



List of Revised Courses

Department : Education

Program Name : M.Ed.

Academic Year : 2019-21

List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	P11	Introduction to Education Studies
2.	P12	Psychology of development and learning
3.	P13	Curriculum Studies
4.	T11	Introduction to Research Methodology
5.	S11	Any one- (i) Elementary level of school Education (ii) Secondary level of school Education
6.	F11	Self Development
7.	F12	Communication skills and expository writing h
8.	P23	Philosophical Perspectives of Education
9.	P24	Pre-service and in-service teacher education
10.	T22	Advanced Research Methodology
11.	S22	Any one:- (i) Primary Education: Curriculum Issues (ii) Secondary Education: Curriculum Issues
12.	F23	Dissertation: Area of Study, Literature Review & Rationale Presentation
13.	F24	Internship in Teacher Education Institute
14.	P35	Sociological Perspectives of Education
15.	P36	Perspectives, research and issues in teacher education
16.	T33	Information and Communication Technology
17.	S331	Understanding Educational Technology
18.	S332	Introduction to inclusive education
19.	S333	Understanding Guidance & Counselling
20.	F35	Academic writing
21.	F36	Practicum on Research
22.	F37	Dissertation: Proposal



23.	P48	History & Political Economy in Education
24.	S441	Educational Technology and teaching learning process
25.	S442	Understanding disabilities
26.	S443	Guidance In Educational Institutes
27.	S451	Uses and Issues in Educational Technology
28.	S452	Developing Inclusive learning Environment
29.	S453	Understanding the Counselling Service
30.	F48	Collection, Analysis & Report Writing



Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2019-20

School : School of Studies of Education

Department : Education

Date and Time : July 12, 2019 - 03:00 PM

Venue : DoE, GGV, Bilaspur

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the M. Ed. (I to IV semesters) scheme and syllabi.

The following members were present in the meeting:

1. Dr. C.S. Vazalwar, (HoD, Chairman, BoS.)
2. Prof. Sandhya Gihar (External Expert Member BoS, IGNTU, Amarkantak, M.P.)
3. Dr. Sujeet Kumar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

1. The syllabus for M.Ed. was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for M.Ed. is approved by the BoS.

It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of B.Ed., B.Ed. Special Education (HI & LD). Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clientele. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.

The committee discussed and approved the scheme and syllabus from the session 2019-20.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)

Signature & Seal of HoD



Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER - I							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Introduction to Education Studies	P11	4	100	30	70	50
	Psychology of development and learning	P12	4	100	30	70	50
	Curriculum Studies	P13	4	100	30	70	50
Group I: Tools	Introduction to Research Methodology	T11	4	100	30	70	50
Group II: Specialization	Any one-		4	100	30	70	50
	(i) Elementary level of school Education (ii) Secondary level of school Education	S11					
Group III: Professional Enrichment & Field Engagement	Self Development	F11	1	25	25		13
	Communication skills and expository writing	F12	1	25	25		13
TOTAL			22	550	200	350	276
SEMESTER - II							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Philosophical Perspectives of Education	P23	4	100	30	70	50
	Pre-service and in-service teacher education	P24	4	100	30	70	50
Group I: Tools	Advanced Research Methodology	T22	4	100	30	70	50



Group II: Specialization	Any one:- (i) Primary Education: Curriculum Issues (ii) Secondary Education: Curriculum Issues	S22	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Dissertation: Area of Study, Literature Review & Rationale Presentation	F23	2	50	50		25
	Internship in Teacher Education Institute	F24	4	100	100		50
TOTAL			22	550	270	280	275

SEMESTER - III

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Sociological Perspectives of Education	P35	4	100	30	70	50
	Perspectives, research and issues in teacher education	P36	4	100	30	70	50
Group I: Tools	Information and Communication Technology	T33	2	50	50		25
Group II: Specialization	Secondary education: Understanding Educational Technology Introduction to inclusive education Understanding Guidance & Counselling	S331 S332 S333	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Academic writing	F35	2	50	50		25
	Practicum on Research	F36	2	50	50		25
	Dissertation:Proposal	F37	2	50	50		25



TOTAL			20	500	290	210	250
SEMESTER - IV							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	History & Political Economy in Education	P48	4	100	30	70	50
Group II: Specialization	Secondary education:		4	100	30	70	50
	Educational Technology and teaching learning process	S441					
	Understanding disabilities	S442					
	Guidance In Educational Institutes	S443					
Group II: Specialization	Secondary education:		4	100	30	70	50
	Uses and Issues in Educational Technology	S451					
	Developing Inclusive learning Environment	S452					
	Understanding the Counselling Service	S453					
Group III: Professional Enrichment & Field Engagement	Dissertation: Data Collection, Analysis & Report Writing	F48	4	100	100		50
TOTAL			16	400	190	210	200
TOTAL CREDITS FOR TWO YEARS			80	2000	950	1050	1000

