

**Syllabus of M.Phil (Education) Programme for  
RIEs  
2008-2009**

*Revised Draft*



**Department of Teacher Education and Extension  
NCERT  
New Delhi**

## **Introduction**

The M.Phil programme is crucial for a prospective researcher at the predoctoral level .The programme is designed to build the research capacity of scholars from varied backgrounds and provide a strong orientation in different areas of education.

M.Phil programme will include two courses–Core course and Area of Specialization. In addition all the students will be required to undertake a Dissertation. The course will also include advance seminar in which student will present a paper on any educational theme in research colloquium and clear a viva voce examination.

## **Objectives**

The students will be helped to:

- Reflect on the basic parameters within which the system of school education operates. These are: the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and interconnections between these parameters
- Appreciate that research would help to enhance efficiency, effectiveness, quality and excellence in the system of school education
- Develop an understanding about problems of education and methodology to explore alternative solutions.
- Develop competency in undertaking leadership in the areas of School Education and Teacher Education
- Develop a rational conceptualization of educational research.
- Develop competency in undertaking independent micro and macro level research projects in the priority areas of school education and teacher education.

## **Eligibility**

- a. Candidates who have qualified in any of the following Post-Graduate Degrees prior to 1<sup>st</sup> January 2008, subject to such conditions as may be prescribed there for shall be eligible to register for the Degree of Master of Philosophy (M.Phil) and undergo the prescribed course of study as approved by the Institute / University.

Master's Degree in Education of any University recognized by the Syndicate as equivalent thereto.

- b. Candidates, who have qualified for in anyone of the Post-Graduate Degrees on or after 1<sup>st</sup> January 2008, shall be required to have obtained a minimum of 55 % of marks in their respective Post-Graduate Degrees to become eligible to register for the Degree of Master of Philosophy (M.Phil.) and undergo the prescribed course of study.
- c. Concession of 5% marks for SC/ST.

## **Number of Seats**

Maximum of fifteen seats. However during the year 2008-09, only twelve students will be admitted.

## **Duration**

The duration of the course will be one academic year. The student is to submit his/her dissertation within 15 days from the date of ending of Second Semester. However, if a student is not able to submit his/her dissertation he/she will be allowed to complete his/her dissertation within six months after the terminal examination.

## **Courses of Study**

The M.Phil. (Education) curriculum comprises five components, namely,

- 1. Core Courses**
- 2. Courses of Specialization**
- 3. Research Practice (Dissertation)**
- 4. Advance Seminar**
- 5. Viva Voce**

## **Scheme of Examination**

### **Semester I**

#### **Written Examinations**

The duration for each paper shall be 3 hours carrying 100 marks each.

The question paper setters shall be appointed from the standing list of examiners submitted by the respective Chairman of the Boards of Studies.

The written papers shall be valued by one internal and one external examiner.

The examiners shall be appointed from the panel of four names for each paper submitted by the Head of the Department in consultation with the supervisors.

If both the examiners have awarded fail marks, irrespective of any difference, the candidates shall be declared to have failed in written paper.

If both the examiners have given pass marks, candidates shall be declared to have passed in written paper irrespective of the difference, taking the average of the two valuations.

If one examiner gives pass marks and the other examiner gives fail marks, the written paper may be referred to third examiner irrespective of the difference and the third valuation shall be final.

## **Semester II**

### **1. Research Practice (Dissertation)**

Each student will be required to select a research topic approved by the M.Phil Committee and write a Dissertation. The selection of research problem will be on the basis of review of related researches, discussion with the peers and the guide. The research problem must be presented with adequate description and justification before the whole group and the staff, and discussed. Students will be required to select their research topic in the First Semester.

After approval, the scholar shall develop a synopsis highlighting the assumptions, the objectives, the rationale, the procedures and the methodology of data collection and analysis procedures of analysis of data etc.

The synopsis will be discussed in the whole group and will be refined based on the feedback during the first semester.

The research problem needs to be selected from the Area of Specialization. However the scholar will be given the freedom to locate any educationally relevant problem (even beyond one's area of specialization) for study.

The dissertation will be evaluated by both internal and external examiner followed by viva voce. The internal and external examiner should give detailed report on the dissertation, which includes the detailed feedback on each chapter of the dissertation. The criteria for awarding marks should be based on relevance of research problem, methodology, tools, sample and organization of the report etc. and should be enclosed with the dissertation to the examiners.

### **2. Advance Seminar**

Each student will be required to write a Term Paper related to an educational problem and present the same in Research Colloquium of the Department and evaluated by a committee formulated for this purpose.

### **3. Viva Voce**

Candidates shall submit the dissertation to the Head of the Department through their respective supervisors at the end of the academic year, which shall be evaluated by internal examiner (Supervisor) and one external examiner appointed by the University from a panel of four names sent by the Head of the Department.

The examiners who value the dissertation shall report on the merit of the candidate as "Highly commended" or "Commended" or "Not commended".

If one examiner commends the dissertation and the other examiner does not commend, the dissertation may be referred to third examiner and the third valuation shall be final.

Submission or re-submission of dissertation shall be once in a year

### **Passing Minimum**

- i. A candidate shall be declared to have passed Semester I of the examination if he/she secures not less than 50% of the marks in all papers.
- ii. A candidate shall be declared to have passed Semester II of the examination if his/her dissertation is commended/Highly commended along with 50% marks in Seminar, Viva and ICT Lab work.
- iii. All other candidates shall be declared to have failed in the examinations.

### **Range of Dissertation Marks**

Not commended - 49% and below, commended - 50% to 69% Highly Commended 70% and above. The dissertation that falls under not commended category will need a revision based on the feedback.

### **Restriction in Number of Chances:**

No candidate shall be permitted to re-appear for the written examination in any paper on more than two occasions or to re-submit a dissertation more than once. Candidates shall have to qualify for the degree passing all the written papers, dissertation within a period of three years from the date of commencement of the course.

### **Conferment of Degree**

No candidate shall be eligible for conferment of the M.Phil. Degree unless he/she is declared to have passed both the semesters of the examination as per the Regulations.

