PH.D. ENTRANCE EXAM DECEMBER-2018

We have received applications of the below mentioned candidates for the Ph.D Programme - 2018. The Department of Education will be conducting the entrance examination as a part of the doctoral admission process. Details are given below.

Date of Examination:	***18.12.2018***
Examination Time:	***10.30 am to 1.30 pm***
Duration of the Exam:	***3 Hours***
Venue of the Exam:	***Department of Education***
Reporting Time:	***9.30 am***

QUESTION PAPER PATTERN:

Sl. No.	***Type of Questions***	***Marks per question***	***Total Marks***
1.	Objective- Multiple Choice based questions	20X1	20
2.	Short Notes (Answer any five out of eight questions)	5X6	30
3.	Essay Type Questions (Answer any four out of six questions)	4X10	40
4.	*Maximum Marks for Written entrance Exam is 90. Minimum pass marks is 45 (50%); and for SC/ST 40 (45%) except those fall under section 8.3*		
5.	Viva Voce		10
6.	Grand Total		100
50% of the questions shall be from Research Methodology and the remaining form the cognate subjects.			

Note:

1. *All the candidates should be present on time with the original photo proof ID card. (PAN/Aadhar Card/Driving Licence/EPIC)*

Copy To,

1. *All the Ph.D. applicants*

Sd/-
Chairman

KUVEMPU UNIVERSITY

Jnanasahyadri, Shankaraghatta-577451, Shivamogga (Dist.)

Department of Education,

LIST OF THE CANDIDATES APPLIED FOR PH.D. COURSE 2018-19

Sl. No.	Name of the candidate	Cat.	Special Category	% of Qualifying Exam	Whether NET/JRF /K-SET/SLET Qualified	Entrance Exam to attend/ Exempted	Contact No	Remarks
1.	Ananda Naik L	SC	--	80.33	K-SET	Entrance	9538652519	
2.	Arunakumara C B	IIIA	--	55.5	--	Entrance	9448208750	Caste certificate not enclosed
3.	Asma Farzana	IIB	--	68.33	--	Entrance	9743240237	
4.	Balachandra Madiwal	IIA	--	75.58	K-SET	Entrance	9448446648	
5.	Basavaraj Hugar	IIA	--	65.33	--	Entrance	7353462533	
6.	Basavaraj Malenahalli	GM	--	64.15	--	Entrance	9482551293	
7.	Basavaraja B	SC	--	66.47	--	Entrance	9845782754	
8.	Bharathi C	SC	--	64.02	--	Entrance	9019139541	
9.	Bhavya R	SC	--	83.75	--	Entrance	9148630135	
10.	Bhuvaneshwari N	IIIB	--	77.76	--	Entrance	9844420236	
11.	Chandra Shekara K	Cat-I	--	61	K-SET	Entrance	9916421899	
12.	Chandramoulesh G.K	IIIA	--	69.68	NET	Entrance	8495914621	
13.	Chandrashekharaiah C.S	IIIB	--	66.96	--	Entrance	8762243434	
14.	Chethana R	SC	--	68.75	K-SET	Entrance	9945830718	
15.	Devaraja H	ST	--	73.61	--	Entrance	9886636155	
16.	Dinesha N N	SC	--	81.3	--	Entrance	9481469739	
17.	Gangadharappa C R	SC	--	66.56	K-SET	Entrance	9535138613	
18.	Girish T H		--	76.33	K-SET	Entrance	9844130842	Caste certificate not enclosed
19.	Girishanaik R	SC	--	72.85	--	Entrance	9742890497	
20.	Gurumurthy Y.G	SC	--	64	NET	Entrance	9964252471	

21.	Hanumantappa N.K	SC	--	72.25	--	Entrance	9945671986	
22.	Hanumantarao Kulkarni	GM/PH	--	60.95	K-SET	Entrance	9741780847	
23.	Harshavardhana C	SC	--	81.50	K-SET	Entrance	9663100806	
24.	Jagadesha Balegur	GM	--	82.66	K-SET	Entrance	9900542380	
25.	Jyothi N S	ST	--	71.34	--	Entrance	9900014739	
26.	Kantharaju K.G	GM	--	71.11	K-SET	Entrance	9480139540	
27.	Kashiram Jeeragali	IIA	--	64.15	--	Entrance	9980691291	
28.	Khadir Basahya Aski	IIB	--		--	Entrance	9481211545	
29.	Kuberappa	IIA	--	72.77	--	Entrance	9945686449	
30.	Kumara T S	IIA	--	69.36	--	Entrance	8762670321	
31.	Lakshmi K Swamy	GM	--	78.19	NET	Entrance	9739839930	
32.	Lavanya T.G	SC	--	66.44	--	Entrance	9972134385	
33.	Madesha	Cat-I	--	80.25	--	Entrance	8095537550	
34.	Mahadevaswamy	SC		65.41	--	Entrance	9945884342	
35.	Manjunatha	IIIB	--	66	--	Entrance	9481354163	
36.	Manjunatha D.S	IIIA	--	63.51	K-SET	Entrance	9342119409	
37.	Manjunatha Virupaksha Gowda	Cat-I	--	67.61	--	Entrance	9741769520	
38.	Maruti Giremmanavara	ST	--	71.5	--	Entrance	9901170823	
39.	Murthy M.K	SC	--	65.44	--	Entrance	9480028959	
40.	Nagaraja H.A	ST	--	72.25	--	Entrance	9743105780	
41.	Nagaraja K	ST	--	76.16	--	Entrance	9886012008	
42.	Nagendrappa S	Cat-I	--	72.15	NET	Entrance	9886210984	
43.	Nakshatra D	SC	--	75.14	K-SET	Entrance	8496838440	
44.	Nandini A	IIIA	--	88	NET	Entrance	9071323530	
45.	Nanjundaswamy M	SC	--	72.75	--	Entrance	8904318494	
46.	Nataraju M.S	Cat-I	--	69.52	--	Entrance	9980354242	
47.	Ningappa Kinori	IIA	--	75.65	--	Entrance	9481726119	
48.	Poornima T.M	IIIB	--	58.5	K-SET	Entrance	8073333759	
49.	Prashantha G.R	GM	--	65.44	--	Entrance	9449899969	
50.	Praveen R.S	IIIB	--	79	--	Entrance	948246009	
51.	Qurrath Ul Aein Ansari	IIB	--	84.05	K-SET	Entrance	7411236359	
52.	Raghavendra N.R	SC	--	71.04	K-SET	Entrance	9448333074	
53.	Raja Reddy V	GM	--	57.4	K-SET	Entrance	9449675783	

