



JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY, JAIPUR

Faculty of Education & Methodology

Department of Teaching Education & Methodology

SYLLABUS

PROGRAM NAME
(M.ED.)

SESSION - 2022-23

DURATION - 2 YEARS/4 SEMESTER

SYLLABUS FOR:
I YEARS



PROGRAM DETAIL

Name of Program	-	M.Ed.
Program Code	-	M.Ed.
Mode of Program	-	Yearly /Semester
Duration of Program	-	2 yrs/ 4 Semester
Total Credits of Program	-	
Curriculum Type &Medium Choice	-	English

Objectives of the M.Ed. Programme :-

The students will be helped to:

- Understand the nature of education as discipline/area of study.
- To encourage understanding of the basic concepts/issues of education especially with reference to the kind of concerns that NCF, 2005 has raised in the context of understanding-oriented teaching.
- Understand how concepts theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management etc; could be used/practiced suitably in the perspectives of teaching-learning in schools.
- Appreciate the challenge of theorizing education and identify relationship between theory and practices; 2
- Understand the need of teacher education in the context of changing needs of school education.
- Learn the skills required for playing a leadership role in different areas of school education;
- Understand the linkage between education and national development; – Gain an understanding on cognitive Psychology and the process of learning;
- Develop a rational conceptualization of educational research;
- To reflect on the multiple contexts in which the schools and teacher education institutions are working. – Integrate information and communication technology to teaching-learning and training transaction;



- Develop skills among students to manage internship, practicals and in-service training programmes;
- Develop competency in students in development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment.
- Develop ability to analyse and reflect upon his professional experience.
- Equip the students with different innovative modes of training transaction.
- To understand the process of school education and teacher education and the various factors enriching the processes.
- To understand the emerging vision of school education.
- To sharpen epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education.

Program Outcome of M.Ed.

- To build perspective and understanding of concepts, theories, ideas, and practices across various fields of Education.
- To understand the historical, political and economic aspect of education.
- To provide research related experiences with the competency to independently develop dissertation and research work.
- To interpret the schools of philosophy and their educational significance.
- To get an insight into various educational policies and practices.
- To enable proper understanding and critical perspective about specialized areas of Education.



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SYLLABUS DETAIL

FIRST SEMESTER

S. No.	Course Code	Credit	Name of Course
1		9	Education as a Field of Study
2		9	The Process of Education
3		9	Learner and the Learning Process
4		9	Methodology of Educational Research
		9	Psychology for Individual and Social Development
	Total Credits	45	

SECOND SEMESTER

S. No.	Course Code	Credit	Name of Course
1		9	Philosophy and Sociology of Education
2		9	Pedagogical knowledge of teacher Educator
3		9	Psychology of Learner
4		9	Fundamental Concepts of Educational Research
		9	Psychology of Individual learning
		8	Dissertation – I (Research Proposal & Tool Designing)
		7	Internship – I Teacher Education Institutions and Field Work
Total	Total Credits	60	



I SEMESTER
Education as a Field of Study

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

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

- Understand the nature of education as a discipline/an area of study.
- Examine issues related to education as interdisciplinary knowledge.
- Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised.
- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
- Reflect on the multiple contexts in which the school and teacher education institutions are working.
- Discuss the emerging dimensions of school and teacher education.

Unit I- Theoretical Perspectives of Education as a Discipline (Credit-3)

Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.

Critical analysis of education as a discipline/area of study.

Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc and their linkage to pedagogy and practices.

School education: Contemporary challenges

Need for developing a vision of school education and teacher education:

Vision derived from synthesis of different schools of Philosophy and Psychology

Integrative and elective view points

Open flexible rather than prescriptive

Liberal and humanistic nature of school and teacher education.

Emerging dimensions of school education and teacher education;

analysis and synthesis of different Philosophical schools of thought, thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc;

Unit II- Education as Interdisciplinary Knowledge
(Credit-2)



Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

Contribution of science and technology to education and challenges ahead.

Axiological issues in education: role of peace and other values, aesthetics in education.

Dynamic relationship of education with the political process.

