Course Code: **MSO 603**

Course Name: **Qualitative Research**

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the student will be able to:
- To be aware of process of Knowing and Knowledge construction.
- To appreciate and critique positivist approach for Knowledge generation and Research.
- To understand Qualitative Research, Methods and Design
- To know how to think, write, critique and argue social science research.
- To perceive how research can contribute by interventions in evolution of egalitarian society

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Seminar: 10 marks
   - Assignments: 15 marks

Course Contents:

Unit 1 Knowledge and Knowing

Epistemology and Knowledge

Philosophy of Research

Legitimacy, Validity and Dissemination of Knowledge

Unit 2 Science and its method for Research

Differentiating Science and Social Science

Positivist method and Positivism

Issues and concerns for Quantitative Research Methods

Unit 3 Theoretical Perspective

Qualitative Research

Philosophy of Social Science

Methods and Design for qualitative research

Unit 4 Alternative Approaches

Ethnography

Phenomenology

Postmodernism

Unit 5 Writing Research

Thinking Research

Search for Research Question

Synopsis, Draft and Final Thesis

Prescribed Texts

Cohen, Manion and Morrison (2007) Research Methods in Education, 6th edition New York: Routledge Taylor and Francis

Lakatos and Musgrave (1970) Criticism and Growth of Knowledge, London: Routledge

Winch, P. (2006) The Idea of Social Science and its relation to Philosophy, London: Routledge

Suggested Readings

Kumar, R. (2005) Research Methodology: A Step-by-Step Guide for Beginners, 2nd edition. London: Sage.

Creswell, John W., (2013) Qualitative Inquiry and Research Design, Lincoln: Sage

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Course Code: **TTR408**   **Credit: 4**

Course Name: **Educational Technology**

Credits Equivalent:4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:

- Describe meaning and need of Educational Technology.
- Understand various approaches of Educational Technology.
- Explain principles of Classroom Communication.
- Define various levels of teaching.
- Develop competency in using Flanders' Interaction Analysis.
- Discuss Programmed Instruction Material
- Use Multimedia in Education.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Seminar: 10 marks
   - Assignments: 15 marks

Course Contents:

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

UNIT II:
Communication: Concept, Nature, Process, Components, Types, Classroom Communication, Factors affecting classroom communication, Mass Media approach in Educational Technology.

UNIT III:
Levels of teaching, Phases of teaching, Micro teaching, Flanders' Interaction Analysis, Simulation, Team Teaching

UNIT IV:
Basic Principles of Programmed Instruction, Origin and Types : Linear, Branching and Mathetics Model, Steps in the Development of Programmed Instructional Materials, Content Analysis, Writing frames, Tryout, Editing and Validation

UNIT V:
Multimedia – Concept, Use, Role of Teachers in Using Multimedia, Importance of Multimedia in Education

Suggested Readings:

❖ Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide,* The Haworth Pren, Inc., N.Y.

❖ Behera, S.C. (1991. *Educational Television Programmes,* Deep and Deep Publications, New Delhi.

❖ Coburn, P. et al. (1985). *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.

❖ Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.

❖ Evaut, M. *The International Encyclopedia of Educational Technology*.

❖ Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids,* London, Ward Lock.

❖ Haas, K.B. & Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids,* 3rd Edition, Prentice Hall, Inc.

❖ Kumar, N. & Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.

❖ Kumar, K.L. (2008). *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

❖ Mukhopadhyay, M. (1990). *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

❖ Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

❖ Sampathet. al. (1981). *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

❖ Sharma, B.M. (1994). Media *and Education*, New Delhi: Commonwealth Publishers.

❖ Venkataiah, N. (1996). *Educational technology*, New Delhi: APH Publishing Corporation.

❖ AnandRao, B. & Ravishankar: Readings in Educational Technology, Himalay Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.

❖ Chauhan S. S. A Text Book of Programmed Instruction. (2nd Ed).Sterling Publishers Pvt Ltd., New Delhi / Bangalore.

