

Kadi Sarva Vishwavidyalaya

Sector – 15, Gandhinagar

(Established Under The State Act of Gujarat, No-21, 2007)

Curriculum

Master of Philosophy (Education)



Department of Education

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Educational Rules for M.Phil. (Edu) Course

I. RULES OF ADMISSION/ ELIGIBILITY:

1. A candidate who has obtained at least 55% Marks in the regular M.Ed. degree is eligible for admission in M.Phil. programme.
2. 5 % of relaxation from the minimum of 55% of marks of the M.Ed. will be given to the candidate belonging to SC/ST/SEBC.
3. Admission shall be availed on the merit/percentage of M.Ed. examination and one mark will be added to the merit for each year teaching experience, maximum upto 5 marks.

II. DURATION AND COURSE OF STUDY:

1. The duration of the course will be one academic year spread over two semesters. The whole course content is divided into two parts: part I and Part II. Part I consists of compulsory/core papers, elective papers and practicum and Part II consists of dissertation.

2. TITLE OF THE COURSES: PART I:

Part I of the course consists of two compulsory papers (part A and Part B) and one elective paper (part A and Part B), each paper carries 100 marks. It also consists of practicum.

| Paper Title | Part A | Part B |
|---|---|---|
| Paper I: Advanced Educational Research Methodology and Statistics in Educational Research | Advanced Educational Research Methodology | Statistics in Educational Research |
| Paper II: Advanced Educational Philosophy and Sociology | Advanced Educational Philosophy | Advanced Educational Sociology |
| Elective I: Technology of Teaching | Technology of Teaching: Part-A | Technology of Teaching: Part-B |
| Elective II: Total Quality Management in Education | Total Quality Management in Education: Part-A | Total Quality Management in Education: Part-B |
| Elective III: Teacher Education | Teacher Education: Part-A | Teacher Education: Part-B |
| Practicum | Seminar-1 | Seminar-2 |

PART II: DISSERTATION.

III EXAMINATION SCHEME: A

FIRST SEMESTER EXAMINATION

| Subject | Scheme of Examination | | Total | Proportionate to |
|---|-----------------------|-------------------|------------|------------------|
| | Maximum Marks | | | |
| | Internal Assessment | Semester end exam | | |
| Advanced Educational Research methodology | 25 | 75 | 100 | 50 |
| Advanced Educational Philosophy | 25 | 75 | 100 | 50 |
| Elective Paper (part A) | 25 | 75 | 100 | 50 |
| Seminar | 50 | - | 50 | 50 |
| Total | 125 | 225 | 350 | 200 |

SECOND SEMESTER EXAMINATION

| Subject | Scheme of Examination | | Total | Proportionate to |
|------------------------------------|-----------------------|-------------------|------------|------------------|
| | Maximum Marks | | | |
| | Internal Assessment | Semester end exam | | |
| Statistics in Educational Research | 25 | 75 | 100 | 50 |
| Advanced Educational Sociology | 25 | 75 | 100 | 50 |
| Elective Paper (part B) | 25 | 75 | 100 | 50 |
| Seminar | 50 | - | 50 | 50 |
| Total | 125 | 225 | 350 | 200 |

The following breakup of marks will be followed for **assessment of Dissertation:**

| Component | Marks |
|--|--------------|
| Dissertation Proposal Presentation (semester I) | 10 |
| Dissertation Synopsis Presentation (semester II) | 10 |
| Valuation by Research Supervisor | 75 |
| Valuation by External Examiner | 75 |
| Viva-voce | 30 |
| Total | 200 |

Evaluation Scheme

| Components | Marks |
|-----------------------------|--------------|
| First Semester Examination | 200 |
| Second Semester Examination | 200 |
| Seminar-First Semester | 50 |
| Seminar-Second Semester | 50 |
| Dissertation | 200 |
| Total | 600 |

B. RULES FOR PASSING MARKS AND CLASS DISTRIBUTION:

1. A candidate shall be declared as having passed the M. Phil. Degree examination if and only if he/she secures a minimum of 50% in each semester. He/she shall be declared as passed in second class if he/she obtains minimum 50% as aggregate of two semesters and who secures 60% marks and above on the aggregate of two semesters shall be placed in the first class and who secures 70% marks and above on the aggregate of two semesters shall be placed in distinction. This will also be applicable to the results of candidates availing more than one chance.