Issues related to planning, management and monitoring of school and teacher education.

Unit III- Changing Socio-cultural Context of Education

(Credit-2)

Social purposefulness of education.

Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child, appropriate approaches for teaching young children in the context of diversities.

Constitutional provisions of education.

Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.

Sessional Work:

(Credit-1)

1. The following are only exemplars. The University department/Institute may devise similar activity : The student-teacher may undertake any one of the following activities:
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialization.
3. critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
4. Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group interaction in a group

Suggested Readings:-

- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harvard University Press.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.



Outcomes of the course:

- Develop ability to analyse and reflect upon his professional experience.
- Equip the students with different innovative modes of training transaction.
- To understand the process of school education and teacher education and the various factors enriching the processes.
- To understand the emerging vision of school education.
- To sharpen epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education

The Process of Education

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

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

- understand the nature of connections and interactions involved in the process of education,
- understand the multiple perspectives of pedagogy,
- understand the process of andragogy and its linkage with pedagogy,
- understand the application of the methods of interaction and dialogue of Socrates, Plato, Upanishad, J. Krishnamurthi and Paulo Freire,
- identify, analyse and reflect on the multidimensional nature of the roles of the teacher and the teacher educator,
- analyse and reflect upon the professional experience he gathers in the school/field,
- discover intellectual challenge, stimulation and enjoyment in the context of one's professional learning, • develop and refine communication skills through discussion, presentation and different forms of writing.

Unit I- Interaction in the Process of Education

(Credit-3)

Nature of connections and interactions involved between the child and the environment;

in linking school practices with life outside the school;

in relating subject knowledge with real life experiences of the child between knowledge and practices.

Unit II. Pedagogy and Andragogy

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. • Pedagogical analysis of the subject



content. • Critical Pedagogy. 77 • Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey, and Socrates (dialogue), and their applicability in school context.

Concept of andragogy • Implications of andragogic techniques for teachers training. •

Experiential Learning • Field interactions and reflection. • Teacher experiences as the basis of training

Unit III- Designing Curriculum, School Experiences and Assessment (Credit-2)

Levels of curricular decisions.

Curriculum Frameworks-Principles of curriculum development; highlights of NCF, 2005.

Instructional objectives: Stage specific and Subject specific objectives. Methodology of curriculum Transaction at different stages.

Teacher's role expectation-values attitudes, life style, relationship with students, parents and social concern. • Instructional objectives: Stage specific and Subject specific objectives. •

Methodology of curriculum Transaction at different stages.

-Assessment and evaluation at different stages. Use of curricular materials.

Sessional Work:

(Credit-1)

1. The critical appraisal of one of the selected school programme/event/ teacher practices based on the ideas of a great educator, a psychological theory or an ideology.
2. Visit to schools and classroom located in rural/urban/tribal contexts- exposure, observation, critical analysis of events and presentation before a small group.
3. Maintenance of reflective diary on institutions observed, analysis of experiences that may be evaluated at the end of the term.

Suggested Readings:-

- Bruner, J.S. (2006). In Search of pedagogy Vol. I and II (The selected works) Routledge, London.
- Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
- Edgerton, Susan Huddleston (1997). *Translating the curriculum: Multiculturalism into the Cultural Studies*. Routledge.
- Etta, R. Hollins (1996): *Transforming curriculum for a culturally Diverse Society*. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.

Outcomes of the course:

- Understand the need of teacher education in the context of changing needs of school education.
- Learn the skills required for playing a leadership role in different areas of school education;
- Understand the linkage between education and national development;
- Gain an understanding on cognitive Psychology and the process of learning;
- Develop a rational conceptualization of educational research; 4
- To reflect on the multiple contexts in which the schools and teacher education institutions are working.



Learner and the Learning Process

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

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

- understand how children learn framework
- critically analyse the process of learning from the point of view of Cognitive Psychology and the implications of constructivist learning
- visualize multiple dimensions and stages of learner's development and their implications on learning
- understand the learner in terms of various characteristics
- learn the factors affecting learner's environment and assessment
- conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
- conceptualize the needs of the Learners and the process of learning as visualized in NCF, 2005
- visualize the brief epistemological frame of major curricular areas

Unit I—Framework for How Children Learn

(Credit-3)

Various modes of knowledge transmission - What should be taught and how the knowledge should be organized? (Knowledge centeredness).

