

CENTRAL UNIVERSITY OF PUNJAB, BATHINDA



**M.A. Education
(International Mentorship)**

Session - 2019-21

Department of Education

Course Structure of the Programme

Semester –I							
Course Code	Course Title	Course Type					
			L	T	P	Credit	
MAE506	Philosophical Bases of Education	Core course	3	1	0	4	
MAE507	Research Methods in Education	Compulsory foundation	3	1	0	4	
	MOOC		0	0	0	4	
MAE509	Understanding the Learner	Core course	3	1	0	4	
MAE510	Understanding the Learner (Practical)	Skill based Practical	0	0	2	1	
Discipline Elective (Any one of the following)							
MAE 508	Fundamentals of Educational Measurement	Discipline Elective	3	1	0	4	
MAE512	Higher Education: Policy and Perspectives	Discipline Elective	3	1	0	4	
Inter-disciplinary Courses (For other Departments)							
MED513	Teaching Proficiency	IDC	2	0	0	2	
MED514	Issues and Concerns in Education	IDC	2	0	0	2	
Total			14	04	02	23	

Semester- II							
Course Code	Course Title	Course Type					
			L	T	P	Credit	
MAE521	Sociological Bases of Education	Core course	3	1	0	4	
MAE522	Contemporary Issues of Education	Core course	3	1	0	4	
MAE523	Historical Bases of Education	Core course	3	1	0	4	
	MOOC		0	0	0	4	
MAE525	Community based Service Learning	Skill based Practical	0	0	2	1	
MAE526	Proposal for Educational Research (Practical)	Skill based Practical	0	0	2	1	
MAE503	Physical And Mental Wellbeing	Value added course	1	0	0	1	
Elective (Any one of the following)							
MAE527	School Education of the Disadvantaged Groups	Discipline Elective	3	1	0	4	
MAE528	Teacher and Teaching	Discipline Elective	3	1	0	4	
Inter-disciplinary Courses (for other Departments)							

MED529	Understanding Education	IDC	2	0	0	2
MED530	Assessment of Learning	IDC	2	0	0	2
MED531	Mental Health Education	IDC	2	0	0	2
Total			15	04	04	25

Semester-III						
Course Code	Course Title	Course Type				
			L	T	P	Credit
MAE551	ICT Integration in Teaching	Core course	3	1	0	4
MAE552	Curriculum Planning, Designing and Development	Core course	3	1	0	4
MAE553	Educational Guidance and Counselling	Core course	3	1	0	4
MAE554	Statistical Methods in Education	Compulsory foundation	3	1	0	4
MAE555	Academic Writing Skills (Practical)	Skill based practical	0	0	2	1
Elective (Any one of the following)						
MAE556	Women Education	Discipline Elective	3	1	0	4
MAE557	Inclusive Education	Discipline Elective	3	1	0	4
Total			15	05	02	21
Inter-disciplinary Courses (For other Departments)						
MED513	Teaching Proficiency	IDC	2	0	0	2
MED514	Issues and Concerns in Education	IDC	2	0	0	2

Semester-IV						
Course Code	Course Title	Course Type				
			L	T	P	Credit
MAE571	Educational Management and Leadership	Core course	3	1	0	4
MAE572	Yoga for Physical Well-being (Practical)	Skill based practical	0	0	2	1
MAE544	Seminar	Skill based practical	0	0	2	1
MAE599	Project	Skill based Project	0	0	12	6
MAE573	Eclectics of Education	DEC	0	2	0	2
MAE574	Educational Practice	DEC	0	2	0	2
MAE504	Peace and Value Education	Value added course	1	0	0	1
Elective (Any one of the following)						
MAE575	Environmental Education	Discipline elective	3	1	0	4
MAE576	Human Rights Education	Discipline elective	3	1	0	4
Total			07	06	16	21
Inter-disciplinary Courses (For other Departments)						
MED529	Understanding Education	IDC	2	0	0	2
MED530	Assessment of Learning	IDC	2	0	0	2

MED531	Mental Health Education	IDC	2	0	0	2
Grand Total			51	19	24	90

List of Value Added Courses

The list of Value added courses has been provided to choose any two courses in a programme

Si No.	Name of Course
1.	Ethics for Science
2.	Professional Ethics
3.	Academic Writing
4.	Peace and Value Education
5.	Stress Management
6.	Personality Development through Life Skills
7.	Physical & Mental Well Being
8.	Pedagogical Studies
9.	Data Analysis using Spread sheet
10.	Soft Skill Training
11.	Leadership
12.	Personnel Management
13.	Human Resource Management
14.	Physical Resource Management
15.	Reasoning Ability
16.	MS Office Specialist
17.	Practical Taxation
18.	Ethical Issues & Legal Awareness
19.	Disaster Management
20.	Nutrition and Specialty Foods
21.	Shorthand & Typing
22.	SPSS Application

Evaluation Criteria for Theory Courses

A. Continuous Assessment: [25 Marks]

- i. Surprise Test (minimum three) - Based on Objective Type Tests (10 Marks)
- ii. Term paper (10 Marks)
- iii. Assignment(s) (5 Marks)

B. Mid Semester Test-1: Based on Subjective Type Test [25 Marks]

C. End Semester Test-2: Based on Subjective Type Test [25Marks]

D. End-Term Exam: Based on Objective Type Tests [25 Marks]

*Every student has to take up 2 ID courses of 2 credits each (Total 04 credits) from other disciplines in any two semesters of the program.

*Value added courses may be offered through MOOC if facilities are not available in the university

*Every student has to take up 2 ID courses of 2 credits each (Total 04 credits) from other disciplines in any two semesters of the program.

*MOOC courses will be offered if;

- faculty specialized in the respective area is not available in the department
- if infrastructure and facilities are not available in the department

*Value added courses may be offered through MOOC if facilities are not available in the university

PROGRAMME OBJECTIVES (M.A.EDUCATION)

- Critically analyze current issues and trends influencing the field of Education.
- Develop and design appropriate curriculum and transactional strategies to meet the needs of diverse learners.
- Select and apply appropriate technologies for their professional development and enhancing the students learning.
- Establish professional relationships and development of Professional competencies
- Conduct researches essential for the development of the discipline and solving problems and issues related to the community.
- Develop understanding and reflections on higher education policies and practices.

SEMESTER-I

Course Title: PHILOSOPHICAL BASES OF EDUCATION

Course Code: MAE506

L	T	P	Credits
3	1	0	4

Learning Outcomes

On the completion of the course the students will be able to;

- Understand and analyze the nature and branches of educational philosophy
- Examine the contributions of sad-darshanas on different aspects of education and their implications on modern educational system.
- Examine critically different western educational philosophies and their contributions to modern educational system.
- Evaluate the contributions of eastern and western educational thinkers on different aspects of education.
- Analyze the post-modernist philosophies of education.

Course Content

UNIT I

16 hours

1. Education: Meaning, nature and scope; Aims of Education: individual, social and constitutional; Agencies of Education: informal, formal and non-formal
2. Educational Philosophy: Meaning, significance and scope, Concept and Educational implications of Metaphysics, Epistemology and Axiology

3. Contribution of Indian Schools of philosophy: *Saddarshan* with special reference to objectives, curriculum, methods of teaching and role of teacher

UNIT II

15 hours

1. Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta) with special reference to objectives, curriculum, methods of teaching and role of teacher
2. Buddhism, Jainism and Sikhism: implications in education

UNIT III

14 hours

1. Western philosophies with reference to objectives, curriculum, methods of teaching and role of teacher in the following: Idealism, Realism, Naturalism, Pragmatism, Marxism and Existentialism
2. Modern Schools of Philosophy: Logical Analysis, Logical Empiricism & Positive Relativism and educational implications of these schools with special reference to objectives, curriculum, methodology and role of teachers.

UNIT IV

15 hours

1. Thoughts of Indian Philosophers- Dayananda Saraswati, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi and Sri Aurobindo with reference to objectives, curriculum, methods of teaching and role of teacher.
2. Thoughts of Western Philosophers- Socrates, Plato and Aristotle with reference to objectives, curriculum, methods of teaching and role of teacher.

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, SOLE, Collaborative Learning, Cooperative Learning and Role Play

Suggested Books

- Bhattacharya, S. (2008). *Foundation of education*. New Delhi: Atlantic Publishers and Distributors.
- Bigge, Morris, L. (1965) *Educational philosophies for teachers*. Columbus, USA: Charles E. Merrill Publishing Co.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C.
- Brubacher, John. S. (1939), *Modern philosophies of education*. New York, USA: McGraw Hill Book Company. Inc.
- Butler J. Donald (1957) *Four philosophies and their practice in education and religion*. New York, USA: Harper & Row.
- Dearden R. F. (1984). *Theory and practice in education*. Routledge K Kegan & Paul.
- Dewey, J. (1977): *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.

- Gutek, G. L. (2009). *New perspectives on philosophy and education*. New Jersey, USA: Pearson.
- Johari, P.K (2005.) *Foundations of education*. New Delhi: Anmol Publications.
- Kneller, G. F.(1964)*Introduction to philosophy of education*. New York, USA: John Wiley and Sons, Inc.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
- Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: KitabMhal.
- Nehru, R.S.S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA:
- Ozman, H. A., & Craver, S. M.(2011),*Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- Palmer, J. A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. Routledge Flamer. London. USA. Canada.
- Pathak, R.P. (2007). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors (P) LTD
- Pathak, R.P. (2013). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors.
- Publishers.
- Siddiqui, M.H. (2014). *Philosophical and sociological foundations of education*. New Delhi: A.P.H. Publishing Corporation.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling
- Wall, Edmund (2001). *Educational theory: Philosophical and political perspectives*. Prometheus Books.
- Westview Press.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London.
- Winch, C. (1996). *Key concepts in the philosophy of education*. Routledge.

Web Sources

- <http://www.educacao.pro.br/links.htm>: Encyclopedia of Philosophy of Ed.
- <http://www.siu.edu/~dewyctr/>: The Center for Dewey Studies
- <http://www.plato.stanford.edu/>: Stanford Encyclopedia of Philosophy

Course Title: RESEARCH METHODS IN EDUCATION

Course Code: MAE507

L	T	P	Credits
3	1	0	4

Learning Outcomes

After the completion of the course the students will be able to:

- Explain the meaning, nature and types of research and scientific method
- Develop skills in developing research proposal, review of related literature and hypotheses.

- Critically examine the process of selecting sample and preparation of quantitative and qualitative tools for research.
- Compare between different quantitative and qualitative research paradigms
- Practice the ethics of research.

Course Content

UNIT I

14 hours

1. Educational Research: Meaning, nature and scope. Types of research on the basis of Method and purpose, Approaches to Quantitative educational research
2. Research Problem: Identification, sources and conceptualization
3. Review of literature: Purpose and sources, conducting literature review- using Databases and internet, internet search tools
4. Hypotheses: Nature and types of hypotheses, formulation of hypotheses

UNIT II

15 hours

1. Sources of data: Primary and secondary
2. Concept of population, sampling frame and sample: Various methods of sampling- probability and non-probability sampling, sampling error
3. Tools of quantitative research: Tests, inventories and scales- types, construction and uses Questionnaire- Concept, types and principles of construction
4. Data Collection Strategies/ Techniques/Tools in qualitative research: Interview, Observation, Focus group discussions, Photographs, Anecdotes, Field diary

UNIT III

14 hours

1. Scientific Method: Steps and Characteristics -Replicability, Precision, Falsifiability and Parsimony, Types -Exploratory, Explanatory and Descriptive, Aims of research as a scientific activity, problem-solving, theory building and prediction
2. Descriptive method: purpose and process, types of descriptive studies
3. Experimental method: Nature of experimental research, variables in experimental research -independent, dependent and extraneous, experimental designs, internal and external validity of experimental designs
4. Causal comparative method: Purpose, design and procedure, data analysis and interpretation

5. Co-relational method: Basic co-relational research process, relationship studies, prediction studies

UNIT IV

17 hours

1. Qualitative Research Designs:
 - Grounded Theory Designs: types, characteristics, designs, steps, strengths and weakness
 - Narrative Research Designs: Characteristics and steps
 - Case Study: Characteristics, Components of a case study design, types of case study design, steps to conduct case study research, strengths and weaknesses
 - Ethnography: Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, strengths and weaknesses
2. Mixed Method Designs: Meaning and characteristics, types of designs- convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design
3. Preparation of research proposal, writing of research report and ethical issues in research

Transaction Mode

Lecture, Seminar, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning, Cooperative Learning and Role Play

Suggested Books

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in Education*. Belmont, CA: Wadsworth/Thomson Learning.
- Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. & Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.

- Newby, P. (2014). *Research Methods for Education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of Educational Research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M.(2013). *Qualitative Methods*. U.S.A: Sage Publications, Inc.

Wellington, J. (2015). *Educational Research*. USA: Bloomsbury Academic Publications

Course Title: UNDERSTANDING THE LEARNER

Course Code: MAE509

L	T	P	Credits
3	1	0	4

Learning Outcomes

The students will be able to

- Understand the Concept and Method of Educational Psychology
- Explain the different stages of Cognitive, Emotional, Spiritual and Moral Development of learners
- Analyze the role of Motivation in teaching learning process.
- Differentiate the Concept IQ, SQ, EQ, Creativity, Interest, Attitude and Aptitude of learners.
- Identify different Cognitive Abilities and processes of learners
- Explore the Implications of different Theories of Personality.

