Introduction

The M.Phil programme is crucial for a prospective researcher at the pre- doctoral level .The programme is designed to build the research capacity of scholars from varied backgrounds and provide a strong orientation in different areas of education.

M.Phil programme will include two courses–Core course and Area of Specialization. In addition all the students will be required to undertake a Dissertation. The course will also include advance seminar in which student will present a paper on any educational theme in research colloquium and clear a viva voce examination.

Objectives

The students will be helped to:

- Reflect on the basic parameters within which the system of school education operates. These are: the learner, the teacher, the teaching-learning process, pedagogy, the school context, the larger societal context, the support systems and various connections and interconnections between these parameters

- Appreciate that research would help to enhance efficiency, effectiveness, quality and excellence in the system of school education

- Develop an understanding about problems of education and methodology to explore alternative solutions.

- Develop competency in undertaking leadership in the areas of School Education and Teacher Education

- Develop a rational conceptualization of educational research.

- Develop competency in undertaking independent micro and macro level research projects in the priority areas of school education and teacher education.

Eligibility

a. Candidates who have qualified in any of the following Post-Graduate Degrees prior to 1st January 2008, subject to such conditions as may be prescribed there for shall be eligible to register for the Degree of Master of Philosophy (M.Phil) and undergo the prescribed course of study as approved by the Institute / University.

Master's Degree in Education of any University recognized by the Syndicate as equivalent thereto.

b. Candidates, who have qualified for in anyone of the Post-Graduate Degrees on or after 1st January 2008, shall be required to have obtained a minimum of 55 % of marks in their respective Post-Graduate Degrees to become eligible to register for the Degree of Master of Philosophy (M.Phil.) and undergo the prescribed course of study.

c. Concession of 5% marks for SC/ST.

Number of Seats

Maximum of fifteen seats. However during the year 2008-09, only twelve students will be admitted.

Duration

The duration of the course will be one academic year. The student is to submit his/her dissertation within 15 days from the date of ending of Second Semester. However, if a student is not able to submit his/her dissertation he/she will be allowed to complete his/her dissertation within six months after the terminal examination.

Courses of Study

The M.Phil. (Education) curriculum comprises five components, namely,

1. Core Courses

2. Courses of Specialization

3. Research Practice (Dissertation)

4. Advance Seminar

5. **Viva Voce**

Scheme of Examination

Semester I

Written Examinations

The duration for each paper shall be 3 hours carrying 100 marks each.

The question paper setters shall be appointed from the standing list of examiners submitted by the respective Chairman of the Boards of Studies.

The written papers shall be valued by one internal and one external examiner.

The examiners shall be appointed from the panel of four names for each paper submitted by the Head of the Department in consultation with the supervisors.

If both the examiners have awarded fail marks, irrespective of any difference, the candidates shall be declared to have failed in written paper.

If both the examiners have given pass marks, candidates shall be declared to have passed in written paper irrespective of the difference, taking the average of the two valuations.

If one examiner gives pass marks and the other examiner gives fail marks, the written paper may be referred to third examiner irrespective of the difference and the third valuation shall be final.

Semester II

1. Research Practice (Dissertation)

Each student will be required to select a research topic approved by the M.Phil Committee and write a Dissertation. The selection of research problem will be on the basis of review of related researches, discussion with the peers and the guide. The research problem must be presented with adequate description and justification before the whole group and the staff, and discussed. Students will be required to select their research topic in the First Semester.

After approval, the scholar shall develop a synopsis highlighting the assumptions, the objectives, the rationale, the procedures and the methodology of data collection and analysis procedures of analysis of data etc.

The synopsis will be discussed in the whole group and will be refined based on the feedback during the first semester.

The research problem needs to be selected from the Area of Specialization. However the scholar will be given the freedom to locate any educationally relevant problem (even beyond one's area of specialization) for study.

The dissertation will be evaluated by both internal and external examiner followed by viva voce. The internal and external examiner should give detailed report on the dissertation, which includes the detailed feedback on each chapter of the dissertation. The criteria for awarding marks should be based on relevance of research problem, methodology, tools, sample and organization of the report etc. and should be enclosed with the dissertation to the examiners.

