

60 Day's Study Plan

NTA UGC-NET

Education

- ❖ *Time duration is averaged not considerable for whole syllabus.*
- ❖ *Try to complete planned topics in same day or according to schedule.*
- ❖ *Marks weight-age is mentioned below which will helpful in preparation.*
- ❖ *Every single topic is covered in this plan according to official syllabus of NTA.*
- ❖ *Before follow this plan firstly try to go through with previous year examination papers.*

NTA UGC-NET Education Official Syllabus -

Unit-1: Educational Studies

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

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

Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory)

Concept and types of social Institutions and their functions (family, school and society)

Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

Socialization and education- education and culture

Contribution of thinkers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J.Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule) to the development of educational thought for social change, National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Unit-2: History, Politics and Economics of Education

Committees and Commission's Contribution to Teacher Education Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992), National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)

Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation

of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization

Unit-3: Learner and Learning Process

Growth and Development : Concept and principles, Cognitive Processes and stages of Cognitive Development , Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka), Mental health and Mental hygiene Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

Principles and Theories of Learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals

Guidance and Counselling : Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social and Directive, Non-directive and Eclectic), Approaches to counselling Cognitive-Behavioural (Albert Ellis REBT) and Humanistic, Personcentred Counselling (Carl Rogers) - Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit-4: Teacher Education

Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels ,

Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke and Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC), Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)

Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education

Unit-5: Curriculum Studies

Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development, Foundations of Curriculum Planning Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learners needs and interests), Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development

Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs and Interests Model, Outcome Based Integrative Model, Intervention Model, C I P P Model (Context, Input, Process, Product Model)

Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction, Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tylers Model, Stakes Model, Scrivens Model, Kirkpatrick's Model

Meaning and types of Curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement, Scope of curriculum research and Types of Research in Curriculum Studies

Unit-6: Research in Education

Meaning and Scope of Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction, Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical)

Variables : Meaning of Concepts, Constructs and Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator), Hypotheses Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis, Steps of Writing a Research Proposal, Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools of Research - Validity, Reliability and Standardisation of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques)

Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Quantitative Data Analysis - Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data), Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis). Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation

Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study

(Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses), Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.

Unit-7: Pedagogy, Andragogy and Assessment

Pedagogy, Pedagogical Analysis : Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy

Assessment: Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes , Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Assessment in Pedagogy of Education : Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

Assessment in Andragogy of Education: Interaction Analysis: Flanders Interaction analysis, Galloways system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Unit-8: Technology in/for Education

Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology and Information and Communication Technology (ICT) and

Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)

Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model, Masons), Gagnes Nine Events of Instruction and Five Es of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODL, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)

Emerging Trends in e learning: Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Commons, Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning, Quality of E Learning Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (DandM IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) Concept and Development

Unit-9: Educational Management, Administration and Leadership

Educational Management and Administration Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate

Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Moutons Managerial Grid, Fiedlers Contingency Model, Tri-dimensional Model, Hersey and Blanchards Model, Leader-Member Exchange Theory)

Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad

Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis, Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE].

