

Curriculum **M.Ed.**

7/1/2015

Central University of Punjab
Centre for Education

Session 2015-16

Scheme

Semester -1					
Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 501	Learner and Learning	3	0	0	3
MED 502	Education in Social Context	3	2	0	4
MED 503	Research in Education	3	2	0	4
MED 504	Understanding Philosophical Basis of Education	3	2	0	4
MED 520	Learner and Learning Practical	0	0	2	1
	Elective (Any one of following)				
MED 505	System and Policies of Elementary Education	3	2	0	4
MED 506	System and Policies of Secondary Education	3	2	0	4
	Inter-disciplinary Courses				
MED 507	Teaching Proficiency	2	0	0	2
MED 508	Issues and Concerns in Education	2	0	0	2
	Total	17	8	2	22

Semester -2					
Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 509	History and Political Economy of Education	3	2	0	4
MED 510	Educational Technology and ICT	3	0	0	3
MED 511	Research Proposal	0	0	4	2
MED 512	Educational Statistics	3	2	0	4
MED 513	Academic Writing	0	0	2	1
MED 519	Educational Technology Practical	0	0	2	1
	Elective (Any one of following)				
MED 514	Guidance and Counselling for Elementary Education	3	2	0	4
MED 515	Guidance and Counselling for Secondary Education	3	2	0	4
	Inter-disciplinary Courses				
MED 516	Understanding Education	2	0	0	2
MED 517	Assessment of learning	2	0	0	2
	Total	14	6	8	21

Course Title: LEARNER AND LEARNING
Paper Code: MED 501

L	T	P	Credits
3	0	0	3

Learning Outcomes

The students will be able to:

- Understand the learners
- Analyse the different stages of growth and development of learners
- Identify learning needs and impact of memory and forgetting on learning.
- Measure IQ,SQ,EQ and creativity of learners
- Identify different cognitive abilities and processes of learners
- Explore the implications of different trait and type personality theories

Course Content

UNIT I

12 hours

1. **Methods to understand learners:** observation, introspection, experimental and case study.
2. **Individual Differences among learners:** concept and nature; role of heredity and environment.
3. **Growth and development:** concept, nature and principles, factors affecting growth and development.
4. **Stages of human development:** Piaget's concept of cognitive development and Vygotsky's sociocultural perspective of human development; analytical view

UNIT II

12 hours

1. **Learning:** identification of learning needs and transfer of learning in different situations, behaviouristic, cognitive and social perspectives of learning with special reference to Bruner, Bandura and Gagne's Hierarchy of learning.
2. **Motivation in teaching- learning process:** creating and maintaining conducive learning environment.
3. **Memory, Remembering and Forgetting:** concept and their effect on learning.

UNIT III

12 hours

1. **Intelligence:** measurement of intelligence through verbal, non- verbal, individual and group tests, concept and measurement of multiple intelligence, emotional and spiritual intelligence: IQ, SQ and EQ.
2. **Creativity:** concept, characteristics, elements and development of creativity, measurement of creativity and fostering creativity among learners.
3. **Cognitive process:** concept formation, logical reasoning, problem solving and creative thinking.

UNIT IV

10 hours

1. **Personality:** role of genetic and environmental variables, theories of personality: psychoanalytic, type and trait theory with special reference to Freud, Adler, Roger and Allport 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, Presentations, Panel discussion

Suggested Books

- Ambron, S.R. (1981). *Child development*, Holt, Rincehart and Winston, New York.
- Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
- Bigge, M.L., & Hunt, M.P. (1968). *Psychological Foundations of Education* (2nd Edition). N.Y.: Harper & Row.
- 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.
- Barry and Johnson (1964). *Classroom Group Behaviour*, New York: Macmillan.
- Bower, G.H. and Hilgard, E.R. (1981). *Theories of learning*. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- 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.

- Dash, M. (1994). *Educational Psychology*. New Delhi: Deep& Deep Publications.
- Engler Barbara (1991). *Personality Theories An Introduction*, 3rd Ed. Boston: Houghton Mifflin Company.
- Grammage, P. (1990). *Teacher and pupil: some socio-psychological principles and applications* (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
- Guilford, J.P. (1967). *Nature of Human Intelligence*, New York: McGraw Hill.
- Mathur, S.S. (1986). *Educational Psychology*, Revised and Enlarged Text Edition, Vinod Pustak Mandir, Agra.
- Newell, A. & Simon, H.A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice Hall.
- NCTE (2009). *National Curriculum Framework for Teacher Education*, New Delhi.
- NCERT (2005) National curriculum framework, New Delhi.
- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol. I). Hillsdale, NJ: Erlbaum.
- Synder, C.R. & Shane J. Lopez (2007). *Positive psychology*. SAGE Publications. U.K.
- Woolfolk, Anita, E. (1987). *Educational Psychology* (3rd Ed.) Englewood Cliffs. Prentice Hall.