2. A candidate fails in the first semester examination or does not appear in first semester may be permitted to continue for the second semester. But he/she can appear for the first semester in the next or the subsequent academic period only. If a candidate fails in the second semester, he/she can appear for the second semester in the next or subsequent academic year. A candidate can appear for the Viva-voce at the end of the second semester examination even if he/she has to complete the first semester examination and not more

than three chances shall be given for the completion of the written exams.

3. A candidate who completes and submits the reports related to practicum is only eligible for obtaining hall ticket to appear in the semester university theory / practical examinations.

C. RULES REGARDING DISSERTATION:

1. Dissertation is to be submitted within six months after second semester examination. Those who fail to submit the dissertation by the time, have to submit the dissertation within a maximum period of 1 year with a penalty fee prescribed by the University.

2. The candidate who secures less than 50% marks in dissertation is considered fail and has to re-submit the dissertation within a maximum period of 2 years and a maximum of 3 chances with a penalty fee prescribed by the University.

3. Each dissertation shall be accompanied by a certificate signed by the supervisor and counter signed by the Principal of the College / Head of the University Department to the effect that the thesis has been prepared under the direction of the Supervisor and that it had not been the basis for the award of any degree of diploma earlier.

4. Each candidate has to carry out an investigation under the supervision of a member of faculty. Four copies of the dissertation and a soft copy of the dissertation on the CD should be submitted to the course Co-ordinator.

5. A Viva-voce Examination based on the dissertation of each candidate shall be held after the submission of dissertation. Dissertation marks shall be assigned independently by both the external examiner and the Internal Examiner out of a maximum of 30 Marks, the average of the two awards being taken as the final awards.

6. Each candidate has to give 2 presentation seminars (one in each semester).

Compulsory Paper – I

Advanced Educational Research Methodology and Statistics in Educational Research

Objectives:

To enable the learners to:

1. develop insight in identification of research problem and preparation of research proposal
2. develop scientific aptitude and rational attitude towards solving a problem
3. develop insight into different methods of research useful in solving educational problem
4. develop understanding to apply different types of research tools and techniques
5. get acquainted with the skill in applying statistical techniques for data analysis
6. acquire the use of computer for data analysis

Advanced Educational Research Methodology-Part-A

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|--|--------------|
| 1 | Introduction to Educational Research | 12 |
| 2 | Methods of Educational Research and Qualitative Research | 16 |
| 3 | Data Collection | 20 |
| | Total : | 48 |

Unit:-1 Introduction to Educational Research:

25%

- 1.1 Definitions, concept and characteristics of research
- 1.2 Steps in Research process
- 1.3 Educational Research: Meaning, types, problems, fields
- 1.4 Selecting a problem
- 1.5 Preparing a research proposal
- 1.6 The Hypothesis
- 1.7 The Research Report

Unit:-2 Methods of Educational Research

35%

- 2.1 The Historical Method: Nature of Historical Research, Value of Historical Research in Education, Types of Historical Research, Steps in Historical Research
- 2.2 Nature of Descriptive Research, Value of Descriptive Research in Education, Types of Descriptive Research; Steps in Descriptive Research

2.3 Nature of Experimental Research: Steps in Experimental Research; Experimental Designs, Types of Experimental Designs

2.4 Qualitative Research

2.4.1 Themes of Qualitative Research

2.4.2 Research Questions

2.4.3 Theoretical Traditions

2.4.4 Research Strategies

- Document of Content Analysis
- The Case Study
- Ethnographic Studies

2.4.5 Data Collection Techniques

- Observations
- Interviews
- Review of Document
- Other Qualitative Data Collection Techniques
- Data Analysis and Interpretation
- Combining Qualitative and Quantitative Research

Unit:-3 Data Collection

40%

3.1 Sampling

- Concept of Population and sample
- Sampling process
- Characteristics of a Good Sample
- Non Probability Sampling
- Probability Sampling
- Methods of Sampling: Random, Stratified, Purposive, Cluster and Quota
- Sampling Errors and ways to reduce them

3.2 Tools of Educational Research

- 3.2.1 Questionnaire-Definition, criteria, formation, preliminary test, method of getting response, reliability, limitation, importance, suggestions.
- 3.2.2 The Schedule: Definition, features, qualities, formation, aspects, outlines, organization of research, causes of reluctance in co operation, types of questions-defective questions, good questions, rules regarding serial order.
- 3.2.3 Rating scale and sociometry: Definition, advantages, limitations, rules, errors, types. Attitude scale – opinion scales, speed scales, Random scales, Social indices, sociometric scale, Sociometric tests, sociogram, Limitations of Sociometry.
- 3.2.4 Interview: Definition, Aims, Types, Preparation, process, causes of errors, interview guide, the interviewer – means of eliciting correct response, merits, limitations and demerits, precautions.

