



CHRIST
UNIVERSITY

SCHOOL OF EDUCATION

Master of Arts in Education (M.A)

2011-12

Curriculum overview

Curriculum is designed to prepare competent & Professional Educationist, who will be able to take up diverse roles in the field of education.

The two year programme aims at developing competency in research methodology, management & leadership in Educational Institutions.

Further the course aims at preparing Educationist who will innovate & deliver effective learning recourses, developing proficiency in curriculum development.

On completion of M.A Programme, students will understand the nature, purpose & Philosophy of Education, develop an understanding of the Psychology of the learner.

**COURSE STRUCTURE
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FIRST SEMESTER

Course	Title	Hours/ Week	Marks	Credits
MAE 101	Fundamentals of Educational Psychology	6	100	4
MAE 102	Educational Planning and Organization	4	100	4
MAE 103	Philosophical foundation of Education	5	100	4
Electives				
MAE 104	Teaching Methodology - English	6	100	4
MAE 105	Teaching Methodology – Social Science			
MAE 106	Teaching Methodology – Physical Sciences			
MAE 107	Teaching Methodology – Natural Sciences			
MAE 108	Elementary & higher education in India			
	Total	21	400	16

SECOND SEMESTER

Course	Title	Hours /Week	Marks	Credits
MAE 201	Advanced Educational Psychology	5	100	4
MAE 202	Sociological Foundations of Education	3	100	3
MAE 203	Contemporary Issues in Education	4	100	4
MAE 204	Evaluation Methods in Education	3	100	3
MAE 205	Method of Educational Research and Statistics	3	100	3
MAE 206	Seminar	1	50	1
	Total	19	550	18

THIRD SEMESTER

Course	Title	Hours /Week	Marks	Credits
MAE 301	Economics of Education	4	100	3
MAE 302	Curriculum Development & Instruction	4	100	4
MAE 303	Research Methodology –Part II	5	100	4
MAE 304	Comparative Education	3	100	3
MAE 305	Special Education	2	100	2
		18	500	17

FOURTH SEMESTER

Course	Title	Hours /Week	Marks	Credits
MAE 401	Educational Leadership& Management	4	100	4
MAE 402	Educational Technology	3	100	3
MAE 403	Guidance and Counseling	3	100	3
MAE 404	Teacher Education	3	100	3
MAE 405	Dissertation	4	100	4
MAE 406	Viva Voice	4	100	4
	Total	21	600	21

Course No MAE 101

FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY

First Semester

OBJECTIVES

- ❖ To promote a scientific study of educational psychology its objectives methods and concepts.
- ❖ To enable Students to know the professional needs of teachers and role of educational psychology in teaching learning process.
- ❖ To enable students to understand the various factors affecting the process of Learning.
- ❖ To assist students in developing insight of Intelligence & Creativity.

UNIT-I

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

7hrs

Level of Knowledge – Conceptual and Basic

Nature, scope and methods of educational psychology-Relation between Education and Psychology-Major schools/approaches of current relevance: Behaviourism, Gestalt, psychoanalysis, Humanism (their basic positions, complementary and synthesis)

UNIT-II

LEARNER'S DEVELOPMENT

8hrs

Level of Knowledge – Application

Development – concepts, stages, dimensions, methods of study, developmental tasks-Factors influencing development – genetic & biological environmental-Developmental tasks at various stages: Infancy, childhood, and adolescence [Intellectual, physical, social, emotional, and moral]-Factors promoting developmental tasks at various stages with special reference to Pedagogic practices.

UNIT-III

CONCEPT OF LEARNING

10hrs

Level of Knowledge – Conceptual

Learning: Meaning, Nature & Scope- Learning styles – concept, its implications to teaching. Approaches to learning-Behavioral approaches (E.L. Thorndike – Basic laws of learning; Skinner; operant conditioning)-Cognitive approaches (Bruner – Discovery Learning)-Social learning approaches – (Rogers –Humanistic & Interpersonal Learning)-Concept learning - meaning, types, approaches to teach concepts.-Information processing Model in their essence with focus on STM, LTM, etc

UNIT-IV

FACTORS AFFECTING LEARNING

10hrs

Level of Knowledge – Comprehension

Maturation; Meaning & Educational Implications - Motivation; Meaning & Techniques to motivate the students - Attention; Meaning & Factors influencing it-Interest ; Meaning & Different ways of promoting it-Attitude; Meaning & its importance in education - Perception; Meaning & its importance in education- Transfer of learning : meaning types, & its educational implications- Concept of Memory and forgetting & their Educational Implication.

UNIT-V

INTELLIGENCE&CREATIVITY

10hrs

Level of Knowledge – Application

Meaning and Characteristics- Theories of intelligence by – Guilford J.P-Gardener-Sternberg-Goleman Measurement of Intelligence - A Brief History, Types of Intelligence Tests- Binet test, Bhatia's test, Cattell's culture fair test- Uses and Limitations of Intelligence Tests Measurement of Intelligence – Verbal-Non-Verbal-Performance- Individual and Group - Creativity - Meaning, Dimensions (Fluency, Flexibility, Originality and Elaboration), Development of Creativity through Education..

Reference

Aggarwal J.C., *Psychology of Learning and Development*, New Delhi: Shipra Publishing House Ltd., 2006.

Chauhan S.S., *Advanced Educational Psychology*, New Delhi: Vikas Publishing House, Pvt. Ltd., 1987.

Dandapani S.A., *Text Book of advanced Educational Psychology*, New Delhi : Anmol Publication, 2003.

Das R.C., and Vital, *Curriculum and Evaluation*, New Delhi: NCERT,. 1984.

Kundu C.L and Tuttoo D.N., *Educational Psychology*, New Delhi. Sterling Publishers Pvt. Ltd., 1985.

Passi B.K.,Goel D.R. and Senapathy H.K *Piagetian Teaching Model for Cognitive Development*, Agra, Modern Printers, 2004.

Robert.M.Gagne *The Conditions of learning* –, Holt, New York Tinchart and Winston Inc., Third edition ,1977.

EXTERNAL EXPERTS

1. Prof. Roopmala Koneri
Principal
New Horizon College of Education
Bangalore-08

2. Prof. G.Vijaya Kumari
Vijaya Teachers College
Jayanagar
Bangalore-11

Course No MAE 102

EDUCATIONAL PLANNING AND ORGANIZATION

First Semester

OBJECTIVES

- ❖ To acquaint the students with the theoretical background of educational organization and management.
- ❖ To acquaint the students with theoretical background of supervision and planning.
- ❖ To enable them to apply the principles of administration in different situations as a teacher and/ or administrator.

UNIT-I

EDUCATION COMMISSIONS/ COMMITTEES AND POLICIES IN INDIA 5hrs

Level of Knowledge – Theoretical

Brief Introduction to the history of Indian Education-Education in Ancient India-Vedic system of Education-Salient Features of Buddhist Education-Education in Medieval India. Growth of Modern system of Education. Mudaliyar commission, Kothari Commission, Ishwar Bhai Patel Review Committee National Policy Education- 1986. Education in concurrent list-constitutional provision.

UNIT-II

EDUCATIONAL MANAGEMENT 8hrs

Level of Knowledge – Conceptual and Basic

Meaning, nature scope principles and process of educational management-Educational Administration: purposes and functions-Difference between general administration and educational administration-Duties of Headmaster as a teacher, supervisor and manager-Qualities and functions of teachers- Managing engagement with parents/ community.

UNIT-III

ROLE OF THE AGENCIES IN EDUCATION 8hrs

Level of Knowledge – Basic

NCERT, DSERT, CTE, NCTE and NGOs- Different boards of Education in India

UNIT-IV

EDUCATIONAL SUPERVISION

5hrs

Level of Knowledge – Comprehension

Meaning, aims and principles of educational supervision- Contents of supervision and inspection; humanism in school inspection- Qualities of good supervision-Techniques of supervision and evaluation and their effectiveness- Defects in the existing system of school inspection and suggestions for improvement of supervisory and inspection practice-Classroom Management.

UNIT-V

PROFESSIONAL GROWTH OF TEACHERS

7hrs

Level of Knowledge – Application

Teaching as a profession- Code of professional ethics for teachers- Motivation and accountability of teachers-In-service education of teachers. Elements of Human Resources Development-Indicators of HRD-Education and Human Resource Development-Human Resource Development and different aspects of Education

UNIT-VI

TIME MANAGEMENT IN SCHOOL

6hrs

Level of Knowledge – Application

Time Management- Annual Programming, calendar of events, Timetable- Timetable – principles, factors, types- Developing learning related competencies

UNIT-VII

MANAGEMENT OF RESOURCES

6hrs

Level of Knowledge – Conceptual and Basic

School plant, School Budget, School Complex and School Records

Reference

Bhatnagar, R.P. (1978): Educational Administration, Meerut, Loyal Book Depot.

Bhatia N.M. (1990): Educational Administration in India and other Developing Countries, New Delhi, Common Wealth Publishers.

Lulla, B.P. Murthy (1984): Educational Administration, New Delhi, Asian Publisher.

Misra, A.N. (1962): Educational Finance in India, Bount Asia Publishers.

Naik, J.P (1962): Educational Planning in India, Bombay, Allied Publishers.

Mukerjee, L. (1984): Problems of Administration, of Education in India. Lucknow, Publishing House.

Ordway, Tred (1951): The Art of Administration, London, McGraw Hills.

Sears, J.B (1959): The Nature of Administrative Process, New York, Mc Graw Hill.

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2. Prof. G.Vijaya Kumari

Vijaya Teachers College
Jayanagar
Bangalore-11

Course No MAE 103

PHILOSOPHICAL FOUNDATION OF EDUCATION

First Semester

OBJECTIVES

- ❖ To enable the students to understand the importance of philosophy of education;
- ❖ To develop an understanding about philosophical inquiry as a basis for education;
- ❖ To help the students understand western and eastern philosophies of education;
- ❖ To familiarize students with sociological inquiry;
- ❖ To make the students understand education as a social process

UNIT - I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

4hrs

Level of Knowledge – Theoretical

The Meaning & nature of Philosophy: Use of Philosophy, Branches of Philosophy; metaphysics, epistemology, and axiology and their implications for education; philosophical redirection of educational research in recent times.

UNIT - II

INDIAN PHILOSOPHICAL THOUGHT

8hrs

Level of Knowledge – Conceptual and Basic

Characteristics of Indian Philosophy; Education as conceived in Vedic times; Nature of the learner goals of life, theory of knowledge and the ethical values as advocated in the following philosophies: Buddhism, Jainism, Vedanta (Upanishad, Geeta and Advaita). Teacher student relationship as manifest in Bhagwatgeeta and Upanishads. Quranic monism and monotheism and its influence in education .