Course Title: EDUCATION IN SOCIAL CONTEXT

Paper Code: MED 502

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

- Understand education as a social process
- Interpret education from the social perspective
- Understand education as a determinant of social change, socialization, development and social identity
- Analyse the issues related to social and the cultural dimensions of education
- Develop social habits and attitudes in the students for becoming socially adjustable individuals

Course Content

UNIT I

16 Hours

1. Relationship between sociology and education; meaning and nature of

Educational sociology and sociology of education.

2. **Reflection of Sociological theories on education:** Functionalist, Conflict, Interactionism and Postmodernism.
3. **Education and socio political development:** education as an agency of social change, education and political socialization for a democratic society.

UNIT II

16 Hours

1. Socio cultural nature and interaction of different social groups and its implications on education.
2. Social stratification and social mobility and its implications on education.
3. Concept of education as investment; education and modernization; education in the local and global perspectives: implications of globalization on system of education.

UNIT III

14 Hours

1. **Education as a process of socialization:** role of home, school and community with reference to socialisation.
2. Factors influencing social organization with special focus on educational organisations.
3. Understanding ‘identity formation’; emergence of multiple identities in the formation of a person placed in various social and institutional contexts; determinants of identity formation in individual and groups. Schooling as a process of identity formation.

UNIT IV

14 Hours

1. **Education and culture:** cultural diffusion, acculturation; cultural lag; cultural conflict with its relevance and implications on present society.
2. **Equality in educational opportunity:** critical analysis of the ways in which schooling contribute to social equality.
3. **Multicultural and a multilingual society:** challenges and role of education to meet these challenges.
4. Role of education for national integration and international understanding.

Transaction Mode

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

Suggested Books

- 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.
- Chandra, S. S., & Sharma, R. K. (2012). *Sociology of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- 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.
- 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 e-books

- Sociology of Education by S.S. Chandra & Rajendra K. Sharma, Atlantic Publishers & Distributors

Suggested websites

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

Course Title: RESEARCH IN EDUCATION

Paper Code: MED 503

L	T	P	Credits
3	2	0	4

Learning outcomes

The students will be able to:

- Understand research in education
- Select and Formulate research problems on emerging areas of education.
- Apply suitable strategies in disseminating research findings

Course Content

UNIT I

16 hours

1. **Educational Research:** its meaning, characteristics, process and overview of different types of research.
2. **Research problem:** definition, selection procedure, sources of selecting a problem and formulation of statement and research questions.

UNIT II

12 hours

1. **Quantitative and qualitative approaches to research:** significance of research in education and challenges, Criteria of good research.
2. **Related literature:** Purpose, types of sources and organization of related literature, writing and analysing a review.
3. **Hypotheses:** meaning, characteristics, types, formulation and testing, significance levels and errors.
4. **Sampling:** sampling frame, sample size, characteristics of a good sample types; probability and non-probability sampling designs and criteria of selection.

UNIT III

14 hours

1. **Research Methods :**
 - a. Historical: Steps and applications
 - b. Descriptive :steps and applications
 - c. Experimental: steps, designs and applications

UNIT IV

14 hours

1. **Tools and techniques for Qualitative and Quantitative data collection:** Types, construction, administration, scoring and uses
 - a. questionnaire, schedule, checklist, rating scale, inventory,
 - b. Observation and interview: Types and administration
2. **Reliability and validity:** Its determination and uses.
3. Research proposal and report.

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations, Panel discussion, Dialogue mode.

Suggested Books:

- 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 e-books

- Research Methods in Education
- Educational Research

Suggested websites

- www.education.com
- www.academia.edu

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

Course Title: UNDERSTANDING PHILOSOPHICAL BASIS OF EDUCATION

Paper Code: MED 504

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

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

Course Content

UNIT 1

16 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, Buddhist, British and modern times.

UNIT II

16 Hours

1. **Indian schools of Philosophy:** Sankhya, Vedanta, Buddhism and Jainism; concept of epistemology, metaphysics & axiology educational objectives, curriculum, methods, discipline and pupil- teacher relationship with examples from present educational scenario.
2. Contributions of Mahatama Gandhi, Tagore and Sri Aurobindo to Educational Thinking.

