

**Course Structure**  
**(Implemented from 2022-23)**

**Doctor of Philosophy in Education**



**Department of Educational Studies**  
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## Preface

The Department of Educational Studies (erstwhile the Department of Foundational Studies) is one of the departments of Faculty of Education. The faculty of education is one of the oldest and highest pedagogic departments in India and have traversed several odds to reach on the top. Under its historical legacy, the Ustadon ka Madarsa (Teachers' Training Institute) was established in 1938 under the inspiring leadership of Dr. Zakir Husain for the purpose of training of teachers for Basic Schools according to the scheme of Basic Education. Later on, Ustadon ka Madarsa was renamed as Teachers' College. The College initiated Teacher Education Programme for Art and Craft Teachers and in Art Education. It also organized Post Graduate Course in Education, as well as, research in Education. Further, with the introduction of Faculty Structure in Jamia Millia Islamia in 1980, the erstwhile Teachers' College was renamed as Faculty of Education.

The Department of Educational Studies (DES), Faculty of Education, Jamia Millia Islamia is happy to bring to you a revised course structure of its Ph.D. programme. The course structure at DES is regularly revised and sync with the demand of the respective policies of the Government of India from time to time. It also keep its eyes on the academic development happening across the globe and hence, whatever academic programme is offered at DES, always remain updated with the global development. This present Ph.D. Course Structure has been revised in the light of National Education Policy 2020 and is offered from 2022-23 onwards. Apart from Ph.D. programme DES also offers M.Ed., M.A. (Educational Planning and Administration), M.A. Early Childhood Care and Post Graduate Diploma in Education Management (PGDEM). However, the main focuses of DES always remains on research in education and primarily preparing robust teacher educators, educational administrators, educational planners through its programme.

The revised course structure offered from 2022-23 includes bifurcation of Research paper into core and electives, introduction of two domain specific specializations under which the scholars will choose and study in consultation with their respective supervisors one elective from their domain research area and another elective of the Post Graduate levels. The revised course structure has also included a separate paper of Research and Publication Ethics, Research Apprenticeship and Teaching Apprenticeship and at the end of the course work the scholars are required to come out with learned paper that will be presented before the faculty for their assessment. The list of the electives is dynamic. The dynamism of electives provides an opportunity to envision the academic horizon in advance and include latest areas of academic development taking place in the society and across globe. Thus, DES often remains ahead in grabbing the opportunity to provide to its scholars the latest and much demanded academic programme and prepare them with latest academia development taking place in India and abroad. This revised course structure also provides the guidelines for Research Apprenticeship, Teaching Apprenticeship and Learned Paper respectively with the procedure of objective assessment of the scholars.

We hope that the new course structure will provide its scholars every opportunity to engage with and develop robust academic rigour among them. In case of any shortcoming (if emerge) with the implementation of this revised course structure we will study the gaps and further revise it accordingly so as to best suit the academic world.

Dr. Sajjad Ahmad  
Course Coordinator (Ph.D. Programme)

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**The Journey of change**  
**Ph.D. Course Structure**  
**(From 2022-23 onwards)**

**Backdrop, process and the change**

The journey to revise and change the Ph.D. course structure began way back in 2021. In the staff council meeting held on 7<sup>th</sup> October 2021 and 24<sup>th</sup> October 2021 the Change of Course Structure for the Ph.D. programme was decided. It was suggested to Brain Storm the change of Ph.D. course structure and includes at least two external members for the Brain Storming. Consequent upon the solution, external members were also included in the change of Ph.D. course structure.

Subsequent to the decision of the staff council as mentioned above, the agenda (mentioned below) for the Course Structure Change for Ph.D. programme was formulated which became the guiding factors for the course structure change.

**Agenda:**

The Agenda for the brain storming were guided by the following major issues:

1. What should be the total credits for Ph.D. programme and how it should be distributed?
2. Whether Qualitative and Quantitative Research papers be taught separately or the existing mixed paper be retained in the course work?
3. How the Domain Specific Specialization needs to be unfolded?
4. Whether the existing Educational Studies paper as offered in the course work be done away with?
5. Whether specialized paper be offered in place of existing electives?
6. How the elective papers should be unfolded in view of the UGC Draft Ph.D. regulations and NEP 2020?
7. Whether the nomenclature of 'Learned Paper' be changed? What could be the nomenclature if it needs to be changed?
8. Inclusion of additional paper of 'Ethics in Educational Research' of 2 credits as directed by UGC and subsequent formulation of syllabus on the basis of guidelines provided by the UGC
9. Inclusion of Research Apprenticeship and Teaching Apprenticeship and subsequent decision of credits for both of these

The Ph.D. Programme Structure for the revision and the credits thereof, were discussed in the subsequent Staff Council Meetings held on 27<sup>th</sup> October 2021; 15<sup>th</sup> November 2021; 1<sup>st</sup> December, 2021; 1<sup>st</sup> February 2022; 22<sup>nd</sup> April 2022. It was finalized on 15<sup>th</sup> June 2022. All the above mentioned agenda issues were discussed minutely in these meetings keeping in mind the updated ordinance of the Ph.D. programme.

**Brain storming and the outcomes:**

Several in-house brain storming sessions by the faculty were done in order to discuss each and every agenda of the course structure change. These brain storming were in context of NEP 2020; UGC Committee Recommendation (F. No 1-12/2018 (QIP-Quality Research: 31<sup>st</sup> July 2019) for 'Promoting and improving Quality of Research in Indian Universities/colleges'; university ordinance and with a vision of providing research quality

of global level with hands-on experiences. The following were the outcomes of the discussion held during brainstorming as per the agenda items listed above:

- **For Agenda (1)** it was decided that the upper limit of the credits may be increased keeping in mind the global trends and quality of the programme. Thus, the total credits for the course work was decided to be of 18 credits
- **For Agenda (2)** it was decided that the mixed paper as offered should be done away with and the Research Methods in Education should be broken into Core & Elective. This will enhance focused research quality of the scholars.
- **For Agenda (3)** it was decided that the Domain Specific Specialization (elective @ sr.2) should be offered with two domain specializations in sync with the Ph.D. ordinance along with Research Apprenticeship and Teaching Apprenticeship. The Domain Specific Specialization is of 8 Credits (for 2 specializations). The Research as well as the Teaching Apprenticeship should be of 1 credit each.
- Under the the Domain Specific Specialization it was also decided that electives opted by the scholar should sync with
  - (1) the domain research area (at the research levels) of the study and
  - (2) the Post Graduate levels.
- The specializations should be offered after due approval of the course of study by the Board of Studies (BoS) of the Department.
- The specializations as offered will be chosen by the scholar from among the respective lists in consultation with their respective supervisor.
- It was further decided that no duplication of elective/ specialization should be offered. Thus, the scholar needs to choose two different electives under domain specific specialization.
- It was understood that the Research Apprenticeship and the Teaching Apprenticeship will be unique and distinct at the research level offered by the Department of Educational Studies, Jamia Millia Islamia in a sense that it will provide exposure to the scholars at praxical level and the opportunity to practice what they have learnt in the theories of the concerned discipline. It was further understood that the Teaching Apprenticeship should sync with the UGC committee recommendation on “Promoting and Improving Quality of Research in Indian universities/colleges” (point VIII, p.9). Point VIII recommends that teaching apprenticeship should be the part of the Doctoral Programme. It reads:

*“Research Scholars who have completed qualifying examination may be encouraged to participate in teaching programme up to maximum of 3-4 class per week (classes, assisting in laboratories, tutorials and makeup classes). This would prepare them for their career after Ph.D.”*

*(Promoting and Improving Quality of Research in Indian universities/colleges; point VIII, Promoting a culture of research amongst faculty & students, p.9).*
- **For Agenda (4)** it was decided that since Domain Specific Specialization will be offered therefore, there is no need to continue with Educational Studies paper which the scholars already studies at M.Ed levels. Thus, the duplication of paper should be done away with.

- **For Agenda (5)** it was decided that specialized paper will be offered under Domain Specific Specialization as mentioned under Agenda (3) above.
- **For Agenda (6)** it was decided that elective papers will be offered under Domain Specific Specialization as mentioned under Agenda (3) above.
- **For Agenda (7)** thorough discussions were made. Several names in lieu of ‘Learned Paper’ were considered such as ‘Term Paper’, Annotated Bibliography and so on. Each nomenclature was thoroughly discussed. However, it was finally decided that the nomenclature of ‘Learned Paper’ best represent the vision and therefore it should be retained.
- **For Agenda (8)** it was decided that the syllabus based on the guidelines of UGC should be prepared with 2 credits separately and should not be merged with any other papers.
- **For Agenda (9)** initially it was considered that the scholars should be provided option between Research Apprenticeship and Teaching Apprenticeship with 2 credits each. However, the purpose to provide hands-on experience in both the areas, as envisioned by NEP 2020, could not have served if option between the two will be made available to the scholars. Hence, it was decided that Research Apprenticeship and Teaching Apprenticeship of 1 credit each will be offered under Domain Specific Specialization as mentioned under Agenda 3 above.

Having finalized each agenda after thorough discussion, the process of revision of the course structure was initiated by the Ph.D. Coordinator. The draft course structure was further discussed with the faculty members before coming to the final structure.

#### **The ordinance:**

The ordinance updated vide E.C. Resolution No EC-2020(II) Reso: 2.33 dated 26.06.2020 Notification no 3-/L&O/RO/JMI/2019 dated 16.10.2019 in its para 4 (a) quotes:

*“All scholars, including in-service/part-time ones, shall have to do ‘Course Work’ which will be treated as a prerequisite for the M.Phil./Ph.D. programme for which they shall have to meet the minimum requirement of 75% attendance during the Course Work offered by the Department/Centre/Faculty concerned and will be required to complete the course work within one semester or two-semesters, depending on the need of the discipline and the domain. If found necessary, the Course Work, on recommendation of DRC/CRC, may be carried out in other Departments or Centres within JMI, subject to the approval of BoS/CoS”.*

The total credits for the Ph.D. programme as per the ordinance is a minimum of 8 and a maximum of 16.

For inclusion of Research and Publication Ethics the a UGC Communication vide letter no DO No. F-1-1/2018 (Journal)/CARE dated December 2019 was made. The UGC approved 2 Credit Courses for awareness about Publication Ethics and Publication Misconduct. Thus, based on the suggestive guidelines the paper 3 was made to be Research and Publication Ethics of 2 credits.

With these discussion the present changed course structure it was decided to start from 2022-23 onwards so that the process of passing of the course as per the ordinance of Jamia Millia Islamia should take place in due time.

## Ph.D. Course Structure

The total credits for the course work is of 18 credits. This course is designed to enable students to

- develop a sound research vision by studying different research paradigm and research perspectives
- broaden understanding about different methods of research
- broaden vision on various research tools and techniques
- get acquainted with the research design and statistical techniques
- develop expertise in the field of specialization
- acquire hands-on experience of research and teaching through apprenticeship
- develop ethics in research and publications

### Ph.D. Programme Course Structure:

Table below presents the Ph.D. Programme Course Structure offered by the Department of Educational Studies and the credits under each area of study.

Ph.D. Programme Structure						
	S.No	Subject	Credits distribution	Total Credits	Marks	
Course Work	1	Research Methods in Education		4	100	Course Work
		(a) Core	2			
		(b) Elective	2			
	2*	Domain Specific Specialization		10	250	
		(a) Electives				
		Elective 1	4			
		Elective 2	4			
		(b) Research Apprenticeship	1			
		(c) Teaching Apprenticeship	1			
3	Research and publication Ethics	2	2	50		
4	Learned Paper	2	2	50		
		Total	18	18	450	

### Research Methods in Education (Core):

The entire scholars admitted to the Ph.D. programme have to go through the core areas of the research.

### Research Methods in Education (Elective):

The scholars admitted to the Ph.D. programme have an option of choosing any one area either from the qualitative research or the quantitative research in respect to their area of research. Both of these will carry equal credits for their assessment.

### Domain Specific Specialization

The scholars are have to choose 2 electives from the list of domain specific specialization. It will be chosen by the scholar from among the list of electives given below in consultation with their respective supervisor as per the following decisions made:

- (i) Out of the Domain Specific Specialization two electives will be chosen in consultation with the respective supervisors. It also have Research Apprenticeship and Teaching Apprenticeship in addition to the elective papers. The specializations are of 4 credits each and the Research, as well as, the Teaching Apprenticeship should be of 1 credits each. However, Research and Teaching Apprenticeship will be evaluated internally by the respective supervisors as per the guidelines (page number---). Whereas, both the electives will have external examination for assessment of the scholars.
- (ii) It was decided that the specializations should sync with the domain research area of the study offered by the scholar and should not duplicate while choosing rather one elective should be of higher level whereas another elective should be of master level.

### List of the electives for Domain Specific Specialization

Paper-2: List of Electives (Any two of the following is to be chosen)	
2 (i)	Advance Education Psychology (M.Ed)
2 (ii)	Continuous Professional Development of Teachers (M.Ed)
2 (iii)	Critical Perspectives in Higher Education (Introduced in 2024 @ Ph.D.level)
2 (iv)	Curriculum and Evaluation Studies (M.Phil)
2 (v)	Curriculum Development (M.Ed)
2 (vi)	Education and Society
2 (vii)	Educational Administration (M.Ed)
2 (viii)	Educational Finance (M.A. EPA)
2 (ix)	Educational Guidance and Counseling (M.Ed)
2 (x)	Educational Measurement and Evaluation (M.Ed)
2 (xi)	Policy and Planning in Education in India (M.A. EPA)
2 (xii)	Educational Technology (M.Phil)
2 (xiii)	Gender in Education - Psychological Perspectives (M.Ed)
2 (xiv)	History, Status Policies and issues in Elementary Education (M.Ed)
2 (xv)	History, Status Policies and issues in Secondary Education (M.Ed)
2 (xvi)	History, Status Policies and issues in Higher Education (M.Ed)
2 (xvii)	Perspectives in History and History of Education (Introduced in 2024 @ M.Ed level)
2 (xviii)	Human Resource Planning and Management (M.A. EPA)
2 (xix)	Instructional Design (M.A. EPA)
2 (xx)	Aspects of Language Education (M.Phil)
2 (xxi)	Organizational Behaviour (M.A. EPA)
2 (xxii)	Pedagogy of Language (M.Ed)
2 (xxiii)	Pedagogy of Mathematics (M.Ed)
2 (xiv)	Pedagogy of Science (M.Ed)
2 (xv)	Pedagogy of Social Sciences (M.Ed)
2 (xvi)	Perspectives in History and History of Education (Introduced in 2024 @ Ph.D.level)
2 (xvii)	Philosophy of Education (M.Ed)
2 (xviii)	Sociological Foundations of Education
2 (xix)	Teacher Education (M.Phil)
2 (xxx)	Understanding Diversity and Inclusion (Introduced in 2024 @ Ph.D.level)

**Note: The list is dynamic and any new specialization can be added through proper channel based on the nature of the study.**



## PAPER 1 (a)- RESEARCH METHODS IN EDUCATION (CORE)

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale of course:**

**Objectives:** This course is designed to enable students to

- develop a sound research vision by studying different research paradigm and research perspectives
- broaden their understanding about different methods of research
- have wide exposure to various research tools and techniques
- get acquainted with the research design and statistical techniques essentially needed for a research scholar

### **Course Contents:**

- Educational Research:
  - ◆ Qualitative and Quantitative Methods,
  - ◆ Possibilities and limitations of methods of social sciences
- Approaches to Research: Theoretical Considerations
  - i. Nature of Science and Scientific Enquiry
  - ii. Positivism
  - iii. Symbolic Interactionism, ethnomethodology and phenomenology
  - iv. Anthropological Tradition
  - v. Historiography and history as a Tool of research
  - vi. Clinical approach

### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

### **Suggested Readings:**

- Anastasi, A. (1987). *Psychological Testing*. New York: Macmillan Co.
- Bloom, B. S. (1979). *Taxonomy of Educational Objectives. Handbook I: Cognitive Domain*. London: Longman Group Ltd.
- Bogdan, R. C., & Biklen, S. K. (1987). *Qualitative Research for Education (An Introduction to Theory and Methods)*. Boston: Allyn and Bacon Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). New York: Routledge.
- Creswell, J. W. (2011). *Educational Research*. New Delhi: PHI Learning Pvt Ltd.

- Creswell, J. W. (2013) *Qualitative Inquiry and Research Design : Choosing Among Five Approaches*. Los Angeles:Sage
- Creswell, J.W. & Plano Clark,V.L.(2011) *Designing and Conducting Mixed Methods Research*. Thousand Oaks,CA: Sage
- Dahlberg, Lena and McCaig(Eds. 2010) *Practical Research and Evaluation*. Los Angeles: Sage
- David, N., & Nachmias, C. (1981). *Research Methods in the Social Sciences*. New York: St. MartinsPress.
- Denzin, N. K., & Lincoln, Y. (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Pub Inc.
- Engel, Rafael J. & Schutt, Russell K.(Third Edition) *The Practice of Research in Social Work*. Los Angeles :Sage
- Edmonds, Alex W. & Kennedy, Tom D. (2013) *An Applied Reference Guide to Research Designs: Quantitative, Quantitative and Mixed Methods*. Los Angeles:Sage
- Ferguson, G. A., & Yashio, T. (1989). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill Book Co.
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- Filstead, W. J. (1970). *Qualitative Methodology: First Hand Involvement with Social World*. Chicago: Markham Pub Co.
- Flick, U. (2007). *Designing Qualitative Research*. London: Sage Pub.
- Fox, D. J. (1969). *The Research Process in Education*. New York: Holt, Rinehart and Winston Inc.
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- Gibbs, G. R. (2007). *Analyzing Qualitative Data*. London: Sage Pub.
- Guilford, J. P., & Fruchter, B. (1988). *Fundamental Statistics in Psychology and Education*. Singapore: McGraw Hill Book Co.
- Hays, Danica G. & Singh, Anneliese A. *Qualitative Inquiry in Clinical and Educational Settings*. New York: The Guilford Press
- Keevas, J. P. (1988). *Educational Research, Methodology and Measurement- An Instructional Handbook*. Oxford: Pergamon Press.
- Kerlinger, F. N. (1983). *Foundations of Behavioural Research* (2nd ed.). Delhi: Surjeet Pub. Molt, Rinchart & Winston, Inc.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: The University Chicago Press.

- Kvale, S. (1996). *Interview: An Introduction to Qualitative Research Interviewing*. Thousand Oaks: Sage Pub Inc.
- Lindquist, E. F. (1953). *Design and Analysis of Experiments in Psychology and Education*. New York: Houghton Mifflin Company.
- McBurney, D. H., Therasa, W., & White, L. (2007). *Research Methods*. New Delhi: Thomson Wadsworth New Delhi Indian Print.
- McMillan, J. N. (2000). *Educational Research. Fundamentals for the Consumer* (3rd ed.). New York: Longman Group Ltd.
- NCERT. (2008). *Position Paper. National Focus Group on Examination Reforms*. NCERT.
- Patton, M. Q. (1988). *Qualitative Evaluation Methods*. Beverly Hills California: Sage pub.
- Rapley, T. (2007). *Doing Conversation and Document Analysis*. London: Sage Pub.
- Rajput, S. (2003). *Continuous & Comprehensive Evaluation: Teachers Handbook for Primary Stage*. New Delhi: NECRT.
- Siegel, S., & Castellan, J. J. (1988). *Non Parametric Statistics for the Behavioural Sciences*. New York: McGraw Hill Book Co.
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- Thondike, R. M., & Tracy, C. T. (2011). *Measurement and Evaluation in Psychology*. New Delhi: PHI Learning Pvt Ltd.
- Tripathi, S. N. (1999). *A Handbook on Educational Research*. New Delhi: NCTE.
- Turner, T. S. (1978). *The Structure of Sociological Theory*. Homewood: The Dorsey Press.
- Winer, B. J. (1971). *Statistical Principles in Experimental Design* (2nd ed.). Singapore: McGRAW Hill Book Co.

## **PAPER 1(b) QUALITATIVE RESEARCH (ELECTIVE)**

### ***Rationale of course:***

**Objectives:** This course is designed to enable students to

- develop a sound research vision by studying different research paradigm and research perspectives
- broaden their understanding about different methods of research
- have wide exposure to various research tools and techniques
- get acquainted with the research design and statistical techniques essentially needed for a research scholar

### **Course Contents:**

#### **UNIT: I**

- Paradigms in qualitative research: Nature and types of qualitative Research
- Key areas in using any qualitative research.
- Examples of certain classic qualitative research

#### **UNIT: II: Forms of Qualitative Research**

- i. Phenomenology
- ii. Ethnography
- iii. Grounded theory
- iv. Case Study
- v. Action research
- vi. Historical Research
- vii. Narratives
- Data Collection tools and Techniques
- Issues in collection of qualitative data, ethics, reliability and validity.

#### **Unit: III**

- Data analysis techniques: Codification, categorisation, content analysis
- Computer assisted qualitative data analysis.
- Triangulation Method, Source theory, perspective analysis
- Writing and reading the qualitative research

### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

### **Suggested Readings:**

- Anastasi, A. (1987). *Psychological Testing*. New York: Macmillan Co.

- Bloom, B. S. (1979). *Taxonomy of Educational Objectives. Handbook I: Cognitive Domain*. London: Longman Group Ltd.
- Bogdan, R. C., & Biklen, S. K. (1987). *Qualitative Research for Education (An Introduction to Theory and Methods)*. Boston: Allyn and Bacon Inc.
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- Kerlinger, F. N. (1983). *Foundations of Behavioural Research* (2nd ed.). Delhi: Surjeet Pub. Molt, Rinchart & Winston, Inc.
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- Kvale, S. (1996). *Interview: An Introduction to Qualitative Research Interviewing*. Thousand Oaks: Sage Pub Inc.
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- Tashakkori, Abbas & Teddlie, Charles (1998) *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Thousand Oaks: Sage
- Thondike, R. M., & Tracy, C. T. (2011). *Measurement and Evaluation in Psychology*. New Delhi: PHI Learning Pvt Ltd.
- Tripathi, S. N. (1999). *A Handbook on Educational Research*. New Delhi: NCTE.
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- Winer, B. J. (1971). *Statistical Principles in Experimental Design* (2nd ed.). Singapore: McGRAW Hill Book Co.

## **PAPER 1(b) QUANTITATIVE RESEARCH (ELECTIVE)**

### ***Rationale of course:***

**Objectives:** This course is designed to enable students to

- develop a sound research vision by studying different research paradigm and research perspectives
- broaden their understanding about different methods of research
- have wide exposure to various research tools and techniques
- get acquainted with the research design and statistical techniques essentially needed for a research scholar

### **Course Contents:**

#### **UNIT - I:**

Collection, Analysis and Interpretation of data, Sampling, administration of tests and scales, scoring and tabulation of data

#### **UNIT - II:**

Simple Statistical inference, reliability of statistics, Significance of difference between means and standard deviations, Testing of hypotheses, Sampling and non sampling errors

#### **UNIT - III:**

Analysis of variance and co-variance : Main, Simple and Interaction effects.

