



KUVEMPU UNIVERSITY

Jnanasahyadri, Shankaraghatta-577451, Shivamogga (Dist.)

Department of Education

Ph.D. Entrance Examination-October- 2024

INSTRUCTION TO THE CANDIDATES

DATE OF ENTRANCE EXAM :- 04-10-2024 (Friday)
TIME :- 11.00 AM TO 2.00 PM

VENUE:- Department of PG Studies And Research In Education,
Social Science Block Kuvempu University
Jananasahyadri Shankaraghatta-577451

1. Maximum marks for Entrance : 90 marks
2. Duration of Entrance Exam : 3 hours
3. Question Paper Pattern

Part I : Objective type-20Marks

20 objective type questions. Each carries 01 mark. (20X01=20)

Part II : Descriptive -- 70 marks.

- Section A- Consists of 05 questions for 06marks each. (05X06=30)
- Section B- Consists of 04 questions for 10 marks each. (04X10=40)

Total Marks 90marks


Note:

1. Candidates are required to carry Personal ID Proof.
2. Candidate should bring one Passport size Photograph.
3. Candidate should report at 9.30am on 04-10-2024 to the department.
4. Admission Ticket will be issued before the commencement of examination on the same day.

Chairperson

Department of PG Studies and Research in Education
Kuvempu University, Jananasahyadri, Shankaraghatta
Shankaraghatta - 577451
Shimoga Dist. Karnataka




KUVEMPU UNIVERSITY
Jnanasahyadri, Shankaraghatta-577451, Shivamogga (Dist.)
Department of Education
Ph.D. Entrance Examination-October- 2024
CANDIDATE LIST

Sl No	Name of the candidate	Register No
1.	Akila Dinesh	PHD24001
2.	Ananda naik L	PHD24002
3.	Anto Preetham. S. G	PHD24003
4.	Anusha D J	PHD24004
5.	Archana Murigendrappa	PHD24005
6.	Archana Sharadchandra Deshpande	PHD24006
7.	Asha M V	PHD24007
8.	Bharathi B	PHD24008
9.	Chaithra. B. K.	PHD24009
10.	Chaithra. M	PHD24010
11.	Channamma M Mareguddi	PHD24011
12.	Chethan Naik. S.	PHD24012
13.	Chethana S N	PHD24013
14.	Chethana. N	PHD24014
15.	Deepa M	PHD24015
16.	Deepa S	PHD24016
17.	Deepak K S	PHD24017
18.	Deepu R	PHD24018
19.	Devaraja H	PHD24019
20.	Gangadharaiah. S	PHD24020
21.	Geetha S	PHD24021
22.	Geetha T Y	PHD24022
23.	Govindamma. H. N.	PHD24023
24.	Govindraj Yeshwant Desai	PHD24024
25.	Gultaj khanum	PHD24025
26.	Gurushantayya B Giddiyavar	PHD24026
27.	H Jayramappa	PHD24027
28.	Hains John	PHD24028
29.	Halesh G T	PHD24029
30.	Hanumantappa S	PHD24030
31.	Harish Kumar	PHD24031

32.	Hasanasa Bagewadi	PHD24032
33.	Hemalatha B	PHD24033
34.	Hemantha Kumar. G.K	PHD24034
35.	Jaggeshanaika. D.	PHD24035
36.	Jyothi Kumari K V	PHD24036
37.	K. Dakshnamurthy	PHD24037
38.	Kanakappa.	PHD24038
39.	Kantha Raju G k	PHD24039
40.	Kantharaj M S	PHD24040
41.	Kotresha K T	PHD24041
42.	Kumara K	PHD24042
43.	Kumara V	PHD24043
44.	Lalsaheb Markapanalli	PHD24044
45.	Latha E	PHD24045
46.	Lijina M L	PHD24046
47.	Lokesh. M.	PHD24047
48.	Mahesh B	PHD24048
49.	Mahesh Kumara R	PHD24049
50.	Mahmadmustafa Nadaf. M	PHD24050
51.	Malakshmi	PHD24051
52.	Malgi Chikkappa	PHD24052
53.	Mallikarjuna M B	PHD24053
54.	Manjanna B	PHD24054
55.	Manjoji Rao P	PHD24055
56.	Manjunatha L	PHD24056
57.	Manjunatha M	PHD24057
58.	Manjunatha S P	PHD24058
59.	Manukumar B S	PHD24059
60.	Maruthi	PHD24060
61.	Maruthi G	PHD24061
62.	Mohammed Ashraf	PHD24062
63.	Mohan Prakash T M	PHD24063
64.	Mutharaja. C	PHD24064
65.	Nagaraj Divagikar	PHD24065
66.	Nagaraja G	PHD24066
67.	Nagaraja N M	PHD24067
68.	Nagesh J R	PHD24068
69.	Nakula T	PHD24069