Course Content

UNIT I

16 hours

1. Educational Psychology and its application to Teaching Learning Process, Methods to understand Learners: Observation, Experimental method and Case Study; their Implications in classroom. Perspectives of different Schools of Psychology towards Learning: Behaviorism, Cognitivism, Constructivism and humanistic psychology
2. Learner Development: Growth and Development: Concept and principles , Physical, emotional, social, cognitive and moral, Piaget's stages of cognitive development, Vygotsky's Socio-Cultural Development and Kohlberg's Moral Development
3. Addressing Individual Difference: Concept and nature; role of heredity and environment;

UNIT II

18 hours

1. Learning: meaning, concept and nature, identification of Learning needs and Transfer of Learning in different situations, behavioristic, cognitive and social perspectives of learning with special reference to Bruner, Bandura and Gagne's Hierarchy of learning. Kolb's experiential learning theory; Schon Donald's organizational learning theory

2. Motivation in teaching-learning process: Relationship between need, drive and incentive; Maslow's hierarchy of needs, McClelland's theory of achievement motivation; creating and maintaining conducive learning environment.

UNIT III

12 hours

1. Higher cognitive process: Concept formation, logical reasoning, problem solving , critical thinking and their classroom implications
2. Intelligence: Measurement of intelligence through verbal, non- verbal, individual and group tests, SI model of Guilford, intelligence theory by Sternberg and Gardner, Social, Emotional and spiritual intelligence and its Measurement: IQ, SQ and EQ.
3. Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

UNIT IV

14hours

1. Personality: Concept, Nature; Theories propounded by Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka
2. Attitude, Aptitude and Interest: concept, measurement and their significance for learners.
3. Mental health, adjustment and defense mechanism

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion

Suggested Books

- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi:APH Publishing Corporation.
- Chandraiah,K.(2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Cliffs, N.J., 1990.
- Dash, M. (2009). *Educational psychology*. New Delhi: Deep & Deep publications.
- Deb, K.(2006). *Cognitive development in classroom*. New Delhi: Adhyayan publishers & distributors.
- Jha, A.K.(2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- Kay,F.& Kite, N.(2012). *Understanding emotional intelligence- strategies for boosting your IQ and using it in the workplace*. Kogan Page Limited.
- Kumar, D., Kaur, N., & Kumar, P. (2015). *Essentials of educational psychology*. New Delhi: APH Publishing Corporation.
- Mangal, S.K. (2014). *Advanced educational psychology*. Delhi: PHI Learning Limited.McGraw Hill, New York, 1990.

- Robinson, S. K. (2009). *Foundation of educational psychology*. Ane books Pvt. Ltd. Publication.
- Salvin, R, Educational Psychology. Theory into Practice, Prentice hall, Englewood
- Sharma, R.N. & Sharma, R.K. (2010). *Advanced educational psychology*. New Delhi: Atlantic Publishers& Distributors.
- Sprint hall, RC. & Sprint hall, NA, Educational Psychology, Development Approach,
- Starko, A.J. (2014). *Creativity in the classroom*. Atlantic Publishers.
- Talwar, K. (2011). *Conceptual framework of educational psychology*. New Delhi: Adhyayan Publishers & Distributers.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*.Jiapur: Rawat Publications.
- Woolfolk, A, Mishra, G., &Jha, A.K. (2012). *Fundamentals of Educational Psychology*. Pearson Publications.
- Woolfolk, A. (2015). *Educational psychology*: Pearson Publication.
- Woolfolk, A. (1998) Educational Psychology. Allyn & Bacon, Bosson

Suggested websites

- <https://benjamins.com/catalog/hcp>
- http://www.ascd.org/publications/books/107024/chapters/Cognitive_Struct.
- <http://www.simplypsychology.org/piaget.htm>.
-

**Course Title: UNDERSTANDING THE LEARNER
(PRACTICAL)**

Course Code: MAE510

L	T	P	Credits
0	0	2	1

Learning Outcomes

At the end of the practical the students will be able to;

- Develop understanding of different psychological tools and their purpose of application
- Develop skills for the administration and interpretation of psychological tools
- Exhibit the skill of analyzing and reporting the results

Administration, Analysis and Reporting of any three of following Psychological Tests 15 hours

1. Intelligence: Administration, scoring and interpretation of any two from verbal, non-verbal and performance intelligence test.
2. Personality: Administration, scoring and interpretation of any one personality test
3. Aptitude: Administration, scoring and interpretation of any one test.
4. Attitude : Administration, scoring and interpretation of any one scale/test.
5. Interest: Administration, Scoring and Interpretation of anyone of the inventory

Use of following equipment/ apparatus

15 hours

- Mirror Drawing Apparatus

- Bhatia Battery
- PGI Battery
- Tachistoscope
- Ergo Graph
- Reaction Time Apparatus
- Finger Dexterity Board

Criteria of Evaluation (Total Marks:50)

- Performance in Practical- 30 Marks
- Practical File- 10 Marks
- Viva- voce- 10 Marks

Course Coordinator and two members from the department nominated by the HOD will evaluate the work

Elective-1(Any One of the following)

**Course Title: Fundamentals of Educational Measurement
MAE-508**

L	T	P	Credits
3	1	0	4

Learning Outcomes

After the completion of the course the students will be able to:

- List out the various quantitative and qualitative tools used in assessment
- Define technical terms related to Measurement, Assessment and Evaluation
- Differentiate between assessment of learning and assessment for learning
- Explain the different paradigms in assessment
- Discuss the characteristics of a good tool
- Explore the usage of online, on-demand, open book examination
- Examine the trends and issues in evaluation
- Construct an achievement test
- Construct a rubrics on a selected performance
- Design a portfolio as a tool for performance assessment
- Measure non cognitive areas and reporting of results

Course Content

UNIT I

14 hours

1. Educational measurement evaluation and assessment: meaning, nature and types; needs and uses of measurement and assessment in behavioral sciences.
2. Assessment of learning and Assessment for learning
3. Norm-referenced and criterion-referenced measurement, formative, and summative assessment, diagnostic testing; and their application.

UNIT II

16 hours

1. Validity: Concept and nature of validity, major considerations of validity- content, criterion and construct, factors influencing validity
2. Reliability: Concept and nature of reliability, methods of estimating reliability- test-retest, equivalent forms, split-half, Kuder-Richardson and inter-rater method, standard error of measurement and factors influencing reliability measures
3. Objectivity, Usability and Norms.

UNIT III

16 hours

1. Tests: types, principles of construction, preparation of questions based on instructional objectives
2. Tools of Research – Characteristics and Standardization of a Tool, Types of Tools: Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory, Techniques of Data Collection : Observation, Interview and Projective Techniques
3. Achievement tests: Standardized vs. informal classroom tests, principles of construction of achievement test.
4. Concept & types of question banks.
5. Reporting of assessment results and remediation

UNIT IV

14 hours

1. Marks vs Grade
2. Semester system and annual system
3. Systemic Reform with respect to examination: online, on-demand, open book examination
4. Continuous and Comprehensive evaluation
5. Classroom evaluation techniques
6. 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

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Books

- Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and* Bacon.
- Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn &
- Blooms, B.S.(1956). *Taxonomy of Educational Objectives*. New York: Longman
- Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning*.
- Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, California: Corwin Press Green and Company

- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.
- Gupta, S.(2014). *Educational evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Hopkins, K. D. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn and Bacon.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.
- Kumar, R. (2013). *Education Evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction*. Boston: Allyn and Bacon
- Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Panigrahi, S. C., & Patel, R. C. (2013). *Continuous and Comprehensive Evaluation*. New Delhi: APH Publishing Corporation
- Pham, W. J. (2014). *Classroom Assessment- what teachers need to know*. Pearson Publications
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Singh, B. (2004). *Modern Educational Measurement and Evaluation System*. New Delhi: Anmol Publications Pvt. Ltd. Toronto: Thomson Nelson

Suggested websites

- www.adprima.com
- www.tc.columbia.edu
- www.grad.ubc.ca

Course Title: HIGHER EDUCATION: POLICY AND PERSPECTIVES

Course Code: MAE512

L	T	P	Credits
3	1	0	4

Learning outcomes

After the completion of the course the students will be able to:

- Outline the structure of Higher Education in India
- Distinguish between Higher Education system of Ancient, Medieval and Modern India
- Describe various Higher Education Commissions of post-independence India
- State the role of different agencies for the promotion of Higher Education
- Locate provisions on Higher Education in different international organizations and agreements which are in agreement with India.
- Discuss critical issues of Higher Education vis-à-vis various governmental initiatives for its development.
- Recognize various steps and measures undertaken for inclusion within Higher Education
- Identify challenges and research possibilities in Higher Education

UNIT I**14 hours**

1. Higher Education: Meaning, goals of higher education, Higher Education and its historical development during Ancient, Buddhist, Medieval and Colonial period (Calcutta University Commission)
2. Post-independence period: Radhakrishnan Commission, Kothari Commission, NPE 1968, NPE 1986, National Knowledge Commission and RUSA.
3. Structure of higher education system in India – its merits, opportunities and limitations
4. Delor's commission report and their significance in present context

UNIT II**16 hours**

1. 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.
2. Autonomy in higher education, Partnerships in higher education-with higher institutes and community, NGOs and Self-Help Groups, linkage between higher education with industries and community.
3. WTO and GATT in higher education, LPG (Liberalization, Privatization and Globalization) of higher education.

UNIT III**16 hours**

1. Issues of access, equity and excellence in higher education and government initiatives
2. Reasons for Educational Backwardness of SC children
3. Government initiatives (Programmes, Policies and Schemes) for promoting higher education specially women, disadvantaged group and PwDs (Divyangjan)
4. Scholarships, incentives and fellowships at higher education level

UNIT IV**14 hours**

1. NAAC Accreditation procedure and Ranking of higher education institutions in India
2. Higher education curriculum as visualized at different levels- State, National and International
3. Use of ICT and new technologies in higher education, MOOC's and other Online learning platforms
4. Research issues in higher education

Transaction Mode

Lecture, seminar, dialogue, peer group discussion, mobile teaching, self-learning, through SOLE, collaborative learning and cooperative learning.

Suggested Readings:

- Dewey, John (1944). *Democracy and education*. New York: Simon and Schuster.
- Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication
- Friere, Paulo (1999). *Pedagogy of the oppressed*. New, NY: Continuum.
- Kerr, Clark. (2001). *The uses of the university*. Boston: Harvard University Press.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.

- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Lucas, C. (1994). *American higher education: A history*. New York: St. Martin's Press.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi
- Newman, John Henry. (1986). *The idea of a university*. Notre Dame, Indiana: University of Notre Dame.
- Noddings, Nel. (1998). *Philosophy of education*. Boulder, CO: Westview Press.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.

INTER-DISCIPLINARY COURSES

Course Title: TEACHING PROFICIENCY
Course Code: MED 513

L	T	P	Credits
2	0	0	2

Learning Outcomes

After completion of the course students will be able to:

- Explore the different techniques of classroom management
- Explain phases of teaching
- Describe maxims of teaching
- Illustrate concept of 5E model in teaching
- Demonstrate different skills of teaching
- Integrate ICT in classroom transactions
- Analyze different pedagogical skills and assessment techniques
- Differentiate among Pedagogy, Andragogy, Heutagogy and Peeragogy

UNIT I

7 hours

- Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centered, and learner-centered, Levels of Teaching and Phases of Teaching, Characteristics of effective teaching
- Classroom Management: Meaning, principles, handling large and small classes. Techniques of classroom management.
- Motivation: Meaning, nature and types, Factors affecting motivation.

UNIT II

8 hours

- Engagement: Concept, types and techniques of engaging the learners
- Exploration: Concept and need, techniques of exploration in the class
- Explanation Skill: Techniques of an effective explanation
- Elaboration skill

- Evaluation as a skill: Class room evaluation techniques, performance of learner and teacher
- Questioning skill: Types of questions, framing and asking a good question

UNIT III

7 hours

- Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process.
- Flipped and Blended learning
- Web based teaching and learning, social networking sites., Virtual Laboratories and Digital Libraries.

UNIT IV

8 hours

- Pedagogy, Andragogy, Heutagogy and Peeragogy: Meaning and concept types, use of various pedagogies in teaching
- Integrated Approach to Evaluation Grading system, meaning and types mechanism of grading system, Problems of grading system, Consistency in grading system, Interpretation of Grades
- Semester system, continuous assessment, portfolio assessment, question bank
- Choice Based Credit System

Transaction mode

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested Readings

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.

- Schrum, L., & Levin, B. B. (2015). *Leading 21st century School*. U.S.A.: Sage Publications.
- Sharma, R. N., & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.

