

# Curriculum M.Ed

Central University of Punjab  
Centre for Education

8/1/2016

## Session 2016-17

### Scheme

<b>Semester -1</b>					
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
	<b>Elective</b> ( 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
	<b>Inter-disciplinary Courses</b>				
MED 507	Teaching Proficiency	2	0	0	2
MED 508	Issues and Concerns in Education	2	0	0	2
	<b>Total</b>	17	8	2	22
<b>Semester -II</b>					
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	1	0	2	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
	<b>Elective</b> ( 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
	<b>Inter-disciplinary Courses</b>				
MED 516	Understanding Education	2	0	0	2
MED 517	Assessment of learning	2	0	0	2
	<b>Total</b>	14	6	8	21
<b>Inter-Semester Break</b>					
Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 521	Field Internship- I	0	0	8	4
<b>Semester -III</b>					
Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 601	Curriculum Designing and Development	3	2	0	4
MED 602	Communication Skills	2	0	0	2
MED 603	Teacher Education	3	2	0	4

MED 604	Mental Health, Yoga and Physical Wellbeing	2	0	2	3
MED 605	Measurement and Evaluation	3	2	0	4
MED 608	Communication skill practical	0	0	2	1
	<b>Elective</b> ( Any one of following)				
MED 606	Pedagogy for Elementary Education	3	2	0	4
MED 607	Pedagogy for Secondary Education	3	2	0	4
	<b>Inter-disciplinary Courses</b>				
MED 507	Teaching Proficiency	2	0	0	2
MED 508	Issues and concerns in Education	2	0	0	2
	<b>Total</b>	16	8	4	22
<b>Semester -IV</b>					
Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 609	Teacher Development and Empowerment	3	2	0	4
MED 610	Educational Administration Management and Leadership	3	2	0	4
MED 600	Dissertation	0	0	12	6
MED 611	Field Internship- II	0	0	8	4
	<b>Elective</b> ( Any one of following)				
MED 612	Inclusive Education at Elementary level	3	2	0	4
MED 613	Inclusive Education at Secondary level	3	2	0	4
	<b>Inter-disciplinary Courses</b>				
MED 516	Understanding Education	2	0	0	2
MED 517	Assessment of Learning	2	0	0	2
	<b>Total</b>	11	6	20	22

### Inter Disciplinary (ID) Courses

**\*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 programme.**

**Course Title: LEARNER AND LEARNING**

**Paper Code: MED 501**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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, Rinehart 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**

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

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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](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
- 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 Mahatma 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 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 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
- Patteri, A. P., & Thamarasseri, I. (2005). *Education and human Values*. New Delhi: A.P.H. Publishing Corporation.

**Course Title: TEACHING PROFICIENCY**

**Paper Code: MED 507**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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 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 e-Books

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



### 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**

**Paper Code: MED 508**

L	T	P	Credits
2	0	0	2

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

**Course Title: LEARNER AND LEARNING PRACTICAL**

**Paper Code: MED 520**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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 -II**

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

**Paper Code: MED 509**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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
3	0	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

- Jyoce 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](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.

## **Practicals**

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](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: EDUCATIONAL STATISTICS**  
**Paper Code: MED 512**

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

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

### 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://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  
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

#### 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://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**

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

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](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**

L	T	P	Credits
0	0	2	1

Practical

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

### **INTER-SEMESTER BREAK**

**Course Title- Field Internship- I**

**Course Code: MED521**

L	T	P	Credits
0	0	8	4

**Learning Outcomes**

**The students will be able to:**

1. Understand the administrative activities of a teacher education institution/in service centres and DIETS.
2. Get opportunity to students to learn ways of maintaining records.
3. Learn the process of curriculum designing and development.
4. Understand training processes and evaluation in in-service centres and DIETS
5. Evaluate the outcomes of training programmes held in in-service centres and DIETS
6. 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**

**Paper Code: MED 601**

L	T	P	Credits
3	2	0	4

**Learning Outcomes**

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

- Understand the concept, basis and history of curriculum development
- Analyse the principles and different models of curriculum development
- Understand the types of curriculum designing and its application
- Evaluate different types of curriculum