❖ Dharma, O.P & Bhatnagar O.O. Educational and Communication for Development, Oxford and IBG, New Delhi.

❖ Goldberg, Alvin & Carl, E. Group Communication, Prentice Hall, Inc. New Jersey.

❖ H.Keith. Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.

❖ Patel I.J et al., A Hand Book of Programmed Learning, CASE, Baroda.

❖ Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.

❖ Ruhela S. P. (2001): Some Aspects of Educational Technology.

❖ Sharma R.A. Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

❖ Sharma R.A. Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

❖ Walter A.W.& Charles F.S. Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.

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Course Code: TTR 440
Course Name: Guidance and Counseling
Course Instructor: Dr. Anu G.S.

Credits Equivalent: 2 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives:
On completion of this course the students will be able to:
  ➢ Understand the significance of guidance and counseling in education
  ➢ Understand the different approaches in counseling and the process of counseling
  ➢ Understand the procedures in organizing a sound guidance programme in schools
  ➢ Develop competencies to deal with children having special needs
  ➢ Develop the skills and qualities required for a school counselor.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:
1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
    • Attendance/Participation: 5 marks
    • Seminar: 10 marks
    • Assignments: 10 marks

Course Contents:
Unit I- Guidance and Counseling in Education (4 hrs)

Meaning of guidance and counseling - Evolution of guidance service in education- Need and significance of guidance service in schools – bases of guidance: Principles of guidance, physiological, psychological, sociological and educational- Types of guidance: Educational guidance, vocational / career guidance and personal guidance – differences in objectives and approaches.

Unit II- Guidance in school (5 hrs)

Educational guidance: Need and significance of educational guidance in schools – Process of educational guidance - Vocational guidance: Need and significance of career guidance in schools – Major objectives of career guidance: career planning and decision making – Career Information: Sources of information at the National, State and Local levels – Role of ICT in carrier guidance. Individual and group guidance – Tools and techniques of career guidance – Psychological tests, Socio-metric tests, Interview, Rating Scales, Cumulative Records, Achievement Record, Anecdotal Record, Personality Assessment

Unit III- Counseling in Schools (4 hrs)

Counseling in schools- Aims and Objectives –Evolution of Counseling – Types of counseling: Directive Counseling, Non-Directive Counseling and Eclectic Counseling- Objectives and approaches, Behaviouristic, Gestalt- Psycho – Analytic and Humanistic- Transactional Analysis - Types of Transaction – Games – Scripts- Significance of Transactional Analysis in Counseling- Group Counseling – Techniques of group counseling

Unit IV- Counselling Process & Communication in Counselling (4 hrs)

Stages in Counselling- (i) Preparation stage (ii) Counselling process (iii) Termination stage- Counselling Skills: Attending skills- Responding skills- Skill of personalising- Initiating Skills- Qualities of a Counsellor
Communication: Meaning, Nature, Types, Significance- Communication Model in Counselling - Pre conceptual models dimensions - Client: Expressing Counsellor: Listening, Reacting, Responding- Problems in Communication / Barriers in communication- Communication Skill- Techniques to make the counselling communication effective.

Unit V- Modern Trends in Counselling & Counselling Children and Adolescents (3 hrs)

Cognitive methods: Neuro-Linguistic Programming (NLP)- Rational Emotive Behaviour Therapy (REBT)- Assertion training / Social skills Training- Stress management- Promotion of Mental Health. Common Behaviour problems of children and adolescents (Eg: Aggression, Anxiety, depression, Substance Abuse, Truancy, delinquency- Dealing with behaviour problems

Essential Readings

- Crowell, B. (1963). *Guidance and Counseling in Group*, New York: Mac Graw Hills.
- Asha, B. (1999). *Guidance and Counseling: Theoretical Perspective*, Vol. 1, New Delhi: Vikas Publishing House.
- Rao, S. N. (2002). *Counselling and Guidance Second Edition* – Tata Mc Graw Hill Publishing Company.

