning and Financing, Meerut : Surya Publication.

- Chandrasekaran, P. (1994), Educational Planning and Management, New Delhi: Sterling Publisher.
  - Greene, J.F. (1975), School Personnel Administration, Chilton Book Company: Pennsylvania.
  - 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.
  - Khan, N. Sharif & Khan, M. Saleem (1980), Educational Administration, New Delhi: Ashish Publication House.
  - Kuldipkaur, Education in India (1985), Policies, Planning and Implementation, Chandigarh: Arun and Rajiv Pvt. Ltd.
  - 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.P. (2001): *Financial Administration and Management*. The Indian Publications, India.
  - Mathur, S.S. Educational Administration and Management, Ambala Cantt.: Indian9.
  - Mukherji, S.N. (1970), Administration and Educational Planning and Finance, Baroda: Acharya Book Depot.
  - Mukhopadadyay, Mamar&Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
  - 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.
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### **Elective Course**

#### **Education for Learners with Diverse Needs**

**Course Code: SHS EDN 02105E4**

**Credits: 4**

**No .of lectures: 60**

**Objectives:** On completion of this course, 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

### **Unit V-Teacher Preparation for Inclusive Education**

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.
- Planning and conducting research activities :Selecting appropriate areas of research, types of research needed for enhancement of learning in children with diverse needs, steps involved in planning and supervising research activities, recent trends in research - national and international level with respect to children with diverse needs. □Supportive Services for inclusion and research

#### **Transactional Strategies**

Lecture cum discussion, Study of various reports and policies regarding teacher education, Power Point presentations, library assignments, reading of related articles on education, etc.

#### **Evaluation Strategies**

Unit tests, project assignments and group discussions.

#### **Recommended 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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## **Cognition and Pedagogy**

Code: SHD EDN 02105E4

Credit 4

No. of Lecturers 60

### **COURSE OBJECTIVES**

- Develop as researchers and reflective practitioners.
- Develop a critical perspective on issues related to teaching and learning,
- Engage in robust dialogue while identifying diverse viewpoints about teaching and learning in the 21st century.
- Understand and critique current school reform practices
- Critically analyze the theories and practices of feminist and radical pedagogies
- Engage in cooperative learning through peer evaluations of individual teaching (or activist) projects

#### UNIT-1

- **Approaches and process of Learning**
  - a. Approaches - a) Life long Learning b) Distance Learning c) Co-operative Learning d) Blended Learning e) Flexi Space Learning f) Reflective Learning
  - b. Processes a) Inquiry Based Learning b) Brain Based Learning c) Media literary and Learning
- **Perspectives on the Nature of Human Learning and Cognitive Development**
  - a. The Behaviourist Perspective: (Classical and Operant Conditioning)
  - b. The Psychometric Perspective (Guilford's Structure of Intellect Model)
  - c. The Piagetian and Neo-Piagetian Perspective
  - d. The Social- Cognitive Perspective (Albert Bandura)
  - e. The Contextualist Perspective (Vygotsky, Bruner and Howard Gardner)

#### UNIT-II

- **Cognitive process**
  - a) Cognitive revolution
  - b) Cognitive theories of Learning and their application in classroom- Information Processing Theory, Multi-store model of Memory, The Schema theory, Cognitive structuralism, Meaningful learning
  - c) Metacognition

#### UNIT-III

- **Critical Pedagogy**
  - a. Concept of Pedagogy and Critical Pedagogy
  - b. Critical theory and educational practice
  - c. Pedagogy of the oppressed
  - d. Teacher education and Critical Pedagogy
- **Critical Pedagogues:**
  - a. Paulo Freire: Father of Critical pedagogy
  - b. Michael Apple: A Modern Day Critical Pedagogue

- c. John Dewey: Pragmatist, Philosopher and Advocate of Progressive Education.
- d. Alfie Kohn: Critic of Traditional schooling
- e. Aung San Suu Kyi: Pedagogue of Pacifism and Human Rights.

#### UNIT-IV

- **Feminist Pedagogies**

- a) **What are Feminist Pedagogies?**

#### **Transaction Mode**

Group Discussion; Lecture cum Discussion; Self Studies; Seminars; panel discussion; peer group discussion

#### **Evaluation Strategies**

Unit tests, project assignments and group discussions.