### **Qualification for Persons conducting the M.Phil Course**

No teacher shall be recognized as a Supervisor unless he/she possesses a Ph.D. Degree in Education or two years of Post-Graduate teaching experience after qualifying for M.Phil in Education. However University norms regarding this will be followed.

## Distribution of Marks

### Semester I

Paper	Title	Int. Marks	Ext. Marks	Total Marks
<b>a) Core Courses</b>				
	Theory, Practices and Contemporary Issues in Education	20	80	100
	Advanced Educational Research Methodology	20	80	100
<b>b) Area of Specialization (any one of the following)</b>				
	1. Early Childhood Care and Education (ECCE) 2. Elementary Education 3. Planning and Management of Education 4. Gender Studies 5. Comparative Education 6. Teacher Education 7. Educational Assessment and Evaluation 8. Guidance and Counselling 9. Education of Disadvantaged 10. Education of Differently Abled Children 11. Language Teaching/Learning	20	80	100
<b>c)</b>	<b>Data Analysis and Management</b>	50		
<b>d)</b>	<b>Presentation of Research Proposal</b>	50		
	<b>Total of Semester I</b>	<b>160</b>	<b>240</b>	<b>400</b>

### Semester II

Paper	Title	Int. Marks	Ext. Marks	Total Marks
	<b>Dissertation</b>		200	200
	<b>Advanced Seminar</b>	50		50
	<b>Viva voce</b>		100	100
	<b>ICT Lab work (2 hrs per week)</b>	50		50
	<b>Total of Semester II</b>			<b>400</b>
	<b>Total of I and II Semester</b>			<b>800</b>

## **Second Semester**

### **Advance Seminar**

Each student will be required to write a **Term Paper** related to an educational problem and present the same in the seminar to be organized by the **Research colloquium** of the Department and evaluated by a committee formulated for this purpose. Students will be assigned with tutors to guide and assess the outputs before finally presented in the seminar. The presentation and the response of the presenter to the questions / observations made by the peer group and committee members (3 members including the tutor) will be subjected to evaluation. Two hours per week in the Semester will be earmarked for the preparation of paper in consultation with tutor

### **Total Marks 50**

Distribution of marks is as under:

Preparation of Paper (assessed by the tutor): 20 marks

Presentation and discussion (assessed by committee members): 30 marks

### **ICT Lab Work**

The students are required to carry out computer Lab work with the facilities available in the Institution. The purpose of this is to enable the students to:

- Understand the use of Excel, Statistics and SPSS package for data analysis
- Develop skills in data transformation
- Develop skills in use of appropriate statistical techniques and use the computer for data analysis
- Develop skills of drawing charts/ graphs
- Interpret the data /results accurately and appropriately

Two hours per week in the Semester will be earmarked for the Lab work. Two faculty members will provide the required assistance in achieving the above-mentioned objective.

The knowledge and skills acquired by students will be assessed by the faculty by way of conducting tests and assignments.

### **Total Marks 50**

Two Tests: 20 marks

Assignment: 30marks

# **I Semester**

## **Core Course I- Theory, Practices and Contemporary Issues in Education**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

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

- understand the nature of education as an area of study with interdisciplinary knowledge base;
- understand the emerging nature of educational theories by making linkages between the theoretical understanding and practices and/or field experiences;
- reflect on the basic parameters of school education (i.e., the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and interconnections between these parameters);
- appreciate that research would help to enhance efficiency, effectiveness, quality and excellence in the system of school education.

### **Course Content**

#### **Unit I-Basic Theoretical Understanding about Education as a Field of Study**

- Educational paradigms - empirical, interpretive and critical perspectives.
- Critical appraisal of education as a discipline.
- Epistemological and axiological issues in education.
- Procedures of linking theoretical and conceptual understanding about education drawn from various disciplines cognate to the education like Philosophy,



Sociology, Psychology, Management, different social and behavioural sciences with school and classroom practices and/or field experiences.

- Methodology of linking school subjects with pedagogy.
- Challenges of theorizing education.
- Formulating Aim of Education in the context changing socio-economic and cultural perspectives.
- Vision of school/classroom process and the teacher.

## **Unit II-Process of Education**

- Process of education and learning
- Pedagogy
- Andragogy
- Forms of learners engagement in the process of knowledge construction.
- Understanding the changing profile of the teachers/teacher educators.
- Use of local knowledge in the process of learning.
- Activities for development of critical perspectives.
- Teacher's reflection on his own practices.

## **Unit III- Learning, Cognition and Development**

- Perspectives of human development: Piaget, Vygotsky and Constructivist perspectives.
- Concept of holistic development
- Knowledge about the students: cognition and adolescent development.
- Learning, thinking and problem solving in the context of school and outside school.
- Language development and learning.
- Learning environment.
- Individual differences.
- Cultural functions of education- diffusion, acculturation.
- Multiculturalism, cultural conflict, ethnicity and diversity.

#### **Unit IV- Curriculum Development, Transaction and Evaluation**

- Foundations of curriculum- curriculum as lived experience; curriculum as socially organized knowledge.
- Principles of curriculum construction.
- Approaches to curriculum construction- dialogic and social constructivist approaches; differentiated curriculum; diversity and equity challenges in curriculum.
- Development of Textbook and related materials.
- Transaction of Curriculum.
- Emerging perspectives of evaluation.

#### **Unit V- Contemporary Issues in Education**

- Globalization and education
- Equal opportunities in education, access and reservation in education.
- Quality concerns in education- national and international perspectives in India.
- Language and medium of instructions
- Education for health and well being
- Assessment of learning and examination
- Peace and human right education.
- Policy of inclusion
- Education of the disadvantaged
- Support system in education.
- Indian educational diaspora and educational disparities: region, caste, tribe, gender, and rural-urban location.
- Education, political socialization and citizenship.
- Education and quality of life.
- Changing social structure and its bearing on education.