Unit-10: Inclusive Education

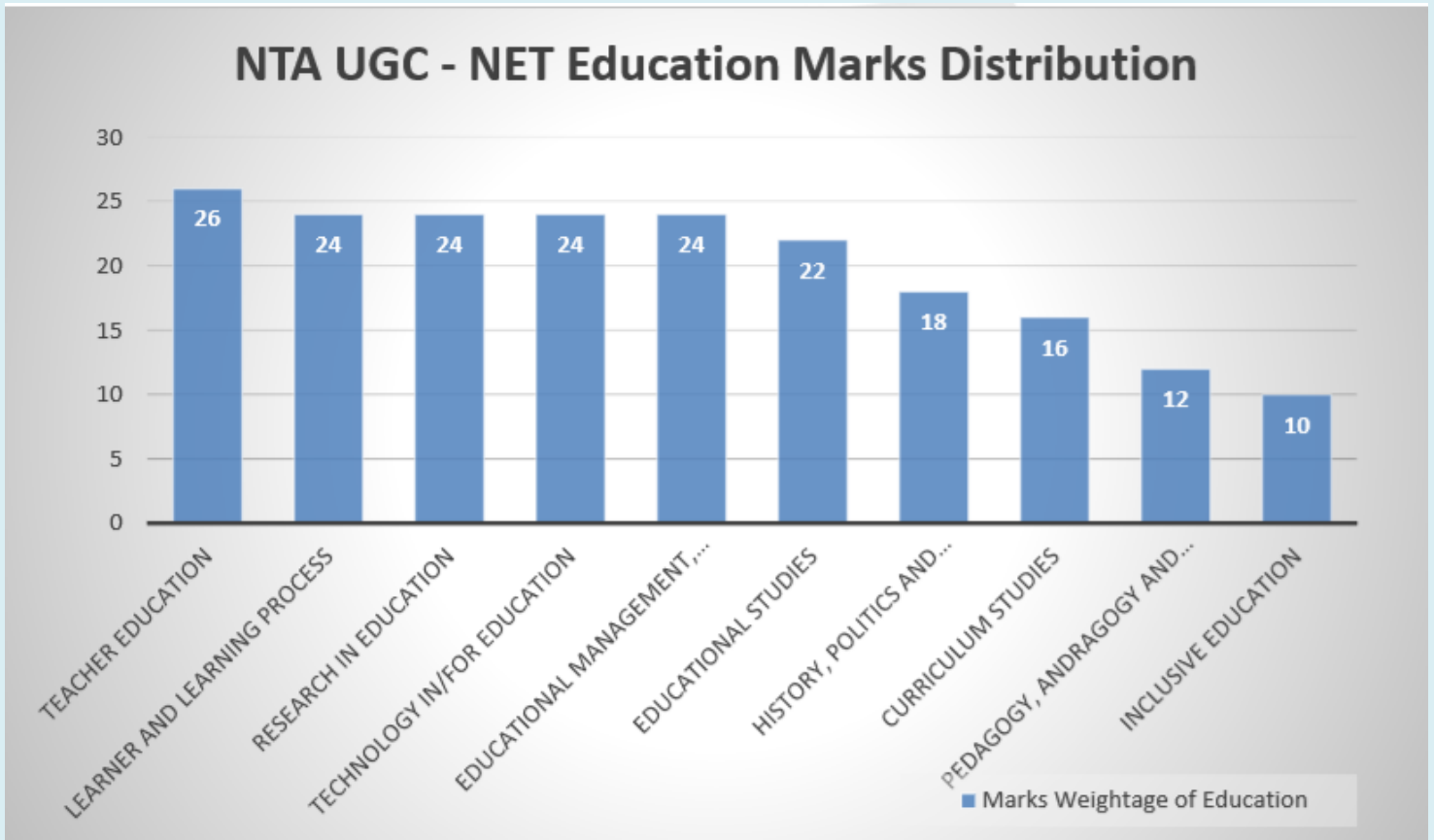
Inclusive Education : Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities), Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education, Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities, Identification of Diverse Learners for Inclusion, Educational Evaluation Methods, Techniques and Tools

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School

Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

Unit Wise Average Marks Weight-age



Day wise study plan –

Day	Unit	Topics	Duration
Day 1	Teacher Education	1. Meaning, Nature and Scope of Teacher Education 2. Types of Teacher Education Programs, The Structure of Teacher Education, Secondary and Higher Secondary Levels 3. Organization of Components of Pre – Service Teacher Education Transactional Approaches (for foundation courses) Expository	10:00 Hrs
Day 2	Teacher Education	1. Collaborative and Experiential learning Understanding knowledge base of Teacher Education from the view point of Schulman 2. Deng and Luke and Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching 3. Models of Teacher Education – Behaviouristic, Competency – Based and Inquiry Oriented Teacher Education Models	10:00 Hrs
Day 3	Teacher Education	1. Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In – service Teacher Education 2. Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)	10:00 Hrs
Day 4	Teacher Education	1. Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC)	10:00 Hrs
Day 5	Teacher Education	1. Concept of Profession and Professionalism, Teaching as profession	10:00 Hrs

		2. Professional Ethics of Teachers, Personal and Contextual factors affecting Teacher Development	
Day 6	Teacher Education	1. ICT Integration, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education	10:00 Hrs
Day 7	Teacher Education	Practice & Revision	06:00 Hrs
Day 8	Inclusive Education	1. Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners – Including Marginalized group and Learners with Disabilities) 2. Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education 3. Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India 4. Research Trends of Inclusive Education in India	10:00 Hrs
Day 9	Inclusive Education	1. Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005) 2. Concession and Facilities to Diverse Learners (Academic and Financial) 3. Rehabilitation Council of India Act (1992) 4. Inclusive Education under Sarva Shiksha Abhiyan (SSA) 5. Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication	10:00 Hrs