UNIT III

WESTERN PHILOSOPHICAL FOUNDATIONS OF EDUCATION

13hrs

Level of Knowledge – Conceptual and Basic

A short introduction to major Western Philosophical Naturalism: Its metaphysics and epistemology: aims of education, educative process, freedom and discipline in education according to Naturalism - Idealism : Its Metaphysics and theories of knowledge: the nature of the learner, aims of education, teacher pupil relationship, of education, freedom and discipline values in education and theories of Knowledge- Realism: Its Metaphysics and theories of Knowledge: aims of education, nature of the learner and educative process according to Realism.- Pragmatism: Its metaphysics and theories of knowledge; the nature of the learner, aims of education, teacher pupil relationship, method of education and curriculum according to Pragmatism- Contemporary philosophical thought and education Humanism Existentialism

UNIT IV

INTRODUCTION TO EDUCATION

5hrs

Level of Knowledge – Conceptual

Education – Etymological meaning, broad and narrow concepts - Education as a process – Training, teaching, instruction and indoctrination- Education as a product – Knowledge, skill, attitude, interest and values- Types of Education – Formal, informal and non-formal- Education as growth and development, as self actualization and self realization

UNIT V

PHILOSOPHY AND EDUCATION

10hrs

Level of Knowledge – Conceptual and Basic

Concept of philosophy and its relationship with education- Contributions of Indian Thinkers - Gandhiji, Swami Vivekananda, Tagore, J.C. KrishnaMoorthy- Contributions of Western Thinkers - Rousseau, Dewey, Pestalozzi, Maria Montessori , Plato, Kant- Agencies of Education – Family, peer group, religion, school and mass media

UNIT VI

VALUES AND PROFESSIONAL ETHICS

8hrs

Level of Knowledge – Conceptual Knowledge

Concept, types and importance of values- Value Education – Direct, Indirect and Eclectic methods- Freedom and Discipline – Concepts, importance and their educational implications- Professional Ethics – State education code and ethical conduct for teachers Democratic, socialistic and secular values and their educational implications

REFERENCE

Aggarwal J.C, *Philosophical and sociological perspectives on education*, New Delhi: Shipra Publications, 2004

Badami B.S, *Philosophical and sociological foundations of Education*, Gadag, Vidhyanidhi Publications. 2007.

D.J.O'Connor, *An introduction to the Philosophy of Education*-London , 1975.

Dewey John , *Democracy and Education*, New York: Macmillan company, 1944.

Kilpatric, William.H. , *A defense of Philosophy in Education*, Harvard teachers record. 1931.

Murthy .S.K. *Philosophical & Sociological foundations of Education*, Ludhiana:Tandon Publications. 2000.

Taneja *Educational Thought and Practice*, New Delhi: Sterling Publishers Pvt.Ltd. 2005.

Yogendra K.Sharma, *Sociological Philosophy of Education*, New Delhi: Kanishka Publishers. 2004

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1. Prof. Roopmala Koneri
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Bangalore-08

2. Prof. G.Vijaya Kumari
Vijaya Teachers College
Jayanagar
Bangalore-11

Course No MAE 104

METHODOLOGY OF TEACHING ENGLISH

First Semester

OBJECTIVES

- ❖ To understand the role of English in India and its importance as ESL and EFL.
- ❖ To familiarize the language skills to be developed and evaluated among students.
- ❖ To acquire knowledge about the recent trends in English language teaching and learning.
- ❖ To distinguish the different approaches and methods of teaching English and the use of appropriate ones for teaching various aspects of the language.
- ❖ To be acquainted with the importance and practical utility of teaching resources and activities.

UNIT - 1

FUNDAMENTALS OF LANGUAGE

05 Hours

Level of Knowledge – Theoretical Knowledge

Meaning and definition of language; its functions - Fundamental principles of language -

Principles of language learning - Need and importance of learning English in India -

Learning of mother-tongue vs. English language learning.

UNIT- 2

DEVELOPMENT OF LANGUAGE SKILLS

10 Hours

Level of Knowledge – Theoretical and Practical Knowledge

Listening Skills: Objectives - Importance - Purpose - Activities to develop listening skills in students. Speaking Skills: Objectives - Preparation - Perfection in Pronunciation - Types of speaking situations - Activities to develop speaking skills in students. Reading Skills: Objectives - Types - Mechanics - Activities to develop reading skills in students. Writing Skills: Objectives - Importance of Handwriting - Mechanics - Activities to develop writing skills in students.

UNIT - 3

APPROACHES AND METHODS OF TEACHING ENGLISH

10 Hours

Level of Knowledge – Conceptual Knowledge

Structural Approach: Meaning - Principles - Criteria - Ways of teaching structures.

Communicative Approach: Meaning - Features - Principles - Procedures.

Direct/Bilingual Method: Meaning - Principles - Characteristics - Merits

Humanistic Approach: Meaning – Principles - Characteristics - Implications.

Community Language Learning: Meaning – Principles – Process - Method.

Yoga and Meditation: Meaning – Types - Merits.

UNIT - 4

APPROACHES TO VARIOUS METHODS OF LANGUAGE TEACHING 10 Hours

Level of Knowledge – Theoretical and Practical Knowledge

Teaching of Prose: Objectives - Steps - Format. Teaching of Poetry: Objectives – Steps - Format.

Teaching of Grammar: Objectives – Types - Methods of teaching functional grammar. Teaching of Vocabulary: Types – Techniques. Teaching of Spelling: Techniques – Errors - Corrective measures. Teaching of Composition: Objectives - Types – Steps (Essays, Letters/ Application, Comprehension).

UNIT - 5

TEACHING RESOURCES AND ACTIVITIES

05 Hours

Level of Knowledge – Practical Knowledge

Books - audio materials - visual aids - mass media. Language lab: Types - Set up.

Activities: visits – interviews – dramatization – seminars - literary clubs - language games.

UNIT - 6

MASTERY OF CONTENT

05 Hours

Level of Knowledge – Conceptual Knowledge

Parts of Speech - Kinds of sentences - Transformation of sentences - Interchange of: voice – degrees – sentences – tenses - Semantic and graphic structure of English.

References

Nagaraj, Geetha, 'English Language Teaching – Approaches Methods Techniques', Orient Longman Private Ltd., 1996.

Woodward, Tessa, 'Planning Lessons and Courses', Cambridge University Press, 2004.

Kulakarni K.G, 'Content Based Methodology of Teaching English', Pradeep Prakasham, 2004.

Dakin, Julian, 'The Language Laboratory and Language Learning', London: Longmans, 1973.

Hornby, 'Teaching of Structural Words and Sentences Pattern', Oxford University Press, 1967.

Course No MAE 105

METHODOLOGY OF TEACHING SOCIAL SCIENCE

First Semester

OBJECTIVES

- ❖ To acquire knowledge about the content of Social Science
- ❖ To acquaint with the nature of the subject Social Science
- ❖ To analyse the aims and values of Social Science
- ❖ To understand the curricular approaches of Social Science
- ❖ To array the set of instructional objectives and specifications
- ❖ To master the instructional strategies of the subject
- ❖ To acquire the skill of planning an effective lesson.

UNIT-I

CURRICULAR APPROACHES IN SOCIAL SCIENCE

6 hrs

Level of Knowledge – Conceptual and Basic

Co-ordination Approach- Co-relation Approach- Concentric Approach- Chronological Approach- Topical Approach- Unit Approach - Fusion Approach or Integrated Approach- NCF - 2005 -towards Social Science.

UNIT-II

TAXONOMY OF INSTRUCTIONAL OBJECTIVES

5hrs

Level of Knowledge – Practical Knowledge

Difference between Educational and Instructional objectives- Benjamin S. Bloom's Taxonomy of Instructional Objectives and its Specifications – Domain wise analysis

UNIT-III

INSTRUCTIONAL STRATEGIES IN SOCIAL SCIENCE

14hrs

Level of Knowledge – Theoretical & Practical

Learner directed Instructional Strategies: Project Method- Computer assisted instruction- Assignment Method. Group Directed instructional strategies- Panel Discussion- Problem Solving- Dramatization- Role Play: Teacher Directed Instructional Strategies- Source Method Supervised Study- Dalton Plan- Story Telling- Models of Teaching-Jurisprudential Model

UNIT -IV

PLANNING IN SOCIAL SCIENCE

5hrs

Level of Knowledge – Practical Knowledge

Need and Importance of Lesson Planning- Steps and Format of Lesson Plan, Unit Plan and Year Plan

UNIT-V

COMPETENCIES OF SOCIAL SCIENCE TEACHER

8hrs

Level of Knowledge – Theoretical

Qualities of Social Science Teacher- Importance of In-service Programmes for quality improvement - Methods of In- Service Instruction – Seminar, Workshop, Talent Search, Refresher Course, Teacher Exchange Programme, Extension Lectures - Current Events- Nature and Scope, Criteria and Illustration, Methods of Teaching, Role of the teacher

UNIT - VI

EVALUATION IN SOCIAL SCIENCE

6 hrs

Level of Knowledge – Working

Concept of unit test; Steps in the construction of unit test; designing three dimensional chart / blue print of question paper; Format of question paper- IOTAQB- Development & its uses

REFERENCE

Agarwal,J.C., *Teaching of Social Studies - A Practical Approach*; Fourth Revised Edition, New Delhi : Vikas Publishing House Pvt. Ltd., 2008

Badami B.S, *Philosophical and sociological foundations of Education*, Gadag, Vidhyanidhi Publications. 2007.

Binning A.C. and Binning D.H. *Teaching of Social Studies in Schools*, New York: .Mc Graw Hill Book Co., 1952.

D.J.O'Connor, *An introduction to the Philosophy of Education*-London , 1975.

Dewey John , *Democracy and Education*, New York: Macmillan company, 1944.

Ghate V.D. *Teaching of History*, New York : OP, 1973.

Horne Herman.H. ., *The democratic Philosophy of Education*, New York: Macmillan company. 1934.

Kilpatric, William.H. , *A defense of Philosophy in Education*, Harvard teachers record. 1931.

Murthy .S.K. *Philosophical & Sociological foundations of Education*, Ludhiana:Tandon Publications. 2000.

Nayar P.R., and Dave P.N., *The teacher Education in Emerging Indian Society,,*. New Delhi: Arora Publications. 1982

Paliwal, M.N.R. *Social change and Education*, New Delhi:Uppal Publishing House, 1984.

Siddiqui.M.H. *Models of Teaching*, New Delhi: APH publishing corporation, 2008.

Taneja *Educational Thought and Practice*, New Delhi: Sterling Publishers Pvt.Ltd. 2005.

Yogendra K.Sharma, *Sociological Philosophy of Education*, New Delhi: Kanishka Publishers. 2004

Zikr-Ur-Rehman , *Teaching Methods and Techniques*, New Delhi : Anmol Publications 2004.