## Sessional Work

- The students will be required to read the following books and make presentation in the context of present day Indian sceneries to be followed by discussion:
  - Education and the Holistic Development- Sri Aurobindo
  - Democracy and Education- John Dewey
  - Work Education and Swaraj- Shri M.K. Gandhi
  - Education of the Poor- Paulo Friere
  - Education Commission (1964-66) on Quality and Equity of Education
  - NPE/POA (1986/1992)
- Writing of term papers on the basis of collected data from the school or classroom.

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**I Semester**  
**Core Course II- Advanced Educational Research Methodology  
and Data Analysis**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

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

- understand objectivity and ethical concerns in educational research
- understand different approaches to Research: Qualitative (Positivism, Phenomenology, empiricism, Ethnography, Symbolic Interactionism) and Quantitative (Experimental, Descriptive, Survey)
- identify and select suitable research problem and provide justification
- understand and apply various methods and techniques of Educational research.
- understand the characteristics and use of different tools and techniques for data collection.
- understand and apply various methods of sampling.
- develop ability to use statistical methods for analysis of research data.
- understand and apply various qualitative data analysis techniques.
- become familiar and will be able to use statistical packages for data analysis
- prepare and review research proposals and research reports.

### **Course Structure**

#### **Unit I- Foundations of Educational Research**

- Nature of Science: concepts, constructs, definitions, hypothesis, theories, laws and models
- Different approaches and types of research and research process.
- Objectivity and ethical concerns in educational research.
- Contemporary status of scientific method.

#### **Unit II- Approaches/Methods of Educational research**

- Positivism
- Empiricism
- Phenomenology
- Symbolic Interactionism
- Ethnography
- Grounded theory
- Descriptive research
- Historical research

- Experimental research
- Case study
- Action research

### **Unit III- Sampling Theory**

- Nature and purpose of sampling
- Techniques and methods of sampling
- Sampling and Non-sampling errors
- Sampling Distribution: Normal Distribution, 't' Distribution, 'F' Distribution and X<sup>2</sup> Distribution

### **Unit IV- Data Analysis in Quantitative Research**

- Regression and Correlation Analysis
- Hypothesis Testing: Type I and Type II Errors; One tailed Vs two tailed test; Comparing statistics (t-test, z-test and F-test)
- Analysis of variance and covariance
- Chi square test, sign test, median test, and Kruskal-Wallis test/H-test.
- Multivariate Analysis
  - Characteristics and application
  - Factor Analysis
  - Multiple Regression Analysis
  - Discriminant Analysis

### **Unit V- Data Analysis in Qualitative Research**

- Characteristics and applications
- Criticism of historical data
- Coding of qualitative data – Axial coding, Selective coding
- Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method; analogies.
- Meta analysis
- Triangulation of data.

### **Unit VI Preparation of Research Report**

#### **Transaction Mode**

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports

#### **Sessional Work**

- Review of research report with regard to
  - Title or statement of the problem
  - Approach/Design
  - Research Hypothesis/Research Questions
  - Sampling
  - Tools
  - Statistical Techniques

- A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education.
- Selection of a problem and developing a research design
- Developing a research tool following standardization procedures
- Preparation of the review of research reports.

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## **Areas of Specialization (Any one of the following)**

1. Early childhood Care and education (ECCE)
2. Elementary Education
3. Planning and Management of Education
4. Gender Studies
5. Comparative Education
6. Teacher Education
7. Educational Assessment and Evaluation
8. Guidance and Counselling
9. Education of Disadvantaged
10. Education of Differently Abled Children
11. Language Teaching/ Learning

The detailed syllabus continued in each area follows:

# **I Semester**

## **AS1-Early Childhood Care and Education (ECCE)**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

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

- understand the need and importance of early childhood care and education
- know the different aspects of child growth and development
- understand about the child care and child rearing practices
- understand different models of ECCE
- reflect on various issues and concerns of ECCE
- reflect on various teaching- learning strategies used in preparing teachers for ECCE

### **Course Structure**

#### **Unit I- Introduction to Early Childhood Care and Education**

- Meaning, nature, scope and significance of ECCE
- Rights of the Child and Government Policies for Child Welfare
- Present status of ECCE in India and recommendations of various commissions; Integrated Child Development Scheme (ICDS); major organizations working for ECCE like NIPCCD etc.

#### **Unit II- Early Childhood Growth and Development**

- Principles governing child development; variations caused by heredity and environment
- Developmental characteristics of children below 5 years: Critical period
- Factors affecting development: influence of maternal malnutrition, diseases, aging factor, birth spacing, smoking, drugs and radiation effects on child's personality and later behaviour; ECE as foundation for development

#### **Unit III- Child Rearing Practices**

- Types of child rearing practices; authoritarian versus democratic practices; need to conserve some good practices
- Need for early child care for the children of working mothers, broken homes, street children
- Need for designing early stimulation at home and school; delays and differences
- Child abuse, child labour, neglect of the girl child
- Role of selected organizations for mother and child care nutrition, health care and immunization

## **Unit IV- Pre- School Child and School Readiness**

- Types of pre-schooling facilities available in India
- Pre-school as a linkage for primary stage
- Importance of pre-school for accelerating school readiness:
  - Personal and social readiness
  - Psychomotor readiness
  - Academic readiness: reading, writing and numeracy skills

## **Unit V- Curriculum and Teaching Methods for Early Childhood and education**

- Development of pre-academic skills (pre-reading, pre-writing and number)
- Communication skills and socialization process; educational implications
- Various approaches followed in pre-schools: Montessori Model; Kindergarten Model; Vygotsky Model and local specific model and approaches
- Indian interventions in ECCE- Balwadis, Anganwadis, Crèches
- Significance of play way methods and materials in pre-school
- Curriculum planning and development for ECCE; National Curriculum Framework (NCF) 2005; NFG Report on ECCE

### **Transaction Mode**

Review of relevant research studies in ECCE; Video-Films; Discussion, Debates and Brainstorming Sessions; Organizing workshops and seminars on special themes; Assignments Sharing Childhood Experiences; Visits to Anganwadis; Case study of special needs child; Project Work