Suggested Readings

- Ball, B. (1984). *Career Counselling Practice*, London: Palmer Press.
- Bernard, H.W. & Fullyness, D.F. (1977). *Principles of Guidance*, New York.
- Cornes, L.S. & Hacheery, H. (1987). *The Professional Counsellor*, New Jersey: Prentice Hall Cliffs Englewood.
- Nayak, A.K. (2004). *Guidance and Counselling*, New Delhi: APH publishing corporation.
- Peterson, J.A. (1970). *Counselling and Values*. Scranton: International Textbook.
- Tyler, L. (1969). *The work of the counsellor* (3rd ed.). New York: Appleton – Century – Crofts.
- Burgun, T., & Anderson, S. (1975). *The counsellor and the Washington*, D.C: American Personnel and Guidance Association Press.
- Hasan, J. C., Richard, R. S. & Richard, W. W. (1986). *Counselling Theory and process* (IV Ed). Boston: Allen and Bacon, Inc.

Course Code: TTR 449

Course Name: Elementary Education

Course Instructor: Renu Bhandari & Ms. Prakriti Bhargava

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Objectives

On completion of this course the students will be able to:
- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- reflect on the relevance of strategies and programmes of UEE.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 50
2. End Term Examination: 100
3. Continuous Internal Assessment: 50
   - Attendance/Participation: 10 marks
   - Seminar: 20 marks
   - Assignments: 20 marks

Unit I- Context of Elementary Education (10 hrs)
- Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred)
- Influence of home, school and community related factors on child's development.
- Conceptual analysis of the concepts in elementary education like learner/learning centered approach-activity centered approach, freedom and discipline; reflection on present practices.

Unit II- Development of Elementary Education (5hrs)
- Nature and focus of Elementary Education after independence.
- Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education Act (Education as a fundamental right)
- Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit III- UEE, Objectives and Challenges (10 hrs)
- Concept, objectives, meaning and justification of UEE.
- Critical appraisal of current status of UEE (access, enrolment, and retention) with reference to the equity principles: gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- Access and enrolment of different types of learners-issues and challenges.
- Programmes in Elementary Education

Unit IV- Inside the classroom (8 hrs)
- The burden of non-comprehension
- Far from realities of life
- Evaluation and examinations
- Coping with school
- Government versus Private schools: status

Unit V- Teacher at Elementary level (7 hrs)
- Teacher as professional practitioner-Expectations from NCF 2005
- Teaching in government schools
- Teacher and society
- Teacher's concerns

Essential Readings
- MHRD (2001): Convention on the Right of the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

Course Code: TTR 452

Course Name: Culture, Cognition and Education

Course Instructor: Renu Bhandari

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:
- Understand current trends in cognition and culture.
- Know the causes of social behavior and thought.
- Understand what schemas are and how they influence us.
- Acquire knowledge about heuristics.
- Understand the relationship between affect and cognition.
- Study how affect influences cognition and cognition influences affect.
- Understand various learning styles in different culture.
- Comprehend the impact of culture on education.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Attendance/Participation: 5 marks
   - Seminar: 10 marks
   - Assignments: 10 marks

Unit I Culture (5hrs)

- Concept of culture and personality
- Concept of self.
- Development of self

Unit II Cognitive processes (5 hrs)
- Attention, Memory, problem solving.

- Perception
- Metacognition.

Unit III Social cognition (10)
- Schemas
- Heuristics
- Potential Sources of error in social cognition
- Language and cognition
- Affect and cognition

Unit IV Social Perception (10 hrs)
- Attitude formation
- Attitude and behavior
- Prosocial behavior
- Cognitive dissonance
- Social Influence

Unit V Cultural processes (10hrs)
- Influence of different culture
- Culture and Intelligence
- Culture and learning style.
- Multicultural Education
- Impact of culture on education

Essential Readings

- Baron, R. A., Branscombe, N. R., and Byrne, D. (2008). Social Psychology. (12th ed.). New Delhi : Pearson Education, Indian subcontinent adaptation 2009
- Delamater, J.D., and Myers, D.J., (2007). Social Psychology. (6th edi.), Thomason Wadworth International student edition, USA.