#### **Recommended Readings**

- AnaLouise Keating's *Teaching Transformation*, pp. 1–55 Pedagogical Practices in Feminist Spaces: The Classroom and Beyond
- Anyon, J. (2011). *Marx and Education*. Routledge. ISBN-10: 0415803306. ISBN-13: 978-0415803304
- Berenice Malka Fisher (2001) *No Angel in the Classroom*. Rowman & Littlefield. ISBN 0847691241
- Berenice Malka Fisher, *No Angel in the Classroom*, pp. 1–109 (3 chapters) Amie Macdonald & Susan Sánchez-Casal's "Introduction: Feminist Reflections on the Pedagogical Relevance of Identity" in *21<sup>st</sup> Century Feminist Classrooms*, pp. 1–31.4. Robbin Crabtree, David Alan Sapp, and Adela Licona's "Introduction: The Passion and the Praxis of Feminist Pedagogy"
- Boyle, J.R. & Provost, M.C. (2012). *Strategies for teaching students with disabilities in inclusive classrooms— A case method approach*. Upper Saddle River, NJ: Pearson Education (ISBN 013183777X).
- Brookfield, S. (2012). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass. [selected chapters]
- Bruner, J.C. (1997). *The Culture and Education*. London: Harvard University Press.
- Carolyn M. Shrewsbury's "What is Feminist Pedagogy?"
- Darder, A., Baltodano, M.P. & Torres, R.D. (2007) *The Critical Pedagogy Reader*. New York, Routledge. ISBN-10: 0415961203, ISBN-13: 978-0415961202
- Dewey, J. (1956) *The School and society*, Phonex Books, University of Chicago Press.
- Dewey, J. (1963) *Democracy and Education*, Macmillan, New York.
- Dewey, J. (1963) *Experience and Education*, Collier-Macmillan.

- Education as teaching of Freedom: Bell hooks and Analouise Keating bell hooks' *Teaching to Transgress*, pp. 1-12; 23–44; 59-110
- Elizabeth Colwill and Richard Boyd's "Teaching without a Mask?: Collaborative Teaching as Feminist Practice"
- Freire, P. (1970) *Cultural Action for freedom*, Penguin Education special, Ringwood, Victoria, Australia. 10
- Freire, P. (1973) *Pedagogy of the oppressed*, Penguin Education special, Ringwood, Victoria, Australia.
- Freire, P. (2000) *Pedagogy of the Oppressed*. New York: Continuum.
- Gail Cohhee et. al.'s *The Feminist Teacher Anthology: Pedagogies and Classroom Strategies*. Selections to be collectively chosen.
- Hergenhahn, B.R. & Matthew H. Olson (2007). *An Introduction to Theories of Learning*. (7th edition). Prentice Hall of India.
- <http://unesdoc.unesco.org/images/0024/002431/243126e.pdf>
- Jeffrey Michael Reyes Duncan-Andrade, Ernest Morrell(2008) *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. Peter Lang Publishing Inc., New York,
- Kirylo, J.D.(2013) *A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know* (Transgressions: Cultural Studies and Education). Sense Publishers. eBook ISBN-978-94-6209-374-4
- *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education*, 6th Edition (Paradigm Publishers) by Peter McLaren
- Ottenhoff, J. (2012). *Learning How to Learn: Metacognition in Liberal Education*. *Liberal Education*, Summer/Fall 2011, Vol. 97, No. 34. AAC&U. reprised in *Tomorrow's Professor*, 4/9/2012.
- Provitera McGlynn, A. (2007) *Teaching Today's College Students: Widening the Circle of Success*. Madison, WI: Atwood Publishing.
- Smith, Edward E. & Kosslyn, Stephen M. (2007). *Cognitive Psychology: Mind and Brain*. Prentice Hall of India.
- Taddei, F. 2009. *Training Creative and Collaborative KnowledgeBuilders: A Major Challenge for 21st Century Education*. Report Prepared for the OECD on the Future of Education. Paris, CRI. <http://cri-paris.org/wp-content/uploads/ocdefrancois-taddei-fev2009.pdf> (Accessed 7 May 2014).
- *Teaching Feminist Activism & Integrating Community Service Learning* Nancy A. Naples and Karen Bojar, eds. *Teaching Feminist Activism: Strategies From the Field*. Selections to be collectively chosen.
- *Teaching to Transgress: Education as the Practice of Freedom* by bell hooks. Routledge, ISBN-13: 978-0415908085, ISBN-10: 0415908086
- Tilak, Jandhyala B.G. (2003). *Education, Society and Development*. New Delhi: APH publishing Corporation for NUEPA.
- Tilak, Jandhyala B.G. (2006). *Education: A Saga of Spectacular Achievements and Conspicuous Failures in India: Social Development Report*. New Delhi. Oxford University Press.