2. Pre Submission Seminar

Each student will be required to write a Term Paper related to an educational problem and present the same in Research Colloquium of the Department and evaluated by a committee formulated for this purpose.

3. Viva Voce

Candidates shall submit the dissertation to the Head of the Department through their respective supervisors at the end of the academic year, which shall be evaluated by internal

examiner (Supervisor) and one external examiner appointed by the University from a panel of four names sent by the Head of the Department.

The examiners who value the dissertation shall report on the merit of the candidate as "Highly commended" or "Commended" or "Not commended".

If one examiner commends the dissertation and the other examiner does not commend, the dissertation may be referred to third examiner and the third valuation shall be final. Submission or re-submission of dissertation shall be once in a year

Passing Minimum

    i. A candidate shall be declared to have passed Semester I of the examination if he/she secures not less than 50% of the marks in all papers.

    ii. A candidate shall be declared to have passed Semester II of the examination if his/her dissertation is commended/Highly commended along with 50% marks in Seminar, Viva and ICT Lab work.

    iii. All other candidates shall be declared to have failed in the examinations.

Range of Dissertation Marks

Not commended - 49% and below, commended - 50% to 69% Highly Commended 70% and above. The dissertation that falls under not commended category will need a revision based on the feedback.

Restriction in Number of Chances:

No candidate shall be permitted to re-appear for the written examination in any paper on more than two occasions or to re-submit a dissertation more than once. Candidates shall have to qualify for the degree passing all the written papers, dissertation within· a period of three years from the date of commencement of the course.

Conferment of Degree

No candidate shall be eligible for conferment of the M.Phil. Degree unless he/she is declared to have passed both the semesters of the examination as per the Regulations.

Qualification for Persons conducting the M.Phil Course

No teacher shall be recognized as a Supervisor unless he/she possesses a Ph.D. Degree in Education or two years of Post-Graduate teaching experience after qualifying for M.Phil in Education. However University norms regarding this will be followed.

Distribution of Marks

Semester I			
a) Core Courses			
Paper Title	**Int. Marks**	**Ext. Marks**	**Total Marks**
Perspectives of Education	20	80	100
Advanced Educational Research Methodology and Data Analysis	20	80	100
b) Area of Specialization (any one of the following)			
Planning and Management of Education Comparative Education Teacher Education Educational Assessment and Evaluation Education of Minorities Computer Aided Learning Management Systems Language Education Mathematics Education Science Education Social Science Education	20	80	100
c) Data Analysis and Management	50		50
d) Presentation of Research Proposal	50		50
Total of Semester I	**160**	**240**	**400**
Semester 2			
Paper Title	**Int. Marks**	**Ext. Marks**	**Total Marks**
Dissertation		200	200
Pre Submission Seminar	50		50
Viva voce		100	100
ICT Lab work (2 hrs per week)	50		50
Total of Semester II			**400**
Total of I and II Semester			**800**

Core Course I- Perspectives in Education

Contact hours per week: Maximum Marks: 100

Examination Duration: 3 hours   Internal: 20

External: 80

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Objectives of the Course

On completion of this course, the students will be able to:

• Understand the Nature of Education as an Area of Study with Interdisciplinary Knowledge Base;

• Understand the Emerging Nature of Educational Theories by Making Linkages between the Theoretical Understanding and Practices and/or Field Experiences;

• Reflect On The Basic Parameters Of School Education (i.e., The Learner, The Teacher, The Teaching-Learning Process, Pedagogy, The School Context, The Larger Societal Context, The Support Systems and Various Connections and Interconnections between these Parameters);

• Appreciate That Research Would Help to Enhance Efficiency, Effectiveness, Quality and Excellence in the System of School Education.

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Course Content

Unit I- Education as a Discipline / Field of Study

(i) Paradigms of Education - Empirical, Interpretive and Critical perspectives.

(ii) Critical appraisal of Education as a discipline.

(iii)Impact of allied disciplines like Philosophy, Sociology, Psychology, Management, and Behavioural and Social sciences on Education.

(iv)Formulating Aim of Education in the context changing socio-economic and cultural perspectives.

(v) Vision of Education – Understanding the changing profile of the teachers/teacher educators, School /classroom process and the Learner.