54.	Raju G.N	SC	--	52.83 No	--	Entrance	990127966	
55.	Rangaswamy I.J	IIA	--	76.83	K-SET	Entrance	8123006052	
56.	Ravi Kumar S.B	GM	--	67.5	--	Entrance	9448530242	
57.	Robitmathew	GM	--	74.66	--	Entrance	8971604493	
58.	Sandeep	IIA	--	68.33	--	Entrance	9845176197	
59.	Sandeepa M	ST	--	72.75	--	Entrance	8762097370	
60.	Savitha M.S	IIA	--	62.55	--	Entrance	8971712670	
61.	Shashikala D	SC	--	73.75	--	Entrance	8310213826	
62.	Shivakumara N.M	SC	--	72.46	--	Entrance	8197506353	
63.	Shivananda	SC	--	64.88	K-SET	Entrance	9901890549	
64.	Shivaramu T	SC	--	61.77	K-SET	Entrance	9902582887	
65.	Shree Krishna P.V	GM	--	60	--	Entrance	9448062701	
66.	Shridevi	GM	--	78.61	K-SET	Entrance	9964096161	
67.	Shyla K.M	IIA	--	72.40	--	Entrance	6361823238	
68.	Siddaraju	SC	--	81.25	K-SET	Entrance	9964099466	K-SET certificate not enclosed
69.	Sowmya S.P	Cat-I	--	72	--	Entrance	9741469869	
70.	Subash V	SC	--	69.80	--	Entrance	9986836465	
71.	Suchithra Shetty D	IIIB	--	72.91	--	Entrance	9945060425	
72.	Sujatha	GM	--	66.84	--	Entrance	9972442154	Caste certificate not enclosed
73.	Sukhadev	SC	--	65.37	--	Entrance	9448457222	
74.	Sunilkumar M.L	Cat-I	--	67.84	K-SET	Entrance	9449423915	
75.	Suvarna B.V	IIA	--	83	--	Entrance	9731938092	
76.	Thipperudraiah T	SC	--	76.47	--	Entrance	9538681512	
77.	Uma B.S	GM	--	70	K-SET	Entrance	98800354845	
78.	Usha R.G	IIIA	--		K-SET	Entrance	9591789506	
79.	Vasantha Kumar A.K	GM	--	68.75	--	Entrance	9844419858	
80.	Venkatesha B.K	IIA	--	69.04	K-SET	Entrance	9742142823	
81.	Yamuna C	IIIB	--	86	--	Entrance	9964123588	
82.	Yashavantha B	IIIB	--	76.83	--	Entrance	9035512700	

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KUVEMPU UNIVERSITY

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Department of Education,

SYLLABUS FOR PH.D. ENTRANCE EXAMINATION

PHILOSOPHY OF EDUCATION

UNIT-1: ELEMENTS OF PHILOSOPHICAL LIFE AND EDUCATION

2.1 Meaning and Importance of Philosophy

2.2 Philosophies of Life and Education: Concept and implications of Individualism, Socialism, Totalitarianism, Democracy, Idealism, Realism, Naturalism, Pragmatism, Existentialism, Humanism, Buddhism, Veerashaivism, ,Shad-Darshanas, Charvaka Darshana

UNIT-2: PHILOSOPHICAL INQUIRY AND EDUCATION

1. Domains of Philosophical Inquiry and Education: Metaphysics and Education, Epistemology and Education: Epistemological Analysis of sources, Theories and validity of Knowledge. Epistemological bases of curriculum and their methodological implications for Education.
2. Axiology and Education: Concept of Axiology, Need and Importance of Axiological Foundations of Education.
3. Values: Concept, Nature, Types, Hierarchy of Values in Indian and Western context. Value- Education and its approaches.

UNIT-3: PHILOSOPHY AND EDUCATION

3.1 Philosophy as theory and Education as practice: Theory into Practice.

3.2 Aims of Education and Philosophy.

3.3 Curriculum and Philosophy.

3.4 Methods of Teaching and Philosophy.

3.5 Educational Evaluation and Philosophy.

3.6 Educational Management and Philosophy

UNIT-4: THINKERS OF EDUCATION

1. Indian Thinkers of Education:

4 Aurobindo Ghosh

5 Swami Vivekananda,

6 Mahatma Gandhi,

7 Jiddu Krishnamurthy,

8 Ambedkar B.R.

1. Western Thinkers of Education:

1. John Dewey,
2. Maria Montessori,
3. Rousseau,
4. Froebel

EDUCATIONAL PSYCHOLOGY

UNIT -1 LEARNING AND INFORMATION PROCESSING

1. Learning: Definitions and Theories
2. Piaget's developmental theory of learning.
3. Bruner's discovery learning.
4. Gagne's cumulative learning model.
5. Ausubel's meaningful verbal learning.
6. Rogers Theory of Learning
7. Atkinson- Schifrin model of information processing.

UNIT-2 INTELLIGENCE

1. Concept, Definitions of Intelligence-Theories of Intelligence.
2. Guilford's structure of intellect model.
3. Gardner's theory of multiple intelligence.
4. Sternberg's triarchic theory of intelligence.
5. Carroll's three-stratum theory of intelligence.
6. Vygotsky's socio-cultural perspective of intelligence.
7. Emotional Intelligence: Concept, development of Emotional Intelligence.
8. Testing Emotional intelligence.

UNIT-3 DYNAMICS OF DEVELOPMENT

a. Concept of Human Development, General Principles of Development.
b. Understanding the Process of Individual Development in a Social Context.
c. Growth, Development, Maturation-Meaning and Interrelationship.
d. Development of Knowledge, Understanding, Skills, Competencies, Value Orientation.
e. Development of Attitude, Interest, and Aptitude.
f. Importance of Individual Differences.

UNIT-4 HUMAN DEVELOPMENT AND PERSONALITY-RELEVANCE TO EDUCATION

1. Stages of human development: Significance and characteristics of childhood, adolescence, adulthood.
2. Concept and development of Personality.
3. Neo-analytical perspective: Fromm's humanistic psychoanalysis.
4. Trait perspective: Eysenck's biological typology.
5. Cognitive perspective: Kelly's theory of personal constructs.
6. Existential perspective: May's existential analytic position.
7. Social behaviorist perspective: Rotter's expectancy-reinforcement value model & attribution theory.

EDUCATIONAL TECHNOLOGY

UNIT-1: CONCEPTUAL BASES OF EDUCATIONAL TECHNOLOGY

1. Educational Technology – Meaning, definitions, concepts; Technology of Education and Technology in Education, historical development of Educational Technology, scope and objectives of educational technology.
2. Committees and commission: Global and Indian Perspective

1.3 Hardware and Software Technology-meaning, Educational usefulness.
1.4 Approach to Educational Technology: Physical, behavioral and system approach to education.
1.5 Relevance and utility of Educational Technology to Distance Education.

