

Kadi Sarva Vishwavidyalaya

Sector – 15, Gandhinagar

(Established Under the State Act of Gujarat,
No-21, 2007 & Recognized by UGC)

Curriculum: 2015-16

Master of Philosophy (Education)



Faculty of Education

Sector – 23, Gh-6, Gandhinagar,

Gujarat (India)

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Educational Rules for M.Phil. (Education) Programme

I. RULES OF ADMISSION/ ELIGIBILITY:

1. A candidate who has obtained at least 50% Marks or equivalent grade in the M.Ed. or equivalent degree is eligible for admission in M.Phil. (Education) programme.
2. Admission shall be availed on the basis of entrance test and interview. Reservation would be as per govt. rules.

II. DURATION AND COURSE OF STUDY:

1. The duration of the theory programme will be one academic year spread over two semesters. The whole programme content is divided into two parts: part I and Part II. Part I consists of compulsory/core courses, elective courses and practicum and Part II consists of dissertation.

2. TITLE OF THE COURSES: PART I:

Part I of the programme consists of two compulsory courses and one elective course in each semester. Each course carries 75 marks. It also consists of practicum.

Title of the Courses	Sem-I	Sem-II
Course I: Advanced Educational Research Methodology and Statistics in Educational Research	C1-Advanced Educational Research Methodology	C3-Statistics in Educational Research
Course II: Advanced Educational Philosophy and Sociology	C2-Advanced Educational Philosophy	C4-Advanced Educational Sociology
Elective Course I: Technology of Teaching	E1-Technology of Teaching	E4-Technology of Teaching
Elective Course II: Total Quality Management in Education	E2-Total Quality Management in Education	E5-Total Quality Management in Education
Elective Course III: Teacher Education	E3-Teacher Education	E6-Teacher Education
Practicum	P1-Seminar	P2-Computer Practical

PART II: Core Practical (DISSERTATION D1)

III Scheme of Assessment

Semester - I

NO.	Name of The Courses	Total Hours	Credit	Total Marks
C1	Advanced Educational Research Methodology	48	3	75
C2	Advanced Educational Philosophy	48	3	75
E1	Elective Paper Technology of Teaching	48	3	75
E2	Total Quality Management in Education			
E3	Teacher Education			
Practical				
P1	Seminar	32	1	25
	Total	176	10	250

Semester – II

NO.	Name of the Courses	Total Hours	Credit	Total Marks
C3	Statistics in Educational Research	48	3	75
C4	Advanced Educational Sociology	48	3	75
E4	Elective Paper -Technology of Teaching:	48	3	75
E5	-Total Quality Management in Education:			
E6	-Teacher Education			
Practical				
P2	Computer Practical	32	1	25
	Total	176	10	250

Dissertation – D1				
	Particulars	Total Hours	Credits	Marks
	Dissertation	256	8	200
	Dissertation Preparation & Submission – Components			
	Discussion and Guidance (96 Hours)			
	Proposal Presentation (12 Hours)			
	Data Collection and Analysis(40 Hours)			
	Synopsis Presentation (12 Hours)			
	Library Work (96 Hours)			
	Viva Voce			

Total Hours, Credits and Marks of M.Phil. Programme

No.	Particulars	Total Hours	Credits	Marks
1	Semester – I Theory Course & Practical	176	10	250
2	Semester – II Theory Course & Practical	176	10	250
3	Dissertation	256	8	200
	Total	608	28	700

IV EXAMINATION SCHEME: A FIRST SEMESTER EXAMINATION

Course No.	Name of the Courses	Internal	External	Total	
		Marks	Marks	Marks	Credit
C1	Advanced Educational Research Methodology	25	50	75	3
C2	Advanced Educational Philosophy	25	50	75	3
E1	Elective Paper (any one)	25	50	75	3
E2	Technology of Teaching:				
E3	Total Quality Management in Education: Teacher Education				
Practical					
P1	Seminar	25	---	25	1
	Total	100	150	250	10