70.	Nandan. N	PHD24070
71.	Nasreen Khanum H Z	PHD24071
72.	Naveen K. N.	PHD24072
73.	Obanatha Mera. P	PHD24073
74.	Padmashree. S. T	PHD24074
75.	Pallavi M	PHD24075
76.	Pampateertha B	PHD24076
77.	Pandu Rangappa B S	PHD24077
78.	Pooja C	PHD24078
79.	Poornima B	PHD24079
80.	Poornima. T. M.	PHD24080
81.	Prakasha K G	PHD24081
82.	Prasanna S M	PHD24082
83.	Pratibha Yaligar	PHD24083
84.	Praveena R S	PHD24084
85.	Puneethkumar G B	PHD24085
86.	Ranganath M	PHD24086
87.	Ranganatha. M.	PHD24087
88.	Renuka. S	PHD24088
89.	Romy Mathew	PHD24089
90.	Roopa M S	PHD24090
91.	Rudreshappa B P	PHD24091
92.	Sadiqa banu	PHD24092
93.	Sampath Kumar. A	PHD24093
94.	Sandeepa M	PHD24094
95.	Sandeepa. R.	PHD24095
96.	Sangappa. M Kotabagi	PHD24096
97.	Sanjeev Naik. G	PHD24097
98.	Santhosh B J	PHD24098
99.	Satyavathi R	PHD24099
100.	Savitha M S	PHD24100
101.	Shajeeya Farheen	PHD24101
102.	Shashikala Patil	PHD24102
103.	Shilpa N	PHD24103
104.	Shivakumar. H. N	PHD24104
105.	Shivalingappa Shegunsi	PHD24105
106.	Shivarajappa M	PHD24106
107.	Shobha. H. V.	PHD24107

108.	Sowmya P S	PHD24108
109.	Sridevi H K	PHD24109
110.	Sridhara. N. K.	PHD24110
111.	Suchithra Shetty D	PHD24111
112.	Sudha H J	PHD24112
113.	Sudhakar Chavan	PHD24113
114.	Sudharani T S	PHD24114
115.	Supritha. M. B.	PHD24115
116.	Tabasum	PHD24116
117.	Tanzeema	PHD24117
118.	Usha Basavvagol	PHD24118
119.	Usha S R	PHD24119
120.	Vanishree A	PHD24120
121.	Vanitha B C	PHD24121
122.	Vanitha C R	PHD24122
123.	Vinutha. C. R.	PHD24123
124.	Vishwanatha. R.	PHD24124
125.	Vasant Kumar Bhimsingh	PHD24125


Chairman
CHAIRMAN

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QUESTION PAPER PATTERN:

<i>Sl. No.</i>	<i>Type of Questions</i>	<i>Marks per question</i>	<i>Total Marks</i>
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.	<i>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</i>		
5.	Viva Voce		10
6.	Grand Total		100
50% of the questions shall be from Research Methodology and the remaining form the cognate subjects.			

KUVEMPU UNIVERSITY
Department of Education
SYLLABUS FOR PH.D ENTRANCE EXAMINATION

PHILOSOPHY OF EDUCATION

UNIT-1: ELEMENTS OF PHILOSOPHICAL LIFE AND EDUCATION

1. Meaning and Importance of Philosophy
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

1. Philosophy as theory and Education as practice: Theory into Practice.
2. Aims of Education and Philosophy.
3. Curriculum and Philosophy.
4. Methods of Teaching and Philosophy.