Course No MAE 106

METHODOLOGY OF TEACHING PHYSICAL SCIENCES

First Semester

OBJECTIVES

- ❖ To acquire the knowledge of nature of Physical sciences
- ❖ To appreciate the role of Physical sciences in daily life
- ❖ To understand the Aims and Objectives of teaching Physical sciences
- ❖ To develop the skill to prepare Unit plan and Lesson plan
- ❖ To achieve mastery over Methods, Approaches and Models of teaching Physical sciences
- ❖ To develop Teaching Aids and other learning material
- ❖ To organize a Physical sciences Club
- ❖ To organize co-curricular activities in Physical sciences
- ❖ To acquire the knowledge of Professional competencies of a Physical science teacher
- ❖ To acquire the knowledge of Resource materials required for teaching Physical sciences

UNIT-1

INTRODUCTION TO TEACHING PHYSICAL SCIENCES

04 Hours

Level of Knowledge – Conceptual and Basic

Meaning, nature, scope of Physical Sciences; Application and significance of Physical Sciences in daily life; Importance of Physical Sciences as a school subject – Practical, disciplinary, Cultural and recreational functions of Physical Sciences; Meaning and need of objective based teaching; General aims of teaching Physical Sciences ;

UNIT-2

EFFECTIVE PLANING FOR TEACHING PHYSICAL SCIENCES

08 Hours

Level of Knowledge – Conceptual and Working Knowledge

Lesson Plan: Meaning and importance; Herbatian Steps in Lesson Plan; Evaluation Approach – Features, Procedure, Merits; Unit Plan: Meaning and importance, features, procedure and advantages; Observation: Criteria for evaluation of a lesson, Systematic observation of a lesson, recording of observation

UNIT- 3

METHODS/ APPROACHES/ MODELS OF TEACHING PHYSICAL SCIENCES 14 Hours

Level of Knowledge – Conceptual and Working Knowledge

Meaning, salient feature, steps, relative merits and demerits and application in teaching Physical Sciences topics: Methods: Inducto-Deducto, Guided Discovery, Analytic, Synthetic, Project method; Approaches: Inductive, Deductive, Problem Solving approach; Models: Concept attainment model, Inductive thinking model, Advance Organizer model; Oral work; Written work; Drill Work in Teaching Physical Sciences

UNIT-4

RESOURCES FOR TEACHING PHYSICAL SCIENCES

13 Hours

Level of Knowledge – Conceptual and Working Knowledge

Printed Resources : Text book: Characteristics, uses, limitations and critical analysis; Work book, guides and reference material: Characteristics and uses; Non-Printed Resources: Laboratory : Organization, maintaining, uses and precautions needed; Teaching Aids : Projected, Non-projected and electronic aids – Types, features, merits and demerits; Edgar Dale’s Cone of Experience; Improvised Aids: Meaning, preparation, importance; Community Resources;

UNIT-5

CO-CURRICULAR ACTIVITIES IN PHYSICAL SCIENCES

03 Hours

Level of Knowledge – Working Knowledge

Meaning, Objectives, Organization and importance of: Physical Sciences Club, Physical Sciences Olympiad, Physical Sciences Quiz and Field trips

UNIT-6

PHYSICAL SCIENCES TEACHER AND PROFESSIONAL GROWTH

03 Hours

Level of Knowledge – Conceptual and Basic Knowledge

Competencies of a Physical Sciences Teacher; Programmes for Professional Growth: Seminars, workshops, Conferences; Projects, In-service training and Research & Literature – Meaning, Features and uses

Prescribed Texts

1. Sidhu Kulbir Singh. *The teaching of Physical Sciences*, New Delhi: Sterling Publications Pvt Ltd, 2004
2. Singh Manpal. *Modern Teaching of Physical Sciences*, New Delhi: Anmol Publications Pvt Ltd, 2004

3. Aggarwal S M. *Teaching of Modern Physical Sciences*, New Delhi: Dhanpat Rai Publishing co(p) ltd, 2006

Reference:

1. Agarwal, S.M. *A course in Teaching of Modern Physical Sciences*, New Delhi: Dhanpat Rai & Sons, 1977
2. Burger, Edward B & Starbird, Michael. *The Heart of Physical Sciences*, California: Key College Publishers, 1999
3. Butler & Wren. *The Teaching of Secondary School Physical Sciences*, London: Mc Graw Hill Book, 1965
4. Cooney T.J.et.al. *Dynamics of teaching Secondary School Physical Sciences*, Boston: Houghton Mifflin, 1975
5. Davis David R. *Teaching of Physical Sciences Addison*, Wesley Publications, 1960
6. Ediger Marlow, *Teaching Math Successfully*, Discovery Publication, 2004
7. Goel Amit. *Learn and Teach Physical Sciences*, New Delhi: Authors Press, 2006
8. Gupta, H.N. and Shankaran - *Content cum Methodology of Teaching Physical Sciences*, New Delhi: NCERT, 5th Ed, 1984
9. James Anice, (2005), *Teaching of Physical Sciences*, New Delhi, Neelkamal Publication
10. Kapoor, J.N, (1989), *Fascinating world of Physical Sciences*, New Delhi, Mathematical Science Trust
11. Khanna, S.D and et.al (1982), *Teaching of Physical Sciences*, New Delhi, Doaba House
12. Kulshrestha, *Teaching of Physical Sciences*, New Delhi, R.Lal & Sons
13. Kumar Sudhir, *Teaching of Physical Sciences*, New Delhi, Anmol Publications Pvt Ltd, 2004
14. Kuppuswamy Iyengar, *Teaching of Physical Sciences*, Bangalore, The new Education Pvt Ltd,. 1988
15. Mangal, S.K. *A Text book on Teaching Physical Sciences*, Ludhiana, Prakash Bros, 1981
16. NCERT, *Teaching of Physical Sciences*, New Delhi, NCERT, 2006
17. Papola C, *Teaching of Physical Sciences*, New Delhi, Anmol Publications Pvt Ltd, 2004
18. Raj B C, *Methods of Teaching Physical Sciences*, Lucknow, Prakashan, 2001
19. Servais, W and Varga, T, *Teaching School Physical Sciences*, Harmondsworth: Penguin Books, 1971
20. Sobel, Max A and Maletsky Evan M. *Teaching Physical Sciences, A source book for Aids Activities and Strategies*, New Jersey: Prentice Hall1988
21. Spencer, Peter Loncoln and Brydegaard, Margnerite. *Building Mathematical Competence in the Elementary School*, New York: Holt Rinehart and Winston Inc,. 1966
22. Yadawada S B. *Methods of Teaching Physical Sciences*, Gadag; Vidyanidhi, 2004
23. Zevenbergen, Robyn. *Teaching of Physical Sciences in Primary Schools*, New Delhi: Viva Books, 2004

Course No MAE 107

METHODOLOGY OF TEACHING NATURAL SCIENCE

First Semester

OBJECTIVES

- ❖ To understand the nature, significance and scope of teaching natural science.
- ❖ Understand the objectives of Teaching Natural Science
- ❖ Understand various methods and approaches of teaching
- ❖ Understand the various curricular and support materials in teaching Natural Science.
- ❖ Skill of developing lesson plans based on instructional objectives skill of analyzing the content in terms of concepts and learning experiences.
- ❖ Acquaint the knowledge of resources in teaching Natural Science.
- ❖ Acquaint skill of conducting Co curricular activities.
- ❖ Acquaint the meaning and professional competencies of a teacher.

UNIT-1

NATURE, SIGNIFICANCE AND SCOPE OF TEACHING NATURAL SCIENCE

06 hrs

Level of Knowledge – Fundamental

Nature of Science- Importance of science in relation to self & community: Scope of Science- science as process & Product- Scientific Method: Meaning & steps- Scientific attitude: meaning, characteristics, role of teacher in the development of scientific attitude among students.

UNIT-II

INSTRUCTIONAL OBJECTIVES

08 hrs

Level of Knowledge – Theoretical & Skill

Difference between Aims & Objective- Taxonomy of Educational Objectives-Cognitive, Affective & Psychomotor Domains- Objectives of teaching Natural Science- Knowledge, Understanding, Application, Analysis, Synthesis, Evaluation, Skill, Interest, Attitude, Appreciation- writing Instructional objectives in terms of specific learning.

UNIT-III

INSTRUCTIONAL STRATEGIES

9 hrs

Level of Knowledge – Working Knowledge

Scientific Method- Lecture Demonstration Method- Project Method- Inductive Deductive Method- Problem Solving Approach(according to Maier)- Critical Inquiry Approach- Biographical method- heuristic method- group discussions- seminars- brain storming- concept attainment model- inquiry training model- advanced organization model- conceptual & factual approach- interdisciplinary approach- constructivist approach.

UNIT-IV

PLANNING IN TEACHING NATURAL SCIENCE

6 hrs

Level of Knowledge – Working Knowledge

Importance of planning-types of planning- Unit plan – meaning, steps, importance and its format- Lesson plan – meaning, need, steps and importance, based on evaluation approach- Designing a lesson plan for topic of secondary school Biological Science.

UNIT-V

ACCESSORIES AND EVALUATION IN NATURAL SCIENCE

6 hrs

Level of Knowledge – Working Knowledge

Library- Text book- laboratory- resource unit- supplementary reading materials- teaching aids- television-0 tape recorder- OHP- LCD- specimens- meaning and types of evaluation- construction of an achievement test.

UNIT-VI

COCURRICULAR ACTIVITIES IN NATURAL SCIENCE

5 hrs

Level of Knowledge – Skill

Meaning, Organization & Objectives - Science Club - Science Exhibition - Science museum - Science quiz- Science Centre- Field Trips

UNIT-VI

PROFESSIONAL GROWTH

5 hrs

Level of Knowledge – Application

Professional competencies - Programmes for quality improvement by various agencies through seminars, conferences, workshop, refresher courses, Programmes viz., seminars, conferences, workshops, experimentation, refresher courses.

Reference

Das R.C., *Science Teaching in Schools*, Sterling Publications, 1990

Vaidya N., *Science Teaching for the 21st century*, Deep& Deep Publications., New Dehli: 1996

Thurber W.A. and Colletta A., *A Teaching Science in today's Secondary schools*, Prentice Hall of India. 1964

Yadav K., *Teaching of Life Science* New Delhi; Anmol Publications, 2001

RC Das,(1985) ,*Teaching of Science*,2nd Edn, New Delhi: Sterling Publishers Pvt.Ltd

R.C. Sharma , *Modern Science Teaching*,3rd Edn , New Delhi: Dhampat Rai and sons. 1982.

S. K. Gupta *Teaching of Physical Sciences in Secondary Schools*, New Delhi : Sterling Publishers Pvt.Ltd 1989

Narendra Vaidya ,*The Impact of Science Teaching*, New Delhi: Oxford and IBH Publishing house. 1971.

Dr.Rajasekar, *Method of Teaching Physical Sciences*, Hyderabad: Neelkamal publishers 1995.

V. Krishnamacharyulu, *Teaching of science*, Hyderabad: Neelkamal Publishers. , 2006

Course No MAE 108

ELEMENTARY & HIGHER EDUCATION IN INDIA

First Semester

OBJECTIVES

- ❖ To enable Students to know the historical Background of Elementary & Higher Education
- ❖ To enable students to understand the various strategies & programmes in enriching education in India
- ❖ To assist students in developing insight of open & distance Education
- ❖ To acquaint the students with the theoretical background of UEE
- ❖ To acquaint the students with various authorities & advisory bodies

UNIT-I

HISTORICAL BACKGROUND OF ELEMENTARY & HIGHER EDUCATION

7hrs

Level of Knowledge – Conceptual and Basic

Pre-British & British Times, Evolution of concept of National Education, Development of elementary & Higher education during the post independence

UNIT-II

STRATEGIES & PROGRAMMES

8hrs

Level of Knowledge – theoretical

Decentralized educational planning & Management, community mobilization, micro planning, district primary education programmes-goals & strategies. Schemes & Programmes for promotion of higher education in India. Role & responsibility of UGC in improving the quality of Higher Education.