SECOND SEMESTER EXAMINATION

Course No.	Name of the Courses	Internal	External	Total	
		Marks	Marks	Marks	Credit
C3	Statistics in Educational Research	25	50	75	3
C4	Advanced Educational Sociology	25	50	75	3
E4	Elective Paper (any one)	25	50	75	3
E5	Technology of Teaching				
E6	Total Quality Management in Education Teacher Education				
Practical					
P2	Computer Practical	25	---	25	1
D1	Dissertation	---	200	200	8
	Total	100	150	450	18

The Following break up of marks will be followed for assessment of Dissertation:

Components	Marks
Dissertation Proposal Presentation (semester I)	10
Dissertation Synopsis Presentation (semester II)	10
Valuation by Examiner (Within State)	75
Valuation by Examiner (Out Side the Sate)	75
Viva-voce	30
Total	200

Evaluation Scheme:

Components	Marks
First Semester Examination	225
Second Semester Examination	225
Seminar-First Semester	25
Seminar-Second Semester	25
Dissertation	200
Total	700

IV Passing Standards and Class Distribution for M.Phil. (Education)

The performance of each candidate in all the courses will be evaluated on 7 point scale in terms of grades. The details regarding the grades along with its Grade Points, equivalent range of percentage and qualitative meaning are as under:

Grade	Grade Point	Percentage	Qualitative Meaning
A+	10	90 to 100	Outstanding
A	9	80 to 89	Excellent
A ⁻	8	70 to 79	Very Good
B+	7	60 to 69	Good
B	6	50 to 59	Average
B ⁻	5	40 to 49	Fair
F	0	Less than 40	Not Qualified
I		Term not Granted	

The Grade (mark) Sheet will contain separate grade for each of core compulsory course, elective course, practical work and an overall grade of all the programmes combined. It will also contain percentage and the class obtained. The percentage will be calculated on the basis of cumulative performance index (CPI) obtained by a candidate.

The candidate must obtain not less than 40 percent marks or equivalent grade in each course and 50 percent marks or equivalent grade in practical work. However, in aggregate the candidate must secure atleast 50% marks or equivalent grade to qualify the programme.

SEMESTER PERFORMANCE INDEX (SPI):

The performance of a student in a semester is expressed in terms of semester performance index. The SPI is the weighted average of course grade points obtained by the students in the course in the semester. The weight assigned to the course grade points are the credits carried by the respective course.

CUMULATIVE PERFORMANCE INDEX (CPI)

The cumulative performance of a student is expressed in terms of the cumulative performance index. This index is defined as the weighted average of course grade points obtained by the students for all courses taken since the admission to the programme. If a student reappears in any of the exams of the course, only the grade points obtained in the latest attempt are counted towards the CPI.

AWARD OF CLASS:

The class awarded to a student with M.Ed./M.Phil. Degree is decided by his final CPI as per the following table:

Distinction:	CPI not less than 7.50
First Class:	CPI less than 7.50 but not less than 6.50
Second Class:	CPI less than 6.50 but not less than 5.50
Not Qualified	CPI less than 5.50

Reappearing in the Examination

The absent/not qualified candidate can reappear in the university examination. He/She can apply for the course/courses in which he/she was absent/ not qualified OR he/she can appear for entire examination. Marks or grade obtained in such examination will be treated as Final Marks /grade and not the previous one.

In case of Dissertation, if candidate fails to secure minimum 50 percent of marks or grade, than he/she has to select a new problem and has to submit a fresh dissertation.

V. Rules for Granting Term

1. Eighty percent attendance is required for granting semester and such candidate can only appear in the semester end examinations. However, head or dean can grant the term in exceptional case.
2. The candidate has to complete all the practical work (except dissertation) before respective semester end examination.

