

(G1) Educational Sociology

Objectives :

- To enable the trainee teacher educator-
1. to analyze education from different sociological perspectives and theoretical framework.
 2. to analyze the relationship of education with social stratification.
 3. to develop appreciation of education as a means of social reconstruction.
 4. to understand the bearing of various political ideologies on Education.
 5. to understand the importance of peace against religious beliefs, terrorism etc. on Education.
 6. to get acquainted with the interrelationship between Education and Globalization.

Unit 1 : *Sociology and Education*

- 1.1 Meaning and nature of Sociology.
- 1.2 Theoretical approaches to Sociology of Education
 - a) Symbolic Interactionism
 - b) Structural Functionalism
 - c) Conflict Theory
 - d) Ritzer's Integrative (micro-macro) Theory of Social Analysis

Unit 2 : *Education and Socialization*

- 2.1 Process of Socialization
- 2.2 Theories of social stratification - Functionalist and conflict theory
- 2.3 Stratification and Equality of educational opportunity

Unit 3 : *Social Forces, Political Ideologies and Education*

- 3.1 Racism and Terrorism- Its causes, Impact on society and remedies through education
- 3.2 Totalitarian and Democracy - Meaning, values, main features, aims, curriculum, methods of teaching and school administration.

Unit 4 : *Globalization and Education*

- 4.1 Nature of Globalization - GATS, WTO, Social Economic, Cultural and Political
- 4.2 Globalization and Challenges before education at different levels.
- 4.3 Restructuring education at different levels due to globalization.
 - a) Institutional restructuring
 - b) Curriculum restructuring
 - c) Restructuring in evaluation

Practical :

Study of recent researches on 'Equality of educational opportunity'

List of reference books

1. A Sociological Approach to Indian Education (Vinod Pustak mandir, Agra 2 , by S.S. Mathur)
2. The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia
3. Groundwork of Theory of Education - by Ross

4. Modern Philosophy of Education - by Brubacher
5. Foundations of Education - V.P. Bokil
6. Educational Sociology-Brown
7. De Schooling Society- Evan Illich.

(G2) Advanced Psychology of Learning

Objectives :

To enable trainee teacher educator-

1. to understand theories of learning and their utility in the teaching-learning process.
2. to understand different learning styles and strategies.
3. to develop an understanding of various models of teaching and their use.
4. to know the effect of teacher behaviour and classroom management on the learner.

Unit 1 : *Learning Theories and Their Educational Implications*

- 1.1 Gagne's theory, Bruner's theory
- 1.2 Experiential learning (Kolb's)
- 1.3 Mezirow's Psycho critical approach, Freire's social Emancipation theory.
- 1.4 Mastery Learning (Bloom)
- 1.5 Hull's reinforcement theory.
- 1.6 Levin's field theory.
- 1.7 Toleman's theory of learning.

Unit 2 : *Learning Styles and Strategies*

- 2.1 Learning Styles : Visual, Aural, Verbal, Physical, Logical, Social.
- 2.2 Cognitive Styles : Reflective-Impulsive, Deep-Surface,
Field development-Independent
- 2.3 Meta cognition - Concept, differences between cognition and meta-cognition.
- 2.4 Models of Meta cognition - Flavell's model, Brown's model
- 2.5 Types of Meta cognition - Conscious v/s automatic meta cognitive process, general
v/s domain specific meta cognition.
- 2.6 Developmental processes in meta cognition.

Unit 3 : *Teaching - Models*

- 3.1 Concept attainment - Jerome Bruner
- 3.2 Advance organizer - David Ausbel
- 3.3 Inductive thinking - Hilda Taba.
- 3.4 Synectics - William Gordon

- 3.5 Stress reduction – Rimn and Masters, Woipe
- 3.6 Role playing - Fannie Shaffel and George Shaffel

Unit 4 : *Educational Implications of Research in the following areas in Teaching.*

- 4.1 Teacher's and students thought processes.
- 4.2 Teacher behaviour and student achievement
- 4.3 Teaching of learning strategies.
- 4.4 Classroom organization, management and effect of punishments.

Practical work :

Designing a teaching-learning programme based on any model in the syllabus.