Suggested Websites

1. wiki.eveuniversity.org
2. www.adprima.com
3. www.apa.org
4. www.crlt.umich.edu
5. www.edutopia.org
6. www.eveuniversity.org
7. www.facultyfocus.com
8. www.reddit.com
9. www.theteachersguide.com

IQAC

Course Title: ISSUES AND CONCERNS IN EDUCATION
Course Code: MED514

L	T	P	Credits
2	0	0	2

Learning outcomes

The students will be able to:

- Critically appraise and status of Education at all levels (access enrolment, and retention)
- Analyze the equity principles: differentials across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- Reflect on the various policies and programs of education at all the levels of education

Course Content

UNIT I

7 hours

1. Educational development in India: Achievement in the educational expansion and development in post-independence period in National and State level perspective.
2. Emerging challenges and issues in current Educational System in terms of access, equity and quality of education at all the levels of education with reference to gender, regional and disadvantaged groups.
3. Policy perspectives in education in pre and post reform period and its implications.

UNIT II

8 hours

1. Critical appraisal of status of UEEDPEP, SSA, and RTE Act 2009 at the national and regional (Punjab) level with reference to enrolment and retention (access enrolment, and retention) & with reference to the equity principles: differentials across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
2. Issues of school dropout, retention, school attendance and disparities in enrolment and achievement across different social groups.
3. Education through community collaboration. Role of School Management Committee (SMC) and School Department Planning.

UNIT III

7 hours

1. Current status of secondary and higher secondary education (national and state level) in terms of enrolment, retention. Present practices, trends and issues in Secondary education of India.
2. Systemic factors influencing the quality and equity in secondary education.
3. Role of various Government sponsored schemes in secondary education. Initiatives of Government: School Management and Development Committee (SMDC) and Rastriya Madhyamik Shiksha Abhiyaan (RMSA) - issues of implementation and success of these programmes.

UNIT IV

8 hours

1. Current status of Higher Education in terms of access, equity and quality at National and State (Punjab) level. Present practices, trends and issues in Higher education at National and State (Punjab) level.
2. Efforts for the expansion of higher education Role of UGC, NAAC in Higher education. Initiatives of the Government, NGOs and Self Help Groups in Expansion of higher education.
3. Policy perspectives in higher education -RUSA: its objectives and implementation.

Suggested Books

- Aggarwal, J. C. (2011). *Development of education system in India*. New Delhi: Shipra Publications.
- Kidwai, A. R. (2010). *Higher education: Issues and challenges*. New Delhi: Viva Books Pvt. LTD.
- Kumar, R., & Kumar, N. (2013). *Higher education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Selvam, S. K. P. (2010). *Perspective on higher education*. New Delhi: APH Publishing Corporation.

Suggested Websites

- https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan
- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf
- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf
- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

SEMESTER- II

Course Title: SOCIOLOGICAL BASES OF EDUCATION

Course Code: MAE521

L	T	P	Credits
3	1	0	4

Learning Outcomes

After the completion of the course the students will be able to

- Differentiate between sociology of education and educational sociology
- Recognize the role of education in social context
- Determine status of education as a sub-system of society
- Research the effect of other sub-systems on education
- Demonstrate national values enshrined in Indian constitution
- Identify different sociological theories in educational context

- Appraise the sociological thoughts of modern sociologists and their implication
- Critique current problems and issues of education in the social context
- Develop an awareness of social diversity and inequality and their impact on educational processes

Unit 1

14 hours

- Educational sociology and sociology of education: Concept and nature, relationship between sociology and education, Education as a social sub system; its characteristics and interrelationships with various other subsystems of the society: home, community, state, religion, polity and culture.
- Social Institutions: Concept types and their functions: family, school and society; Social group: characteristics and types: Primary, secondary and reference groups in context to education

Unit II

14 hours

- Sociological theories and their educational implications: structure functionalist, conflict, symbolic interactionism and postmodernism
- Socialization and education, Education as a process of socialization: role of formal, non-formal and informal agencies, education and culture; Sociological Functions of Education: preservation of culture, transmission of culture, promotion of culture, enculturation and acculturation

Unit-III

16 hours

- Thoughts of Paulo Freire, Pierre Bourdieu and Brasil Bernstein, M.N. Srinivasan, Ivan Illich, Wollstonecraft, Nel Noddings, Mahatma Gandhi, J. Krishnamurthy and Savitribai Phule for education and social change
- National Values as enshrined in the Indian Constitution – Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

Unit IV

16 hours

- Concept of social change, Factors affecting social change process: endogenous and exogenous factors, education as a factor affecting social change; Role of education in the changing society with specific reference to Indian Society: Social mobility with specific reference to Indian Society: westernization, modernization, globalization, Education in diverse social context: multiculturalism and multilingualism
- Social Stratification and its reflections in Indian education system, equalization of educational opportunity, educating the disadvantaged sections and gender equality and identity
- Social movements: concept, theories of social movements: relative deprivation, resource mobilization, political process theory and new social movement theory, Keeping pace between educational change and social change

Transaction mode

Lecture, Seminar, team teaching, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning

Suggested Readings:

- A.R. (Ed.). Sociology of Education A Critical Reader. New York: Routledge.
- Ainsworth, J. (2013). Sociology of education- an A to Z guide. New Delhi: Sage Publications.

- Apple, M.W., et al. (Ed.) (2010). The Routledge International Handbook of the Sociology of Education. London: Routledge. Atlantic Publishers & Distributer Pvt. Ltd.
- Ballantine, J.H., & Hammack, F. M. (2012). The sociology of education- a systematic analysis. Pearson Publications.
- Bhat, M. S. (2013). Educational sociology. New Delhi: APH Publishing Corporation.
- Bhattacharya, S. (2006). Sociological foundations of education. New Delhi: Atlantic
- Bourdieu, P. (1966). The state nobility: Elite schools in the field of power. Cambridge:
- Chandra, S. S., & Sharma, R. K. (2012). Sociology of education. New Delhi: Atlantic
- Coser, L.A. (1996). Masters of Sociological Thoughts Ideas in Historical and Social Context. Jaipur: Rawat Pub. Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Delor, J. (1996). Learning: The Treasure within - Report to UNESCO of the International Commission. Paris: UNESCO.
- Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin Education Commission 1964-66. New Delhi: MHRD.
- Fletcher, R. (1971): The Making of Sociology, Vol. I and II. London: Michael Joseph
- Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). Understanding Classical Sociology - Marx, Durkheim and Weber. London: Sage.
- Illich, I. (1996). Deschooling Society. Marion Boyers, London.
- Jha, J. K. (2002). Basic principles of developmental sociology. New Delhi: Anmol Publications Pvt. Ltd.
- Kumar, K. and Oesterheld, J. (Eds.) (1995). Education and Social Change in South Asia. New Delhi: Orient Longman.
- Lemert, C. (Ed.) (2004). Social Theory The Multicultural and Classical Readings. New Delhi: Rawat Pub.
- Mathur, S. S. (2000). A sociological Approach to Indian Education. Agra : Vinod
- Ministry of Education (1966). Education and National Development. Report of the
- Pal, O. B. (2014). Sociological foundations of education. New Delhi: APH Publishing
- Sadovnik, A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
- Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
- Sharma, Y.S. (2004). Foundations in Sociology of Education, New Delhi: anishkaPub.Distributors.
- Shukla, S. and Kumar, K. (Eds.) (1985). Sociological Perspectives in Education: A
- Siddiqui, M. H. (2014). Philosophical & sociological foundations of education. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2015). Sociological foundation of education. New Delhi: APH Publishing
- Srinivas, M.N. (1995). Social change in modern India. New Delhi: Orient Longman.
- Taneja, V. R. (2012). Socio- philosophical approach to education. New Delhi:
- Tedesco, J.C. (1997). Thinkers on Education (V-1-4). Paris: UNESCO
- Venkataiah, S. (2001). Education culture & society. New Delhi: Anmol Publications.

Suggested Websites

- www.educationworld.com
- www.aera.net
- www.apa.org

Course Title: CONTEMPORARY ISSUES OF EDUCATION

Course Code: MAE522

L	T	P	Credits
3	1	0	4

Learning Outcomes

On completion of the course, the students shall be able to:

- Acquaint with the concept of universalization of elementary and secondary education and higher education in India
- Analyze the impact of liberalization, privatization and globalization (LPG) on education,
- Examine issues related to language, medium of instruction and policy of inclusion in primary, secondary and higher education.
- Evaluate the status of primary, secondary and higher education in India
- Reflect upon the role and functions of different regulatory agencies in higher education

Course Content

UNIT I

15 hours

1. Elementary education: Its status and problems
2. Related issues of universalization of elementary education: provision, enrolment and retention/completion rates in elementary education
3. Programs for achieving the objectives of universalization of elementary education:
 - National program of nutritional support to primary education (NPNSPE) or Mid-day Meals
 - National program of education of girls at elementary Level (NPEGEL)
 - Right to Education Act 2009

UNIT II

15 hours

1. Secondary education: its status, problems and aims of universalization of secondary education with special reference to Punjab
2. Programs for achieving universalization of secondary education: Policies and Status
 - Sarvashikshaabhiyan (SSA)
 - Rashtriyamadhyaamikshikshaabhiyan (RMSA)
 - Kasturba Gandhi Balikavidyalaya scheme (KGBVS)
3. Issues related to vocationalization of secondary education.

UNIT III

17 hours

1. Higher education: its status and problems with special reference to Punjab
2. Issues of access, equity and excellence in higher education
3. Efforts for upgrading the quality of Higher Education through RUSA
4. Role and functions of different regulatory bodies in higher education: UGC, NCTE, NAAC, NIEPA and AICTE

5. Intellectual Property: Intellectual Property Protection (IPP) and Intellectual Property Rights (IPR), World Trade Organization (WTO), World Intellectual Property Organization (WIPO), General Agreement on Tariff and Trade (GATT), Trade Related Intellectual Property Rights (TRIPs), Trade Related Investment Measures (TRIMS) and General Agreement on Trades in Services (GATS), Nuts and Bolts of Patenting, Technology Development/Transfer Commercialization Related Aspects, Ethics and Values in IP.

UNIT IV

13 hours

1. Liberalization, Privatization and Globalization in education
2. Language and medium of instructions: multi-lingualism and multi-culturalism
3. Policy of inclusion -women, minorities, differently abled, SCs and STs
4. PMMMNMTT: Scheme and implementation
5. MOOC and SWAYAM

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Books

- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO. education, Allied Publications, Bombay.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications.
- Kumar, R. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian
- Nayak, A.K. & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.
- NCERT (2005). *National curriculum framework*, New Delhi.
- Nehru, R.S.S. & Rao, N. V. (2014). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.
- Sikka, P. & et.al. (2012). *Education for all: human and resource development in India, national policy and planning for the education sector*. New Delhi: Uppal Publishing House.
- Singh, S.P. & et.al. (2013). *Peace and human rights education*. New Delhi: A.P.H. Publishing Corporation.
- Srivastava, D.S. &Tomar, Monica. (2011). *Elementary education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.

Suggested Websites

- www.developmenteducationreview.com
- <http://vikaspedia.in/education/policies-and-schemes/right-to-education/right-to-education-act>
- <http://aises.nic.in/documents/pdf/reports>
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSAGuidelines022014.pdf
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf

Course Title: HISTORICAL BASES OF EDUCATION

Course Code: MAE523

L	T	P	Credits
3	1	0	4

Learning Outcomes

On completion of the course the students shall be able to;

- Critically examine the ancient, medieval and modern system of education.
- Analyze the impact of ancient educational system on the present educational system.
- Critically evaluate the impact of British educational system on Indian educational system
- Analyze the term of reference of different educational commissions and their impact on education

UNIT I

14 hours

Development of education in ancient India: Vedic, Jainism and Buddhist Period with special reference to aims, admission system, centres of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher.

UNIT II

16 hours

Development of education in medieval India: Islamic and indigenous system of education, education with special reference to aims, admission system, centres of learning, curriculum, methods of teaching, discipline, examination system, role of the teacher.

UNIT III

14 hours

Development of education during British India: Indian Charter Act 1813, Macaulay's minute(1835), Woods dispatch(1854), Hunter education commission(1882), Calcutta University education commission(1917), Sargent report(1944).

UNIT IV

16 hours

Development of Education in Modern India: University Education Commission(1948), Secondary Education Commission(1952-53), Kothari Education Commission(1964-66), National Policy on Education-1968, National Policy on Education 1986, Programme of Action 1992, Knowledge Commission 2005, *Rashtriya Uchchatar Shiksha Abhiyan*(RUSA)-2013, National Education Policy-2016,

Transaction Mode

Workshops, seminars, assignments and group discussion

Suggested Books

- Chand, Tara. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Ellis, Catriona. (2009) "Education for All: Reassessing the Historiography of Education in Colonial India," *History Compass*, (March 2009), 7#2 pp 363–375
- Sen, S.N. (1988), "Education in Ancient and Medieval India", *Indian Journal of History of Science*, 23#1 pp: 1-32, Indian National Science Academy.
- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.

