

**CENTRAL UNIVERSITY OF PUNJAB, BATHINDA**



**M.Ed.**

**Session - 2019-21**

**Department of Education**

### Course Structure of M.Ed. Programme

<b>Semester –I</b>						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MED 506	Learner and Learning	Core course	3	0	0	3
MED 507	Learner and Learning (Practical)	Skill based Practical	0	0	2	1
MED 508	Education in Philosophical and Sociological Context	Core course	4	0	0	4
MED 509	Research in Education	Compulsory foundation	4	0	0	4
	MOOC		0	0	0	4
<b>Elective ( Any one of following)</b>						
MED 511	System and Policies of Elementary Education	Discipline Elective	4	0	0	4
MED 512	System and Policies of Secondary Education	Discipline Elective	4	0	0	4
<b>Inter-disciplinary Courses(for other Departments)</b>						
MED 513	Teaching Proficiency	IDC	2	0	0	2
MED 514	Issues and Concerns in Education	IDC	2	0	0	2
<b>Total</b>			<b>17</b>	<b>0</b>	<b>02</b>	<b>22</b>

<b>Semester-II</b>						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MED 522	Educational Technology and ICT	Core course	3	0	0	3
MED 523	Educational Technology and ICT (Practical)	Skill based Practical	0	0	2	1
MED 524	Educational Statistics	Compulsory foundation	4	0	0	4
MED 525	Research Proposal (Practical)	Skill based Practical	0	0	2	1
MED 526	Academic Writing (Practical)	Skill based Practical	0	0	2	1
	MOOC		0	0	0	4
<b>Elective ( Any one of following)</b>						
MED	History and Political	Discipline	4	0	0	4

521	Economy of Education	Elective				
MED 527	Guidance and Counseling for Elementary Education	Discipline Elective	4	0	0	4
MED 528	Guidance and Counselling for Secondary Education	Discipline Elective	4	0	0	4
<b>Inter-disciplinary Courses (for other Departments)</b>						
MED 529	Understanding Education	IDC	2	0	0	2
MED 530	Assessment of Learning	IDC	2	0	0	2
MED 531	Mental Health Education	IDC	2	0	0	2
<b>Inter-Semester Break</b>						
Course Code	Course Title		Credit Hours			
			L	T	P	Total Credits
MED 532	Field Internship- I	Skill based Practical	0	0	16	8
<b>Total</b>			<b>13</b>	<b>0</b>	<b>22</b>	<b>28</b>
<b>Semester –III</b>						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MED 551	Curriculum Design and Development	Core course	4	0	0	4
MED 552	Communication Skills	Core course	2	0	0	2
MED 553	Communication Skills (Practical)	Skill based Practical	0	0	2	1
MED 554	Teacher Education	Core course	4	0	0	4
MED 555	Measurement and Evaluation	Core course	4	0	0	4
MED 556	Mental Health, Yoga and Physical Wellbeing	Core course	3	0	0	3
MED 557	Mental Health, Yoga and Physical Wellbeing (Practical)	Skill based Practical	0	0	2	1
<b>Elective ( Any one of following)</b>						

MED 558	Pedagogy for Elementary Education	Discipline Elective	4	0	0	4
MED 559	Pedagogy for Secondary Education	Discipline Elective	4	0	0	4
<b>Total</b>			<b>21</b>	<b>0</b>	<b>04</b>	<b>23</b>
<b>Inter-disciplinary Courses(for other Departments)</b>						
MED 513	Teaching Proficiency	IDC	2	0	0	2
MED 514	Issues and Concerns in Education	IDC	2	0	0	2

<b>Semester –IV</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit Hours</b>			
			L	T	P	Total Credits
MED 571	Teacher Development and Empowerment	Core course	4	0	0	4
MED 572	Educational Administration, Management and Leadership	Core course	4	0	0	4
MED 573	Field Internship- II	Skill based Practical	0	0	16	8
MED 600	Dissertation	Skill based	0	0	24	12
<b>Elective ( Any one of following)</b>						
MED 574	Inclusive Education at Elementary level	Discipline Elective	4	0	0	4
MED 575	Inclusive Education at Secondary level	Discipline Elective	4	0	0	4
<b>Total</b>			<b>12</b>	<b>0</b>	<b>40</b>	<b>32</b>
<b>Inter-disciplinary Courses(for other Departments)</b>						
MED 529	Understanding Education	IDC	2	0	0	2
MED 530	Assessment of Learning	IDC	2	0	0	2
MED 531	Mental Health Education	IDC	2	0	0	2
<b>Grand Total</b>			<b>63</b>	<b>0</b>	<b>68</b>	<b>105</b>

#### 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]

E. \*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.

\*\* FC- Foundation Course, CC-Core Course, EC-Elective Course, IDC-Inter-Disciplinary Course, PC-Practical Course

L: Lectures, T: Tutorial, P: Practical

### **PROGRAMME LEARNING OUTCOME**

1. Relate different dimensions of Education in the process of teaching and learning
2. Critically analyze various issues , concerns and perspectives of Education
3. Devise educational implications
4. Select components of research processes in education
5. Summarize approaches of pedagogy in different levels of education

## Semester-I

Course Title: **LEARNER AND LEARNING**  
Course Code: **MED 506**

L	T	P	Credits
3	0	0	3

### Learning outcomes

After completion of the course students will be able to:

- Classify the different stages of growth and development of learners
- Differentiate between aptitude, attitude and interest of learners
- Measure IQ, SQ, EQ and creativity of learner
- Use motivational techniques in the class room
- Design processes of learners according to different cognitive abilities
- Summarize the implications of different theories of learning and personality
- Evaluate the learning needs to emphasize the individual differences

### Course Content

#### UNIT I

**12 hours**

1. Methods to understand learners: observation, introspection, experimental and case study: Implications in classroom.
2. Stages of human development: Piaget's concept of cognitive development and Vygotsky's socio-cultural perspective of human development; analytical view.
3. Individual differences among learners: concept and nature; role of heredity and environment; Identification of individual differences in behaviour of learners.

#### UNIT II

**12 hours**

1. Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Bruner, Bandura and Gagne's Hierarchy of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals
2. Motivation in teaching- learning process: Creating and maintaining conducive learning environment. Theories of Motivation

#### UNIT III

**11 hours**

1. Intelligence: Measurement of intelligence through verbal, non- verbal, individual and group tests, concept and measurement of multiple intelligence, social, emotional and spiritual intelligence; IQ, SQ and EQ.
2. Cognitive process: Concept formation, logical reasoning, problem solving, critical thinking and metacognition

3. Creativity: Concept, characteristics, elements and development of creativity, measurement of creativity and fostering creativity among learners.

#### UNIT IV

10 hours

1. Personality: Role of genetic and environmental variables, theories of personality: psychoanalytic, type and trait theory with special reference to theories of Freud, Carl Rogers, Gordon Allport, Max Wertheimer and Kurt Koffka and implications for learners.

2. Attitude, Aptitude and Interest: Concept, measurement and their significance for learners.

#### Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Blended mode of learning, dialogue, collaboration Panel discussion, team teaching, experiment, self-learning, case study

#### Suggested Readings

- Ambron, S.R. (1981). *Child development*. New York: Holt, Rinehart and Winston.
- Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
- Barry & Johnson. (1964). *Classroom group behaviour*, New York: Macmillan.
- Bienter, R.F., & Mifflin. (1978). *Psychology applied to teaching*. Boston: Houghton.
- 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.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Dececco, J.P. (1968). *The psychology of learning and instruction*. New Delhi: Prentice Hall of India.
- Engler, B. (1991). *Personality theories an introduction* (3rd Ed). Boston: Houghton Mifflin Company.
- Grammage, P. (1990). *Teacher and pupil: Some socio-psychological principles and applications*. Illinois: Scott. Pressman Little, Brown Higher Education.
- Guilford, J.P. (1967). *Nature of human intelligence*. New York: McGraw Hill.
- Mangal, S. K. (2014). *Essential of educational psychology*. New Delhi: PHI learning publication.
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE (2009). *National curriculum framework for teacher education*, New Delhi.
- Newell, A., & Simon, H.A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice Hall.
- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to basic research*. (Vol. I). Hillsdale, NJ: Erlbaum.

- Sharma, R. N., & Sharma, R. K. (2006). *Educational psychology*. New Delhi: Atlantic Publication.
- Synder, C.R., & Shane, J. L. (2007). *Positive psychology*. U.K.: Sage Publications.
- Verma, L. N. (2013). *Educational psychology*. New Delhi: Rawat Publication.
- Woolfolk, A. E. (1987). *Educational psychology* (3rd Ed.) Englewood Cliffs. Prentice Hall.

