

SEMESTER-II

COURSE CODE: MS2PC3

CREDITS: 4

PHILOSOPHY OF EDUCATION

COURSE OBJECTIVES:

CO1: Enable the students to acquire knowledge on the concepts and meaning of philosophy and education.

CO2: Motivate the students to understand the relationship between Philosophy and education
CO3: Make the students to comprehend the different Indian schools of philosophy.

CO4: Enable the students to explain the concept of Western schools of philosophy.

CO5: Enable the students to analyse the educational contributions of Indian and Western thinkers

UNIT-I: FUNDAMENTALS OF PHILOSOPHY OF EDUCATION

Meaning and Concept of Philosophy of Education -Philosophy and Education - Relationship between Education and philosophy- Significance of Philosophy of Education - Branches of Philosophy - Scope and functions of Educational Philosophy.

UNIT - II: FUNDAMENTAL PHILOSOPHICAL DOMAINS

Fundamental Philosophical Domains – Epistemology, Metaphysics, Axiology. Education and Metaphysics, Education and Axiology.

UNIT - III: INDIAN SCHOOLS OF PHILOSOPHY

Contribution of Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge.

UNIT - IV: WESTERN SCHOOLS OF PHILOSOPHY

Contribution of Western Schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to education with special reference to information, knowledge and wisdom.

UNIT - V: CONTRIBUTIONS OF EDUCATIONAL THINKERS

Western Thinkers: Dewey, Rousseau, Montessori, Froebel, Plato and Confucius.

Indian Thinkers: Swami Vivekananda, Sir Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Dr. Radhakrishnan, J. Krishnamoorthy.

SUGGESTED ACTIVITIES:

1. Discussion on the relationship between Philosophy and Education.
2. Analysis on the Educational thoughts of any one of the Indian or Western thinkers.
3. Compare the Educational Implications of Indian and Western Educational thinkers.

TEXT BOOKS:

1. Agarwal, J.C. (2002). *Philosophical and sociological perspectives on education* Shipra.
2. Davan, M.L. (2005). *Philosophy of education*. Isha Books.
3. GaraLatchanna (2013). *Foundations of education*. Neelkamal.
4. Swaroop Saxena. N, R & Dutt, N.K. (2013). *Philosophical and sociological foundations of educations*. Lall
5. Walia,J. A. (2011). *Philosophical, sociological and economic bases of education*. Ahim Paul Publishers

SUPPLEMENTARY READINGS:

1. John Brubacher (2007). *Modern philosophy of ducation*. Surjeet.
2. MujibulHasan Siddiqui (2009). *Philosophical and sociological perspectives in education*. Neeraj.
3. Pandey, R. S. (1997). *East west thoughts of education*. Horizon Publishers
4. Sharma, Y.K. (2002). *The doctrines of the great Indian educators*. Kanishka Publishers.
5. SwaroopSaxena, N, R. (2013). *Foundation of educational thought & practice*. Lall.

E – RESOURCES:

1. www.wikipedia.org
2. <https://www.questia.com/library/education/philosophy-of-education>
3. <https://supriyaprathapannotesonededucationalsociology.wordpress.com>
4. www.yourarticlelibrary.com/education
5. www.fpri.org/wp-content/
6. www.teindia.nic.in/mhrd
7. www.ascd.org/ASCD/pdf/journals

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Explain the concepts and meaning of philosophy and education.

CO2: Describe the fundamental philosophical domains.

CO3: Analyse the Indian schools of philosophy and their educational implications.

CO4: Examine the Western schools of philosophy and their educational implications.

CO5: Discuss the educational contributions of Indian and Western thinkers.

SEMESTER-II

COURSE CODE: MS2PC4

CREDITS: 4

CURRICULUM DESIGN AND DEVELOPMENT

COURSE OBJECTIVES:

CO1: To acquire the knowledge of the nature and foundations of the curriculum

CO2: To understand the dimensions and approaches of curriculum design

CO3: To analyze the phases of curriculum process and models of curriculum development

CO4: To create the models of curriculum implementation and to plan effective curriculum transaction

CO5: To evaluate the need and importance of curriculum evaluation

UNIT- I: THE NATURE OF CURRICULUM

Concept of curriculum - Definition of curriculum: Curriculum as an Objective, Subject Matter, Plan, document, and Experience – Foundations of Curriculum: Historical, Philosophical, Sociological and Psychological Foundations of Curriculum.

UNIT- II: CURRICULUM DESIGN AND APPROACHES

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and Vertical organization – Scope, Integration, Sequence - Articulation, Balance and Continuity. Approaches of the Curriculum Design: Subject – Centered Designs – Learner-Centered Designs – Problem-Centered Designs.