गुरु घासीदास विश्वविद्यालय
(केन्द्रीय विश्वविद्यालय अधिनियम 2009 क्र. 25 के अंतर्गत स्थापित केन्द्रीय विश्वविद्यालय)
कोनी, बिलासपुर - 495009 (छ.ग.)



Guru Ghasidas Vishwavidyalaya
(A Central University Established by the Central Universities Act 2009 No. 25 of 2009)
Koni, Bilaspur - 495009 (C.G.)

Scheme and Syllabus



COURSE P12: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

To help the prospective teacher educators to:

- understand the issues and concerns of psychology.
- Visualise multiple dimensions and stages of learner's development and their implications on learning.
- understand the learner in terms of various characteristics.
- understand the framework for how children learn.
- critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning.
- learn the theories and factors affecting learning.

UNIT- I :INTRODUCTION TO PSYCHOLOGICAL BASIS OF EDUCATION

- Psychology as scientific study, psychological concerns and learner-(mind, consciousness, behaviour, and experience)
- Major schools of psychology **and learner**-Structuralism, behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive.

UNIT-II :UNDERSTANDING THE LEARNERS AND THEIR DEVELOPMENT

- Development – Concept, stages, dimensions.
- Factors influencing development – genetic & environmental (in brief).
- Theories of development:
 - Piaget's Cognitive development
 - Erikson's psycho-social development
 - Kohlberg's moral development
 - Chomsky's Language development (major concerns)

UNIT-III :UNDERSTANDING THE PROCESS OF LEARNING

- Cognition and learning
- Cognitive process: perception, attention, memory, development of concepts, logical reasoning.
- Learning as construction of knowledge; meta cognition, socio-cultural mediation, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field.
- Motivation in learning: intrinsic and extrinsic motivation, humanistic approach of motivation.

UNIT-IV :THEORIES OF LEARNING

- Gestalt theory: principles of perception, insight, **subjective and objective reality,*** Educational implication
- Tolman theory: learning Vs performance, latent learning, place Vs response learning, kinds of learning, Educational implication
- Gagne's theory: the outcomes of learning, hierarchical structure of learning, ***Educational implication.**
- Bandura's theory: reciprocal determinism, observational learning, changing concepts of reinforcement, ***Educational implication.**
- Dollard & Miller's theory: Habits; Cues, Secondary Rewards, Learning dilemma, Language & Reasoning in relation to social context of learning; ***Educational implication**

MODE OF TRANSACTION: Lecture, discussion, power point presentations.

PRACTICUM:

- Contributions of eminent psychologists towards learning.
- Effects of socio-cultural mediation on learning.
- Preparation of profile of a learner on the basis of Erickson's psycho-social development.
- Illustration of different stages/ hierarchies of learning as suggested by Gagne.
- ***Educational implications of different learning theories.**

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.
- Piaget, J. (1999). *Judgment and reasoning in the child*. London: Routledge.