**Course Title: LEARNER AND LEARNING (PRACTICAL)**

**Course Code: MED 507**

L	T	P	Credits
0	0	2	1

### **Learning outcomes**

After completion of the course students will be able to:

- Examine the characteristics of psychological test
- Design different psychological tools
- Experiment psychological traits with different equipment
- Administer psychological test and interpret the result
- Develop skills for the administration and interpretation of psychological tools

### **Administration, Analysis and Reporting of any three of following Psychological Tests (30 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 scale/attitude test: Administration, scoring and interpretation of any one scale/test.
5. Interest: Administration, Scoring and Interpretation of anyone of the Inventory

### **Use of following equipment (any Three):**

- Mirror Drawing Apparatus
- Bhatia Performance Test
- PGI Battery
- Tachistoscope
- Ergo Graph
- Reaction Time Apparatus
- Finger Dexterity Board

### **Criteria of Evaluation (Total Marks:50)**

- Practical Record :20 Marks
- Conduct of practical: 20 Marks
- Viva Voce: 10 Marks



**Course Title: EDUCATION IN PHILOSOPHICAL AND SOCIOLOGICAL  
CONTEXT**

**Course Code: MED 508**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
4	0	0	4

**Learning outcomes**

After completion of the course students will be able to:

- Conceptualize epistemology, metaphysics and axiology
- Examine different schools of Indian philosophy and their relevance to education
- Describe modern western philosophies in relation to education
- Compare the educational thoughts of Indian and western philosophers
- Critically examine the educational practices of Indian philosophers
- Reflect upon various social movements and education as its determinant
- Analyse the issues related to social and the cultural dimensions of education
- Develop social habits and attitudes to become responsible citizens

**Course Content**

**UNIT-I**

**14 Hours**

1. Educational Philosophy: Meaning, significance and scope, Concept and Educational implications of Metaphysics, Epistemology and Axiology
2. Contribution of Indian Schools of philosophy: *Saddarshan* with special reference to objectives, curriculum, methods of teaching and role of teacher

**UNIT-II**

**14 Hours**

1. 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.
2. Contributions of Dayananda Saraswati, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi and Sri Aurobindo with reference to objectives, curriculum, methods of teaching and role of teacher

**UNIT-III**

**16 Hours**

1. Educational Sociology: Meaning, nature and Scope.; Difference between educational sociology and sociology of education
2. 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
3. Concept of Social Movements, Theories of Social Movements - Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory
4. Socialization and education, Education and culture: Cultural diffusion, acculturation, cultural lag, cultural conflict with its relevance and implications on present society.

## UNIT IV

16 Hours

1. Social stratification and social mobility and its implications on education.
2. Contribution of thinkers - J.Krishnamurthy, Paulo Freire, and Savitribai Phule to the development of educational thought for social change
3. Equality in educational opportunity: Critical analysis of the ways in which schooling contribute to social equality, National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education
4. Education in the context of modernization, westernization, sanskritization, privatization and globalization

### Transaction Mode

Seminar presentation, Group discussion, Team teaching, Focussed group discussion, Assignments

### Suggested Readings

- Ainsworth, J. (2013). *Sociology of education- an A to Z guide*. New Delhi: Sage Publications.
- 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 Publishers & Distributer Pvt. Ltd.
- Bailey, Richard. & et. al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chandra, S. S., & Sharma, R. K. (2012). *Sociology of education*. New Delhi: Atlantic Publishers & Distributer Pvt. 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.
- Jha, J. K. (2002). *Basic principles of developmental sociology*. New Delhi: Anmol Publications Pvt. Ltd.
- Pal, O. B. (2014). *Sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Pathak, R. P. (2013). *Philosophical & sociological perspectives of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- 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.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. 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: A.P.H. Publishing Corporation.
- Singh, Y.K. & Nath, R. (2014). *History of Indian education system*. New Delhi: A.P.H. Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: A.P.H. Publishing Corporation.
- Vashishtha, U.C. & et. al. (2011). *Educational philosophy*. New Delhi: A.P.H. Publishing Corporation
- Taneja, V. R. (2012). *Socio- philosophical approach to education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Venkataiah, S. (2001). *Education culture & society*. New Delhi: Anmol Publications.

#### **Suggested websites**

- [www.educationworld.com](http://www.educationworld.com)
- [www.aera.net](http://www.aera.net)
- [www.apa.org](http://www.apa.org)

**Course Title: RESEARCH IN EDUCATION**

**Course Code: MED 509**

**Learning Outcomes**

L	T	P	Credits
4	0	0	4

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
- Practise 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

## Elective (Any one of the following)

**Course Title: SYSTEM AND POLICIES OF ELEMENTARY EDUCATION**

**Course Code: MED 511**

L	T	P	Credits
4	0	0	4

## Learning outcomes

After completion of the course students will be able to:

- Justify the importance of mother tongue in early education practices
- Illustrate the learner-centred approach and activity-cantered approach
- Identify practices of freedom and discipline in education

- Appraise objectives and development of Elementary Education in India since independence
- Analyse the challenges of Universalization of Elementary Education (UEE)
- Reflect upon strategies and programmes in Elementary Education Course

## **UNIT I**

**16 hours**

1. Concept, nature and importance in the context of teaching through mother tongue, contextualisation, multi-linguism and socio-cultural backgrounds
2. Conceptual analysis of learner and learning, learner centred approach, activity centred approach, freedom and discipline.

## **UNIT II**

**16 hours**

1. Developmental tasks: Influence of home, school and community related factors on child's development
2. Elementary Education after independence: Analysis of Educational system in reference to educational thought of Mahatma Gandhi and Tagore.
3. Early Childhood Care and Education (ECCE): Concept, meaning, importance in Elementary Education and ECCE as referred to in National Policy of Education (NPE) and Plan of Action
4. Right to Education: Constitutional provision for education and Directive Principles related to elementary education and their implications.

## **UNIT III**

**14 hours**

1. Universalization of Elementary Education (UEE): Concept, objectives, meaning and significance of UEE; Critical appraisal of current status of UEE, access enrolment, dropout and retention with reference to the equity principles, gender, caste and other socially disadvantaged groups.

## **UNIT IV**

**14 Hours**

1. District Primary Education Programme (DPEP) – Goals and strategies, involvement of local bodies and community in educational planning and management, Village Education Committees; roles and functions.
2. ECCE in Global perspective: United Nations Convention on Rights of the Child
3. Monitoring schemes of elementary Education: Evaluation of schemes like midday meals and various incentive schemes, etc.

### **Transaction mode**

Seminar, Group discussions and dialogue, Ted Talks on issues of Elementary Education, Video clippings on Elementary education

## Suggested Readings

- Aggarwal, J. C. (2012). *Development of education system in India*. New Delhi: Shipra Publications.
- Chalam, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Deshmukh, V. (2012). *Winds of reforms in Indian education*. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.
- Jha, & et.al (2008). *Public provisioning for elementary education in India*, New Delhi: Sage Publications.
- Kumar, R., & Kumar, N. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Nehru, R., & Rao, N. V. (2014). *Elementary education*, New Delhi: APH Publishing Corporation.
- Srivastava, D. S., & Tomar, M. (2011). *Elementary education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary education*, New Delhi: APH Publishing Corporation.

**Course Title: SYSTEM AND POLICIES OF SECONDARY EDUCATION**

L	T	P	Credits
4	0	0	4

**Course Code: MED 512**

## Learning outcomes

After completion of the course students will be able to:

- Explain the concept and aims Secondary Education
- Explain the Structure of secondary education system in India
- Discuss the roles of CBSE and state boards
- Explore the issues in secondary education
- Discuss the issues and challenges of RashtriyaMadhyamikShikshaAbhiyaan
- Analyse the government schemes in secondary education:
- Evaluate the roles of Statutory organizations and regulatory agencies of secondary education

### UNIT I

**16 hours**

1. Secondary Education: concept, aims of secondary education during the post-independence period: its implications to modern society
2. Statutory organizations and regulatory agencies involved in secondary education: SCERT, DIET, NCERT their role and functions.

### UNIT II

**14 hours**

1. Structure of secondary education system in India: its merits and limitations
2. Universalization of Secondary Education: issues of access, enrolment, retention and achievement.

### UNIT III

**16 hours**

1. Secondary Education Boards: ICSE, CBSE and state boards: roles and functions.
2. RashtriyaMadhyamikShikshaAbhiyaan (RMSA): issues, concerns and challenges

3. Government schemes in secondary education: Kishore shaktiyojna, KGBVS and model school scheme.

#### UNIT IV

**14 hours**

1. Issues in secondary education: Environmental concerns, gender differences, inclusiveness, value concerns and social sensitivity.
2. Partnerships in secondary education with school and community, NGOs and Self - help groups, and higher education departments

#### Transaction mode

Seminar, Group discussions and dialogue, Ted Talks on issues of Secondary Education, Video clippings on Secondary education

#### Suggested Readings

- Aggarwal, J. C. (2012). *Development of education system in India*. New Delhi: Shipra Publications
- Bhatta, H. S. (2010). *Secondary education*. New Delhi: APH Publishing Corporation.
- Dash, M. (2000). *Education in India: Problems and perspectives*. New Delhi: Atlantic Publishers and Distributors.
- Husian, A., & Idris, N. (2010). *Dimensions of education*. New Delhi: Gyan Publishing House.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi: Atlantic Publishers and Distributors.
- Mishra, R. C. (2015). *History of education administration*, New Delhi: APH Publishing Corporation.
- Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. New Delhi: APH Publishing Corporation.

