Devi Ahilya Vishwavidyalaya Indore
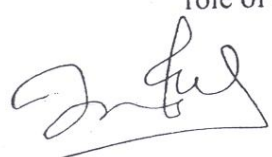
Education Faculty

M.Ed.
Session 2014-15

Registrar
Devi Ahilya Vishwavidyalaya
Indore- 452 001(M.P.)

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

OBJECTIVES

- To highlight the idea of interrelatedness of the disciplines of education and Philosophy.
- To enable the students to understand the branches of Philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of Education.
- To enable the students to analyze the discourse in Education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the Philosophical discourse relating to Education and intelligent participation in it.
- To familiarize students with some significant philosophical perspectives on Education and implications for education.
- To bring to the focus of students certain issues vital to education and the Attempts through various philosophies to resolve them.
- To acquaint students with the philosophical thoughts of some prominent Educational thinkers of the country.
- To help students to appreciate the extent to which contemporary Educational thought and practice are influenced by values cherished by the Nation.
- To enable the students to understand the sociological perspective in education.
- To equip students with the basic terms and concepts of the subject.
- To make students aware about the relationship and impact of society, economy, polity/politics, religion and culture on education.
- To make the students conscious about the ramifications of the constitutional ideal of protective discrimination and importance of social justice and development of the Indian nation.
- To enable the students to understand the relevance of themes and related literature in the area.
- To develop among students an understanding about Sociological perspective of Education, School and Community vis a vis their relationships
- To make them aware about 'Teacher's role' in the Social System.
- To acquaint them with the 'sociology of Teaching profession and Teaching'.
- To make them familiar with various key concepts like 'Social Stratification', 'Social Mobility', Occupational Mobility' and their relationships with education.
- To help them understand the concept and various ramifications of culture and its relationship with education.
- To make them familiar with the prevailing cultural diversity and conflict as well as the role of education for a composite culture in India.

- To acquaint them with the meaning, scope, process and theories of social change.
- To acquaint them about the limitations of education in the process of social change as well as limitations of social change in India.
- To make them familiar and aware about the impact of Science, Technology, Industrialization, Urbanization and Modernization on Education.
- To develop in them the understanding and appreciation for some new trends in Education: viz. Women's Education; Human rights Education etc.

CONTENTS:

UNIT I: Introduction and Theory Building: (a) Meaning, definition and historical background of Philosophy and Education . (b) Relation between Education and Philosophy. Definition, Scope and Role of the Philosophy of Education. (c) Concept, Process, types and characteristics of Definition, Proposition and Assumption (d) Concept, Types and Structure of Syllogism and Inference in theory building

UNIT II: Indian and Western schools of philosophy : Nyaya, Buddhism, Idealism, Naturalism, Pragmatism and Logical Empiricism with Special Reference to their Basic Tenets (Metaphysics, Axiology and Epistemology) And their Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT III: Philosophical Thinkers and some Social aspects of Education: (a) Educational Thoughts of Vivekananda, Gandhi, Tagore and Gijubhai . (b) Educational Thoughts of Plato, Rousseau, Bertrand Russell and John Dewey. (c) Society and School, Culture, Religion and Education, Community and Community School, Economy and Education

UNIT IV: Sociological Perspectives in Education –(a) Meaning, Nature, Scope and Approaches of Sociology and their Relationship with Education (b) Meaning and Nature of Educational Sociology, Sociology of Education and New Sociology of Education. (c) Status and Development of sociology of Education in the West and in India.

UNIT V: Basic concepts of Sociology and Education: Meaning, Nature and concept of Socialization, Social Change, Social Stratification Social Mobility and Social Stability in relation to Education. (b) Privatization and Modernization of Education in India . Equity and Equality of Educational Opportunities, Education for Socially and Economically Disadvantaged Section of the Society with Special Reference to SC/ST/OBC/women/Rural Population

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M.Ed. : PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

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Ashley, B.J.: et al.: An Introduction to the Sociology of Education. Mcmillan Education, Ltd., London, 1974.

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Belford, T.O.: Toward a Philosophy of Education, New York: Hol Rinehart, 1969.

Bijwan, C.: Bhartiya Nyaya Shastra, Uttar Pradesh Hindi Sansthan, Lucknow.