Unit II-Education as a Process

(i) Process of Teaching and Learning

(ii) Pedagogy and Andragogy

(iii)Role of Community in the process of teaching and learning

(iv) Teacher's reflection on his own practices.

(v) Cultural Functions of Education –Diffusion, Acculturation, Multiculturalism, Cultural Conflict ,Ethnicity and Diversity

Unit III- Learning and Development

(i) Concept of holistic development

(ii) Constructivism in education – Piaget's and Vygotsky's perspectives.

(iii) Cognition and adolescent development

(iv) Learning environment.

(v) Individual differences.

Unit IV- Development, Transaction of Curriculum and Evaluation

(i) Concept of Curriculum and Principles of curriculum construction.

(ii) Recent Approaches to curriculum construction.

(iii) Development of Textbook and teaching Learning Materials

(iv) Transaction of Curriculum.

(v) Emerging perspectives of Evaluation.

Unit V- Contemporary Issues in Education

(i) Liberalisation, Privatisation, Globalization and Education

(ii) Equal opportunities in Education, access and reservation in Education.

(iii) Quality concerns in Education- national and international perspectives in India.

(iv) Urdu Language Development and Education

(v) Life Skills Education

(vi) Peace and Human Rights Education.

(vii)   Policy of inclusion

(viii)   Education of the Disadvantaged and Minorities

(ix) Education and quality of life.

(x) Changing social structure and its Impact on Education.

Sessional Work

• The students will be required to read the following books and make presentation in the context of present day Indian sceneries to be followed by discussion:

⇨   Education and the Holistic Development- Sri Aurobindo

⇨   Democracy and Education- John Dewey

⇨ Work Education and Swaraj- Shri M.K. Gandhi

⇨ Education of the Poor- Paulo Friere

⇨ NPE/POA (1986/1992) ,

⇨ NCF (2005)

⇨ RTE Act

• Writing of term papers on the basis of collected data from the school or classroom.

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I Semester

Core Course II- Advanced Educational Research Methodology and Data Analysis

Contact hours per week: Maximum Marks: 100
Examination Duration: 3 hours   Internal: 20
                                                                              External: 80

Objectives of the course

On completion of this course, the students will be able to:

- understand the underlying principles of research in general and educational research in particular.

- to develop awareness about the contemporary debates on the status of scientific inquiry.

- to develop understanding about the various perspectives of research in education.

- understand objectivity and ethical concerns in educational research

- understand different approaches to Research: Qualitative (Positivism, Phenomenology, Empiricism, Ethnography, Symbolic Interactionism) and Quantitative (Experimental, Descriptive, Survey)
- identify and select suitable research problem and provide justification
- understand and apply various methods and techniques of educational research.
- understand the characteristics and use of different tools and techniques for data collection.
- demonstrate the knowledge and skill of constructing valid and reliable tools of data collection.
- understand and apply various methods of sampling.
- develop ability to use statistical methods and statistical packages for quantitative analysis of research data.
- understand and apply various qualitative data analysis techniques.
- prepare and review research proposals and research reports.
- demonstrate skill of producing and reviewing scholarly thesis, articles and book reviews.

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Course Structure

Unit I- Foundations of Educational Research

(i) Nature, structure and assumptions of science.

(ii) Various tools of science, concepts, constructs, definitions, hypotheses, theories, laws and models.

(iii) Objectivist and Subjectivist conceptions of social reality.

(iv) Different approaches types and designs of research and research processes.

(v) The characteristics of educational research.

Unit II- Approaches/Methods of Educational research

(i)   Positivism

(ii)   Empiricism

(iii)   Phenomenology

(iv)   Symbolic Interactionism

(v)   Ethnography

(vi)   Grounded theory

(vii)   Descriptive research

(viii)   Experimental research

(ix)   Case study

(x)   Action research

(xi)   Analytical research: Historical, legal and policy studies

Unit III- Sampling Theory and Fundamentals

(i) Nature and purpose of sampling

(ii) Techniques and methods of sampling

(iii)Sampling and Non-sampling errors

(iv)Sampling Distribution: Normal Distribution, 't' Distribution, 'F' Distribution and Chi
    Square Distribution

Unit IV- Data Analysis in Quantitative Research

(i) Hypothesis Testing: Type I and Type II Errors; One tailed vs two tailed test;

(ii) t-test, z-test and F-test

(iii)Analysis of variance (One Way and Two Way) and Analysis of Covariance

(iv)Regression and Correlation Analysis

(v) Chi square test, sign test, median test, and Kruskal-Wallis test/H-test.