### **Sessional Work**

- Study of an Anganwadi/ Pre-school Center
- Analytic study of Pre-school Curriculum in Anganwadi/ Nursery school (Curriculum Load)
- Developmental norms and their observations
- Survey of child rearing practices of the community
- Case study of behavioural problems of pre-school children
- Survey of Play materials/ Child rearing Practices
- Study of Pre-primary teachers training needs

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# **I Semester**

## **AS2- Elementary Education**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

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

- gain insight into the vision and mission of Elementary Education in the country.
- develop understanding for enhancing learners achievement.
- promote understanding of school system.
- examine the innovative approaches of elementary education
- reflect on various issues related with elementary education
- gain insight into factors promoting success and participation
- develop understanding about quality dimensions of elementary education
- promote understanding of school system
- examine the existing reports to gain insight into concerns of elementary education
- reflect on various issues related with elementary education

### **Course Structure**

#### **Unit I- Vision and mission**

- Vision and Mission of Elementary Education
- School Systems across the States
- Five-Year Plans
- Constitutional Provisions, Right to Education and its implications
- Quality Assurance in Elementary Education
- Innovative Approaches: Activity Based learning Experiment of Tamil Nadu CLIP/CLAP Experiment\_of Andhra Pradesh. Buniyad of Jharkhand Cooperative Learning

#### **Unit II- Critical Appraisal of Concerns in Elementary Education**

- School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School
- Systemic Reform- Strengthening Community Participation; Role of PTC/ MTC/SMC
- Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
- Inspection, Supervision and Monitoring

#### **Unit III- Teachers and Curriculum Transaction Strategies**

- Teachers and Pedagogical Attributes

- Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability
- Pupil Assessment Techniques
- Analysis of Elementary Education Curriculum
- Role of I.C.T.
- Research Trends in Elementary Education

#### **Unit IV- Management of Quality in Elementary Education**

- Quality Education For All-International initiatives; Dakar Summit, Millennium Development Goals; Improving Quality: The Policy Perspectives; Monitoring Student Development; Directing Resources and Intervention;
- Factors hindering success and participation, Enhancing Learning Outcomes
- Teachers Professional Training: In –service Education Programme, Study of SOPT/ PMOST, School Based Staff Development Programme
- Accountability of Teachers for Quality Teaching Learning

#### **Unit V- Researches and Studies in Elementary Education**

- Enhancing Enrolment
- Measuring Quality
- Management of Elementary Education
- Infrastructure for Elementary Education
- Inter-sectoral linkages for quality Elementary Education

#### **Transaction Mode**

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports; School visits and sharing of experiences

#### **Sessional Work**

- Critical Analysis of Research Studies
- School visits and sharing of experiences
- Assessment of Curriculum of Elementary School Education, Curriculum of Elementary Teacher Education
- Preparation of research design on a theme.
- Case study of a school or some innovative practice under SSA
- Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO

## References

- Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). *Achieving Universal Primary Education by 2015. A Chance for Every Child*. World Bank Publications.
- De, Anuradha & Dreze, Jean (1999). *Public Report on Basic Education In India*. Oxford University Press. USA.
- Kumar, Ravi (2006). *The Crisis of Elementary Education in India*. Sage Publications Pvt. Ltd.
- Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). *Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy* (1<sup>st</sup> edition) Oxford University Press.
- Mehrotra, Santosh (2006). *The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs*. Sage Publications. New Delhi.

# **I Semester**

## **AS3- Planning, Financing and Management of Education**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

On completion of the course the students will be able to:

- understand conceptual aspects involved in planning and management of education in general and school stage in particular
- appreciate the perspective of School education, issues, strategies and normative policy aspect related to state effort in enhancing the human resource development as vital subsystem to economic development through provision of schooling
- understand critical process of micro –planning and management technique relevant to school education
- acquire necessary skills to undertake educational planning exercise in the form of action research at micro-level relevant to pressing issues in school education

### **Course Structure**

#### **Unit I- Financing and Planning of Education**

- Meaning, nature and scope
- Economic development and financing of education
- Financing of education in India: Center- State relationship, mobilization of resources
- Criteria of resource mobilization and resource utilization
- Cost analysis in Education

#### **Unit II-Techniques and Methods of Planning**

- Micro and Macro planning
- School mapping and child mapping
- Steps in planning
- Appraisal of planning

#### **Unit III- Management of Education**

- Constitutional provisions, legislative enactments
- Role of various agencies- planning commission, MHRD, UGC and other central organizations, State and local bodies and NGOs
- Centre, State and local relationships in educational management

#### **Unit IV- Resource Management**

- Diversity in educational institutions and related planning and management issues



- Plan and non-plan schemes and its implementation
- Monitoring performance and utilization of funds: accounting and editing

## **Unit V- Human Resource Management**

- Leadership and Decision making
- Interpersonal relations, communication, accountability, Performance appraisal, grievance redressal mechanism and teachers' unions
- Professional development policies, programmes and practices, faculty welfare schemes
- Support staff- policies, roles, functions, importance and opportunities for professional growth

### **Transaction Mode**

Lecture cum discussion; Panel discussion; Demonstration; School Exhibition; Portfolio-development, Case studies; seminar

### **Sessional Work**

- Study of norms, and standards Rules and Regulations of maintenance of Institution campus. (Through interactive session).
- Case studies related to wastage and stagnation.
- Field-visit for assessment of implementation status of these schemes and programmes and provide a feedback through report writing on observed scheme (Project Reviews), documentation/ case studies.
- Critical analysis of display of Physical layout of school campus. (Panel discussion)

## **References**

- Ayyar, R.V. Vaidyanatha (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
- Bell & Bell (2006). *Education Policy and Social Class*. Routledge Falmer.
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- Naik J.P. (1982). *The education Commission and After*. Allied Publishers.
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- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.

