

# **Kadi Sarva Vishwavidyalaya**

**Sector – 15, Gandhinagar**

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

**Curriculum: 2019-20**

**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.

| <b>Title of the Courses</b>  | <b>Sem-I</b>                                       | <b>Sem-II</b>                                  |
|--|--|--|
| <b>Course I:</b><br>Advanced Educational Research<br>Methodology and Statistics in<br>Educational Research | C1-Advanced<br>Educational Research<br>Methodology | C3-Statistics in<br>Educational<br>Research    |
| <b>Course II:</b> Advanced Educational<br>Philosophy and Sociology   | C2-Advanced<br>Educational Philosophy              | C4-Advanced<br>Educational<br>Sociology        |
| <b>Elective Course I:</b> Technology of<br>Teaching  | E1-Technology of<br>Teaching                       | E4-Technology of<br>Teaching                   |
| <b>Elective Course II:</b> Total Quality<br>Management in Education  | E2-Total Quality<br>Management in<br>Education     | E5-Total Quality<br>Management in<br>Education |
| <b>Elective Course III:</b> Teacher Education  | E3-Teacher Education                               | E6-Teacher<br>Education                        |
| <b>Practicum</b>   | P1-Seminar   | P2-Computer<br>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<br>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<br>-Technology of Teaching: | 48          | 3      | 75          |
| E5        | -Total Quality Management in<br>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 –<br>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 – I I 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)<br>Technology of Teaching:<br>Total Quality Management in<br>Education:<br>Teacher Education | 25       | 50       | 75    | 3      |
| E2         |   |          |          |       |        |
| E3         |   |          |          |       |        |
| 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)<br>Technology of Teaching<br>Total Quality Management<br>in Education<br>Teacher Education | 25       | 50       | 75    | 3      |
| E5         |   |          |          |       |        |
| E6         |   |          |          |       |        |
| Practical  |   |          |          |       |        |
| P2         | Computer Practical  | 25       | ---      | 25    | 1      |
| D1         | Dissertation  | ---      | 200      | 200   | 8      |
|            | Total   | 100      | 350      | 450   | 18     |

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

| <b>Components</b>                                | <b>Marks</b> |
|--|--------------|
| 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           |
| <b>Total</b>                                     | <b>200</b>   |

**Evaluation Scheme:**

| <b>Components</b>           | <b>Marks</b> |
|-----------------------------|--------------|
| First Semester Examination  | 225          |
| Second Semester Examination | 225          |
| Seminar-First Semester      | 25           |
| Seminar-Second Semester     | 25           |
| Dissertation                | 200          |
| <b>Total</b>                | <b>700</b>   |

**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:

| <b>Grade</b>   | <b>Grade Point</b> | <b>Percentage</b> | <b>Qualitative Meaning</b> |
|----------------|--------------------|-------------------|----------------------------|
| A+             | 10                 | 90 to 100         | Outstanding                |
| A              | 9                  | 80 to 89          | Excellent                  |
| A <sup>-</sup> | 8                  | 70 to 79          | Very Good                  |
| B+             | 7                  | 60 to 69          | Good                       |
| B              | 6                  | 50 to 59          | Average                    |
| B <sup>-</sup> | 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:**

| <b>UNIT</b> | <b>TOPICS</b>                        | <b>PERCENTAGE WEIGHTAGE</b> |
|-------------|--------------------------------------|-----------------------------|
| 1           | Introduction to Educational Research | 20                          |
| 2           | Methods of Educational Research      | 40                          |
| 3           | Sampling and Data Collection         | 40                          |
|             | <b>Total :</b>                       | <b>100</b>                  |

### 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           |
|      | <b>Total :</b>                    | <b>48</b>    |

#### 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  $\alpha$  error and  $\beta$  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:**

| <b>UNIT</b> | <b>TOPICS</b>                     | <b>Percentage Weightage</b> |
|-------------|-----------------------------------|-----------------------------|
| 1           | Fundamentals of Data Analysis     | 40                          |
| 2           | Inferential Data Analysis         | 50                          |
| 3           | Use of Computers in Data Analysis | 10                          |
|             | Total :                           | 100                         |

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4. Guilford, J.P. (1982), Psychometric Methods, New Delhi, Tata McGraw Hill.
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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:**

| <b>UNIT</b> | <b>TOPICS</b>   | <b>Percentage Weightage</b> |
|-------------|---|-----------------------------|
| 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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**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    | <b>Educational Technology</b>           | 7            |
| 2    | <b>Learning Technology</b>              | 22           |
| 3    | <b>Planning and Organizing Teaching</b> | 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:**

| <b>UNIT</b> | <b>TOPICS</b>                           | <b>Percentage Weightage</b> |
|-------------|---|-----------------------------|
| 1           | <b>Educational Technology</b>           | 15                          |
| 2           | <b>Learning Technology</b>              | 45                          |
| 3           | <b>Planning and Organizing Teaching</b> | 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    | <b>Communication Technology</b> | 30                   |
| 2    | <b>Media Technology</b>         | 30                   |
| 3    | <b>Mass Media</b>               | 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<br>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:**

| <b>UNIT</b> | <b>TOPICS</b>  | <b>Percentage Weightage</b> |
|-------------|--|-----------------------------|
| 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    | <b>Human Resource Development</b> | 35                   |
| 2    | <b>Strategic planning</b>         | 35                   |
| 3    | <b>Implementing TQM</b>           | 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 ( Gallowayas 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    | <b>Structure of Teacher Education, Techniques for Higher Learning , Competency based Teacher education and Use of ICT in Teacher Education</b> | 40                   |
| 2    | <b>Analyzing Classroom Interaction</b>   | 30                   |
| 3    | <b>Research in Teacher Education</b>   | 30                   |
|      | Total :  | 100                  |

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