Day 10	Inclusive Education	1. Concept of Impairment 2. Disability and Handicap, Classification of Disabilities based on ICF Model 3. Readiness of School and Models of Inclusion, Prevalence, Types, Characteristics and Educational Needs of Diverse learners Intellectual 4. Physical and Multiple Disabilities, Causes and prevention of disabilities 5. Identification of Diverse Learners for Inclusion 6. Educational Evaluation Methods, Techniques and Tools	10:00 Hrs
Day 11	Inclusive Education	1. Planning and Management of Inclusive Classrooms: Infrastructure 2. Human Resource and Instructional Practices 3. Curriculum and Curricular Adaptations for Diverse Learners 4. Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching) 5. Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School	10:00 Hrs
Day 12	Inclusive Education	Practice & Revision	06:00 Hrs
Day 13	Learner and Learning Process	1. Growth and Development: Concept and principles 2. Cognitive Processes and stages of Cognitive Development	10:00 Hrs
Day 14	Learner and Learning Process	1. Personality: Definitions and theories	10:00 Hrs

		(Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka)	
Day 15	Learner and Learning Process	1. Mental health and Mental hygiene Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence 2. Multiple intelligence 3. Emotional Intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence	10:00 Hrs
Day 16	Learner and Learning Process	1. Concepts of Problem Solving 2. Critical thinking 3. Metacognition and Creativity 4. Principles and Theories of Learning: Behaviouristic, Cognitive and Social theories of learning	10:00 Hrs
Day 17	Learner and Learning Process	1. Factors affecting social learning 2. Social competence 3. Concept of social cognition 4. Understanding social relationship and socialization goals 5. Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social and Directive, Non-directive and Eclectic)	10:00 Hrs
Day 18	Learner and Learning Process	1. Approaches to counseling – Cognitive-Behavioural (Albert Elliss - REBT) and Humanistic 2. Personcentred Counselling (Carl Rogers) – Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)	10:00 Hrs

Day 19	Learner and Learning Process	Practice & Revision	06:00 Hrs
Day 20	Pedagogy, Andragogy and Assessment	1. Pedagogy, Pedagogical Analysis: Concept and Stages 2. Critical Pedagogy – Meaning, Need and its implications in Teacher Education 3. Organizing Teaching: Memory Level (Herbartian Model) 4. Understanding Level (Morrison teaching Model) 5. Reflective Level (Bigge and Hunt teaching Model) 6. Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles) 7. The Dynamic Model of Learner Autonomy	10:00 Hrs
Day 21	Pedagogy, Andragogy and Assessment	1. Assessment: Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning) – Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes 2. Assessment of Cognitive (Anderson and Krathwohl) 3. Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning	10:00 Hrs
Day 22	Pedagogy, Andragogy and Assessment	1. Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios 2. Reflective Journal 3. Field Engagement using Rubrics	10:00 Hrs

		- Competency Based Evaluation - Assessment of Teacher Prepared ICT Resources	
Day 23	Pedagogy, Andragogy and Assessment	- Assessment in Andragogy of Education: Interaction Analysis: Flander's Interaction analysis - Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix) - Criteria for teacher evaluation (Product, Process and Presage criteria) - Rubrics for Self and Peer evaluation (Meaning, steps of construction)	10:00 Hrs
Day 24	Pedagogy, Andragogy and Assessment	Practice & Revision	06:00 Hrs
Day 25	Research in Education	- Meaning and Scope of Educational Research - Meaning and Steps of Scientific Method - Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony) - Types of Scientific Method (Exploratory, Explanatory and Descriptive) - Aims of research as a scientific activity: Problem-solving - Theory Building and Prediction - Types as a scientific (Fundamental, Applied and Action)	10:00 Hrs
Day 26	Research in Education	- Approaches to educational research (Quantitative and Qualitative) - Designs in educational research	10:00 Hrs

		(Descriptive, Experimental and Historical) - Variables: Meaning of Concepts - Constructs and Variables - Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator) - Hypotheses – Concept, Sources - Types (Research, Directional, Non-directional, Null) - Formulating Hypothesis - Characteristics of a good hypothesis	
Day 27	Research in Education	- Steps of Writing a Research Proposal - Concept of Universe and Sample - Characteristics of a good Sample - Techniques of Sampling (Probability and Non-probability Sampling) - Tools of Research – Validity - Reliability and Standardisation of a Tool - Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory) - Techniques of Research (Observation, Interview and Projective Techniques)	10:00 Hrs
Day 28	Research in Education	- Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio) - Quantitative Data Analysis – Descriptive data analysis (Measures of central tendency, variability, fiduciary limits and graphical presentation of data) - Testing of Hypothesis (Type I and Type II	10:00 Hrs