UNIT - III: PROCESS OF CURRICULUM DEVELOPMENT

Phases of Curriculum Development process - Models of Curriculum Development: Technical-Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model - Non-technical Non-scientific Models: Kohl and Holt's Model, and Roger's Model.

UNIT – IV: CURRICULUM IMPLEMENTATION AND TRANSACTION

Concept of Curriculum Implementation - Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model and Rand Change Agent (RCA) Model – Factors influencing Curriculum Implementation. Concept of Curriculum Transaction - Types of Teaching Models - Information Processing, Social Interaction, Personal Development, Behaviour Modification and Factors Contributing Effective Teaching.

UNIT - V: CURRICULUM EVALUATION

Concept, Definition, Need and Importance of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler's Objectives-centred Model – Stufflebeam's CIPP Model and Robert Stake's Congruence – Contingency Model.

SUGGESTED ACTIVITIES:

1. Reflective discussion on design dimensions of curriculum.
2. Learning contracts between prospective teachers and teacher educators to ensure that the process of curriculum development will be undertaken in teaching learning process to achieve identified learning course outcome.
3. Interactive learning on various models of curriculum implementation.
4. Structured overview of peer groups on various approaches of curriculum organization and submit a report about need and importance of curriculum organizations.
5. Guided and shared reading, listening thinking and reflecting on various models of curriculum evaluation

TEXTBOOKS:

1. Allan Glatthorn, A., Floyd Boschee, & Bruce Whitehead, M. (2009). *Curriculum Leadership*. SAGE
2. Daniel Tanner & Laurel Tanner, N. (1975). *Curriculum development theory into practice*. Macmillan.
3. Galen Saylor & William Alexander, M. (1956). *Curriculum planning for better teaching and learning*. Rinehart Company, Inc.
4. Hilda Taba. (1962). *Curriculum development theory and practice*. Harcourt, Brace & World, Inc.
5. Orestein, A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles and issues*. Prentice Hall
6. Pinar,W., (Ed)(2015). *Curriculum studies in India*. Springer

SUPPLEMENTARY READINGS:

1. Arora, G.L. (1984). *Reflections on curriculum*. NCERT

2. Chikumbu, T.J., & Makamure, R., (2000). *Curriculum theory, design and assignment (Module 13)*. The Common wealth of Learning.
3. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy*. LAMBERT
4. Kelly, A. B. (1996). *The curricular theory and practice*. Harper and Row
5. Yu, Shengquan. (2020), *Emerging technologies and pedagogies in the curriculum*. Springer.

E- RESOURCES:

1. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm
2. <https://files.eric.ed.gov/fulltext/EJ124508.pdf>
3. <https://www.pdfdrive.com/curriculum-development-books.html>

COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Recognize the historical, philosophical, sociological and psychological foundations of curriculum

CO2: Summarize the principles of curriculum design and compare three approaches of curriculum design

CO3: Execute the phases of curriculum development process and interpret the technical and non-technical models of curriculum

CO4: Implement the curriculum models and types of teaching models

CO5: Explain the approaches and models of curriculum evaluation

SEMESTER – II

COURSE CODE: MS2TC2

CREDITS: 4

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

COURSE OBJECTIVES:

CO1: Enable the students to know about the process of conducting research.

CO2: Enable them to select suitable research design for their study.

CO3: Enable them to understand the significance of qualitative study in research

CO4: Provide knowledge about the significance of mixed method of

research CO5: Enable students to understand the steps present in action research.

CO6: Enable to provide knowledge on the process of collecting, analyzing, interpreting quantitative data

CO7: Make them to describe the significance of qualitative data analysis in research.

CO8: Enable them to comprehend the different types of parametric and non-parametric tests.

CO9: Make them understand the process of data analysis in mixed mode research.

CO10: Make them to prepare a model research report.

UNIT - I: THE PROCESS AND METHODS OF CONDUCTING RESEARCH (QUALITATIVE AND QUANTITATIVE)

Definition of Research- Steps in the process of Research- Characteristics of research, skills required to design and conduct Research. Quantitative Research Method : Definition, Characteristics- Methods : Survey - Correlational designs , Experiment designs . Qualitative Research Method : Definition, characteristics, designs : one to one interview, focus groups, ethnographic, Case study research, Record keeping and process of observation, Grounded theory designs , Ethnographic designs - Narrative Research designs.

UNIT - II: MIXED METHOD AND ACTION RESEARCH

Mixed Methods : Meaning- Purpose- Types of Mixed methods design - Key Characteristics of Mixed Method designs- Steps in conducting a mixed methods study - Values added in conducting mixed method research - challenges in conducting the mixed mode research. Action Research : Meaning and definition – Purpose - Types :

individual, collaborative, school wide and district wide - Key Characteristics of Action Research- Steps in conducting Action Research.