#### **UNIT - IV:**

1. Experimental design
2. Simple randomised design
3. Randomised Block design
4. Latin Square design
5. Factorial design

#### **UNIT - V:**

Multivariate Analysis:

1. Multiple regression analysis
2. Factor analysis

### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

**Suggested Readings:**

- Anastasi, A. (1987). *Psychological Testing*. New York: Macmillan Co.
- Bloom, B. S. (1979). *Taxonomy of Educational Objectives. Handbook I: Cognitive Domain*. London: Longman Group Ltd.
- Bogdan, R. C., & Biklen, S. K. (1987). *Qualitative Research for Education (An Introduction to Theory and Methods)*. Boston: Allyn and Bacon Inc.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). New York: Routledge.
- Creswell, J. W. (2011). *Educational Research*. New Delhi: PHI Learning Pvt Ltd.
- Creswell, J. W. (2013) *Qualitative Inquiry and Research Design : Choosing Among Five Approaches*. Los Angeles: Sage
- Creswell, J.W. & Plano Clark, V.L. (2011) *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage
- Dahlberg, Lena and McCaig (Eds. 2010) *Practical Research and Evaluation*. Los Angeles: Sage
- David, N., & Nachmias, C. (1981). *Research Methods in the Social Sciences*. New York: St. Martins Press.
- Denzin, N. K., & Lincoln, Y. (1994). *Handbook of Qualitative Research*. Thousand Oaks: Sage Pub Inc.
- Engel, Rafael J. & Schutt, Russell K. (Third Edition) *The Practice of Research in Social Work*. Los Angeles : Sage
- Edmonds, Alex W. & Kennedy, Tom D. (2013) *An Applied Reference Guide to Research Designs: Quantitative, Quantitative and Mixed Methods*. Los Angeles: Sage
- Ferguson, G. A., & Yashio, T. (1989). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill Book Co.
- Festinger, L., & Katz, D. (1965). *Research Methods in the Behavioural Sciences*. New York & New Delhi: Amerind Pub Co. Pvt Ltd & Holt, Rinehart & Winston New York, Indian Print.
- Filstead, W. J. (1970). *Qualitative Methodology: First Hand Involvement with Social World*. Chicago: Markham Pub Co.
- Flick, U. (2007). *Designing Qualitative Research*. London: Sage Pub.
- Fox, D. J. (1969). *The Research Process in Education*. New York: Holt, Rinehart and Winston Inc.
- Franklin, M.I. (2012) *Understanding Research: Coping with Quantitative-Qualitative Divide*. London Routledge
- Garret, H. E. (2008). *Statistics in Psychology and Education*. Bombay Vakils: Feffer & Simons Pvt Ltd.
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- Guilford, J. P., & Fruchter, B. (1988). *Fundamental Statistics in Psychology and Education*. Singapore: McGraw Hill Book Co.



- Hays, Danica G. & Singh, Anneliese A. *Qualitative Inquiry in Clinical and Educational Settings*. New York: The Guilford Press
- Keevas, J. P. (1988). *Educational Research, Methodology and Measurement- An Instructional Handbook*. Oxford: Pergamon Press.
- Kerlinger, F. N. (1983). *Foundations of Behavioural Research* (2nd ed.). Delhi: Surjeet Pub. Molt, Rinchart & Winston, Inc.
- Kuhn, T. S. (1970). *The Structure of Scientific Revolutions*. Chicago: The University Chicago Press.
- Kvale, S. (1996). *Interview: An Introduction to Qualitative Research Interviewing*. Thousand Oaks: Sage Pub Inc.
- Lindquist, E. F. (1953). *Design and Analysis of Experiments in Psychology and Education*. New York: Houghton Mifflin Company.
- McBurney, D. H., Therasa, W., & White, L. (2007). *Research Methods*. New Delhi: Thomson Wadsworth New Delhi Indian Print.
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- NCERT. (2008). *Position Paper. National Focus Group on Examination Reforms*. NCERT.
- Patton, M. Q. (1988). *Qualitative Evaluation Methods*. Beverly Hills California: Sage pub.
- Rapley, T. (2007). *Doing Conversation and Document Analysis*. London: Sage Pub.
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- Siegel, S., & Castellan, J. J. (1988). *Non Parametric Statistics for the Behavioural Sciences*. New York: McGraw Hill Book Co.
- Snedecor, G. W., & Cochran, W. G. (1989). *Statistical Methods*. New Delhi, Oxford: IBH Pub Co. Pvt Ltd.
- Tashakkori, Abbas & Teddlie, Charles (1998) *Mixed Methodology: Combining Qualitative and Quantitative Approaches*. Thousand Oaks: Sage
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- Turner, T. S. (1978). *The Structure of Sociological Theory*. Homewood: The Dorsey Press.
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## **Domain Specific Specialization**

### **Electives (Any two)**

#### **Paper 2 (I): ADVANCED EDUCATION PSYCHOLOGY**

**Total Credits:** 04

**Total Marks:** (75+25=100)

#### ***Rationale of course:***

The discipline of educational psychology as one of the foundation courses has its special impact on the conceptualization of educational phenomena: learning and instruction. The professional behavior of teachers necessitates the solution of practical problems in education settings. The understanding of learner and learning process are considered as central for the grounding of teaching/learning processes. Therefore, in this paper the thrust will be upon the understanding of certain psychological concepts and constructs which have exciting potential for developing insight about human learning. This will in turn orient the students towards the skill development for practicing psychology in educational settings.

#### **Objectives:**

- To enable the students to understand and acquire body of knowledge of educational psychology relevant in the context of teaching and learning process.
- To mobilize the students towards deriving principles from the theories, which can be practiced in real classroom situation?
- To prepare the students for using or applying psychology in their profession.

#### **Course Contents:**

##### **UNIT- I: EDUCATIONAL PSYCHOLOGY AND TEACHING**

- Functionalism: roots of educational psychology; scopes and fields of educational psychology.
- Educational psychology as an applied science: Myths, realities, challenges and procedures.
- Analysis of teaching process: Teaching as science and arts.
- Assumptions of teaching based on psychological perspectives
- Properties of teachers' influence

##### **UNIT- II: GROWTH AND DEVELOPMENT**

- Meaning and concept: Evolutionary nature of development.
- Domains of development.
- Aspects of development: maturation and readiness, differentiation and integration.

#### **Cognitive and Emotional development**

- Piaget's Theory of Cognitive Development
- Vygotsky's socio-cultural approach

#### **Emotional development**

- Dimensions of emotional development
- Emotional maturity

### **UNIT- III: PROCESS OF LEARNING**

#### **Concepts and Perspectives:**

- Classical conditioning- learning of emotional reactions
- Skinner's Operant Conditioning
- Tolman's Purposive Behaviorism.
- Gestalt's learning by insight- Productive thinking, laws of pragnanz: Perception is directed toward achieving order.
- Derivation of the principles of learning from the above theories.

### **UNIT- IV: MOTIVATION IN EDUCATION**

1. Construct of motivation
2. Extrinsic and intrinsic motivation.
3. Motivation directed toward achieving order – inconsistency theories: Berlyn's epistemic curiosity, White's effectance motivation: concept of equilibrium and motivation.

### **UNIT- V: INDIVIDUAL DIFFERENCES AND INTELLIGENCES**

- Individual differences: Challenges to teaching.
- Areas of individual differences.
- Intelligences: Nature and concept
- Intelligences & IQ/ Landmark issues and great debates.
- Theories of intelligence: Factor theory; Gardner's Theory of Multiple intelligences.
- Measurement of intelligence.

#### **Practicum:**

#### **Term Paper: Reflection on the classical literature of psychology**

Reading, reviewing and reflecting on at least one article or essay or book or chapter of a book written by such pioneers of psychology as W. James; John Dewey; Stanley Hall; J. Bruner; B.F Skinner; J. Piaget; L. Vygotsky; C. Rogers etc. Preparation of a report based on the reading by highlighting the relevance of the ideas to the contemporary issues of teaching learning in particular and education in general. Presentation of the same by using ICT.

#### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

#### **Essential Readings:**

- Berk, Laura E. (2013). Child Development. Boston: Pearson Education.
- Driscoll, M. P. (1994). *Psychology of Learning for Instruction*. Allyn & Bacon.
- Mouly, G. J. (1968). *Psychology of Effective Teaching*. London, Holt Rinehart & Winston Inc.
- Yelon, S. L., & Weinstein, G. W. (1977). *A teacher's world: Psychology in the classroom*. New York: McGraw-Hill.

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- Beck, R. (1990). *Motivation: Theories and Principles*. Prentice Hall Englewood cliff, New Jersey.
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- Cartpenter, F & Hadden, E.E. (19640. Application of Psychology To Education. Macmillan Company, New York.
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- Dentler R. A. Shapire B. J. (1967). *Readings in Educational Psychology*. New York Harper.
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- (a) Eggan, P & Kaucher, D. (1999). *Educational Psychology*, Printice Hall.
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- (a) Flavell, J. M. (1965). *The Development Psychology of Jean Piaget*. Toronto, D Van Nostrand.
- Glock, M.D. (1971). Guiding Learning: Readings in Educational Psychology. John Wiley and Sons Inc. New York, London.
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- James, W. (1899). Talks to Teachers on Psychology and to Students on some pf Life's Ideals. New York, Henry Holt and Company.
- Kowalski R. & Western D. (2005). *Psychology*. John Wiley & Sons Inc.
- Krause K. L., Bochner, S. & Duchesne S. (2003). *Educational Psychology for Learning & Teaching* . Cengage Learning Australia Pvt. Ltd.
- Mouly, G. J. (1968). *Psychology of Effective Teaching*. London, Holt Rinehart & Winston Inc.
- (a) Pintrich, P. R. & Schunk, D. H (2002). *Motivation in Education: Theory, Research and Application*. Prentice Hall, Englewood Cliff, New Jersey
- (b) Roger, C.R. (1969). Freedom to Learn. Charles E. Merrill Publishing Company, Columbus Ohio.
- Sprinthall, R. C. & Sprinthall (1981). *Educational Psychology*. California, Addison-Wesley Publishing Company.
- Yelon, S. L., & Weinstein, G. W. (1977). *A teacher's world: Psychology in the classroom*. New York: McGraw-Hill.

## **Paper-2 (ii): CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### ***Rationale of course:***

The present course has been designed to prepare prospective teacher educators as Professionals who can contribute to Continuous professional development of teachers and teacher educators. It will enable them to examine the issues and challenges in teacher education critically so as to respond to the realities of teacher education. It would also enable them to identify research issues pertaining to teacher education for enhancing its effectiveness and generation of knowledge in this area.

### **Objectives:**

- To develop an understanding of concept of In-service education
- To develop needed understanding for planning and organization of In-service programmes
- To familiarize the learners with the various agencies working for Professional Development of Teachers
- To identify the issues and problems for undertaking research related to teacher Education
- To develop understanding about the significance of research for knowledge generation and bringing about effectiveness in teacher education programmes

### **Course Contents:**

#### **UNIT I: CONTINUOUS PROFESSIONAL DEVELOPMENT**

- (a) Concept , Need and Objectives
- (b) Modes: Face to face, Distance and Blended Approach
- (c) Agencies for INSET: National, State, District and Local level agencies, Autonomous organisations
- (d) Historical development of INSET in Post Independent Era
- (e) GOI initiatives across the levels

#### **UNIT II: PLANNING AND ORGANIZATION OF IN-SERVICE PROGRAMMES**

- (a) Need Assessment: Concept, Importance and Techniques
- (b) Models of INSET
- (c) Strategies of Continuous Professional Development
  - Workshops, Seminars, Conferences, Symposium, Panel Discussion, Study Groups, extension Lectures, Research Colloquium, Orientation Programmes, Refresher Courses
  - Action research and Reflection as a tool for Professional Development
- (d) Monitoring, Evaluation and Follow up
- (f) Role of ICT

#### **UNIT III: MANAGEMENT OF TEACHER EDUCATION**

- (a) Manpower planning for teachers: Demand and supply of qualified teachers at different teachers
- (b) Management of teachers at state level: Qualification of teachers, Teacher recruitment policies, professional development of teachers

- (c) Quality and regulatory Aspect of teacher education: Role and Functions of NCTE, NAAC and other apex bodies

#### **UNIT IV: PROBLEMS AND ISSUES IN TEACHER EDUCATION**

- (a) Problems and issues related to PSTE
- (b) Problems and issues related to CPD of teachers and Teacher Educators
- (c) Networking of TEIs for preparing teachers for different levels of school education
- (d) Future Development of Teacher Education in India

#### **UNIT V: RESEARCHES AND EXPERIMENTS IN TEACHER EDUCATION**

- (a) Paradigms of research , Teaching and Teacher Education
- (b) Research and Effectiveness of teacher education programme
- (c) Methodological issues and research in teacher education\_ Theoretical vs Applied , Participatory action research
- (d) Experiments in PSTE and INSET, Best Practices: National and International
- (e) Research Trends, present status and gaps

#### **Mode of transaction:**

Lecture Cum Discussion; Seminar presentations; Group discussions; Guided study; Assignments

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

#### **Suggested Sessional Activities**

- Conducting interview of 2-3 in-service teachers study the impact of PSTE
- Carrying out need assessment for CPD of Teachers
- Study of Norms and Regulations of NCTE and its critical review in terms of its implications for teacher education
- Review of researches in teacher education
- Case study of a Institution for understanding Best Practices

#### **ESSENTIAL READINGS:**

- Report of the Education Commission (1964- 66).
- Report of the National Commission on Teachers (1983- 85).
- National Curriculum Frameworks for Teacher Education (2009).
- Report of the Delors Commission, UNESCO, 1996.
- National Policy of Education 1986/1992.
- National Curriculum Framework on School Education, 2005.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.
- The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Report of the working group on Teacher Education for the 12<sup>th</sup> 5 year Plan, Deptt. of SE & Literacy, MHRD. GOI. Oct' 11, New Delhi.

- Justice Verma Commission Report on Teacher Education (2012), NCTE.

## References:

- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist Approach*. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5<sup>th</sup> Edition). Routledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Routledge Falmer. London and New York.
- Korthagen, Fred A. J. et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
- NCTE (1998): *Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre- Service Education*. New Delhi.
- Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
- Linda Darling, Hammond & John Bransford (2005): *Preparing Teacher for a Changing World*. San Francisco: Jossey-Bass, 2005.
- Loughran, John (2006): *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. Routledge: New York.
- Yadav, M.S. & Lakshmi, T. K. S. (2003): *Conceptual Inputs for Secondary Teacher Education: The Instructional Role*. India. NCTE.
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowing Press.
- Irvine, J.J. (2003): *Educating Teachers for Diversity: Seeing with a Cultural Eye*. New York: Teachers College Press.
- Joyce, B., and Weal, M. (2003). *Models of Teaching* (7<sup>th</sup> edition) Boston: Allyn & Bacon.
- Lampart, M. (2001). *Teaching Problems and the Problems of Teaching*. New Haven: Yale University Press.
- Martine, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A Constructivist Approach to Introducing Education*. Wadsworth Publishing. USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Day, C. & Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead. Brinks Open University Press.
- Mohammad Miyan (2004). *Professionalisation of Teachers Education*. Mittal Publications New Delhi.
- Reimers, Eleonora Villegas (2003): *Teacher Professional Development: an international review of the literature*. UNESCO: IIEP, Paris.
- Siddiqui, M. A., (1993). *In-service Education of Teachers*. NCERT. New Delhi.

## **Paper 2 (iii): Critical Perspectives in Higher Education**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### ***Rationale of course:***

The aim of the course is to develop critical understanding in Higher Education. The course will provide the prospective higher education faculty to build their understanding on different aspects of Higher Education, policies, status, issues & challenges in Higher Education, as well as, financial aspects of Higher Education and its impact upon universities and colleges.

**Objectives:** On completion of the course, the student shall be able to:

- describe and explain the historical development of Higher Education, major reforms proposed and implemented under different policies, Issues & challenges of Higher Education, current status and financial aspects relating to Higher Education in India
- analyse policies and goals of Higher Education and its larger impact on the masses in general and universities in particular
- understand the structure of Higher Education in India
- comprehend the curriculum planning, development and transaction at higher education level
- explain the contemporary debates in Higher Education in India
- analyze the impact of Neo liberalism on Higher Education in India
- describe the emerging trends in Higher Education in India
- assess the management and relevance of different higher education organizations for autonomy, quality, quantity and excellence

### **Course contents:**

#### **Unit- I: Development of Higher Education in India: History and Current Status**

- The idea of Higher Education in India- Ancient to Modern
- Higher Education during pre-Independence period in India (1854 to 1947)
- Higher Education during Post-Independence period in India (1948 till date)

#### **Unit -II: Contemporary debates in Higher Education in India:**

- Equity, Access and inclusion in Higher Education
- Graded Autonomy, Quality, Quantity and Excellence in Higher Education in India
- The politics of ranking in Higher Education
- Public Private Partnership (PPP) in Higher Education
- Privatization of Higher Education
- Evaluation in Higher Education: Financial control, status and impact
- Multiple entry and exit in Higher Education
- Dual degree programme and its impact
- Choice Based Credit System (CBCS)
- Integrated Teacher Education Programme: Issues and Challenges



### **Unit -III: Internationalization of Higher Education**

- Internationalization of Higher Education: Problem, prospects and challenges
- Case Studies of different countries with respect to higher education- Pre-service and in-service models
- Innovative programmes in Higher Education: Status, Provisions, Prospects and Challenges
- Research and innovations in Higher education: Status, trends and requirement in India for global presence in the field of education, Comparative understanding of developed countries
- Online, virtual university and Open and Distance Learning (ODL) in Higher Education

### **Unit- IV: Neo-liberalism and Higher Education in India:**

- Management of an Institution of Higher learning: Influence of international agencies
- Massive Online Open Course in Higher Education (MOOCs): Analyzing existing MOOCs and Designing of a MOOC course in 4 quadrants
- Funding of Higher Education: Corporate Social Responsibility (CSR) in Higher Education, Higher Education Grants Council (HEGC), Higher Education Funding Agency (HEFA), Self-finance courses and its impact on equity and equality
- Research Project Grants (DPR) and its role in professional growth: Analyzing the role of National & International Funding agencies in promoting educational research
- Ed-tech market: Emerging trends and its impact on higher education

### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

### **References:**

- Adams Paul (2014). Policy and Education. Foundations of Education Studies Series: London: Routledge-Taylor & Francis Group
- Agarwal, P. (2009). Indian Higher Education: Envisioning the Future. India: Sage Publication
- Akther, N. (2000); Higher Education for the Future, Jaipur: Rawat Publications.
- Alcorn, B., Christensen, G., & Kapur, D. (2015). Higher education and MOOCs in India and the Global South. *Change: The Magazine of Higher Learning*, 47(3), 42-49.
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- Kumar, Krishna (1990). *Raj Samaj aur Shiksha*, (2nd edn)., New Delhi: Rajkamal. (in Hindi).
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- Philip G Altbach, (2012). *A Half-Century of Indian Higher Education: Essays by Philip G Altbach*, New Delhi: SAGE

- Philip G. Altbach, (1968). Turmoil and Transition: Higher Education and Student Politics in India, Basic Books
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- Raffaghelli, Juliana E. & Sangrà Albert (eds) (2023). *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead*, Springer Cham
- Ram, A (1990); Higher Education in India, Issues & Perspectives, New Delhi: Mittal Publications.
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- Shukla, C. (2004). Financing of Higher Education, New Delhi: APH Publications
- Thomas de Lange, Line Wittek (eds) (2023). *Faculty Peer Group Mentoring in Higher Education: Developing Collegiality through Organized Supportive Collaboration*, Springer Cham
- Tilak, J. B. (2020). Dilemmas in reforming higher education in India. *Higher Education for the Future*, 7(1), 54-66.
- Varghese, N. V. & Panigrahi Jinusha, (2019) India Higher Education Report 2018: Financing of Higher Education, SAGE Publications Pvt Ltd
- Varghese, N. V. & Panigrahi, J. (2023) Financing of Higher Education: Traditional Approaches and Innovative Strategies, Singapore: Springer

## **PAPER 2 (iv): CURRICULUM AND EVALUATION STUDIES**

**Total Credits: 04**

**Total Marks: (75+25=100)**

### ***Rationale of course:***

Curriculum is core area in Educational Studies. The students must be aware of the same irrespective of their specializations in other areas. Issues of knowledge, learning, its organization, role of learner are central to any organization that deals with learning. This course primarily focuses on schools and little about universities. It introduces the students to curriculum studies as a compulsory area for the teacher educators, teachers and researchers. This would enrich the understanding of the students in the area of education and provide a basis of application for learning what they would be learning from other subjects in this course.

### **Objectives:**

- The nature of knowledge and learning in different periods in India.
- Understand the components and relevance of studying curriculum at school and university level.
- Identify the factors that directs selection, organization and dissemination of knowledge and learning in our schools and universities
- Understand the area of curriculum development and its various factors including the role of individuals like principal, teacher and students.
- Critically understand the role of public and private bodies in curriculum making

### **Course Contents:**

#### **Unit-1**

- Curriculum studies: An area of study and a domain of practice, Approaches to curriculum Studies, Domain of curriculum studies: Curriculum development, curriculum design curriculum transaction and curriculum evaluation
- Unpacking the concepts of curriculum, explicit curriculum, hidden curriculum, core curriculum, differentiated curriculum and null curriculum
- Theorizing and Models of curriculum: Prescriptive, Descriptive and Critical-Exploratory

#### **Unit-2. Curriculum, Knowledge, Ideology and Politics**

- Curricular ideologies: Religious orthodoxy, Rational Humanism, Progressivism, critical theory, Reconceptualism and cognitive Pluralism
- Meaning and nature of Knowledge, Forms of knowledge, Curricular ideologies and curricular knowledge, selection and organisation of curricular contents
- Direct and indirect Influence of Politics on curriculum: curriculum as cultural practice
- Cultural politics of education and curriculum: Ideas of Apple, Bourdieu and Giroux

#### **Unit-3. Curriculum for 21<sup>st</sup> Century: A shift from Instructional Paradigm to learning Paradigm**

- Curriculum for Thinking and Metacognition

- Curriculum for Peace and Sustainable Development
- Curriculum for democracy and inclusion
- Evolving Eclectic and Balanced Curriculum to face future challenges

#### **Unit-4. Evaluation and Related Concepts:**

- Assessment, Evaluation, Testing and Examination
- Types of Evaluation: Formative, Summative, Diagnostic, Prognostic and Ipsative
- Assessment and Students Learning: Assessment 'for' 'as' and 'of' Learning
- Educational objectives: Bloom's Revised Taxonomy and SOLO Taxonomy
- Assessment of Learning Process and Learning Outcomes

#### **Unit-5. Programme and Curriculum Evaluation: Need and Purpose**

- Approaches to Programme Evaluation: Performance- objective congruence, Decision-Management, Judgement Oriented, Adversarial and Pluralist-Intuitionist Approaches
- Evaluation Models: Kirkpatrick's Model, Phillips' Evaluation Model, CIPP Model and Patton's Utilization Focused Model
- ***Reforms in Educational Evaluation:*** Choice based Credit System, Grading system, CCE

#### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

#### **Suggested Readings:**

- Eisner, Elliott W. Ideologies in Education, Philip W (Ed.) Handbook of Research in Curriculum, New York, Macmillan
- Bourdieu, Pierre (1997) *Reproduction in Education, Society and Culture*. London: Sage

## **PAPER 2 (v): CURRICULUM DEVELOPMENT**

**Total Credits: 04**

**Total Marks: (75+25=100)**

### ***Rationale of course:***

The word curriculum is perhaps as old as the word education itself but as a field of study it has comparatively recent origin. For a sound educational system the role and relevance of curriculum in evolving a fool proof educational system is pivotal. In fact curriculum is the most explicit path through which goals and ideals of education can be achieved. A sound understanding about various concepts related to curriculum, curriculum theories, models and approaches are specifically important for those interested in the process of curriculum development. Curriculum is also a forceful and a peaceful means of socialization in general and political socialization in particular and so an understanding between politics and curriculum is of prime importance for designing and implementation of a curriculum. The present course is designed to develop a conceptually sound and practically relevant understanding about the essential aspects of curriculum development and its evaluation.