Suggested websites

https://en.wikipedia.org/wiki/Logical_positivism

<http://plato.stanford.edu/entries/logical-empiricism/>

COURSE TITLE: COMMUNITY BASED SERVICE LEARNING

Course Code: MAE525

L	T	P	Credits
0	0	2	1

Service learning is an educational approach for community service. It is a kind of field education to provide real life experiences to the students. The students will improve their ability to apply what they have learnt in 'real world'. One village will be selected for service learning. The duration of fieldwork will be of one-hour duration daily for a period of one month along with the regular time table of the department. Hence, this will be off-campus learning program. During this field work the students will be required to complete the following activities:

- Conduct of group community service project and writing its report
- Carry out community engaged teaching
- Strengthen community relationship through educational dialogue

The above activities will be well documented and submitted to the department for evaluation by each student

Evaluation Criteria: Total- 50Marks

Individual presentation on reflection of activities: 15 Marks

Viva-Voce: 10 Marks

Submission of report: 25 Marks

Course Title: PROPOSAL FOR EDUCATIONAL RESEARCH (PRACTICAL)

Course Code: MAE 526

L	T	P	Credits
0	0	2	1

Learning Outcomes

The students will be able to

- Familiarize with research methods in education
- Get in-depth understanding of steps in conducting educational research
- Prepare a research proposal on any emerging problem in education

Practical

30 hours

1. Uses of data Bases
2. How to write a review?
3. How to identify the gaps in research?
4. Formulation of Hypothesis
5. Selection of suitable design and appropriate approaches of research
6. Criteria for selection of a tool
7. Various referencing styles and practice of APA 6th edition

Criteria of Evaluation (Total Marks-50)

Conduct of Practical- 30 marks

Practical file- 10 marks

Viva-voce- 10 marks

Suggested Readings

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative research for education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S.S., & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publications.
- Guthrie, G.B. (2010). *Basic research methods: an entry to social science research*. New Delhi. Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of behavioral research*. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). *Research methodology*. New Delhi: Sage Publications India Pvt. Ltd.
- Newby, P. (2014). *Research methods for education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of educational research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M. (2013). *Qualitative methods*. U.S.A: Sage Publications, Inc.

- Sharma, J.N. (2011). *Research methodology*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, S.R. (2008). *Methods of educational research*. New Delhi: Anmol Publications.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications Pvt. Ltd.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

Suggested websites

- www.education.com
- www.academia.edu
- www.okstate.edu
- www.aect.org
- www.oxfordbibliographies.com
- www.academia.edu
- www.southalabama.edu

Value Added Course-I

Course Title: PHYSICAL AND MENTAL WELLBEING

Course Code: MAE503

Learning Outcomes:

L	T	P	Credits
1	0	0	1

At completion of the course the students will be able to-

- Conceptualize mental health and its dynamics
- Asses components of wellbeing in various domains
- Apply importance of good physical health
- Analyze different states of emotional wellbeing
- State importance of Yoga in our daily life

UNIT I

3 Hours

1. Mental Health/Hygiene: Concept and Objectives
2. Factors effecting Mental Health

UNIT II

4 Hours

1. Physical Wellbeing: concept and issues related to Health, Fitness and Ageing
2. Characteristic of physically healthy behavior; Exercise and Nutrition

UNIT III

5 Hours

1. Emotional Wellbeing: concept and dimensions of Emotional Intelligence and Resilience
2. Cognitive Wellbeing: concept and role in modern lifestyle - Optimism, Hope and Mindfulness

UNIT IV

3 Hours

1. Yoga: History and Objectives; Guidelines for Yogic Practice
2. Ashtang Yog: Yam, Niyam, Aasan, Pranayam, Pratyahar, Shatkarm, Mudra, Bandh, Dharna and Dhyaan

Suggested Books:

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B.Company.
- Crow, L. D., Crow, & Alinec. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications. Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Thorp, L.P. (1952). *The psychology of mental health*. New York: The Ronald Press Co. Unwin. Watkins, T. R., & Claicut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Watkins, T. R., & Claicut, J. W. (1990). *Mental health*

- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.

Elective-1(Any one of the following)

Course Title: SCHOOL EDUCATION OF THE DISADVANTAGED GROUPS

Course Code: MAE527

Learning Outcomes

L	T	P	Credits
3	1	0	4

After completion of the course the students shall be able to:

- Deconstruct the notion of normalcy and recognize its implications
- Analyze specific forms of interventions to support the students with various labels of disability
- Evaluate the significance of technology in enhancing the capabilities of students with varying levels of ability

Course Content

UNIT I

16 hours

1. Disadvantaged groups: socio- economical and educational
2. Scheduled Caste, Scheduled Tribe, Other Backward Class, language and religious minority as disadvantaged: Constitutional safeguard, educational programme
3. Major strategies for their social, economic empowerment and social justice in present education system.

UNIT II

16 hours

1. Understanding the special needs of students with different types of disability including autism, learning disabilities, hearing impairment, visual impairment, intellectual and developmental disabilities in the inclusive classroom.
2. Identification, Intervention and provision of specialized academic, behavioral and social supports to students with disabilities within the inclusive classroom.
3. Role of parents, teachers and community to promote their education in inclusive set up
4. Use of the instructional and assistive technology to fulfill the diverse needs of students with disabilities.

UNIT III

14 hours

1. Accessible India Campaign and school buildings, Deendayal Disabled Rehabilitation Scheme: Objective, approach and strategies, RCI Act. 1992, PWD Act.1995&RPwD Act. 2016 and education of CWDs, IED &IEDSS

UNIT IV

14 hours

1. Issues related to the school education of disadvantaged groups: Policy of inclusion; multilingualism; multiculturalism; medium of instruction
2. Recognizing the difference between special education and inclusive education in delivery of supports to students with disabilities.

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Books

- Chanda, A. (2015). *Educating children with learning disabilities*. New Delhi: A.P.H. Publications.
- Chanda, A. (2015). *Educating children with special needs*. New Delhi: A.P.H. Publications.
- Dash & Dash. (2009). *Essentials of exceptionality and special education*. New Delhi: Atlantic Publications.
- Dash, M. (2012). *Education of Exceptional Children*. New Delhi: Atlantic Publications.
- Harvard Education Press.
- Jame, W. (2005). *Special education and social development*. New Delhi: Anmol Publications.
- Mangal, S.K. (2014). *Educating exceptional children*. New Delhi: PHI Learning Pvt. Ltd.
- Mitchell, D. (2014). *What really works in special and inclusive education*. New York: Routledge Publications.
- Peer, Lindsay & Reid, G. (2012). *Special educational needs*. London: Sage Publications.
- Rose, D. A., Meyer, A. & Hitchcock, C. (2005) *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA:
- Smith, T.E.C. & et.al. (2013). *Teaching students with special needs in inclusive settings*. New Delhi: PHI Learning Pvt. Ltd.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Turnbull, A. et. al. (2013). *Exceptional lives: special education in today's school*. U.S.A.: Pearson Education Ltd.
- Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative*
- Valle, J. W. & Connor, D. J. (2011). *Rethinking disability: A disability studies*
- Werts, M. G & et. al. (2011). *Fundamental of special education*. New Delhi: PHI Learning Pvt. Ltd.

Suggested web sites

- www.cerebralpalsy.org
- www.autism.com

- www.education.com
- www.helpguide.org
- www.napcse.org
- www.naset.org
- www.ncert.nic.in

Course Title: TEACHER AND TEACHING

Course Code: MAE528

L	T	P	Credits
3	1	0	4

Learning Outcomes

On the completion of the course, the students shall be able to:

- Acquaint with the meaning, nature and objectives of teacher education
- Analyze the role of different agencies for the development of teacher education
- Justify teaching as a profession and code of professional ethics of teachers and teacher educators
- Critically examine the growth and development of teacher education in pre and post-independence period
- Develop understanding about the research trends in teacher education

UNIT I

12 hours

1. Teacher education: Concept, nature and scope, Aims and objectives of teacher education at different levels: elementary, secondary and higher
2. Historical development of Teacher Education during Vedic, Buddhist, Muslim and British Period
3. Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching,

UNIT II

16 hours

1. Historical development of Teacher Education during Post-Independence Era: University Education Commission-1948-49, Secondary Education Commission-1952-53, NCERT-1961, The Education Commission-1964-66, The National Commission on Teachers-1983, National Policy on Education-1986, Acharya Ramamurthy Review Committee-1990, Yashpal Committee Report-1993, NCTE-1995, National Knowledge Commission 2005, NCF 2005 and Justice Verma Committee-2011-12.
2. National Curriculum framework for Teacher Education 2009.

UNIT III

16 hours

1. Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models
2. Approaches to teacher education: Consecutive & integrated, face to face & distance mode, pre service & in-service
3. Institutions and agencies of teacher education at:
 - National Level (MHRD, UGC, NCTE and NCERT)

- State Level (SCERT, IASE, CTE and RIE) and District Level (DIET)

UNIT IV

16 hours

1. Meaning, nature, scope and significance of Profession, Teaching as a profession
2. Code of professional ethics of teachers and teacher educators
3. Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education
4. Research trends and Innovation in Teacher Education

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Books

- Aggarwal, J.C. (1973). Landmarks in the History of Modern Indian Education. New
- Chattopadhyaya, D. P. (1985). The teacher and society: Report of national commission on teachers. New Delhi: S. Chand & Co.
- Garg, I. (2014). Teacher education: New Delhi: APH Publishing Corporation.
- Kumar, T. P. (2010). Teacher education. New Delhi: APH Publishing Corporation
- MHRD (1986). National Policy on Education – 1986 (with Modifications Undertaken
- MHRD (1995). The Teacher and Society, Chattopadhyaya Committee Report (1983-
- Ministry of Education (1966). Education and National Development. Report of the
- Mohanty, J. (2008). Teacher Education. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). Report of the Secondary Education Commission 1952-53.
- Mukherjee, S.N. (Ed.) (1968). Education of Teachers in India (Vols. 1 &2). New
- NCERT (2004). Curriculum Framework for Teacher Education. Author, New Delhi.
- NCERT (2006a). National Curriculum Framework–2005. New Delhi: NCERT.
- NCERT (2006c). Teacher Education for Curriculum Renewal. New Delhi: NCERT.
- NCERT (2008). Sixth Survey of Research in Education Vol - II. New Delhi: NCERT.
- NCTE (1998a). Policy perspectives in Teacher Education: Critique & Documentation.
- NCTE (1998b). Curriculum Framework for Quality Teacher Education. New Delhi:
- NCTE (2009). National Curriculum Framework for Teacher Education Towards NCTE. New Delhi: NCERT.

Suggested Websites

- www.education.indiana.edu
- www.getintoteaching.education.gov.uk
- www.ncert.nic.in
- www.ncte-india.org
- www.teal.ed.gov
- www.ue.edu.pk
- www.mhrd.gov.in
- www.instructionaldesign.org
- www.learningandteaching.info
- www.cluteinstitute.com

Inter-disciplinary Courses (For other departments)

Course Title: UNDERSTANDING EDUCATION

Course Code: MED529

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

- Acquaint with the nature of education as a discipline/ an area of study
- Analyze issues related to education as interdisciplinary knowledge
- Examine the theories and basic concepts of education drawn from different schools of Philosophy.
- Reflect upon the concerns arising from the vision of great educators.
- Critically analyze the theories and basic concepts of education drawn from modern schools of Philosophy.

UNIT I

7 hours

1. Philosophical Foundations of Education: Meaning, scope of Philosophical basis of Education, Branches of Philosophy: Metaphysics, Epistemology & Axiology and their Educational implications.
2. Historical foundations of Education: Development of concept of education in different periods of time such as Vedic, Medieval, Buddhist, British and modern times.
3. Psychological foundations of education:

UNIT II

8 hours

1. Indian schools of Philosophy: Samkhya, Vedanta, Buddhism and Jainism. Education Implications of these schools with special reference to the concept of Knowledge, reality & values, methodology, pupil- teacher relationship, discipline, basic tenets, aims, objectives and curriculum.
2. Contributions of Mahatma Gandhi, Rabindranath Tagore Dr. Radha Krishnan and GijuBhai, to Educational Thinking.

UNIT III

7 hours

1. Western schools of Philosophy: Idealism, Realism, Pragmatism and Existentialism. Educational implications of these schools with special reference to basic tenets, aims, objectives, curriculum, methodology, teacher pupil relationship & discipline.
2. Contributions of John Dewey, Paulo Freire, Evan Illich and Plato to educational thinking.

UNIT IV

8 hours

1. Modern schools of Philosophy: Logical Analysis, Logical Empiricism & Positive Relativism.
2. Humanism and Marxism with Special Reference to the Concept of Knowledge, Reality and Values and their Educational Implications.