		Errors) - Levels of Significance - Power of a statistical test and effect size - Parametric Techniques - Non-Parametric Techniques - Conditions to be satisfied for using parametric techniques	
Day 29	Research in Education	- Inferential data analysis - Use and Interpretation of statistical techniques: Correlation - t-test - z-test - ANOVA - chi-square (Equal Probability and Normal Probability Hypothesis) - Qualitative Data Analysis – Data Reduction and Classification - Analytical Induction and Constant Comparison - Concept of Triangulation	10:00 Hrs
Day 30	Research in Education	- Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design) - Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research,	10:00 Hrs

		Strengths and weaknesses) 4. Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses) 5. Mixed Method Designs: Characteristics 6. Types of MM designs (Triangulation, explanatory and exploratory designs) 7. Steps in conducting a MM designs 8. Steps in conducting a MM designs 9. Strengths and weakness of MM research	
Day 31	Research in Education	Practice & Revision	06:00 Hrs
Day 32	Curriculum Studies	1. Concept and Principles of Curriculum 2. Strategies of Curriculum Development 3. Stages in the Process of Curriculum development 4. Foundations of Curriculum Planning – Philosophical Bases (National, democratic) 5. Sociological basis (socio cultural reconstruction) 6. Psychological Bases (learner's needs and interests) 7. Bench marking and Role of National level Statutory Bodies – UGC, NCTE and University in Curriculum Development	10:00 Hrs
Day 33	Curriculum Studies	1. Models of Curriculum Design: Traditional and Contemporary Models 2. Academic/Discipline Based Model 3. Competency Based Model	10:00 Hrs

		4. Social Functions/ Activities Model [social reconstruction] 5. Individual Needs and Interests Model 6. Outcome Based Integrative Model 7. Intervention Model 8. C I P P Model (Context, Input, Process, Product Model)	
Day 34	Curriculum Studies	1. Instructional System 2. Instructional Media 3. Instructional Techniques and Material in enhancing Curriculum Transaction 4. Approaches to Evaluation of Curriculum: Approaches to Curriculum and Instruction (Academic and Competency Based Approaches) 5. Models of Curriculum Evaluation: Tyler's Model 6. Stakes Model 7. Scriven's Model 8. Kirkpatrick's Model	10:00 Hrs
Day 35	Curriculum Studies	1. Meaning and types of Curriculum change 2. Factors affecting curriculum change 3. Approaches to curriculum change 4. Role of students 5. Teachers and educational administrators in curriculum change and improvement 6. Scope of curriculum research and Types of Research in Curriculum Studies	10:00 Hrs
Day 36	Curriculum Studies	Practice & Revision	06:00 Hrs

Day 37	Technology in/for Education	1. Concept of Educational Technology (ET) as a Discipline 2. Information Technology 3. Communication Technology and Information and Communication Technology (ICT) and Instructional Technology 4. Applications of Educational Technology in formal 5. Non formal (Open and Distance Learning) 6. Informal and inclusive education systems 7. Overview of Behaviourist	10:00 Hrs
Day 38	Technology in/for Education	1. Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky) 2. Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups) 3. Systems Approach to Instructional Design 4. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model) 5. Gagne's Nine Events of Instruction and Five E's of Constructivism	10:00 Hrs
Day 39	Technology in/for Education	1. Nine Elements of Constructivist Instructional Design 2. Application of Computers in Education: CAI, CAL,BT, CML, Concept, Process of Preparing ODLM 3. Concept of e-learning	10:00 Hrs

		4. Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile learning)	
Day 40	Technology in/for Education	1. Emerging Trends in e-learning: Social learning (Concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum) 2. Open Education Resources (Creative Common, Massive Open Online Courses, Concept and application) 3. E Inclusion – Concept of E Inclusion 4. Application of Assistive technology in E learning 5. Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits 6. DandM IS Success Model, 2003 7. Ethical Issues for E learner and E Teacher 8. Teaching, Learning and Research	10:00 Hrs
Day 41	Technology in/for Education	1. Use of ICT in Evaluation 2. Administration and Research: E Portfolios 3. ICT for Research – Online Repositories and Online Libraries 4. Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development	10:00 Hrs
Day 42	Technology in/for Education	Practice & Revision	06:00 Hrs
Day 43	History, Politics and Economics of Education	1. Committees and Commission's Contribution to Teacher Education Secondary Education Commission (1953)	10:00 Hrs