(vi)Multivariate Analysis

  - Characteristics and application

  - Factor Analysis

  - Multiple Regression Analysis

  - Discriminant Analysis

Unit V- Data Analysis in Qualitative Research

(i) Characteristics and applications

(ii) Criticism of historical data

(iii)Coding of qualitative data – Axial coding, Selective coding

(iv)Methods of qualitative data analysis—content analysis, logical and inductive analysis,
    illustrative method; analogies.

(v) Meta analysis

(vi)Triangulation of data.

Transaction Mode

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading;

Symposium, Reports

Sessional Work

• Review of research report with regard to

- Title or statement of the problem

- Approach/Design

- Research Hypothesis/Research Questions

- Sampling

- Tools

- Statistical Techniques

• A critical analysis of the scope, merits and limitations of various approaches of research

in Education.

• Selection of a problem and developing a research design

• Developing a research tool following standardization procedures

• Preparation of the review of research reports.

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Areas of Specialization (Any one of the following)

Planning and Management of Education

Comparative Education

Teacher Education

Educational Assessment and Evaluation

Education of Disadvantaged

Language Education

Mathematics Education

Science Education

Social Science Education

The detailed syllabus continued in each area follows:

AS3 – Educational Management, Planning and Finance

OBJECTIVES:

I.   Students will acquire conceptual knowledge of Educational Management, Planning and Finance

II.   Students will broaden their understanding of issues and practices related to human resource management and institutional development.

III.   Students become aware of the relationships that exist between educational and career planning and work and learning.

IV.   Scholars would be able to acquire knowledge of the theory and concept of educational Administration as well as structural arrangements for educational administration at the national, state and sub-state levels for all sectors of education.

V.   Scholars would also be exposed to critical analysis of internal management structures and processes that characterize educational administration at different levels and sectors.

VI.   They would also develop an understanding of the issues and practices related to human resource management and institutional development.

VII.   Students will expand and refine both their administration skills and their leadership skills.

Unit – I : Educational Management

Conceptualizing Educational Management

Principles of Educational Management

Relevance of theories of Educational Management

Emerging Trends and Issues in Educational Management

System of Governance and Neworking in Education.

Unit – II : Educational Planning

Conceptual Framework Need and Process of Educational Planning

Principles and Approaches of Educational Planning

Models of Educational Planning

Educational Planning Machineries at Central, State and Local Levels

Five Year Plans – An analysis of Educational Planning.

Unit – III : Educational Finance

Finance and Expenditure in Education

Micro: Rates of Return to Education

Externalities and Non-Market effects of Education

Schooling Quality and Educational Production

Macro : Human Capital and Economic Growth

Education and Economic Cohesion.

Educational Expenditure and Poverty Reduction

Higher Education and Cost sharing in India.

Unit - IV : Resource Management.

Links between Resoure Allocation and Educational Needs

Resource Allocation ad Productivity in Education

Resource, Teacher and Class-Size Effects, Efficiency

Educational Resource Strategies.

Unit – V : Human Rsource Management

Planning, Governance and Management of Human Resources in Education Sector

Human Empowerment through Education

Educational Standards and HRM

Access and Employment opportunities in the education Sector.

Transaction Mode:

Lecture – Cum- Penal Discucssion, Symposium, Formulation of Think Tank and Book Group, Critical Writing Programme.

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I Semester

AS 5 – Comparative Education

Objectives:

This course will enable the Students to:

I)   Explore Global, National, Regional And local issues of Education

II)   Examine the Theories and Methods applied in the field of Comparative Education.

III)   Understand the importance of intra and inter educational analysis of problems and issues in education

IV)   Reflect, Analyze and understand Critically the issues related to Education in Comparative Perspectives with in and across countries.

V)   Conceptualize Compaative Scenario of National System of Education, Educational Structure and System of Evaluation at different levels of School Education in India, UK, USA and Third World Countries.