- Piaget, J. and Inhelden, B. (1969). **Psychology of the child**, New York: Basic Books.
- 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.
- Bickhard, M.H. (1992). How Does the Environment Affect the Person? In L.T. Winegar, J. Valsiner (ed.). Children's Development within Social Contexts: Metatheory and Theory. Erlbaum. Bickhard, M.H.,
- Christopher, J.C. (1994). The Influence of early Experience on Human Personality Development. New Ideas In Psychology
- . Bourne, L.E. (1985). Psychology: Its Principles and Meaning. Holt, Rinehart and Winston, New York.
- Brown, R. (2000). Group Processes: Dynamics Within and Between Groups. (2nd Edition). Blackwell Publishers.
- Christian, Jyoti (1984). Classroom Group Dynamics. Meerut: Anu Books.
- Cole, R. (1997). The Moral Intelligence of the Children. London: Bloomsbury.
- Cruickshank, W.M. (1980). Psychology of Exceptional Children and Youth. N.J, Prentice Hall.
- Dutt, Suresh (1997). Society and Education. Anmol Publications.
- Erickson, E.H. (1968). Identity, Youth and Crisis. New York: W.W. Norton.
- Klausmeier, Herbert J (1985). Educational Psychology. Harper and Row, Pub. New York.
- Kohlberg, L., & Gilligan, C. (1974). The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World.
- In H.V. Kraemer (ed) Youth and Culture: A Human Development Approach. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., & Hower, A. (1983). Moral Stages: A Current Formulation and a Response to Critics. New York: S. Karger.
- Lingren, H.C. (1980). Educational Psychology in the Classroom (Sixth ed.) New York: Oxford University Press.
- Maslow, A.H. (1970). Motivation and Personality (2nd edition). New York: Harper & Row.
- Meyers, D.G. Social Psychology. Tata-Mcgraw Hill. VIII Edition.
- Miranda, E. (1990). Teaching Schools and Society (1st edition) Falmer Press.
- Owen, Steven V, Blount, S. Parker and Maslow, Henry (1978). Educational Psychology: An Introduction. Little Brown and Company.
- Sekav, S.V.K. (2005). Education Society and Pedagogy. Arise Publishers and Distributors. New Delhi.
- Smith, Ronald E, Sarason, I.G. and Sarason, Barbara, R (1982). Psychology: The Frontiers of Behaviour. Harper and Row Pub., New York. Social Process in Learning Parents, Peers and Teachers Educational Psychology. Anita Woufolk (2004).
- Srivastava, G.N.P. (1995). Recent Trends in Educational Psychology. Agra Psycho Research Cell, Agra, India. Srivastava, G.N.P. (1986) Recent Approaches to Personality Study. APRC, Agra. Wendy Conklin (2006). Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms. Shell Educational Publishing
- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology
- New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
- Gage and Berlinger : Educational Psychology, Boston Houghton Mifflin Company 1984.
- Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey
- press 1978
- Joyce Bruce and well Marsha. Models of Teaching prentice Hall of India Ltd. 1985.
- Mangal S.K. : advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd;193
- Mouly George J : Psychology of teaching botton Allyn &Decan Inc.
- Wordsworth B.J. piaget's : Theory of cognitive and affective Development, New York,
- Longman incorporated, 1989.
- Bower G.H. and Hilgard E.Hilgard E.R. : **theories of Learning** New Delhi Prentice Hall india Pvt. Ltd.
- Michael Green : **Theories of Human Development** prentice Hall, englewood cliffs, New
- Jersey, 1989
- Mangal, S.K. **ShikshaManovigyan**, Printice Hall of India, New Delhi
- Tripathy, L. K. **VyaktivakeSiddhanta**,
- Singh, A.K. **VyaktivakeManovigyan**, Bharatiya Publication, Patna
- Hansraj, P. **PragatiShikshaManovigyan**, New Delhi, Hindi Granth Academy
- Hall, C. C., Lindsey, G. & Campbell, J.B. (1997). Theories of personality (4th ed.). New York: Wiley
- Judd C.H. **Educational Psychology**, Guwahati, Nivedita DK Distributors, 5302
- Long Martyn **The Psychology of Education, RoulledgeFalner Publication, London, 5300**
- Mangal, S.K. **Advanced Educational Psuchology**, Printice Hall of India, New Delhi
- Nayak, A.K. & Rao, V.K. **Educational Psychology** APH, Publishing Cooperation, New Delhi 5302
- Sahoo F.M. **Psychology in Indian Context**, Agra, Bhargava Book House, 5302
- Woolfolk, Anita. **Educational Psychology**, Pearson Education Pvt. Ltd. Delhi, 5304



COURSE P13: CURRICULUM STUDIES

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teacher educators to:

- Understand various aspects of curriculum planning and designing
- Develop insight regarding the curriculum reform processes in various contexts
- Develop a critical understanding of global trends in school curricula and appreciation of the same in the Indian context
- Develop ability to design curricular and co-curricular structures, textbooks and other learning materials and also to evaluate curricula and textbooks.