### **Objectives:**

- To understand the meaning of curriculum and its related concepts.
- To acquaint the students about nature and scope of curriculum development as a field of study.
- To understand the role of philosophy, sociology and psychology as foundations of curriculum.
- To acquaint students about nature of curriculum theories and curriculum models and approaches of curriculum development.
- To develop a comparative understanding of various models for curriculum development and its evaluation.
- To understand the nature and consequences of relationship education and politics.

### **Course Contents**

#### **UNIT-I: CURRICULUM: A FIELD OF STUDY AND ITS FOUNDATIONS**

- Difficulty in defining curriculum, operationalization of curriculum.
- Related Concepts:
  - ◆ Teaching, Instruction and Assessment
  - ◆ Syllabus, Curriculum Guide, Curriculum framework
- Historical Development of Curriculum as a field of study.
- Domains of Curriculum: Objectives, Contents, Teaching- Learning Experiences and Evaluation
- Philosophical, Psychological and Sociological foundation of Curriculum.

#### **UNIT-II: CURRICULUM DESIGN**

- Approaches to Curriculum Planning: Environmental, Integrated and Disciplinary
- Sources of data for Curriculum Designing:
  - ◆ Learners
  - ◆ Society
  - ◆ Knowledge ( Nature of Subject)
  - ◆ Curricular Goals and objectives: Sources and Formulation
  - ◆ Course Content and its selection and organization.

- ◆ Role of Textbook and its essential features,
- ◆ Learner Centered, Subject Centered and Problem Centered Curriculum Designs.

### **UNIT-III: CURRICULUM THEORY AND MODELS**

- Theory in Curriculum: Meaning, Function and Types.
- Difficulties in Theorizing in Curriculum,
- Models for Curriculum development as an alternative, Inductive, Deductive and Post Positivist Models: Scope and limitations,
- System Approach in Curriculum Planning.

### **UNIT-IV: CURRICULUM EVALUATION**

- Meaning Formative and Summative Evaluation
- Process and Product Evaluation,
- Models for Curriculum Evaluation: Scientific Positivist and Humanistic- Naturalistic.

### **UNIT-V: CURRICULUM IDEOLOGY AND POLITICS**

- Curriculum and Politics: Interface between Curriculum and Political Ideology,
- Curriculum and Democracy
- Curriculum and Issue of Equity, Quality and Relevance
- Curriculum and Multiculturalism,
- Core and Differentiated Curriculum.

#### ***Suggested Activities:***

- Visit a locality and contact parents of those children who are studying in Secondary Classes/ Elementary Class. Ask their perceptions about purpose of Secondary/ Elementary education.
- Convert these responses in the form of curricular objectives.
- Analyse the National Curriculum Framework-2005 to trace the curricular objectives and amend the list, if necessary in this light.
- Visit a school, collect information about vision and mission of the school, observe the classroom and prepare the list of curricular objectives based on your observation. Also compare the list of objectives prepared earlier and after school visit. Try to categorize the objectives as objectives of explicit curriculum and objectives of Hidden curriculum.
- Prepare a list of concepts in a particular subject after reviewing the textbooks of class VI to XII and then keeping the nature of the subject and the hierarchical position of these concepts as primary, secondary and tertiary or concept by name and concept by definition prepare a concept-tree. Keeping the hierarchical positions of the concepts in the concept-tree divide them grade wise.
- Compare your grade wise distribution of concepts with the prescribed syllabus and comment on the variation, if found.

#### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

#### **Essential Readings:**

- Kelly *The Curriculum Theory and Practice*.
- Ornstein, A. and Hunkins, F.P. (1993), *Curriculum: Foundations, Principles and Issues*, Boston, Allyn and Bacon 2<sup>nd</sup> Edition.

- Saylor, J.G., Alexander, W.M. and Lewis, A.J (1981), Curriculum Planning for Better Teaching and Learning, New York, Holt, Rinehart and Winston 4<sup>th</sup> Edition.

### **Suggested Readings:**

- Apple, M. (1986), Ideology and Curriculum, Routledge and Paul.
- Beyer, L., and Apple, M. (Eds.).(1998), The Curriculum: Problems, Politics and Possibilities. State University of New York Press.
- Counts, G. (1978), Dare the School build a New Social Order? Southern Illinois University Press. ( On Order)
- Doll R.C. (1986), Curriculum Improvement Decision Making Process, London, Allyn and Bacon Inc.
- Eisner, E. (1985), The Educational Imagination. MacMillan.
- Eisner, E. and Vallance, E. (1974), Conflicting Conceptions of Curriculum, MacMillan.
- Erickson, H.L. (2002), Concept Based Curriculum and Instruction: Teaching Beyond the Facts, Corwin Press, INC (A Sage Publication Company) Thousand Oaks: California.
- Giroux, H., Penna, A. and Pinar, W.(1981), Curriculum and Instruction, McCutchan.
- Goodland, J. (1979), Curriculum Inquiry, McGraw Hill.
- Henson, K. (2001), Curriculum Planning, Integrating Multiculturalism, Constructivism and Education Reform. New York: McGraw-Hill.
- Kilebard (1986), The Struggle for the American Curriculum (1953-1958), Routledge and Paul.
- Mamidi, M.R. and Ravishankar, S. (1986), Curriculum Development and Educational Technology. Delhi: Sterling Private Ltd.
- Masih, Aejaz (2004), Secular Values and Curriculum. New Delhi, Manak Pub.
- McNeil, J. (1977), Curriculum: Comprehensive Introduction, Boston: Little Brown and Co.
- NCERT (1984), Curriculum and Evaluation, NCERT, New Delhi.
- Nelson, A. (1990), Curriculum Design Techniques, Dubuque: Wm. C. Brown Pub.
- Oliver, A.I. (1965), Curriculum Improvements, Dodd: Mead and Company Inc.
- Ornstein, A. and Hunkins, F.P. (1993), Curriculum: Foundations, Principles and Issues, Boston, Allyn and Bacon 2<sup>nd</sup> Edition.
- Pinar, W. (1988), Contemporary Curriculum Discourse, Gorsuch and Scaribrick.
- Pinar, W. (1975), Curriculum Theorizing: The Reconceptualists, MacMillan.
- Razik, T.A. (1972), Systems Approach to Teacher Training and Curriculum Development, Belgium: Maison D., Edition, Marcinell.
- Reed, R. and Johnson, T. (2000), Philosophical Documents in Education. New York: Addison- Wesley Longman, Inc.
- Rowntree, D. (1982), Educational Technology in Curriculum Development. London: Harper Row Publication.
- Saylor, J.G., Alexander, W.M. and Lewis, A.J (1981), Curriculum Planning for Better Teaching and Learning, New York, Holt, Rinehart and Winston 4<sup>th</sup> Edition.
- Schubert, W. (1986), Curriculum: Perspectives, Paradigm and Possibility. MacMillan.
- Smith, B.O. et al. (1950), Fundamentals of Curriculum Development, New York: World Book Company.
- Taba, Hilda (1962), Curriculum Development, Theory and Practice, Harcourt Brace and World, Inc.
- Tanner, D. and Tanner, L. (1980), Curriculum Development Theory into Practice. MacMillan.
- Wheeler, D.K. (1967), Curriculum Process, University of London Press.
- Zais, R. (1976), Curriculum: Principles and Foundation, Crowell.



## PAPER 2 (vi) EDUCATION AND SOCIETY

**Total Credits:** 04

**Total Marks:** (75+25=100)

### ***Rationale of the course:***

#### **Objectives:**

The objectives of the course are to:

- enable the students to understand the theoretical perspectives of sociology of education
- help them understand the concept of culture, socialisation and social stratification
- apprise them of the role of school and family as agencies of socialization;
- enable them to understand and appreciate the social nature of education;
- enable them to understand different social issues that affect education

#### **Course Contents:**

##### **UNIT 1: ASPECTS OF SOCIOLOGY OF EDUCATION**

- Historical Development of Society and Education
- Sociology of Education: Its nature and scope
- Debates on sociology of education and educational sociology: A Dual Legacy

##### **UNIT 2: THEORIES OF SOCIOLOGY OF EDUCATION**

- Structuralism-Functionalism, Conflict and Interactionism
- Feminist, Social Constructivist and Post Modernists' Perspectives
- Educational Alternatives and Protest- Perspectives of Ivan Illich, Paulo Freire, pierre Bourdieu and Michael Apple

##### **UNIT 3: EDUCATION CULTURE & SOCIALIZATION:**

- Culture : Meaning , concept and types
- Enculturation and Acculturation, Cultural Reproduction
- Multiculturalism as resource for Building a Pluralistic Society
- Socialization: Meaning , concept and types
- Debates on Education and Socialization: Interrelation and Distinctiveness (Durkheim and Dewey)
- Agents of Socialization: Family, School, State and Religion

##### **UNIT 4: ISSUES PERTAINING TO EDUCATION AND SOCIETY**

- Social Stratification: Caste, Class, Religion and Gender: The Theoretical Perspective
- Education and Social mobility
- Social change and Changing Control Mechanism
- Language as a medium of instruction, Curriculum and Identity
- Disparities in Education; Inclusion VS Exclusion
- Modernization, globalization and its Effect on the society
- Knowledge as Power and Knowledge Society

#### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

## References

- Apple, M., *Ideology and the Curriculum*, London: Routledge and Kegan Paul, 1979.
- Beteille, A.(Ed.), *Equality and Inequality*, New Delhi : Oxford Univ. Press, 1983.
- Bernstein, B., *Class, Codes and Control, Vol III.*, London: Routledge and Kegan Paul, 1977.
- Boudon, R., *Education, Opportunity and Social Inequality*, New York: Wiley, 1973.
- Brookover, W.B., et al., *A Sociology of Education*, New York: American Book Co., 1955.
- Durkheim, E., *Education and Sociology*, New York: Free Press, 1956.
- Gore, M.S. et al(Eds), *Papers in Sociology of Education in India*, New Delhi : NCERT.
- Halsey, A.H., et al (Eds), *Education, Economy and Society: A Reader in the Sociology of Education*, New York : Free Press of Glencoe, 1961.
- Harlambos, M., *Sociology: Themes and Perspectives*, Delhi: Oxford Univ. Press, 1980.
- Henson, D.A., et al. *On Education: Sociological Perspectives*, New York: Wiley, 1967.
- Kamat, A.R., *Education and Social Change*, Bombay: Popular, 1983.
- Mannheim, K. and Stewart, W.A.C., *An Introduction to Sociology of Education*, London: Routledge and Kegan Paul., 1962.
- Patel, S.P., *Equality of Educational Opportunity in India: A Myth or Reality*, Delhi: National Publication House, 1983.
- Ruhela, S.P., *Sociology of Teaching Profession in India*, New Delhi: NCERT, 1970.
- Ruhela, S.P., *Sociology of Education: Problems and Prospects*, Ambala Cantt: Associated Publishers, 1992.
- Shukla, S. and Kumar K. (Eds), *Sociological Perspective in Education*, Delhi: Chanakya Publication, 1985.
- Srinivas, M.N., *Social Change in Modern India*, Bombay: Allied Publishers 1966.
- Swift, D.F., *Sociology of Education*, London: J. Allen and Unwin, 1969.

## **PAPER 2 (vii): Educational Administration**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### ***Rationale of the course:***

Any policy directive to take shape needs to be backed by a robust implementation mechanism. This calls for a need to have personnel in the field of educational administration equipped with the sound understanding of administrative principles, theories and their applicability.

This course has been specially mandated for teacher educators to develop managerial and leadership skills for the effective implementation of educational plans and policies. The course will provide the learners the nuances of historical development of educational administration in India and will also enable the learners to conceptualize the role and responsibilities of the administrative machinery responsible for drafting policy guidelines. It gives emphasis on understanding the emerging issues and research trends related to educational administration in India by providing not only a theory based approach to teaching and learning but also an orientation to the practical aspect of administration by focused internship at related organizations /institutions.

**Objectives:** The learner will be able to:

- Discuss critically the meaning and concept of administration and management and the different functions of educational administration.
- To comment on the discourses and the historical development of educational administration in India
- Get acquainted with the different administrative principles, leadership theories and styles and their applicability.
- Highlight the role of administrators in the potential of administration in managing different resources.
- To review various research studies on educational administration

### **Course Contents:**

#### **UNIT-I: Understanding Educational Administration**

- Meaning, concept and scope of administration
- Difference between administration and management
- Functions of educational administration (POSDCORB)

#### **UNIT - II: Landmarks in Educational Administration**

##### Pre- Independence: -

- Charter Act 1813
- Wood's Despatch 1854
- Educational Policy 1904

##### Post- Independence:

- University Education Commission 1948
- Mudaliar Commission 1952
- Kothari Commission 1964
- National Policy of Education 1986

### **UNIT- III: PRINCIPLES OF EDUCATIONAL MANAGEMENT**

- Principles of management
- Historical perspective: Classical, Neo-classical, scientific and Modern

### **UNIT-IV: UNDERSTANDING LEADERSHIP**

Meaning, concept and nature of leadership

Theories and models of leadership- Fred Fiedler's Theory, Yetton Vroom's

Theory, McGregor's Theory X and Theory Y

Types of Leadership - Transactional and Transformational

Leadership Styles - Autocratic, democratic and laissez-faire

### **UNIT- V: RESOURCE MANAGEMENT**

Human Resource management

Physical Resource management

Financial Resource Management

Research trends on administration and education

#### **SUGGESTED ACTIVITIES: (ANY ONE)**

- Systematic Review
- MOOC from Future Learn

#### **MODE OF TRANSACTION:**

Class Lectures, Seminars, Discussions, Field work, Dissertation, Presentations etc.

#### **EVALUATION:**

Class test (internal), External Examination, Presentation, Seminar etc.

#### **References:**

- Amadi Eric, C. (2008). Introduction to Educational Administration: A Module. Published by Harey Publications Port Harcourt. Retrieve on 21 July 2019.
- <https://www.researchgate.net/publication/273143560> Introduction to Educational Administration A Module
- Ananda, W. P. Gurung (1984). General Principles of Educational Planner and Administrations, Paris, UNESCO.
- Bhagia, H. M. et.al, (1990). Educational Administration in India and other Developing Countries. New Delhi: Commonwealth Publication.
- Bush, T. (2008). Leadership and management Development in Education. London: Sage.
- <http://www.dphu.org/uploads/attachements/books/books 5057 0.pdf>
- Bush, T. (2010). Theories of Educational Leadership and Management. London: Sage. <https://pdfs.semanticscholar.org/12ee/6664d09d2a8e2da0f2fb1a870fc9c522a389.pdf>
- Ferdous, J. (2016). Organization Theories: From Classical Perspective. International Journal of Business, Economics & Law, Vol. 9 (2). ISSN: 2289-1552.
- Fillipo, E. B. (1984). Personnel Management. New York: McGraw Hill (7th edition)
- Goel, S. D. (1987). Modern Management Techniques. New Delhi: Deep and Deep Publications.
- NIEPA (1971). Modern Management Techniques in Educational Administration. New Delhi: Asian Inst. of Educational Planning and Administration.
- NIEPA (1986). Educational Management in India. New Delhi: NIEPA.
- Robert, L. Trewatha & M. Gene Newport (1976). Management Functions and Behaviour. Dallas, Texas, Business Pub. Inc.

## **Paper-2 (vii): EDUCATIONAL FINANCE**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **RATIONALE:**

This course introduces and discusses some of the central issues facing India's financing in education system. The course also highlights the immense challenge of funding the massive school system in ways that can provide quality and access, regulations and quality assurances, financial resources etc.

This course will enable students to learn and understand the manner in which financing of education system relates to the economy, society and polity of the country at national, state and local level. It will also deepen an understanding among students of the challenges faced by different agencies of educational finance in India.

**Objectives:** The objectives of the course are:

- To enable the students to know the concept and significance of Educational Finance.
- To make the students aware the historical perspectives of Educational Finance in India.
- To acquaint the students with various sources and agencies of Educational Finance in India.
- To sensitise the students about the problems and alternatives of Educational Finance in India.
- Educational Finance: its concept and significance, Educational Finance as a field of study, Education as a social good and its impact on educational finance, international comparison of Educational Finance

### **Course contents:**

#### **Unit-I: Educational Finance**

- Its concept and significance. Educational finance as a field of studies.
- Education as a Social goods and its impact on educational finance. Some international comparison of educational finance.

#### **Unit-II: Educational Finance in India**

- Financing of education during medieval India, financing of education during British period.

#### **Unit-III: Educational Finance**

- Post independence union states in education, role of finance commission, allocation for education during plans.

#### **Unit-IV: Sources of Educational Finance**

- Grants in aid- maintenance grants, salary grants, development grants, methods and procedure of calculating grants, donations, endowments and land grants, fee from students.

#### **Unit-V: Problems of Educational Finance in developing countries**

- Alternatives to educational finance in the context of equity, equality and quality of education.

## Transaction Mode

Seminar readings followed by classroom discussion

Seminar presentations of students on related topics

Lecture – cum-demonstration

Assignments etc.

## ESSENTIAL READINGS

- Agarwal, R.B. (1993), Financing of Higher Education in India, Ganga Kaveri Publishing House, Varansi.
- Azad, J.L. (1988), Higher Education in India: The Deepening Financial Crisis, Radiant Publishers, New Delhi.
- Central Advisory Board of Education (CABE), (2005), Financing Higher and Technical Education, National Institute of Educational Planning and Administration, New Delhi.
- Chalam, K.S. (1986), Finances, Costs and Productivity of Higher Education, Inter-India Publications, New Delhi.
- Debi, S.S. (1988), Economics of Higher Education, Thalana Books, New Delhi.
- D. K. Ghosh(2002).Financing Education: Resource Generation in Education: Finance Management and Planning in Education. Cosmo Publications, New Delhi, India
- Heggade, O.D. (1998), Finances and Cost of Higher Education in India, Mohit Publications, New Delhi.
- Michael B. Paulsen and John C. Smart(2008).The Finance of Higher Education: Theory, Research, Policy and Practice., Agathon Press
- P. Geetha Rani. (2010). Economic Reforms and Financing Higher Education in India. New Delhi: National Institute of Educational Planning and Administration.
- Suresh Babu G. S. (2011). Privatization of Higher Education in India: Challenges of Social Equality.NUEPA.

## Suggested Readings

- Azad, J.L. (1975), Financing of Higher Education in India, Sterling Publishers, New Delhi.
- Blaug, M. (1970), An Introduction to the Economics of Education, Penguin Books Ltd. Harmondsworth, Middlesex, England.
- Natrajan S. (1990), Economics of Education, Sterling Publication. New Delhi,
- Santosh Mehrotra (2005).The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs, Sage India Publication
- Blaug, Mark (1968) ed. *Economics of Education I & II*. Penguin.
- Blaug, Mark 1972) *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- Blaug, Mark (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.
- Bowman M.J., et al: eds. *Readings in Economics of Education*. UNESCO, 1962
- Carnoy, M., ed. (1995) *International Encyclopedia of Economics of Education*. Oxford: Pergamon
- Cohn E. and T Geske: Economics of Education. Pergamon Press. 3<sup>rd</sup> edition

- Coombs P.H., & J Hallak (1988): Cost Analysis in Education. John Hopkins University Press.
- Education Commission (1966) *Education for Development: Report of the Education Commission 1964-66*. New Delhi: National Council of Educational Research and Training [Reprint 1971]
- Johnes, G and Johnes, J., eds. International Handbook on the Economics of Education
- Jones, P.W. *World Bank Financing of Education: Lending, Learning*. Routledge.
- Kothari, V.N. (1966a) [Rapporteur] *Investment in Human Resources*. Bombay: Popular Prakashan for the Indian Economic Association
- Leven, Henry (1983) Introduction to Cost Analysis and Cost Effectiveness Analysis. Sage.
- McMahon, W.W. and T.G. Geske, *Financing Education: Overcoming Inefficiency and Inequity*. Univ of Illinois Press.
- Panchamukhi P.R. (1989) *Economics of Educational Finance*, Studies in Educational Reform in India Vol. 5. Bombay: Himalaya

## **Paper 2 (viii): EDUCATIONAL GUIDANCE AND COUNSELING**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

The guidance and counseling of students is an integral component needed for the holistic development of the students. Guidance and counseling services and programs promote the socio-personal, educational, and career development of all students.

Kothari Commission (1964-66), recommended that school teachers should perform the role of both an educator and a counselor. Post, Right to Education Act (RTE), 2009 it is mandatory to have in every school a school counselor. In consultation with the School Management Committee (SMC's) as mandated to be set up in every schools, the school counselor should focus on planning, designing and implementation of the school guidance program.

Nowadays with inclusion gaining footholds in school settings (RTE, 2009 ), the diverse needs of the student community need to be addressed. In fact with the increased role and participation of the parent community in the school setting (SMC's), guidance workers/ school staff's responsibilities' define their scope of activities to bridge between and among school and the community.

This course will enable learners to understand the basic concepts in the field of guidance and counseling and also acquaint them with the historical beginnings of guidance vis-a-vis the present status of guidance and counseling in India.

The learners will undertake field visits and experiences in school settings and related organizations/ institutions as part of their practicum.

### **Objectives:**

- To highlight the principles, assumptions and the relation between education and counseling
- To acquaint the students with the concept of counseling for adjustment and testing in guidance
- To help students understand different types and approaches to counseling
- To enable the students develop an understanding of the basic skills in the counseling process
- To enable the students to develop an insight about tests in guidance and counseling

### **Course Contents:**

#### **UNIT-I: INTRODUCTION TO COUNSELING**

- Origin of counseling
- Need for counseling
- Meaning and goals of counseling
- Principles and assumptions of counseling

#### **UNIT-II: BASIC SKILLS IN THE COUNSELING PROCESS**

- Establishing the relationship
- Basic communication skills
- Empathy and genuineness

#### **UNIT-III: APPROACHES AND TYPES OF COUNSELING**

- Directive, Non- directive and Eclectic approach to counseling



- Group and individual counselling

#### **UNIT-IV: PEER COUNSELING**

- Need for peer facilitators
- Emergence of the concept of Peer Facilitators
- Setting up a Peer Counseling Programme
- Evaluating the Peer Facilitator Programme

#### **UNIT-V: TESTING IN GUIDANCE AND COUNSELLING**

- Use of Tests in guidance and counseling – Intelligence Test, Creativity test, Achievement test, Aptitude test, Interest inventories, personality Measures
- Administering, Scoring, Interpretation and Analysis of Test Scores and Communication of test results as relevant in the context of Guidance Programme

#### ***Mode of Transaction:***

Lectures, presentation of Student-led project work divided in groups, of pre-assigned topics  
Field visits for practical demonstration of student guidance services available at school level and reporting of the same through seminars to promote organizational and leadership qualities among students, Journaling of certain topics in guidance and counseling (from syllabus , site visits etc.) and sharing the same with classmates to link theory to real life experience and generate discussion and dialogue etc. Organizing sensitization workshops, seminars at schools according at various levels in school etc. Extension lectures by resource persons

#### ***Suggested Practicum / Assignments: (depending on the marks assigned)***

- Students could be asked to do project work on occupation profile on emerging career options in India
- Students could be asked to visit career fairs etc, to enlist the kind of baseline data on the profile of students visiting such fairs / also to document the eligibility about such career options
- Students may be encouraged to study the financial implications of various existing and conventional / new and emerging career options in the field of guidance and counseling etc.
- Students could be encouraged to find out the various universities, educational institutions wherein programs / courses on guidance and counseling are provided / run etc.