- Tilak, J.B.G. (1993). *External and Internal Resource Mobilization for Education for All*; Discussion Paper, Education for All Summit of Nine High Populated Countries. New Delhi.
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# **I Semester**

## **AS4- Gender Studies**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

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

- develop critical perspective of status of women in society
- understand norms of patriarchy and gender roles across culture and communities
- develop insight into policy perspectives towards bridging gender gaps in education and empowerment
- promote gender inclusive teaching learning environment
- analyse gender issues in girls' education and empowerment
- develop an awareness of legislative measures in favour of women

### **Course Structure**

#### **Unit I- Women and the society: A critical perspective**

- Women across India: multi cultural perspective
- Understanding patriarchy
- Women in India: Colonial and post colonial periods

#### **Unit II- Social psychology of gender roles**

- Gender as a social category
- Gender differences and socialisation
- Changing roles and socialisation
- Media images of women

#### **Unit III- Policy frameworks for gender concerns in education and women's empowerment – A critical perspective**

- Concepts, Dimensions and Parameters
- National policies and approach to Five Year Plans
- Different committees and commissions in education set up by the GOI in the post independence period
- Projects, programmes and schemes to bridge gender gaps in education and women's empowerment

#### **Unit IV- Towards building gender inclusive education systems**

- Gender inclusiveness in curriculum, its presentation and transactions

- Teaching learning and support materials
- Classroom management
- Teacher behaviour and teacher preparation

### **Unit V- Gender issues in education and empowerment**

- Socio – cultural perspectives in girls’ education with a view to identify issues and concerns in girls’ education
- Analytical analysis of gender issues in girls’ education across states
- Interventions – both government and non – government organisations to address gender based disparities in education and empowerment - A critical review

### **Unit VI- Empowerment of Women through Legal Awareness**

- International Conventions
- Hindu laws and women; Muslim laws and women; Rights of the girl child
- Laws for work and employment
- Laws for violence against women

#### **Transaction Mode**

Lecture method; Review of researches on the subject; Seminars; Library work cum-self-study, discussion and interactive session

#### **Sessional Work**

Student may choose any one of the following or any other assignment of his/her choice

- Analysis of child rearing practices in multi cultural perspectives
- Analysis of data on child sex ratio
- Indicators on gender issues in education
- Evaluation of education development programmes
- Evaluation of centrally sponsored schemes for girls’ education and empowerment in general and for socially disadvantaged girls in particular
- Evaluation of textbooks from gender point of view

#### **References**

- Kandaswamy Deepa (2005). Gender Insensitivity in School Education: Educational Journal- Gender and Education Internet Version.
- Kingdon Geeta Gandhi (2001). The gender Gap in Educational Attainment in India: How Much Can be Explained? Department of Economics. University of Oxford. August.
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- Sharma M.C. and Sharma, A.K. (2003). Discrimination based on Sex, Caste, Religion and Disability Addressing through educational Interventions: A Handbook for Sensitizing Teacher and Teacher educators. NCTE and Human Rights Commission.
- Mehrotra Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly. March.

- Subrahmanium, Ramya (2005). Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development. July.

# I Semester

## AS5-Comparative Education

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### Objectives

This course will enable the students to:

- explore global, national, regional and local issues of education
- examine the theories and methods applied in the field of comparative education
- understand the importance of intra and inter educational analysis of problems and issues in education
- reflect, analyze and understand critically the issues related to education in comparative perspectives within and across countries
- conceptualize comparative scenario of national system of education, educational structure and system of evaluation at different level of school education in India, UK, USA and Third World Countries

### Course Structure

#### Unit I- Principles and Approaches of Comparative Education

- Meaning, nature, principles, aims, scope and importance of comparative education
- Approaches to comparative education
- Globalization and its impact on education in developed and developing countries

#### Unit II- Education in the Third World

- Colonialism; Post World War II International order
- Development and Underdevelopment, Ideological imperialism
- Educational development in third world countries with specific reference to UEE
- Education and modernization, globalization, economic liberalization
- Organization and problems of elementary and secondary education in third world countries with special reference to India- unequal opportunities (socio-economic, ethnic and gender based); Academic dependency in knowledge; Curricula and textbooks; and brain drain in the third world countries

**Unit III-** Comparative analysis of educational policies, planning and practices in developed and developing countries with specific reference to U.K., USA, and third world countries

**Unit IV-** Status of teachers and teacher education system in developed and developing countries with specific references to U.K., USA and third world countries

**Unit V-** Case studies of major educational innovations and changes in selected countries, their similarities and differences, implications on Indian educational perspectives and problems in the context of emerging global economy

**Transaction Mode**

Lecture cum discussion; Review of education system of selected countries; Group discussion and presentation

**Sessional Work**

- Prepare an assignment on innovative practices followed at different levels of school education in UK, USA and third world countries

**References**

- Alexander Robin (2000). Culture and Pedagogy: International Comparisons in Primary Education. Oxford. Blackwell.
- Beauchamp Edward, R. (2003). Comparative Education Reader. New York. Routledge Falmer.
- Bray, M (2003). Comparative Education: Continuing traditions. New Challenges and New Paradigms. London, Kluwere Academic Publishers.
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- Trivedi P.R., Singh U.K. and Sudarshan K.N. (1994). Global Education: An Analysis. New Delhi. Commonwealth.
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# **I Semester**

## **AS6- Teacher Education**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

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

- Understand the concept of professional growth and development of teachers through different means
- identify the current strategies being followed for the professional development of teachers
- understand different modes of INSET- traditional and technology based ICT
- understand the pedagogies relevant for adult education
- understand short term and long term training courses offered by the state and national level bodies.
- understand the Project formulation, implementation and evaluation.

### **Course Structure**

#### **Unit I- Teacher Education: Policy Perspectives**

- Teacher education Concept, nature, aims and scope
- Teacher education in Post independence period (Policy perspectives, recommendations of various commissions and committees and NPE 1986)
- Institutions and agencies of teacher education (MHRD, UGC, NCTE and NCERT), and centrally sponsored schemes in teacher education
- Approaches to teacher education- consecutive Vs. integrated; face to face Vs. distance mode; initial Vs continuum

#### **Unit II- Professional Preparation of Teachers**

- Training Approaches- transpersonal communication approach; task analysis component approach; system approach; constructivist approach; Portfolio assessment and mentoring
- Organization of pre-service teacher education-need and relevance
- Problems and issues in professional preparation of teachers
- Reflective teaching

#### **Unit III- Professional Development of Teachers**

- Concept, nature and scope of professional development of teachers; induction level early professional development and Continuous Professional Development (CPD) models; teacher centers, study circles and subjects club etc.