#### 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 21<sup>st</sup> 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](http://wiki.eveuniversity.org)
2. [www.adprima.com](http://www.adprima.com)
3. [www.apa.org](http://www.apa.org)
4. [www.crlt.umich.edu](http://www.crlt.umich.edu)
5. [www.edutopia.org](http://www.edutopia.org)
6. [www.eveuniversity.org](http://www.eveuniversity.org)
7. [www.facultyfocus.com](http://www.facultyfocus.com)
8. [www.reddit.com](http://www.reddit.com)
9. [www.theteachersguide.com](http://www.theteachersguide.com)

**Course Title: ISSUES AND CONCERNS IN EDUCATION**

**Course Code: MED514**

L	T	P	Credits
2	0	0	2

### **Learning outcomes**

After completion of the course students will be able to:

- Describe the current status of education at all levels
- Explore emerging challenges and issues related to access, enrolment, and retention
- Explain principle of equity in ensuring quality education
- Analyze the educational provisions for socially disadvantaged groups with relation to habitation, gender and caste
- Review policies and programs of education at all 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 Readings

- 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](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://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\\_Uchchar\\_Shiksha\\_Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Uchchar_Shiksha_Abhiyan)  
<http://www.dropoutprevention.org/engage/global-dropout-issue>

## SEMESTER -II

**Course Title: EDUCATIONAL TECHNOLOGY AND ICT**

**Course Code: MED 522**

L	T	P	Credits
3	0	0	3

## Learning outcomes

After completion of the course 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.
- Design smart classrooms for effective teaching in classroom settings.
- 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

**12 Hours**

1. Educational technology: concept, nature and scope;
2. Phases of teaching and Levels of learning.
3. Micro-teaching, Composite & Simulated teaching: Concept & applications.
4. Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design: Skinner, Piaget, Ausubel, Bruner, Vygotsky.

**UNIT II****12 Hours**

1. Models of teaching: Concept attainment model by Bruner, Classroom teaching model by William Glaser, Jurisprudential inquiry model by Donald Oliver and Inquiry Training Model by Schumann and their classroom applications.
2. Systems Approach to Instructional Design, Models of Development of Instructional Design : ADDIE, ASSURE, Dick and Carey Model, Gagne's Nine Events of Instruction, Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL,CBT
3. Collaborative learning and its strategies

**UNIT III****10 Hours**

1. Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, Flipped and mobile learning), using technology to connect, collaborate, create and development of critical thinking
2. Integration of ICT in the process of teaching and learning, Use of Search engines and technologies related to communication tools, knowledge organization & sharing, organizers, user generated content, data analysis tools and their educational implications

**UNIT IV****11 Hours**

1. Emerging Trends in e learning: Social learning ,concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum, 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 , Ethical Issues for E Learner and E Teacher – Teaching, Learning and Research
2. 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
3. Intellectual Property, intellectual property protection (IPP) and intellectual property rights (IPR), WTO (World Trade Organization), WIPO (World Intellectual Property Organization), GATT (General Agreement on Tariff and Trade), TRIPs (Trade Related Intellectual Property Rights), TRIMS (Trade Related Investment Measures) and GATS (General Agreement on Trades in Services), Nuts and Bolts of Patenting, Technology Development/Transfer Commercialization Related Aspects, Ethics and Values in IP.

**Transaction Mode**

Lecture cum demonstration, Blended learning, team teaching, peer learning, problem solving, mobile teaching, collaborative and cooperative learning

### **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.
- Evaut, M. The International Encyclopedia of Educational Technology.
- Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Kumar, N. and Chandiram, J. (1967): Educational Television in India, New Delhi, Arya Book Depot.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990): Educational Technology –Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.
- Parmaji, S. (1994): Distance Education, New Delhi: Sterling Publishers.
- Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.
- Sampathet. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994): Distance Education, New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, Allied Publishers Ltd., New Delhi.
- Venkataiah, N. (1996): Educational technology, New Delhi: APH Publishing Corporation.

### **Suggested links**

- <http://www.encyclopedia.com/doc/1G2-3401801216.html>
- <http://www.k2bindia.com/educational-benefits-of-social-networking-sites/>
- <http://www.k2bindia.com/educational-benefits-of-social-networking-sites/>
- <http://www.k2bindia.com/educational-benefits-of-social-networking-sites/>
- [http://home.mcafee.com/advicecenter/?id=ad\\_ost\\_htpycavawa&ctst=1](http://home.mcafee.com/advicecenter/?id=ad_ost_htpycavawa&ctst=1)

**Course Title: EDUCATIONAL TECHNOLOGY AND ICT PRACTICAL**  
**Course Code: MED 523**

L	T	P	Credits
0	0	2	1

**Learning outcomes**

After completion of the course students will be able to:

- Develop the skills of using the MS-word, MS-power point and Desktop publishing for creating documents, database, presentation and other media applications.
- Use e- learning tools in teaching learning, training and research
- Apply the recent innovations such as Interactive white board for effective teaching in classroom
- Design a blog and e- portfolio for effective sharing of information and communication of ideas.
- Demonstrate an understanding and use of emerging classroom technologies such as Digital Podium in classrooms.
- Explore the research studies available on different on-line platforms.
- Analyse the social, ethical, and legal issues surrounding technology.

**Practical**

**30 hours**

- Preparing power point presentation
- Working in MS- word
- Use of Interactive white board
- Creating a Blog
- Use of Digital Podium
- Working with PhotoScape
- Working with Google photos and Picasa
- Plotting of Histograms and Pie- Charts.
- Use of Google Drive and E-mail.
- Use of e- Notice Board
- Use of various web resources like Curriki, TED Talks, Merlot, Teacher Tube, Khan Academy

**Evaluation Criteria: Total Marks 50**

- Practical Record : 10 Marks
- Lab. Performance: 20 Marks
- Viva-Voce: 10 Marks
- Creating a blog: 10 Marks

L	T	P	Credits
4	0	0	4

**Course Title: EDUCATIONAL STATISTICS**  
**Course Code: MED 524**

**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 (correlated and uncorrelated, matched, paired-unpaired, matching- paired).

### 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.
- Aiken, L.R., & Marnat, G. G. (2009). *Psychological testing and assessment*. Noida (U.P.): Pearson.



- 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.
- Check, J., & Jurs, S. G. (2009). *Research methods in education*. Pearson Publications.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). *Educational research an introduction*. Pearson Publications.
- Gregory, R. J. (2014). *Psychological testing: History, principles and applications*. New Delhi: Pearson.
- 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.
- Medhi, J. (2014). *Statistical methods- an introductory text*. New Delhi: New Age International (P) Ltd. 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.

**Course Title: RESEARCH PROPOSAL(Practical)**

**Course Code: MED 525**

L	T	P	Credits
0	0	2	1

### Learning outcomes

After completion of the course students will be able to:

- Identify research gaps on a selected research area
- Summarize the findings of different research studies
- Formulate different types of hypothesis
- Select appropriate approach and design for different research topics
- Develop tools for research
- Practice writing references using APA format
- Prepare a research proposal on any emerging problem in education

### Practical

1. Uses of data Bases
2. How to write a review?
3. How to identify the gaps in research?
4. Formulation of Hypothesis
5. Writing of a suitable design and approaches for their research proposal
6. Identify appropriate tools for their study
7. Writing of reference in APA 6<sup>th</sup> edition format.

### Evaluation Criteria (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 behavioural 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.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

### Suggested websites

- [www.education.com](http://www.education.com)
- [www.academia.edu](http://www.academia.edu)
- [www.okstate.edu](http://www.okstate.edu)
- [www.aect.org](http://www.aect.org)
- [www.oxfordbibliographies.com](http://www.oxfordbibliographies.com)
- [www.academia.edu](http://www.academia.edu)
- [www.southalabama.edu](http://www.southalabama.edu)

**Course Title: ACADEMIC WRITING(Practical)**

**Course Code: MED 526**

L	T	P	Credits
0	0	2	1

### Learning outcomes

After completion of the course students will be able to:

- Interpret the type and importance of academic writing
- Review different books and journals
- Write academic papers

- Assess own writing and its publication
- Categorize different journals using indexing and impact factor

### 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,/Consortium for Academic and Research Ethics (CARE) 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

### 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 behavioural 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

### **Elective (Any of the following)**

**Course Title: HISTORY AND POLITICAL ECONOMY OF EDUCATION**

**Course Code: MED 521**

L	T	P	Credits
4	0	0	4

#### **Learning outcomes**

After completion of the course students will be able to:

- Explain the historical development of education during pre and post Independent period
- Analyze the role of education for economic and political development of the country
- Explore the relationship between education and politics and their significance
- Assess the significance of financial management in higher education including the concept of budgeting
- Appraise the role of education in human resource development

#### **UNIT -I**

**16 Hours**

1. Progress of Education in Ancient India: Vedic, Jain, Buddhist, Islamic periods.
2. Progress of Education in British Period: Review of British period of Education with reference to Macaulay's Minutes, Woods Dispatch, and Sargent Commission.
3. Education in Post-Independence period: University Education Commission (1948), Secondary Education Commission (1952-53), Indian Education Commission (1964-66). National Policy of Education 1986 and POA 1992.