Transaction Mode

Workshops, seminars, assignments and group discussion

The students may undertake any one of the following activities:

Readings of original texts of John Dewey, Paulo Freire, Evan Illich and Plato

Suggested Books

- Bailey, Richard.,&et. al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chand, Tara. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Ozmon, H. A. (2012). *Philosophical foundations of education*. New Jersey: Pearson Publication.
- Pathak, R. P. (2007). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors (P) LTD
- Siddiqui, M. H. (2014). *Philosophical and sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K., &Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U. C., &et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

Suggested websites

https://en.wikipedia.org/wiki/Logical_positivism

<http://plato.stanford.edu/entries/logical-empiricism/>

Course Title: ASSESSMENT OF LEARNING**Course Code: MED530**

L	T	P	Credits
2	0	0	2

Learning Outcomes

After completion of the course students will be able to:

- List out the various quantitative and qualitative tools used in assessment
- Define technical terms related to Measurement, Assessment and Evaluation
- Identify various cognitive, affective and psychomotor learning outcomes
- Explore the scope of ICT in teaching and assessment.
- Differentiate between formative and summative evaluation
- Distinguish between self assessment and peer assessment
- Explore the usage of online, e-assessment, open book examination
- Discuss the characteristics of a good tool
- Explore the usage of rubrics, portfolio and reflective diary in assessment
- Analyse the tools and techniques of measurement, evaluation and assessment

UNIT I**7 hours**

- Concept of measurement, assessment and evaluation
- Assessment of cognitive, affective and psychomotor learning

UNIT II**8 hours**

- Qualitative and quantitative methods of classroom evaluation
- Formative and summative evaluation
- Self-assessment and peer assessment
- Continuous and Comprehensive Evaluation

UNIT III**7 hours**

- Purpose of reporting
- Test items types: essay, short answer and objective
- Diagnostic test- its uses

UNIT IV**8 hours**

- Use of test, check list, interview schedule, rating scale
- Use of Rubrics, Portfolios and reflective diaries
- Use of computers in Evaluation
- Web Resources for Effective evaluation of Teaching & Learning Processes,
- Online Test, E- Assessment, Open book examination

Suggested Readings

- Aiken, L.R. (1985). *Psychological testing and assessment*. Boston: Allyn and Bacon.
- Anastasi, A. (1988). *Psychological testing*. New York: The McMillan Company.
- Ebel, R.L., & Frisbel, D.A. (1986). *Essentials of educational measurement*. New Delhi: Prentice Hall.
- Edwards, A. L. (1957). *Techniques of attitudes scale construction*. New York
- Freeman, F. S. (1965). *Theory and practice of psychological testing*. New York: Rinehart and Winston,
- Pophan, W. J. (1988). *Educational evaluation*. New Delhi: Prentice Hall.

- Sharma, R. A. (2007). *Essentials of measurement in education and psychology*. Meerut: Surya Publications

Course Title: MENTAL HEALTH EDUCATION

Course Code: MED531

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

- Understand the concept of mental health and hygiene
- Explain the process of defense mechanism and associated concepts
- Identify various categories of disturbed behaviour
- Develop awareness of positive health and well-being
- Understand the concept of adjustment and how to manage stress

Course content

UNIT I

7 hours

1. Mental Health/Hygiene: Concept, Principles and Objectives; Factors effecting Mental Health; Mental Health problems- Anxiety and Frustration
2. Key debates and social aspect of Mental Health: Adjustment vs Maladjustment, Social Media and Mental Health, New technologies and mental health issues
3. Characteristics of a Healthy Personality

UNIT II

7 hours

1. Topographical Structure of Psyche and Ego Defense Mechanisms: Projection, Denial, Distortion, Acting Out, Fantasy, Rationalization, Regression, Repression, Reaction Formation, Isolation, Withdrawal, Sublimation, Humor, Acceptance, Anticipation.
2. Mental Health issues at various levels of development: adolescents and adults

UNIT III

8 hours

1. Various Disorders and their characteristics- personality disorders, anxiety disorders and substance related addictive disorders.
2. Nature and causes of behavioral problems among underachieving students. Student's indiscipline in higher education institutions: types, causes and remedies- bullying, truancy, and dropout.

UNIT IV

8 hours

1. Building Resilience, Coping Strategies for self-management
2. Stress Management for students; Development of Life Skills among students

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Books

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: Allynand Bacon.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B.Company.
- Crow, L. D., Crow, & Alinec. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claicut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

SEMESTER-III

Course Title: ICT INTEGRATION IN TEACHING

Course Code: MAE551

L	T	P	Credits
3	1	0	4

Learning Outcomes

Learning Outcomes

After the completion of the course the students will be able to:

- Explain the nature, scope and importance of Educational technology and ICT
- Develop basic skills in using the application software for creating documents, database, presentation and other media applications.
- Use e- learning tools in teaching learning, training and research
- Share information and ideas through the Blogs and Chatting groups.
- Explore the research studies available on different on-line platforms.
- Analyse the social, ethical, and legal issues related to technology

UNIT I

.Course Content

UNIT I

14 hours

- Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & 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 and Vygotsky
- Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups)

UNIT II

14 hours

- Models of teaching: Families and Elements of Teaching model. Glaser's basic teaching model, Inquiry training model, Inductive thinking model and Concept attainment model.
- Programmed instructional material- Concept, Types-Linear, Branching and Mathetics and development of instructional material: MOOC and e content.
- Systems Approach to Instructional Design, Models of Development of Instructional Design- ADDIE, ASSURE, Dick and Carey Model Mason's, Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT and Artificial Intelligence

UNIT III

16 hours

- e- Learning: Meaning, concept and applications in and out of classroom.
- Blended Learning, Cooperative and Flipped Learning

- Emerging Trends in e- learning: Concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing and discussion forum, Open Education Resources: Creative Common, 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. Ethical Issues for E Learner and E Teacher – Teaching, Learning and Research

UNIT IV

16 hours

- Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- Plagiarism: Definition, search engines, regulations, policies and documents/thesis/manuscripts checking through software, knowing and avoiding plagiarism during documents/thesis/manuscripts/scientific writing.
- Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research – Online Repositories and Online Libraries, Online and Offline assessment tools – Concept and Development.

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Readings

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N. Y.
- Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Kumar, T. P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.

- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
- Orey et.al.(2009). *Educational media and technology*. New York: Springer Science Business Media.
- Parmaji, S. (1994): ICT in Distance Education, New Delhi: Sterling Publishers.
- Purayil, A. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.
- Sankhala, D. P. (2014). *Educational technology*. New Delhi: Adhyayan Publishers and Distributors.

Course Title: CURRICULUM PLANNING, DESIGNING AND DEVELOPMENT

Course Code: MAE552

L	T	P	Credits
3	1	0	4

Learning Outcomes

After completion of the course students will be able to:

- Explain the concept and bases of curriculum development
- Analyze the principles and different models of curriculum development
- Examine the processes involved in the curriculum development process
- Differentiate different types of curriculum designing and its application
- Develop skills to evaluate different types of curriculum

Course Content

UNIT I

15 hours

1. Concept and Principles of Curriculum, Strategies of Curriculum Development, Stages in the Process of Curriculum development
2. Foundations of Curriculum Planning - Philosophical Bases , Sociological basis and Psychological Bases
3. Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development
4. Choice Based Credit System and its implementation

UNIT II

15 hours

1. Principles for curriculum development: Activity centered, Community centered, forward looking principle, Principles of integration, Balance, Relevance, flexibility, Contextually and plurality
2. Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots

Model), The Taylor Model, Non- Scientific/Non-Technical/Humanistic Models: The Glathorn's Naturalistic Model and Weinstein and Fantini Model

UNIT III

15 hours

1. Types of Curriculum Designs- Subject centered, Learner centered, Experience centered, problem centered and Core curriculum. Designing Local Specific Curriculum
2. Designing Curriculum: Selection and Organization of learning experiences; Components of Design, Sources of Design; Conceptual framework: Horizontal and vertical relationship; dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance.
3. 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 IV

15 hours

1. Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative
2. Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model
3. Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion, rating scale etc.

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Readings

- Aggarwal, J. C. (1990). *Curriculum reform in India- World overviews*. Doaba World
- Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
- NCERT (1976). *The curriculum for the ten-year school: A framework*. Reprint
- NCERT (1984). *Curriculum and evaluation*. NCERT, New Delhi.
- NCERT (1988). *National curriculum for elementary and secondary education*.
- NCERT (2000). *National curriculum framework for school education*. NCERT.
- NCERT (2005). *National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Nehru, R. S. S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman

- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
- Rao, V. K. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
- Taba Hilda (1962). *Curriculum Development: Theory and practice*. New York,
- Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
- Tanner, D. & Tanner, L. N. (1980). *Curriculum development. Theory into practice*. New Delhi.
- Veer, U. (2014). *Modern teaching and curriculum management*. New Delhi: Anmol publication.
- Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice*. Pearson publication.
- Zais, R. S. (1976). *Curriculum: Principles and foundations*. New York: Harper & Row.

Course Title: EDUCATIONAL GUIDANCE AND COUNSELLING

Course Code: MAE553

L	T	P	Credits
3	1	0	4

Learning Outcomes

The students will be able to:

- Understand the concept, nature and purpose of guidance and counseling
- Develop skills to provide guidance and counselling to underachievers and students with special abilities
- To identify a typical development pattern in a particular socio-cultural context and providing guidance accordingly
- Develop skills for guidance and counselling in secondary schools

Course Content

UNIT I

16 hours

1. Concept and Purpose of guidance: Self-understanding, self-discovery, self-reliance, self-direction, self-actualization.
2. Individual and group guidance; advantages of group guidance and personal guidance with special emphasis on problems of adolescents related with family and school.
3. Group guidance techniques: Career talk, orientation talk, group discussion, career conference, career corner.
4. Nature and causes of behavioral problems among underachieving students. School discipline problems, bullying, drug abuse, truancy, and dropout.

UNIT II

14 hours

1. Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic)
2. Approaches to counselling – Cognitive- Behavioural (Albert Ellis – REBT) & Humanistic, Person-centered Counselling (Carl Rogers) – Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)
3. Areas of counseling: Vocational counseling, family counseling, parental counseling, adolescent counseling, counseling of girls Peer counseling
4. Skills, qualities and Professional ethics of an effective counselor

UNIT III

16 hours

1. Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services,
2. Role of teachers and other personnel's in school guidance programme

UNIT IV

14 hours

1. Concept and identification process of students with special abilities, Guidance for gifted and creative students, socially and economically disadvantaged students, physically and intellectually challenged students and delinquent students.
2. Developing coping skills: nature of stress and its causes and consequences
3. Case approach to guidance

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Books

- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). *Guidance and career counselling*. New Delhi: A.P.H. Publishing Corporation.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Pal, O. (2011). *Educational and vocational guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.

- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.

Suggested Websites

- <http://www.counselling-directory.org.uk>
- www.psychologytoday.com
- <http://qu.edu.iq/eduw/wp-content/uploads>
<https://www.csbsju.edu/psychology/student-resources/issues>

Course Title: STATISTICAL METHODS IN EDUCATION

Course Code: MAE554

L	T	P	Credits
3	1	0	4

Learning outcomes

After completion of the course students will be able to:

- Explain the meaning of statistics and its uses in educational context
- Compute problems related to measures of central tendency and variability
- Interpret the significant difference between two sets of independent and correlated samples
- Test the hypotheses based on sample statistics
- Solve problems based on non-parametric statistics and their interpretation

Course Content

UNIT 1

16 hours

1. Concept of statistics, relevance in education, parametric and non-parametric data; scales of measurement; Graphical representation of data: histogram, frequency polygon, ogive and pie chart;
2. Measures of Central Tendency: Concept, computation and interpretation.

UNIT II

14 hours

1. Measures of variability: Concept, computation and interpretation.
2. Normal probability curve: Concept, application and interpretation.
3. Significance of mean and difference between means: Concept, computation and interpretation of significance of t-test

UNIT III

16 hours

1. Correlation: Concept, types, computation and interpretation- Product Moment, Rank Order. Multiple correlation
2. Biserial, Point Biserial, Phi, Contingency, Tetra choric correlation; their assumptions, computation and interpretation; regression and prediction.

UNIT IV

14 hours

1. ANOVA(One-way), ANCOVA: Concept, computation and interpretation,
2. Chi square: concept, computation and interpretation (equal and normal probability).

Projects/ Term paper

- Computation of above mentioned methods using excel or SPSS
- Application of all statistical techniques using hypothetical data provided by teacher.

Transaction Mode

Group discussion, lecture, dialogue, team teaching, peer learning, problem solving, mobile teaching, cooperative learning.

Suggested Readings

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- Agarwal, B.L. (2013). *Basic statistics*. New Delhi: New age International (P) Limited Publishers.
- Anastasi, A. & Urbina, S. (2014). *Psychological testing*. New Delhi: PHI Learning Private Limited.
- Best, J.W., & Kahn, J. W. (2006). *Research in education*. New Delhi: PHI Learning Private Ltd.
- Ferguson, G.A.(1971). *Statistical analysis in psychology and education*. Kogakusha, Tokyo: McGraw-Hill.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). *Educational research an introduction*. Pearson Publications.
- Garrett, H.E. (1971). *Statistics in psychology and Education*. New Delhi: Paragon , International Publisher.
- Gregory, R. J. (2014). *Psychological testing: History, principles and applications*. New Delhi: Pearson.
- Guilford, J.P. &Fruchter, B. (1981). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.
- Gupta, S. (2010). *Research methodology and statistical techniques*. New Delhi: Deep &Deep Publications Pvt. Ltd.
- Koul, L. (2009). *Methodology of educational research*. Noida: Vikas Publishing House Pvt. Ltd.
- Majumdar, P. K. (2010). *Applied statistics*. New Delhi: Rwa Publisher.
- Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice-Hall of India Private Limited
- Medhi, J. (2014). *Statistical methods- an introductory text*. New Delhi: New Age International (P) Ltd. Publishers.
- Mohanty, P.K., & Patel, S. K. (2016). *Basic statistics*. New Delhi: Scientific Publishers.
- Reynolds, C. R., Livingston, R. B., &Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.