Who learns and how? (Learner- centeredness).

What kind of classroom, school and community environment enhances learning? (Environment centeredness).

What kind of evidence for learning the teachers, parents and policy makers can use to decide whether effective learning is really occurring? (Assessment centeredness)

Unit II - Understanding the Learners and their Development

- Holistic approach in treatment of learner's development and learning.
- How socio-cultural and economic contexts cause differences in learner, differential-learning needs.
- Learning difficulties at primary stage at elementary level and diagnostic tests.
- Problems of the adolescents and self-identity: educational support required for adolescents' development.
- Language development- language before and into the school, meta linguistic awareness; acquisition of more than one language, home language vs. school language, strategies supporting student's speaking, listening reading, and writing development critical analysis of the views of Piaget, Vygotsky, and Chomsky.
- Influences of culture on learners' development.

Unit III- Learning Environment and Assessment

(Credit-2)

The physical environment. The instructional time.



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Diversity in learning contexts – oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer.

Space for the parents and the community: identification of barriers, strategies for strengthening partnership between school and parents and community.

Inclusive environment in the classroom for all learners. Discipline and participatory management.

Diversity in learning paths and learning styles.

- ❖ Assessment-continuous and comprehensive evaluation, assessment during teaching, designing good test items, open book examination, self-assessment and feedback, shorter examination, shift From, content based testing to problem solving, logical thinking, critical thinking etc teacher observation and their reflective discussion in a group; Library study and project work.

Sessional work:-

(Credit-1)

The students may undertake any one of the following activities and present the report:

1. Conducting case study on one student who has difficulties in learning in primary years.
2. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
3. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.

Suggested Readings:-

- Bruner, J.S. (1990) *Acts of meaning*. Cambridge, M.A.: Harvard University Press. o Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
- Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.

Out comes of the course

- Understand how concepts theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management etc; could be used/practiced suitably in the perspectives of teaching-learning in schools.
- Appreciate the challenge of theorizing education and identify relationship between theory and practices;
- Understand the need of teacher education in the context of changing needs of school education.



Methodology of Educational Research

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

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

- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed research.
- select and explain the method appropriate for a research study
- conduct a literature search and develop a research proposal
- explain a sampling design appropriate for a research study
- explain tool design and procedure for collection of data
- explain the importance of documentation and dissemination of researches in education

Unit I- Research in Education: Conceptual Issues

(Credit-3)

Meaning, purpose and areas of educational research

Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics

Sources of knowledge generation: historical perspective, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, theory, nature and functions, the principle of evidence, scientific methods applied to researches in social science and education.

Research paradigms in education: quantitative, qualitative, mixed and their characteristics.

Planning the research study: sources of research problems, review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources

Identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research

Formulation of Hypotheses

Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals

Unit II- Sampling in Qualitative, Quantitative and Mixed Research

(Credit-2)

Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples

Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling

Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case Determining the sample size when using random sampling

Unit III- Methods of Data Collection

(Credit-2)

Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information

Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires



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Interview: types, characteristics and applicability, guidelines for conducting interviews
Qualitative process and quantitative process, Observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion

Secondary (existing) data: sources

Sessional Work:

(Credit-1)

The students may undertake any one of the following activities:

1. Development of a research proposal on an identified research problem Preparation, try out and finalization of a tool
2. Identification of variables of a research study and their classification in terms of functions and level of measurement

Suggested Readings:-

- Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.