## Course Content

- UNIT I** **14 Hours**
1. Curriculum: meaning, nature, components of curriculum-objectives, content, learning experiences, transaction mode and evaluation.
  2. Bases of Curriculum Development-Philosophical, Sociological and Psychological
  3. History of curriculum development in India- National Curriculum Frameworks- 1975, 1988, 2000 and 2005; CBCS Framework
- UNIT II** **16 Hours**
1. Principles for curriculum development: Activity centred, Community centred, Forward looking principle, Principles of integration, Balance, Relevance, flexibility, Contextuality and plurality.
  2. Models of Curriculum Development:
    - i. Scientific Technical Models:a) Saylor, Alexander, and Lewis: Administrative Model (Deductive Model), b) The Taba Model (Inductive Model/ Grassroots Model),c) The Tyler Model
    - ii. Non- Scientific/Non-Technical/Humanistic Models:a) The Glathorn's Naturalistic Model, b) Weinstein and Fantini Model, c) Post-positivistic Model
- UNIT III** **14 Hours**
1. Types of Curriculum Designs- Subject centred, 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.
- UNIT IV** **16 Hours**
1. Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative.
  2. Curriculum Evaluation Models: Scientific- Positivistic Models; Humanistic-Naturalistic Models
  3. Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion.

## Transaction Mode

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

## Suggested Books

- Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). *Curriculum Planning and Development*. Allyn & Bacon, Boston..
- Brady, L. (1995). *Curriculum Development*. Prentice Hall,.
- NCERT (1976). *The Curriculum for the Ten-Year School: A Framework*. Reprint

- Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1984). *Curriculum and Evaluation*. NCERT, New Delhi.
  - NCERT (1988). *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
  - NCERT (2000). *National Curriculum Framework for School Education*. NCERT, New Delhi.
  - NCERT (2005). *National Curriculum Framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
  - Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Allyn & Bacon, Boston.
  - Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
  - Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York, Harcourt Brace, Jovanovich Inc.
  - Tala, M.(2012). *Curriculum Development: Perspectives, Principles and Issues*, Pearson
  - Tanner, D. & Tanner, L.N. (1980). *Curriculum Development. Theory into Practice*. Macmillan New York.
  - Zais, R.S. (1976). *Curriculum: Principles and Foundations*. Harper & Row, New York.

**Course Title: COMMUNICATION SKILLS**

**Course code: MED 602**

L	T	P	Credit
2	0	0	2

**Learning Outcomes**

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

- Understand the meaning, nature and importance of communication
- Analyse the relevance of communication in the day to day life
- Develop different types of communication related skills

**Course content**

**UNIT-I**

**06 Hours**

- 1.Communication Skills : Meaning, nature and importance
- 2.Types of Communication Skills : Interpersonal, Non-Verbal, Written & Oral. Behaviour that stop communication and encourage communication
- 3.Evolution of Communication Skills

**UNIT-II**

**6 Hours**

1. Employment letters and applications; Cover Letter for Job application, CV and Resume Writing. Writing Skills: Business Letters-parts, types, Memos
2. Job Interview: The interviewing process, Types of interviews and Interview formats.
3. Pre-interview preparation techniques: Self-analysis, Skills assessment, Job analysis, Practice.

**UNIT –III****6 Hours**

4. Developing interview file - During selection of teachers and students; The beginning, The middle and the end of the interview.

5. The Interview Process, Characteristics of job Interview, Pre-Interview preparation techniques, Interview questions, Answering strategies, Projecting a positive image, Interview formats.

**UNIT-IV****6 Hours**

1.Group Discussion/ Seminar: Nature, characteristics, strategies and techniques, Technical Reports: types, formats; Technical Proposals-Structure, Leadership function in Group Discussion/ Seminar. Oral Presentations- Planning, Preparation, Practicing, Performing.

2. Starting discussion/Seminar, Stating objectives, Suggestive good group procedure: Time Management, Speaking Procedure, giving opinions, Asking for opinions and supporting opinions in GD/Seminar.