Suggested Readings

- Franzoi, S.L., (2003). Social Psychology. (3rd edi.), New   York Mcgraw Hill Co.
- Aronson, E., Wilson, T.D., Akert, R.M., (2007). Social Psychology. (6th edi.), New Jersey: Pearson Education prentice Hall.
- Baumeister, R.F., and Busnman, B.J. (2008). Social Psychology and Human Nature. International student edition, Thomson Wadworth USA.

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Course Code: TTR – 459

Credits: 02

Course Name: Life Skills

Course Instructor: Dr. Anu G. S.

Credits Equivalent: (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: The objectives of the course are to familiarize students in:
- ➢ Theoretical foundation in life skills education
- ➢ Train the various life skill related with cognitive, psycho-social and coping skills
- ➢ Evaluate each life skill by self assessment and appreciate the skills
- ➢ Enable students to apply life skills in various spheres
- ➢ Enhance the ability to contribute in the area of life skills education.

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. This 25% will distribute as
   - Attendance/Participation: 20%
   - Seminar: 40%
   - Assignments: 40%

Course Content
Unit I- An Introduction to Life Skills (4 Hours)
Definition and Importance of Life Skills- Life Skills Development- Life Skills Education- Life Skills Approaches- Scope of Life skill education

Unit II- Cognitive Life Skills (5 Hours)
Self Awareness- Critical thinking- Creative thinking- Decision making- Problem solving-
Training & Self- assessment of Self Awareness, Critical thinking, Creative thinking, Decision making & Problem solving

Unit III- Psycho- Social Life Skills (4 Hours)
Empathy- Interpersonal relationships- Effective Communication
Training & Self- assessment of Empathy, Interpersonal relationships, Effective Communication

Unit IV- Coping Life Skills (4 Hours)
Managing Emotions- Coping with stress
Training &Self- assessment of Managing Emotions & Coping with stress

Unit V- Practical Applications of Life skills (3 Hours)
Practical application of life skill in personal and social life- Personal development- Research and innovations in Life skill education

Essential Reading
- Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- UNESCO (2005). *Quality Education and Life Skills: Darkar Goals,* UNESCO, Paris.
- http://www.skillsyouneed.com/learn/study-skills.html

Suggested Reading:
- WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*, WHO, Geneva.
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). *Life Skills in Non-formal Education: A Review*
- *Life Skills Resource Manual, Schools Total Health Program, (2006).* Health Education and Promotion International Inc., Chennai.

Web Sites:
1. UNESCO – http://www.unesco.org/
2. UNFPA - http://www.unfpa.org/
3. UNICEF - http://www.unicef.org/
4. United Nations - http://www.un.org/
5. WHO - http://www.who.int/en/

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Course Code: TTR 461

Credit: 04

Course Name: Philosophy of Education

Credits Equivalent: 04 (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the student will be able to:
- Understand Education as a human activity.
- Understand epistemic bases of education.
- Understand the influence of philosophical perspective in educational theorization.
- Analyze Education as a process.
- See Education as a human endeavor affected by socio-politico-historical-cultural aspects of the era.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
    Seminar: 10 marks
    Assignments: 15 marks

Course Contents:
UNIT-I: Philosophy- An Introduction
Nature, Meaning and Functions of Philosophy and their influence upon Education and educational theorization.
Meaning, Function and Institutionalization of Education and Philosophy of Education.