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## **Education for Mental Health**

**Code: SHS EDN 02106E4**

**Credits: 4**

**No .of lectures: 60**

## **Objectives**

The paper aims to enable students to understand the nature and evolution of the discipline of mental health. It focuses on developing an informed perspective on the key concepts, issues and debates in the field. The focus is on developing practitioners in education who are able to identify and address mental health concerns and issues within the personal and social realm. The paper facilitates the development of a personal reflective approach in building sensitivity towards mental health concerns within school and community settings. It also aims to build some basic guidance and counselling skills in student teachers.

### **UNIT-I: Mental Health: Historical and Contemporary Perspectives**

- History and Evolution of Mental Health, with special reference to the three forces of psychology.
- Key Debates and Issues in Mental Health: Mental Hygiene vs. Mental Health; Universalism vs. Cultural Relativism; Nomothetic and Idiographic approach; Statistical and Ideological Perspective.
- Notions of a Healthy Personality.

### **UNIT-II: Mental Health: A Life Span Perspective**

- Understanding issues of mental health at home, school and society, with reference to childhood, adolescence and young adulthood.
- Mental health concerns
  - Frustration, conflict, stress and anxiety: Sources and management.
  - Conflict and Frustration: Sources and Management
  - Development of Life Skills and Building of Resilience

### **UNIT-III: Mental Health in Schools**

- School Based Issues and Concerns: Home-school continuity – discontinuity; diverse school contexts; mental health concerns of teachers.
- Guidance and Counselling
  - Concept, need and techniques
  - Notion of teacher as a counselor
  - Designing and evaluating mental health interventions and programmes

### **UNIT-IV: Social Issues in Mental Health**

- Media, technology and communication
- Contemporary lifestyles and related issues
- Negotiating stereotypes: Gender, caste, class, region, and religion.
- Gender roles and sexual orientations
- Religion and Morality

### **Transactional Strategies**

Lecture cum discussion, Study of various reports and policies regarding teacher education, Power Point presentations, library assignments, reading of related articles on education, etc.

### **Evaluation Strategies**

Unit tests, project assignments and group discussions.

### ***Suggested Practicum***

Students are expected to undertake three practicum tasks which maybe as follows:

- Collect and analyse five newspaper reports or articles from magazines or research papers from journals each, on at least **three** different themes, such as: Violence and aggression in schools; insensitive teacher attitudes; parental pressures and intergenerational conflicts; academic stress and competitiveness; substance abuse in school going children; peer sub cultures.
- Identify a Feature Film or Documentary film depicting one or more mental health issues and concerns. Draft an in-depth review based on your understanding of the issues in Mental Health as well as Educational Psychology.
- Choose a mental health issue and identify at least three resources that can be used to develop a deeper understanding on the concern. Present your understanding through annotations of the resources and share them in the mental health group.
- Identify mental health concerns of school going children across the different life stages. Develop a detailed report on the same based on your observations in schools.
- Identify stereotypes presented, propagated, or challenged, in popular media such as magazines, films, television, radio, etc. and analyse the same.
- Conduct a field based project on teachers' mental health concerns through observations and interviews. Develop a report of the same and give suggestions for promotion of mental health of school teachers.
- Identify the various community based mental health services offered in your residential area. Visit any one NGO/ clinic/ hospital providing mental health services and document the experiences of practitioners in the setting, particularly those that relate to school going children.
- Develop a questionnaire and conduct a brief survey to identify and analyse social perceptions towards mental health and illness.

### ***Recommended Reading***

#### **Books**

- Agochiya, D. (2010). Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage.
- Archer, S.L. (1994). Interventions for Adolescent Identity Development. New Delhi: Sage.
- Atwater, E. (1994). Psychology for Living: Adjustment, Growth and Behaviour Today. (5<sup>th</sup>ed.). New Jersey: Prentice Hall.
- Baron, Robert. (2000). Psychology. (3rd ed.). New Delhi: Prentice Hall.
- Bernard, H. W. (1951). Towards Better Personal Adjustment. New York: McGraw Hill.
- Bernard, H. W. (1961). Mental Hygiene for Classroom Teachers. New York: McGraw Hill.