#### **UNIT –II**

**14 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.

### **UNIT-III**

**14 Hours**

1. Approaches to understanding Politics :Behaviorism, Theory of Systems Analysis and Theory of Rational Choice, Education for Political Development and Political Socialization, Democratic Education: Objectives, Education for Democracy in the changing Indian Society, Liberalization, Privatization and Globalization.

### **UNIT IV**

**16 Hours**

1. Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting
2. Human Resource Development-Concept & Role of Education in Human Resource Development

### **Suggested Readings**

- Aggarwal, J.C. (2012). *Development of education system in India*, Delhi: Shipra Publications
- Aggarwal, J.C. (2013). *Basic ideas in education*. New Delhi: Shipra Publications.
- Chand, T. (2009). *Development of education system in India*, New Delhi: Anmol Publications Pvt. Ltd.
- Chattopadhyay, S. (2012). *Education and economics*. Oxford University Press.
- .Gupta, S. (2013). *Education in emerging India*. New Delhi: Shipra Publications.
- Husian, A., & Idris, N. (2010). *Dimensions of education*. New Delhi: Gyan Publishing House.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi: Atlantic Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Mishra, R. C. (2015). *History of education administration*. New Delhi: APH Publishing Corporation.
- Naik, J. P. (2014). *The education commission and after*. 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.

**Course Title: GUIDANCE AND COUNSELLING FOR  
ELEMENTARY EDUCATION**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
4	0	0	4

**Course Code: MED 527**

**Learning outcomes**

After completion of the course students will be able to:

- Examine the various purpose of guidance
- Identify the role of teachers and other personnel's in school guidance programme
- Differentiate between individual and group guidance techniques
- Identify various areas of counseling
- Explore the various group guidance techniques
- Identify the causes of behavioral problems among underachievers
- Describe the different Approaches to counselling
- Apply various types of guidance in different situations
- Analyses different types of guidance
- Summarize the functions of different types of guidance services
- Cultivate Coping skills
- Develop skills for guidance and counselling in elementary schools
- Develop skills to provide guidance and counselling to underachievers and students with special abilities

**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.
3. Group guidance techniques: class talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

**UNIT II**

**14 hours**

1. Stages and Types of the counseling process ; Directive, Nondirective and Eclectic Counseling Techniques-person centered and group centered, cognitive interventions, behavioral interventions, and systematic interventions strategies.
2. Aptitude test, International guidance programme and different procedures of test for guidance
3. Approaches to counselling: Cognitive- Behavioural by Albert Ellis – REBT & Humanistic, Person-centered Counselling by Carl Rogers; Theories of Counselling: Behaviouristic, Rational, Emotive and Reality
4. Skills, qualities and Professional ethics of an effective counselor.

### UNIT III

16 hours

1. Types of guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, Role of principal and teachers in guidance programs.
2. Integration of guidance and curriculum-need and importance, Role of teachers and other personnel's in the construction of guidance based curriculum.
3. Organization of Guidance Services at Elementary Level. Problems of Organizing Guidance at elementary level.

### UNIT IV

14 hours

1. Students with special abilities and needs-concept and identification process. Guidance for gifted and creative students, socially and economically disadvantaged students, physically and intellectually challenged students, identification, and guidance for Delinquent students.
2. Educational Guidance with Special Emphasis on Under Achievers and Drop-outs.
3. Social Guidance: Meaning, Objectives, Need and Functions of Social Guidance.

#### Transaction Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, presentation of reports, reading of research journals, school visits and sharing of experiences, presentation of case studies

#### Suggested Readings

- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counseling and guidance*. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). *Guidance and career counseling*. New Delhi: APH Publishing Corporation.
- Jothi, & et. al. (2009). *Guidance and counseling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counseling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counseling*. New Delhi: APH Publishing Corporation.
- Pal, O. (2011). *Educational and vocational guidance and counseling*. New Delhi: APH Publishing Corporation.
- Pandey, V. C. (2011). *Educational guidance and counseling*. New Delhi: Isha Books.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counseling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M. H. (2015). *Guidance and counseling*. New Delhi: APH Publishing Corporation.

#### Suggested Websites

- [www.psychologytoday.com](http://www.psychologytoday.com)
- <http://qu.edu.iq/eduw/wp-content/uploads>
- <https://www.csbsju.edu/psychology/student-resources/issues>
-

**Course Title: GUIDANCE AND COUNSELLING FOR SECONDARY EDUCATION**  
**Course Code: MED528**

L	T	P	Credits
4	0	0	4

### **Learning outcomes**

After completion of the course students will be able to:

- Examine the various purpose of guidance
- Identify the role of teachers and other personnel's in school guidance programme
- Differentiate between individual and group guidance techniques
- Identify various areas of counseling
- Explore the various group guidance techniques
- Identify the causes of behavioral problems among underachievers
- Describe the different Approaches to counselling
- Apply various types of guidance in different situations
- Analyses different types of guidance
- Summarize the functions of different types of guidance services
- Cultivate Coping skills
- Develop skills for guidance and counselling in secondary schools
- Develop skills to provide guidance and counselling to underachievers and students with special abilities

### **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 Personal Guidance with special emphasis on problems of adolescents related to 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; family counseling, parental counseling, adolescent counseling, counseling of girls Peer counseling
2. Directive, Non-directive and Eclectic counselling
3. Aptitude test, International guidance programme and different procedures of test for guidance



4. Approaches to counselling: Cognitive- Behavioural by Albert Ellis – REBT & Humanistic, Person-centered Counselling by Carl Rogers; Theories of Counselling: Behaviouristic, Rational, Emotive and Reality
5. Skills, qualities and Professional ethics of an effective counsellor.

### UNIT III

**16 hours**

1. Types of guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, Role of principal and teachers in guidance programs.
2. School guidance committee: constitution, roles and functions placement services.
3. Integration of guidance and curriculum: need and importance, Role of teachers and other personnel's in the construction of guidance based curriculum.
4. Organization of Guidance Services at Secondary Level, problems of organizing Guidance services at Secondary level.

### UNIT IV

**14 hours**

1. Identification & Guidance for gifted and creative students, socially and economically disadvantaged students, physically and intellectually challenged students and Delinquent students.
2. Stress: nature its causes and consequences and types of coping skills.

### Suggested Readings

- 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: APH Publishing Corporation.
- Jothiet. (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: APH Publishing Corporation.
- Pal, O. (2011). *Educational and vocational guidance and counselling*. New Delhi: APH 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: APH Publishing Corporation.

### Suggested Websites

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

## Inter-disciplinary Courses (for other departments)

**Course Title: UNDERSTANDING EDUCATION**

**Course Code: MED 529**

L	T	P	Credits
2	0	0	2

### Learning outcomes

After completion of the course students will be able to:

- Explain the nature of education as a discipline/ an area of study
- Examine issues related to education as interdisciplinary knowledge
- Analyze the different schools of Philosophy of education
- Interpret the theories of education according to schools of Philosophy.
- Judge the relevance of educational philosophies of great thinkers
- Compare Indian and western schools of philosophies
- Derive concept of education from modern school of philosophy

### 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, GijuBhai, 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 Readings

- 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](https://en.wikipedia.org/wiki/Logical_positivism)

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

**Course Title: ASSESSMENT OF LEARNING**

**Course Code: MED 530**

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

## Course Content

### UNIT I

7 hours

1. Concept of measurement, assessment and evaluation
2. Assessment of cognitive, affective and psychomotor learning

### UNIT II

8 hours

1. Qualitative and quantitative methods of classroom evaluation
2. Formative and summative evaluation
3. Self assessment and peer assessment
4. Continuous and Comprehensive Evaluation

### UNIT III

7 hours

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

### UNIT IV

8 hours

1. Use of test, check list, interview schedule, rating scale
2. Use of Rubrics, Portfolios and reflective diaries
3. Use of computers in Evaluation
4. Web Resources for Effective evaluation of Teaching & Learning Processes,
5. 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

After completion of the course students will be able to:

- Explain the concept of mental health and hygiene
- Describe the process of defense mechanism
- Analyze the process of Ego maturity
- Identify various categories of disturbed behavior
- Develop positive health and well-being

- Adopt adjustment and stress management techniques

## **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 Readings**

- 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, & 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. (19520). *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.