Outcomes of the course:

- Students will be able to understand different ways and methods of constructing tools of data collection.
- Students will get to know several Educational research methods include interviews, surveys, and questionnaires
- Collect data from the research subjects using one or more educational research methods.
- Students will be able to collect research data using Form plus forms. Analyze and interpret data to arrive at valid findings



Psychology for Individual and Social Development

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

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

- Understand the dynamics of individual development.
- Understand the concept of mental health and adjustment.
- Describe the dynamics of social development
- Understand group dynamics and its bearing on teaching-learning
- Appreciate inter-relatedness and interdependence of individual and society in the context of human development

**Unit I- Dynamics of Individual Development
(Credit-3)**

Concept of human development.

Understanding the process of individual development in a social context: development of knowledge, understanding, skills, competencies, value orientation.

Development of attitude, interest, and adjustment.

Importance of individual differences-concept of multiple intelligence,(Gardner, Stenberg); cultural variability and aptitude.

Concept of self: self-development strategies; self and identity process of socialization

Determinants of personality development of an individual-biological, socio-cultural, personality assessment.

Concept of emotional intelligence and its impact on learning. Importance of human relation.

**Unit II— Dynamics of Social Development
(Credit-2)**

Nature of socio-cultural environment-physical, economic conditions, cultural practices, shape of technology, social security and health facilities, educational facilities, influence of media, influence of democratic polity-their impact on school and classroom.

Individual and his/ her social understanding, social influence, perception and imitation.

Social conformity: meaning, characteristics of conformity, factors influencing social conformity, its impact on education.

Social identity its interrelationship with social environment, impact on school/ classroom practices and achievement.

Coping with socio-economic and political complexities-oppression, conflict, violence, and role of peace education.

**Unit III-Education-Development Interface
(Credit-2)**

Strategies for blending development of individual potential and external environment (Physical, social, cultural, political and economic).

Education-development linkage-education as a sub-sector of development, bi-directional reciprocal causal relationship between education and development.



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Role of education in national development. Education and Human Development Index. Implication of NPE, 1992 for National Development.

Sessional Work:-

The student teachers may undertake any one of the following activities:

(Credit-1)

1. Case study of one student with adjustment problems.
2. Studying the personality characteristics of some successful individuals.

Suggested Readings:-

- Delamater, John. (2003). *Handbook of Social psychology*. Springer.
- Higgins, E.T. and Kruglanski, A.W. (1996). *Social Psychology: Handbook of Basic Principles*. Oxford Press, New York.
- Atkinson, Richard C., et.al (1983). *Introduction to Psychology*, Harcourt Brace Jorovich Inc., New York.
- Bandura.A (1977). *Social Learning Theory*. Cliff.N.J; Prentice Hall.
- Barry and Johnson (1964). *Classroom Group Behaviour*. New York: Macmillan.
- Bhargava, Mahesh (1964). *Introduction to Exceptional Children*. Sterling Publishers Pvt Ltd., New Delhi.

Outcomes of the course

- Students understood the concept of mental health and adjustment
- Students after going through this course under stored the Dynamics of social development
- Students got to know about group dynamics and its bearing on teaching learning
- Students after going through this course could appreciate interrelatedness and

SEMESTER-II

Philosophy and Sociology of Education

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

Objectives

- To define the concept of Education and Philosophy.
- To explain the relationship between education and philosophy.
- To write a critical note on the contribution of philosophy to the field of education and vice versa.
- To describe the contribution of various Indian and Western schools of philosophy to the field of Education.
- To familiarize students with sociological inquiry;
- To make the students understand education as a social process.
- To Social Interactions and their educational implications
- To Education as a means of social changes



**Unit I- Philosophical and Socio economical context of education
(Credit-3)**

Philosophy: Meaning, Nature, and Purpose Method(s) of Philosophy• Object of study in Philosophy and philosophy of education• Branches of Philosophy –Ontology (Meta-physics), Epistemology and Axiology• Philosophical Inquiry into:• o Human Nature: Natural-Social, o Consciousness: Freewill-Determinism o Freedom and necessity o Structure and agency o Philosophy of Education: Meaning, Nature and Purpose o Education.

Critical analysis of different Philosophical schools of thoughts and thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc; with reference to curriculum text books, teaching-learning pedagogy, school/class-room environment, assessment, management, role of teachers, discipline etc.