4. Making suggestions and asking for suggestions, balancing fallacies in argument, concluding and controlling discussions,

**Course Title: Teacher Education****Paper Code: MED 603**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
3	2	0	4

**Learning Outcomes**

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

- understand the recommendations of Various Committees and Commissions on Teacher Education
- justify teaching as a profession and code of professional ethics of Teachers and Teacher Educators.
- analyze the effectiveness of Pre-service and In-service teacher education programme at different stage
- evaluate the problems and research trends in teacher education

**Course Contents****UNIT I****14 hours**

Teacher Education Policy Perspectives:

1. Teacher education: concept, nature and scope
2. Aims and objectives of teacher education at different levels: elementary, secondary and tertiary
3. Historical development: Pre-independence (Policy perspectives, recommendations of various commissions and committees)
4. Historical development: Post-independence (Policy perspectives)

**UNIT II****16 hours**

Recommendations of Various Commissions on Teacher Education:

1. University Education Commission (1948-49)
2. Secondary Education Commission (1952-53)
3. The Education Commission (1964-66)

4. National Commission on Teachers (1983)
5. National Policy on Education' 1986
6. National Curriculum Framework-2005
7. National Curriculum Framework for Teacher Education-, 1988, 1999 and 2009

### **UNIT III**

**14 hours**

Professional Preparation of Teachers:

1. Organization of teacher education program: need and relevance
2. Institutions and agencies of teacher education at:
  - a. National Level (MHRD, UGC, NCTE and NCERT)
  - b. State Level (SCERT, OPEPA, IASE, CTE and RIE) and District Level (DIET)
3. Approaches to teacher education- consecutive vs. integrated, face to face and Distance mode, pre-service and in-service

### **UNIT IV**

**16 hours**

**Teaching as a Profession:**

- professional ethics of teachers
- Professional organization of teachers and their functions
- Performance appraisal of teachers
- Role of NCTE in strengthening teacher education program and Recommendations of Justice Verma Committee

**Transaction Mode**

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

**Suggested Books**

- Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational Planning in India with a slant to Educational Financing and Administration*. New Delhi: Concept Pub.
- Chattopadhyaya, D. P. (1985). *The Teacher and Society: Report of National Commission on Teachers I 1983-85*. Govt. of India, New Delhi.
- MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992)*. New Delhi: MHRD.
- MHRD (1995). *The Teacher and Society, Chattopadhyaya Committee Report (1983-95)*. MHRD, GOI
- Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66*. New Delhi: Author.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53*. Govt. of India, New Delhi.
- Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. 1 & 2)*. New Delhi: S. Chand & Co.
- NCERT (2004). *Curriculum Framework for Teacher Education*. Author, New Delhi.
- NCERT (2006a). *National Curriculum Framework–2005*. New Delhi: NCERT.

- NCERT (2006c). *Teacher Education for Curriculum Renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth Survey of Research in Education Vol - II*. New Delhi: NCERT. *Syllabus for MA (Education) 2014 -2016*
- NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation*. New Delhi: NCERT.
- NCTE (1998b). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE

### 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 - Mental Health, Yoga and Physical Well Being

L	T	P	Credits
2	0	2	3

### Course Code-MED.604

#### Learning outcomes

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

- Understand the concept of mental health and hygiene.
- Develop awareness of good mental health with yoga among teachers and students.
- Analyze the importance of physical wellbeing and methods to maintain good physical wellbeing

#### Course Contents

##### UNIT I

**14 hours**

1. Mental health-concept, principles and objectives at various levels of education
2. Role of teacher and parents in maintenance of good Mental Health of students, Importance of Mental health and hygiene in school curriculum
3. Defense Mechanisms used in day to day life for good mental health: Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression and Fixation.
4. Classroom strategies for dealing with students having poor mental health.