### **INTER-SEMESTER BREAK**

**Course Title: FIELD INTERNSHIP-1**  
**Code: MED532**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
0	0	16	8

#### **Learning outcomes**

After completion of the course students will be able to:

- Critically analyze the administrative activities of teacher education institutions.
- Discuss the process of curriculum designing and development.
- Explain evaluation of training processes in in-service centers
- Assess the outcomes of training programs
- Formulate action research proposal
- Practice innovative teaching techniques and evaluation in teacher education institutions

**Evaluation Criteria** – As given in SOP for Field Internship

### SEMESTER-III

**Course Title: CURRICULUM, DESIGN AND DEVELOPMENT**

**Course Code: MED 551**

L	T	P	Credits
4	0	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: COMMUNICATION SKILLS****Course code: MED 552**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
2	0	0	2

**Learning outcomes**

After completion of the course students will be able to:

- Explain the meaning, nature and importance of communication
- Identify the new vocabulary and phrases for their communication
- Apply their knowledge of grammatical, and discourse systems in a language
- Analyse the barrier in communication and discover the ways to remove the barriers
- Develop language skills in listening, speaking, reading and writing by having them engage in to communicative task
- Design the documents in official communication both in oral and written form

**Course content****UNIT-I****8 Hours**

1. Communication Skills: Meaning, nature and importance
2. Evolution of Communication Skills
3. Types of Communication Skills: Interpersonal, Intrapersonal, Verbal and Non-Verbal, barriers in communication. Measures to overcome the barriers to communication, Elements of effective communication

**UNIT-II****8 Hours**

1. Listening Skills: Listening process; Classification of listening; principles of listening; common barrier to listening process; measures to improve listening.
2. Types and essentials of effective Speaking, Reading and Writing Skills

**UNIT-III****7 Hours**

1. Employment letters and applications; Cover Letter for Job application, CV and Resume Writing; Memos, guidelines and format for writing memos, notices and circulars.
2. Job Interview: The interviewing process, Types of interviews and Interview formats, sample questions commonly asked during interview.
3. Developing interview file - During selection of teachers and students; the beginning, the middle and the end of the interview.

**UNIT-IV****7 Hours**

1. Group Discussion/ Seminar: Nature, characteristics, strategies and techniques, asking for opinions and supporting opinions in GD/Seminar; Technical Reports: types, formats; Technical Proposals; Oral Presentations- Planning, Preparation, Practicing, Performing.
2. Meetings: Conducting meetings, selecting participants, developing agendas, opening meetings, establishing ground rules for meetings, time management.

## Suggested Readings

- Bhardwaj, K. (2009). *Professional communication*. New Delhi: I. K. International Publishing House Pvt. Ltd.
- Bradbury, A. (2009). *Successful presentation skills*. New Delhi: Kogan Rage India Private Limited.
- Chaturvedi, P. D., & Chaturvedi, M. (2013). *Business communication: skills, concepts and applications*. Noida: Pearson Publications.
- Farhathullah, T. M. (2008). *Communication skills for technical students*. Kolkata: Orient Blackswan Private Limited.
- Hartley, P., & Chatterton, P. (2015). *Business Communication: rethinking your professional practice for the post-digital age*. London & NY: Routledge.
- Kaul, A. (2015). *Effective business communication*. New Delhi: PHI Learning Private Limited.
- Mukerjee, H. S. (2013). *Business communication: connecting at work*. UK: Oxford University Press.
- Ober, S. (2009). *Contemporary business communication*. USA: Houghton Mifflin Company.

**Course Title: COMMUNICATION SKILLS (PRACTICAL)**

**Course code: MED 553**

### Learning outcomes

After completion of the course students will be able to:

- Identify the new vocabulary and phrases for their communication
- Extend their knowledge of grammatical and discourse systems in a language
- Apply the communication strategies in their real life
- Develop language skills in listening, speaking, reading and writing by having them engage in to communicative task
- Construct the sentences and language in context

### Practical

**30 hours**

- Mock Exercises for Interview for job/ employment
- Presentation of technical reports using audio-visual aids
- Conducting and participating in mock meetings,
- Participation in discussion on any issue
- Resume writing/Leave Application
- Presenting one's ideas at meetings and conferences
- Interacting orally in academic, professional and social situations

### Evaluation Criteria (Total Marks 50)

- Conduct of Practical- 30 marks
- Practical file- 10 marks
- Viva-voce- 10 marks

Course Title: **TEACHER EDUCATION**

Course Code: **MED 554**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
4	0	0	4

### **Learning outcomes**

After completion of the course students will be able to:

- Discuss the recommendations of different Committees and Commissions on Teacher Education
- Develop professionalism as Teachers and Teacher Educators.
- Analyse the effectiveness of Pre-service and In-service teacher education programme at different stage of education
- Evaluate the research trends in teacher education

### **Course Content**

#### **UNIT I**

**14 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, Education Commission-1964-66, 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**

**15 hours**

1. Models of Teacher Education - Behavioristic, Competency-based and Inquiry Oriented Teacher Education Models
2. 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**

**15 hours**

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

- Aggarwal, J. C. (1973). *Landmarks in the history of modern Indian education*. New Delhi.
- 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)*
- Mohan, M. (2011). *Teacher education*. New Delhi: PHI learning Pvt. Ltd.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mudaliar, A. L. (1953). *Report of the secondary education commission 1952-53*.
- NCERT (2004). *Curriculum framework for teacher education*. New Delhi: Author.
- 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*

## Suggested Websites

- [www.education.indiana.edu](http://www.education.indiana.edu)
- [www.getintoteaching.education.gov.uk](http://www.getintoteaching.education.gov.uk)
- [www.ncert.nic.in](http://www.ncert.nic.in)
- [www.ncte-india.org](http://www.ncte-india.org)
- [www.teal.ed.gov](http://www.teal.ed.gov)
- [www.ue.edu.pk](http://www.ue.edu.pk)
- [www.mhrd.gov.in](http://www.mhrd.gov.in)
- [www.instructionaldesign.org](http://www.instructionaldesign.org)
- [www.learningandteaching.info](http://www.learningandteaching.info)
- [www.cluteinstitute.com](http://www.cluteinstitute.com)
- [www.aiaer.net](http://www.aiaer.net)

**Course Title: MEASUREMENT AND EVALUATION**

**Course Code: MED 555**

**Learning outcomes**

L	T	P	Credits
4	0	0	4

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
- 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 and evaluation: concept and nature; needs and uses of measurement and assessment in behavioral sciences.
2. Norm-referenced and criterion-referenced measurement, formative and summative assessment; and their application
3. Scales of measurement: Nominal, Ordinal, Interval and Ratio scales
4. Taxonomy of instructional objectives: Cognitive, Affective and Psychomotor

### **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 and factors influencing reliability measures
3. Objectivity, Usability and Norms.

### **UNIT III**

**16 hours**

1. Tools of Research – Validity, Reliability and Standardization 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
2. Achievement tests: construction and standardization of achievement test, standardized vs. teacher made tests; concept and uses of diagnostic test
3. Question bank, and types of questions such as Objective, Short answer and Essay type

### **UNIT IV**

**14 hours**

1. Classroom assessment techniques, CCE
2. Grading system: concept, relative and absolute, different scales in grading
3. Measurement of performance through Rubrics, Portfolios and Reflective Diaries
4. 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
5. Systemic Reform in examination: online, on-demand, open book examination

## 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. (1997). *Essentials of examination system, evaluation, tests and measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S. R. (2005). *Classroom Assessment: Issues and practices*. Boston: Allyn & Bacon.
- Blooms, B. S. (1956). *Taxonomy of educational objectives*. New York: Longman Green and Company.
- Cooper, D. (2007). *Talk about assessment, strategy and tools to improve learning*. Toronto: Thomson Nelson.
- Earl, L. M. (2006). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press.
- Gronlund, N. E. (2003). *Assessment of student achievement*. Boston: Allyn & Bacon.
- Gupta, S. (2014). *Educational evaluation*. New Delhi. APH Publishing Corporation.
- Hopkins, K. D. (1998). *Educational and psychological measurement and evaluation*. Boston: Allyn and Bacon.
- Kumar, R. (2013). *Education evaluation*. New Delhi. APH Publishing Corporation.
- Kaplan, R. M., & Saccuzzo, D. P. (2000). *Psychological testing, principles, applications & issues*. California: Wordsworth.
- 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
- 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.