UNIT- 2: COMMUNICATION TECHNOLOGY

4.1 Concept, Meaning, Definitions and forms of communication, communication cycle, communication model: David Berlo and Wilber Shramm's model.
4.2 Need of Communication: To communication Information, to communicate Idea, To Communicate Attitude, and To Communicate Feelings.
4.3 Class room communication: factors affecting class room communication.
4.4 Group Instruction: Characteristics and patterns, small group and large group Instruction.
4.5 Communication and information technology revolution.

UNIT-3: EDUCATION AND SYSTEM ANALYSIS

1. Concept of System, Components and Types of System.
2. Systems Approach
    i. Systems Approach-Concept, Meaning, Definitions,
    ii. Components of Systems Approach
    iii. Systems Approach to Education
3. Need and Scope of Systems Approach to Education
4. A systematic Approach to Instruction flow diagram, advantages
5. Role of the Teacher in the system approach

UNIT -4: TRENDS IN EDUCATION TECHNOLOGY

1. Open Source Software: Concept, OSS In Education, And Evaluation Of OSS.
2. Smart board: Nature, Functions, Utility and challenges.
3. Podcasting- Meaning, History, Types, Process, Creating, Pedagogical Implications.
4. Collaborative Classroom: Characteristics & Advantages.
5. Co-operative learning: Meaning, need, theoretical basis, social goals, advantages.
6. Evaluation and Research in Educational technology.
7. INSAT Programmes.

METHODOLOGY OF EDUCATIONAL RESEARCH

UNIT –1: INTRODUCTION TO EDUCATIONAL RESEARCH

1. Meaning and Nature, Need and Importance and Scope of Educational research.

2. Kinds of educational research: basic & applied research, Programme evaluation and action research-their characteristics, importance and interrelationship.
3. Sources of knowledge, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods-Theory, nature and functions, The principle of evidence.
4. Ethical Considerations in Educational Research.

UNIT –2: RESEARCH PROBLEM, HYPOTHESIS AND SAMPLING

1. Defining and formulating the research problem; selecting the problem, Necessity of defining the problem, Importance of literature review in defining a problem, defining operationally the related terms of research problem.
2. Literature review – Primary and secondary sources, reviews, treatise, monographs-patents, web as a source – searching the web, Critical literature review – Identifying gap areas from literature review.
3. Variables: i) Meaning of Variables ii) Types of Variables *(Independent, Dependent, Extraneous, Intervening and Moderator)* –Nature, Importance and their relationship.
4. Hypotheses: i) Concept of Hypothesis ii) Sources of Hypothesis iii) Characteristics of a good hypothesis iv) Types of Hypothesis *(Research, Directional, Non-directional, Null, Statistical and Question-form)* v) Formulating Hypothesis vi) Hypothesis Testing and Theory vii) Errors in Testing of Hypothesis.
5. Sampling: i)Concepts of Universe and Sample (ii) Need for Sampling (iii) Characteristics of a good Sample (iv) Techniques of Sampling (a) Probability sampling methods – simple random sampling, stratified sampling, cluster sampling (b) Non- probability sampling method – convenience sampling, judgment sampling, quota sampling.(v) Choice of Sampling Techniques (vi) Sample Size (vii) Sampling and Non-Sampling Errors.
6. Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals

UNIT -3: TYPES AND METHODS OF EDUCATIONAL RESEARCH

1. Historical Research-meaning, nature, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
2. Simple cases of Casual-Comparative and Co-relational research; steps and necessary conditions for causation.
3. Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory. Nature of experimental research, Variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables. Experimental Research designs- Single-Group, Pretest-Posttest Design, Pretest-Posttest Control-Group Design, Posttest only Control-Group Design, and Factorial Design, Internal and external validity of results in experimental research, Techniques of control: matching, holding the extraneous variable constant and statistical control
4. Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design.
5. Qualitative Research: meaning, steps and characteristics, Qualitative research approaches Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing.

6. Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and, limitations

UNIT -4: METHODS OF DATA COLLECTION AND RESEARCH REPORT

1. Tests, Inventories and scales: types and their construction and uses, identifying a tool using reliability and validity information, Projective and socio-metric techniques and their uses.
2. Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires.
3. Interview: types, characteristics and applicability, guidelines for conducting interviews.
4. Qualitative and quantitative observation: use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion.
5. The Research Report: Need for reporting, the formal, style of writing the reports, the level of discussions; Bibliography and Reference Books – APA Format of reporting research publication of Research Reports in Research Journals.

SOCIOLOGY OF EDUCATION

UNIT-1: SOCIOLOGICAL PERSPECTIVES IN EDUCATION:

1. Sociology and Education: Relationship of Sociology and Education, Meaning and Nature of Educational Sociology, Education as a process of Social System and Socializations.
2. Social organization and its concepts.
3. Sociological approaches to Education and their limitations.
4. Theories of Social learning: Functionalism, Conflict Theory and Interactionism (with special reference to Durkheim, Karl Marx and C. H. Cooley).
5. Education and Different aspect of society: Education and Community, Education and Politics, Education and Values, Education in relation to secularism.

UNIT-2: SOCIAL PROCESSES AND EDUCATION

1. Social Stratification, Social Mobility, Social Change, Enculturation, Acculturation – Their influence on education.
2. Agents of socialization - Family, School, Religion, Community;
3. Education as a social system, as a social process and a process of social progress;
4. Technological change - Industrialization and Modernization.
5.

UNIT-3: PRESENT FEATURES OF EMERGING INDIAN SOCIETY

1. Democracy – Its meaning, importance and Relation with Education.
2. Human Right – Meaning, its development in India and impact on Indian Society.
3. World Peace – Concept, Indian efforts for development of world peace.
4. Values of the present Indian Society.
5. Concept of Urbanization, Modernization and Westernization with reference to Indian.

6. Society and their Educational Implications, Educational Ability

UNIT-4: GLOBALIZATION AND EDUCATION

1. Meaning and importance Globalization, Liberalization and Privatization.
2. Globalization and the changing society.
3. Impact of Globalization on Education.
4. Commodification and the corporate takeover of Education.
5. Globalization and the Governance of Education.
6. Globalization and the Incorporation of Education

PERSPECTIVES OF TEACHER EDUCATION

UNIT – 1: INTRODUCTION TO TEACHER EDUCATION

1. Meaning and Scope of teacher education.
2. Objectives of Teacher Education Programme at Pre Primary, Primary, Secondary and Higher.
3. Secondary Levels as Recommended by the NCTE.
4. Knowledge Base in Teacher-Education.
5. Philosophical Base for Teacher-Education.
6. Social and Cultural Dimensions in Teacher Education

UNIT – 2: HISTORICAL REVIEW OF TEACHER EDUCATION

1. A brief review of historical perspective of development of teacher Education: Ancient, Medieval and British Period.
2. Historical background of teacher education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) – Chattopadhaya Commission (1983-85) and National Policy on Education (1986- 1992).
3. Recent recommendations in teacher Education- NCFTE-2009, Justice Verma Committee, NCTE-2014

UNIT -3: SYSTEMIC CONCERNS, NEEDS AND NEW VISIONS.