##### UNIT II

**16 hours**

1. Physical Wellbeing: concept, objectives and characteristics of physically well person
2. Factors contributing to physical wellbeing: Balanced diet, Physical exercise, yoga
3. Importance of various physical activities such as walking, running, swimming, cycling in reducing hypertension, depression, cardio-vascular diseases and stress related disorders
4. Classroom strategies for improving physical wellbeing

### **UNIT III**

**16 hours**

1. Yoga: concept and objectives of Yoga. Types of yoga: yam, niyam, aasan, pranayama, pratyahar, dharna , dhyan and samadhi.
2. Physiological and psychological effects of yoga.
3. yoga for diseases like–abdominal diseases, diabetes, asthma, arthritis, obesity, mental problems, neck and spinal pain, headache, eye disorders, high blood pressure, heart ailments.

### **UNIT IV**

**14 hours**

1. Role of yoga in modern life: its importance in education of children at various levels, Place and justification of including yoga in school curriculum.
2. Methods of teaching yoga: lecture method, demonstration method, command method, discussion method. Use of audio- visual aids for effective teaching. Qualifications and qualities of yoga teacher.

### **Transaction Mode**

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

### **Suggested Books**

- Arkoff, Abe: Adjustment and Mental Health, New York: McGraw Hill Company, 1968.
- Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin (1952).
- Akhilananda Swami, Hindu Psychology, London, Routledge (1953).
- Bahadur Mal, Mental Health in Theory and Practice, Hoshiarpur, V.V.R.I., (1995).
- Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co, 1952.
- Bonny, Merl E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
- Burbury, W.M., Balient, E, et al: An Introduction to Child Guidance, London: MacMillan & Co.,
- Capuzzi David and Gross Douglas R: Introduction to Counselling, London, Allynand Bacon, 1995.
- Carroll, Herbert, A.: Mental Hygiene: The Dynamic of Adjustment (3rd Ed.) Englewood Cliffs New Jersey: Prentice Hall, Inc. 1956.
- Coleman, J.C: Abnormal Psychology and Modern Life, Bombay, D.B. TaraPorewala Sons & Co., 1976.
- Crow, Lester D. & Crow, and Aline: Mental Hygiene, New York: McGraw Hill

- BookCompany, Inc. 1952.44
- Garg, B.R., An Introduction to Mental Health, Ambala, Associate Publications (2002).
  - Hadfield, J.A: Psychology and Mental Health, London: George Allen and UnwinLtd., 1952
  - Kallam, S.G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
  - Sinha, A.K: Dutt, the concept of Mental Health in India and Western Psychologies, Kurukshetra, Vishal Publications, 1982.
  - Suraj Bhan, & N.K. Dutt, Mental Health through Education, New Delhi, VisionBooks Publications, 1978.
  - Suraj Bhan, Towards a Happier Education, Jalandhar City, University Publications, 1952.
  - Thork, G.L. and Olson, S.L. Behaviour Therapy: Concepts, Procedures and Applications, London. Allyn Bacon, 1999.
  - Thorp, L.P.: The Psychology of Mental Health, New York: The Ronald Press Co., 1950
  - Watkins Ted. R and Claaicut, James W: Mental Health: Policy & Practice Today, New Delhi. Saga Publications, 1990.
  - Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.45

**Course Title: Measurement and Evaluation**

**Paper Code: MED 605**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
3	2	0	4

### **Learning Outcomes**

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

- Understand the basic concepts and practices adopted in educational measurement and evaluation.
- Construct and select different tools and techniques for educational measurement and Evaluation.
- Analyze how to measure, evaluate and interpret the educational results
- Evaluate the use of appropriate statistical techniques and tests of significance in measurement and evaluation.