UNIT III

14 Hours

1. **Western schools of Philosophy:** Idealism, Naturalism, Realism, Pragmatism and Educational implications of these schools with special reference to basic tenets, objectives, curriculum, methodology, teacher pupil relationship & discipline.
2. Contributions of, John Dewey, Rousseau and Plato to educational thinking.
3. **Education for Sustainable Development:** Concept. Meaning, Principles and Strategies of Sustainable Development (in brief), Role of Education in Sustainable Development and Education as an investment.

UNIT IV

14 Hours

1. **Modern schools of Philosophy:** Logical Analysis, Logical Empiricism & Positive Relativism.
2. Concept of Values, Types of values: spiritual, moral, social, aesthetic values. National values enshrined in the Indian Constitution and their educational Implications.

Transaction mode

Workshops, seminars, assignments and group discussion around issues and concepts studies in theory.

Suggested Books

- Bailey, Richard. & et. al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chand, Tara. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: 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

Course Title: SYSTEM AND POLICIES OF ELEMENTARY EDUCATION

Paper Code: MED 505

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

- Understand the concept and context of Elementary Education
- Analyse the objectives and development of Elementary Education in India since independence
- Explore the challenges of Universalization of Elementary Education (UEE)
- Reflect on 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

Criteria for evaluation

Seminars, Assignments, Project reports, Sessional tests, Attendance

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.
- Dwivedi, K. (2014). *Educational Thoughts and Thinkers*. New Delhi: Shree Publishers and Distributors.

- Jha et.al (2008). *Public Provisioning for Elementary Education in India*, Sage Publications.
- Kumar, R., & Kumar, N. (2014). *Elementary Education in India*. Atlantic Publishers and Distributors (P) Ltd.
- Nehru, R., & Rao, N. V. (2014). *Elementary Education*, New Delhi: A.P.H. Publishing Corporation.
- Sikka, P., Wizarat, K., & Mehta, K. (2012). *Education for all Human Resource Development in India National Policies and Planning for the Education Sector*,
- Srivastava, D. S., & Tomar, M. (2011). *Elementary Education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary Education*, New Delhi: A.P.H. Publishing Corporation.
- Vashishitha, U. C., Khandi, H., & Mathur, A. (2011). *Educational Philosophy*. New Delhi: A.P.H. Publishing Corporation.

Course Title: SYSTEM AND POLICIES OF SECONDARY EDUCATION

Paper Code: MED 506

L	T	P	Credits
3	2	0	4

Learning outcomes

The students will be able to:

- Understand the development and emerging practices in secondary education
- Evaluate the role and functions of various agencies and institutions of secondary education
- Analyse the various policies and programmes on secondary education
- Understand the structure and management 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

16 hours

1. **Secondary Education Boards:** ICSE, CBSE and state boards: roles and functions.
2. **Rashtriya Madhyamik Shiksha Abhiyaan (RMSA):** issues, concerns and challenges
3. **Government schemes in secondary education:** Kishore shakti yojna, KGBVS and model school scheme.

UNIT III

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 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, between school and Higher education departments

Transaction mode

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

Criteria for evaluation

Seminars, Assignments, Project reports, Sessional tests, Attendance

Suggested books

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

- Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.
- Nehru, R. (2015). *Principles of curriculum*. New Delhi: A.P.H. Publishing Corporation.
- Pal, O. B. (2014). *Sociological foundation of education*, New Delhi: A.P.H. Publishing Corporation
- Patteti, A. P., & Thamarasseri, I. (2005). *Education and human Values*. New Delhi: A.P.H. Publishing Corporation.

Course Title: TEACHING PROFICIENCY

Paper Code: MED 507

L	T	P	Credits
2	0	0	2

Learning outcomes

The students will be able to:

- Reflect on the various strategies that can be used in classrooms
- Understand the various classroom management techniques and ways to motivate the learner
- Analyse the various adjustment mechanisms and stress management skills
- Reflect on the importance of skills in teaching
- Understand the use of ICT in classroom
- Explore the pedagogical skills in teaching and assessment techniques

Course Content

UNIT I

1. **Teaching:** Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centred, and learner-centred, 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

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

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

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

Brain storming, Group discussion, Seminars, Team teaching, focussed group discussion

Suggested Books

- 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: A.P.H. 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: A.P.H. Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: A.P.H. Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Schrum, L. & Levin, B. B. (2015). *Leading 21st century School*. U.S.A.: Sage Publications.
- Sharma. R. N. & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.