- Approaches to Professional development of teachers- Clinical Supervision of Teaching, Self- Learning Approaches, Use of Technology and Human Resource development
- Concept of Career Development and Staff Development: its distinction from professional development
- Factors influencing professional development of teachers
- Teaching as a Profession: Its legal and official status

#### **Unit IV- Critical Issues in Professional Growth and Development**

- Professional training of privately managed and minority controlled schools
- Bringing theory into practice- illustrative case studies
- Professional training for teachers/teacher educators in curriculum development and evaluation procedures
- Professional training for teachers of vocational subjects and orientation to new areas of special and inclusive education concepts
- Production of educational technology materials in learning to teach  
Collaboration between voluntary bodies and government agencies in the professional training through need based INSET programmes

#### **Unit V- Innovations and Research on Teacher Education**

- Use of technology, media in teacher education
- **District and State Level Agencies** (Block, Cluster and District Level Agencies; SCERT's role in Policy Planning)
- **Regional Level Bodies** (RIEs' role in pre-service and in-service education and training)
- **National Level Organizations** (NCERT's role as a professional body in planning and implementation of national level school education programme, NAAC as a body of UGC for Quality Control and accreditation).
- **International Agencies** (UNESCO, World Bank): International perspectives on teachers support and developmental/ innovative practices; organizing professional training in different countries in major developmental areas
- **Studies on emerging models of Training:** Cascade model; ODL; ETV, radio counseling; contact programmes at study centers; designing self-learning packages; need-based INSET programmes etc.

#### **Transaction Mode**

Group Discussion; Lecture cum Discussion; Self Studies; Seminars; panel discussion; peer group discussion

#### **Sessional Work**

- Case Study of Centrally sponsored schemes of professional development of teachers in India
- Term Paper on different approaches of professional development of teachers or on any other topic of students' choice

## References

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- NCERT. (1995). *Teacher Policy, Training Needs and Perceived Status of Teachers*. 114,116 IER: Special Number New Delhi.
- Gillian Trorey & Cedric Cullingford (2002). *Professional Development and Institutional Needs*.
- John West Burnham & Fergus O'sullim (2000). *Leadership and Professional Development in Schools- How to Promote Technique for Effective Professional Learning*.
- Karen F. Osterman & Robert B. Kottkamp (1993). *Reflective Practice for Educators- Improving Schooling Through Professional Development*.

# **I Semester**

## **AS7- Educational Assessment and Evaluation**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

After completion of the course Pupil teacher/learner is expected to be able to:

- understand the nature and philosophy of assessment and evaluation
- analyse the significance of assessment in the teaching learning process
- comprehend various models, approaches and theories of educational measurement and assessment
- develop basic skills and competencies in the use of various types of evaluation and assessment tools and techniques, their administration, analysis, interpretation, reporting and feedback
- use suitable measurement theory and evolve appropriate assessment and evaluation strategies in evaluation studies
- develop evaluation studies and carryout them using the basics of educational evaluation and assessment

### **Course Structure**

#### **Unit I- Educational Assessment and Evaluation – Strategies and Approaches**

- The nature and philosophy educational assessment and evaluation
- Development of evaluation models and approaches of assessment
- Purpose and goals of evaluation studies and assessment studies

#### **Unit II- Measurement Theories**

- Measurement in Educational Research
- Measurement theories- Generalisability theory, Item response theory
- Measurement Models- Time score model, latent trait model, Rasch measurement model
- Validation of assessment: concept and methods of ascertaining validity. (Content related, criterion related, construct and predictive)
- Issues related to Validity: Qualitative
- Reliability: concept, theory of reliability; methods of ascertaining reliability. (test-retest, equivalent forms, split- half, reliability based on item statistics)
- Item analysis
- Scaling methods and test norms

### **Unit III- Dimensions of Educational Evaluation and Assessment**

- Diagnostic evaluation
- Curriculum evaluation
- Institutional evaluation
- Programme evaluation
- Meta evaluation
- Development in educational evaluation and assessment

### **Unit IV- Tools and Techniques for Educational Evaluation and Assessment**

- Tools: Questionnaire, scales, profile, portfolio, achievement tests, standardized tests, criterion referenced tests, culture fair tests, minimum competency tests, differential test batteries
- Item writing techniques and item banking
- Test anxiety, test wiseness and guessing
- Techniques: Self report, interviews, observation, practicals, case studies, Analysis of evidences in humanistic studies
- Student evaluation techniques and examination anxiety
- Validation of individual test response pattern

### **Unit V- Issues Related to Educational Assessment and Evaluation**

- Role of Evaluator
- Ethics of the evaluation studies
- Professional standards for educational evaluation
- Impact of evaluation studies
- National assessment of educational standards
- Reporting the results of evaluation studies

#### **Transaction Mode**

Group Discussion; Lecture cum Discussion; Self Studies; Seminars; panel discussion; peer group discussion

#### **Sessional Work**

- Construction of questionnaire/achievement test in any subject/rating scale etc.
- Development of observation schedule/interview schedule/diagnostic test
- Term paper on any topic selected by the students

#### **References**

- Anastasi, A. (1976). *Essentials of Psychological Testing* (4<sup>th</sup> edition). New York. Macmillan Publishing Co.
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- Osterluid, S.J. (ed.) (2006) *Modern Measurement: Theory, Principles and Applications of Mental Appraisal*. Upper saddle River, NJ. Pearson-Merrill. Prentice Hall
- Popham W.J., (1999). *Classroom Assessment: What Teachers Need to Know* (2<sup>nd</sup> edition). Boston, Allyn and Bacon.
- Popham W.James. (Ed.). (1974). *Evaluation in Education: Current Applications*. Mr. Cutrhan Publishing Corporation. 2526 Grove Street, Barklay. California.