VI. RULES REGARDING DISSERTATION:

1. Dissertation is to be submitted within the two years from the date of registration. The candidate can submit the dissertation after passing both the semester's Theory examination.
2. The candidate who secures less than 50% marks or equivalent grade in dissertation is considered 'not qualified' and has to select new problem and has to re-submit the dissertation within a maximum period of 2 years from the date of intimation of rejection by the university.

3. Each dissertation shall be accompanied by a certificate signed by the research supervisor certifying that the candidate has carried out research work under his/her guidance and the investigator has to certify that the work carried out is original and had not been the used for the award of any degree or diploma earlier.
4. Each candidate has to carry out research work under assigned supervisor. Four copies of the dissertation and a soft copy of the dissertation on the CD should be submitted to the Head of the Department.
5. Each examiner (one of within state the other of outside state) has to assess dissertation out of 150 marks. The average of marks given by both the examiners will be considered as the final award.
6. A Viva-voce Examination based on the dissertation of each candidate shall be held after the submission of dissertation. Dissertation marks shall be assigned independently by both the external examiners and the Internal Examiner out of a maximum of 30 Marks, the average of the two awards being taken as the final award.
7. Each candidate has to give 2 presentations based on his/her dissertation work i.e., Research Proposal and synopsis.

CORE COURSE – 1 & 3
ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND
STATISTICS IN EDUCATIONAL RESEARCH

Rationale:

Research contributes to establish new knowledge, principles and laws to guide practices in concerned field. It also helps to solve current problems and practices of the society. It helps to resolve the complexities and carves the path for advancement of society. This subject will help the learners to become ideal researcher as it has incorporated research methodology as well as statistical applications for data analysis. Research Methodology and Data Analysis helps educators, policy makers and researchers to address upcoming issues in more systematic and scientific way. Hence the course “Advanced Educational Research Methodology and Statistics in Educational research” is introduced in Master of Philosophy.

C1

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Introduction to Educational Research	10
2	Methods of Educational Research	19
3	Sampling and Data Collection	19
	Total :	48

Objectives:

To enable the students to:

1. develop insight in identification of research problem and preparation of research proposal
2. develop scientific aptitude and rational attitude towards solving a problem
3. develop insight into different methods of research useful in solving educational problem
4. develop understanding to apply different types of research tools and techniques
5. get acquainted with the skill in applying statistical techniques for data analysis
6. acquire the use of computer for data analysis

Unit:-1 Introduction to Educational Research 20%

- 1.1: Definition, concept and characteristics of Research
- 1.2 The Hypothesis: Definition, purpose, characteristics, types and testing of Hypothesis
- 1.3 Application of Research
- 1.4 The Research Report- Format

Unit:-2 Methods of Educational Research 40%

- 2.1 Descriptive Research:
 - 2.1.1 Meaning
 - 2.1.2 Types
 - 2.1.3 Steps

- 2.2 Experimental Research:
 - 2.2.1 Meaning,
 - 2.2.2 Threats to experimental Research
 - 2.2.3 Types of Experimental Designs
 - 2.2.4 Principles
- 2.3 Methods and Techniques of Qualitative Research
 - 2.3.1 Ethnographic Research
 - 2.3.2 Delphi technique in qualitative research
 - 2.3.3 Content analysis: concept, characteristics, steps

Unit:-3 Sampling and Data Collection

40%

- 3.1 Sampling
 - 3.1.1 Concept of Population and sample and sampling process
 - 3.1.2 Characteristics of a Good Sample
 - 3.1.3 Non Probability Sampling, : Purposive, convenient, Judgment, quota, Snowball
 - 3.1.4 Probability Sampling: Simple Random, Stratified, Cluster, Multistage, Systematic
 - 3.1.5 Errors in sample selection and ways to reduce them
- 3.2 Tools of Educational Research
 - 3.2.1 Construction of Scales:
 - Attitude Scales: meaning, types, procedure of developing Likert type scale, characteristics of a good attitude scale, item analysis
 - 3.2.2 Construction of Tests
 - Tests: meaning, types as per nature, function and procedure of administration, basic characteristics of a standardized test such as norms, reliability and validity, item analysis
- 3.3 Techniques of Data Collection: meaning, types, procedure, advantages and limitations
 - 3.3.1 Interview: types, procedure of interview, advantages and limitations
 - 3.3.2 Observation: meaning, types, steps in process of observation, advantages and limitations
- 3.4 Documents: types
- 3.5 Characteristics and criteria for selection of a good tool