5. Educational Evaluation and Philosophy.
6. Educational Management and Philosophy

UNIT-4: THINKERS OF EDUCATION

1. Indian Thinkers of Education:
 1. Aurobindo Ghosh
 2. Swami Vivekananda,
 3. Mahatma Gandhi,
 4. Jiddu Krishnamurthy,
 5. Ambedkar B.R.
6. Western Thinkers of Education:
 7. John Dewey,
 8. Maria Montessori,
 9. Rousseau,
 10. Froebel

REFERENCES:

1. Aggarwal, J. C, (2003). "Philosophical and Sociological Perspectives on education, shipra publications New Delhi
2. Anand C.L.,(1993) *Teacher and Education in the Emerging Indian Society*. NCERT, New Dehli
3. Bhatia B.D.,(1990) *The Theory and Principles of Education*. Doaba House, New Dehli
4. Bhatia, K. K and Narang, C. L., (2002). "Philosophical and Sociological Bases of Education, NCERT, New Delhi
5. Bhushan V.S,(1982) *Introduction to Sociology*. Kitab Mahal, Allahabad
6. Broudy S.H,(1962) *Building a Philosophy of Education*. Prentice Hall, New York
7. Chandra, S. S. and Sharma, Rajendra, K., (2002). "Principles of Education", Atlantic, New Delhi,
8. Hireyanna M,(2000) *Outlines of Indian Philosophy*. Motilal, Banarasdas Publishers Pvt ltd, New Dehli
9. Keller G.F., (1971) *Foundations of Education*,. John Wiley , New York
10. Mc Iver R.N, Pge C.H.(1959) *Sociology-An Introductory Analysis*: Mc Millan An Co.,London. Allahabad
11. Mohanty, J., (1994). "Indian Education in the Emerging Society", Sterling Publishing, NewDelhi, Publishers and Distributors, New Delhi,
12. Purkait, B. R., (1996). "Principles and Practices of Education", New Central Book Agency Private Ltd., Calcutta,
13. Shankar Rao. C. N., (1990). "Sociology - Primary principles", S. Chand Publishing, New Delhi
14. Sharma, Y., (2001). "History and Problems of Education" Vol., I and II, Kanishka publishers, New Delhi,
15. Singh, K., (2001). "Principles of Sociology", Prakashan Kendra, New Delhi,
16. Sodhi, T. S., Saddhu, G. S., Singh, S. B., (1990). "Philosophical Dimensions of Education", 17.The Indian Publication, Ambala Contt.Suresh Bhatnagar, (2002). "Modern Indian Education and its Problems", R. Lall Book Depot, Meeruth

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

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

1. Concept of Human Development, General Principles of Development.
2. Understanding the Process of Individual Development in a Social Context.
3. Growth, Development, Maturation-Meaning and Interrelationship.
4. Development of Knowledge, Understanding, Skills, Competencies, Value Orientation.
5. Development of Attitude, Interest, and Aptitude.
6. 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.

REFERENCES:

1. Atkinson, Richard C., Et.Al (1983). Introduction To Psychology, Harcourt Brace Joranovich Inc., New York.
2. Ausubel D.P. And Robinson F.G., School Learning: An Introduction To Educational

- Psychology. New York: Holt, Rinehart And Winston, Inc. 1969.
3. Ausubel D.P., Educational Psychology: A Cognitive View. New York: Holt, Rinehart And Winston, Inc. 1968.
 4. Bandura.A (1977). Social Learning Theory. Cliff.N.J; Prentice Hall.
 5. Barry And Johnson (1964). Classroom Group Behaviour. New York: Macmillan.
 6. Bhargava, Mahesh (1964). Introduction To Exceptional Children. Sterling Publishers Pvt Ltd., New Delhi.
 7. Bickhard, M.H. (1992). How Does The Environment Affect The Person? In L.T.
 8. Winegar, J. Valsiner (Ed.). Children's Development Within Social Contexts: Metatheory And Theory. Erlbaum.
 9. Bickhard, M.H., Christopher, J.C. (1994). The Influence Of Early Experience On Human Personality Development. New Ideas In Psychology.
 10. Biehler R.F. And Snowman Jack, Psychology Applied To Teaching. (Seventh Edition). New Jersey : Houghton Mifflin Co., 1993.
 11. Bigner J.J., Human Development. New York: Macmillan Publishing Co., 1983.
 12. Blair G.M. Jones, R.W. And Simpson R.H., Educational Psychology, 4th Ed. New York, Macmillan Publishing Co., Inc. 1975.