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# **I Semester**

## **AS8- Guidance and Counseling**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

After going through this course students will be able to:

- understand the importance & scope of Guidance and Counselling.
- know various techniques and procedure of counseling.
- reflect on career development theories and its application in school situation.
- understand the importance of occupational information and plan activities in the content of school.
- know the need for research in guidance and counseling.
- undertake small research projects and conduct evaluation of school guidance programmes

### **Course Structure**

#### **Unit I- Introduction to Guidance**

- Guidance: Meaning, nature, purpose, scope and principles; difference between guidance and counseling
- Types of Guidance: Socio-personal, educational, vocational guidance
- Guidance Services: need of importance of different guidance services
- Individual and Group guidance
- Use of non-testing and testing techniques in assessing and guiding students
- Minimum guidance programme in school: Highlighting various services, activities, testing, follow-up and evaluation
- Guidance personnel in school: role of teachers, principal, counselor and other specialists

#### **Unit II- Introduction to Techniques of Counselling**

- Meaning, nature, scope and principles of counseling
- Techniques of Counseling
- Directive, non-directive and eclectic
- Counseling process: concepts, stages, steps
- Individuals and Group Counseling
- Approaches to Counseling-Psycho analysis, adhesion counseling, person centred counseling existential counseling, Gestalt theory, rational-
- Emotive Theory, Transactional analysis, behavioral and Cognitive, Behavioral counseling
- Professional counselling

- Non-testing techniques: Observation, Case study, autobiographies and socio-metric techniques
- Counseling for children with special needs
- Counseling as a profession, professional ethics and professional preparation

### **Unit III- Career Development and Guidance**

- Nature and Meaning of work, human motives, work and work ethics
- Theories of Career choice and Career development
- Trait factor, Anne Roe's theory, Holland's theory and Donald Supell's theory
- Career pattern and life stages
- Career maturity and Career adjustment.
- Career development of men & women
- Vocational education and vocationalisation of education and career development

### **Unit IV- Occupational Information in Guidance**

- Meaning and types of occupations, changes in the occupational pattern, need for occupational skills; training and apprenticeship, wage and self-employment
- Use of standardized tests – aptitude and interest inventories in knowing one's self.
- Source of occupational information: Primary, Secondary, and Government-private; Classification and filling of occupational information need and importance, methods of filling NIC, NCO
- Dissemination of occupation – Group techniques; Career talks, Career exhibitions, Career Conference etc.
- Case study and Career monographs
- Use of Internet in providing occupational information

### **Unit V- Research in Guidance and Counselling**

- Need & Scope of research in guidance
- Qualitative and quantitative research methods appropriate to guidance and counselling, action research
- Experimental and descriptive researches like survey & Case study
- Review and trends of research studies in guidance and counselling
- Identification and designing of a research study problem.
- Application of statistics for data analysis and interpretation.
- Writing research report and methods of dissemination.
- Evaluation of Guidance programmes in schools

### **Transaction Mode**

Lecture cum discussion; Panel discussion; Guest lectures; small peer group discussions; paper presentations in seminar; visit to schools and counseling institutions

### **Sessional Work**

- Maintenance of an anecdotal record
- Organisation of a Career Conference, planning activities for Career Exhibition



- Preparation of occupational monographs, conduct case studies
- Preparation of an occupational file
- Review of research studies in Guidance and Counselling and their presentation
- Visits to any Guidance and counseling center and school and develop a report.
- Maintenance of reflective diary on institutions observed, analysis of experiences that may be evaluated at the end of the term
- Assignment on any of the selected themes from the course and its presentation

## References

- Baker, S. (1992). School Counseling for 21<sup>st</sup> Century. New York: Macmillan
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling, Vol.I: A Theoretical Perspective, New Delhi, Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999), Guidance and Counselling, Vol.II, a practical Approach, New Delhi, Vikas.
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## **I Semester**

### **AS9- Education of Disadvantaged**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

#### **Course Structure**

##### **Unit I- Introduction of Education of the Disadvantaged Group**

- Meaning and importance of Education for All
- Factors facilitating education for all; educational setting- advantaged and disadvantaged group
- Definition and classification of children belonging to disadvantaged group (ST, SC, and minority group, girls and rural population, slum dwellers, orphanage, street dwellers)
- Concept of creamy layer and its implications

##### **Unit II- Understanding Disadvantaged Learner**

- Educational characteristics of disadvantaged learner (ST, SC, and minority group, girls and rural)
- Educational problems encountered by the children belonging to disadvantaged group
- Socio- cultural dynamics of different disadvantaged group
- Educational efforts and incentives for effective inclusion of children belonging to disadvantaged group

##### **Unit III- Recommendation of Various Commissions and Committees on Education of Children from Disadvantaged Group in Indian Context**

- Indian Constitution and its recommendations
- NPE 1986 and POA 1992
- Curriculum framework from 1978 to 2005
- SC, ST commission- recommendations for education of the disadvantaged group
- Role of non-government agencies for disadvantaged group

##### **Unit IV- Teaching Strategies and Multilingualism in Education of Disadvantaged**

- Need for adaptation of textbook, instructional materials and methodology to meet with the needs of disadvantaged groups with various dialect speaking population and sub-variety of language speakers
- Outcome of research so far on learning problems and their uses in dealing with children with multilingual/ bilingual population

- Evaluation procedures adopted and their implications for the problem of drop out and stagnation of children from disadvantaged group
- Need for multilevel teaching approach with bilingual and multilingual educational situations

### **Unit V- Research and Education of Disadvantaged**

- Researches on curriculum, learning problems and remediation
- Researches on curriculum adaptations/ modification/
- Researches on examination reforms and evaluation processes of this group at elementary level belonging dialect-speaking population. Critical analysis of examination reforms, grading system and its implications for socially disadvantaged group
- NGOs efforts on education of the disadvantaged group of learners: critically analysis of a model available in any aspect of education

### **Transaction Mode**

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports; School visits and sharing of experiences

### **Sessional Work**

- Visits to the schools dominantly having the learner population of disadvantaged
- Preparation of critical observation and note characteristics of educational problems
- Seminar on the implications of various educational policies
- Field work/project work on adaptation of textbook and teaching methodology for their understanding
- Reading and reflection
- Assignment on policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State.
- Assignment on any topic of the selected themes from the course.