ASSESSMENT SCHEME:

| UNIT | TOPICS | PERCENTAGE WEIGHTAGE |
|-------------|---|---------------------------------|
| 1 | Introduction to Educational Research | 25 |
| 2 | Methods of Educational Research and Qualitative Research | 35 |
| 3 | Data Collection | 40 |
| | Total : | 100 |

Statistics in Educational Research-Part:B

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|--|--------------|
| 1 | Descriptive Data Analysis | 19 |
| 2 | Inferential Data Analysis | 24 |
| 3 | Use of Computers in Data Analysis | 05 |
| | Total : | 48 |

Unit:-1 Descriptive Data Analysis 40%

- 1.1 Concept of Statistics
- 1.2 Parametric and Nonparametric Data
- 1.3 Descriptive and Inferential Analysis
- 1.4 The Organization of Data
 - Grouped Data Distributions
- 1.5 Statistical Measures
 - Measures of Central Tendency
 - Measures of Spread or Dispersion
- 1.6 Normal Distribution
 - Non normal Distribution
 - Interpreting the Normal Probability Distribution
 - Practical Application of the Normal Curve
- 1.7 Measures of Relative Position: Standard Scores
 - The Z score (Sigma)
 - The T Score (T)
 - Stanines
 - Percentile Rank
- 1.8 Measures of Relationship
 - Person's Product-Moment Coefficient of Correlation(r)
 - Rank Order Correlation (P)
 - Phi Correlation Coefficient (ϕ)

Unit:-2 Inferential Data Analysis 50%

- 2.1 Statistical Inference
- 2.2 The Central Limit Theorem
- 2.3 Parametric Test
- 2.4 Testing Statistical Significance
 - The Significance of the Difference between the Means of Two Independent Groups
 - The Null Hypothesis (Ho)
 - The Level of Significance
- 2.5 Decision Making
 - Two-Tailed and One-Tailed Tests of Significance
 - Degrees of Freedom
- 2.6 Student's Distribution (t)

- Significance of the Difference between Two Small Sample Independent Means
- 2.7 Homogeneity of Variances
 - Significance of the Difference between the Means of two Matched or Correlated Groups (Non independent Samples)
 - Statistical Significance of a Coefficient of Correlation
- 2.8 Analysis of Variance (ANOVA)
- 2.9 Analysis of Covariance (ANCOVA) and Partial Correlation
- 2.10 Multiple Regression and Correlation
- 2.11 Nonparametric Tests
 - The Chi Square Test(X²)
 - Sign Test
 - Median Test
 - The Mann-Whitney U Test

Unit-3 Use of Computers in Data Analysis

10%

ASSESSMENT SCHEME:

| UNIT | TOPICS | Percentage Weightage |
|------|--|----------------------|
| 1 | Descriptive Data Analysis | 40 |
| 2 | Inferential Data Analysis | 50 |
| 3 | Use of Computers in Data Analysis | 10 |
| | Total : | 100 |

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2. Best, J.W, and Khan, J.V. (1986), Research in Education, New Delhi Prentice Hall.
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4. Guilford, J.P. (1982), Psychometric Methods, New Delhi, Tata McGraw Hill.
5. Garrett, Henry E.(1981): Statistic in psychology and Education, Vakils, Feffer, and Simon Bombay.
6. Gupta, S. (2005), Research Methodology and Statistical Techniques, New Delhi: Deep and Deep Publication
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11. Sharma, B. (2004), Methodology of Educational Research, New Delhi: Vohra Publishers and Distributors.
12. Yadav, M.S. and Mitra, S.K. (1989). Educational Research Methodological perspective CASE, Baroda.

Compulsory Paper – II

Advanced Educational Philosophy and Sociology

Objectives:

To enable the learners to:

1. Have a Clear understanding of Education as a Discipline.
2. Understand the Scope And application of educational Philosophy.
3. Understand the role of education in different perspectives.
4. Have a thorough knowledge of significant concepts in educational theory and practice,
5. Critically examine the past and the contemporary issued in education.
6. Make an attempt at formulation of their own view points.