- Sabo, R., & Boone, E. (2013). *Statistical research methods- a guide for non-statistician*. Springer Publications.
- Seigel. S. & Castel Ian N.J. (1988). *Non-parametric statistics for the Behavioral Science*. Singapore: Graw- Hill Book Co.

Course Title: ACADEMIC WRITING SKILLS (PRACTICAL)

Course Code: MAE555

L	T	P	Credits
0	0	2	1

Learning Outcomes

On the completion of the course, the students shall be able to:

- Familiarize with the meaning, nature and importance of academic writing
- Analyze the relevance of reading and writing in their life
- Develop the skill of writing academically
- Experience the process of writing and publication

Course Content

30 hours

1. Academic Writing-Meaning and types of academic writing, Challenges in Academic Writing,
2. Review of books and articles
3. Publication Process-Journals – submission, review, revision, Books – manuscript presentation, review, editing, Acceptance for Publication: revision, editing, proofing, and printing
4. Citation, Indexing, Impact Factor, Web of Science, SCOPUS and other indexing agencies, Google Scholar, Research Gate, H-Index, I-10 Index etc.
5. Referencing Style

Evaluation Criteria (Total Marks 50)

Conduct of Practical- 30 marks

Practical file- 10 marks

Viva-voce- 10 marks

Web Resources

<http://www.scopus.com/>

<https://scholar.google.co.in/>

<http://thomsonreuters.com/en/products-services/scholarly-scientific-research/scholarly-search-and-discovery/web-of-science.html>

<http://www.researchgate.net/>

<http://www.apastyle.org/>

Elective (Any one of the following)

Course Title: WOMEN EDUCATION

Course Code: MAE556

L	T	P	Credits
3	1	0	4

Learning Outcomes

The students will be able to

- Conceptualize various aspects of women education
- Acquaint with the need of women and girl education
- Reflect upon the current status of women in society
- Analyze about the prevalence and ways for eradication of various social evils related to women in the society

Course Content

UNIT I

16 hours

1. Women Education: Meaning, need and scope, Transition of status of women through ages
2. Girl child education: Need, facilities, policies, present and futuristic plans of girl child education, Problems in educating girl child, drop out: meaning and causes, Social aspects influencing girl education: Subject choice, attitude and expectations of school and society.
3. Physical, mental, emotional and social development of girls during different stages of life,
4. Review of various programs especially designed for women, NPE and Women, *Mahila Samakhya*

UNIT II

14 hours

1. Women empowerment: Concept, indicators, ways for empowering the women and impact of self-empowerment on women, cognitive and non-cognitive aspects for self-empowerment of women, self- help groups
2. Socio-psychological determinants of women education, Education of women of minority communities
3. Women's rights: Right to education, work, property, maintenance, equality, right against exploitation

UNIT III

16 hours

1. Issues related to women: Bigamy, dowry, Violence, glass ceiling, rape, exploitation at work, extra marital affair and NRI deserted wives
2. Domestic violence: Meaning, types, causes and ways to avoid domestic violence
3. Female feticides, infanticide, early child marriage and girl child labor
4. Need, ways to achieve quality of life of women; social justice and empowerment

UNIT IV

14 hours

1. Role of media in changing the status of women, women and modernization, women entrepreneurship, Representation of Women's role in textbooks and media sources.
2. Research in women education: Areas, literature and trends
3. Reflections on the contribution of Kalpana Chawla, Mother Teresa, and Amrita Pritam

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Books

- Rao, B. (2008). Women Education. Discovery Publication: New Delhi.
- Singh, U.K et.al. (2005). Women Education. Common Wealth Publishers: New Delhi.
- Tripathy S.N.(2003). Women in Informal Sector. Discovery publishing house: New Delhi.

Course Title: INCLUSIVE EDUCATION

Course Code: MAE557

L	T	P	Credits
3	1	0	4

Learning Outcomes

After completion of the course the students shall be able to:

- Understand the historical development of inclusive education in India
- Analyze the various suggestions given by different recent commissions on education of children with disabilities for realizing the concept of universalization of education
- Explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways
- Evaluate various educational intervention programs for meeting the needs of diverse learners

Course Content

UNIT I

14 hours

1. Inclusive education: Meaning, genesis and scope of inclusive education
2. Distinguishing the medical and social models of disability, deconstructing special education, examining the practice of labeling, social, psychological and educational contexts of inclusion
3. Historical developments of special and inclusive education in the education of students with disabilities in India

UNIT II

16 hours

1. Commission Reports and Activities in Inclusive education:

2. Universalization of education as per constitutional provision; recommendations given in NPE 1986, POA, 1992 and PWDs (Persons with Disabilities Act) 1995 and National Trust Act 1999, National Policy for the Person with Disabilities 2006, Rights of Persons with Disabilities Act 2016
3. Role of Rehabilitation Council of India in mainstreaming the “special category” learner with reference to RCI Act 1992.
4. Implementation of IED under SarvaShikshaAbhiyan; Implications of RTE Act, 2009; NCF-2005, NCTE 2014
5. Future of inclusive education in India

UNIT III

14 hours

1. Framework for Inclusive Pedagogy:
2. The premises of universal design for learning
3. Principles of differentiated instruction and assessment
4. Capacity building of teachers for inclusive education
5. Use of technology to support diverse learning needs

UNIT IV

16 hours

1. Collaborative teaching-learning
2. Community participation
3. Facilitating peer relations
4. Parent counseling
5. Preparing individualized educational plan

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Books

- Chanda, A. (2015). *Educating children with learning disabilities*. New Delhi: A.P.H. Publications.
- Chanda, A. (2015). *Educating children with special needs*. New Delhi: A.P.H. Publications.
- Dash & Dash. (2009). *Essentials of exceptionality and special education*. New Delhi: Atlantic Publications.
- Dash, M. (2012). *Education of Exceptional Children*. New Delhi: Atlantic Publications.
- Jame, W. (2005). *Special education and social development*. New Delhi: Anmol Publications.
- Mangal, S.K. (2014). *Educating exceptional children*. New Delhi: PHI Learning Pvt. Ltd.
- Mitchell, D. (2014). *What really works in special and inclusive education*. New York: Routledge Publications.

- Peer, Lindsay & Reid, G. (2012). *Special educational needs*. London: Sage Publications.
- Rose, D. A., Meyer, A. & Hitchcock, C. (2005) *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA: Harvard Education Press.
- Smith, T.E.C. & et.al. (2013). *Teaching students with special needs in inclusive settings*. New Delhi: PHI Learning Pvt. Ltd.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Turnbull, A. et. al. (2013). *Exceptional lives: special education in today's school*. U.S.A.: Pearson Education Ltd.
- Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.
- Valle, J. W. & Connor, D. J. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. New York, NY: McGraw Hill.
- Werts, M. G. et. al. (2011). *Fundamental of special education*. New Delhi: PHI Learning Pvt. Ltd.

Suggested websites

- www.cerebralpalsy.org
- www.autism.com
- www.education.com
- www.helpguide.org
- www.napcse.org
- www.naset.org
- www.ncert.nic.in

INTER-DISCIPLINARY COURSES

Course Title: TEACHING PROFICIENCY

Course Code: MED513

L	T	P	Credits
2	0	0	2

Learning outcomes

After completion of the course students will be able to:

- Explore the different techniques of classroom management
- Explain phases of teaching
- Describe maxims of teaching
- Illustrate concept of 5E model in teaching
- Demonstrate different skills of teaching
- Integrate ICT in classroom transactions
- Analyze different pedagogical skills and assessment techniques
- Differentiate among Pedagogy, Andragogy, Heutagogy and Peeragogy

UNIT I**7 hours**

- Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centered, and learner-centered, Levels of Teaching and Phases of Teaching, Characteristics of effective teaching
- Classroom Management: Meaning, principles, handling large and small classes. Techniques of classroom management.
- Motivation: Meaning, nature and types, Factors affecting motivation.

UNIT II**8 hours**

- Engagement: Concept, types and techniques of engaging the learners
- Exploration: Concept and need, techniques of exploration in the class
- Explanation Skill: Techniques of an effective explanation
- Elaboration skill
- Evaluation as a skill: Class room evaluation techniques, performance of learner and teacher
- Questioning skill: Types of questions, framing and asking a good question

UNIT III**7 hours**

- Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process.
- Flipped and Blended learning
- Web based teaching and learning, social networking sites., Virtual Laboratories and Digital Libraries.

UNIT IV**8 hours**

- Pedagogy, Andragogy, Heutagogy and Peeragogy: Meaning and concept types, use of various pedagogies in teaching
- Integrated Approach to Evaluation Grading system, meaning and types mechanism of grading system, Problems of grading system, Consistency in grading system, Interpretation of Grades
- Semester system, continuous assessment, portfolio assessment, question bank
- Choice Based Credit System

Transaction mode

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested Readings

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.

- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 21st century School*. U.S.A.: Sage Publications.
- Sharma, R. N., & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.

Suggested Websites

- | | |
|--|--|
| 10. wiki.eveuniversity.org | 14. www.edutopia.org |
| 11. www.adprima.com | 15. www.eveuniversity.org |
| 12. www.apa.org | 16. www.facultyfocus.com |
| 13. www.crlt.umich.edu | 17. www.reddit.com |
| | 18. www.theteachersguide.com |

Course Title: ISSUES AND CONCERNS IN EDUCATION

Course Code: MED514

L	T	P	Credits
2	0	0	2

Learning outcomes

The students will be able to:

- Critically analyze the current status of education at all levels (access, enrolment, and retention) with reference to the equity principles: differentials across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- Reflect on the various policies and programs of education at all the levels of education

Course Content

UNIT I

7 hours

1. Educational Development in India: Achievement in the educational expansion and development in Post-Independence period.
2. Emerging challenges and issues in current educational system in terms of access, equity and quality of education at all the levels of education with reference to gender, regional and disadvantaged groups.
3. Policy perspectives in education in pre and post reform period and its implications.

UNIT II

8 hours

1. Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: Differentials across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
2. Issues of school dropout, retention, school attendance and disparities in enrolment and achievement across different social groups.

UNIT III

7 hours

1. Current status of secondary education in terms of enrolment, retention. Present practices, trends and issues in Secondary education of India.
2. Systemic factors influencing the quality and equity in secondary education.
3. Role of various government sponsored schemes in secondary education, initiatives of government District Primary Education Programme (DPEP), SarvaShikshaAbhiyan (SSA) and RastriyaMadhyamikShikshaAbhiyaan (RMSA) - issues of implementation and success of these programmes.

UNIT IV

8 hours

1. Current status of higher education in terms of access, equity and quality, present practices, trends and issues in higher education of India.

2. State efforts for the expansion of higher education- Role of UGC, NAAC in Higher education. Initiatives of the government, NGOs and Self Help Groups in Expansion of higher education.
3. Policy perspectives in higher education, RUSA- its objectives and implementation.

Suggested Books

- Aggarwal, J. C. (2011). *Development of education system in India*. New Delhi: Shipra Publications.
- Kidwai, A. R. (2010). *Higher education: Issues and challenges*. New Delhi: Viva Books Pvt. LTD.
- Kumar, R., & Kumar, N. (2013). *Higher education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Selvam, S. K. P. (2010). *Perspective on higher education*. New Delhi: APH Publishing Corporation.

Suggested links

- https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan
- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf
- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf
- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- <file:///C:/Users/BEST%20BUY/Downloads/582-1425-1-PB.pdf>
- https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

SEMESTER-IV

Course Title: EDUCATIONAL MANAGEMENT AND LEADERSHIP

Course Code: MAE571

L	T	P	Credits
3	1	0	4

Learning Outcomes

After the completion of the course the students will be able to:

- Explain the concept and importance of administration, management and leadership at various levels of education
- Describe managerial functions of Educational Administrator
- Design appropriate personnel management strategies for the recruitment and retention of staff.
- Critically analyze the recent trends and challenges in educational administration, management and leadership

- Develop institutional policies and practices consistent with emerging trends in higher education
- Apply the dynamics of the change management and be able to lead change in college and university settings
- Critically examine the defects in the present leadership system.
- Resolve issues of leadership and administration exercising various leadership approaches.
- Integrate personal and professional ethics in all aspects of the leadership practice.

Course Content

Unit I

14 Hours

1. Educational management: meaning, nature and scope.
2. Functions of Educational management: Planning, organizing, staffing, controlling and directing, Challenges for an educational administrator, role and skills of teachers in educational management.
3. Concept of Quality and Quantity in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management and SWOT analysis.