## Suggested websites

- [www.adprima.com](http://www.adprima.com)
- [www.tc.columbia.edu](http://www.tc.columbia.edu)

L	T	P	Credits
3	0	0	3

**Course Title: MENTAL HEALTH, YOGA AND PHYSICAL WELL BEING**

**Course Code: MED 556**

**Learning outcomes**

After completion of the course students will be able to:

- Conceptualize mental health and hygiene
- Illustrate the process of defense mechanism
- Identify various categories of disturbed behavior
- Developed awareness of positive health and well-being
- Inculcate healthy habits
- Differentiate between healthy and unhealthy lifestyle
- Reflect upon importance of active lifestyle
- Describe eight limbs of Yoga
- Appraise importance of Yoga in our life
- Locate missing elements to attain a quality lifestyle

**UNIT I**

**14 Hours**

1. Mental Health and Mental Hygiene: Concept, Principles and Objectives; Factors affecting mental health; Mental health issues among students and teachers- Anxiety, Frustration and Conflict
2. Identifying ego defence mechanisms in an educational environment: Projection, Denial, Distortion, Acting Out, Fantasy, Rationalization, Regression, Repression, Reaction Formation, Isolation, Withdrawal, Sublimation, Humour, Acceptance, and Anticipation.
3. Management of disturbed behaviour among students and teachers: Coping strategies and building Resilience

**UNIT II**

**10 Hours**

1. Concept and prerequisites of Health Fitness and Wellbeing.
2. Causal factors influencing Positive Health, Well-Being and increasing Happiness of students and teachers.
3. Ailments associated with sedentary lifestyle: Hypertension, Diabetes, Cardio-Vascular Diseases, Obesity, Malnutrition, and Spinal Problems. Active vs sedentary lifestyle of students and teachers.
4. Nutrition: Macronutrients and Micronutrients and balanced diet.

**UNIT III**

**10 Hours**

1. Yoga: Genesis, Concept & Objectives; Forms of Yoga, Benefits of Yoga for students and teachers,
2. Processes of Asthanga Yoga and its components: Yam, Niyam, Asana, Pranayam, Pratyahar, Dharana, Dhyana, Samaadhi.
3. Methods of Teaching Yoga; Qualification and Qualities of a Yoga Teacher.

**UNIT IV**

**11 Hours**

1. Yoga necessary for growing children: for muscular strengthening, for toning, for young women
2. Concept and benefits of Meditation for mental health
3. Incorporation of Yoga within modern lifestyle of students and teachers

### Transaction Mode

Lecture, lecture-cum-demonstration, seminar, dialogue, peer group discussion, mobile teaching, self-learning, collaborative learning, cooperative learning and field visit.

### Suggested Readings

- 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, & Aline. (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., & 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.

**Course Title: MENTAL HEALTH, YOGA AND PHYSICAL WELL BEING(PRACTICAL)**

**Course Code: MED 557**

L	T	P	Credits
0	0	2	1

### Learning outcomes:

After completion of the course students will be able to:

- Practice Yoga Asana and Meditation
- Perform Yoga practices with proficiency



- Actively participate in Sports and Games
- Prepare a report on Sports facilities/Counselling Centers
- Manage Stress and Develop Resilience through Meditation

**Practical (Any Three) 30 hours**

1. Prayanam :NaadiShodhan, Bhramari& Ujjayi ; Kriya: KapalBhati
2. Aasan: Surya Namaskar, TaadAsan, VrikshAsan, Vajra Asan, ArdhMatsyaAsan, NirlambBhujangAsan, Makar Asan, MarjaraAsan, Tratak, Padmasan.
3. Meditative Practice
4. Team Sports: Cricket, Kho-Kho, Badminton, Volley Ball, Football, Table Tennis
5. Visit to a Local Stadium/Counselling Center/Sports Facility and prepare a Report

**Evaluation Criteria: Total Marks 50**

1. Practical Record: 20 Marks
2. Field Performance: 20 Marks
3. Viva-Voce:10 Marks

**ELECTIVE (Any of the following)**

**Course Title: PEDAGOGY FOR ELEMENTARY EDUCATION**

**Course Code: MED 558**

L	T	P	Credits
4	0	0	4

**Learning outcomes**

After completion of the course students will be able to

- Understand the meaning and genesis of pedagogy
- Develop understanding of different psychological and personal characteristics of elementary school children
- Explore the various innovative methods of teaching at Elementary level
- Develop skills relating to assessment of different aspects of elementary school children.

**Course Content**

**UNIT I**

**14 hours**

1. Pedagogy: Meaning, genesis; and characteristics of pedagogy at elementary level, critical pedagogy, constructivist pedagogy, creative pedagogy in the context of elementary education
2. Elementary school students: their personal, social and psychological characteristics

**UNIT II**

**16 hours**

1. Teaching for Creativity: Synectics approach, brain storming and CPS approach
2. Constructivist Learning Approach: 5E approach, 7E approach
3. Methods of teaching: Experiential, problem posing, problem solving, concept mapping, active learning, culturally situated/relevant/responsive pedagogy, Icon design cooperative, collaborative

**UNIT III****16 hours**

1. Teacher Controlled Instruction: meaning and nature, lecture, team teaching, demonstration, strengths and weaknesses of each method, effectiveness of TCI methods and role of teacher in teacher controlled instruction
2. Learner Controlled Instruction: meaning and nature, Self-Instructional Print Material, Programmed Learning, Keller's Personalized System of Instruction, Computer Assisted Instruction, Teacher's Role in Learner controlled Instruction.
3. Group-Controlled Instruction: Meaning, Nature: Small Group Interaction, Role Play, Field Trips, Project Work, Role of Teacher in Group Controlled Instruction.

**UNIT-IV****14 hours**

1. Organizing and planning for student portfolios and developing rubrics for portfolio assessment
2. Feedback system: types, delayed and immediate feedback and implications

**Transaction mode**

Brain storming, Group discussion, Seminars, Projects, Team teaching, focus group discussion

**Suggested Readings**

- Aggarwal, J. C., & Gupta, S. (2007). *Early childhood care and education (1st Ed.)*. New Delhi: Shipra Publications.
- Baur, G. R., & et.al. (1976). *Helping children learn mathematics: A competency based laboratory approach*. Cummings Publishing Co.
- Chastain, K. (1970). *The development of modern language skills: Theory to practice*. Chicago: Rand Menally & Co.
- Dewey, J. (1944). *Democracy and education*. New York: Simon and Schuster.
- Erickson, H. L. (2002). *Concept based curriculum and instruction*. California: Crown Press, Inc.
- Friere, P. (1999). *Pedagogy of the oppressed*. New, NY: Continuum
- Government of India (1986). *National policy on education*. Department of Education, New Delhi.
- Govt. of India (2005). *National plan of action for children, 2005: Department of women and child development*. New Delhi
- *In-service Teacher Education Package for Primary and Secondary Teachers (1988)*, Volume I & II, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT. New Delhi.
- NCERT (2005). *National curriculum framework*. NCERT, New Delhi.
- NCERT (2005). *Position Paper of the national focus group on early childhood education*. NCERT, New Delhi.
- NCTE (2005). *Report on ECCE teacher education: Curriculum framework and syllabus outline*, New Delhi.

- NIPCCD (2002). *Children in difficult circumstances: Summaries of research, resource centre on children*. New Delhi.
- Petty, W. T. (1978). *Curriculum for the modern elementary school*. Chicago: Rand Mentally College Public Co.
- Pugh, G. (1996). *Contemporary issues in early years: Working collaboratively for children(2nd Ed.)* National Children’s Bureau, London.
- Rubin, D. (1980). *Teaching elementary language arts*. New York: Holt Reinhart &Winsten.
- Seefeldt, C. (1990). *Continuing issues in early childhood education*. Columbus, Ohio: Merrill Publishing Company.
- Swaminathan, M., & Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- UNESCO (2007). *Strong foundations: Early childhood care and education*. Paris: UNESCO.
- UNICEF & MHRD (2001). *Early childhood care for survival, growth and development*. New Delhi.
- Victor, & Learner. (1971). *Readiness in science education for the elementary school*. N.Y.: McMillan Co.
- World Bank. (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.

**Course Title: PEDAGOGY FOR SECONDARY EDUCATION**

**Course Code: MED 559**

**Learning outcomes**

After completion of the course students will be able to

- Differentiate between pedagogy and andragogy
- Classify various types of pedagogies
- Develop understanding for teacher, learner and group-controlled instructions
- Explore the various innovative methods of teaching at secondary level
- Develop skills relating to assessment of different aspects of secondary school children.

L	T	P	Credits
4	0	0	4

**UNIT I**

**16 hours**

- Pedagogy: meaning, concept and stages pedagogy at secondary level
- Andragogy: concept, assumptions and principles, difference between andragogy and pedagogy, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy
- Recent practices and their implications in Education: critical pedagogy, constructivist pedagogy, creative pedagogy in the context of secondary education
- Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)

**UNIT III**

**16 hours**

- Teaching for Creativity: Synectic approach, brain storming and CPS approach
- Constructivist Learning Approach: 4E approach, 5E approach, 7E approach

- Methods of teaching: Experiential, problem posing, problem solving, concept mapping, service learning, engaged learning, culturally situated/relevant/responsive pedagogy, ICON design, cooperative and collaborative

### UNIT III

**16 hours**

- Teacher Controlled Instruction: meaning and nature; lecture, team teaching, demonstration, strengths and weaknesses of each method, effectiveness of TCI methods; Role of teacher in teacher-controlled instruction
- Learner Controlled Instruction: meaning and nature, Self-Instructional Print Material, Programmed Learning, Keller's Personalized System of Instruction, Computer Assisted Instruction; Competencies of Self-directed Learning, Teacher's Role in Learner Controlled Instruction.
- Group-Controlled Instruction: Meaning, Nature: Small Group Interaction, Role Play, Field Trips, Project Work, Role of Teacher in Group Controlled Instruction.