Sociology of Education: Nature, scope, Need and Relevance Social Structure:• Meaning and Definition of Social Structure♣ Role and Function of Education in Social Structure♣ Sociological Concepts and their relationship with Education:• o Social Stratification: Concept, Theories and Types of Social Stratification♣ Education and Social Stratification♣ o Social Mobility: Concept, Theories and Forms of Social Mobility♣ .♣Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.

Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.

Young children and social policy.

Social context as a source for rejuvenating teaching and learning and classroom as a social context.

Diversity of Learning and Curriculum sites.

Policy of inclusion and multi-foundational approaches to learning disability.

**Unit II- Changing Political context of education: School Context
(Credit-2)**

Multiple schools' contexts-rural/urban, tribal, schools affiliated to different boards.

Changing role of personnel's in school management: teachers, headmasters, and administrators.

Need for nurturing learner-friendly school environment. School as site of curricular engagement.

Teacher's autonomy and academic freedom.

(Discussion on these issues with the help of case studies and examples). School as sites for struggle and social change.

**Unit III- Support Systems of Education
(Credit-2)**

Principles and guidelines in organizing the support systems

Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005).



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Department of Public instruction, Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy.

Complementarity in participation of different stakeholders in school education-role of media, use of technology, NGOs, civil society groups, teacher organizations, family and local community.

Support to curricular engagement in schools Monitoring and evaluation of schools.

Development of learning resources –textbooks, supplementary books, workbooks, multimedia and ICT, School library etc.

Sessional Work:

(Credit-1)

1. The following are only exemplars. The University department/Institute may devise similar activity : The student-teacher may undertake any one of the following activities:
2. Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.

Suggested Readings:

- Broldy Harry (1967) : Building a philosophy of Education, Englewood : Cliffs, Prentice Hall Inc.
- Brown Francis J. (1961): Educational Sociology, New York: Prentice Hall Inc.
- Brubacher G. S. (1962) : Modern Philosophy of Education (International Student Edition) Tokyo : Mc Grow Hills.
- Chaube S. P. (1981) : A Philosophical and Sociological Foundations of Education, Agra : Vinod Pustak Mandir.

Outcomes of the course

- to develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.
- to develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy
- to acquire knowledge of human values and role of education
- to develop the understanding of interrelationship between Sociology and Education
- to develop appreciation of education as a means of social reconstruction
- to understand the bearing of various Political ideologies on Education.
- to understand the world problems like maintaining peace in diverse religious beliefs and cultural customs and effects of terrorism on education
- Sociology of Education instills cultural appreciation, respect, and admiration towards diversity, and more in-depth knowledge about different cultures and other social groups through the patterns in education within them.



Pedogeological knowledge of teacher Educator

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

Objectives

- To define the meaning of pedagogical knowledge of teacher educator.
- To explain child centered pedagogy.
- To write a critical note on the contribution of pedagogical knowledge of teacher educator in teaching students.
- To familiarize students with the concept of andragogy

**Unit I- Profile of the Teacher and the Teacher Educator
(Credit-3)**

Teacher's ability to integrate pedagogical knowledge with the content knowledge of a subject.

Issues related to Teacher's role expectation-values, attitudes, life style, relationship with the students and parents.

Role perception: teacher and teacher educator as role model, as facilitator, as co-learner intimate relationship with students.

Organisation of learning experiences: individualized learning, group learning, self-learning, learning through electronic media, and combination of modes as stated.

Professionalism of the teacher and the teacher educator- professional ethics, commitments, dedication, accountability, autonomy and academic freedom.

-Personal characteristics contributing to success in teaching profession.

**Unit II- Pedagogy
(Credit-2)**

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.

Pedagogical analysis of the subject contents. Critical Pedagogy.

Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey, and Socrates (dialogue), and their relevance in teaching-learning.

Various theoretical perspectives on human learning: Behaviourist, (Skinner), Humanist (Roger), Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky).

**Unit III- Andragogy
(Credit-2)**

Concept of andragogy

Implications of andragogic techniques for teachers training.