List of reference books

1. Joyce Bruce and Well Marsha. Models of Teaching prentice Hall of India Ltd. 1985.
2. Mangal S.K.: advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Lld;193.
3. Bigge M.L.: Learning Theories for Teachers, Harper and Tow publishers, 1971.
4. Bower G.H. and Hilgard E.R.: Theories of Learning Prentice Hall of India, New Delhi.
5. Wittrock, Merlin C.: Handbook of Research on Teaching, Rand MaNally, Chicago, 1966.
6. Thomas O Nelson : Metacognition: core reading a Allyn and Bacon, 1992.
7. Bobbi L.F : Learning styles; A guide for Teachers and parents, Learning Forum Publication, 2000.
8. Harry Morgan: Cognitive styles and classroom learning, 1997.
9. John Dunlosky, Janet Metcalfe : Metacognition, sage publications, Inc.,2008.
10. Pina Tarricone: The taxonomy of metacognition, Britain, Psychology press, 2011.

(G3) Advanced Educational Statistics

Objectives :

- To enable the trainee teacher educator-
1. to understand meaning of statistics and its importance in Education.
 2. to understand the need of organization of data.
 3. to develop competency to analyse and interpret data.
 4. to get acquainted with inferential statistics and its role in drawing inferences.

5. to understand use of computers in data analysis.

Unit 1 : *Statistics - Meaning and Importance*

- 1.1 Statistics – Meaning
- 1.2 Importance of Statistics in Education
 - a) Evaluation
 - b) Day-to-day educational tasks
 - c) Administration
 - d) Research

Unit 2 : *Organization of Data*

- 2.1 Meaning of certain statistical terms
- 2.2 Tabulation of data - Importance
- 2.3 Construction of a Frequency Distribution Table
- 2.4 Graphical Representation of Data
 - a) Histogram
 - b) Frequency Polygon
 - c) Ogive
 - d) Pie diagram

Unit 3 : *Analysis and Interpretation of Data*

- 3.1 Measures of Central Tendency - Mean, Median, Mode.
- 3.2 Measures of Variability - Range, Quartile Deviation Standard Deviation.
- 3.3 Correlation - Meaning and Types.
 - a) Coefficient of correlation by Pearson and Spearman Methods
 - b) Concepts of Biserial, Point Biserial, Partial, Multiple, Tetrachoric correlations and Phi coefficient.
- 3.4 Regression Equations and Predictions.
- 3.5 Normal Probability Curve - Concept, Properties, Applications, Divergence from normality.

Unit 4 : *Inferential Statistics*

- 4.1 Concepts of significance of the Difference between Means, Standard Error, Confidence Intervals, Null Hypothesis, Level of Significance, One-tailed and Two-tailed Tests of Significance, Degrees of Freedom, Hypothesis testing.
- 4.2 Parametric and Non-parametric Tests - Concepts, Uses, Examples.
- 4.3 t-test for testing significance of mean.
- 4.4 Chi – square as a test of ‘Goodness of Fit’.
- 4.5 Data Analysis using Computers - Ms - Excel and SPSS.

Practical :

Analysis of given set of Data.

List of reference books

1. Research Methodology & Statistical techniques - R.C.Manocha

2. Educational testing and Measurement - Tom Kubisyn
3. Statistics in Psychology and Education - S. K. Mangal
4. Constructing classroom examinations - D. George
5. Perspectives of Educational evaluation - V.K.Rao
6. Evaluation in schools - W.N.Dandekar
7. Techniques of measurement and evaluation - Raj Sing
8. Introduction to educational research, statistics in educational research - I Thamarasseri
9. Statistics in educational research - R.P.Pathak

(H1) Teacher Education

Objectives:

- To enable the trainee teacher educator-
1. to know the history and concept of Teacher Education.
 2. to familiarize the trainee teacher educator with various instructional techniques in Teacher Education.
 3. to acquaint the trainee teacher educator with practicum of Teacher Education.
 4. to know the evaluation procedure in Teacher Education.