Unit II

16 Hours

1. Recent Trends in Educational management: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy.
2. Means of Ensuring Accountability in Educational management. Qualities of an Effective Educational manager
3. Educational Management and Administration : Management as a system Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development and Organizational climate

Unit III

16 Hours

1. Concept of Quality and Quantity in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad
2. 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 and Cost Benefit Analysis
3. Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives .National Assessment Accreditation Council , Performance Indicators, Quality Council of India , International Network for Quality Assurance Agencies in Higher Education

Unit IV

14 Hours

1. Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic

2. Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model and Leader-Member Exchange Theory
3. Leadership Styles: Democratic, Authoritative and Laissez- Faire

Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Suggested Readings

- Bell & Bell (2006): Education, Policy and Social Class. Routledge.
- Bottery Mike (ed.) (1992): Education, Policy & Ethics. Continuum, London.
- Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
- Bush, Tony. (2010)Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications, Davies, Brent and Burnham,
- J. W. (2003) Handbook of Educational Leadership and Management, New Delhi:Pearson Education
- Kochhar. S.K. (2011).School Administration & Management Sterling Publishers Pvt.Ltd; Revised & Enlarged edition.
- Mohanty, J. (2007)Educational Administration, Supervision and School Management, New Delhi:Deep and Deep Publications,
- Mukhopadhyay, M. (2005): Total quality management in education. New Delhi: Sage Publications.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Naik, J.P. (1982): The Educational Commission & After. New Delhi: Allied.
- Sharma, S. L. (2009) Educational Management: A Unified Approach of Education, New Delhi: Global India Publications Pvt. Ltd.

Course Title: YOGA FOR PHYSICAL WELL BEING (PRACTICAL)

Course Code: MAE572

L	T	P	Credits
0	0	2	1

Learning Outcomes:

At completion of the Practical, the students would be able to-

- Create Interest for Yogic Practices and Meditation
- Perform Yogic practices with proficiency
- Actively participate in Sports and Games
- To make a report on Sports facilities/Counselling Centers
- Manage Stress and Develop Resilience through Meditation

Course content

Any Three of the following 30 hours

1. Pranayamandiyogasanas
2. Meditative Practice, art of living/brahmakumaris, vipashna and transcendental meditation etc.
3. Team Sports: Cricket, Kho-Kho, Badminton, Volley Ball, Football, Table Tennis
4. Visit to a Local Stadium/Yoga Center/Counselling Center/Sports Facility and prepare a Report

Evaluation Criteria: Total Marks 50

1. Practical Record: 10 Marks
2. Field Performance: 30 Marks
3. Viva-Voce: 10 Marks

Course Title: SEMINAR

Course Code: MAE544

L	T	P	Credits
0	0	2	1

Learning Outcome

The course will enable the students to:

1. Give presentation on the selected theme
2. Acquire ability to utilize appropriate techniques of presentation.
3. Develop critical thinking and reasoning

Course content

Seminar on contemporary educational issues and challenges

Evaluation criteria- Total 50 marks

Topic selection- 10 marks

Presentation- 20 marks

Students' interaction- 10 marks

Usage of appropriate mode- 10 marks

Course Title: PROJECT

Course Code: MAE599

L	T	P	Credits
0	0	12	6

Learning Outcome

The course will enable the students to:

- Conduct research independently on educational problems.
- Develop analytical and logical thinking in the process of conducting research.
- Understand the implications of educational research in generating new knowledge

Evaluation: As per university guidelines

Course title: ECLECTICS OF EDUCATION

Course code: MAE 573

L	T	P	Credits
0	2	0	2

Learning outcomes

The students will be able to:

- To develop the thinking of students from memory level to reflective level
- Analyze the various sociological, political, economic and ideological forces influencing the process of education
- Apply critically the perspectives of education in the society

Course content:

Unit-I:

7 hours

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

Unit-II:

8 hours

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, NelNoddings and SavitribaiPhule) 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-III:

7 hours

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 & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) – Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit-IV:

8 hours

Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & 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 Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, 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 Common, 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 (D&M 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.

Transaction Mode

Interactive lectures, question-answer sessions, discussions, self-study, group discussion, collective thinking, presentation for sharing and interpreting, debates to understand divergent issues, Buzz groups to engage in learning process, Seminar presentation, Group discussion, Team teaching

Suggested Books

- Aggarwal, J.C. (2003) Principles Methods and Techniques of Teaching: New Delhi: Vikas Publishing Home.

- Behera, B. (2018) Readings on Constructivism: areas of practice and way forward in teaching-learning New Delhi: Mittal Publications
- Benjamin B. Lahey (2002) Essentials of Psychology, International Edition, McGraw Hill
- Bhat, M. S. (2013) Educational sociology. New Delhi: APH Publishing Corporation.
- Bigge, M.C. & Row (1971) Learning theories for teachers (2nd Edition). N.Y.: Harper Collins.
- Bigge, M.L., & Hunt, M.P. (1968) Psychological foundations of education (2nd Edition). N.Y.: Harper & Row.
- Bower, G.H., & Hilgard, E.R. (1981) Theories of learning. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
- Canestrari, A. and Marlowe, B.A. (Eds.) (2009) foundations of education: An anthology of critical readings New York: sage publications
- Chauhan, S.S. (1978) Advanced educational psychology. New Delhi: Vikas Publishing house Pvt. Ltd.
- Chauhan, S.S. (1995) Innovations in teaching Learning Process. New Delhi: Vikas Publishing house Pvt. Ltd.
- Das, R.C. (1993) Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Dash, M. (2009) Educational psychology. New Delhi: Deep & Deep publications.
- Dececco, J.P. (1968) The psychology of learning and instruction. New Delhi: Prentice Hall of India.
- Dewey, J. (1987) My pedagogic creed, School journal, 54, 77-80 Retrieved from <http://dewey.pragmatism.org/creed.htm>
- Joyce, B., & Weil, M. (2000) Models of teaching (6th ed.). Boston: Allyn and Bacon.
- Kumar, K.L (2001) Educational Technology. New Delhi: New Age International Publishers.
- Mangal, S. K. (2014) Essential of educational psychology. New Delhi: PHI learning publication.
- Moore, R. (2014) Education and society: issues and explanation in the society of education, Cambridge: Cambridge press
- Murphy, D. (2005) foundations: introduction to teaching, New York: prentice Hall
- Pal, O. B. (2014) Sociological foundations of education. New Delhi: APH Publishing Corporation.
- Pandey, V.C (2005) Frameworks for ICTs and Teacher Education. New Delhi: Isha Book Publishers.
- Parmeshwaran, E.G and Beena, C (2002) an Invitation to Psychology, Hyderabad, Neel Kamal Publications
- Pathak, R. P. (2013) Philosophical & sociological perspectives of education. New Delhi: Atlantic Publishers
- Sampath & others (1998) Introduction to Educational Technology. New Delhi, Sterling Publishers Pvt Ltd.
- Semel, S.F. (2010) Foundation of education: the essential text New York: Routledge

- Sharma, R.A. (1993) Advanced Educational Technology. Meerut. Loyal Book Depot.
- Sharma, R.A. (2000) Technology of Teaching. Meerut, Loyal Book Depot.
- Siddiqui, M. H. (2014) Philosophical & sociological foundations of education. New Delhi:APH Publishing Corporation.
- Singh, Y. K. (2015) Sociological foundation of education. New Delhi: APH Publishing Corporation.
- Srinivasan, T.M. (2005) Instructional Technology. New Delhi: Jaipur Pointer Publishers.
- Tara Chand (1990) Educational Technology. New Delhi, Anmol Publications.
- Tummons,J. and Curzon,L.B.(2013) Teaching in further education: An outline of principles and practice, New York: Bloomsburg
- Venkataiah, S. (2001) Education culture & society. New Delhi: Anmol Publications.
- Woolfolk, A. E. (1987) Educational psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.

Course Title: EDUCATIONAL PRACTICE

Course Code: MAE 574

L	T	P	Credits
0	2	0	2

Learning outcomes

The students will be able to:

- Develop objective and reflective thinking
- Analyze and apply the different types of quantitative tools for assessment of learning
- Appraise the various techniques in quantitative and qualitative assessment

Course content:

Unit-I:

7 hours

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

Unit-II:

8hours

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, 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).

Unit-III

7 hours

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)

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 IV

8 hours

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

b) Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education – Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

c) 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)

d) 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

Transaction Mode

Interactive discussion, question-answer sessions, discussions, self-study, group discussion, collective thinking, presentation for sharing and interpreting, debates to understand divergent issues, Buzz groups to engage in learning process, Seminar presentation, Group discussion and Peer teaching

Suggested Books

- Adams, G.S.(1964) Measurement and Evaluation in Education, Psychology and Guidance. New York : Rinehart and Winston.
- Anastasi, A.(1968) Psychological Testing (3rd Ed.). New York : Macmillan.
- Best, J.W. (1977) Research in Education. New Delhi: Prentice Hall of India (Pvt.) Ltd.
- Bloom, (1971) Handbook on Formative and Summative Evaluation of Student Learning. New York : McGraw Hill.
- Bogdan, R. and Taylor, S.L. (1975) Introduction to qualitative Research Methods. New Delhi: John wiley and sons.
- Cohen, Lewis and Manion, Lawrence. (1944) Research Method in Education (4th Ed.) London: Routledge.
- Dani, B., Makar, K., Garfield, J. (Eds.) (2018) International Handbook of Research in Statistics Education, Springer International Handbooks of Education
- Edwards, A. (1969) Techniques of Attitude Scale Construction. New York: McGraw Hill.
- Elwey, W. and Livingstone. (1972) External Examinations and Internal Assessments. New Zealand : Wellington.

- Feguson. (1971) Statistical Analysis in Psychology and Education (3rd Ed.). New Delhi McGraw Hill.
- Flick ,Uwe. (1996) An Introduction to Qualitative Research. London: Sage Publication.
- Fox, D.J. (1969) The Research Process in Education. New York: Holt Rinchart and winstoninc.
- Freeman, F. (1971) Theory and Practice of Psychological Testing (3rd Ed.). New Delhi: Oxford and IBH.
- Garret, H.E. (1969) Statistics in Psychology and Education (5th Ed.). Bombay: Vakils, Feffers and Simons.
- Garrett, H.E. (1966) Introduction to Statistics in Psychology and Education. New York: Longman"s Green and Co.
- Ghose, B.N. (1969) Scientific Method and social Research (Revised) New Delhi: Sterling publisher (Pvt.) Ltd.
- Graziano , M and Raulin, Michalel (1980) Research Methods, A process of inquiry. New York: Harper and Row.
- Guilford, J.P. (1978) Fundamentals of Statistics in Psychology and Education.New York: Mcgraw Hill Series.
- Guilford,T.P. (1965) Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Keeves, John. P (Ed.) (1990) Educational Research Methodology and Measurement : An international Handbook. New York: Pargamon Press.
- Kerlinger, F.N. (1967) Foundations of Behavioural Research, Education and Psychological Inquiry. New York: Richard and Winston.
- Lovell, K and Lawson, K.S. (1970) Understanding Research in Education .London : University of London.
- Mouly , G.T.(1963) The Science of Educational Research . New Delhi: Eurasia Publishing House.
- Mukhopadhyay, Marmar. (2002). Total Quality Management in Education, NIEPA, New Delhi.
- Organisation for Economic Co-operation and Development. (2001) Education at a Glance: OECD Indicators.
- Singh , K .(2001) Methodology and Techniques of social Research .New Delhi: Kanishka publishers.
- Travers, R.M.(1969) Introduction to Educational Research .London: Macmillan Publishing co.
- Tuckman,B.W.(1972) Conducting Fundamental Research. New York:Harcourt Brace Javonovich Inc.
- Van, D.B. and Meyer, W.J. (1962) Understanding Educational Research .An introduction. New York: Mcgraw Hill Book Company.
- Wright, S. and Justman, R. (1964) Evaluation in Modern Education. New Delhi: Eurasia Publishing House Ltd.

- Yadav, M.S. and Mitra, S.K. (1989) Educational Research, Methodological Perspectives. Vadodara: CASE, The M.S. University of Baroda

Value Added Course-II

Course Title: PEACE AND VALUE EDUCATION

Course Code: MAE504

L	T	P	Credits
1	0	0	1

Learning outcomes

After completing this course the students will:

- Understand meaning of peace its importance in life.
- Analyze the role of society in actualizing the peace.
- Understand meaning of peace its importance in life.
- Evaluate the need and process of value education.
- Realize the significance of values education for quality life.

Course Content

UNIT I

7 hours

Peace: meaning, types and levels of peace, means of creating and sustaining peace; Role of peace in well-being, justice and democracy; Pillars of the peace.

UNIT II

8 hours

Peace Education: Meaning, importance, assumptions and forms of peace education; Need of education for peace; Peace education in action.

UNIT III

7 hours

Values: Meaning, determinants of values, classification of values, sources of values, hierarchy of values; Life and value: influence of values on life, influence of life on values; Erosion of values: Meaning, causes of value erosion.

UNIT IV

8 hours

Value Education: Meaning, needs, objectives of value-based education; Agencies of value education: educational institutions, family, society and religion; Value based education for human development; Approaches and activities for value education.