### UNIT-IV

**12 hours**

1. Organizing and planning for student Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources
2. Feedback system: types, delayed and immediate feedback and implications

### Transaction mode

Brain storming, Group discussion, Seminars, e-tutoring, mobile learning, projects, Focus group discussion

### Suggested Readings

- Aggarwal, J. C., & Gupta, S. (2007). *Early childhood care and education (1st Ed.)*. New Delhi: Shipra Publications.
- Chastain, K. (1970). *The development of modern language skills: Theory to practice*. Chicago: Rand Menally & Co.
- Dewey, J. (1944). *Democracy and education*. New York: Simon and Schuster.
- Erickson, H. L. (2002). *Conceptbased curriculum and instruction*. California: Crown Press, Inc.
- Friere, P. (1999). *Pedagogy of the oppressed*. New NY: Continuum
- Government of India (1986). *National policy on education*. Department of Education, New Delhi.
- Govt. of India (2005). *National plan of action for children, 2005*: Department of Women and Child Development, New Delhi.
- *In-service teacher education package for primary and secondary teachers (1988)*, Volume I & II, NCERT, New Delhi.
- Mishra, R. C. (2005). *Early childhood education today*. Prentice Hall Publisher
- *National curriculum for elementary and secondary education (1998) - A Framework*, NCERT, New Delhi.
- NCERT (2005). *National curriculum framework*, NCERT, New Delhi.
- NCERT (2005). *Position Paper of the national focus group on early childhood education*. NCERT, New Delhi.
- NCTE (2005). *Report on ECCE teacher education: Curriculum framework and syllabus outline*, New Delhi.
- NIPCCD (2002). *Children in difficult circumstances: Summaries of research, resource centre on children*. New Delhi.
- Petty, W.T (1978). *Curriculum for the modern elementary school*. Chicago. Rand Mentally College Public Co.

- Pugh, G. (1996). *Contemporary issues in early years: Working collaboratively for children (2nd Ed.)*. London: National Children’s Bureau.
- Rubin, D. (1980). *Teaching elementary language arts*. New York: Holt Reinhart &Winsten.
- Seefeldt, C. (1990). *Continuing issues in early childhood education*. Columbus, Ohio: Merrill Publishing Company.
- Swaminathan, M. & Daniel, P. (2000). *Activity based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education,
- UNESCO (2007). *Strong foundations: Early childhood care and education*. Paris: UNESCO.
- UNICEF & MHRD (2001). *Early childhood care for survival, growth and development*. New Delhi.
- Victor & Learner (1971). *Readiness in science education for the elementary school*. N.Y.: McMillan Co.
- World Bank (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.

### **INTER-DISCIPLINARY COURSES**

**Course Title: TEACHING PROFICIENCY**

**Course Code: MED 513**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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

#### **Course Content**

##### **UNIT I**

**7 hours**

1. Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centered, and learner-centered, Levels of Teaching and Phases of Teaching.
2. Classroom Management: Meaning, Principles, Handling large and small classes. Techniques of classroom management.
3. Motivation: Meaning, nature and types, Factors affecting motivation.

**UNIT II****8 hours**

1. Engagement: concept, types and techniques of engaging the learners
2. Exploration: concept and need, techniques of exploration in the class
3. Explanation Skill: techniques of an effective explanation
4. Questioning skill: types of questions, framing and asking a good question
5. Evaluation as a skill: class room evaluation techniques, performance of learner and teacher.

**UNIT III****7 hours**

1. Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process.
2. Flipped and Blended learning
3. Web based Teaching and learning, E-mail, how to create E-mail account, social networking sites. Virtual Laboratories and Digital Libraries.

**UNIT IV****8 hours**

1. Pedagogy: Meaning, types, use of various pedagogies in teaching. Andragogy: meaning, application in higher education.
2. Integrated Approach to Evaluation: Marking System, 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

**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**

- 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 21<sup>st</sup> century school*. U.S.A.: Sage Publications.
- Sharma, R. N. (2010). *Advanced educational technology*. New Delhi: Atlantic 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

- [wiki.eveuniversity.org](http://wiki.eveuniversity.org)
- [www.adprima.com](http://www.adprima.com)
- [www.apa.org](http://www.apa.org)
- [www.crlt.umich.edu](http://www.crlt.umich.edu)
- [www.edutopia.org](http://www.edutopia.org)
- [www.eveuniversity.org](http://www.eveuniversity.org)
- [www.facultyfocus.com](http://www.facultyfocus.com)
- [www.reddit.com](http://www.reddit.com)
- [www.theteachersguide.com](http://www.theteachersguide.com)

**Course Title: ISSUES AND CONCERNS IN EDUCATION**

**Course Code: MED 514**

L	T	P	Credits
2	0	0	2

### Learning outcomes

After completion of the course 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 different 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.

## 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. (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](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://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](https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan)
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

## SEMESTER-IV

**Course Title: TEACHER DEVELOPMENT AND EMPOWERMENT**

**Course Code: MED 571**

L	T	P	Credits
4	0	0	4

### Learning outcomes

#### Course Content

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

- Contrast the differences between pre-service and in-service teacher education.
- Analyze the functions of Institutions and Agencies of Teacher Education
- Explain recent issues in teacher education
- Evaluate the Pre-service and In-service teacher education program at different stages
- Review the research trends in teacher education
- Summarize the internship of teacher education programme

#### Course Content

### UNIT I

**16 hours**

1. Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs,
2. The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
3. 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

### UNIT II

**16 hours**

1. Privatization of teacher education
2. Reflections on Policies and Regulations
3. Curriculum of teacher education
4. Quality assurance and accreditation process

### UNIT III

**14 hours**

1. Internship Program: meaning, purpose, challenges and its process of evaluation.
2. Models of Teacher Education – Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models
3. Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning

## UNIT IV

14 hours

1. Teacher Empowerment-Meaning and importance
2. Programs for teacher empowerment: Theme based training, need based training, capacity building programs, Orientation and refresher Course
3. Academic Skills: communication, soft skills, curriculum development, Teaching Potential, Classroom management skills, evaluation skills

### 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. (1973). *Landmarks in the history of modern Indian education*. New
- Aggarwal, J. C., & Aggarwal, S. P. (1992). *Educational planning in India with a slant*
- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Chattopadhyaya, D. P. (1985). *The Teacher and society: Report of national Commission on teachers I 1983-85*. Govt. of India, New Delhi.
- Day, R. (2008). *Models and the knowledge base of second language teacher education*. University of Hawaii: Retrieved from <http://www.hawaii.edu/sls/uhwpe1/112/day112.pdf>>
- Egan, L. C., & et.al. (2015). *A discipline based teaching and learning center*. New York: Springer Science + Business Media Publication.
- Garg, I. (2014). *Teacher education*. New Delhi: APH Publishing Corporation.
- Kumar, P. (2010). *Teacher education*. New Delhi: APH Publishing Corporation.
- MHRD (1986). *National Policy on Education – 1986*, GOI
- MHRD (1995). *The Teacher and society, Chattopadhyaya Committee Report (1983-95)*. MHRD, GOI
- Ministry of Education (1966). *Education and national development. report of the*
- Mishra, L. (2013). *Teacher education: Issues and innovation*. New Delhi: Atlantic Publications.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mohanty, J. (2013). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- 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 Delhi
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- NCERT (2004). *Curriculum framework for teacher education*. 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*. New Delhi: NCERT.
- NCTE (1998b). *Curriculum framework for quality teacher education*. New Delhi:
- NCTE (2009). *National curriculum framework for teacher education towards preparing professional and humane teacher*. New Delhi: NCTE.

- Nehru, R.S.S., et.al. (2013). *Teacher education*. New Delhi: APH Publishing Corporation.