UNIT-III

OPEN & DISTANCE EDUCATION

7hrs

Level of Knowledge – Conceptual

Historical development of open & distance Education in India. - Need & importance of Distance education in India- Modes of transmission in distance Education. Role of Distance Education Council IGNOU in promoting Distance Education in India

UNIT-IV

UNIVERSALISATION OF ELEMENTARY EDUCATION (UEE)

10hrs

Level of Knowledge – Comprehension

The meaning of UEE & its different aspects – access, enrolment, participation, learning & achievement.- Challenges & Problems in achieving UEE- Non Enrolment of Girl Child, working children & other disadvantaged group. government plans in retention & preventions of dropout- incentive schemes, midday meals, meeting opportunity costs, non-detention at primary stage, managing learning in multigrade context, dealing with the learning problems of disadvantaged child.

UNIT-V

AUTHORITIES & ADVISORY BODIES

8hrs

Level of Knowledge – Conceptualization

Central authorities and bodies- the state authorities and bodies.- universities – central, state, deemed, autonomous bodies- role , function, powers & contributions. Role of UGC, NCERT, NIEPA, NCTE & NAAC.

Reference

Dunkin M J (Ed): the International Encyclopaedia of Teaching and Teacher Education. Pergamon Press. N Y 1987.

Education for All: the Indian Scene, Government of India, MHRD, DOE, Oct, 1993.

Elementary Teacher Education Curriculum, Guidelines and Syllabi, NCERT, New Delhi, 1991

Goel S L & Arun Goel: Education, Policy & Administration, Deep & Deep Publications.

Towards a Human & Enlightened society- A review NPE 1986

EXTERNAL EXPERTS

1. Prof. Roopmala Koneri

Principal
New Horizon College of Education
Bangalore-08

2. Prof. G.Vijaya Kumari

Vijaya Teachers College
Jayanagar
Bangalore-11

Course No MAE 201

ADVANCED EDUCATIONAL PSYCHOLOGY

Second Semester

OBJECTIVES

- ❖ Understand the concept of personality and methods to assess the pupils.
- ❖ Understand the importance & types of Intelligence test
- ❖ Able to apply the cognitive theories.
- ❖ Able to apply the concept of individual difference.
- ❖ Able to analyze the importance of guidance & Counseling.
- ❖ Able to identify the problems of Exceptional children.

UNIT-I

PERSONALITY

10hrs

Level of Knowledge –Conceptual

Meaning, classification,-Structure of Personality- Sigmund Freud's - Assessment of Personality - Subjective, Objective and Projective techniques- Theories of personality – -Sigmund Freud's - trait (Allport, Cattell)- Type of Personality-Humanistic (Carl Rogers)- Indian concept of personality development.

UNIT-II

INDIVIDUAL DIFFERENCE

5hrs

Level of Knowledge –Comprehension

Meaning & Nature of individual differences: factors causing Individual Differences- Dimensions of Individual- Psychological & Physical-Educational Implications

UNIT-III

COGNITIVE PRESPECTIVE

10hrs

Level of Knowledge –Knowledge & Application

Cognition Meaning and origin, Cognitive Development- Piagets theory of Cognitive development- Vygotsky's Socio-cultural perspective. Implications of Piagets theory and Vygotsky's theories for teachers.

Concept learning- meaning- strategies for teaching concepts. Burners Concept attainment model – Educational Implication.

UNIT-IV

GUIDANCE & COUNSELING

7hrs

Level of Knowledge – Application

Guidance –Meaning-Principles-Types- Educational, Vocational, Personal-Counseling- Meaning Types-Directive- Non Directive-Eclectic Counseling-Role of Teachers in Guidance & Counseling.

UNIT-V

EXCEPTIONAL CHILDREN

8hrs

Level of Knowledge – Theoretical

Gifted children- Meaning, Nature, Identification, Educational programmes for gifted children. Educationally Backward Children - Meaning, Characteristics, Causes and Remedial instruction. Mentally Retarded- Meaning, Characteristics, Educational benefits for mentally retarded students. Physically Handicapped - Meaning, Characteristics - Problems in Education of Exceptional Children.

UNIT-VI

GROUP DYNAMICS & ADJUSTMENT

5hrs

Level of Knowledge –Conceptual & Basic

Psychology of Adjustment, Adjustment process and different adjustment mechanism. Maladjustment and corrective measures- Group Dynamics- Concept, structure and process, Class room climate and its educational implications.

REFERENCE

Bhatnagar A.B., *Advanced Educational Psychology*, Meerut: Loyel Book Depot, 1996.

Bhatia & Bhatia, “ A text book of Educational Psychology” Doaba house. New Delhi, 2001.

Charles E Skinner, “ Educational Psychology – Fourth Edition, Prentice-Hall of India Private Limited, New Delhi, 1993.

S.Dandapani, “ Advanced Educational Psychology”, Anmol Publications Pvt. Ltd, New Delhi, 2000

S.K Mangal. “ Advanced Educational Psychology-Second Edition” Prentice-Hall of India Private Limited, Delhi, 2002

Robert. E Slavin, “ Educational Psychology-Theory & Practical sixth Edition, Ally & Bacon, USA, 2002

EXTERNAL EXPERTS

1. Prof. Roopmala Koneri
Principal
New Horizon College of Education
Bangalore-08

2. Prof. G.Vijaya Kumari
Vijaya Teachers College
Jayanagar
Bangalore-11

Course No MAE 202

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Second Semester

OBJECTIVES

- ❖ To develop a deeper understanding of the relationship between philosophy and education
- ❖ To acquaint the students with the major Indian Philosophy and the implications for education
- ❖ To acquaint them with the major western philosophies which serves as foundations for educational thought and practice
- ❖ To develop a deeper understanding of the major modern movement in educational philosophies in the West and in India
- ❖ To develop the abilities to make comparisons between different philosophies and their educational implications
- ❖ To Develop the capacity to do independent thinking and a deeper insight into the philosophical roots & educational problems
- ❖ To stimulate the students to have their own independent and consistent view-point of a philosophy of education which enable them to make effective decisions on educational problems or issues.
- ❖ To enable the students to make preparing analysis of the social structure or to realize the role of education as an instrument of social political, Economic and Industrial change.

UNIT – 1

SOCIOLOGICAL FOUNDATION OF EDUCATION

6hrs

Level of Knowledge – Conceptual & Basic

Concept, meaning, scope and Functions of Sociology of Education as a Social Sub-system.-

Concept of Social system- Specific characteristics of education as a special sub-system-

Education and its relationship with other special sub-system i.e. Family, Caste and State.

UNIT- 2

EDUCATION AS A SOCIAL PROCESS

14hrs

Level of Knowledge – Comprehension

Theories of socialization.- Process of acculturation and socialization.- Role of family, Caste, and state in preservation transmission and enrichment of culture.- The concept of culture. Cultural lag, conflict,- Unity and diversity in India, making composite culture. Role of education- Concept of Social stratification & Factors & affecting- Functions and qualities of change agent- Social Mobility, Modernization and Education.- Impact of science and technology on society & education.- Social structure & Education-Conflict and Crisis within Indian Social Structure.

UNIT – 3

EDUCATION FOR ECONOMIC GROWTH

6hrs

Level of Knowledge – Theoretical

Education as a productive activity, Education and Economic Order- Education as Investment. Planned Society and Mixed Economy in India- Educational Planning in India with reference to Disadvantaged Groups- Population Explosion and Problems of Free and Compulsory Education as per Provisions of the Indian Constitution.

UNIT – 4

SOCIAL DIMENSION OF EDUCATION

11hrs

Level of Knowledge – Conceptual

Approaches to religious and moral education Humanistic and spiritual approaches.- Socialistic democratic state of Indian society and education.-Sociology of education and educational sociology concepts, relationship and functions- Approaches theories and characteristics of sociological analysis and their significance- Concept of institutionalization- Types of social institutions. Education as a social institution- Concept and dimensions of plurality. Curriculum for multicultural education- Teacher's role in and strategies of multicultural education. Socialization in cultural diversity (through education.)- Meaning and importance of peace education to address to social issues- Existing educational disparities, nature and causes equalization of education opportunities- Radical thought attentions in education, De- schooling, Concept and Consequences, Futurology of Education

UNIT – 5

RECENT DEVELOPMENT IN EDUCATION

5hrs

Level of Knowledge – Comprehension

Literacy and Education - Cultural, Educational and Socio Economic Profile of North Eastern Region-Recent development and initiatives in Education in India- Learning without burden and Decentralized management of education- Education for Twenty first century

Reference

- Aggarwal J.C, *Philosophical and sociological perspectives on education*, New Delhi: Shipra Publications, 2004
- Anand.C.L & Others , *the teacher and education in Emerging Indian Society*, NCERT, New Delhi.
- Anderson & Parker, *Society, Its Organization & Operation*, East West Printers, New Delhi, 1996.
- Badami B.S, *Philosophical and sociological foundations of Education*, Gadag, Vidhyanidhi Publications. 2007.
- Mac Iver & Page, *Society*, Macmillan & Co., London.
- Murthy .S.K. *Philosophical & Sociological foundations of Education*, Ludhiana:Tandon Publications. 2000.

EXTERNAL EXPERTS

1. Prof. Roopmala Koneri

Principal
New Horizon College of Education
Bangalore-08

2. Prof. G.Vijaya Kumari

Vijaya Teachers College
Jayanagar
Bangalore-11

Course No MAE 203

CONTEMPORARY ISSUES IN EDUCATION

Second Semester

OBJECTIVES

- ❖ Acquire knowledge of the contemporary issues in education
- ❖ Acquaint themselves with the information related to initiatives of educational institutions

UNIT – I

MULTIPLICITY OF COURSES **7hrs**

Level of Knowledge – Comprehension

Tradition and off-shoot specification courses – Distance and e-learning courses, full-time and own-time courses; Interdisciplinary, hybrid and interface courses: Issues and significance ; Teaching through Traditions: Incorporating Languages and Culture into Curricula

UNIT – II

PARENTAL ISSUES INVOLVING EDUCATION **4hrs**

Level of Knowledge – Conceptual

The appropriate relationship between government and parents in the education of children

UNIT – III

AUTONOMY AND ACCOUNTABILITY **7hrs**

Level of Knowledge – Comprehension

Issues relating to autonomy, accountability and accreditation of individual, departmental and institutional levels – Impact on stake – holders and the societal system – Autonomy as an instrument of transformational leadership – Leadership in education management.

UNIT – IV

GROWTH DIMENSIONS **5hrs**

Level of Knowledge – Theoretical

Growth in institutions at all levels – Growth in student strength –

Heterogeneity of student population -Student Assessment in Indian Education

UNIT – V

QUALITY MANAGEMENT

5hrs

Level of Knowledge – Comprehension

Need for excellence in standard of education – Matching global standards: Challenges and strategies – Top-down and Bottom-up approaches – SWOT analysis of every constituent

UNIT – VI

RELATIONS MANAGEMENT

7hrs

Level of Knowledge – Comprehension

Internal and external relations – Campus tranquility management – Stakeholders participation in management – Extracurricular activities for institution and social bounding extension services and outreach programmes for societal development initiatives.

UNIT – VII

SYSTEM ORIENTATION

5hrs

Level of Knowledge – Theoretical

Education as an integral part of every individual, family and society – Open Vs closed systems approach – Concepts of management, digital management, and virtual management

REFERENCES

Hanna DE and Associates, Higher Education in the era of digital Competition – Choice and challenges, Modison, WI, Atwood Publishing, 2000.