ASSESSMENT SCHEME:

UNIT	TOPICS	PERCENTAGE WEIGHTAGE
1	Introduction to Educational Research	20
2	Methods of Educational Research	40
3	Sampling and Data Collection	40
	Total :	100

C3

STATISTICS IN EDUCATIONAL RESEARCH

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Fundamentals of Data Analysis	19
2	Inferential Data Analysis	24
3	Use of Computers in Data Analysis	05
	Total :	48

Unit:-1 Fundamentals of Data Analysis **40%**

- 1.1 Parametric and Nonparametric Data- Basic Assumptions, limitations, advantages
- 1.2 Normal Probability curve: Characteristics, Limitations- Skewness and Kurtosis
- 1.3 Measures of Relative Position: Z score, T score, Stanine, Percentile Rank, C Scale, Sten scores
- 1.4 Measures of Relationship:
 - 1.4.1 Product-Moment Correlation –construction of scattered diagram
 - 1.4.2 **Only Theoretical Concept and uses of Biserial, Point Biserial, Tetra choric, Phi, Partial and Multiple correlations (Without Computation)**

Unit:-2 Inferential Data Analysis and interpretation **50%**

- 2.1 Testing Statistical Significance
 - 2.1.1 The Significance of the Difference between two Means
 - 2.1.2 Significance of difference between two Correlations
- 2.2 Decision Making
 - 2.2.1 Concept of Two-Tailed and One-Tailed Tests of Significance
 - 2.2.2 α error and β error
 - 2.2.3 Degrees of Freedom
- 2.3 Analysis of Variance-one way and two way
- 2.4 Analysis of Co-Variance (Only theoretical concept and interpretation)
- 2.5 Nonparametric Tests**
 - 2.5.1 The Chi Square Test for large sample: Equal Probability, Normal Probability
 - 2.5.2 Kendal's T and W test
 - 2.5.3 Mann Whitney U test
 - 2.5.4 Krsuskal –Valis H test

Unit-3 Use of Computers in Data Analysis **10%**

- 3.1 Brief introduction of different computer application software for statistical data analysis
- 3.2 M.S. EXCEL – Different Statistical Functions and formulae used for statistical data analysis

ASSESSMENT SCHEME:

UNIT	TOPICS	Percentage Weightage
1	Fundamentals of Data Analysis	40
2	Inferential Data Analysis	50
3	Use of Computers in Data Analysis	10
	Total :	100

REFERENCES:

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11. Sharma, B. (2004), Methodology of Educational Research, New Delhi: Vohra Publishers and Distributors.
12. Yadav, M.S. and Mitra, S.K. (1989). Educational Research Methodological perspective CASE, Baroda.

- 2.2.4 Fields of Knowledge
- 2.3 Axiological Bases:
- 2.4 Concept of axiology
- 2.5 Forms of Values :
 - 2.5.1 Subjective – objective, relative values
 - 2.5.2 Extrinsic and intrinsic values
 - 2.5.3 Instrumental values
 - 2.5.4 Values needed for national integration e.g. secularism, integration, liberty, patriotism etc.
 - 2.5.5 Need for ethical values
 - 2.5.6 Education for aesthetic values.

