

## Open Elective 2<sup>nd</sup> Sem

Department of education is offering one paper under CBCS scheme for 2<sup>nd</sup> semester students.

### OPEN ELECTIVE - I: FUNDAMENTAL ASPECTS OF EDUCATION

Time: 3 Hours

Max. Marks: 100

Credits: 03

(Theory: 80, Internal: 20)

#### Course Outcomes:

The students would be able to

- CO1 Understand nature and functions of education and philosophy and their relationship and also able to explain the meaning, types and scope of educational technology.
- CO2 Acquaint with the process of development and assessment and its implication in teaching learning process
- CO3 Understand develop an Understanding of different stages of growth and development.
- CO4 Understand the concept of educational sociology, basics of social organization and its concept
- CO5 Develop an Understanding of different factors influencing social organization-folkways, mores, and institutions values.

#### NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

<b>COURSECONTENTS</b>
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#### UNIT – I

## **Education and Philosophy**

- Concept of Education and Philosophy.
- Nature of Education and Philosophy.
- Relationship of Education and Philosophy.
- Need of Philosophical Foundations of Education.
- Branches of Philosophy; Metaphysics, Epistemology and Axiology, their implications for Education; Philosophical redirection of educational research in recent times.

### **UNIT-II**

- **Educational Technology.** Meaning, Nature, Approaches, Types, Scope And Significance Of Educational Technology
- Programmed Instruction: Concept, Principles and Styles of Programmed Instruction Development of Programmed Instructional Material.
- ICT In Education; Computer Assisted Instruction, Computer Managed Learning And Process of development of Computer based instructional material, Web Integrated Learning.
- E-Learning and Virtual classrooms.

### **UNIT-III**

#### **Developmental Aspects of the Learner**

- Educational Psychology: Concept and scope
- Concept of Teaching and learning
- Role of Educational Psychology in the Teaching –learning process
- Concept of Growth and development and principles’ of development and its implications to teaching and learning process.
- Genetic epistemology of Jean Piaget.
- Motivation: Need, types and how can a teacher motivate students for learning.
- Factors affecting Learning.

### **UNIT – IV**

#### **Concept of Educational Sociology and Sociology of Education**

- Social organization and its concepts.
- Factor influencing social organization-folkways, mores, institutions; values.
- Dynamic characteristics of social organization and its educational implications.
- Education as an investment.
- Brain drain: Concept, factors responsible for Brain drain, how to check brain drain from our country.

#### **Suggested Readings:**

- Andrews, T.W. (1961).Methods in Psychology, New York: John Wiley and Sons, Inc.
- Baller, Warren R., Don, C.(1962). The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston.

- Banerjee A.C. & Sharma S.R. (1999) : Sociological and Philosophical issues in Education, Jaipur : Book Enclave.
- Bhushan, A & Ahuja, M. (1992), Educational Technology, Meerut : Vikas Publication.
- Bloom, B.S. (1972), Taxonomy of Educational Objectives. A Hand Book- I (Cognitive Domain), New York: Devid Mokey Campo.
- Chauhan S.S.(1978), A Textbook of Programmed Instruction, New Delhi : Sterling Publishers.
- Das, R.C.(1993), Educational Technology: A Basic Text, New Delhi: Sterling Publishers.
- Dave, R.H (1969). Taxonomy of educational objectives and achievement testing; development of educational testing vol. 1. London: University of London Press.
- Mangal. S.K. (2009). Essentials of Educational Technology. New Delhi: Prentice Hall of India pvt. Ltd.
- Sharma, Hemant Lata (2014). Innovative inputs in ICT. Jalandhar: Amit Prakashan.
- Sharma, Hemant Lata & Sharma, Savita (2010). Learning to Learn With Love : Theory and Practices of Co-operative Learning, New Delhi : Gagandeep Publication.
- Pnadey, K.P.(1983). Perspective in Social Foundation of Education, Amitash Prakashan, Ghaziabad.
- Kamat, A.R.,(1985).Education and Social Change in India, Samaiya Publishing Co., Bombay.
- Maunheim, K.et al.,(1962). An Introduction to Sociology of Education. Routledge and Kegam Paul,London.
- Mossish , Loor., (1972). Sociology of Education: An introduction, George Allen and Unwin, London.
- Walia J.A., (2011): Philosophical, Sociological and Economic Bases of Education, Jalandhar: Ahim Paul Publishers.

## Open Elective 3<sup>rd</sup> Sem

The Department of education also offering one paper under CBCS scheme for 3<sup>rd</sup> semester students.