#### **Evaluation:**

Term –end examinations and internal assessments will assess the performance of students. Internal assessments will comprise class tests, presentations, seminars etc.

#### **Essential Readings:**

- Anastasi, A. & Urbina, S. (2012). Psychological Testing. (7<sup>th</sup> Edition). New York: Prentice Hall
- Miller, A. (2004). A Handbook of Mentoring Students and Young people- Effective Practice. New Delhi: Crest Publishing House
- Thompson, R. A. (2002). School Counseling- Best Practices for working in the schools. New York & London: Brunner- Routledge

### **Suggested Readings:**

- Anastasi, A. & Urbina, S. (2012). Psychological Testing. (7<sup>th</sup> Edition). New York: Prentice Hall
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## **Paper 2 (x): EDUCATIONAL MEASUREMENT AND EVALUATION**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale**

Evaluation has a vital role in Teaching-Learning process. A sound understanding of evaluation related concepts and various tools and techniques of evaluation empower a teacher and other functionaries of education to take right decision and set the tone for future appropriate action. The present course will enable the learner to understand such concepts and techniques and also to select develop and use various evaluation tools for assessment of learning and other abilities.

### **Objectives:**

- To enable students to understand and appreciate the nature and role of evaluation in teaching learning process.
- To develop an understanding of nature and scope of measurement, assessment and enable them to differentiate these concepts with evaluation.
- To enable students to understand the process of development of various types of tests and their standardization.
- To enable the students to select and evaluate the appropriate test/scale for measuring attitude, intelligence and personality traits.

### **Course Contents:**

#### **UNIT-I**

Concept of Measurement and Evaluation in Education

- (a) Measurement: Physical Vs Psychological and Educational Measurement
- (b) Types of Evaluation: Placement, Formative, Summative, Diagnostic Marking Vs Grading System of Evaluation; Continuous and Comprehensive Evaluation

#### **UNIT- II**

Measurement of Learning Achievement

- (a) Criterion and Norm Referenced Tests
- (c) Construction of an Achievement Test: the Blueprint, the Pre-try-out, the try-out, Item analysis, final form of and Achievement Test
- (i) Standardization of an Achievement Test: Sampling; Standardization of procedures for test administration; Validity and Reliability and Setting up Norms.

#### **UNIT-III**

Psychological Tests

- (a) Measurement of Intelligence and Aptitude
- (b) The Structure of Intellect Model

#### **UNIT-IV**

Measurement of Attitude: Construction of an Attitude Scale; Thurston's and Likert's Scaling methods.

#### **UNIT-V**

The Measurement of Personality Traits:

- (a) Personality Tests and Inventories (b) Projective Techniques.

**ACTIVITIES:**

- (i) Observe the various types assessment techniques used by the teachers during teaching lessons in classroom.
- (ii) A pedagogical analysis of at least two lessons of a textbook and formulate the behavioral objectives of teaching these lessons.
- (iii) Development and administration of an achievement test/attitude scale .
- (iv) Select a personality inventory and its administration on a group of students.

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- Anastasi, A. (1987). *Psychological Testing*. New York: Macmillan Co.
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- Krathwohl, D. R., Bloom, B. S., & Bertran, M. B. (1964). *Taxonomy of Educational Objectives. Handbook II: Affective Domain*. London: Longman Group Ltd.
- Linn, R. L., & Gronlund, N. E. (2003). *Measurement and Assessment in Teaching*. Singapore: Pearson Education Inc. New Delhi Indian Branch.

**Suggested Readings:**

- Anastasi, A. (1987). *Psychological Testing*. New York: Macmillan Co.
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- Rust, J., & Galombok, S. (1989). *Modern Psychometrics: The Science of Psychological Assessment*. London: Routledge.
- Thondike, R. M., & Tracy, C. T. (2011). *Measurement and Evaluation in Psychology*. New Delhi: PHI Learning Pvt Ltd.

## **PAPER 2 (xi) POLICY AND PLANNING IN EDUCATION IN INDIA**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

The present course has been designed to help the educational leader in understanding the approaches to educational planning and their implications for plan formulation. This course intends to develop an in-depth understanding of students on the societal context of educational development in India. The course traces concept of educational administration, Management Theories, history of Indian educational development during the pre-independence era, particularly in the colonial period, and also offers an in-depth insight into issues, challenges and opportunities during the post-independence phases, with special focus on committees, commissions, policy interventions and different schemes introduced for school, college and university education.

### **Objectives:**

- To enable the students to learn about the various policies and commissions and their recommendations in education
- To enable the students to learn about the constitutional provisions about education.
- To equate them with the concepts of Historical Perspective of educational planning
- To enable the students to learn about planning machinery at national and state level,

### **Course Contents:**

#### **Unit I: Evolution of educational policy in India – major landmarks etc.**

- Constitutional provisions regarding education – education in concurrent list, right to education, etc.

#### **Unit II: Policies and their recommendations:**

- National policy of education 1968.
- National Policy of Education-1986.
- National Policy of Education-2019.
- Acharya Ram Murthi review committee report 1990.
- Janardan Reddy committee report 1992.
- Modified program of action 1992.

#### **Unit III: Various Education Commissions and their recommendations**

- University Education Commission -1949
- Secondary Education Commission (Mudaliar Commission) -1953
- Education Commission (Kothari Commission) -1966

#### **Unit IV: Educational planning in India: Historical Perspective:**

- Educational planning before independences, Educational planning after independences,
- Planning for the disadvantaged (women minorities and disabled).

## **Unit V: Education planning machinery and process**

- Planning machinery at national level,
- planning machinery at state level,
- Planning machinery at district level.

**Transaction Mode:** The methodology of curricular transaction would include lecture- com discussion and practical exercise/group work, group discussions and seminar presentation.

**Course Evaluation:** The students will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, seminar presentation etc., will be most commonly used for evaluation.

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- Azad J.L., Educational Financing in India, New Delhi: Sterling Publishers, 1973.
- Blaug, M. Economics of Education II, Middlesex, England: Penguin Books Ltd., 1968.
- Curle, Adam., Educational Strategy for Developing Societies, London Tavistock, 1962.
- Coombs, Philip H., The World Educational Crisis, New York: Oxford University Press, 1972.
- Comb, Philip H. and Hollick, Jacques, Managing Educational Costs, New York: Oxford University Press, 1972.
- Davis, Rounic and Marrall, Johan F., Evaluating Educational Investment, Toronto: D.C. Health and Company, 1974.
- Galbraith, J.K., Economic Development in Perspective, Cambridge: Harvard University Press, 1963.
- Goel, S.L. and Goel, Aruna, Education Policy and Administration, Delhi: Deep & Deep Publications, 1994.
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- Lauwerys, Joseph A. (Ed.) The World Year Book of Education – Educational Planning, London: Evans Brothers Ltd., 1967.

### **Suggested Readings**

- Misra, Atmanand, Educational Finance in India, Bombay: Asia Publishing House, 1963.
- Myrdal, Gunnar, Asian Drama (Vol.III), London: Allen Lane, The Penguin Press, 1968.
- Nanjundapa, D.M., Inter-Governmental Financial Relations in India, New Delhi: Sterling Publishers Private Ltd., 1974.
- Padmanabham, C.B., Educational Financing and Structural Adjustment Policies in India, Delhi: Common Wealth, 1998.
- Patrinos, H. A., Eduardo, V., & Catherine, Y. W. (2013). Framework for the Reform of Education Systems and Planning for Quality. Working Paper. World Bank.
- Schultz, Theodore W., The Economic Value of Education, New York: Columbia University Press, 1967.
- UNESCO, Manpower Aspects of Educational Planning, Paris: I.E.E.P., 1967.
- UNESCO, Fundamentals of Educational Planning

- No. 1, What is Educational Planning? (Philip H. Coombs)
- No. 2, The Relation of Educational Plans to Economic and Social Planning
- No. 3, Educational Planning and Human Resource Development (F. Harbison)
- No. 4, Demographic Aspects of Educational Planning (Ta Ngoc Chau)
- No. 5, The Analysis of Educational Costs and Expenditure (J. Hallak)
- No. 6, Cost – benefit Analysis in Educational Planning (Maureenb Woodhhali)
- Vaizey, Johan, The Economics of Educational Financing and Structural Adjustment Police India, Delhi: Common Wealth, 1998.

## **PAPER 2 (xii) Educational Technology**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

**OBJECTIVES:** Students will be able to:

- become effective user of technology in Education
- explore and use educational technology as the media for the avenue in teaching-learning process
- plan the selection, development, organization, and effective use of instructional materials
- demonstrate skills in planning, designing, using, and evaluating the technology-enriched teaching and learning process
- demonstrate a sound understanding of the nature, application and production of the various types of educational technologies
- use both traditional and innovative technologies to facilitate and foster meaningful and effective learning
- apply research-based techniques of effective instruction
- become conversant with all aspects of instructional design
- demonstrate increased knowledge in integrating a variety of instructing media
- learn steps in the design of interactive media
- develop and use instructional materials
- analyse an organization's instructional and educational needs and prepare consulting advice to that organization at a professional level
- develop an evaluation plan for the instructional requirement

### **Course Contents:**

#### **UNIT 1: MODELS IN EDUCATION AT VARIOUS LEVELS**

- Role, experience and applications of Educational Technology in school education and higher education
- The formal system , Learner centered education
- Distance and open learning
- Existing models or strategies and media utilization there in as well as possibilities at present and in future.

#### **UNIT 2: INTRODUCTION TO INSTRUCTIONAL DESIGN**

- Background of Instructional Design
- Foundations of Instructional Design
- Meaning and need of Instructional Design
- Limitations/Critiques of ID
- Introduction to the Instructional Design Process

The unit necessities practical exercises as well as the analysis and design of a system for a pre-defined target group.

#### **UNIT 3: TECHNOLOGY IN SUPPORT OF STUDENT-CENTERED LEARNING**

- Emerging technologies and their use in education
- E learning, blended learning and virtual learning
- Social Networking



- Cooperative and Collaborative Learning

#### **UNIT 4: RESEARCH IN EDUCATIONAL TECHNOLOGY**

- Trends: Aspects and types
- Needed Research
- Problem involved in undertaking research
- Dissemination of findings

#### **UNIT 5: TRENDS AND ISSUES FOR LARGE SCALE ADOPTION OF TECHNOLOGY**

- Ethical
- Coverage (Quantum)
- Infrastructural
- Manpower requirement
- Finances
- Management/Monitoring

#### **Transaction Mode:**

- Observational studies - Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
- Seminar reading presentation by students on selected themes individually and collectively leading to discussion;
- Library readings on selected theme followed by group discussion;
- Study of documents and references, interaction with field staff and reflective interaction with the peer group.
- Workshops, seminars, assignments and group discussion around issues and concepts studied in theory

**Evaluation:** Assignments, tests, research papers, individual and group presentations

#### **Essential Readings:**

- Alexander, B., Ashford-Rowe, K., Barajas-Murphy, N., Dobbin, G., Knott, J., McCormack, M., Weber, N. (2019). *EDUCAUSE Horizon Report 2019 Higher Education Edition*. Available at: <https://library.educause.edu/media/files/library/2019/4/2019horizonreport.pdf?la=en&hash=C8E8D444AF372E705FA1BF9D4FF0DD4CC6F0FDD1>
- Bonk, C. J., Graham, C. R., Cross, J., & Moore, M. G. (2012). *The Handbook of Blended Learning: Global Perspectives, Local Designs*. Available at <https://books.google.co.in/books?id=2u2TxK06PwUC>
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### Suggested Readings:

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#### **The Journals in the field of Educational Technology**

- **British Journal of Educational Technology (BJET)**  
<http://www.blackwellpublishers.co.uk/asp/comments.asp>
- **Canadian Journal of Learning and Technology**  
<http://www.cjlt.ca/index.php/cjlt>
- **Contemporary Issues in Technology and Teacher Education (CITE)**  
<http://www.citejournal.org/>
- **Educational Technology Research and Development (ETR&D) AECT Publication**  
<http://www.aect.org/Intranet/Publications/index.asp>
- **Indian Journal of Educational Technology (IJET)**  
<http://ciet.nic.in/pages.php?id=journal&ln=en>
- **Indian Journal of Open Learning**  
<http://www.ignou.ac.in/IJOL/Home.htm>
- **International Review of Research in Open and Distance Learning**  
<http://www.irrodl.org/index.php/irrodl>
- **Journal for Research on Technology in Education (JRTE)** <http://www.iste.org/jrte/>
- **The Turkish Online Journal of Educational Technology**  
<http://www.tojet.net/>

## **PAPER 2 (xiii) GENDER IN EDUCATION- PSYCHO SOCIAL PERSPECTIVE**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

**OBJECTIVES:** The paper would-

- Enable the students to make a comparative understanding of Gender in psychology and in sociology. Gender studies have been approached by both the disciplines.
- Expose the students to conceptualization of Gender in both the disciplines and researches on Gender as an interdisciplinary area as well.
- Facilitate the students to conceptualize gender both associated with certain inborn traits and the social implications drawn by various cultures (focus: India) of the same.
- Help the student understand the development of gender related issues as individual over the life course in a social context. The method of this course would be self-reflective, reading and discussion based.
- Encourage the student to develop their personal ideas in relation to the Gender as an area of study.

### **Course Contents:**

**UNIT-I:** Gender in Indian cultural context in contemporary times: the change in issues, discourse of gender with reference to education, working mothers and family issues, marriage and divorce.

**UNIT-II:** Gender and various age groups: young girls, teenage girls, and young women (working women and in higher education). Various programs made by government for health and education related issues of girls and women. Policies for Female feticide, dowry, scholarships for girl child or whichever are recent.

**UNIT-III:** Issues of caste, class and gender in India: Historical and contemporary perspective

**UNIT-IV:** Research in Gender in Education: conceptual inquiry, methods, theories. Researching gender: as variable or as a phenomenon in context

**UNIT-V:** Understanding gender issues in life: growing up male, female and male-female relation and transgender in cultural context. (This unit involves reading literary works or analysis of these works from the perspective of gender)

### **Internal Assessment & Practicum**

Internal Assessment is to be divided in two parts:

- Each Student is supposed to undergo a test which could be take home, take questions home and write on the spot or open book as decided or discussed with the group about the modalities. Students should respect the modalities worked out as a group.
- Each Student is supposed to write an assignment (the guidelines for which are provided by the teacher). Students are supposed to discuss the assignment with the teacher before writing the final draft. The students can share the assignment or make presentation as the group decides. The topic of the assignment can be from the syllabus or pertaining to

any current debate on gender in education. A small field study would be expected to strengthen the assignment, which need be discussed with the teacher and peer.

- Apart from these two assignments the students would engage in group discussions, express their individual or collective views orally or in written form as and when decided in the class. This may form part of their assessment as well.
- As Part of Practicum the student can choose to watch a movie based on gender issues or issues of masculinity and feminine identity in a cultural context.

**Internal Assessment:** the student is supposed to conduct a study with the children on topic selected. The study can involve a survey, group activity, draw tell etc; basically form the developmental perspective in order to study the choices made by the children. The student than shall present the same with rest of the class and submit a small written report of the study.

- Or The student interested in social survey may take up a demographic study of the exiting percentage of girls and boys in any course or an institution and make profile of learner with respect to gender.
- The research can be part of practicum where the students visit or independently taken up by the students individually.
- Any other with consultation with the teacher.

#### **Essential Readings:**

- Cole and Cole: Developmental psychology in cultural perspective.
- Grant Linda Goetz Preissle Judith: *Conceptual Approaches to Studying Gender in Education*
- Maccoby Eleanor *Gender and Relationship A Developmental Account*.

#### **SUGGESTED READINGS:** (along with the one in the last semester)

- Blaise Mindy Charting new territories: re-assembling childhood sexuality in the early years classroom
- Carolyn Zerbe enns and Sinacore Ada *Feminist Theorie*.
- Chakravarti, Uma (2003) *Gendering Caste: Through a Feminist Lens*. Calcutta, Stree Publications.
- Cole and Cole: Developmental psychology in cultural perspective.
- Delamont Sara book review of Girl trouble: panic and progress in the history of young women, by Carol Dyhouse, London,
- Dodd Anne Wascot Syllabus: Gender issues in Education. Women Studies Quarterly 28; 3/4.
- Dunn, D. (1993 ) Gender Inequality in Education and Employment of Scheduled Caste and Tribes of India. Population Research and Policy Review. 12; 1
- Keener Emily , Mehta Clare & Strough JoNell Should educators and parents encourage other-gender interactions? Gender segregation and sexism.
- Grant Linda Goetz Preissle Judith: *Conceptual Approaches to Studying Gender in Education*
- Maccoby Eleanor *Gender and Relationship A Developmental Account*
- Mead Margaret Growing Up in New Guinea: A Comparative Study of Primitive Education (Perennial Classics)

- Moller, Stephanie, Stearns, Elizabeth, Southworth, Stephanie & Potochnick, Stephanie  
Changing course: the gender gap in college selectivity and opportunities to learn in  
the high school curriculum
- Saraswathi, T.S (eds), *Culture Socialization and Human Development*
- Dissertations M.Ed and M.phil on women and higher education in India, south Asia or  
other developing nations.
- Journal and URLs are same as in the last semester.



**PAPER- (2 xiv): History Status Policies and Issues in Elementary Education**  
**Total Credits: 04** **Total Marks: (75+25=100)**

**Rationale:**

Elementary Education has been a serious issue for state and society in order to develop the individual and society. There is a need to study and evaluate these perspectives. The perspectives are from the view of other issues like development, human rights and critical understanding of these. The students at post graduate level should be able to form a multi-dimensional view of Elementary education, structural, rationalizations, policy perspectives and research.

**Objectives:**

- an overview of Elementary education in India and other continents with selected countries.
- Develop the inter-disciplinary nature of education and a student draws understanding of education from theories, views and researches from different disciplines
- to develop a comprehensive view of Elementary Education.
- Course also identifies certain themes that have come up in Education like childhood, law, learning, politics, development, culture, different policies and implication of policies to make it more focused.

**Course Contents:**

**UNIT-I:** Changing perspectives of education and elementary education: thinkers and policies. Informal, community (home) based to organized. Human Rights perspective. Education and development.

**UNIT-II:** Elementary Education: structural and concepts from various countries (two countries each from Asia, Africa, Europe & US).

**UNIT-III:** Development of critical perspective about various attempts to Universalize education in India (various commissions, reports, policies, schemes to Article 21<sup>st</sup>. Challenges and Future of Elementary Education).

**UNIT-IV:** Issues of quality and assessing the quality. Teachers, students' and community's narratives versus ASER, EFA, PISA reports. Issues in curriculum at Elementary level: developmental norms, levels of learning, child's perspective on learning, aspects of relevant curriculum.

**UNIT-V:** Essentiality of schooling. Child's rights; labour; work and schooling. ECCE. Alternative perspectives in Elementary Education: work of NGOs and state run schools.

**Internal Assessment & Practicum:** as part of their fieldwork the students are supposed to go to nearby elementary schools, study the structure in various schools, and identify one area of study (chosen out of these units). The students should develop a perspective by knowing the opinion of various participants in the school. Rubric for information needs to be developed in the class. The standard rubrics can also be used and modified.

**Additional Material:** Students would be provided with a six (written) lectures that gives them overview of the course and each unit. This would act as common thread between the different units and facilitate the formation of a logical perspective.

### Essential Readings:

- Kumar, Krishna (2005) *Political Agenda of education A Study of Colonial and Nationalist Idea*. Sage, New Delhi.
- Apple, Michael (2006) *Educating the Right Way- Markets, Standards, God & Inequality*. Routledge.
- Dearden, R.F. (1968) *Philosophy of Primary Education*. London, Routledge.

### Suggested Readings:

- Abusaleh Shariff and P. K. Ghosh *Indian Education Scene and the Public Gap*  
Author(s): Source: Economic and Political Weekly, Vol. 35, No. 16 (Apr. 15-21, 2000), pp. 1396-1406 Published by: Economic and Political Weekly.
- Apple, Michael (2006) *Educating the Right Way- Markets, Standards, God & Inequality*. Routledge.
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- Basanta K. Pradhan Shalabh Kumar Singh. *Policy Reforms and Financing of Elementary Education in India: A Study of the Quality of Service and Outcome*. MIMAP-India Project, funded by IDRC, Ottawa.
- Bruner, J.S.(1960) *Process of Education*. N.Delhi, Atma Ram & Sons
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- Dasgupta Ajit K. And Jandhyala B. G. Tilak *Distribution of Education among Income Groups: An Empirical Analysis* Economic and Political Weekly, Vol. 18, No. 33 (Aug. 13, 1983), pp. 1442- 1447
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- Godbole, Madhav *Elementary education as the Fundamental right: The Issues In* Economic and Political Weekly, Vol. 36, No. 50 (Dec. 15-21, 2001), pp. 4609-4613
- Ghosh Buddhadeb *Panchayats and Elementary Education: Economic and Political Weekly*, Vol. 37, No. 19 (May 11-17, 2002), pp. 1850-1851
- Jandhyala B. G. Tilak *How Free Is 'Free' Primary Education in India?: Source: Economic and Political Weekly*, Vol. 31, No. 6 (Feb. 10, 1996), pp. 355-366 Published by: Economic and Political Weekly.
- Jandhyala B. G. Tilak *Financing Elementary Education in India in Govinda, R. Indian Educaiton Report*.
- Jandhyala B. G. Tilak *Free and Compulsory Education: Legislative Intervention Source: Economic and Political Weekly*, Vol. 39, No. 7 (Feb. 14-20, 2004), pp. 618-620
- Joshi Roopa *DPEP and Primary Education* Economic and Political Weekly, Vol. 36, No. 12 (Mar. 24-30, 2001), pp. 1051-1052
- Kumar, Krishna (2005) *Political Agenda of education A Study of Colonial and Nationalist Idea*. Sage, New Delhi.
- Kumar Nita (2000) *Lessons from Schools: The History of Education in Benares*. New Delhi, Sage Publications.
- *Eleventh India Infrastructure Report 2012: Private Sector in Education* New Delhi: Taylor & Francis Group Routledge.
- NEIPA *Learning the Treasure Within Implications for Asia* (1999)
- *The Right of Children to free and compulsory education Act*. Ministry of Law and Justice (Legislative Department, India) August 2009 in the Gazette of India. GOI
- MHRD *Indian Education Commission 1964-66* New Delhi :GOI.
- MHRD *National Policy on education, 1986 and Revised Policy Formulations*. New Delhi : GOI.

- MHRD *Programme for Action- 1986 & 1992*. New Delhi: GOI.
- MHRD 1993 *Learning without Burden*. New Delhi. GOI.
- NCERT 2005 *National Curriculum Framework*. New Delhi.
- Prakash, V & Biswal, K (eds) (2008) *Perspectives in Education and Development-revisiting education commission and after*. Delhi, Shipra Publications
- Ramachandaran, Vimla (ed) *Getting Children back to School Case Studies in Primary Education* Sage, New Delhi.
- Sanjay Kumar, B. J. Koppar, S. Balasubramanian *Primary Education in Rural Areas: An Alternative Model* Economic and Political Weekly, Vol. 38, No. 34 (Aug. 23-29, 2003), pp. 3533-3536
- Sarangapani, Padma *Constructing School Knowledge An ethnography of learning in an Indian Village* Sage, New Delhi
- Sharma Rashmi *Universal Elementary Education: The Question of 'How'* Source: Economic and Political Weekly, Vol. 33, No. 26 (Jun. 27 – Jul. 3, 1998), pp. 1640-1647
- Sinha Amarjeet (1998) *Primary Schooling in India*. Delhi, Vikas Publishing House.
- Sridhar Kamal K. *Language in Education: Minorities and Multilingualism in India* Source: International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education, Vol. 42, No. 4, The Education of Minorities (1996), pp. 327-347 Published by: Springer
- The Probe Team (1999) *Public Report on Basic Education in India*. New Delhi, OUP.
- Viruru, Radhika (2001) *Early Childhood Education Postcolonial Perspectives from India*. New Delhi, Sage Publications.
- Waghmare, Y.S. & Babu, A.S. (eds) *Collected Articals of Padmabhushan J.P.Naik Vol III Education for the weaker section*.