UNIT - III: COLLECTING, ANALYZING, INTERPRETING QUANTITATIVE AND QUALITATIVE DATA

Quantitative Data: Administering the data collected - Steps in the process of quantitative data analysis - Preparing master chart - Analyzing the data: Descriptive analysis and inferential analysis - Preparing and interpreting the results.

Qualitative Data: Types of qualitative data to be collected: Observation, Interview, Documents, Audio-Visual materials - Procedures to be used to record data - Steps in analyzing, interpreting qualitative data: Organizing data, transcribing data, coding the data, using codes and themes - Representing and reporting findings, summarizing findings.

Mixed Method Data: Data analysing methods: inductive, deductive, writing theoretical notes, Quantification, Shaping metaphors, Critical methods: testing the findings and communicative validation.

UNIT - IV: PARAMETRIC AND NON-PARAMETRIC TESTS

Parametric tests: t test, F -ratio, ANNOVA, ANCOVA, MANOVA, MANCOVA, Correlation- pearson, Regression: Linear & Multiple regression, and Factor analysis, cohen's effect size test.

Non -Parametric:

Kolmogorov-smirnov test(KS test of normality), Chi-square test, Mann-Whitney test, Kruskal-Wallis test, Sign test, spearman's correlation test, Cochran's Q-test and their statistical applications.

UNIT - V: WRITING RESEARCH REPORT

Writing the research report - Format of the Research Report: Title page, acknowledgement, table of content, table of figures, contents, introduction, review of literature, methodology, analysis and interpretation of data, discussion and conclusion, references and appendices.

SSUGGESTED ACTIVITIES:

1. Prepare master chart in MS-Excel for 50 samples for any type questionnaire
2. Prepare a "rating scale or Inventory" with 5 points
3. Critically tabulate the various statistical techniques for various samples
4. Try out any one validation techniques for items in the research instruments
5. Prepare a model research report of your study

TEXT BOOKS:

1. Best, W. J and Kahn, J. W. (2006). *Research in education*. Prentice Hall.
2. Chandra, S. S and Sharma, R. K. (2007). *Research in education*. Atlantic.
3. Creswell, J. W. (2014). *Educational research*. PHI Learning.
4. Henry E. Garrett. (2008). *Statistics in psychology and education*. Surjeet.
5. Neuman, W. L. (1997). *An introduction to educational research methods: Qualitative and quantitative approaches*. Allyn and Bacon.

SUPPLEMENTARY READINGS:

1. Bryman, Alan. (2008). *Social research methods. 4th Edition*. Oxford University Press.
2. Cohen, Louis. et.al (2008). *Research methods in education*. Routledge.
3. Cresswell, John W. (2012). *Educational research*. Pearson.
4. Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Sage.
5. Turabian, K. L. (1973). *A manual for writers of term papers, theses and dissertation*. Chicago University Press.

E - RESOURCES:

1. http://www.ncert.nic.in/pdf_files/basic_in_education.pdf
2. <http://guides.lib.utexas.edu/education>
3. http://researchbasics.education.uconn.edu/types_of_research/
4. <http://www.eldis.org/go/home&id=2419&type=Document>
5. <http://researchbasics.education.uconn.edu/sampling/>

COURSE OUTCOMES:

After completing this course, the students will be able to CO1: Explain the process of conducting research.

- CO2: Select suitable research design for their study.
- CO3: Understand the significance of qualitative study in research
- CO4: Understand the significance of mixed method of research
- CO5: Understand the steps in action research.
- CO6: Explain the various techniques in collecting, analysing and interpreting the quantitative, qualitative and mixed method data.
- CO7: Apply suitable statistical techniques to analyse the qualitative data.
- CO8: Interpret the analysed data of the mixed mode research
- CO9: Select suitable parametric or non-parametric tests for the data collected.
- CO10: Write a research report on their own.

SEMESTER – II

COURSE CODE: MS2ST1

CREDITS: 4

PLANNING AND ADMINISTRATION OF EDUCATION: ELEMENTARY LEVEL

COURSE OBJECTIVES:

- CO1: Enable students to understand the historical perspective of elementary education.
- CO2: Make students to categorize the agencies involved in planning and administration of elementary education.
- CO3: Motivate students to gain knowledge on the concept of inspection, supervision and administration in the field of education.
- CO4: Enable students to understand the importance of various funding agencies for education.
- CO5: Encourage students to analyze the different schemes implemented for quality enhancement of elementary education.