UNIT-II: Western Schools of Philosophy:
Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism
- With special reference to the concepts of knowledge, reality and value;
- Their educational implications for aims, contents and methods of education

Unit – III: Western Philosophers:
Contribution of western Thinkers, John Dewey, Jean Jacks Rousseau, Plato, Marx, Paulo Friere to educational thinking

UNIT-IV: Indian Schools of Philosophy:
Sankhya, Vedanta-Dvyatta and Advyatta, Charvak, Yoga, Buddhism, Jainism, and Islamic traditions, with special reference to the concepts of knowledge, reality and values and their educational implications

UNIT-V: Indian Philosophers:
Contribution of Indian Thinkers, like Vivekananda, Tagore, Gandhi, and Aurobindo to educational thinking

Essential Readings:
1. Chambliss, J. (Ed.). (1996). Philosophy of Education: An Encyclopedia. London: Garland   Publishing Inc.
2. Kumar, K. (1999). ShikshaaurJnana, India, Granthshilpi.
3. Peters, R. (Ed.)(1967). The Concept of Education. London: Routledge&Kegan Paul.
4. Dewey, J. (2009). Democracy and Education: An Introduction to the Philosophy of Education. Delhi: Aakar.
5. Freire, P. (1970). Pedagogy of the Oppressed. USA: The Continuum Publishing Company.
6.

Suggested Readings:
1. Matthews, M. R. (1980). The Marxist Theory of Schooling: A Study of Epistemology and Education. Sussex: Harvester Press.
2. Mayer, F. (1976). A History of Modern Philosophy (2 ed.). New Delhi: Eurasia Publishing House (P) Ltd.
3. Russell, B. (1946). History of Western Philosophy. London: George Allen &Unwin Ltd.
4. Winch, C., &Gingell, J. (1999). Key Concepts in the Philosophy of Education. London: Routledge.
5. Hirst and Peters, (1970), The Logic of Education, London, Routledge and Kegan Paul.
6.   Hirst and White (Ed.)(1998),Philosophy and Education: Major themes in the Analytic Tradition Vol. I

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Course Code: TTR 462
Course name: Sociological Foundation of Education
Course Credit: 4
Credit Equivalent:
One credit is equivalent to
- 10 hours of lecture/ organized classroom activity/ contact hours
- 5 hours of practical/ tutorial/ teacher led activity
- 15 hours of other workload such as independent individual / group work. Literature survey, library work, data collection, field work, writing of papers, projects, dissertation, thesis etc.

Course Objectives:

- The course will develop the understanding of various sociological concepts underlying the sociology of education with the help of theoretical perspective and empirical studies.
- The course will engage in understanding the relationship between school and society. Schools are the complex social organizations which are influenced by, and themselves shapes broader society.
- The course will look into the underlying theoretical perspective for understanding the external and internal forces that shapes the teaching-learning process in school.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Attendance/Participation 5 marks
   - Seminar: 10 marks
   - Assignments: 15 mark

Course outline

Unit 1: Introduction to Sociology

- Meaning, nature and scope of sociology
- Sociological approaches to education
- Theories and Concepts in sociology of education- Functionalist perspective, Liberal perspective and Marxist perspective

Unit 2: Education and socialization

- Culture-concept and implication to education
- Agents of socialization- family, peer-group, community, institutions of formal education

Unit 3: Theories on social stratification

- Meaning of social stratification
- Factors of social stratification
- Social stratification and Education
- Education and Social Mobility

Unit 4: Education and Social Processes

- Social change- factors and theories of social change
- Constrains in social change: caste, ethnicity, class, language, religion
- Theories of social and cultural capital

Unit 5: Society and challenges to education

- Language
- Social inequalities and educational opportunities
- Family and schools: the home environment, social class and social space
- Deschooling Society

Essential Readings:

- Blackledge, D. & Hunt, Barry. 1985. Sociological Interpretation of Education, London, Croom Helm.
- Haralambos, M. & Heald R.M. 2015 Sociology Theories and Perspectives, New Delhi, OUP.
- Stephen, Ball. 2004. The Routledge Falmer Reader in the Sociology of Education, London and New York, Routledge Falmer.
- Shukla & Kumar. 1985. Sociological Perspective in Education: A Reader, New Delhi: Chanakya Publication.