Suggested Books

- Chitkara, M.G. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.
- Danesh, H.B. (2006) *Towards an integrative theory of peace education*. Journal of Peace Education Vol-3, Issue 1. <https://www.tandfonline.com/doi/full/10.1080/17400200500532151?scroll=top&needAccess=true>

- Danesh, H.B., Towards an Integrative Theory of Peace Education, Journal of Peace Education, vol.3, no.1, 2006, pp.55-78
- Howlett, Charles F. & John Dewey (2008) *Encyclopedia of Peace Education*. Teachers College, Columbia University.
- <http://gawharshad.edu.af/wp-content/uploads/2016/04/2014-02-10-Peace-Education-Ressource-Book-English.pdf>
- <http://unesdoc.unesco.org/images/0015/001502/150262e.pdf>
- Juergensmeyer, M. (2002) *Gandhi's Way: A Handbook of Conflict-Resolution*. University of California Press, Berkeley.
- Mishra, R.P. (2007) *Hind Swaraj, Gandhi's Challenge to Modern Civilization, Rediscovering Gandhi Series*. New Delhi: Concept Publishing Company.
- Pant, D. & Gulati, S.(2010)*Ways to Peace*.New Delhi: National Council of Educational Research and Training.
- Patteti, A.P. &Thamaraasseri, I. (2015) *Education and Human Value*. New Delhi: APH Publishing Corporation.
- Peace Education: Framework for Teacher Education (2005), UNESCO, Safdarjung Enclave, New Delhi, Research and Training.
- Srivastava, A.K. (2014) *Basics in Education*. New Delhi: National Council of Educational
- Sustac, Z., &Claudiu I. (2001) *Alternative Ways of Solving Conflicts (ADR)*. New Delhi: Promila and Co. Publishers.
- Wardak, S. (2014) *Peace Education- a Resource Book for Teacher Education Students*

Elective(Any one of the following)

Course Title: ENVIRONMENTAL EDUCATION

Course Code:MAE575

L	T	P	Credits
3	1	0	4

Learning outcomes

The students will be able to:

- Understand the concept of environment, ecosystems, food chain and food web
- Analyze the importance environmental education and environmental conservation
- Develop responsible environmental to provide environmental awareness

Course Content

UNIT I

14 hours

1. Environmental Education: Concept, scope and importance.
2. Aims, objectives and guiding principles of environmental education at elementary and secondary levels
3. Relationship between Man and Environment.

UNIT II

14 hours

1. Programs of environmental education for primary and secondary schools
2. Methods of teaching environment education: Discussion, Seminar, Workshop, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.

UNIT III 16 hours

1. Teaching of environmental issues: Biodiversity: concept, biodiversity at global, national and local levels; and hot-spots; Threats to biodiversity: Habitat loss, poaching of wildlife, man wildlife conflicts. Endangered and endemic species of India.
2. Environmental Conservation in the globalized world: concept and Importance, Conservation of biodiversity: *In situ* and *Ex-situ* conservation of biodiversity.
3. Water conservation, rain water harvesting and watershed management; Developmental projects including government initiatives and their impact on biodiversity conservation.

UNIT IV

16 hours

1. Global environmental problems: Global warming, Ozone layer Depletion and Acid rain; Impact of Population explosion on Environment
2. Shifting cultivation and its impact on environment; Consumerism, Waste generation and Waste Management including e-waste, Medical Waste, Nuclear Waste, Solid and Liquid Waste.
3. Concept of Environment and Sustainable Development; Environmental Ethics: Issues and possible solutions, ESD and role of UNESCO

Transaction Mode

- Visit to a local polluted site- Urban/rural/industrial/agriculture. Study of common plants, insects, birds of local area.
- Study of simple ecosystems-pond, river, hill slopes, *etc.*

Suggested Books

- Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi: Regal
- Dani, H.M. (1986), Environmental Education, Chandigarh: Publication Bureau, Panjab University.
- Husain, M. (2014). *Ecology & Environment*, Anmol Publications, New Delhi.
- Kaul, S. N. et al. (2013). *Environmental Education*. APH Publishing Corporation: New Delhi.
- Kumar, V.K. (1982), A Study of Environmental Pollution, Varanasi: Tara Book Agency.
- Nagra, V. (2006), Environmental Education, Jalandhar: Sharma Publications.
- Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.
- Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corp. Publication.
- Saxena, A.B. (1986), Environmental Education, Agra: National Psychological Corp.
- Sharma, P.D. (1990) Ecology& Environment, Rastogi Publishers, Meerut.
- Sharma, R.C. (1981), Environmental Education, New Delhi: Metropolitan Book Co.
- Shrivastva, K.A. (2007), Global Warming, New Delhi: APH Publishing Corp.
- Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
- Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi: Charman Enterprises.
- Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi: Reliance Publishing House.
- Wali, M. K., Evrendilek, F., &Fennessy, M. S. (2010). The environment: science, issues and solutions. London: Crc Press

Course Title: HUMAN RIGHTS EDUCATION

Course Code: MAE576

L	T	P	Credits
3	1	0	4

Learning Outcomes

On the completion of the course the students will be able to;

- Understand the need and importance of value education and education for human rights
- Different the nature of value from religion education and moral training
- To acquaint with basics of morality and moral development of the child
- Study the available intervention strategies for moral education

Course Content

UNIT I

16 hours

1. Human Rights Education: Concept, objectives and importance
2. Human Rights enshrined in Indian Constitution

3. Evolution of Human Rights Education

UNIT II

14 hours

1. Human Rights Education at various levels of education
2. Pedagogies for human rights education
3. National and International initiatives for human rights education

UNIT III

16 hours

1. Peace Education: Meaning, nature and importance
2. Genesis of peace education, Challenges to peace: increasing stress, conflicts, crime, terrorism, violence and war
3. Highlights of various philosophies of peace: Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, GijubhaiBadheka, Dalai Lama, Nelson Mandela

UNIT IV

14 hours

1. Importance of peace education at various levels of education
2. Pedagogies for peace education
3. National and International initiatives for peace education

Transaction Mode

Group discussion, lecture-cum–discussion, panel discussion, presentations, school visits and sharing of experiences, presentation of case studies

Suggested Books

- Bagchi, J.P. & Teckchadani, V. (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching.* USA: Houghton Mifflin Company.
- Chakrabarti, M. (2003); *Value Education: Changing Perspectives.* New Delhi: Kanishka Publishers.
- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice.* USA: Allyn and Bacon Company.
- Motilal, S., & Nanda, B. (2010). *Human rights, gender and environment.* Allied Publishers: New Delhi.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India.* New Delhi: Regency Publications.
- Singh, S. P., Kaul, A., & Chaudhary, S. (2013). *Peace and human rights education.* APH Publishing Corporation: New Delhi.
- Singh, U. K. (Ed.). (2009). *Human rights and peace: ideas, laws, institutions and movements.* Sage Publications India Pvt. Ltd.: New Delhi.
- Thomas, B. (2004); *Moral and Value Education.* Jaipur: Avishkar Publishers.
- Verma, Y. (2007); *Education in Human Values for Human Excellence.* New Delhi: Kanishka Publishers and Distributors.

Inter-disciplinary Courses (for other departments)

Course Title: UNDERSTANDING EDUCATION

Course Code: MED 529

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

- Understand the nature of education as a discipline/ an area of study
- Examine issues related to education as interdisciplinary knowledge
- Examine the theories and basic concepts of education drawn from different schools of Philosophy.
- Examine critically the concerns arising from the vision of great educators.
- Critically analyse the theories and basic concepts of education drawn from modern schools of Philosophy.

Course Content

UNIT I

7 hours

1. Philosophical Foundations of Education: Meaning, scope of philosophical basis of education and branches of Philosophy: Metaphysics, Epistemology and Axiology and their Educational implications.
2. Development of concept of education in different periods of time such as Vedic, Medieval, Buddhist, British and modern times.

UNIT II

8 hours

1. Indian schools of Philosophy: Sankhya, Vedanta, Buddhism and Jainism. Education implications of these schools with special reference to the concept of knowledge, reality & values, methodology, pupil- teacher relationship, discipline, basic tenets, aims, objectives and curriculum.
2. Contributions of Dr. Radha Krishnan, Giju Bhai, J. Krishnamurthy and Sri Aurobindo to Educational Thinking.

UNIT III

7 hours

1. Western schools of Philosophy: Realism, Pragmatism and Existentialism. Educational implications of these schools with special reference to basic tenets, aims, objectives, curriculum, methodology, teacher pupil relationship & discipline.
2. Contributions of John Dewey, Paulo Freire, Evan Illich and Plato to educational thinking.

UNIT IV

8 hours

1. Modern schools of Philosophy: Logical Analysis, Logical Empiricism & Positive Relativism.
2. Humanism and Marxism with special reference to the concept of knowledge, reality and values and their educational implications.

Transaction Mode

Workshops, seminars, assignments and group discussion

Suggested Books

- Bailey, Richard., et . al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chand, Tara. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Ozmon, H. A. (2012). *Philosophical foundations of education*. New Jersey: Pearson Publication.
- Pathak, R. P. (2007). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors (P) LTD
- Siddiqui, M. H. (2014). *Philosophical and sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U. C., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

Suggested websites

https://en.wikipedia.org/wiki/Logical_positivism

<http://plato.stanford.edu/entries/logical-empiricism/>

Course Title: ASSESSMENT OF LEARNING

Course Code: MED530

L	T	P	Credits
2	0	0	2

Learning Outcomes

After completion of the course students will be able to:

- List out the various quantitative and qualitative tools used in assessment

- Define technical terms related to Measurement, Assessment and Evaluation
- Identify various cognitive, affective and psychomotor learning outcomes
- Explore the scope of ICT in teaching and assessment.
- Differentiate between formative and summative evaluation
- Distinguish between self assessment and peer assessment
- Explore the usage of online, e-assessment, open book examination
- Discuss the characteristics of a good tool
- Explore the usage of rubrics, portfolio and reflective diary in assessment
- Analyse the tools and techniques of measurement, evaluation and assessment

UNIT I **7 hours**

- Concept of measurement, assessment and evaluation
- Assessment of cognitive, affective and psychomotor learning

UNIT II **8 hours**

- Qualitative and quantitative methods of classroom evaluation
- Formative and summative evaluation
- Self-assessment and peer assessment
- Continuous and Comprehensive Evaluation

UNIT III **7 hours**

- Purpose of reporting
- Test items types: essay, short answer and objective
- Diagnostic test- its uses

UNIT IV **8 hours**

- Use of test, check list, interview schedule, rating scale
- Use of Rubrics, Portfolios and reflective diaries
- Use of computers in Evaluation
- Web Resources for Effective evaluation of Teaching & Learning Processes,
- Online Test, E- Assessment, Open book examination

Suggested Readings

- Aiken, L.R. (1985). *Psychological testing and assessment*. Boston: Allyn and Bacon.
- Anastasi, A. (1988). *Psychological testing*. New York: The McMillan Company.
- Ebel, R.L., & Frisbel, D.A. (1986). *Essentials of educational measurement*. New Delhi: Prentice Hall.
- Edwards, A. L. (1957). *Techniques of attitudes scale construction*. New York
- Freeman, F. S. (1965). *Theory and practice of psychological testing*. New York: Rineheart and Winston,
- Pophan, W. J. (1988). *Educational evaluation*. New Delhi: Prentice Hall.
- Sharma, R. A. (2007). *Essentials of measurement in education and psychology*. Meerut: Surya Publications

Course Title: MENTAL HEALTH EDUCATION

Course Code: MED531

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

- Understand the concept of mental health and hygiene
- Explain the process of defense mechanism and associated concepts
- Identify various categories of disturbed behaviour
- Develop awareness of positive health and well-being
- Understand the concept of adjustment and how to manage stress

Course content

UNIT I

7 hours

4. Mental Health/Hygiene: Concept, Principles and Objectives; Factors effecting Mental Health; Mental Health problems- Anxiety and Frustration
5. Key debates and social aspect of Mental Health: Adjustment vs Maladjustment, Social Media and Mental Health, New technologies and mental health issues
6. Characteristics of a Healthy Personality

UNIT II

7 hours

3. Topographical Structure of Psyche and Ego Defense Mechanisms: Projection, Denial, Distortion, Acting Out, Fantasy, Rationalization, Regression, Repression, Reaction Formation, Isolation, Withdrawal, Sublimation, Humor, Acceptance, Anticipation.
4. Mental Health issues at various levels of development: adolescents and adults

UNIT III

8 hours

3. Various Disorders and their characteristics- personality disorders, anxiety disorders and substance related addictive disorders.
4. Nature and causes of behavioral problems among underachieving students. Student's indiscipline in higher education institutions: types, causes and remedies- bullying, truancy, and dropout.

UNIT IV

8 hours

3. Building Resilience, Coping Strategies for self-management
4. Stress Management for students; Development of Life Skills among students

Transaction Mode

Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Through SOLE, Collaborative learning, Cooperative learning and Role play

Suggested Books

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: Allyn and Bacon.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B. Company.
- Crow, L. D., Crow, & Alince. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claaiut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.