### 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
- www.aiaer.net

**Course Title: EDUCATIONAL ADMINISTRATION,  
MANAGEMENT AND LEADERSHIP**

**Course Code: MED 572**

**Learning outcomes**

L	T	P	Credits
4	0	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: FIELD INTERNSHIP-II**  
**Course Code: MED573**

L	T	P	Credits
0	0	16	8

### Learning outcomes

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

1. Critically analyze the administrative activities of educational institutions
2. Discuss the process of curriculum designing and development
3. Explain evaluation of educational processes in an institution
4. Assess the outcomes of educational programs
5. Formulate action research proposal
6. Practice innovative teaching techniques and evaluation in teacher education institutions

**Evaluation Criteria** – As given in SOP for Field Internship

**Course Title: Dissertation**  
**Course Code: MED600**

L	T	P	Credits
0	0	24	12

### Learning Outcome

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

1. Conduct research independently on educational problems.
2. Develop analytical and logical thinking in the process of conducting research.
3. Apply the implications of educational research in generating new knowledge

**Evaluation:** as per university guidelines

## Elective (Any of the following)

**Course Title: INCLUSIVE EDUCATION AT ELEMENTARY LEVEL**

**Course Code: MED574**

L	T	P	Credit
4	0	0	4

### Course Learning Outcome

After completion of the course students will be able to

- Identify the barriers in the inclusion of students with special needs
- Describe historical development of inclusive education in India
- Analyze the various suggestions given by different recent commissions on inclusive education at elementary level
- Explore the pedagogical approaches at elementary education level
- Evaluate various educational intervention programs for meeting the needs of diverse learners at elementary level
- Design the pedagogy, curricula, and assessment of students with special needs
- Discover the ways to remove the barriers in the education of students with special needs
- Plan inclusive classroom setting by using human and material resources
- Adapt curriculum to fulfill the needs of students with special need

### Course Content

#### UNIT I

**14 Hours**

1. Inclusive Education: Definition, concept and importance. Historical development of inclusive education in India. Difference between special education, integrated education and inclusive education at elementary level.
2. Advantages of inclusive education in education for all children. Status of enrolment at elementary level with reference to social group equity.

#### UNIT II

**14 Hours**

1. Difference in access to education in habitations, class, caste, tribe and other disadvantaged groups. Achievement of socially disadvantaged children in elementary education. Dropout and retention aspect.
2. Inclusive educational strategies and their implications for universalization of elementary education. Concept of Common School system at elementary level.

#### UNIT III

**16 Hours**

- 1 Children with Diverse Needs :Definition and characteristics of children - With sensory difficulties; hearing, visual and physically challenged; Children with intellectual, gifted, talented and mentally challenged children, developmental disabilities (autism, cerebral palsy, learning disabilities.
- 2 Social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems. Environmental/ecological difficulties

and children belonging to other marginal groups. Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.

- 3 Meaning of socially disadvantaged children: socially disadvantaged sections in India- the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
- 4 Multicultural education, teaching in rural, gender and class context at elementary level.

#### UNIT IV

16 Hours

- 1 Roles, responsibilities and professional ethics of an inclusive education teacher with reference to elementary level of education.
- 2 Organization and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum, teacher attitude, expectations etc.
- 3 Building inclusive learning, friendly classrooms and overcoming barriers for inclusion.
- 4 Researches in Inclusive education at elementary level.

#### 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

- Ahuja, A., & Jangira, N.K. (2002). *Effective teacher training; cooperative learning based approach*. New Delhi: National Publishing house.
- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Jangira, N. K., & Mani, M.N.G. (1990). *Integrated education for visually handicapped*. Gurgaon: Old Subjimandi, Academic Press.
- Jha, M. (2002). *Inclusive education for all: Schools without walls*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Sharma, P.L. (2003). *Planning inclusive education in small schools*, R.I. E. Mysore.
- Sharma, P. L. (1990). *Teachers handbook on IED-Helping children with special needs*. N. C. E R T Publication.

**Course title: INCLUSIVE EDUCATION AT SECONDARY LEVEL**

**Course Code: MED575**

L	T	P	Credits
4	0	0	4

#### Learning outcomes

After completion of the course students will be able to:

- Identify the barriers in the inclusion of students with special needs
- Describe historical development of inclusive education in India

- Analyze the various suggestions given by different recent commissions on inclusive education at secondary level
- Explore the pedagogical approaches at secondary education level
- Evaluate various educational intervention programs for meeting the needs of diverse learners at secondary level
- Design the pedagogy, curricula, and assessment of students with special needs
- Discover the ways to remove the barriers in the education of students with special needs
- Plan inclusive classroom setting by using human and material resources
- Adapt curriculum to fulfill the needs of students with special needs

## Course Content

### UNIT I 14 Hours

1. Inclusive Education: concept, principles, importance and scope. Historical development of inclusive education in India. Difference between special education, integrated education and inclusive education at secondary level
2. Advantages of inclusive education in education for all children, Status of enrolment at secondary level with reference to social group equity
3. Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India

### UNIT II 14 Hours

1. Difference in access to education in habituations, class, caste, tribe and other disadvantaged groups, achievement of socially disadvantaged children in secondary education, dropout and retention aspect
2. Inclusive educational strategies and their implications for universalization of secondary education
3. Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under SarvaShikshaAbhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implications

### UNIT III 16 Hours

1. Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion,
2. Children with Diverse Needs, Definition and characteristics of children: - With sensory difficulties; hearing, visual and physically challenged; Children with intellectual, gifted, talented and mentally challenged children, developmental disabilities (autism, cerebral palsy, learning disabilities), causes and prevention of disabilities
3. Social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems. Environmental/ecological



difficulties and children belonging to other marginal groups. Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.

4. Role of different national and international agencies (institutions and universities) in promoting inclusive education

#### UNIT IV

16 Hours

1. Concept and importance of human and material resources; types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
2. Creating conducive environment in inclusive schools: Roles and Responsibilities of teacher in inclusionary practices at secondary level, Managerial skills for mobilizing the appropriate resources.
3. Material resources in the form of infrastructural facilities and human resources, changing the attitude of the people, exploring and utilizing the services and resources available in the community.
4. Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School
5. Research Trends of Inclusive Education in India.

#### 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

- Ahuja, A., & Jangira, N.K. (2002). *Effective teacher training; Cooperative learning based approach*. New Delhi: National Publishing house.
- Ainscow, M., & Booth, T. (2003). *The index for inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Jangira, N. K. & Mani, M.N. G. (1990). *Integrated education for visually handicapped*. Gurgaon: Academic Press.
- Jha, M. (2002). *Inclusive education for all: Schools without walls*. Chennai: Heinemann Educational publishers.
- Sharma, P.L. (2003). *Planning inclusive education in small schools*. Mysore: R .I E.
- Sharma, P.L. (1990). *Teacher's handbook on IED-Helping children with special needs* N. C. E R T Publication.

## INTER-DISCIPLINARY COURSES

**Course Title: UNDERSTANDING EDUCATION**

**Course Code: MED 529**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
2	0	0	2

### **Learning outcomes**

After completion of the course students will be able to:

- Interpret the nature of education as a discipline of study
- Examine issues of education as interdisciplinary knowledge
- Analyse the theories of education viewed from different schools of Philosophy.
- Argue on the perspectives of reality, value and knowledge of education
- Critically analyse 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 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 Radhakrishnan, GijuBhai, J. Krishnamurthy and Sri Aurobindo on education.

### **UNIT III**

**8 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**

**7 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

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

- Bailey, R., & et.al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chand, T. (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](https://en.wikipedia.org/wiki/Logical_positivism)
- <http://plato.stanford.edu/entries/logical-empiricism/>

**Course Title: ASSESSMENT OF LEARNING**

**Course Code: MED 530**

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

## Course Content

### UNIT I 7 hours

3. Concept of measurement, assessment and evaluation
4. Assessment of cognitive, affective and psychomotor learning

### UNIT II 8 hours

5. Qualitative and quantitative methods of classroom evaluation
6. Formative and summative evaluation
7. Self assessment and peer assessment
8. Continuous and Comprehensive Evaluation

### UNIT III 7 hours

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

### UNIT IV 8 hours

6. Use of test, check list, interview schedule, rating scale
7. Use of Rubrics, Portfolios and reflective diaries
8. Use of computers in Evaluation
9. Web Resources for Effective evaluation of Teaching & Learning Processes,
10. 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

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

- Explain the concept of mental health and hygiene
- Describe the process of defense mechanism
- Analyze the process of Ego maturity

- Identify various categories of disturbed behavior
- Develop positive health and well-being
- Adopt adjustment and stress management techniques

## Course content

### UNIT I

**7 hours**

1. Mental Health/Hygiene: Concept, Principles and Objectives; Factors effecting Mental Health
2. Adjustment, Maladjustment, Anxiety and Frustration

### UNIT II

**7 hours**

1. Freud's Psychosexual Development and Topographical Structure of Psyche: Id, Ego and Super Ego
2. Ego Defense Mechanisms: Projection, Denial, Distortion, Acting Out, Fantasy, Rationalization, Regression, Repression, Reaction Formation, Isolation, Withdrawal, Sublimation, Humor, Acceptance, Anticipation.

### UNIT III

**8 hours**

1. Personality Disorders: Narcissism, Borderline-Personality, Histrionic, Obsessive Compulsive.
2. Anxiety Disorders: Panic & Phobia.
3. Mood Disorders: Stress, Trauma, Depression & Bipolar.
4. Substance Related Addictive Disorders.
5. Nature and causes of behavioral problems among underachieving students. School discipline problems, bullying, drug abuse, truancy, and dropout.

### UNIT IV

**8 hours**

1. Building Resilience, Coping Strategies and Skills
2. Stress Management for students
3. Emotional Management for 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 Readings

- 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.
- 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., & 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.