Suggested Readings:

- Cook, L.A. & Cook, E. 1970. Sociological Approach to Education, New York, McGraw Hill.
- Kamat, A.R. 1985, Education and Social Change, Bombay, Popular Prakashan.
- Shipman, M.D. 1975. The Sociology of the School, Second Edition, London, Longman Orient.
- Haralambos M. & Heald, R.M. 2012. Sociology Theories and Perspective, New Delhi, Oxford University Press.

School of Education
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Course Code: TTR 463
Course Name: Psychology of Education
Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:
- ➢ Understand the Nature, Scope and Methods of Educational Psychology
- ➢ Differentiate the impact of different schools of Psychology on Education
- ➢ Develop the knowledge of the various theories related with the child development
- ➢ Critically analyze the process of learning.
- ➢ Understand the concept of thinking, reasoning and problem solving.
- ➢ Develop the conceptual overview of various Intelligence theories & measurement
- ➢ Describe various theories and assessment of personality.
- ➢ Develop the advanced concepts of memory- remembering and forgetting.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:
1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25%. This 25% will distribute as
   - Attendance/Participation: 20%
   - Seminar: 40%
   - Assignments: 40%

Course Contents
UNIT I Introduction to Educational Psychology (6 hrs)

Psychology- Educational Psychology: Meaning, Nature & Scope- Methods of Educational Psychology: Introspection, Experimental, Observation, Clinical- Schools of Psychology and their impact on Education: Structuralism, Functionalism, Behaviourism

UNIT II Developmental psychology (8 hrs)

Growth and Development: Concepts and Theories- Physical, Social, Emotional and Intellectual-Development of Concept Formation, Logical Reasoning, Problem – Solving and Creative Thinking Language Development- Cognitive and Language Development Theories: Piaget & Vygotsky- Theory of Psycho-social development: Erikson- Theory of Moral development: Kohlberg

UNIT III Learning (8hrs)

Learning: Nature and Theories-Theories of learning: Classical Conditioning, Trial and Error, Operant Conditioning, Insightful learning- Hull's systematic behavior theory- Lewin's Field Theory- Tolman's Sign Theory- Gagne's Theory of Learning- Bandura's Social learning theory- Carl Roger's theory of Experiential learning- Learning and Motivation- Transfer of learning and its theories.

UNIT IV Thinking, Reasoning and Problem-solving & Concept of Intelligence (10 hrs)

Thinking- Theories of Thinking -Types of Thinking -Development of Thinking- Reasoning – Types of Reasoning - Problem Solving- Factors affecting Problem Solving- Strategies for Effective Problem solving

Intelligence -Theories of Intelligence- Assessment of Intelligence- Gardner's Multiple Intelligence Theory & Goleman's Emotional Intelligence Theory- Development and Measurement of Emotional Intelligence- Social Intelligence and Spiritual Intelligence

UNIT V Personality & Memory (8 hrs)

Personality –Theories of Personality- Type cum Trait Approach- Eysenck's Theory of Personality-Psychoanalytical Approach- Freud's Psychodynamic Theory of Personality- Humanistic Approach- Abraham Maslow Self-actualisation theory-Carl Roger's Self Theory-Assessment of Personality- Projective Techniques- Rorschach Inkblot Test-TAT- CAT- Word Association Test

Memory- Mechanism of the process of memorization- Remembering and Memory- Models of Memory - Types of Memory - Training in Memory- Forgetting- Ebbinghaus's Curve of Forgetting- Types of Forgetting- Theories of Forgetting

Essential Reading:
1. Woolfolk, A. et.al. (2012). *Fundamentals of educational psychology*. New Delhi: Pearson Education
2. Hurlock, E.B. (2008). *Developmental psychology* (5th ed.). New Delhi: Tata McGraw Hill
3. Mangal, S.K. (2004). *Advanced educational psychology*. New Delhi: Prentice hall of India Pvt Ltd.