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
3. Hardware and Software Technology-meaning, Educational usefulness.
4. Approach to Educational Technology: Physical, behavioral and system approach to education.
5. Relevance and utility of Educational Technology to Distance Education.

UNIT- 2: COMMUNICATION TECHNOLOGY

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

UNIT-3: EDUCATION AND SYSTEM ANALYSIS

1. Concept of System, Components and Types of System.
2. Systems Approach
3. Systems Approach-Concept, Meaning, Definitions,
4. Components of Systems Approach
5. Systems Approach to Education
6. Need and Scope of Systems Approach to Education
7. A systematic Approach to Instruction flow diagram, advantages

8. 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.

REFERENCES:

1. Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., New York.
2. Anand Rao B. and Ravishankar: *Readings in Educational Technology*, Himalay Publishing House, Ramdoot Dr.Bhalerao Marg, Bombay – 04.
3. Behera, S.C.,(1991) *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
4. Chauhan S S: *A Text Book of Programmed Instruction*. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
5. Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
6. Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
7. Dharma, OP and Bhatnagar O.O: *Educational and Communication for Development*, Oxford and IBG, New Delhi.
8. Evaut, M. *The International Encyclopaedia of Educational Technology*.
9. Goldberg, Alvin and Carl E.;Larson: *Group Communication*, Prentice Hall, Inc. New Jersey.
10. Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
11. Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc. Harun Arrasjid and Dorine Arrasjid: *Media – A pocket Guide*, MSS Information Corporation, New York.
12. Keith Hudson: *Introducing CAL – Practical guide to writing CAL Programmes*, Chapman and Hall, London.
13. Khanna S.D et.al: *Technology of Teaching and Teacher Behavior*, Doaba House, New Delhi, 1984. Four Author: *Technology of Teaching*.

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 format, 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.

REFERENCES:

1. Agrawal Y.P. (1988) Better Sampling: Concepts, Techniques and Evaluation.
2. Anastasi, A. (1988) Psychological Testing New York: the Macmillan company
3. Backstrom, C.H. & Gerald, Hursh-cesar. (1981) Survey Research New York ,John Wilev & Sons
4. Best J.W. (1993), Research in Education, Englewood Cliffs, New Jersey: Prentice-Hall, NewDelhi.
5. Bogdan R.C. & Biklen, S.K. (1998) Introduction to Qualitative Research of Education: An Introduction to Theory and Methods Boston: Allyn and Bacon
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13. Denzin, Norman K and Lincoln, Yvonna S. (eds), Handbook of Qualitative Research. New Delhi: Sage Publication, 1994.
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15. Goode W.J and Hatt, P.K., Methods in Social Research. London: McGraw-hill International Editions, 1981.
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21. LeCompte, Margaret D, The handbook of Qualitative Research in Education. New York: Academic Press, Inc., 1992.
22. Mouly, George J., the Science of Educational Research. New Delhi; Eurasia Publishing House Pvt., Ltd., 1964.

23. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
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25. Tuckman Bruce W: *Conducting educational Research* (Harcourt Brace Javanovich, Inc. New York, 1978)
26. Van Dalen, D, *Understanding Educational Research: An Introduction*, New York: McGraw-Hill Book Company, 1973.

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.