		2. Kothari Education Commission (1964) 3. National Policy of Education (1986,1992) 4. National Commission on Teachers (1999) 5. National Curriculum Framework (2005)	
Day 44	History, Politics and Economics of Education	1. National Knowledge Commission (2007) 2. Yashpal Committee Report (2009) 3. National Curriculum Framework for Teacher Education (2009) 4. Justice Verma Committee Report (2012) 5. Relationship between policies and Education 6. Linkage between Educational policy and National Development	10:00 Hrs
Day 45	History, Politics and Economics of Education	1. Determinants of Educational Policy and Process of Policy formulation 2. Analysis of existing situation 3. Generation of Policy options 4. Evaluation of policy options 5. Making the policy decision 6. Planning of Policy implementation 7. Policy impact assessment and subsequent policy cycles	10:00 Hrs
Day 46	History, Politics and Economics of Education	1. Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education 2. Economic returns to Higher Education Signaling Theory Vs Human Capital Theory 3. Concept of Educational Finance 4. Educational finance at Micro and Macro	10:00 Hrs

		Levels	
		5. Concept of Budgeting	
Day 47	History, Politics and Economics of Education	1. Relationship Between Politics and Education 2. Perspectives of Politics of Education Liberal 3. Conservative and Critical 4. Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice) 5. Education for Political Development and Political Socialization	10:00 Hrs
Day 48	History, Politics and Economics of Education	Practice & Revision	06:00 Hrs
Day 49	Educational Management, Administration and Leadership	1. Educational Management and Administration – Meaning, Principles, Functions and importance 2. Institutional building 3. POSDCORB 4. CPM 5. PERT 6. Management as a system 7. SWOT analysis 8. Taylorism	10:00 Hrs
Day 50	Educational Management, Administration and Leadership	1. Administration as a process 2. Administration as a bureaucracy 3. Human relations approach to Administration 4. Organisational compliance	10:00 Hrs

		5. Organisational development 6. Organisational climate 7. Leadership In Educational Administration: Meaning and Nature 8. Approaches to leadership : Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic	
Day 51	Educational Management, Administration and Leadership	1. Models of Leadership - Black and Mouton's Managerial Grid 2. Fiedler's Contingency Model 3. Tri-dimensional Model 4. Hersey and Blanchard's Model 5. Leader-Member Exchange Theory 6. Concept of Quality and Quality in Education: Indian and International perspective 7. Evolution of Quality: Inspection 8. Quality Control	10:00 Hrs
Day 52	Educational Management, Administration and Leadership	1. Quality Assurance 2. Total Quality Management (TQM) 3. Six Sigma 4. Quality Gurus: Walter Shewart, Edward Deming, C.K. Pralhad 5. Change Management: Meaning, Need for Planned change 6. Three-Step Model of Change (Unfreezing, Moving, Refreezing) 7. The Japanese Models of Change: Just-in-Time	10:00 Hrs

		8. Poko yoka	
Day 53	Educational Management, Administration and Leadership	1. Cost of Quality: Appraisal Costs 2. Failure costs and Preventable costs 3. Cost Benefit Analysis 4. Cost Effective Analysis 5. Indian and International Quality Assurance Agencies: Objectives, Functions Analysis 6. Indian and International Quality Assurance Agencies: Objectives, Functions, Role and Initiatives (National Assessment Accreditation Council [NAAC]) 7. Performance Indicators 8. Quality Council of India (QCI) 9. International Network for Quality Assurance Agencies in Higher Education (INQAAHE)	10:00 Hrs
Day 54	Educational Management, Administration and Leadership	Practice & Revision	06:00 Hrs
Day 55	Educational Studies	1. Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan 2. Islamic Traditions towards educational aims and methods of acquiring valid knowledge	06:00 Hrs
Day 56	Educational Studies	1. Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information 2. Knowledge and wisdom	10:00 Hrs

Day 57	Educational Studies	1. Approaches to Sociology of Education (Symbolic Interaction, Structural Functionalism and Conflict Theory) 2. Concept and types of social Institutions and their functions (family, school and society) 3. Concept of social Movements	10:00 Hrs
Day 58	Educational Studies	1. Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory) 2. Socialization and education – education and culture 3. Contribution of thinker (Swami Vivekananda, Mahatma Gandhi, J. Krishnamurthy) to the development of educational	10:00 Hrs
Day 59	Educational Studies	1. Contribution of thinkers (Rabindranath Tagore, Aurobindo, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule) to the development of educational thought for social change 2. National values as enshrined in the Indian Constitution – Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education	10:00 Hrs
Day 60	Educational Studies	Practice & Revision	06:00 Hrs

Best of Luck