Suggested Reading:

1. Dandapani, S. (2001). *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.
2. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligence*. New York: Basic Books.
3. Baron, R.A. (2001). *Psychology*. New Delhi: Pearson Education Inc.,

Course Code: **TTR 602**

Course Name: **Development and Standardization of Research Tools**

Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the students will be able to:
- Describe meaning and need of research tools.
- Understand varioustypes of research tools.
- Explain principles of tool construction.
- Select the appropriate type of research tools for their respective study.
- Develop competency in writing the items for research tool.
- Edit the items of the research tool.
- Standardize the research tool.
- Prepare the manual for research tool

Attendance Requirements:

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Seminar: 10 marks
   - Assignments: 15 marks

Course Contents:
UNIT-I: (10 hrs)
Meaning of Research tools, Characteristics of good measuring research tools,Factors Influencing Test Scores Types of Tools - Essay type and different forms of objective type test items

UNIT-II (10 hrs)
Questionnaires, Schedules, Check-lists, Rating Scales, Opinionnaire,

UNIT-III (12 hrs)
Writing objective type test items, scrutinizing and editing, Reliability and Validity, their meaning, different methods of establishing reliability and validity, Factors affecting Reliability and Validity

UNIT-IV (4 hrs)
Items Analysis

UNIT-V (4 hrs)
Norms, their types and characteristics, Preparation of Manual and Administration procedure

Suggested Readings:

1. Garrett, H.E. (1981). *Statistics in Psychology and Education (Tenth Indian Reprint),*Vails, Feffer& Simmons Ltd.
2. Kaul, L. (2011). *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., Noida
3. Best, J. W. and Kahn, J. (1997) *Research in Education*. (7th ed.) New Delhi: Prentice - Hall of India Ltd.
4. Ansari, M.S. (2007). Essentials of Measurement and Evaluation, International Publishing House, Meerut

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Course Code: TTR – 606
Course Name: Quantitative Research in Education
Course Instructor: Dr. Anu G. S.
Credits Equivalent: 4 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: On completion of the course, the students will be able to:
  ➢ Understand the nature and scope of research methodology
  ➢ Understand the concept of research problem formulation and hypotheses
  ➢ Develop the concept of different types of research designs and sampling
  ➢ Differentiate the different types of research methods applied in various filed
  ➢ Develop the knowledge various tools and techniques used in research
  ➢ Develop the skill of analysis and interpretation of the research data
  ➢ Develop the skill of research report writing
  ➢ Acquire the fundamental knowledge of descriptive and inferential statistics.

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.
Evaluation Criteria:
1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
    • Attendance/Participation: 5 marks
    • Seminar: 10 marks
    • Assignments: 10 marks

Course Content
Unit I- Research – An Introduction (8 Hours)
Research and Scientific process- Types of Research- Basic, Applied and Action Research- Formulation of Research Problem- Formulation, Stating and Defining the Research Problem- Formulation and Testing of Hypothesis- Types of Hypothesis- Errors in Hypothesis testing- one tail and two tail tests

Unit II- Research Design and Sampling (6 Hours)
Meaning of Research Design- Different types of Research Design- Sampling Theory- Different types of sample design- Probability and Non-Probability Sampling-

Unit III- Research Methods and Research Tools (8 Hours)
Historical and Normative survey- Experimental research- Causal-comparative studies and correlation method- Case study method-Genetic method- Ethnographic research- different types of research tools- questionnaire- rating scale- Likert & Thurston- socio-metric and psycho-metric research tools- construction and standardisation of research tools- Validity and Reliability of Research tools

Unit IV- Research Analysis, Interpretation and Reporting (6 Hours)
Organisation of Data- Editing, Classifying and Tabulating- Analysis and Interpretation of the data- Research Reporting-Preliminary, Main body and Reference section of the report- Style manual- American Psychological Association (APA)