Choubey, S.P.: Sikha ke Samaj Shastriya Adhar. Vinod Pustak Mandir, Agra, 1978.

Cohen, M.R. & Nagle, E.: Introduction to Logic and Scientific Method , Delhi: Aliied Publishers, 1984.

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DayaKrishna: Pashchtya Darshan ka Itihaas(Bhag I and II), Rajasthan Hindi Granth Academy, Jaipur.

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Guri, K.: Shiksha ka Samaj shastra. Rawat Publication, Jaipur, 1987.

Hurst, P.: Logic of Education, London, Rutledge and Kegan Paul,1983.

Masih, Y. Pashchtya Darshan Ka Aalochnatmak Itihas, Motilal Banarsi Das, New Delhi, 2000.

Moore, T.W.: Educational Theory: An Introduction. London: Rutledgeand Kegan Paul, London, 1974.

Morrish, Ivor: The Sociology of Education: An Introduction. George Allen & Unwin, London, 1972.

Oad, L.K.: Shiksha ki Darshnic Prashtbhoomi, Jaipur: Rajasthan Hindi Granth Academi, 1973.

Ottaway, K.C.: Education and Society. London: Routledge and Kegam Paul, 1955.

Pal, H.R.: Educational Research (Hindi),Bhopal: Madhya Pradesh Hindi Granth Academy, 2005.

Pandey, R.: Shiksha ki Darshnik Evam Samaj Shastriya Prashtha Bhoomi. Agra: Vinod Pustak Mandir, 1979.

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Ruhela, S.P.: Bhartiya Shilsha ka Samaj Shastra. Rajsthan Hindi Granth Academy, Jaipur, 1992.

Salamatullah: Education in Social Context, NCERT, New Delhi, 1986.

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Sharma, R.N.: Problems of Philosophy, Kedar Nath Ram Nath & Comp., Meerut.

Shukla, S. and Kumar, K. (Eds.): Socialogical Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.

Singh, N.K.: Education and Social Change. Rawat Publication, Jaipur, 1996.

Sodhi, T.S. et al.: Philosophical and Sociological foundations of Education. Bawa Publication, Patiala, 1998.

Taneja, V. R.: Socio-Philosophical Approach to Education, Atlantic Publications, New Delhi, 1982.

Yadav, S.S. et al.: Shiksha ke Samajik Arthik Pratiman, Subline Publication, Jaipur, 1994.

Zaltman, Gerald: Dynamic Educational Change: Models, Strategies, Tactics abd Management The Free Press: A Division of Macmillan Publishing Co., Inc, New York,

M.Ed.Syllabus

Advanced Educational Psychology

Objectives:

- To acquaint students about various theories of Learning and their Educational Implications.
- To develop insight into various theories of Learning so as to improve teaching.
- To acquaint students with the theories of Personality.
- To familiarize with Adjustment and Mental Health.
- To acquaint the students about various Theories of Learning and their Educational Implications.
- To acquaint the students with the Theories of Intelligence.
- To familiarize the students with Identification, Characteristics and Education of Exceptional children

Contents:

UNIT I : Pavlov's Classical Conditioning: Pavlov's experiment and Setting up Conditioned response. Extinction, Spontaneous Recovery, Generalization and Discrimination, Types of Classical Conditioning and Educational Implications.Skinner's Operant Conditioning: Operant experiment, Extinction, Spontaneous Recovery, Generalization and Discrimination, Types of Reinforcement, Schedule of Reinforcement and Educational Implications.

UNIT II: Gagne's Hierarchy of Learning and its Educational Implications. Thorndike's Trial and Error Learning Experiment, Laws of Learning, and Educational Implications. Transfer of Learning: Concept,Types of its theories and Educational Implications.Insight Learning: Experiment by Kohler and Educational Implications of Insight Learning.

UNIT III : Personality Theories: Type Theories: Galen, Kretschmer, Sheldon, Spranger, Trait Theories: Allport, Catteli, Eysenck and Educational implications of these theories. Assessment of Personality: Questionnaire, Inventories and Projective Techniques. Mental health and Hygiene: Process of Adjustment, School Adjustment, Conflicts and Defence-Mechanism, Mental hygiene, and Educational Implications.