- Bhatnagar, A. and Gupta, N. (Eds).(1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, A. and Gupta, N. (Eds). (1999). Guidance and Counselling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Capuzzi, D. and Gross, D. R. (1991). Introduction to Counselling: Perspectives for the 1990s. Massachusetts: Allyn and Bacon.
- Caroll, H. A. (1952). Mental Hygiene: The Dynamics of Adjustment. New York: Prentice Hall.
- Carson, R. C., Butcher, J. N., Mineka, S. (2000). Abnormal Psychology and Modern Life. (11<sup>th</sup>ed.). New Delhi: Pearson Education.
- Chowdhary, G.B. (2014). Adolescence Education. New Delhi: PHI.
- Davar, B. (2001). Mental Health from a Gender Perspective. New Delhi: Sage.
- Dusek, J. B. (1991). Adolescent Development and Behaviour. New Jersey: Prentice Hall.
- Goode, William. (1994). The Family. (2nd ed.). New Delhi: Prentice Hall
- Hariharan, M. and Rath, R. (2008).Coping with Life Stress: The Indian Experience. New Delhi: Sage.
- Martin, G. L. and Osborne, G. J. (1989).Psychology, Adjustment and Everyday Living. New Jersey: Prentice Hall.
- Nayar, U.S. (Ed.) (2012). Child and Adolescent Mental Health. New Delhi: Sage.
- Paloutzian and Santrock.(2005). Psychology of Religion Module.In J. W. Santrock.Psychology. (7th ed.). New Delhi: Tata Mc-Graw Hill.
- Patel, V. and Thara, R. (Ed).(2003). Meeting the Mental Health Needs of Developing Countries. New Delhi: Sage Publications
- Ranganathan, N. (Ed.) (2012). Education for Mental Health. New Delhi: Shipra.
- Saraswathi, T. S., Brown, B. B. and Larson, R. W. (2002). The World's Youth: Adolescence in Eight Regions of the Globe. Cambridge: Cambridge University Press.
- Schaefer, C. E. and Millman, H. L. (1981).How to Help Children with Common Problems. New York: Van Nostrand Reinhold Company.
- Spielberger, C. (1979). Understanding Stress and Anxiety: A Life Cycle Book. London: Harper and Row.
- Veeraraghavan, V., Singh, S. and Khandelwal, K. (2002).The Child in the New Millennium. New Delhi: Mosaic Books.
- Verma, S. and Saraswathi, T.S. (2002). Adolescence in India: An Annotated Bibliography. Jaipur: Rawat.

### ***Research Papers***

- Arnett, J. J. (2007). Suffering, Selfish, Slackers?Myths and Reality about Emerging Adults.J Youth Adolescence. 36. 23–29.
- Gupta, L. (2008). Growing Up Hindu and Muslim: How Early Does it Happen? Economic and Political Weekly.43(6).35-41.
- Kakar, S. (2007). Family Matters. India International Centre Quarterly. 33 (3/4). 214-221.
- Ranganathan, N. (2008). Changing Contours of Family Dynamics in India: A Perspective.

- Paper presented at National Conference on India in the 21st Century. Mumbai: University of Mumbai.
- Ranganathan, N. (2011). Puberty, Sexuality and Coping: An Analysis of the Experiences of Urban Adolescent Girls. In A. K. Dalal and G. Misra (Eds.). *New Directions in Health Psychology*. (pp 141- 154). New Delhi: Sage.
- Razzack, A. (1991). Growing up Muslim. *Seminar*. 387. 30-33.
- Thapan, M. (2001). Adolescence, Embodiment and Gender Identity in Contemporary India: Elite Women in a Changing Society. *Women's Studies International Forum*. 24(3/4). 359371.

#### **Documentaries and Films**

- Alexander, A. (2014). *Elee: The Invisible Child* [Animation]. India: NID (Diploma Project).
  - Bandyopadhyay, M. (2006). *Being Male, Being Koti* [Documentary]. India: PSBT.
  - Sanyal, A. (Director). (2011). *A Drop of Sunshine* [Documentary]. India: PSBT.
  - Srinivasan, A. (Director). (2009). *I Wonder...* [Documentary]. India: PSBT.
  - Farooqui, S. and Hassanwalia, S. (2013). *Bioscope: Non Binary conversations on Gender and Education* [Documentary]. India: Nirantar
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### **Professional Development of Teachers**

#### **Course Code: SHS EDN 02107E4**

Credit: 4

Lecturer: 60

**Objectives:** On completion of this course 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.

#### **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 Organisation of INSET-assessment of training needs, formulation of training curriculum, preparation of course materials.
- Organisation 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 center: functions.
- Provisions made by the States for professional development of the teachers.