UNIT-3: PRESENT FEATURES OF EMERGING INDIAN SOCIETY

5. Democracy – Its meaning, importance and Relation with Education.
6. Human Right – Meaning, its development in India and impact on Indian Society.
7. World Peace – Concept, Indian efforts for development of world peace.
8. Values of the present Indian Society.
9. Concept of Urbanization, Modernization and Westernization with reference to Indian.
10. 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

REFERENCES:

- a. Anand C.L.,(1993) *Teacher and Education in the Emerging Indian Society*. NCERT, New Dehli
- b. Bhatia B.D.,(1990) *The Theory and Principles of Education*. Doaba House, New Dehli
- c. Bhatia K.K., Narang C.L.,(1990) *Theory and Principles of Education*. NCERT, New

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- d. Bhushan V.S,(1982) *Introduction to Sociology*. Kitab Mahal, Allahabad
 - e. Kaeller G.F., (1971) *Foundations of Education*,. John Wiley , New York
 - f. Mc Iver R.N, Pge C.H.(1959) *Sociology-An Introductory Analysis*: Mc Millan An Co.,London. Allahabad
 - g. Aggarwal, J. C, (2003). "Philosophical and Sociological Perspectives on Education", Shipra publications, New Delhi,
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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) – Chattopadhyaya 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.

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3. Chaurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authors press.
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17. Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook; Building A Base for Preparation of Teachers, San Francisco, Jossey – Bass Publishers.
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22. Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New

Delhi.

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 Measures of variability – Range, Quartile Deviation, Standard Deviation and Coefficient of Variation -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: INFERENCEAL 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,

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4. Popham J.W. and Sirotnik K.A., Educational statistics; Use and
5. Interpretations, Harper and Row Publishers, New York, 1973.
6. Tuckman Bruce W., Conducting Educational Research, Harcourt Brace and

INFORMATION AND COMMUNICATION TECHNOLOGY **AT SECONDARY EDUCATION**

UNIT-1: INTRODUCTION TO ICT

1. Information and Communication Technology: Meaning, Definitions, Nature and Revolution.
2. Need, and forms of ICT in classroom, ICT implementation in teaching learning, use of ICT for 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 Secondary Education: Classroom and ICT; Professional development and ICT; School management and ICT.
6. 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 Secondary 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: Student-Student Interaction, Student-Teacher Interaction, Student- Content Interaction, Teacher-Teacher Interaction, Teacher-Content Interaction, Content-content Interaction.
4. A Model of E-Learning, E-Learning and the semantic Web, Toward a Theory of E-Learning.
5. Traditional V/S E-Learning Approaches, E-Learning Stake Holders, Features of E-Learning Environment.

UNIT – 4: UBIQUITOUS LEARNING

1. 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 secondary and Higher secondary Education.
2. Ubiquitous Learning: Features, Components, Characteristics, Types, Benefits.
3. Web based learning: Meaning, advantages, dis-advantages, Impact of web based teaching, Web authoring tools for developing instructional material.
4. 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.
5. E-journal consortia: Library E-consortia- Definition Access of E-journals, Consortia based resource sharing, Indian scenario-UGC INFONET, INDEST, J-Gate.

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2. Agarwal, Vibhuti (2006) Virtual Collections in Digital Librarian, Rajat Publications, New Delhi. Aggarwal A. (2000) Web based Learning and Teaching Technologies: Opportunities and Challenges. Hershey PA: Idea Group Publishing.
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14. Indira Madhukar(2002) Internet Based Distance Learning, Author Press, New Delhi.
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SYSTEMS AND STRUCTURES OF SECONDARY AND HIGHER SECONDARY EDUCATION

UNIT-1: INTRODUCTION TO SECONDARY AND SENIOR SECONDARY 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 Education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66), National Policy on Education (1986-1992), Ramamurthy committee.
4. Constitutional Provisions.

UNIT-2: STRUCTURE AND PROGRAMMES OF SECONDARY AND HIGHER SECONDARY EDUCATION

1. Structure of Secondary Education in India (10+2+3 pattern of Education)
2. Concept, Objectives, Meaning and Justification of Universalization of Secondary Education (USE).
3. Critical appraisal of current status of USE (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.
4. Differently able children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.
5. Nature and forms of Inequality including dominant and minor groups, gender inequality in schooling; public private schools, rural urban schools and different school systems-schools for education of the challenged.