Advanced Educational Philosophy-Part: A

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|--|--------------|
| 1 | Philosophy And Education | 07 |
| 2 | The Philosophical Alternatives in Philosophy of Education | 24 |
| 3 | Indian Philosophies and Philosophers of Education | 17 |
| | Total : | 48 |

Unit:-1 Philosophy And Education 15%

- 1.1 Nature & Scope of Educational Philosophy
- 1.2 Philosophy as an applied discipline of education
- 1.3 New paradigms in Philosophy of Education

Unit:-2 The Philosophical alternatives in Philosophy of Education 50%

- 2.1 The metaphysical Bases :
 - Subjective Positions with reference to Idealism And Existentialism (Including traditional Indian view points)
 - Realistic Ontologism – Positive alternatives
 - Relativism and allied thought forms
- 2.2 The Epistemological Bases :
 - Concepts: Epistemology, Knowledge, Subject, Object, cognition, opinion, Certitude
 - Sources of Knowledge : authority, common sense, reasoning, controlled experience
 - Forms of Knowledge : Different View
 - Fields of Knowledge
- 2.3 Axiological Bases :
- 2.4 Concept of axiology
- 2.5 Forms of Values :
 - Subjective – objective, relative values

- Extrinsic and intrinsic values
- Instrumental values
- Values needed for national integration e.g. secularism, integration, liberty, patriotism etc.
- Need for ethical values
- Education for aesthetic values.

Unit:- 3 Indian Philosophies and Philosophers of Education 35%

- 3.1 Upanishad and education
- 3.2 Shrimad Bhagwad Gita and Education
- 3.3 Buddhism and Education
- 3.4 Jainism and Education
- 3.5 Rabindranath Tagore's thoughts of Education
- 3.6 The Gandhian philosophy of education – its relevance to international path for peace and prosperity
- 3.7 Rabindranath Tagore's thoughts of Education

ASSESSMENT SCHEME:

| UNIT | TOPICS | Percentage Weightage |
|-------------|--|-----------------------------|
| 1 | Philosophy And Education | 15 |
| 2 | The Philosophical alternatives in Philosophy of Education | 50 |
| 3 | Indian Philosophies and Philosophers of Education | 35 |
| | Total : | 100 |

Advanced Educational Sociology-Part:B

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|--|--------------|
| 1 | Philosophy And Education | 14 |
| 2 | The Philosophical alternatives in Philosophy of Education | 24 |
| 3 | Indian Philosophy of Education | 10 |
| | Total : | 48 |

Unit:-1 Education and Sociology 30%

- 1.1 Concept and nature of sociology of education,
- 1.2 Relationship between sociology and education
- 1.3 Difference between sociology of education and educational sociology
- 1.4 Education as a social institution
- 1.5 Nature, scope, functions and importance of educational sociology

Unit:-2 Current Issues in Context of Education and Society 50%

- 2.1 Globalization and privatization: Concept, impact on education and society
- 2.2 Politicization of education: Political control, interference in the institutional administration
- 2.3 Education as a potential equalizing social force: Equality of Educational opportunities

Unit:- 3 Educational Values 20%

- 3.1 Values in life and in education
- 3.2 Different types of values as aesthetic, Intellectual, social, moral and spiritual values- their inter relationship and implications in education

ASSESSMENT SCHEME:

| UNIT | TOPICS | THEORY HOURS |
|------|--|--------------|
| 1 | Philosophy And Education | 30 |
| 2 | The Philosophical alternatives in Philosophy of Education | 50 |
| 3 | Indian Philosophy of Education | 20 |
| | Total : | 100 |

REFERENCES :

1. Dave R.H. : **Foundation of lifelong Education**, Paris : 1976.
2. Ghush Tatna & Zaachalial Mathew : **Education & the process of change**.
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19. H. Chaube S.P. : **Some Foundation and Guidelines of Modern Education**, Agra : Ramprasad & Sons.
20. Sharma R.P. : **Education Theories And Modern Trends**, Agra : Ramprasad & Sons.
21. Kambe, K.S. : **Yoga : Depth And Para psychology**, Lonavala : Kaivalyadhama.
22. Grewal A. Sharma & Gupta : **Working with community And Teacher Education**, Agra : Ramprasad & Sons.