Unit:- 3 Indian Philosophies and Philosophers of Education 35%

- 3.1 Upnishad and education
- 3.2 Shrimad Bhagwad Gita and Education
- 3.3 Buddhism and Education
- 3.4 Jainism and Education
- 3.5 Rabindranath Tagore’s thoughts on Education
- 3.6 The Gandhian philosophy of education – its relevance to international path for peace and prosperity

ASSESSMENT SCHEME:

UNIT	TOPICS	Percentage Weightage
1	Philosophy And Education	15
2	The Philosophical alternatives in Philosophy of Education	50
3	Indian Philosophies and Philosophers of Education	35
	Total :	100

C4
ADVANCED EDUCATIONAL SOCIOLOGY

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Education and Sociology	14
2	Current Issues in Context of Education and Society	24
3	Educational Values	10
	Total :	48

Unit:-1 Education and Sociology **30%**

- 1.1 Concept and nature of sociology of education,
- 1.2 Difference between sociology of education and educational sociology
- 1.3 Social institutions and their effect on education
- 1.4 Nature, scope, functions and importance of educational sociology
- 1.5 sub Divisions of Society: Family, state , Economy Cast system and Organization of education

Unit:-2 Current Issues in Context of Education and Society **50%**

- 2.1 Education for Protection of Human Rights: Means, Aims, Teaching Method, Curriculum, Educational Implication
- 2.2 Measures for Protection Against the Evil impacts of Industrialization and Urbanization: concept, Educational Implication
- 2.3 Education for Internationalism : Aims, , Curriculum Teaching Method and Role of a teacher in Education for Internationalism
- 2.4 Modernization : Concept, nature , factors affecting modernization Impact of Modernization on education
- 2.5 Problems of Indian Society
Poverty, Illiteracy, Increase in population, Inequality, Education of weaker Section Role of education to solve these problems

Unit:- 3 Educational Values **20%**

- 3.1 Values in life and in education
- 3.2 Different types of values as aesthetic, Intellectual, social, moral and spiritual values- their inter relationship and implications in education
- 3.3 Role of teacher in Transforming Values

ASSESSMENT SCHEME:

UNIT	TOPICS	Percentage Weightage
1	Education and Sociology	30
2	Current Issues in Context of Education and Society	50
3	Educational Values	20
	Total :	100

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5. Singh R.P. : Non – formal Education, New Delhi : Sterling Publishers, 1987.
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ELECTIVE COURSE 1 & 4
E1
TECHNOLOGY OF TEACHING

Objectives:

1. To acquaint students with the concept of Education Technology.
2. To enable the students to understand the role of ET in developing countries.
3. To acquaint students with programmed learning, Microteaching and System approach.
4. To enable students to understand and write objectives in behavioral terms.
5. To acquaint students with different techniques of teaching.
6. To enable students to understand the concept of communication.
7. To acquaint students with Computer Assisted Introduction (CAI).
8. To acquaint students with different media and multi media approach.
9. To enable students to understand the role of Mass-media in education.

TECHNOLOGY OF TEACHING

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Educational Technology	7
2	Learning Technology	22
3	Planning and Organizing Teaching	19
	Total :	48

Unit:-1 Educational Technology **15%**

- 1.1 Nature, Meaning and scope of Educational Technology
- 1.2 ET as revolution in education, resistance to the use of ET.
- 1.3 Hardware approach Vs. Software approach.

Unit:-2 Learning Technology **45%**

- 2.1 Contemporary theories of Learning :
 - 2.1.1 Skinner's response-centered approach
- 2.2 Programmed Learning :
 - 2.2.1 Principles in PL
 - 2.2.2 Styles in Programming-Linear, Branching and Mathetics.
 - 2.2.3 Mechanics of developing PLM.
 - 2.2.4 Self-paced and group paced PL
 - 2.2.5 Research trends and findings of PL
- 2.3 Micro Teaching:
 - 2.3.1 Definition & concept of Microteaching
 - 2.3.2 Steps of microteaching
 - 2.3.3 Role of simulation
 - 2.3.4 Identification of teaching-skills.