UNIT-3: POLICIES OF SECONDARY EDUCATION

1. Right to Education Policies of medium of instruction
2. Rashtriya Madhyamik Shiksha Abhiyan and Continuous Comprehensive Evaluation
3. Vocationalisation of Secondary Education
4. Quality Education: Standards for Performance, Enhancement of Quality in Secondary Education

UNIT-4: ISSUES OF SECONDARY EDUCATION

1. Enrolment of students, lack of Community Life, Defective Examination System, Lack of Guidance and Counseling. Drug addition
2. Diversification of Subjects, Peace Education, Environment Education
3. Education for the sustainable Development

4. School Complex and Common School

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1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
4. Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
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15. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

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-Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
6. Brief account of existing special, integrated and inclusive education services in India.
7. 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

REFERENCE:

- 1 Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- 2 Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
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- 12 Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- 13 Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

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

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- 1 Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- 2 Arora, G.L. (1984): Reflections on Curriculum. NCERT.
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- 7 Dewey , John. The Child and the Curriculum, University of Chicago Press: Chicago
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- 12 Kumar Krishna (1997). What is Worth Teaching, Orient Longman, New Delhi.

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

1. Projected and Non Projected aids
2. Hardware and software approach
3. Media sub-systems –CCTV, Projectors, Teleconference; application of above in Secondary class-room teaching.
4. 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.
5. 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

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.

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- 1 Ackeremann E. (1996) Tools for Teaching, The World Wide Web and a web browser.
- 2 Agarwal,Vibhuti (2006) Virtual Collections in Digital Librarian, Rajat Publications, New Delhi.
- 3 Aggarwal, J. C. (2007) Educational technology and management. Vinod Pusthak Mandir. Agra.

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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

REFERENCE:

- 1 Govt .of India (1986) New Educational Policy National Curriculum Frame Work Review, National Focus Groups – Position paper on Teacher Education, NCERT, New Delhi-2005
- 2 NCTE, Discussion Document on Curriculum Framework (1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education YOJANA, Sepatemeber-2005.
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- 4 Ramanath Kishan, N. (2004) Strengthening of Teacher Education: Role of ICT Report of the Education Commission (1964-66) Education and National Development, Ministry of Education, GOI.
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- 6 The Teacher and Society, Chatopadayaa Committee Report (1983-95) MHRD. GOI.
- 7 V.K. Rao and R.S. Reddy (1992) Instructional Objectives and Teacher Education, Commonwealth Publishers, New Delhi.

GUIDANCE AND COUNSELLING

UNIT – I CONCEPT OF GUIDANCE

1. Guidance: Concept, need, scope, assumptions, issues and problems.
Difference between Guidance and Counselling.
2. Bases of Guidance - Philosophical, Psychological and Sociological; Types of Guidance - Educational, Vocational & Personal, Group and Individual guidance.
3. Aims and Objectives of Guidance; the recommendations of Kothari Commission.
4. Organizing Guidance services in School: Principles and Importance; Role of Heads, Teachers and Parents
 1. Guidance of the Differently - Abled Students - Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia)
 2. Identification, Mainstreaming and providing support services to Differently - Abled Students.

UNIT – II TOOLS, TECHNIQUES AND THEORIES OF GUIDANCE

1. Tools: Intelligence, Aptitude, Achievement, Personality and Interest-Nature, Administration, scoring and interpretation.

2. Techniques: Inventories, Observation, Interview, Cumulative Record, Case Study, Autobiography, Projective Techniques, Anecdotal Records-Meaning , Procedure, Merits & Demerits.
3. Theories of Vocational Guidance –Ginsberg’s theory and Super’s Vocational Choice Theory.
4. The Student Information Services, The guidance Services, Placement Service, Occupation Information Service, Individual Inventory Service.

UNIT – III COUNSELLING

1. Counselling: concept, steps, Individual and Group; Counselling as a learning function
2. Approaches of Counselling: Directive Counselling, Non Directive Counselling, and Eclectic Counselling and their utility, Role of the Career Master,
3. Vocational Counselling Services: Nature, Qualification of the vocational counsellor.
4. Place of Counselling in a vocational guidance programme, Teacher Counsellor, vocational counsellor, characteristics of a coordinator

UNIT – IV ROLE OF COUNSELLING IN VARIOUS FIELDS

1. Counselling for differently abled: Emotionally Disabled and Learning Disabled; Students with Autism Spectrum Disorder (ASD); Students with Attention Deficit Hyperactivity Disorder (ADHD);
2. Counselling for different cognitive abilities: Students with moderate to low cognitive ability; Gifted and Slow learners; parents of gifted children and slow learners; School refusal, scholastic backwardness
3. Counselling in different context: Counselling a mother prior to her child’s joining school for the first time; Counselling a student before going to change his/her school; Counselling a student while selecting his/her subjects at the Higher Secondary level; Counselling a student before entering technical school or college; Counselling a student before seeking a job; Occupational counselling for selecting a job;
4. Difference between Guidance, Counselling & Psychotherapy.