Elective Paper

Teacher Education

Objectives:

To enable the learners to:

1. develop insight in the historical development of Teacher Education in India
2. understand the concepts, objectives and importance of Teacher Education.
3. acquaint the student with different agencies of Teacher Education in India
4. understand major issues and problems of teacher education.
5. comprehend and analyze with the Current Trends in Teacher Education
6. understand the Instructional Designs and Techniques for higher learning
7. to Analyzing Classroom Interaction
8. develop wholistic view with respect to Research in Education.
9. develop insight in curriculum of Teacher Education

Teacher Education- Part: A

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|--|--------------|
| 1 | Concept of Teacher Education & Development of Teacher Education in India | 12 |
| 2 | Types , Agencies and Problems of Teacher Education | 19 |
| 3 | Teacher Educator ,Curriculum and Current Trends in Teacher Education | 17 |
| | Total : | 48 |

Unit:-1 Concept of Teacher Education & Development of Teacher Education in India 25%

- 1.1 Historical Development of Teacher Education in India
 - Teacher Education in Ancient India
 - Teacher Education in the Pre- Independence Period
 - Teacher Education in Post – Independence
 - National Policy on Teacher Education - 1986
- 1.2 Concept & Need of Teacher Education
- 1.3 Objectives of Teacher Education at Various Level

Unit:-2 Types, Agencies and Problems of Teacher Education 40%

- 2.1 Pre Service Teacher education
- 2.2 In service Teacher Education
- 2.3 Teacher Education Through Distance Mode for In service Teacher
- 2.4 Teacher Education for Adult and Non Formal Educator
- 2.5 Managing agencies for Teacher Education in India
 - National Level or Central Agencies (UGC, NCERT, CASE)
 - State Level (SCERT, SBTE)
- 2.6 Role of Nation Council of Teacher Education (NCTE)

- 2.7 Problems of Teacher Education
- Admission Policies and procedures
 - Isolation of Teacher Education Institutions
 - Preparation of teachers for special fields such as teachers for special education, teachers for Arts, Crafts, Physical Education etc.
 - Problems concerning Supervision of Student–Teaching
 - Issues related to administration of teacher education institutions.

2.8 Suggestion to Remedy the Above Mentioned Problems of Teacher education

Unit: 3 Teacher Educator, Curriculum and Current Trends in Teacher Education

30%

3.1 Teacher Educator: Their qualifications, Professional status, Role and Responsibilities, Opportunities for Professional growth, Code of ethics

3.2 Curriculum of Teacher Training

- Meaning and Objectives of Curriculum
- Recommendation of Kothari Commission on Teacher Education Curriculum
- NCTE Model
- Critical appraisal of B.Ed. Curriculum of any one university of the state.

3.3 Current Trends in Teacher education

- Inter-Disciplinary Approach
- Internship in Teaching
- Community Living
- Orientation Course
- Correspondence Course
- Distance Open Learning
- Simulation Teaching
- Team teaching
- Programmed Instruction
- Remedial Teaching for Low Academic Low Achievers

ASSESSMENT SCHEME:

| UNIT | TOPICS | Percentage Weightage |
|------|--|----------------------|
| 1 | Concept of Teacher Education &Development of Teacher Education in India | 25 |
| 2 | Types , Agencies and Problems of Teacher Education | 40 |
| 3 | Teacher Educator ,Curriculum and Current Trends in Teacher Education | 35 |
| | Total : | 100 |

Teacher Education- Part: B

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|--|--------------|
| 1 | Instructional Designs and Techniques for Higher Learning and competency based Teacher education | 19 |
| 2 | Analyzing Classroom Interaction | 14 |
| 3 | Research in Teacher Education | 15 |
| | Total : | 48 |

Unit:-1 Instructional Designs and Techniques for Higher Learning and competency based Teacher education **40%**

- 1.1 Instructional Designs:
 - 1.1.1 Definition of Instructional Designs
 - Training psychology
 - 1.1.2 Cybernetic psychology
 - System Analysis
 - System Approach
- 1.2 Techniques for Higher Learning
 - Conference, Seminar, Symposium, Work shop, Panel Discussion, Tutorials,
 - Brain Storming,
- 1.3 Competency based Teacher education

Unit:-2 Analyzing Classroom Interaction **30%**

- 2.1 Meaning of Interaction Analysis
- 2.2 Systematic Observation
- 2.3 Theoretical Assumptions and Characteristics of Interaction Analysis
- 2.4 Flanders's Category System(Analysis, Flanders's Ten Category System, Encoding Process, Decoding process, Behavior Ratios, Precautions in using this Analysis)
- 2.5 Characteristics and limitations of Interaction analysis techniques