### **Course Content**

#### **UNIT I**

**14 hours**

1. Educational measurement and evaluation/assessment: concept, nature and historical background; needs and uses of measurement and assessment in behavioral sciences.
2. Norm-referenced and criterion-referenced measurement, placement, formative, diagnostic and summative assessment; and their application

#### **UNIT II** **hours**

**16**



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, test-retest with equivalent forms, split-half, Kuder-Richardson and inter-rater method, standard error of measurement and factors influencing reliability measures
3. Objectivity, usability and norms

**UNIT III**  
**hours**

**16**

1. Achievement tests: standardized vs. informal classroom tests, principles of construction of achievement test
2. Concept, techniques of preparation and uses of anecdotal records, peer appraisal, attitude measurement and aptitude tests

**UNIT IV**

**14 hours**

1. Trends in assessment
  - Shift from Norm-referenced assessment to Criterion-referenced assessment
  - Continuous and Comprehensive Evaluation
  - Marks vs Grade
  - Question bank
  - Semester system
  - Systemic Reform with respect to 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 Books**

- 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. A.P.H. Publishing Corporation.
- Hopkins, KD. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn and Bacon.

- Kumar, R. (2013). *Education evaluation*. New Delhi. A.P.H. 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)
- [www.grad.ubc.ca](http://www.grad.ubc.ca)

**Course title: Pedagogy for Elementary Education**

**Course code: MED.606**

L	T	P	Credits
3	2	0	4

### Learning outcomes

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

- Understand the underlying principles of curriculum development and evaluation
- Reflect on the need and importance of work experience, art education and health and physical education at elementary level
- Explore the various objectives and methods of teaching Language, Mathematics and Social Studies at elementary level
- Develop research insight for curriculum development and practices at elementary education.

### Course Contents

#### 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. Understanding elementary school students: personal, social and psychological characteristics of elementary school children

**UNIT II****14 Hours**

1. Teaching of Language: Meaning, nature, objectives; and relevance at elementary level, Different methods of teaching language
2. Teaching of Science and Mathematics: Meaning, nature, objectives; and relevance at elementary level, Different methods of teaching Science and Mathematics
3. Teaching of Social Science: Meaning, nature, objectives; and relevance at elementary level, Different methods of teaching Social Science

**UNIT III****16 Hours**

1. Teacher Controlled Instruction (TCI): Meaning and Nature, Methods of Instruction (Lecture, Team Teaching, Demonstration), Strengths and Weaknesses of Each Method, Procedure for Organizing Effective Lecture and Demonstration and Its Evaluation, Role of Teacher in Teacher Controlled Instruction.
2. Learner Controlled Instruction (LCI): Meaning and Nature, Methods of Self-Learning (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 (GCI): Meaning, Nature and Methods: Small Group Interaction, Cooperative Learning Approach, Role Play, Field Trips, Project Work), Role of Teacher in Group Controlled Instruction.

**UNIT-IV****16 hours**

2. Measuring complex achievement: performance based assessments
  - Rating Scales
  - Rubrics
  - Portfolio
  - Inventory
3. Interpreting test scores and norms
  - a. Grade norm
  - b. Percentile rank
  - c. Standard scores
  - d. Profiles
  - e. Skill analysis

**Transaction mode**

1. Brain storming
2. Group discussion
3. Seminars
4. Projects
5. Team teaching
6. Focussed group discussion

**Suggested Books**

1. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
3. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
4. Dewey, John (1944). *Democracy and education*. New York: Simon and Schuster.
5. Friere, Paulo (1999). *Pedagogy of the oppressed*. New, NY: Continuum
6. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
7. NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
8. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
9. NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
10. Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
11. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
12. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
13. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
14. UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
15. UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris.
16. UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.
17. World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.
18. Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
19. Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally& Co., Chicago.
20. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
21. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
22. National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
23. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
24. Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Mentally College Public Co, Chicago.

25. Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, New York.
26. The Study of Primary Education – A Source Book, Volume I & II, 1984
27. Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

**Course title: Pedagogy for Secondary Education**

**Course code: MED.607**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>

**Learning outcomes**

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

- Understand the underlying principles of curriculum development and evaluation
- Reflect on the need and importance of work experience, art education and health and physical education at secondary level
- Explore the various objectives and methods of teaching Language, Mathematics and Social Studies at Secondary level
- Develop research insight for curriculum development and practices at secondary education.