Catherine M and David M, Educational Issues in the Learning Age, London,

Ann FL and Associates. Leading Academic Change: Essential Roles for Departmental Chairs, San Fransisco, Jossey-Bass Publishers, 2000.

EXTERNAL EXPERTS

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New Horizon College of Education
Bangalore-08

2. Prof. G.Vijaya Kumari

Vijaya Teachers College
Jayanagar
Bangalore-11

Course No MAE 204

EVALUATION METHODS IN EDUCATION

Second Semester

OBJECTIVES

- ❖ Understand the basic concepts and techniques of measurement and evaluation in education.
- ❖ Understand the new trends in evaluation
- ❖ Develop skills necessary for the formulation of educational objectives
- ❖ Understand and develop Skills in the construction and standardization of tests.
- ❖ Understand and develop Skills in the construction of Diagnostic test and organize remedial teaching
- ❖ Prepare an objective based Question bank
- ❖ Understand and use the various Models in Evaluation
- ❖ Develop skills in feedback and reporting

UNIT– I

MEASUREMENT AND EVALUATION

4 Hrs

Level of Knowledge – Conceptual and Basic

Concept, scope and need, Functions of evaluation; Interrelationship between measurement and evaluation in education; Types of evaluation: formative & summative ;New trends in evaluation viz. : Grading. Semester system. Continuous Comprehensive evaluation.

UNIT–II

TAXONOMY OF EDUCATIONAL OBJECTIVES

5 Hrs

Level of Knowledge – Conceptual and Working Knowledge

Need of defining objectives; Inter relation of evaluation, objectives and learning experiences; Taxonomy of Educational Objectives- Blooms Contribution; Writing Objectives in Behavioural terms

UNIT – III

CHARACTERISTICS OF GOOD MEASURING INSTRUMENT

4 Hrs

Level of Knowledge – Conceptual and Working Knowledge

Validity : Nature, Types and validity; Reliability :Nature, types and factors influencing reliability; Practicability & Usability : Factors affecting the usability

UNIT-IV

TESTS OF SCHOLASTIC ACHIEVEMENT

7 Hrs

Level of Knowledge – Conceptual and Basic

Test Items: Essay, Short-answer and objective form : kinds, characteristics & Construction; Type of Tests – Meaning, construction, Merits & Demerits: Teacher made & Standardized Test, essay

test & objectives test, Norm referenced and criterion referenced tests and comparisons between them; Achievement Test – Concept, Construction and uses; Question Bank- IOTAQB.

UNIT-V

STANDARDIZED TEST AND DIAGNOSTIC TEST

6 Hrs

Level of Knowledge – Conceptual and Working Knowledge

Need for Educational Diagnosis and Steps in educational Diagnosis; Purpose of Diagnostic Test and Steps in the construction of a Diagnostic Test

- . Merits & demerits; Test Standardization: Steps involved in standardizing a Test; Item Analysis- Method, Uses & limitations

UNIT – VI

MODELS IN EDUCATIONAL EVALUATION

6 hrs

Level of Knowledge – Conceptual and Working Knowledge

Goal attainment Model; Judgment Models ; Stakes countenance Model; Decisions Facilitation Models; The Discrepancy Models; Naturalistic Model

UNIT- VII

EVALUATION RESULT - FEEDBACK AND REPORTING

3 Hrs

Level of Knowledge – Conceptual and Basic

Marking and reporting : concept and current- Letter grades, Written description of performance, Number grades, percentage grades, reports, student Profiles and PTA meetings; Uses of Computer in Evaluation

UNIT-VIII

EDUCATIONAL STATISTICS

10 hrs

Level of Knowledge – Conceptual and Working Knowledge

Organization and tabulation of data; Graphical Representation: Histogram, Frequency polygon, Ogive, Pie chart; NPC- Properties and uses, Skewness and Kurtosis; Descriptive Statistics – Significance and uses of: Measures of Central tendency, Measures of variability, Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T scores.

Skill Development

- Calculating reliability of a test by test-retest or split half or Parallel form or Rationale Equivalence Method.
- Establishing validity of test by differnt validity Methods.
- Construction, Try out and item analysis of a teacher made test.

- Construction, Try out of a Diagnostic Test.
- Diagnosis of Students deficiencies in any one of the following:
 - Problems Solving - Arithmetic - Spelling & Sentence Structures - Reading
 Construction and administration of an achievement test – Classification, tabulation and graphical representation and interpretation of data

REFERENCE

Aggarwal, J.C, (1995), Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.

Aggarwal, J.C. (2003), Essentials of Examination System Evaluation, tests and measurement, Vikas Publicating House, New Delhi

Bhatia, H.R. (1977), Textbook of Educational Psychology, The McMillan Company of India td., New delhi.

Chauhan, S.S. (1988), Advanced Educational Psychology, Vikas Publication, New Delhi.

Garret, H.E, (1971), Statistics in Psychology and Education, Vakils Feller, Simons Pvt Ltd., Bombay.

Lal, J.P, (2005) Educational Measurement and Evaluation, Anmol Publishing Pvt Ltd, New Delhi

Mangal, S.K, Educational Psychology.

Padua, Roberto.N, Santos, Rosita G, (1997) Educational Evaluation and Measurement-Theoery, Practice and Application, Kantha Publishing Co.Inc, Quezon City

Sidhu Kulbir Singh, (2007) New Approaches to Measurement and Evaluation, Sterling Publishing Pvt Ltd, New Delhi

Sharma, R.A, (2004) Essentials of Measurement in Education and Psychology, (4th ed.) Surya Publication.

Sharma, R.A, (2007) Technology of Teaching, Loyal Book Depot, Meerut

Somashekar, T.V,(2005), Educational Psychology & Evaluation, Nirmala Prakashana, Bangalore

Course No MAE 205

METHODOLOGY OF EDUCATIONAL RESEARCH & STATISTICS

Second Semester

OBJECTIVES

- ❖ Understand the Scientific method of generating knowledge
- ❖ Define Research Methodology
- ❖ Understand the foundations of educational research
- ❖ Develop insight of the types and methods of educational research
- ❖ Understand the necessity of review of literature
- ❖ Construct and use different kinds of Tools & techniques of Collecting Data,
- ❖ Formulate and test Hypothesis,
- ❖ Understand about the fundamentals of Sampling theory and techniques
- ❖ Familiarize about various measurement and scaling techniques

UNIT-I

INTRODUCTION TO EDUCATIONAL RESEARCH

5 Hrs

Level of Knowledge – Conceptual and Basic

Sources of generating knowledge: Traditional & Scientific method; Meaning and nature, need and importance and scope of educational research; Areas of educational research ; Kinds of Educational Research - Fundamental Research, Applied Research and Action Research

UNIT-II

METHODS OF EDUCATIONAL RESEARCH

15 Hrs

Level of Knowledge – Conceptual and Working Knowledge

Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data ; Descriptive Research- surveys, case study, content analysis, developmental and correlation studies – nature and use, steps and interpretation, Ex- Post Facto Research; Experimental Research – need and significance- nature and steps-validity; internal and external, use and limitations of different types of experimental designs; Qualitative Research- Ethnomethodical

UNIT-III

REVIEW OF LITERATURE, RESEARCH PROBLEM, VARIABLES AND HYPOTHESIS

8 Hrs

Level of Knowledge – Conceptual and Working Knowledge

Review of related literature- purpose and need at different stages of research; Research problem - Source, selection and criteria, scope and delimitations, statement of the problem in different forms; Variables - Concept, nature, characteristics and types; Inter relationship of different variables; Hypothesis - Concept, importance, characteristics and forms; formulation and testing

UNIT-IV

SAMPLING TECHNIQUES

4 Hrs

Level of Knowledge – Conceptual and Working Knowledge

Population- Concept; Sampling- Concept and need ,characteristics of good sample; Sampling Methods - Probability sampling & non-probability sampling techniques; Errors in sampling and sample size

UNIT-V

DATA COLLECTION AND RESEARCH TOOLS

13 Hrs

Level of Knowledge – Conceptual and Working Knowledge

Problems involved in the collection of Data, precautions to be taken; Techniques & Tools of Data Collection.- Measurement Scales, Questionnaires, Inventories, Attitude Scales, Observations, Interview, Rating scales, check lists; Standardization procedure of tools; scaling – standard scores, T-scores & C-scores

REFERENCES

Aggrawal Y P. *Statistical Methods*, New Delhi: Sterling publishers Pvt., Ltd, 1998

Babbie, ER. *Survey Research Methods*, Wordsworth: Bebont CA, 1982.

Best, John W. *Research in Education*, New Delhi: Prentice Hall of India (Pvt) Ltd., 1963.

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Buch, MB. *Second Survey of Research in Education*, Ed., Baroda, India: CASE, 1980.

Buch (Ed). *Surveys of Education* Nos. 1,2,3,& 4, New Delhi: NCERT,.

Campbell, DT. *Experimental and Quasi-Experimental Designs for Research*, Chicago: McNally, 1966

- Garrett, HE. *Statistics in Psychology and Education*, Bombay: Vakil, Fiffer and Simons Pvt. Ltd,
- Good, Carter V. *Introduction to Educational Research*, New York: Applenton Century-Crofts, 1963
- Guilford, JP & Truchter, B. *Fundamental Statistics in Psychology and Education*, New York: McGraw Hill, 1978.a
- Gupta S P. *Statistical Methods*, New Delhi: Sultan Chand & Sons, 1996
- Keslinger, FN. *Foundations of Behavioural Research*, New York: Holt, Rinehart and Winston, 1986.
- Kothari C R, *Quantitative Techniques*, New Delhi: Vikas Publishing house, 1998
- Koul, Lokesh. *Methodology of Educational Research*, New Delhi: Vikash Publishing House Pvt. Ltd., 1997.
- MacMillan James H and Schomacher Sally, *Research in Education: A Conceptual Introduction*, New York: Harper Collins, 1989
- NCERT.*Research in Education*
- Sharma, BV, Prasad, DR and Satyanarayana, P. *Research Methods in Social And Sciences*, New Delhi: Sterling Publishers Pvt. Ltd., 1985.
- Sukhia, S.P. Malhotra,P.V. *Elements of Educatonal Research*, New Delhi: Alied Publishers.

EXTERNAL EXPERTS

1. Prof. Roopmala Koneri
Principal
New Horizon College of Education
Bangalore-08

2. Prof. G.Vijaya Kumari
Vijaya Teachers College
Jayanagar
Bangalore-11

Course No MAE 301
Economics of Education
Third Semester

OBJECTIVES

- ❖ To acquaint the students with the relationship between the financial support of education and quality of education,
- ❖ To develop familiarities with various sources of financing in India;
- ❖ To develop in them the understanding of school accounting and developing skill in school budgeting;
- ❖ To develop appreciation of the financial problems of educational administration;
- ❖ To enable the students to locate human and material resources and utilize them to the maximum benefit for education.

UNIT -I

BASIC CONCEPTS

7 hrs

Concept, Need, and Scope of Economics of Education, Relationship between Education and Economics, - Education as an Economic Good, Education as Consumption and Investment, Education as Industry: A Critical Analysis, Economic Thoughts on Education: Classical, Neo-Classical and Modern

UNIT II

EDUCATION, HUMAN CAPITAL AND HUMAN RESOURCES DEVELOPMENT

8 hrs

Concept and Importance of Human Capital, Implications of Human Capital Theory on Educational Development, Schultz's Human Capital Theory of Education and its Limitations, Concept and Importance of Human Resource Development, Strategies for Developing Human Resources with reference to developing countries.