1. Need to Enhance the Professional Identity of School Teachers.
2. Need to Establish Meaningful Links Between Pre-service and In-service Teacher Education.
3. Need for Professionally Qualified Teacher Educators.
4. The Design and Practice of Teacher Education: Underlying Assumptions.
5. Needed Focus in the Newly Visualized Teacher Education Programme :Learning , Learner, Teacher ,Knowledge, Social Context, Appraisal

UNIT- 4: CURRENT ISSUES AND CONCERNS IN TEACHER EDUCATION

1. Issues in teacher education

2. Concerns of teacher education
3. Suggestions for improving the conditions of teacher education.
4. Quality management of teacher education: concept of quality and characteristics.
5. Principles: quality management in teacher education.
6. Improving quality of teacher education in the context of Indian and global scenario.

STATISTICS IN EDUCATIONAL RESEARCH

UNIT-1: ANALYSIS OF QUANTITATIVE DATA

1. Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group
2. Meaning, Nature and Kinds of data – Classification and tabulation of data.
3. Graphical representation of Data – Bar chart, Histogram, Frequency polygon, Frequency Curve, Ogive and Pie chart.
4. Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, Normal probability Curve – its properties and applications in Educational Research
5. Skewness and Kurtosis-Meaning, Types, Properties and Computation.
6. Standard Scores: Z-scores, T-scores and stanine scores- Nature, Calculation and their uses.

UNIT-2: DESCRIPTIVE STATISTICS

1. Measures of Central tendency – Mean, Median, Mode- Characteristics, Computation and Uses
2. Measures of variability – Range, Quartile Deviation, Standard Deviation and Coefficient of Variation -Characteristics, Computation and Uses
3. Measures of relative positions: Quartile, Deciles, Percentile and percentile Rank-computation and uses
4. Correlation – Concepts, types and uses; computation of rank difference correlation , Direct and Scatter plots and their interpretation of Product Moment Method, Bi-serial, Point Bi- serial- Partial and Multiple Correlation, Tetra Choric and Phi-Coefficient.
5. Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction, Path Analysis – concept, Structural Equation Modeling, uses.

UNIT-3: INFERENTIAL METHODS AND NON-PARAMETRIC STATISTICS

1. Concept of parameter, statistic, sampling distribution, sampling error, and standard error.
2. Levels of significance, confidence limits and intervals, degrees of freedom, types of error- Types I, Type II, one and two tailed tests.;
3. Tests of significance of mean and of difference between means- t test (Pooled Variance model, Correlated, Independent-Heterogeneous and Homogeneous both large and small samples)
4. F-test (one way and ANOVA , ANOCOVA and MANOVA)
5. Chi Square Goodness of Fit, Chi Square Test of Independence, Sign test and Mann Whitney U test

UNIT-4: DATA ANALYSIS BY USING DATABASE SOFTWARE

1. Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office);
2. Editing of database file; Formatting, Data filtering, Input range and output range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics.
3. Creating graphs and charts. Creating a table by using wizard.
4. Introduction to SPSS, Creating a database file in SPSS;
    1. Editing of data, insert variable, insert cases, merge a file with same variables and different variables,
    2. Importing and exporting data file, working with output,
    3. Creating graphs and interactive graphs,
    4. Creating tables, Creating Cross tables,
5. Descriptive statistics and inferential statistics.
6. Correlation and Regression,

POLICIES AND PRACTICES AT ELEMENTARY LEVEL

UNIT-1: INTRODUCTION TO ELEMENTARY EDUCATION

1. Concept, Meaning, Need, Scope and Objectives.
2. A brief review of historical perspective of development of Elementary Education: Ancient, Medieval and British Period.
3. Historical background of elementary education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) Ishwari Bhai Patel Committee. National Policy on Education (1986-1992), Ramamurthy committee, Yashpal Committee, Recent recommendations in elementary Education- NCF-2005, NCFTE-2009 and 2014.
4. Implications for Modern Practices in Elementary Education: Contributions of Rousseau, Frobel, John Henrik, Pestalozzi, Maria Montessori and Gandhi.
5. Constitutional provisions.

UNIT-2: UNIVERSALSATION OF ELEMENTARY EDUCATION (UEE): OBJECTIVES AND CHALLENGES.

1. Concept, objectives, meaning and justification of UEE.
2. Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
3. Access and enrolment of different types of learners-issues and challenges.
4. Dropout rate-meaning and computation; reasons for drop out.
5. Achievement levels of different types of learners-status and issues.
6. Differently able children-types, access, issues and challenges; critical appraisal of inclusive education as a solution

UNIT 3: CURRICULUM AND EVALUATION FOR ELEMENTARY EDUCATION

1. Concept and Importance.
2. Curriculum for School Readiness – Physical, Cognitive, Socio-Emotional Dimensions; characteristics of Learning Experiences and Approaches.
3. Anganwadi Centre, different types of Preschool Curriculum like Montessori, Kindergarten, and Balawadi etc.
4. Support of workforce: Teachers' helpers, parents and community support in functioning of ECCE centers.
5. CCE in teacher education.
6. Formative and summative evaluation; norm referenced and criterion reference evaluation.
7. Evaluation of school experience/internship programmes.

UNIT-4: CONCERNS IN ELEMENTARY EDUCATION

1. School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School.
2. Types of schools within different administration bodies.
3. Roles and responsibilities of Education functionaries.
4. Relationships between support organizations and the school.
5. District primary education programme-goals and strategies.
6. Systemic Reform- Strengthening Community Participation; Role of PTC/SMC.
7. Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School.
8. Inspection, Supervision and Monitoring.
9. Classroom management and the teacher.

INFORMATION AND COMMUNICATION TECHNOLOGY AT ELEMENTARY EDUCATION

UNIT-1: INTRODUCTION TO ICT

1. Information and Communication Technology: Meaning, Definitions, Nature and Revolution.
2. Need, and forms of ICT in Elementary classroom, ICT implementation in teaching learning, use of ICT for Elementary teachers- strategies.
3. Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications.
4. Critical analysis of Teaching aids and their applications in instruction and learning.
5. Applications of Information and Communication Technologies at Elementary Education:
6. Classroom and ICT; Professional development and ICT; School management and ICT.
7. Teacher's Role in the ICT Environment.