Suggested e-Books

- A Handbook on Teaching and learning in higher education
- Approaches Teaching and Learning

Suggested Websites

- wiki.eveuniversity.org
- www.adprima.com
- www.apa.org
- www.crlt.umich.edu
- www.edutopia.org
- www.eveuniversity.org
- www.facultyfocus.com
- www.reddit.com
- www.theteachersguide.com

Course Title: ISSUES AND CONCERNS IN EDUCATION

L	T	P	Credits
2	0	0	2

Paper Code: MED 508

Learning outcomes

The students will be able to:

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

Course Content

UNIT –I

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

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

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), Sarva Shiksha Abhiyan

(SSA) and Rastriya Madhyamik Shiksha Abhiyaan (RMSA) - issues of implementation and success of these programmes.

UNIT IV

1. Current status of Higher Education in terms of Access, equity and Quality. Present practices, trends and issues in Higher education of India.
2. State Efforts for the expansion of Higher Education Role of UGC, NAAC in Higher education. Initiatives of the Government, NGOs and Self Help Groups in Expansion of higher education.
3. Policy perspectives in Higher education RUSA its objectives and implementation.

Suggested Books

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

Suggested links

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

http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf

http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf

<http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>

<file:///C:/Users/BEST%20BUY/Downloads/582-1425-1-PB.pdf>

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

<http://www.dropoutprevention.org/engage/global-dropout-issue>

Course Title: LEARNER AND LEARNING PRACTICAL

Paper Code: MED 520

L	T	P	Credits
0	0	2	1

PRACTICALS

Administration, Analysis and Reporting of following Psychological Experiments

1. Memory: Any one test on Short Term Memory (STM) and Long Term Memory (LTM), Information retrieval and forgetting.
2. Creativity- Administration of any one test of Creativity Measurement
3. Intelligence- Administration and reporting of any two from Verbal, Non Verbal and Performance Test
4. Personality- Administration, scoring and interpretation of the test
5. Attitude- Administration, scoring and interpretation of the test
6. Aptitude- Administration, scoring and interpretation of the test

SEMESTER -2

Course Title: HISTORY AND POLITICAL ECONOMY OF EDUCATION

Paper Code: MED 509

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

- Understand the historical development of education during pre and post Independent period
- Understand the role of education for economic and political development of the country
- Assess and evaluate various “Plan efforts” (V Year Plans) put into effect from time to time.
- Analyse the impact of education on human resource development

UNIT -I

16 Hours.

1. **Progress of Education in Ancient India:** Vedic, Post 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.

UNIT –II

14 Hours

1. **Education in Post-Independence period:** Constitutional Provision for Education, University Education Commission (1948), Secondary Education Commission (1952-53), Indian Education Commission (1964-66). National Policy of Education 1986 and POA 1992.
2. Development of education during different five year plan period.

UNIT-III

14 Hours

1. **Education as investment of Economic change** and Human resource Development
 - a. Economics of Education-Concept
 - b. Human Resource Development-Concept
 - c. Role of Education in Human Resource Development

d. Role of Education as an instrument of Economic Change

UNIT IV

16 Hours

1. Education and Politics

- a. Impact of Education on Politics of the Country
- b. Impact Politics on Educational System
- c. Basic objectives of Democratic Education
- d. Education for Democracy in the Emerging Indian Society

Suggested Books

- Aggarwal, J.C. (2012). *Development of education system in India*, 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.
- Husian, A., & Idris, N. (2010). *Dimensions of education*. New Delhi: Gyan Publishing House.
- Jayapalan, N. (2005). *Problems of Indian education*, Atlantic Publishers and Distributors.
- Mishra, R.C. (2015). *History of education administration*. New Delhi: A.P.H. Publishing Corporation.
- Naik, J. P. (2014). *The education commission and after*. New Delhi: A.P.H. Publishing Corporation.
- NCERT-the First Year Book of Education 1961.
- Sikka et.al.(2012). *Education for all human resource development in India*, National Policies and Planning for the Education Sector.

Course Title: EDUCATION TECHNOLOGY AND ICT

Paper Code: MED 510

L	T	P	Credits
2	2	0	3

Learning Outcomes

The students will be able to:

- Understand the nature and scope of ICT and educational technology and about the various forms of technology.
- Understand the systems approach to education and modes of communication.
- Develop the ability for critical appraisal of the audio-visual media.
- Develop basic skills in the production of different types of instructional material.