UNIT III

EDUCATION AND ECONOMIC DEVELOPMENT

10 hrs

Concept of Economic Growth and Development, Educational Pre-requisites for Economic Growth, Contribution of Education to Economic growth, Relative Significance of Different Levels of Education in Economic Development with special reference to India.

UNIT IV

SCHOOL BUDGETING

10 hrs

Social and Private Cost, Opportunity Cost, Unit Cost, Direct (Social & Private) and Indirect benefits of Education (spill-over and externalities)- Approaches to Measuring the Benefits of Education: Correlation Approach, Residual Approach, Rate of Return Approach (i.e. Cost- Benefit Analysis); Criteria for Financing Education

UNIT- V

CENTRAL-STATE RELATIONSHIP IN FINANCE OF

10 hrs

EDUCATION

Level of Knowledge-Application

Development of Educational Planning in India;- Educational Planning Machinery at National, State, District, - Education in Five Year Plans, Appraisal and Analysis of Educational Data; Formulation of Policy and Proposals; Projection, Programming and Project Analysis

REFERENCES

Becker, G.S (1993), *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (Third Edition)*. Chicago, IL National Bureau of Economic Research, 161-227.

Blaug Mark (1972): *An Introduction to Economics of Education*, Allen lane. London, Penguin.

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Coombs, P.H & Hallak.J (1988) *Cost Analysis in Education: A Tool for Policy and Planning*, Baltimore: John Hopkins Press.

G. Psacharopoulos (1987): *Economics of Education: Research and Studies*, New York: Pergamon Press.

John, R.L. & Morphet, B.L. (Ed.) (1952): *Problems and Issues in public school finance*. New York: Columbia University.

Levin, Henry M (1983): *Introduction to Cost Analysis in Cost-effectiveness: A Premie*, New Delhi, and Sage.

Musgrave, R.A.: *Theory of Public Finance: A study of public Economy*. New York: McGraw Hill.

Nail J.P (1975) *Equality, Quality and Quantity*. New Delhi, Allied.

Saxton, P.G. (1961). *Education and Income*. New York: Viking Press.

World Baum (1986). *Financing Education in developing Countries: An exploration of Policy option.*

EXTERNAL EXPERTS

Prof. Roopmala Koneri

Principal

New Horizon College of Education

Bangalore-08

Prof. G.Vijaya Kumari

Vijaya Teachers College

Jayanagar

Bangalore-11

Course No MAE 302
CURRICULUM DEVELOPMENT

Third Semester

OBJECTIVES

- ❖ To acquaint the students with the theoretical background of curriculum
- ❖ To develop understanding about the importance of philosophical, psychological and Sociological bases for Curriculum Development.
- ❖ To enable them to apply the principles of curriculum construction.
- ❖ To develop the understanding about instructional materials and curriculum transaction
- ❖ To develop a futuristic vision about devising new curriculum designs.
- ❖ To develop the understanding about the necessity of curriculum change and curriculum evaluation.

UNIT-I

INTRODUCTION TO CURRICULUM

15 hrs

Level of Knowledge – Theoretical

Meaning and concept of curriculum, curriculum movement, curriculum reforms in India types: Tangible and hidden curriculum – Philosophical foundations of curriculum: Philosophy as a curriculum and Reconstructions: relationship between values and curriculum – Educational foundations: educational policies and principles, Sociological foundations of curriculum: Role of society, culture, social change in India and its curricular implications- Psychological foundations of Curriculum: Role of learning theories and its curricular implications.

UNIT-II

CURRICULUM CHANGE

8 hrs

Level of Knowledge – Comprehension

Meaning & need for curriculum change- Factors affecting curriculum change- Strategies for curriculum change: role of community, administrator, curriculum consultants, teachers & students- Curriculum plans.

UNIT-III

CURRICULUM DEVELOPMENT

15 hrs

Level of Knowledge – Basic

Curriculum Design: Concept & Criteria of Curriculum Development: Scope, Sequence, relevance & Components of Curriculum Design - Types of Curriculum Design: Subject-Centered, Activity-cum-Experience Centered, Undifferentiated and Differentiated, interdisciplinary and multidisciplinary curriculum-Curriculum Development: Stages: planning, designing, Implementation and evaluation - Steps and Process: (1)Situational analysis : operational definition of objectives, specification of teaching-learning activities; analysis and organization of learning material; evaluation- (2) Procedures of determining curriculum, content : the acceptance of authority procedure, persistent life situations procedure learners needs and problems procedure, factors determining sequence and grade placement.

UNIT-IV

PRINCIPLES OF CURRICULUM CONSTRUCTION

7 hrs

Level of Knowledge- Conceptual and Basic

Principles of Curriculum Construction: educational objectives – content: selection and organization criteria, sequencing, integrating and structuring procedure- evaluating; grading, time allotment, placement & distribution.

UNIT-VII

CURRICULUM TRANSACTION

7 hrs

Level of Knowledge – Application

Curriculum transactions: meaning & concept- Text book: Preparation and Evaluation of Text Book and Allied Instructional Material- Analysis of Curricular Content-Designing units, Suitable Presentation Modes- Teacher as Curriculum Practitioner- Instructional Planning for Effective Teaching.

UNIT-VIII

CURRICULUM EVALUATION

8 hrs

Level of Knowledge – Application

Concept of Evaluation: comprehensive and cooperative enterprise, Evaluation an Integral part of the Curriculum - Criteria for evaluating, curriculum - Tools for Evaluation: Construction and standardization of evaluative instruments. Measurement of attainment – evaluation models: Struffe beam, Ralph Tyler and Taba, uses of evaluation models – curriculum research- need, scope and recent contributions.

REFERENCES:

Avinash Chandra: *Curriculum Development and Evaluation in Education*, New Delhi, Sterling Publishers, 1977.

Aggarwal. J. C: *Curriculum Reform in India:* Delhi, Doaba, 1990.

Brent, Allen: *Philosophical foundations for the Curriculum*, Boston, Allen and Unwin, 1978.

Das, R.C.: *Curriculum and Evaluation*, New Delhi. NCERT, 1987.

Dell, Ronald C. *Curriculum Improvement: Decision Making & Process*, (6th edition). London, Allyn & Bacon, Inc. 1986.

Diamond, Robert M. *Designing & Improving Courses & Curricula in Higher Education A systematic Approach*, California, Jossey Bass Inc. Publishers, 1989.

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Jenkins, David: *Curriculum Evaluation*. Belchoev: Open University Press, 1976.

Lindall C.M., Cox, R.C. & Bolvin, J.D.: *Evaluation as a tool in curriculum development*. Rand Mac Nally, 1970.

Nagar P.S.: *Curriculum Achievement and Automatic Teaching*. Varansi; Bhartiya Vidya Prakashan, 1973.

EXTERNAL EXPERTS

Prof. Roopmala Koneri

Principal

New Horizon College of Education

Bangalore-08

Prof. G.Vijaya Kumari

Vijaya Teachers College

Jayanagar

Bangalore-11

1.

Course No MAE 302
RESEARCH METHODOLOGY-PART II
Third Semester

DESCRIPTION

This paper is offered as a core paper in the Third semester. It helps in developing skills in educational research statistics. It helps in developing skills in evaluating and writing of research reports. It develops scientific and research attitude in students.

LEARNING OBJECTIVES

To enable the students to:

- ❖ Understand the role and use of statistics in educational research
- ❖ Select the appropriate statistical methods in educational research
- ❖ Understand the application aspects of descriptive and inferential statistics
- ❖ Understand various Statistical measures for interpretation of data
- ❖ Develop skill in analyzing quantitative and qualitative data.
- ❖ Interpret and draw Conclusions of the Statistical data
- ❖ Develop skill to write and evaluate research reports and dissertations
- ❖ Prepare self-explanatory Synopsis of a Research Project
- ❖ List the Research Issues in the field of Research Methodology
- ❖ Review the educational research articles.
- ❖ Use computers for data analysis.
- ❖ To develop scientific and research attitude.
- ❖ To appraise any recent research study

UNIT-I ANALYSIS AND INTERPRETATION OF DATA (15 hrs)

Level of Knowledge – Conceptual and Working Knowledge

Concepts: Levels of significance, confidence, limits and intervals, degrees of freedom, Errors in Research: types of errors- Types I, Type II; Tests of significance of difference between means: one and two tailed tests; Parametric

- Construct a Questionnaire – Parents, Teachers and students – Teacher appraisal performance
- Calculating reliability of a test by test-retest or split half or Parallel form or Rationale Equivalence Method.
- Establishing validity of test by concurrent or congruent validity Methods.
- A Critical appraisal of a recent research study.
- A Sample survey of a population regarding its opinion about some educational problem and preparing its report.
- Preparing a correlation Matrix based on school marks of a group of students and carrying out Factor Analysis
- Development of any one of the following tools:
 - a. Questionnaire
 - b. Observation Schedule
 - c. Interview schedule
 - d. An attitude scale
 - e. Rating scale
 - f. Check list.

References:

Aggrawal Y P. *Statistical Methods*, New Delhi: Sterling publishers Pvt., Ltd, 1998

Babbie, ER. *Survey Research Methods*, Wordsworth: Bebont CA, 1982.

Best, John W & Kahn, James V. *Research in Education*, New Delhi: Prentice Hall of India (Pvt.) Ltd., 1992.

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Garrett, HE. *Statistics in Psychology and Education*, Bombay: Vakil, Fiffer and Simons Pvt. Ltd,

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Guilford, JP & Truchter, B. *Fundamental Statistics in Psychology and Education*, New York: McGraw Hill, 1978.

Gupta S P. *Statistical Methods*, New Delhi: Sultan Chand & Sons, 1996

Keslinger, FN. *Foundations of Behavioural Research*, New York: Holt, Rinehart and Winston, 1986.

Kothari C R, *Quantitative Techniques*, New Delhi: Vikas Publishing house, 1998

Koul, Lokesh. *Methodology of Educational Research*, New Delhi: Vikash Publishing House Pvt. Ltd., 1997.

MacMillan James H and Schomacher Sally, *Research in Education: A Conceptual Introduction*, New York: Harper Collins, 1989

NCERT.*Research in Education*

Sharma, BV, Prasad, DR and Satyanarayana, P. *Research Methods in Social And Sciences*, New Delhi: Sterling Publishers Pvt. Ltd., 1985.

Sukhia, S.P. Malhotra,P.V. *Elements of Educational Research*, New Delhi: Allied Publishers.

Tuckman Bruce W. *Conducting Educational Research*, New York: Harcourt Brace Jovanovich, Inc, 1972.

Course No MAE 303

EDUCATIONAL TECHNOLOGY

Third Semester

OBJECTIVES

- ❖ Understand the Concept, Scope and Significance of Educational Technology in the Education System
- ❖ Apply the expertise gained in tackling the problems of Indian education through communication and media
- ❖ Describe Teaching Models
- ❖ Explain the concept of instructional design
- ❖ Describe the application of programmed instruction in teaching-learning process and
- ❖ Analyze various issues in Educational Technology in Indian Education.