UNIT IV: : Tolman's Sign Theory of Learning: Concept of Sign Learning , Variables, Six Types of Learning, Educational implications. Hull's Need Reduction theory of Learning. The Basic postulates of need reduction theory of Learning, Habit Strength, Drive, Incentive, Motivation, Excitatory potential and Educational implications.

UNIT V: Theories of Intelligence: Guilfords' old and new Model, Gardner's Theory of Multiple Intelligence, Strenberg's Triarchic Theory of Intelligence, Cattell's Theory of Intelligence and Educational implications of these Theories. Cognitive Development: Concept, Piagetian Theory of Cognitive Development: Sensorimotor, Pre Operational, Concrete Operational and Formal

Operational stages and Educational implications, Lewin's field Theory of Learning and its Educational implications.

UNIT VI: Exceptional Children I : Identification, Characteristics and Educational implication of Gifted, Mentally Retarded and Backward Children.Exceptional Children II : Identification, Characteristics and Educational implication of Creative and Learning Disable children.

UNIT VII :
Experiments:
The students would perform Experiments and Tests related to:
1. Classical Conditioning
2. Operant Conditioning
3. Adjustment
4. Transfer of Training
5. Personality
6. Tolman's Sign Theory of Learning and Hulls Need Reduction Theory of Learning.
7. Piagetrian Theory of Cognitive Development.
8. Intelligence.
9. Creativity.
10. Learning Disability

Books Recommend   **Advanced Educational Psychology**

Asuwbel, D.P. (1968): Educational Psychology, A Cognitive View. New York: Holt, Rinehart and Winston..

Burt,Cyril. (1950) : The Backward Child.London: University of London.

Cattell, R. B. (1946): Description and Measurement of Personality. Yonkers: Word Book Co.

Chauhan, S. S. (1998): Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.

Dandpani, S. (2000): A Textbook of Advanced Educational Psychology. New Delhi: Anmol Pvt. Ltd.

Dash, M. (1991): Educational Psychology. New Delhi: Deep & Deep Publications.

Frestner, C. B. & Skinner, B. F. (1957): Schedules of Reinforcement. New York: Appleton Century-Crofts.

Gagne, R.M. (1965): The Conditions of Learning. New York: Holt Rinehart and Winston.

Gardener,H.(1993) : Frams of Mind , The Theory of Multiple Intelligence.London: Fortana Press.

Guilford, J. P. and Hoepfner, R. (1971): The Analysis of Intelligence. New Delhi: McGraw Hill Book Co.

Hilgard, E. R., Ernest, R. and Bower, G. H. (1977): Theories of Learning. New Delhi: Prentice Hall of India Pvt..Ltd.

Kundu, C. L. and Tutoo, D. N.(1977): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.

Mathur, S. S.(2000): Educational Psychology. Agra, Vinod Pustak Mandir .

Pal H. R. and Sharma K.(1989): Prayogik Grihmanovigyan & Manavvikas. Agra: Star Publications.

Pal, H. R., Pal A & Sharma,M. :Learning Disabled Child.Bhartiya Aadhunik Shiksha.Year 28,No.2,Oct.2008. NCERT New Delhi.Pages 110-119.

Pal, H. R ,Pal,R.and Devara,R.(2011): Experimental Educational Psychology. Delhi: Directorate of Hindi Medium Implication,Delhi University.

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Pal, H. R. and Pal,A.(2010): Exceptional children. Madhya Pradesh Hindi Granth Academy.Bhopal.

Pal, H. R. and Sharma, M.(2007):Education of Gifted.Shipra Publication,Delhi.

Pal, H. R.(2006): Advanced Educational Psychology (Hindi). New Delhi: Directorate of Hindi Medium Implementation.

Rao, S. N.(1990): Educational Psychology. New Delhi: Wiley Estern Ltd.