- 2.4 System Approach:
 - 2.4.1 Concept of systems approach
 - 2.4.2 Anatomy of systems approach
 - 2.4.3 Systems approach for media – management

Unit: - 3 Planning and Organizing Teaching **40%**

- 3.1 Analyzing task of Teaching:
 - 3.1.1 Writing objectives in behavioral terms
 - 3.1.2 Taxonomy of cognitive, affective and psychomotor objectives
 - 3.1.3 Models of Teaching
- 3.2 Techniques of Teaching:
 - 3.2.1 Seminar technique
 - 3.2.2 Symposium technique
 - 3.2.3 Workshop technique
 - 3.2.4 Group-discussion technique

ASSESSMENT SCHEME:

UNIT	TOPICS	Percentage Weightage
1	Educational Technology	15
2	Learning Technology	45
3	Planning and Organizing Teaching	40
	Total :	100

E4
TECHNOLOGY OF TEACHING

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Communication Technology	14
2	Media Technology	14
3	Mass Media	20
	Total :	48

Unit: 1 Communication Technology **30%**

- 1.1 Concept of communication:
 - 1.1.1 Factors affecting class – room communication
 - 1.1.2 Types of communication
 - 1.1.3 Elements of communication
 - 1.1.4 Distortion in communication
- 1.2 Computer Assisted Instruction (CAI):
 - 1.2.1 Importance of CAI
 - 1.2.2 Scope of CAI in India
 - 1.2.3 Varieties of computers with special reference to Micro – computers.

Unit: 2 Media Technology **30%**

- 2.1 Media Classification Schemes:
 - 2.1.1 Projected & Non-projected aids
 - 2.1.2 Hardware & Software approach
 - 2.1.3 Low technology medium and high technology medium
- 2.2 Selection of Media:
 - 2.2.1 Media selection Criteria
 - 2.2.2 Factors in selection criteria Multimedia approach
 - 2.2.3 Teacher’s role as media-manager
 - 2.2.4 Role of media class-room interaction
 - 2.2.5 Language laboratory

Unit: 3 Mass Media: **40%**

- 3.1 Concept and types of mass media
- 3.2 Nature, potentials, limitations and application of the following :-
 - 3.2.1 Audio Media: Radio, tape-recorder
 - 3.2.2 Visual aids: Over Head projector, Projectors for slides and film-strips
 - 3.2.3 Graphic aids: Different types of graphs.
 - 3.2.4 Audio-Visuals aids: Television, CCTV and video Cassette recorders
- 3.3 Establishments of SIETS under INSAT for Education Project :
 - 3.3.1 Agencies for ET

ASSESSMENT SCHEME:

UNIT	TOPICS	Percentage Weightage
1	Communication Technology	30
2	Media Technology	30
3	Mass Media	40
	Total :	100

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ELECTIVE COURSE 2& 5

E2

TOTAL QUALITY MANAGEMENT IN EDUCATION

Objectives :

1. To enable the student teachers to understand the concept, objectives and importance of Total quality Management in Education.
2. To enable the student teachers to understand and appreciate the roles and responsibilities of the teachers.
3. To enable the student teachers to know and understand “ Different strategies in T.Q.M”
4. To enable the student teachers to acquire necessary knowledge and expertise of the principles and procedures of T.Q.M in Education.
5. To understand major issues and problems and their remedial strategies with reference to T.Q.M in Education.

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Quality	20
2	System Thanking and Client Orientation	14
3	Assessment of Institution , Participatory Management Lending Quality Institution	14
	Total :	48

Unit-1 Quality:

40%

- 1.1 Quality: The Concept and Issues
 - 1.1.1 Quality Management Issues
 - 1.1.2 Quality Management
- 1.2 Quality in Education
 - 1.2.1 The Western Viewpoint
 - 1.2.2 Indian Perspective
 - 1.2.3 Quality in Education
- 1.3 Total Quality Management in Education
 - 1.3.1 Concept and Development
 - 1.3.2 TQM in Education
 - 1.3.3 Application of TQM
 - 1.3.4 TQM in Indian Schools