- Understand the process of using the application software for creating documents, database, presentation and other media applications. - develop awareness about uses of computer technology in teaching learning training and research
- Apply the various skills for sharing of information and ideas through the Blogs and Chatting groups.
- Analyse the research studies available on the web and use of on-line resources
- Know the recent innovations and future perspectives of education technology.

UNIT I

12 Hours

1. **Educational technology:** concept, nature and scope. Educational communication: concept, elements, models and barriers in communication process.
2. Blooms taxonomy of Instructional objectives, Phases and Levels of teaching and learning.
3. Concept of Simulated teaching and Team- Teaching.

UNIT II

10 Hours

1. **Classroom Designs using digital Techniques:** flipped and blended.
2. **Models of teaching:** Glaser's basic teaching model, Inquiry training model and concept attainment model.

UNIT III

10 Hours

1. **Digital Learning:** meaning, concept and application in classroom, using technology to connect, collaborate, curate and create.
2. **Internet and the World Wide Web:** Information, services and functions of the Internet and the Web. Use of Search engines and Web 2.0 technologies such as E-mail, Blogging, Face book, Twitter and Skype.

UNIT IV

13 Hours

1. **Synchronous and asynchronous communication on the web:** e-mail, chat, newsgroups and forums. Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content; securing the computer from viruses, worms and other internet attacks.
2. **Role of Social Networking sites in Education:** Concept, meaning and definition of Social Networking sites and use of Social Networking sites in education

Transaction Mode

Lecture cum demonstration and hands on experiences on the production of audio-visual material. Observation of various modes of training programmes by the different organizations / institutions. Analyzing the different instructional designs based on the various instructional design models. Demonstration and preparation of Multimedia presentations.

Suggested Books

- Jyocce et.al. (2015). *Models of teaching*. U.S.A.: Pearson Publications.
- Kumar, T. P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Murty, K., & et. al. (2015). *Educational technology*. New Delhi: Ideal Publishing Solutions.
- Orey et.al.(2009). *Educational media and technology*. New York: Springer Science Business Media.
- Purayil, A. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Sankhala, D. P. (2014). *Educational technology*. New Delhi: Adhyayan Publishers and Distributors.

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

Course Title: RESEARCH PROPOSAL

Paper Code: MED 511

L	T	P	Credits
1	0	2	2

Learning Outcomes

The students will be able to

1. familiarize with research methods in education
2. get in-depth understanding of steps in conducting educational research
3. prepare a research proposal on any emerging problem in education

Course Content

1. Exploring the areas of research
2. Identification of a researchable problem
3. Reviewing the related literature
4. Significance and rationale of the problem
5. Selection of appropriate research design and approaches

6. Formulation of sound and achievable objectives
7. Formulation of Hypothesis and Research questions
8. Understanding and selecting an appropriate methodology
9. Selecting appropriate tools for research
10. Selecting appropriate statistical procedure and strategies.
11. Procedure of data collection, sampling frames, Size of sample, Techniques for selection of sample,
12. Preparing chapter scheme and consolidating references, Bibliography and weblibliography.

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 an appropriate tools for their study
7. Writing of reference in proper formats
8. Presenting final Proposal

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 e-books

- Research Methods in Education
- Educational Research

Suggested websites

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

Course Title: EDUCATIONAL STATISTICS
Paper Code: MED 512

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

- Recognize the importance of statistics in the field of education
- Use different statistical techniques to different problems
- Interpret the analysed data

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.
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

1. Computation of above mentioned methods using excel or SPSS.
2. Application of all statistical technique on hypothetical data provided by teacher.

Suggested books

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- 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.
- 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.
- 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.

Suggested e-books

- Practical Statistics for Educators by Ruth Ravid published by Rowman & Littlefield

Course Title: ACADEMIC WRITING

Paper Code: MED 513

L	T	P	Credits
0	0	2	1

Course Content

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

Suggested books

- 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 e-books

- Research Methods in Education
- Educational Research

Suggested websites

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

Course Title: GUIDANCE AND COUNSELLING FOR ELEMENTARY EDUCATION

Paper Code: MED 514

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

- Have better understanding of life and the world around.
- Have awareness of the importance of making right choice in life, education, vocation, etc.
- Apprise the worth of understanding and assessing the individual correctly.
- Acquire knowledge and skills of collecting, compiling and disseminating career information,
- Insight into the complexities involved in the choice of career in view of clients’ personal characteristics and available outside opportunities,
- Analyse development in the process of career development to identify a typical development pattern in a particular socio-cultural context,

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. 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 programmes.
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 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 etc.