Experiential Learning



Field interactions and reflection.
Teacher experiences as the basis of training

**Sessional Work:-
(Credit-1)**

The students may undertake any one of the following activities:

1. Self-reading of literature on an identified theme and presentation of a paper in Seminar followed by critical discussion.
2. Critical analysis of a curriculum/syllabus of particular school stage and presentation for small group discussion.

Suggested Readings:-

- Bonks, J.A. (2001) *Cultural diversity and education. Foundations curriculum and teaching* (4th ed.). Boston: Allyn and Bacon.
- Das, Manoj, (1999). *Sri Aurobindo one education*. NCTE, New Delhi.
- Eqan, Kiran (1986). *Individual development and the curriculum*. Hyperion Books.
- Gardner, Howard (1993). *Creating minds*. New York: Basic Books.
- Ornstein, Allen C. & Francis P. Hunkins (2003). *Curriculum, foundations, principles and issues*.

Outcomes of the course

- Develop competency in students in development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment.
- Develop ability to analyse and reflect upon his professional experience.
- Equip the students with different innovative modes of training transaction.
- To understand the process of school education and teacher education and the various factors enriching the processes.
- To understand the emerging vision of school education.
- To sharpen epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education.

Psychology of Learner

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

Objectives

- To understand psychology of development
- To develop understanding about school of psychology
- To develop understanding about theories of learning and its educational implications
- To understand individual difference and pupils' readiness towards learning



Unit I- Understanding the Learners and their Development

(Credit-3)

Diversity of Learning and Curriculum sites.

Holistic approach in treatment of learner's development and learning.

How socio-cultural and economic contexts cause differences in learner, differential-learning needs.

Learning difficulties at primary stage at elementary level and diagnostic tests.

Problems of adolescents and self-identity: educational support required for adolescents development.

Language development-language before and into the school, meta linguistic awareness; acquisition of more than one language, home language vs. school

language, strategies supporting student's speaking, listening reading and writing development critical analysis of the views of Piaget, Bruner, Vygotsky, and Chomsky.

Influences of culture on learners development.

Context and the process of socialization

Unit II- Understanding the Process of Learning

(Credit-2)

Developing school readiness.

Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, development of concepts, strategies for teaching concepts; problem solving.

Learning as construction of knowledge; learning as cognitive and socio-culturally meditative process: meta cognition, socio-cultural mediation, experimental learning, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field, in community setting.

Learning beyond cognition: learning approaches focusing on the whole person and the lifelong perspectives-personal and social learning moral and cultural development of learners.

Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analyzing, contextualisation, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.

Unit III-Motivation and self Learning Process

(Credit-2)

Motivation in learning: intrinsic and extrinsic motivation; Theories of motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner).

Multiple ways of organising learning in different subject areas - individualized, self-learning, group learning/ cooperative learning, learning through electronic media.

Use of learning resources.

Activities for developing critical perspectives on socio-cultural realities. Generation of knowledge is a continuously evolving process of reflective learning.

Sessional work:-

(Credit-1)



The students may undertake any one of the following activities and present the report:

1. Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
2. Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
3. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
4. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
5. Analysis of learning situations through case study, presentation before a group followed by discussion.
6. Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
7. Suggest structures of classroom environment in which all students can learn.

Suggested Readings:-

- Dececo, J.P. (1977). *The Psychology of learning and instruction*, Prentice Hall, Delhi.
- Eason, M.E. (1972). *Psychological foundation of education*, N.Y. Holt, Rinehart and Winston, Inc.
- Grammage, P. (1990) *Teacher and pupil: some socio-psychological principles and applications* (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.