# **I Semester**

## **AS10- Education of Differently Abled Children**

Contact hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 20

External: 80

### **Objectives**

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

- critically understand the perspectives of special education
- critically analyse the various issues related to practice of the education of the differently abled
- appreciate the significance of affective sensitivity towards all students with exceptionalities
- realize the importance of affective training to students with giftedness

### **Course Structure**

#### **Unit I- Perspectives on Special Education**

- Conceptual issues, practical issues, issues reflected in practice
- Perspectives on classification; perspectives on categorical treatment and labeling; perspectives on environments and prevalence; perspectives on the regular education initiatives; perspectives on categorical relevance; perspectives on out of school placements
- Issues in early intervention: assumptions, early assessment, nature and early special education intervention

#### **Unit II- Issues in Assessment and Teaching**

- Current decision making practices, assessment practices: who is assessed, what is assessed; assessment techniques and procedures; who performs assessment, relevance to intervention/remediation.
- Issues in teaching views of causality and their relationship to treatment approaches; place and time of intervention, objectives of teaching, procedures of teaching; criteria for effectiveness of speaking
- Transition Issues: transition into school; early labeling; alternatives to traditional school placement; transition during school between general and special education; post school education

#### **Unit III- Helping Students with Underachievement**

- Definition and identification characteristics; pattern of responses to expectations
- Etiologies of under development; Family Etiology: identification and modeling, gender issues in underachievement; manipulative rituals and counter identification; School Etiology: school climate; inflexible classrooms, competitive classrooms;

- negative expectations; peer pressure and underachievement; an unrewarding curriculum, matching efforts and outcomes
- Helping students with underachievement: assessment communication; changing expectations; role model identification; correction of deficiencies, modification of reinforcements

#### **Unit IV- Affective Sensitivity to All Exceptionalities**

- Importance of positive personal interactions; students with disabilities or destabilizing situations; student-material interactions; student- environment interactions; student-student interactions; teacher-student interactions
- Teacher expectations and students' behaviours; influence of labels; achievement tests results and tracking; monitoring and evaluating interactions: informal techniques (time analysis, teacher made checklists, peer teacher observers; video paper; role playing); formal techniques
- Changing expectations; the quality of student interactions; measuring the status of students with disabilities; enhancing interactions between students with disabilities and their peers
- Understanding who have disabilities; books and films about individuals who have disabilities, in-service sessions, panel of individuals with disabilities, special materials; teaching social skills; teacher-parent interactions

#### **Unit V- Affective Learning for Gifted Students**

- Affective learning: meaning, importance and scope; self- concept, moral development, an effective humanistic curriculum, a value curriculum
- Materials and strategies for encouraging effective growth
- Humanistic teacher: characteristics and roles
- Leadership training; leadership definitions- traits, characteristics and skills, models, programmes and strategies

#### **Transaction Mode**

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports; School visits and sharing of experiences

#### **Sessional Work**

- Getting familiarized with the administration procedures of different tools and techniques of the students with exceptionalities
- Practicing some good procedures of teaching gifted students
- Identifying and helping under achievers
- Study of special schemes (Central/States) for Gifted and Slow Learners
- Case Study of Special need Children

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- Gearheart, R. Bill; Weishahn, W. Mel; Gearheart, J. Carol (1992). *The Exceptional Students in the Regular Classroom* (5<sup>th</sup> edition). Macmillan Publishing Co. New York.
- Olson, Judy and Platt, Jennifer (1992). *Teaching children and Adolescents with Special Needs*. Macmillan Publishing Co. New York.

# **I Semester**

## **AS11- Language Teaching/Learning**

### **Objectives**

After completion of this course, the students will be able:

- understand the fundamental theoretical concepts and issues relevant to language learning/teaching in classroom.
- develop a deeper understanding of the language learning and teaching processes
- apply their insights to think clearly and informally about language learning/teaching problems
- develop and understand the nature and scope of research in the area of language learning and teaching

### **Course Structure**

#### **Unit I- Language Acquisition**

History of language learning research - First Language / Mother Tongue acquisition – cognition and language development – phonological & lexical development – the development of meaning and the capacity to learn – the development of grammatical knowledge – language in context: Socio-pragmatic development – second language acquisition – key concepts; and issues – input, interaction, inter-language

#### **Unit II- Factors Affecting Language Learning**

Cognitive factors – age; individual–personality, strategy, aptitude, socio-cultural; motivation, attitude; the role of formal instruction

#### **Unit III- Multi Lingualism & Bilingualism and Language Policy and Language Planning**

Theoretical aspects of individual multi lingualism/ bilingualism – definitions of multi lingualism bilingualism - types of multi lingualism/bilingualism -- multi lingualism/bilingualism cognition-- multi lingualism / bilingualism intelligence – simultaneous and sequential multi lingualism/ bilingualism -- research studies in individual bilingualism

Theoretical background of language policy and planning – introduction to basic concepts – socio-political process and language planning – language planning process – goals of language planning

## Unit IV- Theories and Teaching of Language Skills

Reading/listening – top down, bottom up, interactive models—schema theory – levels of comprehension – comprehension training Vs assessment. -- Writing – product and process approaches – meta-cognitive strategies – planning/drafting – speaking – oral communication – language education on the Internet – language exchange websites – portals provide language content.

## Unit V- Research on Language Teaching

Product-process studies – process research in language teaching; Classroom research methods; classroom observation programme evaluation, in research on mother tongue / first language/second language learning/teaching, in teacher training; other research methods in LT – surveys, experiments, case studies, diary studies, action research etc.

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### **COURSE COMPONENTS**

The course has five components

1. Mother Tongue/First Language acquisition
2. Factors affecting language learning
3. Multi Lingualism & Bilingualism and Language policy and language planning
4. Theories and teaching of language skills
5. Research on language teaching & learning

## **EVALUATION**

Continuous assessment through written essays on given topics; oral presentation of papers on given themes; **Weight: 35%**

End of course assessment – a term end paper. **Weight: 65%**