Unit:-2 System Thinking and Client Orientation**30%**

- 2.1 System Approach
- 2.2 Educational Institution as a system
- 2.3 Sub- Systems
- 2.4 Clients
- 2.5 Client Education
- 2.6 Internet clients and chain

Unit:-3 Assessment of Institution, Participatory Management Lending Quality**Institution.****30%**

- 3.1 Parameters of Assessment
- 3.2 Tools of Assessment
- 3.3 SWOT analysis
- 3.4 Participants
- 3.5 Qualitative Vs Quantitative Analysis
- 3.6 Participatory Management
- 3.7 Team building process
- 3.8 Leadership in TQM Institutions

ASSESEMENT SCHEME:

UNIT	TOPICS	Percentage Weightage
1	Quality	40
2	System Thanking and Client Orientation	30
3	Assessment of Institution , Participatory Management Lending Quality Institution	30
	Total :	100

E5

TOTAL QUALITY MANAGEMENT IN EDUCATION

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Human Resource Development	20
2	Strategic planning	14
3	Implementing TQM	14
	Total :	48

Unit:-1 Human Resource Development **35%**

- 1.1 HRD Strategies for TQM
- 1.2 Training
- 1.3 Open and Distance Education
- 1.4 HRD Blueprint

Unit:-2 Strategic planning **35%**

- 2.1 Strategic Planning
- 2.2 Strategic Plan Models
- 2.3 Qualitative Policy and Interaction plan

Unit:-3 Implementing TQM **30%**

- 3.1 Kaizen
- 3.2 TQM and Management of change
- 3.3 Planning for Implementation of change
- 3.4 Implementation.

ASSESSMENT SCHEME:

UNIT	TOPICS	Percentage Weightage
1	Human Resource Development	35
2	Strategic planning	35
3	Implementing TQM	30
	Total :	100

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ELECTIVE COURSE 3 & 6

E3

TEACHER EDUCATION

Objectives:

To enable the learners to:

1. develop insight in the historical development of Teacher Education in India
2. understand the concepts, objectives and importance of Teacher Education.
3. acquaint the student with different agencies of Teacher Education in India
4. understand major issues and problems of teacher education.
5. comprehend and analyze with the Current Trends in Teacher Education
6. understand the Instructional Designs and Techniques for higher learning
7. to Analyzing Classroom Interaction
8. develop wholistic view with respect to Research in Education.
9. develop insight in curriculum of Teacher Education

TEACHER EDUCATION

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Concept of Teacher Education & Development of Teacher Education in India	12
2	Types, Agencies and Problems of Teacher Education	19
3	Teacher Educator, Curriculum and Current Trends in Teacher Education	17
	Total :	48

Unit:1 Concept of Teacher Education & Development of Teacher Education in India 25%

- 1.1 Historical Development of Teacher Education in India
 - 1.1.1 Teacher Education in Ancient India
 - 1.1.2 Teacher Education in the Pre- Independence Period
 - 1.1.3 Teacher Education in Post – Independence
 - 1.1.4 National Policy on Teacher Education – 1986
- 1.2 Education and Training: Concept, Components of Training, Difference Between Training and Education, Need for Training in Teaching,
- 1.3 Concept & Need of Teacher Education
- 1.4 Objectives of Teacher Education: General Objectives and Objectives at Various Level

Unit:-2 Types, Agencies and Problems of Teacher Education 40%

- 2.1 Foundations of Pre service Teacher Education: Areas of Competencies. Areas of Commitments and Areas of Functional Skills.