M.Ed.Syllabus

Educational Technology

OBJECTIVES

- The students will understand the concept of Educational Technology.
- They will develop competency in managing classroom teaching among themselves.
- Students would be in position to apply system approach for solving educational problems.
- Students will be able to understand the role of Mass Media.
- Students will be able to develop scripts for Televisions and Radio.
- Students will be acquainted with different types of Instructional Material.
- Students will be able to implement different strategies for teaching at different levels.
- Students will be familiarized with Computer Assisted Instructional and Web Based Instruction.
- Students will be able to attain the Concept of Communication.
- Students will be able to assess the status of Educational Technology in India.
- Students would learn the mechanism of developing PLM.
- Students will be acquainted with the concept of Distance Education, Open Education and their management.
- Students will be familiar with concept like Model of Teaching, Instructional Strategies, and Cybernetics etc.
- Students will be able to use Criterion Reference Tests and Norm Reference Tests appropriately.

Contents:

UNIT I: Educational Technology - Meaning, Nature and Scope, Approaches of Educational Technology - Hardware approach, Software approach and System approach.

Communication Process - Meaning, concept, Principles, Elements, Contexts and Models of Communication, necessities for better Classroom Communication. Differences among Message, Methods, Channel and Medium

UNIT II: (a) System Approach - Definition, Characteristics and Advantages, Analyzing and Designing System. Implementation of System Approach in Education.

(b)Instruction Design Technology: Training Psychology, Concept of Cybernetics and System Analysis.

(c) Distance Education - Concept, Different contemporary system, viz., Correspondence, distance and Open ;Student support services; Evaluation Strategies in Distance Education; Counseling Methods in Distance Education.

(d)Mass Media - Educational TV and Radio as mass media. Script writing (e) Futuristic view of Educational Technology in India.

UNIT III: (a) Programmed Learning Material - Meaning, Psychological foundation, Concept, Advantages and Limitations of PLM: Linear, Branching and Mathetics.

(b) Mechanics of developing Programmed Learning Materials.

(c) Mastery Learning,

(d) Criterion Reference Testing and Norm Reference Testing: Assumptions, Advantages, Disadvantages and Uses.

UNIT IV: Teaching Technology - Teaching at different levels: Memory, Understanding and Reflective levels.

Behavioral Technology - Flanders Interaction Analysis procedure and its modified and expanded version such as Equivalent talk categories of Bentley and Miller, Reciprocal category system of Richard Ober and Amidon and Hunder's Verbal Interaction Categories.

Models of Teaching - Definition, classification and elements, iTM /CAM.

Designing Instructional System - Formulation of Instructional Objectives, Task Analysis, Designing Instructional Material.

UNIT V: a) Multimedia Approach and Instructional Strategy: meaning and designing,Multimedia Instruction.

(b) Adaptive and assistive Technologies for CWSN (children with special needs)

(c) Computer Assisted, Instruction, Web Based Instruction - Meaning, advantage and disadvantages. Information Technology: Concept, Definition & Uses.

Activity (Any two of the following)-
(i)Script Writing -TV Script
(ii)Prepration of Slide on Research Dissertation
(iii)Develpoment of PLM on on any style(20 Frams on any topic)
(iv)Studet observe at least two lesson by using Flender Interaction Analysis Category system and prepare Feedback.

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· Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.
· Chouhan, S. S.: Textbook of Programmed Instruction. Sterling Publication, New Delhi, 1982.
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· Chouhan, S.S.: Textbook of programmed Instructions, Sterling Publication, New Delhi, 1982.
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· Joshi, A. & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra,1988.
· Joyce, B. and Well, M.: Models of Teaching. New Jersey; Prentice Hall Inc., 1985.
· Khan, Inayat: Distance Teaching. Amar Prakashan, Delhi, 1992.
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· Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986.
· Kumar, K.L.: Educational Technology. New Age International, New Delhi, 1996.
· Mohanty, J.: Educational Broadcasting sterling Publishers, New Delhi,1984.
· Rathore, H.C.: Management of Distance Education in India, Ashish Publishing house, New Delhi, 1993.
· Sampath, K. et al.: Introduction to Educational Technology, Sterling Publishers, New Delhi, 1981.
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EDUCATIONAL TECHMOLOGY

Books Recommended

Agrawal, J.C.: Essentials of Educational Technology- Teachings Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.

Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.

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Sampath, K. et al.: Introduction to Educational Technology, Sterling Publishers, New Delhi, 1981.

Sharma, A.R.: Educational Technology, Meerut, 1982.

Sharma, R. A.: Educational Technology. Loyal book Depot, Meerut, 1982.