**Course Contents**

**UNIT I**

**14**

**Hours**

3. Pedagogy: Meaning, genesis; and characteristics of pedagogy at secondary level, critical pedagogy, constructivist pedagogy, creative pedagogy in the context of secondary education
4. Understanding secondary school students: personal, social and psychological characteristics of secondary school children

**UNIT II**

**14 Hours**

4. Teaching of Language: Meaning, nature, objectives; and relevance at secondary level, Different methods of teaching language
5. Teaching of Science and Mathematics: Meaning, nature, objectives; and relevance at secondary level, Different methods of teaching Science and Mathematics
6. Teaching of Social Science: Meaning, nature, objectives; and relevance at secondary level, Different methods of teaching Social Science

**UNIT III**

**16 Hours**

4. Teacher Controlled Instruction (TCI): Meaning and Nature, Methods of Instruction (Lecture, Team Teaching, Demonstration), Strengths and Weaknesses of Each Method, Procedure for Organizing Effective Lecture and Demonstration and Its Evaluation, Role of Teacher in Teacher Controlled Instruction.

5. Learner Controlled Instruction (LCI): Meaning and Nature, Methods of Self-Learning (Self-Instructional Print Material, Programmed Learning, Keller's Personalized System of Instruction, Computer Assisted Instruction), Teacher's Role in Learner controlled Instruction.
6. Group-Controlled Instruction (GCI): Meaning, Nature and Methods: Small Group Interaction, Cooperative Learning Approach, Role Play, Field Trips, Project Work), Role of Teacher in Group Controlled Instruction.

#### **UNIT-IV**

**16 hours**

4. Measuring complex achievement: performance based assessments
  - Rating Scales
  - Rubrics
  - Portfolio
  - Inventory
5. Interpreting test scores and norms
  - f. Grade norm
  - g. Percentile rank
  - h. Standard scores
  - i. Profiles
  - j. Skill analysis

#### **Transaction mode**

7. Brain storming
8. Group discussion
9. Seminars
10. Projects
11. Team teaching
12. Focussed group discussion

#### **Suggested Books**

28. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.). Shipra Publications, New Delhi.
29. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
30. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
31. Dewey, John (1944). *Democracy and education*. New York: Simon and Schuster.
32. Friere, Paulo (1999). *Pedagogy of the oppressed*. New, NY: Continuum
33. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
34. NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
35. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi

36. NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
37. Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
38. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
39. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
40. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
41. UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
42. UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris.
43. UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.
44. World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.
45. Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
46. Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally& Co., Chicago.
47. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
48. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
49. National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
50. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
51. Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Mentally College Public Co, Chicago.
52. Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart &Winsten, New York.
53. The Study of Primary Education – A Source Book, Volume I & II, 1984
54. Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

**Course Title: COMMUNICATION SKILL PRACTICAL**

**Course code: MED 608**

L	T	P	Credit
0	0	2	1

### **Learning Outcomes**

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

- Understand the meaning, nature and importance of communication
- Analyse the relevance of communication in the day to day life
- Develop different types of communication related skills

### **Practical**

- 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 building
- Presenting one's ideas at meetings and conferences
- Interacting orally in academic, professional and social situations

### **Evaluation Criteria**

**Course Title: TEACHING PROFICIENCY**

**Paper Code: MED 507**

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

### **Learning outcomes**

On the completion of the course the students shall 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**

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

#### **UNIT II**

6. Engagement: concept, types and techniques of engaging the learners
7. Exploration: concept and need, techniques of exploration in the class
8. Explanation Skill: techniques of an effective explanation
9. Questioning skill: types of questions, framing and asking a good question



10. Evaluation as a skill: class room evaluation techniques, performance of learner and teacher.

### **UNIT III**

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

### **UNIT IV**

3. Pedagogy: Meaning, types, use of various pedagogies in teaching. Andragogy: meaning, application in higher education.
4. 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 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 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 e-Books

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

### 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**

L	T	P	Credits
2	0	0	2

**Paper Code: MED 508**

### Learning outcomes

On the completion of the course the students shall 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

4. Educational Development in India: Achievement in the educational Expansion and development in Post-Independence Period.
5. 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.
6. Policy perspectives in Education in pre and post reform period and its implications.