- 2.2 Pre Service Teacher education: Concept, Objectives, Curriculum, Methodology, Evaluation
- 2.3 In service Teacher Education: Concept, Objectives, Programmes, Problems, Suggestions.
- 2.4 Role of UGC, CASE, CTE, GCERT(including DIET) in Teacher Education
- 2.5 Role of National Council of Teacher Education (NCTE)
- 2.6 Role of NACC for Quality Improvement of Teacher Education Institutes
- 2.7 Problems of Teacher Education in India
- 2.8 Suggestions to Remedies the Problems of Teacher education
- Unit: 3 Teacher Educators, Curriculum and Current Trends in Teacher Education 35%**
- 3.1 Education of Teacher Educator- Basic Issues :
 - 3.1.1 Teacher Educator and school Education
 - 3.1.2 M.Ed. as a Programme for Preparation of Teacher Educators
 - 3.1.3 Imparting Professionalism to M.Ed.
 - 3.1.4 M.A.(Education) – A Innovation in Preparing Teacher Educators
 - 3.1.5 Preparing of Teacher Educators – Future Directions and Possibilities
- 3.2 Teacher Educators :
 - 3.2.1 Role and Responsibilities
 - 3.2.2 Opportunities for Professional growth
 - 3.2.3 Code of ethics
- 3.3 Curriculum of Teacher Training
 - 3.3.1 Meaning and Objectives of Curriculum
 - 3.3.2 Difficulties of Teacher Education Curriculum in India
 - 3.3.3 Curricular Areas of Initial Teacher Education (As per NCTE Draft for discussion – 2009 on Teacher Education NCF)
 - 3.3.4 Critical appraisal of B.Ed. Curriculum of any one university of the state.
- 3.3 Current Trends in Teacher education
 - 3.3.1 Simulated Teaching
 - 3.3.2 Inter-Disciplinary Approach
 - 3.3.3 Internship in Teaching
 - 3.3.4 Community Living
 - 3.3.5 Orientation
 - 3.3.6 Team teaching
 - 3.3.7 Remedial Teaching for Academic Low Achievers

ASSESSMENT SCHEME:

UNIT	TOPICS	Percentage Weightage
1	Concept of Teacher Education & Development of Teacher Education in India	25
2	Types , Agencies and Problems of Teacher Education	40
3	Teacher Educator ,Curriculum and Current Trends in Teacher Education	35
	Total :	100

E6
TEACHER EDUCATION

SCHEME OF TEACHING:

UNIT	TOPICS	THEORY HOURS
1	Structure of Teacher Education, Techniques for Higher Learning , Competency based Teacher education and Use of ICT in Teacher Education	19
2	Analyzing Classroom Interaction	14
3	Research in Teacher Education	15
	Total :	48

Unit:-1 Structure of Teacher Education, Techniques for Higher Learning ,Competency based Teacher education and Use of ICT in Teacher Education 40%

- 1.1 Structure of Teacher Education: Meaning and components, stages,
- 1.2 Techniques for Higher Learning: Conference, Seminar, Panel Discussion, Tutorials, Brain Storming, Work shop, Peer Group Learning
- 1.3 Competency based Teacher education
- 1.4 Use of ICT in Teacher Education

Unit:-2 Analyzing Classroom Interaction 30%

- 2.1 Meaning of Interaction Analysis
- 2.2 Flanders's Ten Category System
- 2.3 Procedure of Flanders interaction analysis: Rules of observation, Encoding Process, Decoding process, constructing interaction matrix,
- 2.4 Precautions and advantages of Flanders interaction analysis
- 2.5 Non verbal Interaction Analysis (Galloway's system of observation)
- 2.6 Characteristics and limitations of Interaction analysis techniques

Unit:-3 Research in Teacher Education 30%

- 3.1 Action research
- 3.2 Nature and **Issues** of research in Teacher Education
- 3.3 Areas of research in Teacher Education: - Teaching effectiveness, Modification of Teacher behavior, Evaluation process, Student teaching
- 3.4 Current Trends in research in teacher education

ASSESSMENT SCHEME:

UNIT	TOPICS	Percentage Weightage
1	Structure of Teacher Education, Techniques for Higher Learning , Competency based Teacher education and Use of ICT in Teacher Education	40
2	Analyzing Classroom Interaction	30
3	Research in Teacher Education	30
	Total :	100

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