Venkataiah, N.: Educational Technology. APH Publishing Corporation, New Delhi, 1996.

Wilson, Bob: The Systematic Designs of Training Courses, Parthenon Publishing, U.S.A., 1987

M.Ed. Syllabus

GUIDANCE AND COUNSELLING

OBJECTIVES:

- To make students understand the meaning and definitions of guidance and counselling.
- To make them familiar with the need of guidance in general and with special reference to Indian cultural background.
- To make students aware of the nature and scope of guidance.
- To help in students in understanding the foundations of guidance.
- To help students to learn relationship of guidance and counselling.
- To make students familiar with the tools and techniques in guidance and Counselling.
- To make students aware about training program in guidance and Counselling.
- To familiarize the students with Educational and Vocational Guidance.
- To familiarize the students with different techniques of collecting Educational and Vocational Information.
- To acquaint the students with the importance of personal Guidance at different stages.
- To acquaint the students with Group Guidance and techniques of providing Group Guidance.
- To help students in knowing about the individual and his environment.
- To make students learn about the adjustment mechanism.
- To make students aware about the world of work and world of education.
- To enable students to organize guidance programs at various levels.
- To develop students for proper educational and vocational planning.
- To make students familiar with different referral services.
- To familiarize the students with research studies conducted in the area of Guidance.

CONTENTS:

UNIT I: Introduction of Guidance and Counselling – (a) Guidance :Meaning, definitions and scope of Guidance. Need of Guidance - General and with special reference to Indian cultural background. Philosophical, Sociological and psychological foundations of Guidance. Aims and Principles of Guidance. Relationship of Guidance and Education.

(b) Counselling : Meaning and definition of Counselling. Types of Counselling: Directive, Non-Directive and Eclectic Counselling.

UNIT II: Tools and Types of Training – (a)Tools and Techniques of Guidance and Counselling- Testing and Non-testing techniques. Anecdotal and Cumulative Records, Scales, Tests, Inventories, Observation and interview. (b) Training of Professional Personnel : Different Types of abilities. Relationship between different Occupations, Characteristics, Interest and Personal Traits, Training of Teacher, Career Master, School Counselor, Child Guidance clinic Worker.

UNIT III: Educational and Vocational Guidance – (a) **Educational Guidance:** : Meaning and definition of Educational Guidance, Special need and specific nature of Guidance at different Educational stages, viz. primary, delta, school leaving, college entrance, university, professional colleges. Types of Educational Information, Techniques of collecting and disseminating Educational Information.(b) **Vocational Guidance :** Meaning and definition of Vocational Guidance. Theories of Vocational development. Vocational Maturity and Vocational Adjustment. Occupational information – Nature and Significance, Classification of Occupations, Sources of Occupational Information, Collection, Analysis and Filling of Occupational Information, Dissemination and use of Occupational Information.

UNIT IV: Personal and Group Guidance – (a) **Personal Guidance:**, Meaning, Definition and Need of Personal Guidance. Types of Emotional Problems. Principles of Solving Personal Problems. Methodology and Strategies of Personal Guidance.(b) **Group Guidance:** Meaning, Definition and Need of Group Guidance . Assumptions of Group Guidance. Group Guidance and Individual Counseling. Techniques of Group Guidance.

UNIT V: (a) **Understanding the individual and his environment**- Nature of individuals personality. Individual differences, Adjustment- Meaning and mechanisms. World of work and World of education. Educational and Vocational planning and its role in the development of Nation. Needed competencies for various vocations/professions. (b)**Organization of Guidance Programs at various levels** – Secondary, and college levels. Need for practical program of services, Basic services of Guidance and Counseling, Role of Various personnel and agencies in an organized program of services, Referral services – special and community. (c) Researches in Guidance-Needed areas and nature of research.

Activity (any two of the following) –

(i)   Testing Scoring and Interpretation and Providing Career Guidance to Students

(ii) Interview of Refferd Personal

(iii) Reporting of Available Courses after +2 stage

(iv) Conducting Case study of Problem Child and Providing Counseling Services.

(v)   Review of Research in the area of Guidance and Counseling (any 5) in consulation with teacher

GUIDANCE AND COUNSELLING

Books Recommended:

Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I: A. Theoretical perspective. Vikas publishing House Pvt. Ltd., New Delhi, 1999.

Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. II: A practical Approach. Vikas Publishing House Pvt. Ltd., New Delhi, 1999.

Geldard, K. and Geldard, D.: Counselling Children – A practical Introduction.Sage publications, New Delhi, 1997.

Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. Prentice Hall, New Jersey, 1995.

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Hoppock: Occupational Information. New York: McGraw Hill Book Company,1963.

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Jones, A.J.: Principals of Guidance. New York: McGraw Hill Book Co. Inc., 1951.

Kochhar, S.K.: Educational and Vocational Guidance in Secondary schools. New Delhi: Sterling Publishers, 1977.

Mc Daenial, H.B.: Reading in Guidance. New York: Holt, Rinehart and Winston, 1959.

Myers, G.E.: Principals and techniques of Vocational Guidance. New York: McGraw Hill Book Co. Inc., 1941.

Nayak, A.K.: Guidance and Counselling. APH publishing corporatin, New Delhi, 1997.

Oberoi, S.C.: Educational Vocational guidance and Counseling (Hindi) Meerut: Loyal Book Depot, 1993.

Pal.H.R.: Paramarsh Manovigyan.Madhya Pradesh Hindi Granth, Academy,Bhopal,20

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Sharma, R.A.: Fundamentals of Guidance and Counselling. R. Lall Book Depot, Meerut,2001.

Singh Raj: Educational Vocational guidance. New Delhi: Common Wealth Publishers, 1994.

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M. Ed.: SYLLABUS

TEACHER EDUCATION

Objectives:

- To acquaint students with the development & evolution of Teacher Education in India.
- To familiarize students with the concept, objectives & nature of Teacher Education.
- To acquaint students with the different competencies of teachers & teacher educators at different levels.
- To accustom students with accountability in Teacher Education.
- To develop an understanding towards changing needs & problems of Teacher Education.
- To familiarize students with different phases of Teacher Education and their objectives.
- To acquaint students with role of various national & state level agencies in professional development of Teacher Educators.
- To make students aware with the area, problems & emerging trends of research in Teacher Education.
- To develop an understanding towards comparative Teacher Education.
- To familiarize students with the emerging trends in Teacher Education.

Contents:

UNIT I: Evolution and Development of Teacher Education in India, before and after independence, including recommendations of various commissions established after independence for Teacher Education.

UNIT II: (a) Teacher Education: Concept & Objectives of Teacher Education at Secondary Level, Curriculum of Teacher Education at different levels.

(b) Different phases of Teacher Education: Pre-Service Teacher Education- Concept, Objectives, Different agencies of pre-service education, Induction- Concept, Objectives and Characteristics of effective induction programs, In-Service Teacher Education- Concept, Objectives, Different agencies of in-service education, Different techniques for providing in-service education such as Seminars, Workshops, Symposium, Panel discussion, Group discussion, Quiz etc, Different models of in-service education; Winter Schools, Summer Schools, Short term programs.

UNIT III: (a) Nature of Teacher Education as a Profession, as a Supervision, as Administration, as Counseling, as Curriculum Development, as Science, as Clinical Interaction and as Teacher Development.

(b) Competency Based Teacher Education, (c) Accountability in Teacher Education, (d) Changing Needs and Problems of Teacher Education- Teacher Education and Practicing Schools, Preparing Teachers for Special Schools, Isolation of Teacher Education Institutions etc.

UNIT IV: Agencies of Teacher Education and their roles in professional development of Teacher Educators

National level agencies: NCTE, NCERT, UGC, NUEPA, ICSSR, RIEs

State level agencies: SBTE, DIET, UTDs, ASC

Teacher Education & Quality Assurance: NAAC & their criteria for quality assessment of any HEIs, Criteria of quality assurance in context to IQAC, Performance Based Appraisal System- Academic Performance Indicator (PBAS–API)

UNIT V: Research in Teacher Education: Concept, Area/Scope & Problems of Research in Teacher Education, Trends of research in Teacher Education, Different areas of research in Teacher Education (Teacher Effectiveness, Teacher Competency, School Effectiveness, Teacher Behavior etc), Emerging trends, areas and variables of research in Teacher Education.