UNIT-I: CONCEPT OF CURRICULUM

- Concept of curriculum, Curriculum as a Plan, Process and Experience; Difference with Frameworks, Courses of Studies & Syllabus
- Types of curriculum
- Structures of Curriculum: Essential elements of curriculum
- Curriculum: Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences (PLEs)

UNIT-II: CURRICULUM CONSTRUCTION

- Philosophical, Sociological, Psychological and Linguistic bases of curriculum
- Principles of Curriculum Planning
- Models: Grass root Model vs. of Taba, Administrative Model, Technical vs. Non-Technical Models of Taylor, Naturalistic model
- Curricular designs: Discipline centered, Problem centered and Learner centered Approach
- Processes of curriculum construction: Situational Analysis, Selection of curriculum objectives, Selection and organization of content and learning experience, Selection of instructional material/methods & Evaluation

UNIT-III: CURRICULUM EVALUATION AND REFORM

- Curriculum Evaluation: Concept, and Purpose and Process
- Levels, Participants and Instruments of curriculum evaluation at planning, process, outcomes & experience.
- Concept and process of Curricular Change & reforms,
- Barriers to Curricular Change and reforms
- Curriculum evaluation: research perspectives

UNIT-IV: SCHOOL CURRICULUM: COMPARATIVE ASPECTS

- Need & importance of National curriculum framework in India, UK, & Australia
- Features of school curricula in USA, UK, & Australia Need for Cross curricular aspects
- Contemporary trends and issues in curriculum reform: Tailored curricula, Open Curricula

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Critical analysis of elementary/secondary/higher secondary school curriculum
- Developing guidelines for writingschool text-book, work-book, teachers' hand-book and laboratory manual
- Evaluation of school text-books, work-books, teachers' hand-book, and manuals
- Situational Analysis of specific local needs in relation to Curriculum
- Survey of students' opinion regarding the present system of evaluation and curriculum transaction
- Identification of learning experiences along with learning outcomes (Language, mathematics, Science & Social Science) at secondary level of education

MODE OF TRANSACTION: Lecture, group activities and Presentation

Suggested readings:

Anderson, & Vernon (1956). *Principles and Procedure of Curriculum Improvement*. New York: Ronald Press Company,
Chagla, M. C., (1962). *The Role of Education in the World of Today*. Bombay: Asia Publishing House
Chary, Ryland, W., (1969); *Humanizing the School Curriculum Development and Theory*, New York; Random House



COURSE P23: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teachers to:

- understand the meaning, scope and significance of philosophy
- understand the relationship between philosophy and education
- understand the metaphysical problem of education
- understand the epistemological and education
- understand the axiology and education
- understand the thoughts of educational thinkers

UNIT I: PHILOSOPHY AND EDUCATION

- Meaning of Philosophy and its Branches
- Meaning and Scope of Philosophy of Education
- **Speculative, Prescriptive and Analytical** Functions of Philosophy ~~and~~
- **Need of Philosophy of Education for a Teacher**
- ~~Significance and need of Philosophy of Education~~

UNIT II: METAPHYSICS AND EDUCATION

- Metaphysical Problems and Education
- Nature of ~~reality with reference~~ **Reality according to realism and Plato**
- **Nature of Reality according to Vedanta Philosophy**
- Nature of man ~~and society with reference to Swami Vivekananda~~
- **Nature of man** with reference to **Swami Vivekananda and Rabindranath Tagore**
- Educational Implications (**curriculum**) of schools of philosophy

UNIT III: EPISTEMOLOGY AND EDUCATION

- ~~Relationship between~~ Epistemology **problem** and Education
- Theories of Knowledge (correspondence ~~v/s~~ **and** consistency)
- ~~Ways of acquiring valid knowledge~~
- Knowledge and Knowing according to ~~Yoga and Nyaya schools of philosophy~~ **Darshan**
- Knowledge and Knowing according to Empiricism and Rationalism
- **Knowledge and Knowing according to Naturalism**
- Educational Implications (**Methods**) of schools of philosophy

UNIT IV: AXIOLOGY AND EDUCATION

- Values, Ethics and Aesthetics in Education
- ~~Permanent vs changing~~ **Values**
- **Pragmatism and the aims** of education
- ~~Subjective vs Objective~~ **Values Idealism and the aims** of education ~~with reference to~~
- ~~Pragmatism and Idealism~~
- ~~Values in~~ Existentialism
- ~~Educational Implications and the aims of~~ **schools of philosophy education**
- **Buddhism and the aims of education**

PRACTICUM

- Seminar on need of Educational Philosophy for teacher Educators
- Reflective writing, in about 1000 words, on educational thoughts of any one Indian educationist.
- Symposium on schools of philosophy
- Comparative presentation of the metaphysics, epistemology and axiology of different schools of philosophy (eg. Buddhism/Jainism/Bhagwadgita/Islam etc.)
- ICT presentation on *educational thoughts* of different philosophies or philosophers

Suggested Readings:

- | | |
|---------------------------------|--|
| Ode, L.K. | (2007) Shiksha ke Darshanik Prishthabhumii, Jaypur: Rajasthan Hindi Granth Academy |
| Sharma, Promila. | (2005) Philosophy of Education, Aph Publishing Corporation |
| Sharma, R.N. | (2005) Textbook of Educational Philosophy, Delhi: Kanishka Publishers |
| Agarwal, J.C. & Bhola, P. | (2010) Shiksha Darshan: Ek Adhyayan, Delhi: Shipra Publication |
| Radhakrishnan, S. | (1994) Bharatiya Darshan. Delhi: Oxford University Press. |
| Saxena, N.R.S. & Chaturvedi, S. | (2000) Paschatya evam Bharatiya Shiksha Darshanik. Meerut: R. Lal Book Depot |



COURSE P35 : SOCIOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teacher:

- To understand the reason of Sociology
- To develop competency Society teaching among them self.
- To understand the process of different types of Society and Culture
- To understand the process Modernization
- To understand Social Pattern in Education of Society

UNIT- I- SOCIOLOGY OF EDUCATION

- **Origin and Development** **Meaning** of Sociology of Education
- Nature and Scope of Sociology of Education
- **Methods of Study in Sociology** **Function** of Education **in Society**
- **UNIT-II- Education-Functionalist, Conflict and social post Modernist Perspectives**

UNIT- II- SOCIAL SYSTEM, SOCIALIZATION AND EDUCATION

- Social System: Concept and Element of Social System
- Education as a Social subsystem
- **Role of Family, Community, Economy, Political systemsocialization and religion as a social subsystemeducation**
- **Education of the socially and economically disadvantaged section of society with special reference to Scheduled caste, Scheduled tribe, Women and rural population.**
- **Caste, Socialization and education**
- **Gender, Socialization and Education**
- **Social Exclusion and Education**

UNIT- III- EDUCATION AND CULTURE AND EDUCATION

- Culture: Functional characteristics, **Cross cultural transmission**
- Characteristics of Indian Culture
- Urbanization and social mobility

UNIT- IV- EDUCATION SOCIAL CONTROL, SOCIAL CHANGE AND, MODERNIZATION AND EDUCATION

- Social Control: Nature, Agencies and Role of Education in Social Control.
- Social Change: Concept of Social change and modernization, **factors promoting social change and modernization in India.**
- Constraints on Social Change and Modernization in India.
- Social Stratification, **Social equity and equalization of educational opportunities.**

PRACTICUM:

- 1- Sociometric analysis
- 2- Preparation of tools for socio-economic status.
- 3- Assessing cultural diversity
- 4- Students will be preparing an assignment on the above mentioned issues and make a presentation

Suggested Readings

Cook, L.A. & E.F. Cook	A Sociological Approach to Education
Rugg & Wither	Social Foundation of Education
Ashley, B.S. et al.	An Introduction of the sociology of Education
Musgrave, P.W	The Sociology of Education
Merrill, F.E.	Society and Culture
Brown, FJ.	Education Sociology
Morrish, Ivor	The Sociology of Education- An Introduction
Ruhela, S.P. & K.S. Vyas	Sociological Foundation of Education in Contemporary India
Brenback, Cole. S.	Sociological Foundation of Education
Prelins, A.P. & Parelins R.J.	The Sociology of Education
Stalcup, R.J.	Sociology and Education
Ottaway, A.K.C.	Education and Society
Mishra, U.	ShikshaKaSamajshastra

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)



COURSE S331: SECONDARY EDUCATION: UNDERSTANDING EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teacher educators to:

- Understand the concept of educational technology
- Categories the subject according to the form of ET
- Mediate between content and resources of presentation.
- Evaluate the learner's performance in terms of achieving educational objectives.
- Will be able to maintained the standard of education but also improved the ways of teaching by giving teaching aids and programmed instructional material
- Explain the meaning and nature of educational technology
- Differentiate various approaches of educational technology
- Evaluate software and hard ware resources appropriate for teaching in range of curriculum areas
- ~~Display an understanding of the nature~~ **Understand** and ~~purpose of use~~ **emerging** education al technology.