Unit:-3 Research in Teacher Education **30%**

- 3.1 Action research
- 3.2 Nature and scope of research in Teacher Education
- 3.3 Areas of research in Teacher Education
 - Teaching effectiveness
 - Criteria of admission
 - Modification of Teacher behavior
 - Evaluation process
 - Student teaching
- 3.4 Current Trends in research in teacher education

ASSESSMENT SCHEME:

| UNIT | TOPICS | Percentage Weightage |
|-------------|--|-----------------------------|
| 1 | Instructional Designs and Techniques for Higher Learning and competency based Teacher education | 40 |
| 2 | Analyzing Classroom Interaction | 30 |
| 3 | Research in Teacher Education | 30 |
| | Total : | 100 |

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1. Buch M.B. and Palsane M.M. : **Readings in Inservice Education**, Sardar Patel University, 1988.
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10. AACTE (Washington): **Faculty Development for In service Education in Schools,**1978.
11. DECD (Paris) : **New Patterns of Teacher Education & Tasks,** Paris.
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13. UNESCO (Bangkok):**Exploring new Directions in Teacher Educators,**1978.
14. IATE : **New Challengers in Teacher Education,**18th conference,1976.
15. IATE : **10th Conference Report.**

Elective Paper

Total Quality Management in Education

Total Quality Management in Education-Part:A

Objectives :

1. To enable the student teachers to understand the concept, objectives and importance of Total quality Management in Education.
2. To enable the student teachers to understand and appreciate the roles and responsibilities of the teachers.
3. To enable the student teachers to know and understand “ Different strategies in T.Q.M”
4. To enable the student teachers to acquire necessary knowledge and expertise of the principles and procedures of T.Q.M in Education.
5. To understand major issues and problems and their remedial strategies with reference to T.Q.M in Education.

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|---|--------------|
| 1 | Quality | 20 |
| 2 | System Thanking and Client Orientation | 14 |
| 3 | Assessment of Institution , Participatory Management Lending Quality Institution | 14 |
| | Total : | 48 |

Unit-1 Quality:

40%

- 1.1 Quality: The Concept and Issues
 - 1.1.1 Quality Management Issues
 - 1.1.2 Quality Management
- 1.2 Quality in Education
 - 1.2.1 The Western Viewpoint
 - 1.2.2 Indian Perspective
 - 1.2.3 Quality in Education
- 1.3 Total Quality Management in Education
 - 1.3.1 Concept and Development
 - 1.3.2 TQM in Education
 - 1.3.3 Application of TQM
 - 1.3.4 TQM in Indian Schools

Unit:-2 System Thinking and Client Orientation

30%

- 2.1 System Approach
- 2.2 Educational Institution as a system
- 2.3 Sub- Systems
- 2.4 Clients
- 2.5 Client Education
- 2.6 Internet clients and chain

Unit:-3 Assessment of Institution, Participatory Management Lending Quality Institution. 30%

- 3.1 Parameters of Assessment
- 3.2 Tools of Assessment
- 3.3 SWOT analysis
- 3.4 Participants
- 3.5 Qualitative Vs Quantitative Analysis
- 3.6 Participatory Management
- 3.7 Team building process
- 3.8 Leadership in TQM Institutions

ASSESEMENT SCHEME:

| UNIT | TOPICS | Percentage Weightage |
|-------------|---|-----------------------------|
| 1 | Quality | 40 |
| 2 | System Thanking and Client Orientation | 30 |
| 3 | Assessment of Institution , Participatory Management Lending Quality Institution | 30 |
| | Total : | 100 |

Total Quality Management in Education-Part:B

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|-----------------------------------|--------------|
| 1 | Human Resource Development | 20 |
| 2 | Strategic planning | 14 |
| 3 | Implementing TQM | 14 |
| | Total : | 48 |

Unit:-1 Human Resource Development 35%

- 1.1 HRD Strategies for TQM
- 1.2 Training
- 1.3 Open and Distance Education
- 1.4 HRD Blueprint

Unit:-2 Strategic planning 35%

- 2.1 Strategic Planning
- 2.2 Strategic Plan Models
- 2.3 Qualitative Policy and Interaction plan

Unit:-3 Implementing TQM 30%

- 3.1 Kaizen
- 3.2 TQM and Management of change
- 3.3 Planning for Implementation of change
- 3.4 Implementation.