#### **Web Sources:**

- <http://www.eledu.net/?q=en/node/1553>
- [http://www.unicef.org/india/child\\_protection\\_274.htm](http://www.unicef.org/india/child_protection_274.htm)
- <http://www.barefootcollege.org/>
- <http://www.oecd.org/pisa/home/>

Journals: Selected articles from Ed dialogue, Harvard Education Review, EPW, Journals of NCERT

**PAPER- (xv): History Status Policies and Issues in Secondary Education**  
**Total Credits: 04** **Total Marks: (75+25=100)**

**Rationale:**

**Objectives:**

Students will be able to:

- Know the concept, need, aims and objectives of Secondary and Senior Secondary
- Get apprised of the historical context and development of secondary education
- Get familiar with recommendations of different educational commission and committees
- Understand administration and management of secondary educational institutions
- Acquaint themselves with the pedagogical aspects and recent research trends in secondary education

**Course Contents:**

**UNIT I: HISTORICAL CONTEXT AND DEVELOPMENT OF SECONDARY EDUCATION**

- Concept, need, aims and objectives of secondary and senior secondary education
- Growth and development of secondary education in India and abroad
- Universalisation of secondary education, norms for secondary and senior secondary schools
- Constitutional provisions relevant to secondary education with reference to gender, socio- economic concerns, socio cultural status, minorities and children with special needs.
- RTE Act 2009, centrally sponsored schemes for Secondary education; Rashtriya Madhyamik Shiksha Abhiyan(RMSA) Samagra Shiksha Abhiyan(SSA)

**UNIT II: COMMISSIONS AND COMMITTEES**

- Recommendations of commission and committees
- Secondary and higher secondary education during the British period
- Commissions and policies on secondary and higher secondary education; secondary education commission (1952-53) Kothari commission (1964-66), NPE-1986,POA-1992,NCF-2005

**UNIT III: ADMINISTRATION AND MANAGEMENT OF SECONDARY EDUCATION**

- Different types of secondary schools, their administration and bodies governing them
- Community support in secondary education
- Concept of quality in secondary education, Indicators in quality education, role of teachers in enhancing quality education
- Setting bench marks in quality, strategies for quality enhancement, quality assessment and monitoring (tools and techniques)
- Institutions supporting quality enhancement in education NCERT, NEUPA, NCTE, SCERT, DIET, IASE, CTE
- Innovations in secondary education (integrating technology in Education)

**UNIT IV: UNDERSTANDING PEDAGOGY AND CURRICULUM AT SECONDARY LEVEL**

- International perspectives on Secondary Education (Behaviourism, constructivism, critical pedagogy)
- Classroom practices, assessment practices internship
- Assessment and evaluation at secondary level
- Evaluation of field experiences (Internship)

#### **UNIT V: RESEARCHES IN SECONDARY EDUCATION**

- Contemporary issues, research trends and gaps in research at secondary education
- Innovations in secondary education
- Classroom practices, assessment practices internship
- Curricular practices at secondary level in various developed countries viz Korea, Finland

#### **Suggested Activities**

- Visit to any secondary education institutions known for promoting innovations in the field
- Developing a profile of any secondary education institutions
- Preparing community profile to understand the problems faced by students and parents at the secondary level
- Document analysis of any Government scheme pertaining to secondary education

#### **Essential Readings:**

- Chaube, S. P. & Chaube, Akhilesh: Education in Ancient and Medieval India, New Delhi: Vikash Publishing House Pvt. Ltd.
- Chaube, S. P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publishing House Pvt. Ltd.
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Mukhopadhyay, M. and Narula, M. (eds), Secondary Education: The Challenge Ahead, New Delhi: NIEPA.
- Mukhopadhyay, M. (2004), "Secondary Education in India: Emerging Demands", (Unpublished m/s circulated to the members of the CABE Committee on USE), NIEPA: New Delhi.

#### **References:**

- Government of India (1992). *Report of core group on value orientation to education*. New Delhi: Planning Commission, Government of India
- Kumar, Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman. Ministry of Law and Justice (2009) *Right to education*. New Delhi: Govt. of India
- UNESCO (1990). *Source Book on environmental education for secondary teachers*. Bangkok: UNESCO Principal Regional Office for Asia Pacific
- UNESCO (1994). *Source Book on environmental education for elementary teacher educators*.
- UNESCO (1997). *Trends in environmental education*. Paris: UNESCO
- UNESCO (1998). *Educating for a sustainable future: A trans disciplinary vision for concerted action*. Paris: UNESCO
- UNESCO (2001). *Learning the way to peace: A teacher's guide to Peace education*. Paris: UNSECO.
- UNESCO (2004). *Education for all: the quality imperative*. EFA Global Monitoring Report. Paris: UNSECO.
- UNESCO (2012). *Shaping the education of tomorrow: 2012 report on the Undecade of education for sustainable development*. Paris: UNSECO

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- WHO (1991) *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
- WHO (1997). *Life skills education for children and adolescents in schools*: Chakraborty, Mohit. *Modern Issues in Education* New Delhi : Kanishka Publishers & Distributors.
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- INC Englecliffs.
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- Gupta, R. P. & Hussain, Anzar-Issues in Indian Education, New Delhi : Radha publications, .
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- Mukherjee, Kartick- *Under development Educational policy & Planning*, Asia Publishing Hour.
- Munroe, Paul - *Encyclopaedia of History of Education*. (New updated Edition Vol . I, II, III, IV, Cosmo publications, New Delhi .
- Oad, L. K-*Current Issues in Education* New Delhi . Young man & Co.
- Pandey, R. S. -*New Dimensions in Education*. Indian Publishers & Distributors New Delhi -110007
- Rao Digumati Bhaskara (1993) *Teacher Education in India*, Discovery Publishing House, New Delhi.
- Aggarwal, Deepak (2007): *Curriculum development: Concept, Methods and Techniques*. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Biswal . K (2011) *Secondary Education in India: Development Policies, Programmes and Challenges: CREATE PATHWAYS TO ACCESS* Research Monograph No. 63, Consortium for Research on Educational Access, Transitions and Equity, NUEPA
- Chopra, R.K. (1993) *Status of Teachers in India*, NCERT, New Delhi
- Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication.
- Govt. of India - (1986/1992) *National Policy of Education, 1992 Modification and their POA's*, MHRD, Dept. of Education
- Govt. of India (1953) *Report of Secondary Education Commission*, New Delhi
- Govt. of India (1996) *Indian Education Commission (1964-66) Report*. New Delhi
- Govt. of India, MHRD (2005). *Universalisation of Secondary Education : Report of the CABE Committee*, New Delhi
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- <http://www.education.nic.in/cd50years/g/12/28/12281401.htm>

- Government of India (1966), Report of the Education Commission 1964-66: Education and National Development. Ministry of Education, Government of India, New Delhi.
- Government of India (ABEE) (various years), Analysis of Budgeted Expenditure on Education. Department of Higher Education, Planning, Monitoring and Statistics Bureau, MHRD, New Delhi.
- Government of India (SES) (various years), Selected Educational Statistics. Department of Higher Education, MHRD, New Delhi.
- Government of India / MHRD (1986), National Policy on Education, Ministry of Education, Government of India, New Delhi.
- Government of India, (2005), Report of the Council of Advisory Board on Education (CABE) Committee on Universalizing Secondary Education, Available at [www.education.nic](http://www.education.nic).
- Joseph, P.B.; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
- Ministry of Human Resource Development (1986), National Policy on Education, 1986. Government of India, New Delhi.
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- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
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## **Paper (2-xvi): History, Status, Policies and Issues in Higher Education**

**Total Credits:** 04

**Total Marks:** (70+30=100)

### ***Rationale of course:***

The aim of the course is to introduce scholars to the basic concepts and debates in Higher Education with reference to India. The teaching and learning in this area is anticipated to develop basic critical understanding upon the development of Higher Education in India, different policies, Issues & challenges, current status and financial aspects of Higher Education and its impact upon universities and colleges.

***Course Outcome:*** On completion of the course, the student shall be able to:

- describe and explain the historical development of Higher Education in India from ancient to modern, major reforms proposed under different policies, Issues & challenges of Higher Education, current status and financial aspects relating to Higher Education
- comprehend the goals, policy perspectives of Higher Education in India
- understand the structure of Higher Education in India
- decode policy and its larger impact on the masses in general and universities in particular,
- explain the contemporary debates in Higher Education in India
- analyze the impact of Neo liberalism on Higher Education in India
- describe the emerging trends in Higher Education in India
- assess the management and relevance of different higher education organizations for autonomy, quality, quantity and excellence in higher education.

### ***Course contents:***

#### **Unit- I**

##### **Higher Education: Genesis & Development**

The inception of the idea of Higher Education: Ancient to Modern

The Despatch of 1854 and subsequent development during the British period

Development of Higher Education in Post Independence India: Critical understanding upon Commission and Committee Reports (1948, 1964-66, 1986, 2020)

Goals and structure of Higher Education in India

#### **Unit -II**

##### **Contemporary Issues and Challenges in Higher Education:**

Issues and Challenges in Higher Education relating to autonomy, quality, quantity, excellence, Equity and Inclusion

External factors impacting functioning of Higher Education institutions

Privatization of Higher Education- Needs, challenges and Impact

Open and Distance Learning (ODL) in Higher Education: Quality, quantity, excellence



Learning Outcome Based Curriculum in Higher Education: Basic understanding, Evaluation of any Learning Outcome Based Curriculum, Developing Learning Outcome for curriculum

### **Unit -III**

#### **Emerging Trends in Higher Education:**

Internationalization of Higher Education: Prospects, needs and challenges

Public Private Partnership (PPP) in Higher Education- Critical Understanding

Dual degree programme: Prospects, needs, challenges and impact

Integrated Teacher Education Programme: Concerns and challenges

Open Educational Resources (OER) & Massive Open Online Course in Higher Education (MOOCs): Prospects, needs and challenges, Preparation of course- Basic understanding of 4 quadrants

Academic Bank of Credits: Needs and challenges

Online and virtual university: Needs, and Challenges

### **Unit- IV**

#### **Management and Financing of Higher Education:**

Management of Higher Education Institution: Analyzing structural changes across Policies

Role of Apex Bodies: Ministry of Education (MoE), University Grants Commission (UGC), National Council for teacher Education (NCTE), Association of Indian Universities (AIU)

Financing of Higher Education: Sources and Management; Corporate Social Responsibility (CSR) in Higher Education, Higher Education Grants Council (HEGC), Higher Education Funding Agency (HEFA), Self-finance courses and its impact on equity and equality

#### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

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Altbach, P. G. (2019). Full Issue. *International Higher Education*, (99).

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## **Paper (2 xvii): Perspectives in History and History of Education**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### ***Rationale of course:***

The aim of this course is to engage scholars with the history and the unique potential about fundamental attributes of history-both in terms of inquiry and understanding education. It would enable scholars to develop their own perspectives of education by engaging them with historical contexts, debates and processes within which a State system of education emerged. The course would promote insights in historical inquiry which has a complex relationship between the past and the present.

**Course Outcome:** On completion of the course, the student shall be able to:

- develop an understanding on the interpretive nature of history and historical inquiry
- understand the emergence of colonial education and the nationalist counter response with its tragic failure to challenge the basic forms, content and subtexts of colonial knowledge that has a relevance today.
- engage with critical perspectives on the educational system and patterns in a democratic and secular country with a diverse socio-cultural context and its relevance in the contemporary context of a globalized world.
- comprehend the changing trajectories of knowledge in history of education through the lens of colonial, subaltern and feminist perspectives.
- examine how education emerged as a central concern in the nationalist quest for equality and self identity.
- nurture capacities to critically reflect on historical realities, respect for diversity and secular values and challenge the social forces that threaten these values.

### ***Course contents:***

#### **Unit- I: Historical Contexts, Contestations and Challenges**

Historical Insights and Dialogue through Time

Construction of Knowledge in History

Perspectives on Thinking Historically

Ideology and Interpretation in history: Colonial perspectives, Subaltern perspectives, Feminist perspectives

#### **Unit -II: Trajectory of Indian Education System**

Indigenous System of Education

Emergence of the State System of Education

Legitimate Knowledge: Conflict of Curriculum and Culture

Nationalism, Cultural Processes and the Acculturating Role of Education

Textbook Culture, New Knowledge and New India

#### **Unit -III: Post Colonial Patterns in Indian Education System**

Towards a National system of education

Continuity and Change through Curriculum Frameworks-1975, 1988, 2000 and 2005, 2023

Plural societies and multiple pasts  
Engendering histories-some theoretical issues  
Education and the New Imperialism

#### **Unit- IV: Deconstructing Colonial and Post Colonial Histories**

Debating and Speculating Heritage  
Politics of ideological patronage and institutionalization  
The quest for identity in colonial India.  
Meanings of Progress from the perspective of Post Truth Era  
Neo liberalism

#### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

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**Paper 2 (xviii):**



## **Paper 2 (xix): Human Resource Planning and Management**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

This course will enable students to gain an insight into the powerful role of human resource management in managing one of the world's most important resources: human beings. Perception's about an organization's goals and about decisions that a manager should take to achieve these goals come not only from formal control systems but also through informal organization. This course will develop in students the sensitivity and orientation to work and manage a diverse community of learners and people at work environments and school community. The course will address the need and requirements for an educated manpower for a developing country like India and in the global arena for peaceful and harmonious coexistence for the growth and development of a nation.

### **Objectives:**

The course shall enable students to

- Develop a conceptual understanding of various components of Human Resource Management.
- Acquaint with the concept and methods of human resource planning and understand recruitment and selection procedure.
- Identify specific techniques used by educational administrators to motivate employees.
- Develop an insight of manpower management relation and its techniques.

### **Course contents:**

#### **Unit-I: Introduction to HRM**

- Historical Development, definition, concept and scope of HRM, objectives and functions of HRM, personnel policies and principles.
- Environmental factors affecting HRM-external and internal factors in the light of Right to Education Act, 2009.

#### **Unit-II: Organisational Structure & Role**

- Meaning process and concept, line organization, staff organization, organization a personnel department in an educational institution.
- Personnel records-human resource information system, privacy and personnel records in administration.

#### **Unit-III: Human Resource Planning**

- Meaning definition, organizational objectives and manpower planning, planning process, manpower forecasting, agencies involved in planning in education.
- **Recruitment and selection:** Teaching and non-teaching personnel, external and internal recruitment, methods of recruitment, recruitment and reservation policy in education.

- **Selection Policy:** Selection procedure, preliminary screening, selection, testing-performance tests, aptitude tests, interest tests, personality tests, UGC's tests for Teacher selection, employment interview.

#### **Unit-IV: Motivation, Compensation and Security**

- Motivation – its importance in educational administration, approaches to motivation, expectancy model, performance – satisfaction model, motivational techniques of administrators.
- Remuneration, salary, incentives and rewards; pay structure, Reward and expectancy theory, quality of work life, specific issues in educational administration regarding quality of work life, types of employee benefits and services in educational institutions and administration of benefits, services and welfare facilities.

#### **Unit-V: Manpower-Management Relations**

- Union Legislation, Trade Unions, Teachers' Unions/associations,
- Settlement of disputes-Collective Bargaining: structure, process and strategies; participative management – Total Quality Management.
- Grievances and discipline procedures – code of discipline of Ministry of labour and employment, role of government and role of HRM.

#### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

#### **Essential Readings**

- Bhasin, M.L., Human Resource Management (The Case Study), New Delhi, Anand Publications, 1992.
- Delenzo, D.A. & Robbins, S.P. (3<sup>rd</sup> Edition), Personal/Human Resource Management, Practice-Hall, India, New Delhi, 1988.
- Murthy Narasimha G. and Rao Hanumantha N. and Other, Human Resource Management: Strategic Challenges, New Delhi, New Century Publications, 2008.
- Semion L. Dolaw and Jingham, Toay, Fundamentals of International Organizational Behaviour, New Delhi, Sara Books Pvt. Ltd., 2008.

#### **Suggested Readings**

- Costley D.L. & Todd.: Human Relations in Organisations. West Publishing Company, York-1983.
- Davis K., Human Behaviour at work: Human Relations and Organizational Behaviour. Tata McGraw Hill Company Ltd., 1975.
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- Prasad, L.M., Organizational Behaviour, New Delhi, Sultan Chand & Sons Publications, 2006.
- Venkata Ratana, C.S. and Srivastava, B.K., Personnel Management & Human Resources, New Delhi: Tata McGraw Hill Publication Co., 1991.

#### **RELATED WEBSITES:**

- Academy of Human Resource Management: [www.ahrd.org](http://www.ahrd.org)
- American Society for Training and Development: [www.astd.org](http://www.astd.org)
- Society for Human Resource Management: [www.shrm.org](http://www.shrm.org)

## **Paper 2 (xx): Instructional Design**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationae:**

This course will enable students to understand instructional design and its relevance to the area of education. Students will be able to explore the various theories of instructional design and utilize them in designing effective plans for effective instruction. They will appreciate the importance of instructional media and how to relate them to lessons and apply concepts in day-to-day planning and management.

### **Objectives:** Students will be able to:

- explore and use theories of designing instruction
- plan, implement, and manage effective instruction, utilize the elements and principles of design
- apply research-based techniques of effective instruction, n
- become conversant with all aspects of instructional design
- demonstrate increased knowledge in integrating a variety of instructing media
- learn steps in the design of interactive media
- develop and use instructional materials
- analyse an organization's instructional and educational needs and prepare consulting advice to that organization at a professional level.
- develop an evaluation plan for the instructional requirement

### **Course contents:**

#### **Unit I: Introduction to Instructional Design**

- Background of instructional design
- Foundations of Instructional Design
- Meaning and need of Instructional Design
- Limitations/Critiques of ID
- Introduction to the Instructional Design Process
- Professional Organizations in the field of Instructional Design

#### **Unit II: Analysis and Assessment**

- Instructional Analysis
- Analysis of Context
- Analysis of Learners
- Analysis of a Learning Task:
- Learning Goals
- Learning Outcomes

- Information-Processing Analysis

### **Unit III: Instructional Strategies**

- A Framework for Instructional Strategy Design
- Strategies for Declarative Knowledge Instruction
- Strategies for Instruction Leading to Concept Learning
- Strategies for Instruction Leading to Learning Procedures
- Strategies for Instruction Leading to Principle Learning
- Strategies for Problem-Solving Instruction
- Strategies for Cognitive Strategy Instruction
- Strategies for Attitude Learning
- Strategies for Psychomotor Skill Learning
- Marco Strategies: Integration of Types of Learning
- Integration of variety of instructing media

### **Unit IV: Implementation of Instruction**

- Design of interactive media
- Media Utilization
- Developing Instructional Materials
- Management of Instruction

### **Unit V: Evaluation**

- Introduction to Evaluation Practices
- Formative Evaluation
- Summative Evaluation
- Evaluating products, experiences, learners, projects, etc.

### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

### **Essentail Readings**

- Bransford, J.D., Brown, A.L., & Cocking, R.R. (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
- Dick, W., Carey, L., & Carey, J.O. (2005). The systematic design of instruction (6th ed.). Boston: Pearson ISBN: 0205412742
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- Morrison, G.R., Ross, S.M., & Kemp, J.E. (2001). *Designing effective instruction* (3rd ed.). New York: John Wiley & Sons, Co.
- Reiser, R.A., And Dempsey, J.A. (2007). *Trends and Issues in Instructional Design and Technology*, 2nd Edition, Pearson Education, Upper Saddle River, NJ, ISBN:0-13-170805-8
- Smith, P.L., & Ragan, T.J. (2005). *Instructional Design*, 3rd ed. Wiley/Jossey---Bass.

### **Suggested Readings**

- Veletsianos, G., & Doering, A. (2010). Long-term student experiences in a hybrid, open-ended and problem based Adventure Learning program. *Australian Journal of Educational Technology*, 26(2), 280-296. From: <http://www.ascilite.org.au/ajet/ajet26/veletsianos.html>
- Yanchar, S.C., South, J.B., Williams, D.D., Allen, S., & Wilson, B.G. (2009). Struggling with theory? A qualitative investigation of conceptual tool use in instructional design. *Educational Technology Research and Development*, 58(1), 39-60.

## **PAPER 2 (xxi): Aspects of Language Education**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

**Objectives:** The course has following objectives:

- To help the students to look at Language with the major ways that emerged in 20<sup>th</sup> century, i.e. the Structuralist---Behaviorist and the Generative-Mentalist
- To familiarize them with Nature of Language and relationship of Language with Thoughts
- To acquaint them with Syntactical , Semantic and phonetic aspects of Language
- To develop an insight into socio-linguistic and psycholinguistic approaches to Language learning
- To make them aware of the theories and recent trends of researches in Language

### **Course Contents:**

#### **Unit 1 Aspects of Language**

- Nature of Language and its relationship with thoughts
- The Characteristics of Human Language, Language Theories
- Structural –functional Linguistics-The Saussurean Principle, Difference between American and European Structuralism, Transformational Generative Grammar
- Components of language: sounds, Vocabulary and structure and language Skills

#### **Unit 2 Phonetics, Phonology and Morphology**

- Speech mechanism, Description and classification of Consonants and Vowel Sounds
- Word Accent, Stress and Rhythm in Connected Speech
- Word formation in Language

#### **Unit 3 Approaches to Language Teaching and Learning**

- Psycholinguist and sociolinguist; Piaget, Bruner Vygotsky, Bernstein and Labov
- Grammar-translation and Direct Methods, Structural and Communicative approaches to Language Teaching
- Bilingual and Interactive approaches to Language Teaching

#### **Unit 4 Issues related to Language Teaching and Learning**

- Language acquisition vs. Language learning, Learner Factors in Language Acquisition
- Place of Mother-tongue/Home Language/Other Tongue and Grammar, Speech Community and Multilingualism
- Curriculum; different types of Language syllabi and Language Standardization

#### **Unit 5 Researches, Innovations and Evaluation in Language**

- Action research in language, Recent research trends in L1 and L2
- Innovative Practices in Language with special reference to Teaching Heterogeneous classes

- Evaluation, feedback and Assessment of learners' Performance

### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

### **References**

- Agnihotri, R.K. and Khanna, A.L. (1977). *The Social Psychological Perspective on Second Language Learning :A critique* in Rajinder Singh (ed) *Grammar, Language and Society*, Sage Publications, New Delhi. P.325-342
- Bansal R. K and J. B. Harrison. (1983). *Spoken English for India*. Hyderabad: Orient Longman.
- Baugh, A. C and Cable, T. (1994). *A History of the English Language* (4<sup>th</sup> Ed.). London: Rutledge.
- Bloom, B. S. (1956). *Taxonomy of Educational Objectives*, Vol. 1. New York: Mckay.
- Brumfit, C. J. and Mitchell, R. (1989). *Research in the Language Classroom*, London: British Council with Modern English Publications; Mc Millan.
- Francis, H. (1990). *Language in Teaching and Learning*. New Delhi: Universal Book Stall.
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- McArthur, I. ed. (1992). *The Oxford Companion to the English Language*. Oxford: The University Press.
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- Penny, Ur. (2005). *A course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.
- Tickoo, M.L. (2005). *Teaching and Learning English*. New Delhi: Orient Longman.
- Verma, S. K. (1995). *Language in Education Problems and Principles*. Madras: T. R. Publications.
- Vygotsky, L. S. (1962). *Thought and Language*. Cambridge, Mass: IT.