#### **Unit V-Assessment and Evaluation in Pre-Service and In-Service Teacher Education**

- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- Portfolio assessment
- Assessment of higher order mental skills.
- Methods and techniques of evaluation- survey, case study, observation, interview etc.
- Tools of evaluation-observation, rating scales, testing (knowledge and skills) interview, focus group discussion.
- Follow up of in-service training.
- Impact of in-service training

### **Transactional Strategies**

Lecture cum discussion, Study of various reports and policies regarding teacher education, Power Point presentations, library assignments, reading of related articles on education, etc.

### **Evaluation Strategies**

Unit tests, project assignments and group discussions.

### **Recommended Books**

- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
- Irvine, J.J. (2003): *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.
- Korthagen, Fred A.J.et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Linda Darling, Harmmond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
- Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching*. Routledge: New York.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
- National Curriculum Framework on school education, 2005.
- National Curriculum Frameworks for Teacher education, 2009 □Report of the Delors Commission, UNESCO, 1996 □National Policy of Education 1986/1992.
- NCERT (2005): National Curriculum Framework.

- NCERT (2006): Teacher Education for Curriculum renewal.
  - NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*. New Delhi.
  - NCTE (1998): Perspectives in Teacher Education.
  - NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
  - NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
  - NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
  - Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
  - Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
  - Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris.
  - Report of the Education Commission (1964-66).
  - Report of the National Commission on Teachers (1983-85).
  - Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
  - Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.
  - The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
  - UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
  - Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE.
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## **Teacher Education**

**Code: SHS EDN 02108E4**

**Credits 4**

**No. of Lectures: 60**

### **Course Objectives:**

After studying of the course, students will be able

- To Study the changing context and concerns in teacher education in India and abroad,
- To develop in the student understanding of the concept, objectives of Teacher education,
- To develop the insight regarding new policies and understand the role of various agencies,
- To enable the students to understand about in-service and pre-service teacher Education programme for the profession.
- To enable the student to understand teaching and training techniques including IT enabled training

- devices and practice of evaluation in teacher education,
- To acquaint the student with the innovative practices in teacher education both in context of India and other countries.

**Course Contents:**

**UNIT - I: Introduction of Teacher Education**

- Meaning of Teacher Education, Scope and Need of Teacher Education
- Objectives of teacher-education at different stages
- Teacher education in Post-independence period with special reference to Kothari Commission, NPE 1986, NCFTE-2009, Justice Verma Commission (JVC)

**UNIT – II: New policies and agencies of Teacher Education and their role**

- Sarva Shiksha Abhiyan (SSA), Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Continuous Comprehensive Remedial Evaluation (CCRE) and Right to Education (RTE)
- NAAC, NCTE, UGC, and MHRD,
- SCERT, NCERT, CASE and UNESCO

**UNIT – III : Professional development and innovation in Teacher Education**

- Organization of pre-service teacher education, Problems and issues in professional preparation of teachers
- Constructivist approach, mentoring, Reflective Practice and Blended Learning
- Case studies of international perspectives and programmes of teacher education-UK and USA

**UNIT – IV: Technology and New Trends in assessment and evaluation**

- Interactive Whiteboards, Web Tools, Mobile learning and Digital Games In Education
- Massive Open Online Course (MOOC), Online Educational Resources, Digital Literacy
- Academic Performance indicators (API), Performance appraisal, Choice based credit system (CBCS ) and Portfolio assessment.

**Transactional Strategies**

Lecture cum discussion, Study of various reports and policies regarding teacher education, Power Point presentations, library assignments, reading of related articles on education, etc.

**Evaluation Strategies**

Unit tests, project assignments and group discussions.

**Tasks & Assignments: Any one of the following :( 10marks)**

- A work study project related to teacher education, problems and suggest improvement possibilities.
- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis

- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis

**Recommended Readings:**

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice(5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.
- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
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- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA. \
- Mohammad Miyan (2004). Professionalization of Teacher Education. Mittal Publications. New Delhi.
- National Curriculum Framework on school education, 2005.
- National Curriculum Frameworks for Teacher education, 2009
- National Policy of Education 1986/1992.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCERT (2006):The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines,.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation.NCTE New Delhi
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- Report of the Delors Commission, UNESCO, 1996

- Report of the Education Commission (1964-66).
  - Report of the National Commission on Teachers (1983-85).
  - Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
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  - Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
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**Department of Education  
Central University of Haryana, Jant-Pali,  
Mahendergarh  
Website: [www.cuh.ac.in](http://www.cuh.ac.in)**