SUGGESTED READINGS:

- a. Agarwal, J.C. (2004). Educational, Vocational Guidance and Counselling. New Delhi: Doaba House.
- b. Bhatia, K.K. (1993). Educational and Vocational and Guidance. Ludhiana: Vinod Publications.
- c. Crow & Crow. (1962). An Introduction to Guidance. New Delhi: S. Chand and Company.

- d. Dev, I. (1962). The Basic Essentials of Counselling. New Delhi: Sterling Publishers.
- e. Fuster, J.M. (1964). Psychological Counselling in India. Calcutta: McMillan & Company.
- f. Gupta, M. (2003). Effective Guidance and Counselling –Modern Methods and Techniques. Jaipur: Mangal Deep Publishers
- g. Kapur, Malavika (2011). Counselling Children with Psychological Problems , Pearson Publications
- h. Kid, Jeennifer M. (2010). Understanding Career Counselling (Theory, Research and Practice), SAGE Publications.
- i. Kochhar, S.K (1993) Educational and vocational Guidance in secondary schools. New Delhi: Sterling Publishers.
- j. Myers, George, E.(1941). Principles and Techniques of Vocational Guidance. Newyork: McGraw-Hill Book Company
- k. Naik, D. (2004). Fundamentals of Guidance and Counselling. Delhi: Adhyayan Publishers & Distributors.
- l. Sharma, R.A (2007). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot.
- m. Traxler, A, E.andNorth,R.D.(1996).Techniques of Guidance. New York: Harper and Row Publishers.
- n. Wright, Robert J. (2012). Introduction to School Counselling, SAGE Publications.

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.
3. Stages of Teaching at secondary 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 secondary education.
2. Individualized Instruction: Programmed Instruction –meaning, definitions, characteristics, steps, rules and principles.
 1. Styles of programming: Linear, branching and Mathematics.
 2. Programme Development and evaluation.
 3. Programme development- selection of the topic, stating assumptions of the learner, writing objectives in behavioural 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.
- 3. CAI: Principles and Development, role in Secondary class-room instruction and research.
- 4. Keller plan (PSI): Nature, Steps and Educational Uses.
- 5. 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-Meager and Miller. Digitized Lesson Planning.
- 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.

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- 1. Ackeremann E. (1996) Tools for Teaching, The World Wide Web and a web browser.
- 2. Aggarwal, J. C. (2007) Educational technology and management. Vinod Pusthak Mandir. Agra.

3. Conrad, Kerri (2001) Instructional Design for Web – Based Training HRD Press.
4. Dange, Jagannath. K (2012) Application of Computer Technology in Education. Prateeksha Publications, Jaipur.
5. Dange, Jagannath. K. (2014) Learning and Experiences. Lambert publication, Germany.
6. Flanders N.A.(.) Analysing class room Interaction, Addison Wesley, London.
7. Forsyth I.(1998) Teaching and Learning materials and the Internet (2nd Ed.) London, Kogan page.
8. Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Woodworth Publishing Co.
9. Indira Madhukar(2002) Internet Based Distance Learning, Author Press, New Delhi.
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17. Patil,S.S, Dange, Jagannath. K, and Geetha C (2012) ICT in Education: Recent Trends Prateeksha Publications, Jaipur.
18. Patil,S.S, Geetha, C. and Dange, Jagannath. K (2012) ICT infrastructure in Indian Education. Prateeksha Publications, Jaipur.
19. Rossman P.(1992) The world wide Electronic University, Greenwood press, Westport.
20. Ruhala S.P. (1966), Essentials of Educational Technology, Indian Publishers and Distributors, New Delhi.
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Chairman