## **PAPER 2 (xxii): Organizational Behaviour**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

The course begins with an overview of organizational behavior and the historical foundations of the field and the interdisciplinary nature of its various concepts. The course will allow students to engage with how such theories or knowledge is manifested in the international environment and help students to understand organization behavior in today's work environment. The focus is on how general principles of human behavior and classical as well as most recent approaches of organizational behavior can inform students to understand and create a nurturing work environment in educational settings.

### **Objectives:**

- To develop understanding among the students of theoretical foundations of the basic concepts of organizational psychology.
- To acquaint the students regarding the general principles of human behavior in the educational setting.
- To develop among students the skills of application of the organizational behavior for the effective functioning of the educational institutions.

### **Course Contents:**

#### **Unit-I: Introduction**

- Historical foundations of the field, Psychology in Organisation, scope, human relation approach, humanistic approach etc. organizational behaviour and management of education, psychology in academic settings etc.

#### **Unit-II: Human Needs & Motivation**

- (Contents & Process Theories)' view points; Motivation of leaders, students and employees of Educational sectors.

#### **Unit-III: Communication Effectiveness in Organisation**

- Concept of communication; managerial approaches to communication; and problems of Organizational communication; various methods by which organizational communication can be improved.

#### **Unit-IV: Group Dynamics and Leadership**

- Interaction in group, Factors influencing group dynamics, trait and behavior theories of leadership.

#### **Unit-V: Conflict and its Management**

- Nature and sources of conflict, functional and dysfunctional aspects of conflict, techniques for managing conflict

### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

### **Essential Readings**

- LBESS, J.L. College and University Organisation: Insight from the Behavioural Science. New York University Press - 1984. '
- Cestello. T.W. & Zalkind AS. 'Psychology in the Administration: Text, with Integrated. Readings. Prentice Hall Inc. Englewood Cliff, N.J., U.S.A, 1963.
- Costley D.L. & Todd. Human Relations in Organisation. West Publishing Company, York -1983.
- Dennis W. The Applied Psychology of work behaviour a book of readings. Business Publication Inc. Plano Texas - 1983.
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- Prasad, L.M. (2006): Organisational Behaviour, New Delhi, Sultan Chand and Sons Publications.

### **● Suggested Readings**

- Davis K. Human behaviour at work: Human relations and organizational behaviour. TAT A, Mc. Graw Hill Company Ltd. -1975.
- Fieldman D.G. & Arnold H.J., Managing individual and group behaviour in organization. Me. Graw Hill Book Company-1983.
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## **Paper 2 (xxiii): Pedagogy of Language Education**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

India is a multilingual society. Hence for any teacher education programme, Language Education course holds greater significance. Hence, the understanding of nature, theories and issues pertaining to a language will definitely help the teachers to address the linguistic diversity and withstand all the challenges arising out of this. The course also provides deep insight into the components and skills of language and how transaction of language content to be made in view of the types of language i.e., LI, L2 or a Foreign Language being taught in the class.

**Objectives:-** The course has following objectives:

- To help the students to look at Language with the major ways that emerged in 20<sup>th</sup> century, i.e. the Structuralist---Behaviorist and the Generative-Mentalist
- To familiarize them with Nature of Language and relationship of Language with Thoughts
- To acquaint them with Syntactical , Semantic and phonetic aspects of Language
- To develop an insight into socio-linguistic and psycholinguistic approaches to Language learning
- To make them aware of the theories and recent trends of researches in Language

### **Course Contents:**

#### **UNIT-1: UNDERSTANDING LANGUAGE**

- Nature and characteristics of Language
- Components of language: sounds, Vocabulary and structure and language Skills Nature of Language and its relationship with thoughts
- Language Theories; Saussure, Sapir-Whorf, Bloomfield and Chomsky

#### **UNIT-II: PHONETICS, PHONOLOGY AND MORPHOLOGY**

- Speech mechanism, Description and classification of Consonants and Vowel Sounds
- Word Accent, Stress and Rhythm in Connected Speech
- Word formation in Language

#### **UNIT-III: APPROACHES TO LANGUAGE TEACHING AND LEARNING**

- Psycholinguist and sociolinguist; Piaget, Bruner, Vygotsky, Bernstein and William Labov
- Grammar-translation and Direct Methods ,Structural and Communicative approaches to Language Teaching
- Bilingual and Interactive approaches to Language Teaching

#### **UNIT-IV: ISSUES RELATED TO LANGUAGE TEACHING AND LEARNING**

- Language acquisition vs. Language learning, Learner Factors in Language Acquisition
- Place of Mother-tongue/Home Language/Other Tongue and Grammar, Speech Community and Multilingualism

- Curriculum; different types of Language syllabi and Language Standardization
- Language Variation and Ethnic Identities

#### **UNIT-V: RESEARCHES, INNOVATIONS AND EVALUATION IN LANGUAGE**

- Action research in language, Recent research trends in L1 and L2
- Research Methods in Language Teaching and Learning; Nunan's Views
- Innovative Practices in Language with special reference to Teaching Heterogeneous classes
- Evaluation, feedback and Assessment of learners' Performance

#### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

#### **Suggested Activities:**

- Classroom Observation of a Language classroom understanding the kinds of approaches and methods used by teachers
- Community Survey to document the variety of Language being spoken
- Documentations of Teachers' perspectives pertaining to use of Grammar and Mother Tongue in an L2 class
- Conducting Action Research in a Language class
- Exploring the Assessment and Evaluation Strategies used by Teachers in Language classrooms
- Observations of Other subjects' classes to study the scope of Language Across Classroom

#### **Essential Readings:**

- NCERT (2005). *Position Paper National Focus Group on Teaching of English*. NCERT, New Delhi.
- Penny, Ur. (2005). *A course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.
- Vygotsky, L. S. (1962). *Thought and Language*. Cambridge, Mass: IT.

#### **References:**

- Agnihotri, R.K. and Khanna, A.L. (1977). The Social Psychological Perspective on Second Language Learning :A critique in Rajinder Singh (ed) Grammar, Language and Society, Sage Publications, New Delhi. P.325-342
- Bansal R. K and J. B. Harrison. (1983). *Spoken English for India*. Hyderabad: Orient Longman.
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- Bloom, B. S. (1956). *Taxonomy of Educational Objectives*, Vol. 1. New York: McKay.
- Brumfit, C. J. and Mitchell, R. (1989). *Research in the Language Classroom*, London: British Council with Modern English Publications; Mc Millan.
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- NCERT (2005). *Position Paper National Focus Group on Teaching of English*. NCERT, New Delhi.
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- Penny, Ur. (2005). *A course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.
- Tickoo, ML. (2005). *Teaching and Learning English*. New Delhi: Orient Longman.
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## Paper 2 (xxiv): Pedagogy of Mathematics

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

**Objectives:** To enable the learners to:

- understand the nature and history of mathematics and mathematics education in terms of a philosophical bases.
- understand the underlying psychological theories that function in the process of teaching-learning of mathematics of the minds of teachers and students.
- understand the evolution of research in mathematics education and its significance for a prospective mathematics teacher or mathematics teacher educator.
- grasp the various frameworks in relation to mathematics education and its curriculum and develop own ideas of improvement and innovation in mathematics education curriculum.
- understand suitable evaluation and assessment techniques and thus develop techniques on their own for best outcomes in teaching learning of mathematics.

### **Course Contents:**

#### **UNIT-I: PHILOSOPHICAL BASIS OF MATHEMATICS**

This unit is meant to provide philosophical bases of mathematics with respect to its nature and origin. It will discuss the nature of mathematics in light of the key basic characteristics of mathematics such as abstraction, generalization, symbols and signs, proofs etc.

#### **UNIT-II: PSYCHOLOGICAL BASIS OF MATHEMATICS**

Piagetian, Vygotskian, Bruner, Gardener (and other) perspectives on mathematics teaching and learning. This includes socio-cultural perspective (Ethno-mathematics) and the constructivist approach.

#### **UNIT-III: TEACHER PREPARATION IN MATHEMATICS AND RESEARCH IN MATHEMATICS EDUCATION**

This unit is aimed at understanding the formation of Beliefs regarding teaching and learning of mathematics among the mathematics teachers, its importance in teaching -learning process and how it gets formed. Cue Utilization process. This section also aims at getting a brief outlook on research in Mathematics Education.

#### **UNIT-IV: MATHEMATICS EDUCATION AND CURRICULUM IN LIGHT OF FRAMEWORKS**

Curriculum, Teacher Preparation and Mathematics Education in light of *National Curriculum Framework*, NCERT-2005 and *National Focus Group on Teaching of Mathematics*, NCERT-2005.

#### **UNIT-V: ASSESSMENT AND EVALUATION IN MATHEMATICS**

Mathematics as a process and evaluation in Mathematics for desirable outcomes in light of norms established by NCTE and NCERT with inclusive education.

**Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

**Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

**Essential Readings:**

- NCTM (2000). *Principles and standards for school mathematics*, VA. : National Council of Teacher of Mathematics.
- . Piaget, J. (1952). *The Child's Conception of Number*. W. W. Norton & Company: New York.
- Dossey, J. A. (1992). The nature of mathematics: its role and its influence. In Grouws D.A. (Ed.) *Handbook of Mathematics*. New York: Macmillan Publishing Company.
- National Council of Educational Research and Training (NCERT). (2006). *National Focus Group on Teaching of Mathematics- Position Paper*. India.

**SUGGESTED REFERENCES:**

- Buehl, M. M., & Alexander, P. A. (2006). Examining the dual nature of epistemological beliefs. *International Journal of Educational Research*, 45, 28–42.
- Chitriv, U. G. (1988). *Ausubel vs. Bruner Model for Teaching Mathematics*. Himalya Publishing House.
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- Gronlund, N.E., *Measurement and Evaluation in Teaching*, New York: Macmillan, 1990.
- Indira Gandhi National Open University (IGNOU). (2000). *Approaches to Learning*. LMT-01 Learning Mathematics. Chap. 1-2, pp. 7-35
- Khan, F. A. (2004). Living Learning and Doing Mathematics: A Study of Working class Children in Delhi. *Contemporary Education Dialogue*. Vol 1:2, Spring 2004, pp. 199-227.
- Kilpatrick, J. (1990). *A History of Research in Mathematics*. U.S. Georgia.
- Miglani, R. K. (2014). *Teaching of Mathematics*. Arya Books.
- National Council of Educational Research and Training (NCERT). (2006). *National Focus Group on Teaching of Mathematics- Position Paper*. India.
- National Council of Educational Research and Training (NCERT). (2005). *National Curriculum Framework*.
- NCTM (2000). *Principles and standards for school mathematics*, VA. : National Council of Teacher of Mathematics.
- Piaget, J. (1952). *The Child's Conception of Number*. W. W. Norton & Company: New York.

## **PAPER 2 (xxv): Pedagogy of Science Education**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale**

Teacher Educators need to develop a concept of Science Education in the light of new ongoing debate in Science world over. There are two main purposes of offering this course one that students learn the nature that is philosophy and history of science. Second, view its relevance in the classroom. The students might already be aware of the science classrooms and experienced teaching. Therefore, they should be able to relate the recent criticism of science or new discoveries to what happen in the classrooms. Secondly, the teacher educator is also a consumer of science. They should be a well informed and critical consumer. Only if they carry this perspective of situating science in the current socio-economic and political discourse they should be able to create science classrooms which think and analyze. Similarly this would help them take up research on these issues in science and even conduct an informed teacher education program.

### **Objectives**

- To study the nature of science and its relation to development of scientific concepts.
- Critically examine the science educational policy from the socio-political and economic perspective.
- Understand the issues in concept formation of science in the classrooms and use of various resources.
- Understand the dissemination of scientific concepts and issues in the same.
- Understand the structural components of science programs and identify the essential features.

### **Course Contents:**

#### **UNIT-I:**

Nature of science, its history, philosophy and methods. Scientific method: Induction, deduction, verifiability and falsification, 'against method. Application of this on discovery of few concepts of science.

#### **UNIT-II:**

Science Education in various policies and commission. India's policy on Science and Science Education. Ongoing debates on issues of science (science curriculum and instruction, environmental and socio-scientific issues, ethics, assessment, research and industry).

#### **UNIT-III:**

Science in classrooms. Students' and teachers' concepts of science (alternative and misconceptions), Approaches and methods of teaching-learning of science: conceptual, process, integrated, constructivist approaches; activity, demonstration, experimentation, project, analogies. Use of ICT in teaching-learning of science.

#### **UNIT-IV:**

Major developments and trends in science education from international and Indian perspectives: Nuffield Chemistry programme, Project 2061, CHEM study project, SAPA,



HSTP, BGVS, STEM programs etc., NCERT science curriculum at elementary, secondary, and senior secondary level of school education.

#### **UNIT-V:**

Professional development of science teacher, Importance of Science bodies and organizations, Role of action research in professional development. Sources of teaching and learning aids, Edger Dale's Cone of experiences, science magazines, science textbooks, kits, science programs on television channel, science news, websites, field visits, exhibits, museum.

#### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

#### **Essential Readings:**

- Agnihotri, R., Khanna, K. and Shukla, A. L. (1994). *Prashika*, Eklavya's Innovative Experiment in Primary Education.
- Berry, A., Friedrichsen, P., & Loughran, J. (Eds.). (2015). *Re-examining pedagogical content knowledge in science education*. Routledge.
- Buxton, C. A., & Provenzo, E. F. (2007). *Teaching science in elementary and middle school: A cognitive and cultural approach*. Sage.
- Driver, R. (1981). Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
- Driver, R., Squires, A., Rushworth, P., & Wood-Robinson, V. (2014). *Making sense of secondary science: Research into children's ideas*. Routledge.
- Feyerabend, P. (1996). *Killing time: the autobiography of Paul Feyerabend*. University of Chicago Press.
- Heywood, D., & Parker, J. (2010). *The pedagogy of physical science* (Vol. 38). Dordrecht: Springer.
- Ladyman, J. (2012). *Understanding philosophy of science*. Routledge.
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- Losee, J. (2001). *A historical introduction to the philosophy of science*. OUP Oxford.
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- National Academy of Sciences (US). Working Group on Teaching Evolution. (1998). *Teaching about evolution and the nature of science*. Joseph Henry Press.
- NCERT, 'Focus Group Report' *Teaching of Science* (2005). NCERT New Delhi.
- NCERT (2005) *National curriculum Framework*. New Delhi NCERT.
- Nola, R., & Sankey, H. (2014). *Theories of scientific method: an introduction*. Routledge.
- Salmon, M. H. (1999). *Introduction to the Philosophy of Science*. Hackett Publishing.

#### **Suggested Readings**

- Ausubel, David P. (1969). Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), *Readings in Science Education for the Secondary School*, Macmillan, 97-113.
- Cavin, Arthur, A. (1997) *Teaching Science through Discovery* 8 ed. New Jersey, Prentice Hall.
- Centre for Science and Environment, *Citizen's Reports*, New Delhi. especially the 2<sup>nd</sup> Report.
- Chiappetta, E. L., Koballa, T. R. and Collette, A. T. (1998). *Science Instruction in Middle and Secondary Schools*, New Jersey: Merrill.
- Derry, G. N. (2002). *What science is and how it works*. Princeton University Press.
- Doel, R. E., & Söderqvist, T. (2006). *The historiography of contemporary science, technology, and medicine: writing recent science* (Vol. 23). Routledge.
- Driver, R., Rushworth, P., Squires, A., & Wood-Robinson, V. (Eds.). (2004). *Making Sense of Secondary Science: Support material for teachers*. Routledge.
- Feyerband Paul *Against method*
- Gega, Peter, C. (1990) *Science in Elementary Education*. 6<sup>th</sup> Ed. NY, Macmillan.
- Gilbert, J. (ed) (2006) *Science education major themes in education*. Routledge Vol 1-4.
- Guesene, E. and Tberghiem, A. (1985). *Children's Ideas in Science*, Milton Keynes: Open University Press.
- Jacobson, J.W. & Bergnan, A.B. (1991) *Science for children A book for Teachers*. 3<sup>rd</sup> ed. New Delhi, Prentice Hall.
- Kuhn, Thomas (1962) *The structure of scientific revolution*. University of Chicago Process.
- Mahanti, S. (2013). A perspective on scientific temper in India. *Journal of Scientific Temper (JST)*, 1(1 & 2).
- Mintezes, J.J., Wandersee, J.H. & Novak, J.D. (eds) (1997) *Teaching for Understanding A Human Constructivist View*. NY, Academic Press.
- Pollard, A. (2002). *Reflective Teaching*, London: Continuum.
- Popper *The logic of scientific discovery*.
- Sainath, P. (1996). *Everybody Loves a Good Drought- Stories from India's Poorest Districts*, Penguin Books.
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- School Text books of NCERT and various other private publishers.
- Shiva, V. (2000). *Stolen Harvest: The Hijacking of Global Food Supply*, Cambridge, UK: South End Press.
- Solomon, J., & Aikenhead, G. (1994). *STS Education: International Perspectives on Reform. Ways of Knowing Science Series*. Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 (clothbound: ISBN-0-8077-3366-0; paperback: ISBN-0-8077-3365-2).
- UNESCO *Handbook for Science teachers*. Paris: UNESCO.
- Venville, G. & Dawson, V. (2006) *The Art of teaching Science*. Australia, Allen & Unwin.

### **Web Sources**

- [http://www.cceindia.org/cee/educationfor\\_children.html](http://www.cceindia.org/cee/educationfor_children.html)
- <http://www.project2061.org>
- Journals & Magazines; recordings of science programs on radio and television.

### **Mode of transaction:**

Class Tutorials, seminars.symposium, workshops, Individual and group project work, assignment, Seminars, field work/visit, presentations etc.

### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

**Mode of Transaction:** Lecture cum discussion, Field visits, Group discussion, Seminars, and Workshops etc.

**Internal Assessment and Practicum:** Internal assessment may be conducted in different modes such as assignment, project, presentation, and written test etc. Students would present readings and seminars in the classroom on the topic from the syllabus they have taken. Building on the same topic they would collect some data from the children or teachers or individuals (as per the objectives) they would analyze the same and present this small project in the end of the semester.

The students if taking a project on relevant resource material might collect the material and make a small resource for the department. The student in this case might even visit or arrange the visit of the class students to the museum, fair etc. the student who arranges the visit can present the report later on and like rest of the students has to submit a written report of this project, the guidelines for the same would be provided.

## **PAPER 2 (xxvi): Pedagogy of Social Science**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

The contents of social Science as a school subject are based on a certain understanding about their nature and purposes. This course introduces student-teachers to different perspectives about these subjects. It also examines the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It also aims at making the students understand the content of social sciences, Contribution of great men in the field of social sciences. It also provides understanding the construction of Curriculum, methods and approaches and different evaluation and assessment of social sciences. It suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

### **Objectives:**

- To enable students to develop an understanding of the meaning, nature, scope of social sciences.
- To make students Understand the role of various methods and approaches of teaching social sciences.
- To acquaint the students with the contribution of great men in the field of social sciences.
- To enable students to employ appropriate techniques of curriculum transaction.
- To enable students in evaluation and assessment of social sciences.

### **Course Contents:**

#### **UNIT- I: CONCEPTUALIZATION OF SOCIAL SCIENCE EDUCATION**

- Meaning, Nature, Objectives, and Scope of Social Science education.
- Relevance of social science education in school curriculum.
- Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School.

#### **UNIT II – CONTENTS OF SOCIAL SCIENCES**

- Dimensions in social sciences: social thought, social change, social continuity and social progress.
- Contribution of the following to the development of social sciences: Adam Smith, Karl Marx, and Gandhi.
- Constitution of Indian, Fundamental rights, Rights of the Child.

#### **UNIT-III: ASPECTS OF SOCIAL SCIENCE CURRICULUM**

- Meaning and Principles of Curriculum construction in social studies.
- Approaches to formulation of social science curriculum at various stages of education;

- Development of curricular materials viz., textbooks, workbooks, activity book and self instructional materials
- NCF 2005, related to of social science curriculum.

#### **UNIT-IV: ADVANCED METHODS MODELS AND APPROACHES**

- **Various teaching learning Approaches viz.** Constructivist approach, behaviorist approach, Interdisciplinary approach.
- **Various teaching Methods :** Lecture method, project method, problem solving, Team teaching.
- **Various teaching learning strategies and Models viz.** co-curricular activities, field trips, Concept attainment, social inquiry models, and concept of maps.
- Integration of ICT in teaching-learning of social science

#### **UNIT-V: RESEARCHES AND EVALUATION IN SOCIAL SCIENCE**

- Research Methods : Action research and Recent research trends in social science
- Meaning, Need and Importance of Evaluation. Difference between Measurement, Assessment and Evaluation,
- Type of evaluation strategies- Formative and summative evaluation
- Use of tool and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, and interviews.

#### ***Mode of transaction:***

Lecture-cum-discussion, Seminar reading presentation by students on selected themes individually and collectively leading to discussion; Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers; Library readings on selected theme followed by group discussion; Study of documents and references, interaction with field staff and reflective interaction with the peer group; Workshops, seminars, assignments, tutorial and group discussion around issues and concepts studies in theory

#### **Course Evaluation-**

The participants will be evaluated throughout the programme in all the courses transacted. Different modes of evaluation such as written assignments/term paper/project work, group work, internal tests and seminar presentation etc., will be most commonly used for evaluation.

#### **Practicum/ Field Work (Any One Or Two)**

- Seminar on evolution of social science as a discipline.
- A critical study of social science curriculum of secondary school.
- Visit a social science center/ science museum and present the report
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation and teaching two lessons using integrated approach of teaching social science.
- Critique a historical film/serial or novel from the view point of society.
- Conduct a survey in the school on a particular social issue of your choice and prepare a report on it.

- Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
- Study the role of educational NGOs and their impact on society. Prepare a detailed report on this topic.

### Essentials Readings

- Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Allen, A., *Social Studies in the Primary School*, Australia: McMillan, 1960.
- Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
- Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.
- David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*, Routledge Falmer, London.
- Digumarti Bhaskara Rao (ed.), *Techniques of Teaching Social Sciences*, Sonali Publications, Delhi.
- Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.
- GOI (1993), *learning without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development*, Department of Education, New Delhi.
- GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report*, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.

### Suggested Readings

- Indian Economic Association Trust for Research and Development (1991), *Teaching of Economics in India*, Interest Publications, New Delhi.
- Jack Zevin, (2000) *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- James Hemming (1953), *Teaching of Social Studies in Secondary Schools*, Longman Geen & Co, London.
- Krishna Kumar, (2002), *Prejudice and Pride*, Penguin Books India, Delhi.
- Kaushik, V.R. and Sharma, S.R., *Teaching of Social Studies in Elementary School*, New Delhi : Anmol Publications ,1997.
- Kohli, *Teaching of Social Studies*, 1996.
- Martorella, P.H ., *Social Studies for Elementary School Children*, Merrill, USA, 1994.
- Maggie Smith (2002), *Teaching Geography in Secondary Schools: A Reader*, Routledge Falmer, London,

- NCERT (1976), *The Curriculum for the Ten-Year School: A Framework*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1988), *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2001), *National Curriculum Framework for School Education*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol. II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks)*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.
- NCERT (2006), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.
- Rajni Kumar, Anil Sethi and Shalini Sikka, (2005) *School Society and Nation: Popular Essays in Education*, Orient Longman, Delhi.
- Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) *Teaching Economics: More alternatives to chalk and Talk*, Edward Elgar Publishing, Northampton, USA
- Sharma RA, *Teaching of social studies*. International publishing House, Meerut

#### **JOURNALS**

- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).
- Teaching of History (published from United Kingdom).
- Journal of Social Sciences, Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom)

#### **OTHERS**

- Encyclopaedia of the Social Sciences.
- Encyclopaedia Britannica

#### **WEBSITES**

- [www.ncert.nic.in](http://www.ncert.nic.in)

## **Paper 2 (xxvii): Perspectives in History and History of Education**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### ***Rationale of course:***

The aim of this course is to engage scholars with the history and the unique potential about fundamental attributes of history-both in terms of inquiry and understanding education. It would enable scholars to develop their own perspectives of education by engaging them with historical contexts, debates and processes within which a State system of education emerged. The course would promote insights in historical inquiry which has a complex relationship between the past and the present.