Course Structure

Unit – I : Principles and Approaches of Comparative Education

- ➢ Meanign, Nature, Principales, aims, Scope and importance of Comparative Education

- ➢ Approaches to Comparative Education

- ➢ Globalization and its impact on Education in Developed and Developing Countries.

Unit – II : Education in the Third World.

- ➢ Colonialism: Post World War II Internatinal Order

➢ Development and Underdevelopment, Ideological Imperialism.

➢ Educational Development in third world countrie with specific Reference to UEE

➢ Education and Modernization, Globalization, Economic Liberalization.

➢ Organization and problems of elementary and Secondary Education in third world countries with special reference to India-unequal opportunities (socio-economic, ethnic and gender based); Academic dependency in knowledge; curricula and textbooks; and brain drain in the third world countries.

Unit – III : Comparative analysis of Educational policies, planning and practices in developed and developing countries with specific reference to U.K., USA, and third world countries.

Unit – IV Status of Primary Secondary Teachers and Teacher Education System in developed and developing countries with specific references to U.K., USA and third world countries.

Unit – V : Case studies of major educational innovations and changes in selectd countries, their similarities and differences, implications on Indian Educational Perspectives and problems in the context of emerging global economy.

Transaction Mode

Lecture cum discussion; Review of Education System of Selected countries; Group Discussion and presentation.

Sessional Work

Prepare an assignment on innovative practices followed at different levels of school education in UK, USA and third world countries.

References:

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4. Chabbott Colette (2003). Constructing Education for Development: International Organizations and Education for All. New York. Routledge Falmer.

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6. Patricia K. Kubow and Paul R. Fossu (2003). Comparative Education – Exploring issues in International Context. New Jersey, Pearson Education Inc.

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I Semester
- Teacher Education

Contact hours per week: Maximum Marks: 100
Examination Duration: 3 hours   Internal: 20
                                                           External: 80

Objectives

On completion of this course, the students will be able to:

• Understand the concept of professional growth and development of teachers through different means

• identify the current strategies being followed for the professional development of teachers

• understand different modes of INSET- traditional and technology based ICT

• understand the pedagogies relevant for adult education

• understand short term and long term training courses offered by the state and national level bodies.

• understand the Project formulation, implementation and evaluation.

Course Structure

Unit I- Teacher Education: Policy Perspectives

• Teacher education Concept, nature, aims and scope

• Teacher education in Post independence period (Policy perspectives, recommendations of various commissions and committees and NPE 1986)

• Institutions and agencies of teacher education (MHRD, UGC, NCTE and NCERT), and centrally sponsored schemes in teacher education

- Approaches to teacher education- consecutive Vs. integrated; face to face Vs. distance mode; initial Vs continuum

Unit II- Professional Preparation of Teachers

- Training Approaches- transpersonal communication approach; task analysis component approach; system approach; constructivist approach; Portfolio assessment and mentoring

- Organization of pre-service teacher education-need and relevance

- Problems and issues in professional preparation of teachers

- Reflective teaching

Unit III- Professional Development of Teachers

- Concept, nature and scope of professional development of teachers; induction level early professional development and Continuous Professional Development (CPD) models; teacher centers, study circles and subjects club etc.

- Approaches to Professional development of teachers- Clinical Supervision of Teaching, Self- Learning Approaches, Use of Technology and Human Resource development

- Concept of Career Development and Staff Development: its distinction from professional development

- Factors influencing professional development of teachers

- Teaching as a Profession: Its legal and official status

Unit IV- Critical Issues in Professional Growth and Development

- Professional training of privately managed and minority controlled schools

- Bringing theory into practice- illustrative case studies

- Professional training for teachers/teacher educators in curriculum development and evaluation procedures

- Professional training for teachers of vocational subjects and orientation to new areas of special and inclusive education concepts

- Production of educational technology materials in learning to teach

- Collaboration between voluntary bodies and government agencies in the professional training through need based INSET programmes

Unit V- Innovations and Research on Teacher Education

- Use of technology, media in teacher education

- **District and State Level Agencies** (Block, Cluster and District Level Agencies; SCERT's role in Policy Planning)
- **Regional Level Bodies** (RIEs' role in pre-service and in-service education and training)
- **National Level Organizations** (NCERT's role as a professional body in planning and implementation of national level school education programme, NAAC as a body of UGC for Quality Control and accreditation).
- **International Agencies** (UNESCO, World Bank): International perspectives on teachers support and developmental/ innovative practices; organizing professional training in different countries in major developmental areas
- **Studies on emerging models of Training:** Cascade model; ODL; ETV, radio counseling; contact programmes at study centers; designing self-learning packages; need-based INSET programmes etc.