UNIT – 2: INFORMATION TECHNOLOGY

1. Computer Programming Language – Abbreviation, meaning and purposes, machine Language ,high level language (HLL) and low level language (LLL) ,Operating System(OS).
2. Network: Internet , LAN-WAN, – Concept, Meaning and Application, WWW, Browser,

Web Search Engines, Internet Service Providers, Web page, E-mail, Protocols, Chatting, News groups.–Meaning and Applications.

3. Computer care-Virus, Security and Maintenance
4. Computer Applications in Elementary Education: Computer based testing, on line testing, virtual classroom, Computer based Simulation.
5. Information Management: meaning and applications.

UNIT-3: E-LEARNING

1. E-Learning: Conceptual Frame work, E-Learning strategies- Learning Courses, Types in E- Learning.
2. Attributes of Learning: Learner Centered, Knowledge Centered, Assessment Centered, Community Centered.
3. Affordances of the Net, Role of Interaction in E-Learning:
4. Student-Student Interaction, Student-Teacher Interaction, Student- Content Interaction, Teacher-Teacher Interaction, Teacher-Content Interaction, Content-content Interaction.
5. A Model of E-Learning, E-Learning and the semantic Web, Toward a Theory of E-Learning.
6. Traditional V/S E-Learning Approaches, E-Learning Stake Holders, Features of E-Learning Environment.

UNIT – 4: UBIQUITOUS LEARNING

7. M-Learning: meaning, Features, need of M-learning, Pedagogical affordances offered by M-learning, the various activities through M-learning, emerging pedagogies for M-learning, Challenges For M-Learning, benefits of M-learning, modes of M-learning, Misconceptions about M-learning, challenges to the implementation of M-learning, future of M-learning in Elementary Education.
8. Ubiquitous Learning: Features, Components, Characteristics, Types, Benefits.
9. Web based learning: Meaning, advantages, disadvantages, Impact of web based teaching, Web authoring tools for developing instructional material.
10. E-resources: Overview, Meaning, E-resources, need of e- resources, full text electronic resources, types, future of electronic publishing-E-books, E-journals, types of E-journal, current trends in E-journal, E-databases challenges facing the e-information sources management.
11. E-journal consortia: Library E-consortia- Definition Access of E-journals, Consortia based resource sharing, Indian scenario-UGC INFONET, INDEST, J-Gate.

SYSTEMS AND STRUCTURES OF ELEMENTARY EDUCATION

UNIT 1- DEVELOPMENT OF ELEMENTARY EDUCATION

1. Nature and focus of Elementary Education after independence.
2. Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
3. Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental

right)

4. Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005
5. Developmental characteristics and norms – physical, cognitive, language, socio-emotional during preliminary stage.
6. Child nearing practices and their influence on child development and construction of knowledge
7. Attitude of parents and society towards Elementary Education
8. Transition from home to school – Socio-cultural context in schools, issues and concerns.

UNIT-2: STRUCTURE OF ELEMENTARY EDUCATION

1. Structure of elementary education in India.
2. Vision and Mission of Elementary Education
3. Decentralization of elementary education.
4. 12th Five-Year Plans –Objectives, key issues and focus.
5. Quality Assurance in Elementary Education ECCE programme, women empowerment as support services.
6. Universalization of Elementary Education (UEE) - Universal Access, Universal Retention and Universal Achievement.
7. Major Schemes and programmes for UEE - Operation Black Board (OBB), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA)
8. Responsibility between the Union Government and the States.

UNIT -3: PROGRAMMES IN ELEMENTARY EDUCATION

1. Decentralized educational planning and management. Community mobilization, micro planning, district primary education programme – goals and strategies, involving local bodies and community in educational planning and management, village education committees – roles and functions and Operation Black Board (OBB)
2. Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
3. Monitoring, research and evaluation of specific schemes like midday meals, incentive schemes, etc.

UNIT 4- STRATEGIES IN ELEMENTARY EDUCATION

4. Panchayatraj and community involvement in educational planning and management related issues
5. Participation of NGOs in achieving goals of UEE
6. ECCE programme, women empowerment as support services
7. Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multi-grade contexts.

POLICIES AND PRACTICES AT SECONDARY AND HIGHER SECONDARY LEVEL

UNIT-1: INTRODUCTION TO SECONDARY AND HIGHERSECONDARY EDUCATION

1. Concept, Meaning, Need, Scope and Objectives.
2. A brief review of historical perspective of development of Secondary Education: Ancient, Medieval and British Period.
3. Historical background of secondary and higher secondary education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) Ishwari bhai Patel Committee. National Policy on Education (1986- 1992), Ramamurthy committee, Yashpal Committee, Recent recommendations in secondary Education- NCF-2005, NCFTE-2009

UNIT-2: STRUCTURE OF SECONDARY AND HIGHER SECONDARY EDUCATION

1. Structure of secondary and higher secondary education in India.
2. Vision and Mission of secondary and higher secondary Education
3. Decentralization of secondary and higher secondary education.
4. 12th Five-Year Plans –Objectives, key issues and focus.
5. Constitutional Provisions, Right to Education and its implications
6. Quality Assurance in secondary and higher secondary Education, women empowerment as support services.
7. Universalization of Secondary and higher secondary education (UEE) - Universal Access, Universal Retention and Universal Achievement.
8. Major Schemes and programmes for secondary and higher secondary education, RMSA and other programmes
9. Responsibility between the Union Government and the States.

UNIT 3: QUALITY IN SECONDARY AND HIGHER SECONDARY EDUCATION

1. Concepts, indicators of quality, setting standards for performance
2. Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA– IASE etc.

UNIT-4: CONCERNS IN SECONDARY AND HIGHER SECONDARY EDUCATION

1. School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School
2. Types of schools within different administration bodies –State Government, CBSE, CICSE
3. Roles and responsibilities of Education functionaries
4. Relationships between support organizations and the school
5. Pre-University Education in Karnataka-goals, Structures and strategies.
6. Systemic Reform- Strengthening Community Participation; Role of PTC/SMC
7. Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School

8. Inspection, Supervision and Monitoring
9. Classroom management and the teacher

INCLUSIVE EDUCATION

UNIT-1: INTRODUCTION TO INCLUSIVE EDUCATION

1. Definition, concept and need of inclusive education.
2. Historical perspectives on education of children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children.
5. Concept and meaning of diverse needs.
6. Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
7. Brief account of existing special, integrated and inclusive education services in India.
8. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.