***Course Outcome:*** On completion of the course, the student shall be able to:

- develop an understanding on the interpretive nature of history and historical inquiry
- understand the emergence of colonial education and the nationalist counter response with its tragic failure to challenge the basic forms, content and subtexts of colonial knowledge that has a relevance today.
- engage with critical perspectives on the educational system and patterns in a democratic and secular country with a diverse socio-cultural context and its relevance in the contemporary context of a globalized world.
- comprehend the changing trajectories of knowledge in history of education through the lens of colonial, subaltern and feminist perspectives.
- examine how education emerged as a central concern in the nationalist quest for equality and self identity.
- nurture capacities to critically reflect on historical realities, respect for diversity and secular values and challenge the social forces that threaten these values.

### ***Course contents:***

#### **Unit- I: Historical Contexts, Contestations and Challenges**

- Historical Insights and Dialogue through Time
- Construction of Knowledge in History
- Perspectives on Thinking Historically
- Ideology and Interpretation in history: Colonial perspectives, Subaltern perspectives, Feminist perspectives

#### **Unit -II: Trajectory of Indian Education System**

- Indigenous System of Education
- Emergence of the State System of Education
- Legitimate Knowledge: Conflict of Curriculum and Culture
- Nationalism, Cultural Processes and the Acculturating Role of Education
- Textbook Culture, New Knowledge and New India

#### **Unit -III: Post Colonial Patterns in Indian Education System**

- Towards a National system of education
- Continuity and Change through Curriculum Frameworks-1975, 1988, 2000 and 2005, 2023
- Plural societies and multiple pasts



- Engendering histories-some theoretical issues
- Education and the New Imperialism

#### **Unit- IV: Deconstructing Colonial and Post Colonial Histories**

- Debating and Speculating Heritage
- Politics of ideological patronage and institutionalization
- The quest for identity in colonial India.
- Meanings of Progress from the perspective of Post Truth Era
- Neo liberalism

#### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

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## **Paper 2 (xxviii): Philosophical Foundation of Education**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

We think philosophically whether or not we are aware of it. In our everyday thinking, we make decisions and analyze various situations based on bits and pieces of social and philosophical theory. This course is designed for students—those aspiring to be educators as well as those interested in education as a field of study—who wish to explore the nature and purposes of education from a thoughtful, critical, and, ultimately, philosophical perspective. This course aims to prepare students to engage with more rigor and understanding issues related to education and add to theoretical understanding of the social and philosophical issues which are inherent to our everyday decision-making and understanding. The course's aim is to bring philosophy to schools and the wider community. Through doing philosophy in the classroom the primary concern is to improve the educational practices and provide opportunities for the disadvantaged.

### **Objectives:** To enable the learner to

- become familiar with and reflect upon key educational thinkers, their ideas, and their contributions to practice.
- articulate a personal philosophy in respect of education
- interpret knowledge within its historical, philosophical, cultural, and social contexts with intention to produce clear normative and critical perspectives on education
- focus issues vital to education and the attempts through various philosophies to resolve them.
- appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.
- understand the nature and functions of philosophy of education.
- examine the philosophical roots of the field of education
- understand and relate philosophical theories with educational practices.
- examine the inquiry specific to epistemology, metaphysics, and axiology
- compare major philosophical positions and the theories of education specific to them
- develop attitude and capacity of raising fundamental questions concerning theory and practice of education.
- analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- articulate a personal philosophy in respect of education

### **Course Contents:**

#### **UNIT-I: INTRODUCTION TO PHILOSOPHY OF EDUCATION**

- Relationship between Education and Philosophy
- Conceptions of Philosophy as wisdom, ideology and critical inquiry
- Meaning, Nature and Scope of Philosophy of Education
- Functions of Philosophy of Education - Speculative, Normative, Analytical
- Aims of Education in Relation to Philosophy of Life
- Teachers' Need for Philosophical framework

#### **UNIT-II: PHILOSOPHICAL APPROACHES IN EDUCATION (WESTERN)**

- Impact of Philosophical suppositions on education made by Western Schools of thought regarding metaphysics, epistemology and axiology–Idealism, Realism, Pragmatism, Existentialism.

### **UNIT-III: PERSPECTIVES OF PHILOSOPHY OF EDUCATION (INDIAN SCHOOLS)**

Vedanta (Advaita), Sankhya, Buddhism, Sikhism, Islam with reference to concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

### **Unit-IV: KNOWLEDGE, VALUES AND CURRICULUM**

- Philosophical Bases of Curriculum
- Meaning and Hierarchies of Values
- Value Education, Moral Education
- Approaches for value inculcation

### **UNIT-V: EDUCATIONAL THOUGHTS**

- Contribution to educational thought and practice made by great thinkers (master minds) and their critical appreciation with specific reference to their views on Socio-cultural scenario, a global perspective;
- Thinkers: Plato, Dewey, Sri Aurobindo, Gandhi, Tagore, Kant.

#### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

#### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

#### **Essential Readings:**

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- Plato. The Allegory of the Cave. Book VII of the Republic. URL: <http://webspace.ship.edu/cgboer/platoscave.html>.

#### **Suggested Readings:**

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## **Paper 2 (xxviii): Sociological Foundation of Education**

**Total Credits:** 04

**Total Marks: (75+25=100)**

### **Rationale:**

In the advent of Globalization and with the introduction of Right to Education as a fundamental right, the social dynamics both in the school and outside are changing and thus significance of Sociological perspectives of Education can neither be denied nor overlooked. The fact is that an understanding of the sociological theories and issues definitely matter a lot in terms of not only addressing the diversity in a school class but also getting familiar with the social existing outside and how changes are occurring there. Nonetheless, the course also opens up new vistas of learning by looking at the factors which are mainly responsible for the changes in the social order

**Objectives:** The objectives of the course are to:

- enable the learners to understand the need to study sociological foundations of Education by looking at different approaches to sociology of Education
- make them understand the concept of culture and its relevance to Education and the role of school and family as agencies of socialization;
- apprise them of the concepts of social change and social mobility ;
- acquaint them to understand the sociology of School, Teacher and Curriculum

### **Course Contents:**

#### **UNIT I: EDUCATION & SOCIOLOGY**

- Need to study Education as a Social Enterprise
- Relationship between Education and Sociology
- Sociological Approaches: Historical, Positivists, Structure-functionalists, Marxists , Neo-Marxists
- Education Sociology & Sociology of Education: Development & Scope
- Research in Sociology of Education : Status & Future Prospects

#### **UNIT II: EDUCATION AND CULTURE**

- Education & Culture: Acculturation, Enculturation, Relationship between Education & Culture
- Education & Socialization: Education as Methodical Socialization
- Agencies of Socialization: Family, School, Media

#### **UNIT III: EDUCATION AND SOCIAL CHANGE**

- Concept of Social Mobility & Social Change, Social Development, Sustainable Development
- Modernization, Post-Modernization, Globalization, and Internationalization
- Theories of Social Change: Relationship between Social Change and Education
- Impact of LPG on Education

#### **UNIT IV: EDUCATION, SOCIAL STRUCTURE AND SOCIAL JUSTICE**

- (a) Social Structure: Social Stratification; Class, Caste,, Region, Gender
- (b) Social Justice and Social Inclusion: Concept
- (c) Education for Social Justice and Inclusive Society

- (d) Equality of Educational Opportunities: Concept, Threat & Strategies

## **UNIT V: SOCIOLOGY OF SCHOOL, TEACHER AND CURRICULUM**

- School Class as a social system: Parson's View
- Sociology of Teachers: Professionalism, Autonomy and their Role
- Teachers in School & Outside
- Sociology of Curriculum: Curriculum & Politics, Curriculum & Citizenship
- Explicit & Hidden Curriculum

### **Mode of transaction:**

Class Tutorials, seminars, symposium, workshops, Individual and group project work, assignment, Seminars, field work, presentations etc.

### **Assessment**

Class assignment, internal test, Presentation, Seminar, external examination, etc.

### **Essential Readings:**

- Apple, M., *Ideology and the Curriculum*, London: Routledge and Kegan paul, 1979.
- Harlambos, M., *Sociology: Themes and Perspectives*, Delhi: Oxford Univ. Press, 1980.
- Durkheim, E., *Education and Sociology*, New York: Free Press, 1956.
- Ruhela, S.P., *Sociology of Education: Problems and Prospects*, Ambala Cantt: Associated Publishers, 1992.

### **Suggested Readings:**

- Apple, M., *Ideology and the Curriculum*, London: Routledge and Kegan paul, 1979.
- Beteille, A.(Ed.), *Equality and Inequality*, New Delhi : Oxford Univ. Press, 1983.
- Bernstein, B., *Class, Codes and Control, Vol III.*, London: Routledge and Kegan Paul, 1977.
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## **Paper 2(xxix) : Teacher Education**

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

#### **Objectives**

After the completion of the course, the learners will be able to:

- Understand the concept and status of teaching as a profession
- Examine the curriculum frameworks of teacher education in the backdrop of paradigms of PSTE
- Understand the INSET Frameworks, training techniques and innovative strategies of teacher education
- Develop a comparative perspective of Indian teacher education system and teacher education system of developed countries viz. USA,UK,Finland and Canada
- Develop conceptual understanding of the variables chosen for research and its status in the international scenario

### **Course Contents:**

**Unit I :** Concept of teaching and teacher education, teaching as a Profession, Pedagogy of teacher education : Training techniques, Innovative strategies ( PSTE & INSET), Professional standards , Professional code of ethics for teachers, National Schemes on Teacher Education

**Unit II :**Curriculum Frameworks of Teacher Education, Paradigms of pre-service teacher education Frameworks of INSET: Organisation, Monitoring , Evaluation and Followup,

**Unit III :** Comparative analysis of Teacher Education System of developed countries with special reference to UK, USA, Finland and Canada

**Unit IV&V :** Related to Research variable pertaining to Teacher Education: Concept, Evolution of the concept , related theories/ Models, National and International scenario, Existing frameworks for analysis , Research Trends and gaps

### **Suggested Readings**

#### **● Government Reports /Documents**

- Report of the Education Commission (1964- 66).
- Report of the National Commission on Teachers (1983- 85).
- Report of the Delor's Commission, UNESCO, 1996.
- National Policy of Education 1986/1992.
- National Curriculum Framework on Teacher Education: 1978,1988,1998.
- National Curriculum Framework on School Education, 2005 and Position paper on Teacher Education
- NCERT (2006). Teacher Education for Curriculum renewal.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.

- National Curriculum Framework of Teacher Education, New Delhi.
- Right to Education Act, 2009.
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### Books/ Monographs

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- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Singh, L.C.( Ed) (1990). *Teacher Education in India- A Resource Book*. NCERT. New Delhi.
- Singh, L.C. And Sharma, P.C. (1995). *Teacher Education and The Teacher*. Vikas Publishing House. New Delhi
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- Hargreaves A. (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching:History and Practice*, Vol.6, No.2 pp 151-182. New York: Simon & Schuster.
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- Prawat, Richard S. (1992). Techers' Beliefs about Teaching and Learning: A constructivist Perspective. *American Journal of Education*, Vol.100, No.3 pp 354-395
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## PAPER 2 (xxx) Understanding Diversity and Inclusion

**Total Credits:** 04

**Total Marks:** (75+25=100)

### **Rationale:**

The Universal Declaration of Human Rights adopted by United Nations in 1948 signalled the rights-based education for all, irrespective of caste, gender, religion or sex. However, the context for a rights-based education for every person was fraught with biases and prejudices. In spite of the many policies and legislations of governments that the aim of education is to create harmonious and social justice for all, this goal was not realized until almost the end of the 20<sup>th</sup> century. The Salamanca Declaration in 1994 identified that the vision of education to educate each and every child through Inclusive Education was realized. Earlier, segregation and cursory integration were the norm and humble attempts to create a society where all would have access to education was skewed. The Salamanca statement endorsed by member states of UN nations promises education to all. The Millenium Development Goals of 2015 and Sustainable Development goals of 2030 adopted by United nations and its member countries in terms of access to elementary education, have led to numerous commitments and provisioning by member states globally and in the Indian context too.

The course aims to prepare pre-service teachers at the Ph. D level in developing the knowledge and skills necessary for teaching and understanding inclusive education practices and challenges in current context. It also aims to provide the backdrop of various theoretical perspectives related to inclusive education and how to relate and apply the inclusionary ideals / best practices in meaningful learning experiences in everyday decision-making and understanding.

### **Objectives:** To enable the students

- To develop understanding of the current debates in inclusive education, social exclusion and understand the philosophy of inclusion
- To consider critical issues in the trajectory from segregation to integration and inclusion and reflect upon critical dispositions of teachers
- To develop a deeper understanding of themselves as cultural beings and understand ways of using culturally responsive teaching
- To acquire knowledge base and skills in multicultural education and appreciate the use of inclusive approaches in handling diverse student groups
- To develop understanding about the best practices of different countries of successful inclusionary practices and learn from them
- To be acquainted with the research related to inclusive education and teacher education programmes and their educational implications.
- To acquire knowledge of human values and role of education.
- 

### **Course contents:**

#### **Unit I: Understanding segregation, integration and Inclusion: Background**

- Concept of segregation, integration and inclusion, History of its origins
- Causes and forms of segregation, multidimensionality, globalisation and social exclusion
- Understanding the philosophy of inclusion and changing demographics, understanding inclusive education: principles of inclusion etc.

- Theories and Models of Inclusion,

## **Unit II: Empowerment and Political social action for changing context of inclusive education: Understanding Policies and Legislations**

- Key policies in Inclusion at the International level
- Key policies related to Inclusion at the Indian context
- Key legislations related to education of persons with disabilities and the disadvantaged: understanding the Disability movement and politics of change

## **Unit III: Multiculturalism and Equitable and inclusive education**

- Multiculturalism and its relationship with inclusive education
- emergence of equitable and inclusive education, understanding current debates and researches in inclusive and multicultural education, Multicultural principles
- Curriculum standards as guides for inclusive education (position papers on teaching children with special needs NCERT, NEP -2020 etc.)
- Professional teaching standards as a guide for inclusive education
- Becoming a multicultural educator and culturally responsive teaching

## **Unit IV: Teacher Preparation and Professional Development issues**

- Paradigm shifts in teacher preparation, emergence of new dimensions of teaching-learning in inclusive classrooms; understanding inclusive curriculum and lesson planning, instructional approaches and assessment practices, developing skills in language and linguistic diversity especially at the Indian context-Article 350 B etc.)
- Teacher awareness of understanding cultural identities and their influence on teaching-learning and changing roles of teachers and teacher educators
- Understanding universal design for learning and supporting diverse learners within the school/ classroom context and their implications for the goals and aims of equitable and inclusive education
- Teacher professional development -models, Professional learning communities, networking, context of NEP-2020 etc.

## **Unit V: Understanding Key elements for successful Inclusive Practice**

- Human Values and Education (NEP-2020), Meaning of values
- National Values as enshrined in the Indian Constitution and their Educational Implications, NCERT curriculum Framework and teaching of values.
- Early intervention and inclusive education
- Collaboration, Best practices and models of inclusion of country profiles
- Role of civil societies and social movements

### **Mode of Transaction:**

Lecture -cum – Discussion, Seminar readings on selected themes and discussions by students, Seminar presentations on selected themes followed by discussion, Guided study, Assignments, Class projects etc. (*These are just suggestive*)

### **Essential Readings**

- Brownell, M.T., Smith, S.J., Crockett, J.B and Griffin, C.C. (2012): *Inclusive Instruction: Evidence-based Practices for Teaching Students with Disabilities*, New York, NY, The Guilford Press
- Alur, M and Timmons, V. (2012): *Inclusive Education Across Cultures: Crossing Boundaries , Sharing Ideas*, New Delhi, Sage Publications India Pvt. Ltd

- Grant, C. A. , & Sleeter, C. E. , (2011). *Doing multicultural education for achievement and equity* (2<sup>nd</sup> ed.). New York, NY: Routledge.
- Garguilio, R. (2016): *Teaching in Today's Inclusive Schools*, Cengage Learning, Cadsworth
- Gollnick, D. M., & Chinn, P.C. (2013). *Multicultural education in a pluralistic society* (9<sup>th</sup> ed.). New York, NY: Pearson
- Howe, W. A. and Lisi, P.L. (2017): *Becoming a Multicultural Educator: Developing Awareness, Gaining skills and Taking Action*, Los Angeles, Sage Publications
- Khan, S., Combaz, E. and McAslan Fraser, E. (2015): *Social Exclusion: topic guide. Revised edition*. Birmingham, UK: GSDRC, University of Birmingham.
- Lipsky, D. K. and Gartner, A. (1998): *Inclusion and School Reforms: Transforming America's Classrooms*. Baltimore. Paul. H. Brookes.
- Ministry of Human Resource and Development (2003): *Towards Inclusive Schools*, MHRD, Government of India, New Delhi
- NCERT. (2016): *Eight All India School Education Survey*, NCERT.
- *Rights of Persons with Disabilities Act* (2016), Government of India, No 49 of 2016.
- Ooka Pang. V (2005). *Multi-cultural education: A caring- centered reflective approach* (2<sup>nd</sup> ed.) Boston, MA: McGraw-Hill.
- Robins, K. N., Lindsey, R. B., Lindsey, D. B., & Terrell, R. D. (2012). *Culturally proficient instruction: A guide for people who teach* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin
- UNESCO (1994): *The Salamanca Statement and Framework for Action on Special Needs Education*, Paris, France, UNESCO
- <https://www.tandfonline.com/doi/full/10.1080/1743727X.2024.2330607?src=recsys>
- <https://www.tandfonline.com/doi/full/10.1080/1743727X.2024.2336142?src=recsys>

### Suggested Readings

- Census (2011). Office of the Registrar General and Census Commissioner, Ministry of Home Affairs , New Delhi, India
- Council for Exceptional Children (2005). *Universal design for learning: A guide for teachers and education professionals*. Arlington, VA
- Lewis, L. R. Miller, Sawyer, A. C. P., Searle, A. K., Mittinty, M. N., Sawyer, M. G., and Lynch, J. W.: (2017): *Student-teacher relationship trajectories and mental health problems in young children* in V. Camus (ed.) *Fundamentals of Educational and Counselling Psychology*, pg. 258-288, Magnum Publishing, NY: USA
- Silver, R. B. Measealle, J. R. Armstrong, J M, Essex, M. J: *Trajectories of classroom externalizing behaviour; contributions of child characteristics, family characteristics and the teacher-child relationship during the school transition*. *Journal of School Psychology*. 2005, 43 (1): 39-60. 10.1016/j.jsp.2004.11.003
- Silver, R. B. Measealle, J. R. Armstrong, J M, Essex, M. J: (2010) *The impact of parents, child care providers, teachers and peers on early externalizing trajectories*. *Journal of School Psychology*. 2010, 48 (6): 555-583. 10.1016/j.jsp.2010.08.003
- Thousand, J., Villa, R. & Nevin, A. (2007) *Differentiating Instruction: Collaborative Planning and Teaching for universally designed learning*. Thousand Oaks: CA: Corwin Press
- Villa, A. and Thousand. J. (2000): *Restructuring for Caring and Effective Education*. Baltimore. Paul H. Brookes
- **Websites**
- [www.google.com](http://www.google.com)
- [www.jstor.org](http://www.jstor.org)



- [www.wikipedia.org](http://www.wikipedia.org)
- [www.britannica.com](http://www.britannica.com)
- [www.egyankosh.ac.in](http://www.egyankosh.ac.in)
- [www.edudel.com](http://www.edudel.com)
- [www.educom.com](http://www.educom.com)
- [www.egyankosh.ac.in/bitstream/123456789/7821/1](http://www.egyankosh.ac.in/bitstream/123456789/7821/1)
- <https://youtu.be/HndV87XpkWg?si=jqQoSwoetimbtkU4>
- [https://youtu.be/7xCe2m0kiSg?si=EdZuyFE5uCjInIf\\_&t=396](https://youtu.be/7xCe2m0kiSg?si=EdZuyFE5uCjInIf_&t=396)
- <https://youtu.be/OjO-L61Z3Po?si=RvhLpv41MJHhk2in>
- <https://careerhub.students.duke.edu/>

### **Paper: 3- Research and Publication Ethics**

**Total Credits:** 02

**Total Marks:** (35+15=50)

#### **Rationale:**

The course has been designed to develop insight of the Ph.D. Scholars towards Research and publication Ethics. This unit will have 4 units focusing upon basic philosophy of science and ethics, research integrity and publication ethics. It will also include hands-on sessions for identifying research misconduct and predatory publications, Indexing and citation database, open Access Publications, Research metrics (Citations, h-index, Impact factor etc) and plagiarism tools.

**Objectives:** On completion of the course, the student shall be able to:

- develop an understanding on the interpretive nature of history and historical inquiry
- understand the emergence of colonial education and the nationalist counter response with its tragic failure to challenge the basic forms, content and subtexts of colonial knowledge that has a relevance today.
- engage with critical perspectives on the educational system and patterns in a democratic and secular country with a diverse socio-cultural context and its relevance in the contemporary context of a globalized world.
- comprehend the changing trajectories of knowledge in history of education through the lens of colonial, subaltern and feminist perspectives.
- examine how education emerged as a central concern in the nationalist quest for equality and self identity.
- nurture capacities to critically reflect on historical realities, respect for diversity and secular values and challenge the social forces that threaten these values.

#### **Course contents:**

##### **Unit-1: Philosophy and Ethics**

- Introduction to Philosophy: Concept, Definition, Nature, Scope and Branches
- Ethics: Definition, Moral Philosophy, Nature of Moral Judgement and Reactions

##### **Unit-2: Scientific Conduct**

- Ethics with respect to Science and Research
- Intellectual honesty and research integrity
- Scientific misconduct: Falsification, Fabrication and Plagiarism
- Selective reporting and misrepresentation of data

##### **Unit-3: Open Access Publishing and Publication Ethics**

- Open Access Publications and initiative, Journal Finder/journal Suggestion tools (Journal Author Name Estimator (JANE), Elsevier journal Finder, Springer Journal Suggester etc)

##### **Unit-4: Database and Research Metrics**

- Indexing data base
- Citation database: web of Science, Scopus,

- Impact factor of journal as per journal Citation report, Source-normalized Impact per Paper (SNIP), Scimago Journal Rank (SJR), Internet printing protocol (IPP), Cite score
- Metrics : h-index, g-index, i10 index, altmetrics

**Pedagogical Interventions:**

Classroom teaching, invited lectures, Group Discussions and Practical Sessions, presentation

**Evaluation:**

Internal Evaluation of 15 marks will be conducted through tutorials, assignment, quizzes and Group Discussion, presentation etc. Final written Examination of 35 marks will be conducted at the end of the Course Work.