Outcomes of the course:

- to develop understanding of the Psychological basis of Education
- to understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
- to develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.
- to understand the Changing Concept of Intelligence and it's application.
- to understand the theories of Learning and their Utility in the Teaching Learning Process.
- to understand the Concept and Process of teaching understand how children learn framework • critically analyse the process of learning from the point of view of Cognitive Psychology and the implications of constructivist learning
- visualise multiple dimensions and stages of learner's development and their implications on learning



Fundamental Concepts of Educational Research

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

Objectives

- To describe the nature, purpose, scope, areas, and types of research in education.
- To explain the characteristics of quantitative, qualitative and mixed research.
- To select and explain the method appropriate for a research study
- To conduct a literature search and develop a research proposal
- To explain a sampling design appropriate for a research study
- To explain tool, design and procedure for collection of data
- To explain the importance of documentation and dissemination of researches in education

**Unit I- Types of Research
(Credit-3)**

Types of Research: survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and correlational research; necessary conditions for causation

Techniques of control: matching, holding the extraneous variable constant and statistical control

Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory experimental Research.

**Unit:-II Quantitative Methods of Research
(Credit-2)**

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 pre-test post-test design, pre-test post-test control-group design, Post-test only control-group design, and Factorial design

Quasi-experimental designs: nonequivalent comparison group design, and time-series design

Internal and external validity of results in experimental research

**Unit:- III Qualitative Methods of Research
(Credit-2)**

Qualitative research: meaning, steps and characteristics

Qualitative research approaches-phenomenology, ethno- methodology, naturalistic enquiry: case studies and grounded theory.

Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

Mixed Research-meaning, fundamentals principles, strengths and weaknesses, types and, limitations

Sessional Work:-



(Credit-1)

The students may undertake any one of the following activities:

1. Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
2. Preparation of a review article
3. Use of computers in literature review /review of a dissertation Review of research report.

Suggested Readings:-

- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.

Outcomes of the course

- understand the concept of research and educational research.
- understand the types and methods of educational research,
- understand the steps involved in educational research,
- understand the use of different tools and techniques in educational research
- use the library, Internet services and other sources of knowledge for educational research Purposes.

Psychology of Individual learning

Credit-9(7+0.5+0.5+1)

P/FW(0.5)

D&T(0.5)

Objectives

- To describe the psychology of students.
- To explain the characteristics individual learners
- To explain socio-economic climate in the classroom
- To explain the concept of mental health and adjustment.

Unit I- Group Dynamics and Individual

(Credit-3)

Interrelation and interdependence between individual and group in classroom and social context.



Meaning and types of groups, compliance and conformity in relation to effective group functioning in school and classroom context; effect of group process and interpersonal relations on learning conditions, measures to improve human relations and interaction; social skills required for maintaining human relations.

Unit II- Socio-emotional climate in classroom

(Credit-2)

Socio-emotional climate in classroom, the conditions facilitating effective learning. School violence: Violence and conflicts among groups, conflict resolution techniques, education for peace and other values.

The power of positive teachers for better mental health and adjustment – care, trust and respect for diversity and rights of the child.

Unit III- Mental Health and Adjustment

(Credit-2)

Concept of adjustment and mental health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.

Concept of stress-sources of stress, categories of stressors, strategies of coping with stress. Mechanisms of adjustment, its positive and negative effects: types of adjustment problems among students.

Frustration, conflict, and anxiety- meaning and management.

Sessional Work:-

(Credit-1)

The student teachers may undertake any one of the following activities:

1. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
2. Project work on identified themes.

Suggested Readings:-

- Mangal, S. K., (2002), Advanced Educational Psychology, Prentice Hall of India, Delhi
- Rajamanikam, M., (2005), Experimental Psychology, Concept Publishing Company, New Delhi
- Sharma, Promila (2005), Educational Psychology, APH Publishing Corporation, New Delhi
- Sharma, Yogendra, (2004), A Textbook of Educational Psychology, Kanishka Publishers, New Delhi
- Singh Yogesh Kumar & Nath R., (2005), Psychology in Education, APH Publishing Corporation, New Delhi

Outcomes of the course

students will be able to:

- understand how children learn framework
- critically analyse the process of learning from the point of view of Cognitive Psychology and the implications of constructivist learning
- visualize multiple dimensions and stages of learner's development and their implications on learning
- understand the learner in terms of various characteristics



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- learn the factors affecting learner's environment and assessment
- conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
- conceptualize the needs of the Learners and the process of learning as visualized in NCF, 2005
- visualize the brief epistemological frame of major curricular areas