### **OPEN ELECTIVE - II: TRENDS AND CONCERN IN TEACHER EDUCATION**

Time: 3 Hours

Max. Marks: 100

Credits: 03

(Theory:80, Internal:20)

### **Course Outcomes:**

The students would be able to

- CO1 Develop an idea about the structure of secondary education in India and also able to Understand the recommendations of different education commissions regarding secondary & Senior Secondary education commissions.
- CO2 Acquaint the students with the need, scope and purpose of educational management in terms of national needs and to be aware of the importance of making right choices in life, education, vocation etc.
- CO3 Develop and promote Understanding of basic principles, areas, importance of guidance and counseling.
- CO4 Conversant with the practices of guidance and vocational choices.
- CO5 Understand the concept of teacher education along with its need and scope

### **NOTE FOR PAPER SETTER**

- Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- All questions carry equal marks

### **UNIT- I**

#### **Introduction to Secondary & Senior Secondary Education**

- Meaning, Aims & Objectives of Secondary & Senior Secondary Education
- Secondary Education in India- Historical perspectives, pre & post Independence

- Recommendations of various committees and commissions: Secondary Education Commission, Kothari Commission, Programme of Action 1992, NPE 1986, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal Committee, RMSA & NCF-2005

### **Educational Management**

- Meaning, Concept & need for Educational Management at Secondary to Senior Secondary School Level
- Management at Nation: MHRD, CAGE, NCERT

## **UNIT – II**

### **Introduction to Guidance**

- Guidance Movement in India: Pre & Post Independence.
- Concept, Principles & Functions of Guidance.
- Types of Guidance: Educational, Vocational, Social & Personal Guidance.
- Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles & Techniques.
- Contemporary Models of Guidance; Mathewson Model, Sholen's Model, Chapman Model & Hoyt's Model.

### **Introduction to Counseling**

- Concept, Principles, Techniques & Procedure of Counselling.
- Approaches of Counseling: Directive, Non-Directive, Eclectic Counselling.
- Theories of Counseling: Freud's Psychoanalytic, Behaviouristic, Gestalt
- Skills of Counseling: Building Trust, Listening, Observation & Empathy
- Counselor: Characteristics, Functions & Ethics

## **UNIT-III**

### **Teacher Education**

#### **Introduction to Teacher Education**

- Concept, Need and Scope of Teacher Education.
- Historical Development of Teacher Education
- Aims and Objectives of Teacher Education at:

i) Elementary Level.

- ii) Secondary Level.
- iii) Higher Level.
  - Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.
  - In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
  - Quality Assurance in Teacher Education

## UNIT – IV

### Inclusive Education for Children with Diverse needs

- a) Introduction to Inclusive Education:** Definition, concept and importance of Inclusive Education.  
 Concept of Access, Equity, Diversity, Human Rights & Social Justice.

Readiness of School, Principles and Models of Inclusion

**b) Children with Diverse Needs**

Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under-achievers, slow learners and other marginal groups.

**Suggested Readings:**

- Aggarwal, J.C. (2008). Education in the Emerging Indian Society. Delhi: Shipra Publication.
- Chauhan, S. (2012). Educational Management. New Delhi: Pearson Publication.
- Sharma, R.A.(2009). Educational Administration & Management. Meerut:R Lal Book Depot.
- Vashist, S.R. (2008). Educational Administration in India. New Delhi:Anmol Publication Pvt. Ltd.
- Aggarwal, R. (2010). Elementary Guidance and Counselling , New Delhi: Shipra Publication.
- Bala, Rajni.(2007). Guidance and Counselling: Modern Review, New Delhi: Afa Publication.
- Chandra, R.(2009). Career information and Guidance and Counselling, Delhi:Isha Books.
- Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt. Ltd.
- Kottler, J. A. & Shepard, D. S.(2008). Counselling Theories & Practices , Cenage Learning:1st Edition.
- Rao, S N.(2006). Counselling and Guidance ,Delhi :McGraw hill Publication.
- Rao, S. N.& Hari, H. S.(2004). Guidance and Counselling ,New Delhi:Discovery Pub. House.

- Saxena, A. (2006). Organization of Guidance Service ,Delhi: Rajat Publications.
- Shrivastava, K.K. (2003). Principles of Guidance & Counselling , New Delhi : Kanishka Publishers.
- Singh, R. (2002). Educational & Vocational Guidance , New Delhi : Commonwealth Publishers
- Yadav, R.H. (2012). Guidance & Counselling , New Delhi: APH Publishing Corporation
- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD (1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Govt. of India (1992). Report of C.A.B.E... New Delhi: Committee Department of Education.
- Kohli, V.K. (1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A. (1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications
- Ahuja, A; Jangira, N.K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi National Publishing house.
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion on for Educational Leaders . New Jersey: Prentice Hall.
- Daniels, H. (1999). Inclusive Education. London: Koegan.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press: Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs : from Segregation to Inclusion, Corwin Press: Sage Publishers.
- Jha, M. M. (2002). School without Walls: Inclusive Education for All. Oxford: Heinemann Education.
- Karten, T. J. (2007). More Inclusion Strategies that Work . Corwin Press, Sage Publications.
- Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
- Rayner, S. (2007). Managing Special and Inclusive Education , Sage Publications.
- Sharma P.L (2003). Planning Inclusive Education in Small Schools, R.I E. Mysore