***References:***

## **Research and Teaching Apprenticeship**

The Doctor of Philosophy (Ph.D.) in education at the Department of Educational Studies, Jamia Millia Islamia offers Research Apprenticeship and Teaching Apprenticeship of one credit each respectively, as a part of course work. Both of these areas was introduced in order to provide scholarship in research and the sub-fields where the scholar intends to work. The participation of the scholars in the apprenticeship during the course work is a valuable means for providing pragmatic opportunities, enriching their experiences, expanding their cognitive horizon of research and realizing the vision of National Policy on Education (NEP-2020).

The NEP-2020 desires a comprehensive research approach in order to address the quality and quantity of research in India for the societal transformation and therefore, envision internship/apprenticeship as a part of course curriculum (NEP 2020: 18.7). It says that the Higher Education institutions should experiment with developing the models of offering apprenticeships in partnership with industries (NEP 2020: 16.9).

Thus participation in the Research and Teaching apprenticeship will develop robust ecosystem of research with the rapid changes occurring in different sub areas of research across the world of today. It will provide opportunities to the scholars to widen their research horizon viz. a viz. climate change, population dynamics, management, digital technology, machine learning, artificial intelligence and so on and help them become a leader in their disparate areas. It will also help to develop and expand research capabilities and output across disciplines and will provide a gateway to redesign and develop proposal for research.

### **Vision:**

Envision of the research and teaching apprenticeship is guided by the understanding of research in pragmatic terms and reflects an outcome based work where the scholars yield to quality improvement while doing research. The exposure gained through apprenticeship will enable the scholars to develop in-depth understanding of research, researching and teaching skills. It will provide hands-on and minds-on experience of research exploration and enable them to become effective teacher educators through involvement in teaching and allied activities. It will also provide them with the opportunity to strengthen their specialized area of research in future.

### **Objectives:**

- To develop insightful and critical understanding of specialized areas of teaching and research
- To develop teaching and research capacities in pragmatic terms
- To develop a sound teaching and research vision and perspectives
- To widen understanding of teaching and research amid specialized exploration
- To get exposure of employment of various teaching techniques and research tools
- To get acquainted with the research design and statistical techniques employed under different types of research
- To develop translation of theoretical understanding into practices
- To develop critical reflection upon their own understanding of teaching and research
- To provide opportunity of choosing, designing, re-designing, organizing, and constructing research activities on the basis of their exposure
- To develop teaching and research capacities in their chosen area of specialization

### **Duration of Research apprenticeship:**

Two week after the commencement of end term course work examination.

**Decision of the area of the work and expectations from scholars:**

The scholars are expected to submit to the office, their vision of apprenticeship, in consultation with their respective supervisor, one month before the end term course work examination. The vision should include explanation of the research project/specific task that the scholar will undertake, where they intend to do their apprenticeship and why. The scholars are also expected to provide the name of the mentor from the organization/institution/centre with whom she/he will associate during their apprenticeship. The final decision of apprenticeship will lie with the respective supervisor or collective decision of the faculty.

**Suggestive Research Apprenticeship Task:**

The scholars may involve themselves in different activities such as Research workshop, designing a detailed research project (DPR), involving in Institutional Research Review Board, Developing format for informed consent, Interview skills, tool making, surveying, data collection, survey coding, basic data entry skills, Data management activities, data analysis activities, formulating research study results, organizational skills, working as a team, small study as suggested by respective supervisor etc. The mentor may also involve in some other activities not specifically mentioned above.

**Submission of the work:**

The date for submission of the report of the work accomplished during the apprenticeship will be announced through the notice by the office. The scholar is required to submit their report of the work in hard copies (15 copies) to the office duly approved and signed by their respective supervisor.

**Presentation:**

The work done during the apprenticeship will be presented by each scholar as per the schedule announced. Each scholar will be provided 10-15 minutes to present their work in seminar mode. This will be followed by the open discussion/ suggestion/ query/ questions from the house. Each scholar is expected to defend/ rectify/ revisit/ re-construct/ reformulate the ideas based on the discussion/ suggestion/ query/ questions.

**Evaluation:**

The research apprenticeship work will be evaluated by the faculty members present during the presentation out of 25 marks for 1 credit.

**Table-I: Evaluative criteria of Research Apprenticeship**

	Credits	Marks	Criteria	Evaluation done by
Research Apprenticeship	1	25	The scholars will be evaluated on the basis of the quality/rationality of their work	Collectively by the faculty members present during the presentation of the work out of 25 marks based on the parameters at Table-II

**Table-II: Parameters for the assessment of Research Apprenticeship**

S. no	Parameters	Marks
1	Seriousness of work and completion of task assigned by the mentor	5
2	Exploration and understanding of the gaps, formulation of the arguments	5
3	Reflection of the learning during apprenticeship	5
4	Logical argument made and articulation of the ideas	5
5	Reporting / communication to the audience about the work	5
<b>Total</b>		<b>25</b>

### Teaching Apprenticeship

The UGC Committee for ‘Promoting and improving Quality of Research in Indian Universities/colleges’ (F. No 1-12/2018 (QIP Quality Research: 31<sup>st</sup> July 2019) recommends that teaching assistantship should be made a part of the regular Ph.D. programme. Under clause 9 of the above document it speaks

*“Research scholars who have completed qualifying examination may be encouraged to participate in teaching program up to a maximum of 3-4 class hours per week (classes, assisting in laboratory, tutorials and make-up classes). This would prepare them for their career after Ph.D”.*

(Promoting and Improving Quality of Research in Indian Universities/colleges, UGC: QIP Quality Research: 31<sup>st</sup> July 2019)

Further, we believed that under the professional programme of education, it is necessary for the teacher educators to develop effective teaching skills during their course of study. However, the teacher educators in India are prepared without going through the necessary teaching skills developed during their course work. On the other hand, every other professional courses in India or across the globe such as medical sciences, engineering, armed forces and so on, have respective disciplinary skills development programme embedded in their course structure. Therefore, it was necessary to focus on teaching skills and make it a part of course work so that professionalism of the course could be maintained. Hence, teaching apprenticeship was thought to be introduced and be made essential part of the course work.

#### Duration of Teaching apprenticeship:

Total duration of the Course work

#### Suggestive Teaching Apprenticeship Task:

The scholars may be involved in different activities relating to teaching classes, assignment checking, taking workshop, organizing students’ seminar and evaluation activities of assignment, assisting in laboratory, tutorials and make-up classes. The faculty member may also involve them in some other activities not specifically mentioned above.

**Table-III: Evaluative criteria Teaching Apprenticeship**

Teaching Apprenticeship	Credits	Marks	Criteria	Evaluation done by
	1	25	The scholars will be evaluated on the basis of their seriousness of work and completion of following tasks	By the faculty members out of 25 marks

**Table-IV: Parameters for the assessment of Teaching Apprenticeship**

S. no	Parameters	Marks
1	Teaching by the scholar and supervision of the class by the faculty	5
2	Peer observation	5
3	Leadership quality in taking workshop and organizing students’ seminar	5
4	Evaluation of different activities by the faculty	5
5	Reflective paper of the work done by the scholar	5
Total		25

## **Learned Paper Guidelines**

The Ph.D. Course work consists of a total of 18 credits constituting 450 marks. The paper offered from Serial no 1, 2 & 3 above (page---) consists of regular classes followed by the end term written examination.

After the end of the end term written examination, under the 4<sup>th</sup> paper of the course work i.e. 'Learned Paper', the entire provisionally admitted scholars to the Ph.D. programme are expected to write primarily a secondary sources based research paper, relating to their respective area of research under which they are provisionally admitted to the course. The same is also supposed to be presented in seminar mode.

### **Vision:**

The vision of the Learned Paper is guided by the understanding that unless the research can be understood in pragmatic terms- where it should reflect as an outcome based work, the scholars will not yield to quality improvement in research. Therefore, the Learned Paper will provide the base where the students will be able to develop in-depth understanding of research while doing an exploration based on secondary sources. The exposure gained through exploration of secondary sources and writing a research based paper, thus, will enable the scholars to develop research and researching skills. It is assumed that the scholars will develop hands-on experience of research exploration while working upon learned paper. It will provide them the opportunity to widen their cognitive horizon and strengthen their specialized area of research in future.

### **Objectives:**

- To develop insightful and critical understanding of specialized areas of research
- To develop research and exploring capacities
- To develop a sound research vision by studying different research paradigm
- To broaden understanding about different methods of research employed amid exploration of the secondary source
- To get acquainted with the research design and statistical techniques employed under different reports while exploring the same
- To make the scholars learn the historical development and current trends of research
- To critically reflect upon their own understanding at research level
- To develop academic writing skills among scholars by extending and deepening their knowledge and understanding in their chosen area of specialization
- To learn to choose, design, organize, and construct meaningful research activities on the basis of exposure of different sources
- To make the students learn to develop strategies for evaluating sources
- To develop research capacities in their chosen area of specialization

### **Decision of the area of the work and expectations from scholars:**

The scholars are expected to choose/decide the area of their work for learned paper in consultation with their respective supervisor. The scholars are supposed to identify the area of his/her work and finalize the same with their supervisor. He/she shall regularly discuss the framework and advancement of the work with their supervisor and obtain the permission for submission once the work gets accomplished. They are expected to work on the direction of their supervisor and meet their expectation.

**Expectations from the supervisor:**

The supervisors are expected to handhold the scholar and constantly guide them in their work. The supervisor is also expected to give the permission by signing the first page of the work for submission.

**Time frame:*****Written work and submission:***

For the written work of Learned Paper, around one month from the last day of end term examination is provided. The scholars are expected to write the learned paper within the stipulated period and submit the same (15 hard copy) duly approved by the supervisor, to the office as and when announced through the notice in this regard.

***Presentation:***

For the presentation, as per the schedule announced, each scholar will be provided 15 minutes to present their paper in seminar mode. This will be followed by the open forum discussion/ suggestion/ query/ questions from the house. Each scholar is expected to defend/ rectify/ revisit/ re-construct/ reformulate the ideas based on the discussion/suggestion/query/questions.

**Evaluation:**

The Learned Paper do not have any end term exam as in case of the papers from serial 1 to 3, rather the evaluation for this paper is based on the conscious objective decision made by the entire faculty on the basis of written paper and presentation. The total evaluation of learned paper is equivalent to 4 credits of 100 marks. The entire credits of Learned Paper is bifurcated as follows:

**Table-V: Evaluative criteria for Learned Paper**

	Credits	Marks	Criteria	Evaluation done by
Learned paper	2	50	The scholars are evaluated on the basis of the quality/rationality of their written learned paper	The supervisor based on the parameters at (Table-VI)
	2	50	The scholars are evaluated on the basis of presentation, discussion and handling of the queries/questions of their work done	Collective by the faculty or committee based on the parameters at (Table-VII)

**Table-VI: Parameters for the assessment of learned paper: (Written Work)**

T. no	Parameters	Marks
1	Seriousness of work and completion of task assigned by the supervisor	10
2	Exploration and understanding of the gaps, as well as, formulation of the research arguments/questions	10
3	Rationality of the methodology involved	10
4	Logical argument made and articulation of the ideas	10
5	Reporting / communication to the audience about the work	10
<b>Total</b>		<b>50</b>

**Table-VII: Parameters for the assessment of learned paper (Presentation)**

S.no	Parameters	Marks
1	Preparation of a Learned paper report	25
2	Presentation and defence of the questions	25
<b>Total</b>		<b>50</b>



## List of Scholars

	Name of Scholar	Registration Number (Student ID)	Date of Registration	Supervisor	Co-Supervisor
	Ms. Monica Sarin		04.4.1994	Dr. Aijaz Masih	
	Ms. Pity Koul		1.10.1997		
	Mr. Khwaja Mohd. Shahid		01.02.1998		
	Ms. Veena Devi Trivedi		01.08.1998		
	Ms. A.K. Vijaya		09.09.1998	Dr. Anita Rastogi	
	Ms. Syedah Fawzia Nadeem		10.09.1998		
	Ms. Geetanjali Parashar		17.9.1998	Prof. Najma Amin	
	Mr. Narendra Singh		31.09.1998	Dr. Anita Rastogi	
	Ms. Shyni Duggal		06.11.1998	Dr. Anita Rastogi	
	Ms. Inderwati Kumari		18.2.2000	Dr. Aejaaz Masih	
	Ms. Ayesha Shaheen Ali		4.10.2000	Dr. Aejaaz Masih	
	Ms. Neelima Chopra		10.10.2000	Prof. Mohammad Miyan	Prof. Venita Kaul
	Ms. Harjeet Kaur Bhatia		8.2.2001		
	Ms. Javeria Jafri		3.6.2002		
	Mr. Jaffer P.C.	20023698	01.7.2002	Prof. Ilyas Husain	
	Ms. Seema Rani	20023596	7.10. 2002	Prof. Ilyas Husain	
	Ms. Mamuna Sultan	20023684	31.10.2002	Prof. Najma Amin	
	Jaynivas Bissessur Pandey	20023719	10.10.2002	Prof. Mohammad Miyan	
	Ms. Durdana Husain	20035684	10.2.2003	Prof. Najma Amin	
	Ms. Preety Gupta	20035708	30.1.2003	Prof. Ilyas Husain	
	Ms. Ismat Jahan Siddiqui	20035742	08.5.2003	Prof. Najma Amin	
	Ms. Vijayshree Bhatti	20048158	11.02.2004	Dr. Ilyas Hussain	
	Ms. Rafia Zaman	20035794	24.3.2003	Prof. Mohammad Miyan	
	Ms. Kavita Saxena	20048160	15.01.2004	Prof. Mohammad Miyan	Prof. G.D. Sharma
	Ms. Archana Singh	20048167	08.3.2004	Dr. Najma Amin	
	Ms. Jasmeet Kaur	20047202	12.03.2004	Prof Mohammad Miyan	Dr. Sudesh Mukhopadhyay
	Ms. Shalini Sangwan	20044571	02.09.2004	Prof. Mohammad Miyan	
	Ms. Leisangtham Binita Devi	20043879	10.06.2004	Prof. Mohammad Miyan	Dr. Fauzia Khan
	Ms. Kanchan	20045790	28.11.2004	Dr. Syedah Fawzia Nadeem	
	Ms Renu Singh	20044297	08.07.2004	Professor Mohammad Miyan	Dr. Sudesh Mukhopadhyay
	Mr. Sachin Shekhar	20045879	7.12.2004	Prof. Ilyas Husain	
	Ms. Chanchal Goel	20045766	23-12-2004	Dr. Anita Rastogi	
	Ms. Jaishree Acharya	20051770	18-07-2005	Prof. Mohammad Miyan	Dr. Baran Rehman, JMI
	Mr. Azeem C.M.	20051144	07-06-2005	Prof. Najma Amin	
	Ms. Mona Malhotra	20050802	29-06-2005	Prof. Ilyas Husain	
	Ms. Priya Khanna	20050741	23-06-2005	Prof. Mohammad Miyan	
	Ms. Tarannum Jafri	20050762	27-06-2005	Prof. Najma Amin	
	Ms. Jyoti Bhandari	20051121	05-07-2005	Prof. Najma Amin	
	Ms. Neelam Makhija	20051281	11-7-2005	Dr. Syedah Fawzia Nadeem	

	Ms. Aarti Mathur	20055235	26.12.2005	Dr. Anita Rastogi	
	Ms. Sonia jain	20055239	30.12.2005	Prof. Mohammad Mian	
	Ms. Jyoti Bala	20055241	04.01.2006	Dr. Fauzia Khan	
	Ms. Babita Parashar	20055257	06.01.2006	Dr. Anita Rastogi	
	Ms. Letha NC	20055243	05.01.2006	Prof. Najma Amin	
	Mr. Kamal Deep Singh	20055240	04.01.2006	Prof. Ilyas Husain	Dr. Harjeet Kaur Bhatia
	Mr. Mohd Muzahir Ali	20065868	16-11-2006	Prof. Ilyas Husain	
	Mr. Jyoti Sankar Pradhan	20065867	16-11-2006	Prof. Mohammad Miyan	Prof. K.K. Vashisht, NCERT
	Ms. Ambreen Khan Yusufi	20065869	13-11-2006	Dr. Fauzia Khan	
	Neesha Sharma	20070929	25-5-2007	Prof. Ilyas Husain	
	Tarannum Irshad	20070934	29-5-2007	Dr. Harjeet Kaur Bhatia	
	Sweta Singh	20070935	29-5-2007	Dr. Anita Rastogi	
	Shruti Munjal	20070932	28-5-2007	Prof. Mohammad Miyan	
	Atul Pati Tripathi	20070931	29-5-2007	Dr. Harjeet Kaur Bhatia	
	Bakhteyar Ahmad	20076950	23.01.2008	Prof. Najma Amin	Prof. Aejaaz Masih
	Parviz Mohammad Salah Azami	20085775	26.08.2008	Prof. Ilyas Husain	
	Khalid Bin Humaid Bin Naseer Aljabri	20076954	17.04.2008	Prof. Farida A. Khan	
	Kriti Talwar	20087187	6.10.2008	Prof. Mohammad Miyan	
	Farah Naeem	20087037	25.09.2008		Prof. Sudhanshu Bhushan
	Zeba Tabassum	20087195	10.10.2008	Prof. Najma Amin	
	V. Fouzia Shersad		14.05.2009	Dr. Anita Rastogi	Prof. Mohammad Miyan
	Bhavjeet Kaur		18.05.2009	Harjeet Kaur Bhatia	
	Anjali Mittal		19.05.2009	Anita Rastogi	
	Sivakorn Krissanasuvan		19.05.2009	Arshad Ikram Ahmad	
	Vanita Anand		19.05.2009	Anita Rastogi	
	Alka Dutt		March 2010	Dr. Sarita Kumari	
	Muna Mohammed Abbas		March 2010	Prof. Farida A. Khan	
	Meenakshi Girdhar		March 2010	Prof. Najma Amin	
	Ajay Kumar Singh		March 2010	Dr. Sarita Kumari	
	Poonam Kharb		March 2010	Prof. Farida A. Khan	
	Md. Jawaid Hussain		March 2010	Prof. Najma Amin	
	Mohd Mamur Ali		March 2010	Prof. Farida A. Khan	
	Firoz Hasan		March 2010	Dr. Arshad Ikram Ahmad	
	Shivani Nagrath		March 2010	Dr. Harjeet Kaur Bhatia	
	Dinesh Kumar		March 2010	Dr. Arshad Ikram Ahmad	
	Rubeena Khan		March 2010	Prof. Ilyas Husain	
	Mohammad Zamir		March 2010	Prof. Ilyas Husain	
	Dhirvir Jhingran		March 2010		
	Syeda Yasmin Ausuf		March 2010	Dr. Sarita Kumari	
	Rasna Solanki		March 2010	Dr. Harjeet Kaur Bhatia	
	Smriti Malhotra		Dec 2010	Dr. Anita Rastogi	
	Jasneet Kaur		Dec 2010	Prof. Farida A. Khan	
	Swamy Savita Yogeshchandra		Dec 2010	Prof. Najma Amin	
	Shabda Birfani Bedi		Dec2010	Dr. Anita Rastogi	
	Geeta Kapoor		Dec 2010	Prof. Ilyas Husain	
	Rashmi Gautam		Dec 2010	Prof. Najma Amin	
	Monika Nagpal		Sept 2011	Dr. Anita Rastogi	

	Pooja Singhal		Sept 2011	Prof. Najma Amin	Prof. Phoola Kaul
	Mohammed Trique		Sept 2011	Prof. Ilyas Husain	
	Ajay Samir Kujur		Sept 2011	Prof. Farida A. Khan	
	Ali Haider		Sept 2012	Prof. Najma Amin	Prof. Talat Aziz
	Amanpreet Kaur Chugh		Sept 2012	Dr. Harjeet Kaur Bhatia	
	Quazi Ferdoushi Islam		Sept 2012	Prof. Najma Amin	
	Vaishali		Sept 2012	Prof. Farida A. Khan	
	Vijay Kumar		Sept 2012	Dr. Sarita Kumari	
	Zeba Ilyas		Sept 2012	Dr. Harjeet Kaur Bhatia	
	Daisy Priya Nath	20138047	25.09.2013	Prof. Anita Rastogi	
	Deepti Bajpai Mishra	20138118	25.9.2013	Dr. Sarita Kumari	
	Naima Urooj	20138133	25.09.2013	Dr. Arshad Ikram Ahmad	
	Anjana	20138064	25.09.2013	Prof. Harjeet Kaur Bhatia	
	Sachi Sinha	20138017	24.09.2013	Prof. Anita Rastogi	
	Imran Khan	20137914	24.09.2013	Prof. Ilyas Husain	
	Sania Kulsum	20138105	25.09.2013	Dr. Arshad Ikram Ahmad	
	Fozia Roohi	20138175	26.09.2013	Prof. Ilyas Husain	
	Saman Zaki	20138131	25.09.2013	Prof. Ilyas Husain	
	Imran Ansari	20137968	24.09.2013	Prof. Harjeet Kaur Bhatia	
	Ansar Ahmad	20148255	13.10.2014	Prof. Aejaaz Masih	
	Gaurav Sharma	20148271	11.10.2014	Prof. Harjeet Kaur Bhatia	
	Nisha Nair	20148257	13.10.2014	Prof. Ilyas Husain	
	Sushil Kumar Tiwari	20148277	13.10.2014	Prof. Aejaaz Masih	
	Utkarsh	20148243	10.10.2014	Dr. Arshad Ikram Ahmad	
	Bushra Sumaiya	20158807	29.09.2015	Prof. Aejaaz Masih	
	Hitendra Kumar Virani	20159100	01.10.2015	Prof. Aejaaz Masih	
	Jenie Christbol Alex	20159059	30.09.2015	Dr. Harpreet Kaur Jass	
	Manika Sandhu	20159065	01.10.2015	Dr. Harpreet Kaur Jass	
	Suman Lata	20158890	29.09.2015	Prof. Harjeet Kaur Bhatia	
	Anup Kumar Varshneya	20169318	29.09.2015	Prof. Anita Rastogi	
	Laxmi Narain Sharma	20169290	Nov 2016	Prof. Ilyas Husain	
	Md. Asad Ali	20169113	07.11.2016	Prof. Aejaaz Masih	
	Shabbir Ahmed	2016	09.11.2016	Prof. Harjeet Kaur Bhatia	
	Shivshanker	20169317	Nov 2016	Prof. Harjeet Kaur Bhatia	
	Taneya Singh	20169114	07.11.2016	Prof. Aejaaz Masih	
	Kashif Matin	20179556	20.12.2017	Dr. Arshad Ikram Ahmad	
	Arooshi Thakur	20179794	25.12.2017	Dr. Harpreet Kaur Jass	
	Arshi baby	20179697	21.12.2017	Dr. Arshad Ikram Ahmad	
	Ayushi	20179672	21.12.2017	Prof. Aejaaz Masih	
	Geetanjali Malhotra	20179622	21.12.2017	Prof. Aejaaz Masih	
	Lakshya Malhotra	20179846	20.12.2017	Prof. Ilyas Husain	
	Pavitra Rana	20179741	22.12.2017	Dr. Sarita Kumari	
	Smita Bidani	20179679	21.12.2017	Prof. Harjeet Kaur Bhatia	
	Sharad Jain	20179651	21.12.2018	Dr. Harpreet Kaur Jass	
	Ilfa Zaidi	20187827	02.08.2018	Dr. Harjeet Kaur Bhatia	
	Rabia Ismail	20487938	03.08.2018	Dr. Sarita Kumari	