Transaction Mode

Group Discussion; Lecture cum Discussion; Self Studies; Seminars; penal discussion; peer group discussion

Sessional Work

- Case Study of Centrally sponsored schemes of professional development of teachers in India
- Term Paper on different approaches of professional development of teachers or on any other topic of students' choice

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- Gillian Trorey & Cedric Cullingford (2002). Professional Development and Institutional Needs.
- John West Burnham & Fergus O'sullim (2000). Leadership and Professional Development in Schools- How to Promote Technique for Effective Professional Learning.
- Karen F. Osterman & Robert B. Kottkamp (1993). Reflective Practice for Educators- Improving Schooling Through Professional Development.

I Semester
- Educational Assessment and Evaluation

Contact hours per week: Maximum Marks: 100
Examination Duration: 3 hours   Internal: 20
                                                        External: 80

Objectives

After completion of the course Pupil teacher/learner is expected to be able to:

• understand the nature and philosophy of assessment and evaluation

• analyse the significance of assessment in the teaching learning process

• comprehend various models, approaches and theories of educational measurement and assessment

• develop basic skills and competencies in the use of various types of evaluation and assessment tools and techniques, their administration, analysis, interpretation, reporting and feedback

• use suitable measurement theory and evolve appropriate assessment and evaluation strategies in evaluation studies

• develop evaluation studies and carryout them using the basics of educational evaluation and assessment

Course Structure

Unit I- Educational Assessment and Evaluation – Strategies and Approaches

• The nature and philosophy educational assessment and evaluation

• Development of evaluation models and approaches of assessment

• Purpose and goals of evaluation studies and assessment studies

Unit II- Measurement Theories

• Measurement in Educational Research

• Measurement theories- Generalisability theory, Item response theory

• Measurement Models- Time score model, latent trait model, Raseh measurement model

• Validation of assessment: concept and methods of ascertaining validity. (Content related, criterion related, construct and predictive)

• Issues related to Validity: Qualitative

- Reliability: concept, theory of reliability; methods of ascertaining reliability. (test- retest, equivalent forms, split- half, reliability based on item statistics)

- Item analysis

- Scaling methods and test norms

Unit III- Dimensions of Educational Evaluation and Assessment

• Diagnostic evaluation

• Curriculum evaluation

• Institutional evaluation

• Programme evaluation

• Meta evaluation

• Development in educational evaluation and assessment

Unit IV- Tools and Techniques for Educational Evaluation and Assessment

• Tools: Questionnaire, scales, profile, portfolio, achievement tests, standardized tests, criterion referenced tests, culture fair tests, minimum competency tests, differential test batteries

• Item writing techniques and item banking

• Test anxiety, test wiseness and guessing

• Techniques: Self report, interviews, observation, practicals, case studies, Analysis of evidences in humanistic studies

• Student evaluation techniques and examination anxiety

• Validation of individual test response pattern

Unit V- Issues Related to Educational Assessment and Evaluation

• Role of Evaluator

• Ethics of the evaluation studies

• Professional standards for educational evaluation

• Impact of evaluation studies

• National assessment of educational standards

• Reporting the results of evaluation studies

Transaction Mode

Group Discussion; Lecture cum Discussion; Self Studies; Seminars; penal discussion; peer group discussion

Sessional Work

• Construction of questionnaire/achievement test in any subject/rating scale etc.