Unit 1 : *Concept and Development of Teacher Education in India.*

- 1.1 Teacher Education - Meaning, Nature, Scope.
- 1.2 Objectives of Teacher Education at different levels.
- 1.3 Importance of Teacher Education.
- 1.4 Teacher Education as distinguished from Teacher Training.
- 1.5 Development of Teacher Education in India.

Unit 2 : *Instructional Methods in Teacher Education.*

- 2.1 Lectures
- 2.2 Seminars
- 2.3 Workshops
- 2.4 Symposium
- 2.5 Group Discussion
- 2.6 Supervised Study
- 2.7 Virtual and E-mode

Unit 3 : *Managing Practicum in Teacher Education.*

- 3.1 Micro teaching
- 3.2 Practice teaching - Organization, Observation, Assessment.

- 3.3 Principles and Organization of Internship.
- 3.4 Content-cum-Methodology approach.

Unit 4 : *Evaluation Procedures in Teacher Education.*

- 4.1 Internal Evaluation
 - a) Importance of Internal Evaluation.
 - b) Aspects of Internal Evaluation.
 - c) Weightage of Internal Evaluation.
- 4.2 External Evaluation
 - a) Importance of External Evaluation.
 - b) Practice Teaching - Final lesson
 - c) Theory papers
- 4.3 New techniques of internal and external evaluation.

Practical :

A critical study of one teacher training college.

List of reference books

- 1. Teacher Education - Theory and Practice - J.C. Aggarwal
- 2. Teacher Education - V.K. Rao
- 3. Teacher Education - U.K. Singh, K.N. Sudershan
- 4. Principles and practices of Teacher Education - Janardan Prasad

(H2) Educational Technology and Learning

Objectives :

To enable the trainee teacher educator-

- 1. to comprehend concept of Educational Technology.
- 2. to understand various applications of Educational Technology.
- 3. to get acquainted with Instructional Technology.
- 4. to get oriented about Instructional Designs.
- 5. to become aware about current trends in Educational Technology.

Unit 1 : *Concept of Educational Technology.*

- 1.1 Educational Technology : Meaning and Nature.
- 1.2 Development of Educational Technology.
- 1.3 Scope of Educational Technology.

1.4 Types of Educational Technology.

Unit 2 : *Applications of Educational Technology.*

2.1 In Formal Mode

2.2 In Non-formal Mode

2.3 In Informal Mode

2.4 In Inclusive Education.

Unit 3 : *Instructional Technology and Instructional Designs.*

3.1 Instructional Technology - Concept.

3.2 Instructional Technology and Instructional Designs.

3.3 Implications of Behaviorist, Cognitive and Constructivist theories in Instructional Design.

3.4 Systems Approach to Instructional Design.

Unit 4 : *Current Trends in Educational Technology.*

4.1 Computer Assisted Instructions.

4.2 e-Learning

a) Off-line , on line e-learning

b) Virtual Reality with Intelligent Tutoring Systems.

Practical :

Prepare an Instructional Design for Computer Assisted Instruction for the school subject.

List of reference books

1. Principles, methods and techniques of teaching, New Delhi: Vikas - Agarwal J.C.(2001)
2. Elementary educational technology, New Delhi: Shipra Publication - Aggarwal J.C. (2008)
3. Foundation of teaching learning process, Ludhiyana: Tandon Publishers – Bhatia K.K. (2001)
4. Educational technology: concept and technique, New Delhi – Bhatt B.D., Sharma S.R.(1992)
5. Educational technology: towards better teaches preference, Delhi: Shirpa publication – Dahiya S.S.(2008)
6. Education technology : a basic text, New Delhi: Sterling - Das R.C. (1993)
7. Information processing models of teaching, New Jersey: Prentice Hall - Joyce Bruce (1978)
8. Models of teaching, New Delhi: Phi Learning – Joyce, Bruce
9. Increasing role of technology in education, Delhi: Isha - Kumari S.K.(2002)

10. Educational technology for distance education, Jaipur: Rawat publication - Rastogi Satish (1998)
11. Educational technology, Aph Publishing Corporation: New Delhi - Pachauri Suresh Chandra (2010)

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Department of Education
M.Ed. Syllabus (2013-14)

(I1) Educational Planning and Financing

Objectives :

To enable the trainee teacher educator-

1. to get acquainted with the nature of educational planning.
2. to know the approaches to educational planning.
3. to be aware of financing in education.
4. to be aware of cost of education and grant in aid system in education.