#### UNIT II

3. 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.

4. Issues of school dropout, retention, school attendance and disparities in enrolment and achievement across different social groups.

### **UNIT III**

4. Current status of Secondary Education in terms of enrolment, retention. Present practices, trends and issues in Secondary education of India.
5. Systemic factors influencing the quality and equity in secondary education.
6. 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**

4. Current status of Higher Education in terms of Access, equity and Quality. Present practices, trends and issues in Higher education of India.
5. 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.
6. 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 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](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>

- file:///C:/Users/BEST%20BUY/Downloads/582-1425-1-PB.pdf
- [https://en.wikipedia.org/wiki/Rashtriya\\_Uchchatar\\_Shiksha\\_Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Uchchatar_Shiksha_Abhiyan)
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

## SEMESTER-IV

**Course Title: Teacher Development and Empowerment**

**Paper Code: MED 609**

L	T	P	Credits
3	2	0	4

### Learning Outcomes

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

- Understand the difference between pre-service and in-service teacher education.
- Analyze the functions of Institutions and Agencies of Teacher Education
- Evaluate about Pre-service and In-service teacher education programme at different stage
- Reflect on the problems and research trends in teacher education.

### Course Content

#### UNIT I

**16**

#### hours

1. Pre-service Teacher Education: Need and significance, Aims and objectives at different levels: pre-primary, primary, secondary stage.  
 -Institutions and agencies: NCTE, NCERT, UGC, IASEs, CTEs and DIETS.  
 -Preservice teacher education through distance mode  
 -Innovations and experiments: zero-lecture program, four year integrated B.El.Ed. program, four year integrated B.A. B.Ed./B.Sc. B.Ed. program, two year B.Ed. program.
2. In-service Teacher Education: Need and significance, Aims and objectives at different levels: pre-primary, primary, secondary stage and higher Education.  
 -Institutions and agencies: NCTE, NCERT, UGC, IASEs, ASCs, CTEs and DIETS.  
 -In-service teacher education through distance mode

#### Unit II

**16 hours**

Problems and Issues of teacher education:

1. Privatization of teacher education
2. Para Teachers
3. Job Satisfaction
4. Practicing school
5. Supervision and mentoring
6. Curriculum of teacher education
7. Quality assurance and Accreditation Process

**UNIT III**  
**hours**

**14**

School Experience Programme(SEP):

1. Concept of school experience programme (SEP).
2. Planning and organization of SEP.
3. Monitoring and supervision of SEP.
4. Internship: concept, planning and organization.

**UNIT IV**  
**hours**

**14**

Teacher Empowerment

1. Teacher empowerment-Meaning and importance
2. Programmes for teacher empowerment: Theme based training, need based training, capacity building programmes, 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 Books**

- Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational Planning in India with a slant to Educational Financing and Administration*. New Delhi: Concept Pub.
- 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.
- 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.
- Mishra, L. (2013).*Teacher education: issues and innovation*. New Delhi: Atlantic Publications.
- Mohanty, J.(2013).*Educational administration, supervision and school management*. New Delhi:Deep & Deep Publications Pvt. Ltd.
- Murty, K. (2015).*Educational technology*. New Delhi: APH Publishing Corporation.
- Nehru, R.S.S & et.al. (2013).*Teacher education*. New Delhi: APH Publishing Corporation.

- MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992)*. New Delhi: MHRD.
- MHRD (1995). *The Teacher and Society, Chattopadhyaya Committee Report (1983-95)*. MHRD, GOI
- Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66*. New Delhi: Author.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53*. Govt. of India, New Delhi.
- Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. 1 &2)*. New Delhi: S. Chand & Co.
- NCERT (2004). *Curriculum Framework for Teacher Education*. Author, New Delhi.
- NCERT (2006a). *National Curriculum Framework–2005*. New Delhi: NCERT.
- NCERT (2006c). *Teacher Education for Curriculum Renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth Survey of Research in Education Vol - II*. New Delhi: NCERT.
- NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation*. New Delhi: NCERT.
- NCTE (1998b). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE

### 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: Educational Administration, Management and Leadership**

**Paper Code: MED.610**

L	T	P	Credits
3	2	0	4

### Objectives

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

- Understand the importance of administration, supervision and management at school level.
- Know administrative structure at various levels of education.