ASSESSMENT SCHEME:

| UNIT | TOPICS | Percentage Weightage |
|------|-----------------------------------|----------------------|
| 1 | Human Resource Development | 35 |
| 2 | Strategic planning | 35 |
| 3 | Implementing TQM | 30 |
| | Total : | 100 |

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Elective Paper

Technology of Teaching

Objectives:

1. To acquaint students with the concept of Education Technology.
2. To enable the students to understand the role of ET in developing countries.
3. To acquaint students with programmed learning, Microteaching and System approach.
4. To enable students to understand and write objectives in behavioral terms.
5. To acquaint students with different techniques of teaching.
6. To enable students to understand the concept of communication.
7. To acquaint students with Computer Assisted Introduction (CAI).
8. To acquaint students with different media and multi media approach.
9. To enable students to understand the role of Mass-media in education.

TECHNOLOGY OF TEACHING -PART-A

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|---|--------------|
| 1 | Educational Technology | 7 |
| 2 | Learning Technology | 22 |
| 3 | Planning and Organizing Teaching | 19 |
| | Total : | 48 |

Unit : 1 Educational Technology **15%**

- 1.1 Nature, Meaning and scope of Educational Technology
- 1.2 ET as revolution in education, resistance to the use of ET.
- 1.3 Hardware approach Vs. Software approach.

Unit : 2 Learning Technology **45%**

- 2.1 Contemporary theories of Learning :
 - Skinner's response-centred approach
- 2.2 Programmed Learning :
 - Principles in PL
 - Styles in Programming-Linear, Branching and Mathetics.
 - Mechanics of developing PLM.
 - Self-paced and group paced PL
 - Research trends and findings of PL
- 2.3 Micro Teaching:
 - Definition & concept of Microteaching
 - Steps of microteaching
 - Role of simulation
 - Identification of teaching-skills.
- 2.4 System Approach:
 - Concept of systems approach
 - Anatomy of systems approach
 - Systems approach for media – management

Unit: 3 Planning and Organizing Teaching**40%**

3.1 Analyzing task of Teaching:

- Writing objectives in behavioral terms
- Taxonomy of cognitive, affective and psychomotor objectives
- Models of Teaching

3.2 Techniques of Teaching:

- Seminar technique
- Symposium technique
- Workshop technique
- Group-discussion technique

ASSESSMENT SCHEME:

| UNIT | TOPICS | Percentage Weightage |
|-------------|---|-----------------------------|
| 1 | Educational Technology | 15 |
| 2 | Learning Technology | 45 |
| 3 | Planning and Organizing Teaching | 40 |
| | Total : | 100 |

TECHNOLOGY OF TEACHING - PART-B

SCHEME OF TEACHING:

| UNIT | TOPICS | THEORY HOURS |
|------|---------------------------------|--------------|
| 1 | Communication Technology | 14 |
| 2 | Media Technology | 14 |
| 3 | Mass Media | 20 |
| | Total : | 48 |

Unit: 1 Communication Technology **30%**

1.1 Concept of communication :

- Factors affecting class – room communication
- Types of communication
- Elements of communication
- Distortion in communication

1.2 Computer Assisted Instruction (CAI) :

- Importance of CAI
- Scope of CAI in India
- Varieties of computers with special reference to Micro – computers.

Unit: 2 Media Technology **30%**

2.1 Media Classification Schemes:

- Projected & Non-projected aids
- Hardware & Software approach
- Low technology medium and high technology medium

2.2 Selection of Media:

- Media selection Criteria
- Factors in selection criteria Multimedia approach
- Teacher's role as media-manager
- Role of media class-room interaction
- Language laboratory

Unit: 3 Mass Media: **40%**

3.1 Concept and types of mass media

3.2 Nature, potentials, limitations and application of the following :-

- Audio Media: Radio, tape-recorder
- Visual aids: Over Head projector, Projectors for slides and film-strips
- Graphic aids: Different types of graphs.
- Audio-Visuals aids: Television, CCTV and video Cassette recorders

3.3 Establishments of SIETS under INSAT for Education Project :

- Agencies for ET

ASSESSMENT SCHEME:

| UNIT | TOPICS | Percentage Weightage |
|------|---------------------------------|----------------------|
| 1 | Communication Technology | 30 |
| 2 | Media Technology | 30 |
| 3 | Mass Media | 40 |
| | Total : | 100 |

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