UNIT I: HISTORY AND CONCEPT OF EDUCATIONAL TECHNOLOGY

- ~~Origin and development~~ **Evolution** of educational technology
- Meaning, Scope, and role of Educational Technology
- Need and ~~importance~~ **significance** of Educational Technology
- Concept of technology in education and technology of education

UNIT II: APPROACHES AND FORMS TO EDUCATIONAL TECHNOLOGY

- Concept and role of Hardware Software & System Approach Approach
- Forms of Educational technology: Teaching Technology ~~Meaning, definition and~~ **concept and need**
- ~~Need~~ **Concept** and ~~importance of~~ **Teaching Technology in Education**

UNIT III: INSTRUCTIONAL TECHNOLOGY

- ~~Meaning~~ **need** and ~~concept~~ **use** of Instructional Technology
- ~~Need, importance and~~ , writing of Instructional **Objectives-objectives**
- ~~Uses of Instructional~~ **Behaviour** Technology ~~for Education: Concept and need~~

UNIT ~~IV~~ III: BEHAVIOUR TECHNOLOGY

- ~~Meaning, definition~~ **Concept: Teaching** and ~~concept of~~ **Behaviour** Technology
- ~~Technology and change in~~ **teacher** behaviour
- ~~Shaping~~ **Modification** of Behaviour
- ~~Need~~ **teaching** and ~~importance of~~ **Behavioural Technology in Education** **teacher behaviour**
- **Techniques for modification of teacher behavior**

UNIT IV: EMERGING TECHNOLOGY

- **Future trends: Computer, E-mail - its pedagogic research and administrative importance**
- **Communication satellite, - INSAT, Teleconferencing - audio and video conferencing**
- **Internet and intranet, electronic portfolio, M-learning**

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical evaluation of use of hardware and software in school (Based on Field Visit)
- Writing instructional objectives **in specific**
- ~~Critical observation~~ **Use and evaluate the emerging educational technology**
- **Listing** of ~~teaching skills~~ **use of technology in your subject (teaching) area in institution**
- ~~Analysis of video lesson / models of~~ **CIET/SCERT/IGNOU**

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment, presentation by students, ~~constructivism approach~~

Suggested Readings:

- Agrawal, J.C.: Essentials of Educational Technology - Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behavior Analysis for Teachers*
- Mangal S. K. *Teaching of science*, New Delhi:



COURSE F35: ACADEMIC WRITING

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 43 Hrs./wk

This course aims to develop familiarity with academic writing and its styles and structure.

The course will help students

- understand the norms of academic writing.
- develop and improve academic writing skills
- evaluate academic writing critically

THEMES OF WORKSHOPS:

1. Understanding academic writing: Various types (research papers, reportaire, seminar proceeding etc.)and their characteristics, Essentials of good academic writing
2. Various Styles of writing: Through exploration of different sources (journals, books, academic, magazines, working papers, etc.)

3. Critical Review of research papers & Dissertations

3.4. Essentials of good academic writing

4.5. Paraphrasing and acknowledging

5.6. Editing and Proof reading

6.7. Referencing as per an accepted referencing style guide (particularly, APA)

MODES OF TRANSACTION

- ~~Practical course with~~ learning by doing; focus on self learning
- Exposure to academic writing like journals, books, etc.
- Critical Review and Editing
- **Presentations**

Mode of Evaluation: ~~Evaluation~~ Since this is a skill based paper which requires theoretical understanding and hands-on-activity, the weightage in evaluation will be based on performance on Practicals hands-on-activity on given scripts, ability to critically appreciate a given document ~~and~~, gradual improvement in academic writing capacity in given assignments- **and performance in the internal examination conducted in summative mode.**

Suggested Readings

- APA (2012) style Manual USA, American Psychological Association
- Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
- Murray, R (2004) Wring for Academic Journals, Maidenhead: Open University Press.



- Strunk William and Whyte C.B. (Ed.) (1959). The elements of style.

COURSE F36: ~~PRACTICUM ON RESEARCH~~ RELATED TECHNIQUES

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 43 Hrs./wk

The course will help prospective teacher educators

- to develop and improve **the theoretical understanding as well as the** research skills by developing skill of critical reviewing, and/or, skill of presentation and defending research and/or equipping them with data analysis skills using various software and/or some advanced techniques.

The course will provide the prospective teacher educators **the necessary theoretical understanding along** with hands-on-experience to a group of areas among the following as per requirement and students' choice:

1. Data handling
2. Statistical data analysis using MS-EXCEL
3. Using SPSS for data analysis
4. Qualitative Research Techniques
5. Advanced statistics for data analysis
6. Seminar presentation of research papers
7. Writing Review of research papers on some given area
8. Critical Review of Dissertations
9. Preparing project/research proposals

The course is expected to refine the research skills of the prospective teacher educators on some specialized area. The skill based course will be evaluated internally and on the basis of improvement in the performance in the classroom as well as on the basis of the performance in the internal examination conducted in summative mode as per given rubric.

Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)