• Development of observation schedule/interview schedule/diagnostic test

• Term paper on any topic selected by the students

References

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I Semester
Education of Disadvantaged

Contact hours per week: Maximum Marks: 100
Examination Duration: 3 hours   Internal: 20
                                                           External: 80

Course Structure

Unit I- Introduction of Education of the Disadvantaged Group

• Meaning and importance of Education for All

• Factors facilitating education for all; educational setting- advantaged and disadvantaged group

• Definition and classification of children belonging to disadvantaged group (ST, SC, and minority group, girls and rural population, slum dwellers, orphanage, street dwellers)

• Concept of creamy layer and its implications

Unit II- Understanding Disadvantaged Learner

• Educational characteristics of disadvantaged learner (ST, SC, and minority group, girls and rural)

• Educational problems encountered by the children belonging to disadvantaged group

• Socio- cultural dynamics of different disadvantaged group

• Educational efforts and incentives for effective inclusion of children belonging to disadvantaged group

Unit III- Recommendation of Various Commissions and Committees on Education of Children from Disadvantaged Group in Indian Context
• Indian Constitution and its recommendations

• NPE 1986 and POA 1992

• Curriculum framework from 1978 to 2005

• SC, ST commission- recommendations for education of the disadvantaged group

• Role of non-government agencies for disadvantaged group

Unit IV- Teaching Strategies and Multilingualism in Education of Disadvantaged
• Need for adaptation of textbook, instructional materials and methodology to meet with the needs of disadvantaged groups with various dialect speaking population and sub-variety of language speakers

- Outcome of research so far on learning problems and their uses in dealing with children with multilingual/ bilingual population
- Evaluation procedures adopted and their implications for the problem of drop out and stagnation of children from disadvantaged group
- Need for multilevel teaching approach with bilingual and multilingual educational situations

Unit V- Research and Education of Disadvantaged

- Researches on curriculum, learning problems and remediation
- Researches on curriculum adaptations/ modification/
- Researches on examination reforms and evaluation processes of this group at elementary level belonging dialect-speaking population. Critical analysis of examination reforms, grading system and its implications for socially disadvantaged group
- NGOs efforts on education of the disadvantaged group of learners: critically analysis of a model available in any aspect of education

Transaction Mode

Lecture cum Discussion; Panel discussion; small peer group discussion; seminar reading; Symposium, Reports; School visits and sharing of experiences

Sessional Work

- Visits to the schools dominatingly having the learner population of disadvantaged
- Preparation of critical observation and note characteristics of educational problems
- Seminar on the implications of various educational policies
- Field work/project work on adaptation of textbook and teaching methodology for their understanding
- Reading and reflection
- Assignment on policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State.
- Assignment on any topic of the selected themes from the course.

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I Semester

Language Education

Contact hours per week: Maximum Marks: 100
Examination Duration: 3 hours   Internal: 20
                                         External: 80

Objectives

After completion of this course, the students will be able:

- understand the fundamental theoretical concepts and issues relevant to language learning/teaching in classroom.
- develop a deeper understanding of the language learning and teaching processes
- apply their insights to think clearly and informally about language learning/teaching problems
- develop and understand the nature and scope of research in the area of language learning and teaching

Course Structure

Unit I- Language Acquisition

History of language learning research - First Language / Mother Tongue acquisition – cognition and language development – phonological & lexical development – the development of meaning and the capacity to learn – the development of grammatical knowledge – language in context: Socio-pragmatic development – second language acquisition – key concepts; and issues – input, interaction, inter-language

Unit II- Factors Affecting Language Learning

Cognitive factors – age; individual–personality, strategy, aptitude, socio-cultural; motivation, attitude; the role of formal instruction

Unit III- Multi Lingualism & Bilingualism and Language Policy and Language Planning

Theoretical aspects of individual multi lingualism/ bilingualism – definitions of multi lingualism bilingualism - types of multi lingualism/bilingualism -- multi lingualism/bilingualism cognition-- multi lingualism / bilingualism intelligence –

simultaneous and sequential multi lingualism/ bilingualism -- research studies in individual bilingualism

Theoretical background of language policy and planning – introduction to basic concepts – socio-political process and language planning – language planning process – goals of language planning

Unit IV- Theories and Teaching of Language Skills

Reading/listening – top down, bottom up, interactive models—schema theory – levels of comprehension – comprehension training Vs assessment. -- Writing – product and process approaches – meta-cognitive strategies – planning/drafting – speaking – oral communication – language education on the Internet – language exchange websites – portals provide language content.

Unit V- Research on Language Teaching

Product-process studies – process research in language teaching; Classroom research methods; classroom observation programme evaluation, in research on mother tongue / first language/second language learning/teaching, in teacher training; other research methods in LT – surveys, experiments, case studies, diary studies, action research etc.

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