Unit V- Fundamentals of Differential and Inferential statistics (12 Hours)
Normal probability Curve and its Applications- Skewness and Kurtosis- Measures of Central Tendency- Mean, Median, Mode- Measures of Dispersion- Range, Mean Deviation, Standard Deviation- Quartile Deviation- Percentiles- Measures of Relations- Correlation and Regression- standard Error and Standard Score and its applications- 't'-Test for Difference of mean- Chi-Square Test- Analysis of Variance

Essential Reading
- Best, J.W. & Kahn, J.V. (1998). *Research in Education*. Gould Street Needham Heights, MA: Allyn & Bacon.
- Cohen, L. & Manion, L. (1980). *Research Methods in Education*, London: Groom Helm Ltd.
- Gay, R.L. & Diehl, P.L. (1992). *Research Methods for Business and Management*, New York: Macmilland Publishing Co.,

Suggested Reading
- Kervin, J. B. (1992). *Methods for Business Research*, New York: Harper Collins Publishers.
- Kumar, R. (1996). *Research Methodology*, London: SAGE Publications,.

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Course Code: TTR 610

Course Name: **Values, Ethics and Education**

Credits Equivalent: 04 Credits (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

Course Objectives: on completion of the course, the student will be able to:
- Understanduniversal and realistic Norms, Values and Ethics.
- Gauge the nature of Cultural, Regional, Religious and Ideological values.
- Analyse Moral Code of Conduct and Utopian Vision.
- Understand Political Economy and its impact on formulation of Values.
- Understand Education as a Human Act and Process.
- Understand the interface Ethics, Society and Education

Attendance Requirements:
Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

Evaluation Criteria:

1. Mid Term Examination: 25%
2. End Term Examination: 50%
3. Continuous Internal Assessment: 25% i.e. 25 marks out of 100
   - Seminar: 10 marks
   - Assignments: 15 marks

Course Contents:

UNIT-I: (08hrs)

Norms, Values and Ethics

a.   Concepts and Meaning
b.   Functionality: Individual or Societal
c.   Mores and Manners
d.   Customs and the New

UNIT-II (06hrs)

Universalism and Relativism

a.   Form(s) of Ethical Value(s)
b.   Universalism in Ethics
c.   Relativism in Ethics
d.   Kant and Rorty (Selected Readings)

Unit – III (12hrs)

Ethical Variation(s)

a.   Women Studies and Values
b.   Dalit emancipation and Hindu values
c.   Peace, Justice, Egalitarianism as Ideal(s)
d.   Emerging value(s) (Language, Region, Sexuality and other issues)

UNIT-IV (08hrs)

Education and the World

a.   Ethics in Education
b.   Education and Schooling: The Status Quo
c.   Education and the Change
d.   The danger of Schooling

UNIT-V (06 hrs)

Education and the Utopia

a.   The Quality in Education
b.   Equality and Inequalities in Education
c.   Marginalisation in Education
d.   Postmodern challenge to Ethics and Education

Essential Readings:

Encyclopedia of Ethics.Lawrence C. Becker and Charlotte B. Becker, editors.Second edition in three volumes. New York: Routledge, 2002.

Blackburn, S. (2001).Being good: A short introduction to ethics. Oxford: Oxford University Press.

Perle, Stephen (March 11, 2004). "Morality and Ethics: An Introduction".

Suggested Readings:

Paul, Richard; Elder, Linda (2006).The Miniature Guide to Understanding the Foundations of Ethical Reasoning. United States: Foundation for Critical Thinking Free Press.

Mackie, J. L. (1990). Ethics: Inventing Right and Wrong. London: Penguin.

Rokeach, M. (1973).The Nature of Human Values. New York: The Free Press.

Universalist, relativist, and constructivist approaches to intercultural ethics Richard J. Evanoffhttp://dx.doi.org/10.1016/j.ijintrel.2004.08.002

Blackburn, Simon (2008). "Morality". Oxford Dictionary of Philosophy (Second edition revised ed.)

Wood, Allen (1999). Kant's Ethical Thought. Cambridge University Press

Richard Rorty: education, philosophy, and politics / Michael Peters., 2001