UNIT – I

INTRODUCTION TO EDUCATIONAL TECHNOLOGY

10hrs

Level of Knowledge – Conceptual

Meaning, Definition, Aims, Components, Objectives, Scope and Significance of Educational Technology - Educational Technology and Instructional Technology - Educational Technology

and Information Technology –Application of Educational Technology in Indian Classroom - Future priorities in Educational Technology.

UNIT – II

DESIGN OF INSTRUCTION

10hrs

Level of Knowledge – Theoretical

Teaching vs Learning- Design of Instruction –Steps – Basic Assumptions – Types of Instructional design – Objective based- Skill based, Competency based- Model based- Learning style based

UNIT – III

COMMUNICATION

10 hrs

Level of Knowledge – Theoretical

Meaning, Concept, Components, Process, Types, Classroom Communication, Mass media approach in Educational Technology - Communication and Mass Media - Mass Media, Radio, Television, Internet and Films - Teacher's Role in Using Mass Media in Education.

UNIT – IV

MODELS OF TEACHING

10 hrs

Level of Knowledge – Application

Meaning, Definition, Characteristics, Fundamental elements, Classification and Types – Models of teaching

UNIT – V

PROGRAMMED INSTRUCTION

10 hrs

Level of Knowledge – Application

Origin, Definition, Characteristics, Principles, Types of Programmed instruction– Linear - Branching- Mathematics - Computer Assisted Instruction – Features, Merits and Demerits

UNIT – VI

EDUCATIONAL TECHNOLOGY IN NON-FORMAL AND INFORMAL EDUCATION

10hrs

Level of Knowledge – Conceptual and Application

Distance Education, Open Learning Systems. Emerging trends in Educational Technology - Problems of New Technologies- Evaluation and Educational Technology. Resource Centres for Educational Technology – Their activity for the improvement of teaching – learning.

REFERENCES:

Chand, Tara; *Educational Technology*; Anaval Publications, New Delhi, 1990.

Deceeco, John P; *The Psychology of Learning and action: Educational Psychology*; Prentice Hall of India, New Delhi, 1968.

Dwight, Allen &Rayan, *Micro-teaching*, Addison Wesley Kevin Pub.Co Monachustter, 1969.

Flander, Wed; *Analysing Teaching Behaviour*; Addison Wesley Pub. Co., Monachustter, 1971.

Green, Thomas F; *The Activities of Teaching*; McGraw Hill Book Co. New York, 1971.

Hilgard, ER &Bown GH; *Theories of Learning*; Prentice Hall of India, New Delhi, 1972.

Hoover, Kenneth; *College Teaching Today: Handbook for Post Secondary Instruction*, Allyn Bacon, Ine, London, 1980.

Joycle, Bruce & Weill; *Models of Teaching*; Prentice Hall, Marsha Inc.New York, 1972.

EXTERNAL EXPERTS

Prof. RoopmalaKoneri

Principal

New Horizon College of Education

Bangalore-08

Prof. G.VijayaKumari

Vijaya Teachers College

Jayanagar

Bangalore-11

Course No MAE 305

Special Education

Third Semester

OBJECTIVES

- ❖ Develop a deeper understanding of the relationship between Special education and education
- ❖ Acquaint the students with the major characteristics of various disabilities
- ❖ Develop a deeper understanding of the concept of integrated education
- ❖ Develop an insight into Inclusive Education and its supporting agencies

UNIT – I

CONCEPT & NATURE OF SPECIAL EDUCATION

3 hrs

Level of Knowledge – Conceptual & Basic

Meaning, Objectives, types, Scope, Historical perspective, integrated education

UNIT- II

EDUCATION OF MENTALLY CHALLENGED

4 hrs

Level of Knowledge – Comprehension

Meaning, Characteristics of challenged, Educable mentally challenged, teaching strategies, remedial programmes, Etiology and prevention, mental hygiene as remediation

UNIT – III

EDUCATION OF THE VISUALLY IMPAIRED

5 hrs

Level of Knowledge – Theoretical

Meaning, Characteristics, degree of impairment, etiology and prevention, educational programmes for the visually challenged. Braille Script- History of origin and implementation.

UNIT – IV

HEARING IMPAIRED & ORTHOPEDICALLY CHALLENGED

6 hrs

Level of Knowledge – Conceptual

Hearing Impaired children: Characteristics, degree of impairment, etiology and prevention, educational programmes. Orthopedically Challenged children: types of handicap, characteristics, educational programmes

UNIT – V

INCLUSIVE EDUCATION

12 hrs

Level of Knowledge – Comprehension

Meaning, origin, concept, need and scope of Inclusive education, Dyslexic children, ADHD, Autism, Policies and aids of Government, NGO's and UNESCO towards Inclusive education, Role of schools and teachers in Inclusive education. Teacher education & inclusive education.

REFERENCES:

- Baine, D.** (1988) *Handicapped Children in Developing Countries. Assessment, curriculum and Instruction.* University of Alberta, Alberta.
- Byrne, M., Shervanian, C.** *Introduction to Communicate Disorders.* New York Harper & Row, 1977.
- Davis,** (Ed.) *Our forgotten children Hard-of hearing pupils in the schools.* Minneapolis National Support Systems Project 1977.
- Harely, R.K., and Lawrence, G.A.,** *Visual Impairment in the Schools.* Springfield, IL Charles C. Thomas, 1977.
- Jangira, N.K., & Mani, M.N.G.,** *Integrated Education of the visually Handicapped, Management Perspectives.* Gurgaon Academic Press, 1991.
- Longone, 3.** (1990). *Teaching Retarded learners Curriculum and Methods for improving instruction.* Allyn and bacon Boston.
- Mani, M.N.G.,** *Techniques of teaching blind children,* New Delhi Sterling Publishers, 1992.
- Narayan, & Kutty, A.T.T.** (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level.* NIMH, Secunderabad.
- Panda, K.C.** (1997), *Education of Exceptional Children.* New Delhi Vikas Publications.
- Taylor, R.L..** (1993). *Assessment of Exceptional Students Educational and Psychological Procedures.* Boston Allyn Bacon.
- Comprehensive Action Plan on Inclusive Education, Department of Higher education, Government of India, Ministry of human resource development.

EXTERNAL EXPERTS

Prof. Roopmala Koneri

Principal

New Horizon College of Education

Bangalore-08

Prof. G.Vijaya Kumari

Vijaya Teachers College

Jayanagar

Bangalore-11

Course No MAE 401
Educational Leadership and Management
Fourth Semester

OBJECTIVES

- ❖ To develop a personal paradigm of Leadership, Management and Organizational Development.
- ❖ To enable students acquire an understanding of concepts, principles and theories of Leadership, Management and Organizational Development.
- ❖ To acquaint the students with the relationship between financial support of education and quality of education .
- ❖ To understand issues related to planning and management in Education.

UNIT- I

MANAGEMENT AND LEADERSHIP IN EDUCATION

12 hrs

Level of Knowledge- Conceptual and Theoretical.

Management: Concept of Management, Roles ,skills and functions of Management; Theories of Management, Total Quality Management-Definition-Fundamental Principles-Process of TQM- Quality Tools of TQM. Leadership-Meaning-Functions of Leadership- Leadership styles Management and Leadership, Models of Educational Leadership and Management, Importance of Leadership and Management of Education, Applications of Leadership theories and approaches in Education. Team Building -Concept of Teamwork -Characteristics of high performing teams, Obstacles to effective teamwork, overcoming obstacles to effective teamwork. Mentoring-Process, types and implications for educational leaders.

UNIT- II

PRINCIPLES ,TECHNIQUES AND APPROACHES OF EDUCATIONAL PLANNING **15 hrs**

Level of Knowledge-Theoretical and practical Knowledge

Guiding principles of educational planning: Methods and Techniques of Educational Planning: Approaches to Educational Planning; Social Demand approach; Man power approach; Return of Investment approaches; Types of Educational Planning; Critical analysis of Educational planning in India; Performance and Resource Management in Educational Institutions. Monitoring of school performance. Performance appraisal of Teachers. Scientific Principles of Management. Financial and Administrative Management of educational institutions. Need for resource Management in Education: Material, Human, Financial; Educational Finance; Need and significance of Educational Finance. Allocation of resources-Economic and social basis for allocation of resources in education. Financing Education for Equality of Education. Social Justice .Efficiency-cost minimization and quality improvement: Grant in aid system. School Budgeting and accounting procedures. Central Grants, State Grants and allocation of Grants by UGC. Grant in Aid policy in India and states. Central state relationship in Finance of Education.

UNIT- III

ORGANIZATION CULTURE AND CLIMATE **10 hrs**

Level of Knowledge- Conceptual and Basic

Organizational Culture -Concept and definitions, Creating Organizational Culture and managing organizational culture-Dimensions of organizational culture. Organizational Climate -Meaning, Definitions, theoretical background, Dimensions of organizational climate, importance of organizational climate in education.

UNIT- IV

STRATEGIC MANAGEMENT IN EDUCATION **8 hrs**

Level of Knowledge-Theoretical and practical

Introduction to strategic Management. The role of strategic Management in Organizations- Strategic Management in Education. Relation between strategic management and strategic planning, Thinking strategically. The strategic managing process and strategic management in education.

REFERENCES:

Brent Davies, John West -Burnham, Handbook of Educational Leadership and

Management; Pearson Education, 2003.

Cherrington DJ *The Work Ethic: Working Values and values that work*; AMACOM, New York, 1980.

Clarence Adam Weber, Mary E Weber, *Fundamentals of Educational Leadership*; MC Graw -HILL, 1955.

Clive Dimmock, Allan Walker; *Educational Leadership: Culture and diversity*; Sage, London, 2005.

Halpin, A.W and Croft, DB, *The Organizational Climate of School*; Chicago, IL, Midwest Administration centre, University of Chicago, 1963.

Koontz H and Donnel C; *Principles of Management*; MC Graw Hill BookCo, New York, 1972.

Mukopadayay, Manar and Tyagi RS(2005): *Governance of School Education in India*; New Delhi

EXTERNAL EXPERTS

Prof. Roopmala Koneri

Principal

New Horizon College of Education

Bangalore-08

Prof. G.Vijaya Kumari

Vijaya Teachers College

Jayanagar

Bangalore-11

Course No MAE 402

Paper – V Comparative Education

Fourth Semester

OBJECTIVES

- ❖ To help the students to understand comparative education as an emerging Multi education as discipline (with its scope and major concepts) of education.
- ❖ To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- ❖ To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
- ❖ To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
- ❖ To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

UNIT- I

COMPARATIVE EDUCATION

6 hrs

Level of Knowledge – Theoretical

Meaning, Scope and major concepts; Meaning and scope of Comparative Education; Importance of the study of Educational Systems in a comparative perspective; Education for Economic Development; - Education for Socio - Cultural Development
Factors determining the Educational Systems of a Country.

UNIT –II

FACTORS & APPROACHES

10hrs

Level of Knowledge-Comprehension

Comparative education factors and approaches; geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural; Factors related to Cross disciplinary approach used in comparative education.

UNIT -III

Education for Peace and Global Consciousness

8 hrs

Level of Knowledge – Conceptual and Basic

Modern trends in world education – national and global; Educational for Global consciousness and development, Education for Environmental of Protection; - Role of UN and SAARC- Education Programmes of UNESCO.