UNIT-2: PLANNING FOR INCLUSIVE EDUCATION

1. Organization of inclusive education in schools.
2. Basic requirements and materials.
3. Setting up resource rooms.
4. Classroom organization and design.
5. Provisions for Inclusive Education : Sarva Shiksha Abhiyan, Initiatives for the gifted and talented children, National Curriculum Framework, 2005 NCERT

UNIT-3: POLICIES, LAWS AND PRACTICES OF INCLUSIVE EDUCATION

1. Integrated Education for Disabled Children (IEDC, 1974).
2. Project Integrated Education for disabled children (PIED, 1987).
3. District Primary Education Programme (DPEP).
4. The Persons with Disabilities Act (PWD Act, 1995).
5. Recent Laws: The Mental Health Act 1987, Rehabilitation Council of India Act, 1992 , The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995), The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.
6. Recommendations of the Indian Education Commission (1964-66).
7. Recommendations of National Policy on Education (NPE, 1986-92).

UNIT-4: UNDERSTANDING LEARNER DIFFERENCES

1. Definition and characteristics of children with sensory(hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children), developmental disabilities(cerebral palsy and learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

3. Role of parents and other community members for supporting inclusion of children with diverse needs.
4. Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
5. Support Services: Hospital services, Guidance and counseling, Training and in service education of teachers and Specialists and therapists from various disciplines

RESOURCES FOR EDUCATION AT ELEMENTARY LEVEL

UNIT – 1: MULTI-MEDIA TECHNOLOGY

1. Multi-media technology – concept, characteristics, Use of Multi-media Features; Text, Graphics, Animation, Audio and Video.
2. Multi-media packages in Elementary Teacher training.
3. Multimedia laboratory – meaning, need for multi-media laboratories in India, Functions of multi-media laboratory, setting up of multi-media laboratory in the Class room.
4. Multi-media approaches- concept, nature, use of multimedia approach in teaching and learning, illustration from Elementary school syllabus, Role of teacher in MM approach, Eucational implications.

UNIT – 2: AUDIOVISUAL TECHNOLOGY

1. Projected and Non Projected aids
2. Hardware and software approach
3. Media sub-systems –CCTV, Projectors, Teleconference; application of above in Elementary class-room teaching.
4. Educational television programmes for Elementary Education; development of educational television in India, some recent developments, production of educational programs, script writing, steps for program production, advantages and limitations of educational programs, scope of educational television, Role of Teacher.
5. Educational Radio programmes for Elementary Education; development of educational radio in India, History, types of programs, production of radio programs, characteristics of educational radio, Role of Teacher and limitations.

UNIT-3: E-LEARNING MODULES AND TOOLS

1. E-learning: initiatives in India, weaving e-learning into classroom
2. E-learning modules: 3-tier review model, learning-Open source technologies, e-learning basic frame work, e-learning advantages, e-learning models, free and open source software-meaning and characteristics.
3. E-Learning tools: E-Shikshak-LMS, nature, features, different stake holders and advantages, open source E-learning tools-Moodle, A Tutor, Bazaar, eduPlone and Caroline. Brihaspati: LMS-open source E-learning system.
4. Course Management System: Nature, Functional requirements, and open sources.

UNIT-4: WEB BASED TEACHING-LEARNING

1. Development of a Website: Meaning of website, nature of website, steps for development and Advantages.
2. Digital library: Meaning, definition, historical background, characteristics, need, advantages, disadvantages, initiatives in India.
3. Digital portfolio: Meaning, creation of electronic portfolio, uses.
4. Virtual Class Room- Concept, Aims, Characteristics, Meaning, Definitions, Features and Advantages.
5. Web-1 and web-2 technologies: meaning, nature and Applications.

MANAGEMENT OF ELEMENTARY EDUCATION INSTITUTIONS

UNIT-1: INTRODUCTION TO EDUCATIONAL MANAGEMENT

1. Concept of administration and management.
2. Nature and Importance of management.
3. Basic principles of public administration; Objectives of management.
4. System approach to management: component systems or subsystems in educational management.
5. Purpose and activities in management; Levels in administration/management of Elementary education (Central, State, District, Institution).
6. Advisory, policy planning and executive bodies/authorities at different levels of elementary education.

UNIT-2: RESOURCE AND PERSONNEL MANAGEMENT

1. Concepts and classification of resources (real, abstract, other, human, physical material, community, governmental financial etc.).
2. Resource identification, mobilization, utilization, replacement etc.,
3. Resource allotment and crunch at different levels of elementary educational.
4. Resource planning and management for maximizing gains.
5. Personnel Management; concepts, classification.
6. Recruitment, orientation and on the job training for elementary teachers.
7. Motivation and guidance; amenities service conditions, job satisfaction and morale.
8. Career planning and prospects; professional growth of elementary teachers.

UNIT-3: MODERN MANAGEMENT TECHNIQUES

1. Management by objectives (MBO)
2. Organizational compliance (OC)
3. Programme Evaluation and Review Technique (PERT). Bench Marking.
4. Total quality management (TQM)
5. Systems approach.
6. Supervision and Inspection, Assessment and Accreditation.

UNIT-4: EDUCATIONAL SUPERVISION AND LEADERSHIP ELEMENTARY LEVEL

7. Administration Inspection and Academic Supervision of elementary education (concept, purpose, thrust, nature and function, scope)

8. Guidance in curriculum planning and implementation at elementary level.
9. Improvement of teaching –learning and evaluation promoting innovation and change.
10. Resource build-up distribution, utilization.
11. Supervisory systems and practice, tools and techniques.
12. Co-operative projects and concerned efforts.
13. Maintenance of records and follow up.
14. Leadership roles in strategies.

UNIT-5: INSTITUTIONAL MANAGEMENT

15. Functions of the head and other categories of staff.
16. Management committee; human relations and co-operative functioning, division of labour.
17. Participation, contribution, responsibility and commitment of management committee.
18. Democratic leadership and processes.
19. Atmosphere and discipline of Institutions.
20. Student participation and roles; parent-teacher association and school community relations; local support and reciprocal contributions.

CURRICULUM DEVELOPMENT AT SECONDARY AND HIGHER SECONDARY LEVEL

UNIT-1: NATURE AND PRINCIPLES OF CURRICULUM

1. Meaning and concept of curriculum.
2. Curriculum as a body of socially organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.
4. Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological).
5. Principles of curriculum construction:
6. **a**.Students centred, **b**.Activity centred, **c**. Community centred, **d**.Forward looking principle,

e. Principles of integration

UNIT-2: DETERMINANTS OF CURRICULUM AT SECONDARY LEVEL

1. Objectives-Values enshrined in the constitution such as social justice, equality and
2. secularism;
3. Core elements as reflected in the NPE-1986 and POA;
4. Curriculum concerns as reflected in NCF 2005.
5. Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children, society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
6. Learner: growth and development.

UNIT-3: TEACHERS AND CURRICULUM TRANSACTION STRATEGIES AT SECONDARY LEVEL

1. Teachers and Pedagogical Attributes
2. Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability
3. Analysis of Secondary Education Curriculum.
4. Role of I.C.T.
5. Research Trends in Secondary Education
6. Nature of subject matter/content.