Unit 1 : *Educational Planning.*

- 1.1 Educational Planning : Concept, nature, importance.
- 1.2 Educational Planning : Goals, principles, characteristics.
- 1.3 Types of Educational Planning.
- 1.4 Procedure of Educational Planning.
- 1.5 Role of central and state government in educational planning.

Unit 2 : *Approaches to Educational Planning.*

- 2.1 Approaches to Educational Planning.
 - a) Social Demand Approach
 - b) Social Justice Approach
 - c) Rate of Return Approach
 - d) Manpower Planning Approach.
- 2.2 Perspective Planning - Concept, importance.
- 2.3 Institutional Planning: a) Concept, nature, b) objectives, benefits, features, c) steps and procedure of institutional planning.

Unit 3 : *Financing in Education.*

- 3.1 Principles of Educational Financing.
- 3.2 Methods of Educational Finance.

Unit 1 : *Special Education – History, Policy, Legislation*

- 1.1 Historical development in India, U.K. and U.S.A.
- 1.2 Evolutionary approaches in changing attitudes towards persons with special needs.
- 1.3 Psychological perspectives of Special Education.
- 1.4 Sociological perspectives of Special Education.
- 1.5 National Policy on Education : 1986
- 1.6 Integrated Education Scheme 1992 (for children with disabilities)
- 1.7 Programme of Action 1992.
- 1.8 National Legislation for Special Education.

Unit 2 : *Special Education - Concepts, nature, overview of different types of special children.*

- 2.1 Concept, nature and causes of visual impairment and associated special needs
- 2.2 Concept, nature, causes and characteristics of hearing, speech and language development disorders and special needs.
- 2.3 Concept, nature, characteristics and causes of locomotive, neuromuscular disability and special needs.
- 2.4 Concept, nature, characteristics and special needs of children with –
 - a) Learning disabilities
 - b) Behavioral and emotional disorders.
 - c) Intellectual impairment
 - d) Giftedness
- 2.5 Concept, nature and characteristics of multiple disorders and associated special needs.
- 2.6 Identification of children with special needs.
 - a) Observable Symptoms
 - b) Psychological Testing
 - c) Medical / Clinical Examination.

Unit 3 : *Catering to Special Educational Needs, Through Different Agencies.*

- 3.1 Family
- 3.2 Regular and integrated schools
- 3.3 Special Schools
- 3.4 Institutions providing vocational guidance
- 3.5 Rehabilitation institutions
- 3.6 Curriculum - modifications and accommodations.
- 3.7 Methodology of Teaching - Learning
- 3.8 Remedial help
- 3.9 Use of different teaching aids.
- 3.10 Changes in evaluation process

Unit 4 : *Current trends, Future Perspectives, Research in Education of Children with Special Needs.*

- 4.1 Special Education, Mainstreaming, Inclusion

- 4.2 Rehabilitation - deinstitutionalization, community help
- 4.3 Cross disability approach
- 4.4 Open schooling, non-formal education.
- 4.5 Parent and Community involvement.
- 4.6 Research areas for Indian situations
 - a) Curriculum, instruction
 - b) Management of Educational environment.
 - c) Evaluation processes

Practicals : (any one)

- 1. Report of a visit to a special school
- 2. Critical review of any one research paper on recent trends in Special Education.

List of reference books

- 1. Education of Exceptional children: Prentice Hall - Cruickshank W. and Jonson O. (1965)
- 2. Exceptional children in the schools: Holt Rinehent and Winston - Dunn L.M. (1963)
- 3. Education of Exceptional children New Delhi: Vikas Publishing House - Panda, K.C. (1997)
- 4. Perspectives in Disability and Rehabilitation, New Delhi: Vikas Publishing house – Panda, R.S. and Advani (1995)
- 5. Special Education - A Chadha
- 6. Education and children with special needs - S. Hegarty
- 7. Advanced Educational Psychology - S.K. Mangal