UNIT VI: Comparative Teacher Education

Comparative study of Teacher Education in USA, USSR, UK and India in special reference to their Foundational Historical Background, Levels & Structure of Teacher Training and their Courses of the Study, Curriculum, Methods of Teaching, Methods of Evaluation, Standards of Teacher Education, Administration & Finance, Contemporary Problems & Emerging Trends.

UNIT VII: New Trends in Teacher Education

Paradigm shift in Teaching-Learning Process (Teacher Centered, Teacher-Learner Interaction, Learner Centered, Learner-Content Interaction), Total Quality Management

in Teacher Education, e-learning & M-learning in Teacher Education, Constructivism in Teacher Education, Interdisciplinary Approach, Distance Education, Correspondence & Non-Formal Education in Teacher Education, Flanders Interaction Analysis Category System.

Activity (Any Two)

1. Development of checklist of competency based teacher-education
2. Prepare a list for accountability of teachers
3. Evaluation of the curriculum of teachers' training program
4. Evaluate/Survey of any innovative programs of teacher-education
5. SWOT Analysis of any teacher education Institute
6. Prepare a report of the teacher education institute on the basis of quality criteria determined by the NAAC
7. To prepare an abstract of M.Ed. thesis related to the area of Teacher Education

References:

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TEACHER EDUCATION

Books Recommended

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M.Ed. Syllabus
Special Education

OBJECTIVES:
1. To enable the prospective teacher to acquire knowledge and understanding of special education.
2. To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Visual, Hearing, Orthopedically Impaired and Juvenile Delinquency).
3. To acquaint the prospective teachers with Government Policies, Legislatures and National Institutes related to the disabled.
4. To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for Education of the disabled.
5. To acquaint the prospective teacher with the new trends in Special Education.
6. To enable the prospective teacher to acquire knowledge and understanding of special education and curriculum.
7. To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative).
8. To acquaint the prospective teachers with Government Policies, Legislatures and National Institutes related to the disabled.
9. To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
10. To acquaint the prospective teacher with the role of parents, peers and society in rehabilitation of the disabled

CONTENTS:
UNIT I: Introduction to Special Education: (a) Concept, Definition, Objectives, Assumptions, Scope. (b) Key terms related to Special Education- Handicap, Impairment and Disability. Historical development of Special Education.Trends in Special Education: Rehabilitation, Integration, Inclusion Normalization and Mainstreaming. Curriculum Planning in Special Education: (a) Meaning of curriculum (b) Difference in General and Special curriculum,(c) Foundations of curriculum (d) Components of curriculum (e) Curriculum Adaptation For Visually Impaired, Hearing Impaired, Learning Disable

UNIT II: Legal Aspect of Special Education: (a) Constitutional Provisions and Act. (b) Facilities for special children (c) National Institutes related to specially able.

UNIT III: Visual Impairment: Concept, Definition, Causes, Characteristics, Classification, Assessment techniques,Training For Visually Impaired-Sensory Training, Concept development,Communication skills, Daily Living Skills,Orientation and Mobility Training ,Aids and appliances and Educational Programmes.

UNIT IV: Hearing Impairment: Concept, Definition, Causes, Characteristics, Classification,Training in Sign Language,Aids and Appliances and Educational Programmes.

UNIT V: Orthopedically Impaired: Concept, Definition, Characteristics, Classification, Educational Programmes. Juvenile Delinquents: Concept, Definition, Characteristics, Causes, Educational Programmes.

UNIT VI: Education of Mentally Retarded: (a) Concept, (b) Definition, (c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes. Education of Gifted and Creative Child: (a) Concept, (b) Definition, (c) Characteristics, (d) Identification, (e) Educational Programmes. Education of Learning Disable:(a) Concept, (b) Definition, (c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

UNIT VII: Current Issues in Special Education: (a) Cross Disability Approach. (b) Role of Formal and Informal agency in dealing with special children.

PRACTICALS:
- Project on any of the disability area.
- Visit to special school – Visual impairment , Hearing Impairment and Mental Retardation.
- Visit to Integrated school
- Preparation of Learning Material
- Preparation of Learning Material
- Curriculum planning for special children
- Test preparation for Learning Disabled

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