UNIT-4: PEDAGOGY

1. Critical analysis of the pedagogy prescribed in the educational thoughts of Great Educationists viz., Socrates (dialogue), John Dewey, Ravindranatha Tagore, Mahatma Gandhi, J. Krishnamurthy, Sri Aurobindo, with special reference to their relevance in teaching-learning.
2. Innovative Educational Programmes in India

RESOURCES FOR EDUCATION AT SECONDARY HIGHER SECONDARY LEVEL

UNIT – 1: MULTI-MEDIA TECHNOLOGY

1. Multi-media technology – concept, characteristics, Use of Multi-media Features; Text, Graphics, Animation, Audio and Video.
2. Multi-media packages in Secondary Teacher training.
3. Multimedia laboratory – meaning, need for multi-media laboratories in India, Functions of multi-media laboratory, setting up of multi-media laboratory in the Class room.
4. Multi-media approaches- concept, nature, use of multimedia approach in teaching and learning, illustration from Secondary school syllabus, Role of teacher in MM approach, Educational implications.

UNIT – 2: AUDIOVISUAL TECHNOLOGY

5. Projected and Non Projected aids
6. Hardware and software approach
7. Media sub-systems –CCTV, Projectors, Teleconference; application of above in Secondary class-room teaching.
8. Educational television programmes for Secondary Education; development of educational television in India, some recent developments, production of educational programs, script writing, steps for program production, advantages and limitations of educational programs, scope of educational television, Role of Teacher.
9. Educational Radio programmes for Secondary Education; development of educational radio in India, History, types of programs, production of radio programs, characteristics of educational radio, Role of Teacher and limitations.

UNIT-3: E-LEARNING MODULES AND TOOLS

10. E-learning: initiatives in India, weaving e-learning into classroom.
11. E-learning modules: 3-tier review model, learning-Open source technologies, e-

learning basic frame work, e-learning advantages, e-learning models, free and open source software-meaning and characteristics.

12. E-Learning tools: E-Shikshak-LMS, nature, features, different stake holders and advantages, open source E-learning tools-Moodle, A Tutor, Bazaar, eduPlone and Caroline. Brihaspati: LMS-open source E-learning system.
13. Course Management System: Nature, Functional requirements, and open sources.

UNIT-4: WEB BASED TEACHING-LEARNING

14. Development of a Website: Meaning of website, nature of website, steps for development and Advantages.
15. Digital library: Meaning, definition, historical background, characteristics, need, advantages, disadvantages, initiatives in India.
16. Digital portfolio: Meaning, creation of electronic portfolio, uses.
17. Virtual Class Room- Concept, Aims, Characteristics, Meaning, Definitions, Features and Advantages.
18. Web-1 and web-2 technologies: meaning, nature and Applications.

MANAGEMENT OF SECONDARY AND HIGHER SECONDARY EDUCATION INSTITUTIONS

UNIT-1: NATURE AND PRINCIPLES OF CURRICULUM

1. Meaning and concept of curriculum.
2. Curriculum as a body of socially organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.
4. Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological).
5. Principles of curriculum construction:
6. Students centered
7. Activity centered,
8. Community Centered,
9. Forward looking principle,
10. Principles of integration

UNIT-2: DETERMINANTS OF CURRICULUM AT SECONDARY LEVEL

1. Objectives-Values enshrined in the constitution such as social justice, equality and secularism;
2. Core elements as reflected in the NPE-1986 and POA;
3. Curriculum concerns as reflected in NCF 2005.
4. Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children, society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
5. Learner: growth and development.

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1. Teachers and Pedagogical Attributes
2. Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability
3. Analysis of Secondary Education Curriculum.
4. Role of I.C.T.
5. Research Trends in Secondary Education
6. Nature of subject matter/content.

UNIT-4: PEDAGOGY

1. Child centered pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
2. Pedagogical analysis of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning.
3. Innovative Educational Programmes in India Viz., EKALAVYA (Madhya Pradesh); Mirambika Secondary teacher education programme

ISSUES AND TRENDS IN TEACHER EDUCATION

UNIT-1: MAJOR ISSUES AND CHALLENGES OF TEACHER EDUCATION

1. Maintaining Standards in Teacher Education – Admission Policies and Procedures, Recruitment of Teacher Educators
2. Quality Management of Teacher Education
3. Privatization, Globalization and Autonomy in Teacher Education
4. Teacher Education and practicing schools
5. Teacher Education and UGC, NCTE, University.
6. Preparing teacher for special school
7. Preparing teacher for Inclusive classroom.

UNIT-2: RECENT TRENDS IN TEACHER EDUCATION

1. Teaching and learning perspective [E-learning and teaching Developing an inclusive approach to a teacher training for people with disabilities].
2. Innovations in teacher education the role of NCERT, NCTE, IASE and CTE for strengthening teacher education.
3. E-Teacher Education
4. Value oriented Teacher Education
5. A comparative study of developments, -Teacher education, Computer education, Population education, Environment education with special reference to USA, UK and INDIA.

UNIT-3: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

1. Need of Research in Teacher Education

2. Innovative practices at primary and secondary level.
3. Action Research for quality improvement in Teacher Education
4. Trends of research in Teacher Education
5. Methodological issues of research in teacher education- direct verses indirect, Inference, generalizability of findings, scope and limitations of classroom observations.

UNIT-4: PROFESSIONAL STANDARDS FOR TEACHER EDUCATION

1. Service Conditions of Teacher Educators
2. Role and Responsibilities of Teacher Educators
3. Cooperative Approach in Teacher Education
4. Collaborative Approach in Teacher Education
5. Constructivist and Reflective Approaches in Teacher Education
6. Social responsibility and engagement of Teacher Educators

PROFESSIONAL ETHICS AND VALUES OF TEACHER EDUCATORS

UNIT-1: PROFESSIONAL ETHICS:

1. Concept, need and importance. The Ethics of teaching, moral teachers.
2. Teaching as a Profession: Principles of Professional Ethics.
3. Recommendations of NCF – 2009, UGC, CBSE about teachers 'code of conduct.
4. Role of Teachers, Organisations in promoting professional ethics among teachers.
5. Professional ethics of teachers: International Perspectives

UNIT-2: NEED, BASIC GUIDELINES, CONTENT AND PROCESS FOR VALUE EDUCATION

1. Meaning, need, basic guidelines, content and process for Value Education,
2. Values in human-human relationship; meaning of Nyaya its fulfillment to ensure Ubhay- trupti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.
3. Self-Exploration–meaning-its contentand process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self-exploration.
4. Happiness and Prosperity - Method to fulfill human aspirations: understanding and living in harmony at various levels

UNIT: 3: DIMENSIONS OF PROFESSIONAL ETHICS FOR TEACHERS

1. Teacher in relation to pupils
2. Teacher in relation to parents/guardians
3. Teacher in relation to society and the nature
4. Teacher in relation to profession, colleagues and professional organization
5. Teacher in relation to management/ administration.