UNIT - I: HISTORICAL PERSPECTIVE OF ELEMENTARY EDUCATION

Charter Act of 1813 - Macaulay's Minutes (1835) - Woods Dispatch (1854) - Hunter Commission (1882) - Lord Curzon's Resolution (1904) - Hartog Committee (1928-1929)

- Basic Education (1936-1937) - Sargent Plan (1944) - Kothari Commission (1964-66) - National Policy of Education (1986) - Programme of Action (1992) - Right to Education Act (2009).

UNIT - II: PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION

Educational Planning and Administration: Meaning, Definition, Importance, and Types - Central Agencies: MHRD, CAGE, NCERT, Kendriya Vidyalaya Sangathan, All India Council for Basic Education (AICBE) - State Agencies: State Education Department,

Department of Elementary Education, SCERT, State Welfare Departments (SC & ST), DIET - Local Bodies: Corporations, Municipalities and Panchayats - School and Community Co-operation: Village Education Committee (VEC), Parent Teacher

Association (PTA), Alumni Association and NGO's - Qualities of a School Head Mistress/Master.

UNIT - III: INSTITUTIONAL ADMINISTRATION

School Administration: Meaning and Definition – Inspection: Purpose of Inspection – Supervision: Kinds of Supervision, Characteristics of Supervision – Difference among Inspection, Supervision, and Administration.

UNIT - IV: FINANCING OF ELEMENTARY EDUCATION

Sources of Funding: Central Government, State Governments, Local, and Private Agencies - Implications of Five Year Plans on elementary education - International Funding Agencies: World Bank, UNESCO, UNICEF, UNDP.

UNIT - V: QUALITY ENHANCEMENT OF ELEMENTARY EDUCATION

Operation Blackboard Scheme - DPEP – District Education Revitalisation Programme (DERP) – Sarva Shiksha Abhiyan - Kasturba Gandhi Balika Vidyalaya - National Programme for Education of Girls at Elementary Level

(NPEGEL) - National Programme for Nutritional Support (Mid-day Meal Scheme) – Mahila Samakhyas Programme – Minimum Levels of Learning (MLL) – National Curriculum Framework for School Education (2000) - Eklaya Model Residential Schools – EDUSAT and Elementary Education.

SUGGESTED ACTIVITIES:

1. Write an evaluative report on the implementation of Right to Education Act in the unaided elementary schools.
2. Examine the status of VEC in planning and administration elementary education.
3. Visit a nearby elementary school and prepare a detail report on its administrative system.
4. Prepare a trend report on the budget allocation for elementary education at the national level.
5. Prepare a report on the use of EDUSAT in an elementary school.

TEXTBOOKS:

1. Dutt, B., & Garg, Jyoti. (2012). *Educational planning and administration*. Global Publications.
2. Mathur, S.S. (1990). *Educational administration and management*. The Indian Publications.
3. Alur, Mithu & Bach, Michael. (2005). *Inclusive education: From rhetoric to reality*.

Viva Books.

4. Tilak, J.B.G. (Ed.). (2003). *Financing education in India..* Ravi Books.
5. Glickman, Carl D., Gordon, Stephen P., & Ross-Gordon, Javita M. (2017). *Supervision and instructional leadership: A development approach (10th Edn.)*. Pearson.
6. Hoy, Wayne K., & Miskel, Cecil G. (Eds.). (2004). *Educational administration policy, and reform- Research and measurement*. Information Age Publishing.

SUPPLEMENTARY READINGS:

1. Agarwal, Y.P., & Thakur, R.S. (2013). *Concepts and terms used in educational planning and administration – A guidebook*. National University of Educational Planning and Administration.
2. Dev, Braham. (2007). *Educational administration*. Vohra Publication.
3. Government of India. (1986). *National policy on education (1986)*. Ministry of Human Resource Development.
4. Ministry of Education. (1966). *Report of the education commission (1964-66): Education and national development*. Govt. of India.
5. Mukhopadhyay, Marmar and Tyagi, R.S. (2005). *Governance of School Education in India*. National Institute of Educational Planning and Administration.

E-RESOURCES:

1. www.iiep.unesco.org
2. <http://164.100.47.134/intranet/FinalGovernmentSchemesforSchoolEducation.pdf>
3. <http://pcf4.dec.uwi.edu/viewpaper.php?id=357>

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Explain the historical perspectives of elementary education.

CO2: List out the educational role and functions of the central government, state government and local bodies.

CO3: Differentiate the concept of supervision, inspection and administration in the field of education.

CO4: Describe the implications of five year plans on the development of elementary education.

CO5: Evaluate the effect of different schemes implemented for quality enhancement of elementary education.