Suggested books

- 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 e-books

- Guidance and Counseling in Schools: A Response to Change

Suggested Websites

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

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

Paper Code: MED 515

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

- Understand the concept, nature, types and importance of Guidance and counselling
- Analysis the importance of guidance and counselling for underachievers and students with special abilities
- Analyse development in the process of career development to identify a typical development pattern in a particular socio-cultural context
- Analysis the importance of guidance and counselling in secondary schools

Course Content

UNIT-I

16 hours

1. **Concept and Purpose of guidance:** self-understanding, self-discovery, self-reliance, self-direction, self-actualization.
2. Individual and group guidance; advantages of group guidance Personal Guidance with Special Emphasis on Problems of Adolescents related with Family and School.
3. **Group guidance techniques:** career talk, orientation talk, group discussion, career conference, career corner.
4. Nature and causes of behavioural problems among underachieving students. School discipline problems, bullying, drug abuse, truancy, and dropout etc.- among students .

UNIT-II

14 hours

1. Stages and Types of the counseling process (Directive, Nondirective and Eclectic) .
2. Uses of group process in counselling, Process of group counseling, Areas of counseling: Vocational counselling, family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups, Peer counselling.
3. 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 programmes.
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 at Secondary 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. **Developing coping skills:** nature of stress and its causes, consequences of stress, and types of coping skills.

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 etc.

Suggested Books

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

- Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.

Suggested e-books

- Educational And Vocational Guidance In Secondary Schools

Suggested Websites

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

Course Title: UNDERSTANDING EDUCATION

Paper Code: MED 516

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

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

UNIT I

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

1. **Indian schools of Philosophy:** Sankhya, Vedanta, Buddhism and Jainism. Educational 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

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

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 around issues and concepts studies in theory. The students may undertake any one of the following activities:

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

Suggested Books

- Bailey, Richard. & et . al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chand, Tara. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: 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: APH 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.

Suggested websites:

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

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

Course Title: ASSESSMENT OF LEARNING
Paper Code: MED 517

L	T	P	Credits
2	0	0	2

Learning outcomes

The students will be able to

- To acquaint with the basic concepts and practices adopted in educational measurement, evaluation and assessment.
- To orient the students with tools and techniques of measurement, evaluation and assessment.
- To develop skills and competencies in constructing a Test.
- To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

Course Content

UNIT I

1. Concept of measurement evaluation and assessment
2. Qualitative and quantitative methods of classroom evaluation
3. Use of test, check list, interview schedule, rating scale
4. Use of Rubrics, Portfolios and reflective diaries

UNIT II

1. **Characteristics of measuring tools:** Objectivity, Comprehensiveness, Practicability, Reliability, Validity and Norms.
2. Construction of an achievement test, Test items of short answer, very short answer, essay and multiple choices
3. Diagnostic test- its uses

UNIT III

1. Formative and summative evaluation
2. Self assessment and peer assessment
3. Continuous and Comprehensive Evaluation
4. Feedback as an essential component of formative assessment
5. Purpose of reporting

UNIT IV

1. Use of computers in Evaluation
2. Web Resources for Effective evaluation of Teaching & Learning Processes,
3. Online Test
4. E- Assessment
5. Open book examination

Suggested Readings

1. Aiken, L.R. (1985). *Psychological testing and assessment*. Boston: Allyn and Bacon.
2. Anastasi, A. (1988). *Psychological testing*. New York: The McMillan Company.
3. Ebel, R.L., & Frisbel, D.A. (1986). *Essentials of educational measurement*. New Delhi: Prentice Hall.
4. Edwards, A.L. (1957). *Techniques of attitudes scale construction*. New York
5. Freeman, F.S. (1965). *Theory and practice of psychological testing*. New York: Rineheart and Winston,
6. Fruchtor, B. (1954). *Introduction to factor analysis*. D.van Noshavanad Company
7. Pophan, W.J. (1988). *Educational evaluation*. New Delhi: Prentice Hall
8. Sharma, R.A. (2007). *Essentials of measurement in education and psychology*. Surya Publications, Meerut.

Course Title: Educational Technology and ICT (Practical)

Paper Code: MED 519

Practical

1. Preparing power point presentation
2. Operation of Interactive white board
3. Development of blog
4. Development of e resources

L	T	P	Credits
0	0	2	1