UNIT: 4: HOLISTIC PERCEPTION OF HARMONY AT ALL LEVELS OF EXISTENCE

1. Implications of the above Holistic Understanding of Harmony on Professional Ethics
2. Definitiveness of Ethical Human Conduct, Basis for Humanistic Education,

Humanistic, Constitution and Humanistic Universal Order

3. Competence in professional ethics: professional competence for augmenting universal human order,
4. Scope and characteristics of people-friendly and eco- friendly production systems, technologies and management patterns for above production systems.

SKILLS AND STRATEGIES AT ELEMENTARY LEVEL

UNIT – 1: INSTRUCTIONAL TECHNOLOGY

1. Instructional Technology – Concept, meaning, nature and scope
2. Modalities of Teaching – difference between teaching and instruction; Conditioning and training.
3. Stages of Teaching at elementary level: pre-active, interactive and post active.
4. Teaching at different levels – memory, understanding and reflective.
5. Educational Technology and Instructional Technology.

UNIT – 2: LEARNING TECHNOLOGY AND E-LEARNING SKILLS

1. Learning technology – concept, meaning, types and Scope with special reference to elementary education.
2. Individualized Instruction: Programmed Instruction –meaning, definitions, characteristics, steps, rules and principles.

1. Styles of programming: Linear, branching and Mathetics.
2. Programme Development and evaluation.
3. Programme development- selection of the topic, stating assumptions of the learner, writing objectives in behavioral terms; Frames, its characteristics, types.
4. Prompting-meaning, characteristics and classification, Editing review of the program.
5. Testing and program evaluation- Individual and group try out, error rate, program density, sequence progression, process of validation, percentage gain and pupil acceptance.
6. Sequencing and structuring: Ruleg and Egrule, operator matrix, construction procedure.

1. CAI: Principles and Development, role in Elementary class-room instruction and research.
2. Keller plan (PSI): Nature, Steps and Educational Uses.
3. E-learning skills:

1. MOOC: Concept, tools , advantages and limitations
2. Concept map (free mind, VUE)
3. Animation-2d animation(Pencil,Tupi)
4. E-book Tools(Sigil, caliber) for creating and editing books

UNIT – 3: TEACHING BEHAVIOR

1. Instructional Technology – Modifications of teaching behavior.
2. Micro – Teaching Techniques.
3. Flanders Interaction Analysis Categories system- description, procedure of observation, Ground rules, training in observation, establishing reliability of observation, Matrix tabulation and its interpretation. Calculation of indices- Subscription of categories, Uses of FIACS and Critique of FIACS.
4. Reciprocal Category System–Technique, procedure of observation and uses.

5. Equivalent Talk Category System–Technique, procedure of observation and uses.
6. OSCAR BALES – Technique, procedure of observation and uses.

UNIT – 4: INSTRUCTIONAL SYSTEM

1. Designing instructional system Types of instructional designs-Training psychology, cybernetic psychology and system approach. Objectives based, skill based, competency based, learner style based, model based, value oriented.
2. Concepts and Experiences: abstract and concrete concepts, Psychology of using audio-visual aids classification. Dale's cone of experience, step learning experiences model, relationship of experiences and educational objectives, modes of instruction (enactive, iconic and symbolic) and experiences(direct and mediated and vicarious),
3. Formulation of instructional objectives: Blooms taxonomy of educational objectives, writing performance objectives-Mager and Miller. Digitized Lesson Planning.
4. Content Analysis and Task – analysis
5. Designing instructional strategies for Elementary Education such as lecture, team teaching, discussions, Seminars, Tutorials, Brain-storming, Simulation and Gaming, Concept mapping- learning strategy: Meaning, steps, instructional planning, learning strategy, evaluation.

SKILLS AND STRATEGIES AT SECONDARY AND HIGHER SECONDARY EDUCATION

UNIT – 1: INSTRUCTIONAL TECHNOLOGY

1. Instructional Technology – Concept, meaning, nature and scope
2. Modalities of Teaching – difference between teaching and instruction; Conditioning and training.
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    5. Testing and program evaluation- Individual and group try out, error rate, program density, sequence progression, process of validation, percentage gain and pupil acceptance.
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4. Reciprocal Category System–Technique, procedure of observation and uses.
5. Equivalent Talk Category System–Technique, procedure of observation and uses.
6. OSCAR BALES – Technique, procedure of observation and uses.

UNIT – 4: INSTRUCTIONAL SYSTEM

1. Designing instructional system Types of instructional designs-Training psychology, cybernetic psychology and system approach. Objectives based, skill based, competency based, learner style based, model based, value oriented.
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4. Content Analysis and Task – analysis
5. Designing instructional strategies for Secondary Education such as lecture, team teaching, discussions, Seminars, Tutorials, Brain-storming, Simulation and Gaming, Concept mapping- learning strategy: Meaning, steps, instructional planning, learning strategy, evaluation.

EVALUATION OF TEACHING AND LEARNING AT SECONDARY AND HIGHER SECONDARY LEVEL

UNIT – 1: INTRODUCTION TO EVALUATION

1. Concept of Evaluation, Assessment and Measurement
2. General principles of Evaluation
3. Types of Evaluation Procedures
4. Classification of Evaluative Methods
5. Evaluation of the Teaching – Learning Process

UNIT – 2: INSTRUCTIONAL OBJECTIVES AND EVALUATION

1. Instructional Objectives as Learning Outcomes at secondary level
2. Mager's Specifications of Instructional Objectives
3. Taxonomy of Instructional Objectives
4. The Cognitive Domain – Bloom's Taxonomy
5. The Affective Domain – Krathwohl's Taxonomy
6. The Psychomotor Domain – Harrow's Taxonomy

UNIT – 3: TECHNOLOGY OF EDUCATIONAL EVALUATION

1. Evaluation Model Building – Theory and Technology
2. Models of Evaluation
3. Goal Attainment Model
4. Judgmental Model – Intrinsic Criteria
5. Judgmental Model – Extrinsic Criteria
6. Decision – Facilitation Model

UNIT – 4: LEARNER EVALUATION

1. Diagnosis and Remediation of Learning Difficulties.
2. Nature and Characteristics of good diagnosis
3. Diagnostic Test – meaning, purpose planning, administration and interpretation
4. Remedial Instruction – meaning, principles, and organization
5. Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)
6. Student Assessment in : The Inductive Model ; The Concept – Attainment Model ; The Integrative Model ; The Direct – Instruction Model ; The Lecture – Discussion Model ; The Inquiry Model