UNIT- IV

COMPARATIVE STUDY

8 hrs

Level of Knowledge – Theoretical

A comparative study of the educational systems of countries with special reference to: Primary Education USA, UK, China, India; Secondary Education USA, UK, China India; Higher Education USA, UK, Russia, India; Teacher Education USA, UK, China, India.

UNIT -V

Problems prevailing in Developing and Third World countries,

6 hrs

Level of Knowledge – Application

Problems prevailing in developing countries with special reference to India, their causes and solution through education; Poverty , Unemployment , Population explosion , Gender Sensitization, Political instability.

REFERENCES:

- **Batten T.R.:** *Education and Country Development, Inst. of Rural Life, 1959.*
- **Bantock, G.H. :** *Freedom and authority Fabru, 1952*
- **Bertand Russel :** *Education and the social order London, George Allen and Unwin Ltd. 1947*
- **Garitea Hayes:** *The Historical Evolution of Modern Nationalism New York, Mac. Millan 1948*
- **Gollier F.K.F. :** *The Social Purpose of Educational Routledge, 1959*
- **Edward Hellt:** *Nationalism and after London, Mac. Millan and Col. Ltd. 1955*
- **Elwin, H.L. :** *Changing Education in a changing Society, A.W.L.I.1960*
- **Frenest Barnar :** *National Character, London, Mathueu I & Co. Ltd. 1948*
- **Floud J.E. & Others :** *Social class and educational opportunity, Hainemans 1957*
- **Gittuis, C.E.** *Educational Opportunity, Swarnasa*

EXTERNAL EXPERTS

Prof. Roopmala Koneri

Principal

New Horizon College of Education

Prof. G.Vijaya Kumari

Vijaya Teachers College

Jayanagar

Bangalore-08

Bangalore-11

Course No MAE 403
Guidance and Counseling
Fourth Semester

OBJECTIVES

- ❖ To develop an understanding of Guidance and counseling psychology
- ❖ To acquaint the students with the concept of counseling
- ❖ To acquaint them with the major Approaches to counseling
- ❖ To develop the abilities to collect data required for Guidance and counseling
- ❖ To Develop the capacity to use Guidance and counseling in educational setting
- ❖ To prepare and train students to become Educational counselors

UNIT – I

INTRODUCTION TO GUIDANCE

6 hrs

Level of Knowledge – Conceptual & Basic

Meaning, Nature and Scope of Guidance, Need of Guidance, Principles of Guidance, Nature, Needs, Scope of- Educational Guidance, Vocational Guidance, Social Guidance, Group Guidance.

UNIT-II

COUNSELING

5 hrs

Level of Knowledge – Comprehension

Nature and Principles of Counselling, Approaches to Counselling – directive, non-directive, eclectic, role and functions of Counsellor, Professional Education of the Counsellor.

UNIT – III

TECHNIQUES OF COLLECTING DATA FOR GUIDANCE

8 hrs

Level of Knowledge – Practical

Testing Techniques- types of tests used in Guidance, Tests of Intelligence: Aptitude, Interest, Achievement and Personality, Uses and limitations of testing techniques in Guidance, Non-testing techniques: observation, questionnaire, rating scale, interview anecdotal, cumulative record, case study.

UNIT – IV

GUIDANCE & COUNSELING IN THE EDUCATIONAL SETTING **15 hrs**

Level of Knowledge – Conceptual

Educational Guidance, introduction, Guidance needs related to education, Aptitudes and interests, Guidance at the elementary & secondary school level, Attitudes and interests, Guidance towards life goals, Educational Counseling, Introduction, Counseling the elementary and secondary school child, counseling at college, the role of teachers in counseling, Educational counseling and curriculum, counseling and home, evaluation of programmes of educational counseling, Vocational Guidance; introduction, theories of vocational development, The process of vocational counseling; Exploration and contract setting, the state of critical decision, Distinction between vocational counseling and vocational guidance.

UNIT – V

PROFESSIONAL PREPARATION & TRAINING FOR COUNSELING

8 hrs

Level of Knowledge – Comprehension

Introduction, Counseling preparation and professional issues, Academic preparation, Practical skills, Ethical standards, Legal considerations, selection and training of counselors, conception of a professional worker, preparation of counselors, important issues

REFERENCES:

Arulmani, G & Arulmani, S. Nag (2004): *Career Counseling: A Handbook*; New Delhi, Tata Mc Graw Hill Publishing Company Limited.

American psychological association; *The objectives of counseling*; American psychologists, 1956,11

S. Naryana Rao *Counseling and guidance, second edition*; Tata McGraw-Hill publishing, New Delhi.

Gibson, R.L. & Mitchell, M.H. (2003): *Introduction to Counseling and Guidance*; New Delhi:

Jonse, R.N. (2000): *Introduction to Counseling skills: Text and Activities*; New Delhi, Sage Publications.

Lewis, H. (2000): *Body Language: A Guide for Professionals Response*; Books: New Delhi,

Mohan Swadesh (Ed.) (1999): *Career Development in India: Theory Research and Development*; New Delhi, Vikas Publishing House.

Myers, R. (1986): *Research on Educational and Vocational Counseling*;

Nair K.V; (1972): *Psychological bases of Vocational Guidance*; Meerut, Meenakshi Prakashan, Begum Bridge.

Taneja, V.R. (1987): *Educational Thought and Practice*; Sterling Publishers Pvt. Ltd.

EXTERNAL EXPERTS

Prof. Roopmala Koneri

Principal

New Horizon College of Education

Bangalore-08

Prof. G.Vijaya Kumari

Vijaya Teachers College

Jayanagar

Bangalore-11

Course No MAE 404
TEACHER EDUCATION

Fourth Semester

OBJECTIVES

- ❖ To acquaint the students with knowledge concerning teacher education.
- ❖ To acquaint the students about the need and significance of teacher education.
- ❖ To acquaint the students about the agencies of the teacher education.
- ❖ To make them competent teachers, educators/ administrators.
- ❖ To enable them to undertake studies in teacher education.
- ❖ To stimulate them to reform teacher education.

UNIT – I

TEACHER EDUCATION 10hrs

Level of Knowledge – Theoretical

Teacher Education- Concept- Need and significance of Teacher Education – Importance of a Teacher in an Educational system – analyzing emerging trends and issues- Emerging role and responsibilities of teachers in building modern India- Professionalism and accountability in Teacher education

UNIT-II

AGENCIES OF TEACHER EDUCATION 10hrs

Level of Knowledge – Conceptual

Role of National Council of Teacher Education (NCTE) , NCFTE, - Role and function of different agencies of teacher education NCERT, SCERT, DIET and CTE with reference to teacher education

UNIT-III

PRE-SERVICE AND IN SERVICE EDUCATION5 hrs

Level of Knowledge – Theoretical

Pre-service education: different systems and their reviews- In service education: importance- agencies of in-service education –Teacher education and teaching effectiveness

UNIT-IV

RECENT TRENDS IN RESEARCH IN TEACHER EDUCATION 5hrs

Level of Knowledge – Application

Teaching as a profession, professional ethics for a teacher - Professional Organizations for various levels and their roles - Performance Appraisal of Teachers - Areas of Research in Teacher Education in India

REFERENCES:

- Attekar, A.S.**, *Education in Ancient India; Nand Kishore Bros, Banaras 1951*
- Buch M.B and Palasane M.M.** *Reading in Inservice Education; S P University 1947*
- Basu A.N.** *Education in Modern India; Orient Book Co, Calcutta 1947*
- Brunar, J.S.** *Towards a Theory of instruction; the Battanap Press, Massachusetts 1966*
- CERT** *Innovation in Inservice Education and Training of Teacher's Practice & Theory; OECD, Paris, 1978*
- Chaurasia G** *Teacher Education and Professional Organization; Authors press Delhi 2000*
- Chaurasia G** *New Era in Teacher Education; Sterling Publication, Delhi 1967*
- Chaurasia G** *Innovations & Challenges in Teacher Education; Vikas Publication, New Delhi 1977*
- DevGowda A.C.** *Teacher Education in India; Bangalore Book Bureau, Bangalore 1973*
- Ebel, R.L. (ED)** *Teacher Education, American Association of Colleges for Teacher Education; Queenta 1956.*
- Jangira N.K.** *Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education; National Publication House, Delhi, 1984*
- Mukherjee, S.N. (ED)** *Evaluation of Teacher of India (Vol-I); S. Chand & Co, Delhi, 1968*
- NCTE** *Teacher Education Curriculum: A Framework; NCERT, New Delhi 1978, 2005.*
- Sharma, S.P.** *Teacher Education-Principles Theories and Practices; Kanishka Publishers New Delhi, 2003*
- Tuckman B.W.** *Measuring Educational Outcome: Fundamental of Testing; New York, Harcourt Brace Jovanovich, 1975*

EXTERNAL EXPERTS

Prof. RoopmalaKoneri

Principal

New Horizon College of Education

Bangalore-08

Prof. G.VijayaKumari

Vijaya Teachers College

Jayanagar

Bangalore-11

MAE 405
Dissertation & Viva Voce

The dissertation shall be a core paper for all the students carrying 100 marks and each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of the Education Department of Christ University. Evaluation of students in this paper will be done by internal and external examinations.

1. Every candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of the faculty of education. Three copies of the dissertation typed on one side only and duly certified by the supervisor/ guide shall be submitted one month before commencement of the examination.
2. The dissertation shall either be a record of original work. Candidate shall not be permitted to submit a dissertation on which a degree/ diploma / certificate has already been conferred on him by the University or any other university / institution.
3. The dissertation shall be examined by two examiners- internal and external, and each shall receive a copy of the dissertation. They shall conduct the viva voce test jointly.
4. Each faculty member can guide a maximum of Three Students.

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Prof. Roopmala Koneri

Principal

New Horizon College of Education

Bangalore-08

Prof. G.Vijaya Kumari

Vijaya Teachers College

Jayanagar

Bangalore-11

Semester 1	Semester 2	Semester 3	Semester 4
MAE 101 Fundamentals of Educational Psychology	MAE 201 Advanced Educational Psychology	MAE 301 Economics of Education	MAE 401 Educational Management
MAE 102 Educational Planning and Organization	MAE 202 Sociological Foundations of Education	MAE 302 Curriculum Development & Instruction	MAE 402 Educational Technology
MAE 103 Philosophical Foundation of Education	MAE 203 Contemporary Issues in Education	MAE 303 Educational Statistics	MAE 403 Guidance and Counseling
MAE 104 Electives	MAE 204 Evaluation Methods in Education	MAE 304 Comparative Education	MAE 404 Teacher Education
	MAE 205 Method of Educational Research and Statistics	MAE 305 Special Education	MAE 405 Dissertation and Viva -Voce

Question Paper Pattern

Maximum Marks: 100

Time: 3 Hrs

Question paper is to have two Sections, Section A and Section B.

Section A has 7 questions out of which five questions have to be answered. Each Question carries 15 marks. Section B also has seven questions out of which again any five have to be answered. Each question carries five marks.

Format

Section A (15x5=75)

(Five Questions to be answered out of Seven)

Answer any five of the following questions each answer not exceeding three pages.

Section B (5x5=25)

Answer any five of the following questions each answer not exceeding One Page.

(Five Questions to be answered out of Seven)