- Analyze the recent trends and challenges in educational administration, management and supervision.
- Critically examine the defects in the present supervision system.

## **Course Content**

### **UNIT I 14** **Hours**

1. Educational administration, supervision and management: meaning, nature, scope and functions.
2. Administration and Supervision: Difference between general administration and educational administration and supervision.
3. Total quality management (TQM), SWOT analysis.

### **UNIT II 16** **Hours**

1. Administrative Structure at Various Levels of Education. - Role of Different Agencies / Regulatory Bodies (NUEPA, NCERT, State Directorates of Education) in Educational Administration.
2. Recent Trends in Educational Administration: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy, Community Participation and Role of Local Bodies in Educational Administration.
3. Means of Ensuring Accountability in Educational administration, Qualities of an Effective Educational Administrator.

### **UNIT III 16** **Hours**

1. Educational management in India: A Historical Perspective. - purpose, processes, principles and stages of educational management.
2. Managerial functions of educational administrator: planning, organizing, staffing, controlling and directing, Challenges for an educational administrator, role of teachers in educational management and challenges.
3. Management of Resources in Education: Management of Physical Resources, School Plant, School Building, Furniture, Equipment, Playground, Laboratory and Library; Human Resources (Functions of School Head and School Teachers and Staff; Financial Resources: identifying sources of income and preparing school development plan.

### **UNIT IV- Educational Leadership 14** **Hours**

1. Leadership: Concept , qualities and development of leadership; academic leadership: qualities of effective leadership

2. Leadership Roles: Challenges and Perspectives - Leadership for the learning community - Developing insights - Values, vision and moral purpose in educational leadership - Leading and managing educational change and improvement

### Transaction Mode

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

### Suggested Books

- 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- DISSERTATION

L	T	P	Credits
0	0	12	6

### Course Code: MED 600

### Learning Outcome

The course will enable the students to:

1. conduct research independently on educational problems.
  2. develop analytical and logical thinking in the process of conducting research.
  3. understand the implications of educational research in generating new knowledge
- Evaluation: as per university guidelines

### Course Title- Field Internship- II

L	T	P	Credits
0	0	8	4

### Course Code: MED.611



## Learning Outcomes

The students will be able to:

- enhance their teaching skills
- develop skills of managing the classroom activities
- professionally groom themselves for teaching at higher education level

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

**Course title: Inclusive Education at Elementary Level**

**Course Code: MED.612**

L	T	P	Credit
3	2	0	4

## Learning outcomes

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

1. Understand the concept and need of inclusive education for children with diverse needs at elementary level.
2. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive school at elementary level.
3. Analyze special education, integrated education, mainstream and inclusive education practices and role of the teacher to promote inclusionary practices at elementary level.
4. Identify and utilize existing resources for promoting inclusive education at elementary level.

## 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 Books**

- Ainscow, M., Booth. T (2003), *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002), *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and 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*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

- Sharma, P.L. (1990), *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

**Course title: Inclusive Education at Secondary Level**

**Course Code: MED. 613**

L	T	P	Cr
3	2	0	4

### Learning Outcomes

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

- To understand the global and national commitments towards the education of children with diverse needs at secondary level.
- To appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- To understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive school.
- To analyze special education, integrated education, mainstream and inclusive education practices at secondary level of education.

### 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 secondary level.
2. Advantages of inclusive education in education for all children, Status of enrolment at secondary level with reference to social group equity.

#### UNIT II

**14 Hours**

3. 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.
4. Inclusive educational strategies and their implications for universalization of secondary education.

#### UNIT III

**16 Hours**

5. 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).
6. 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.

7. Role of different national and international agencies(institutions and universities) in promoting inclusive education
8. Creating and sustaining inclusive practices; Role of teachers, parents and other community members for supporting inclusion of children with diverse needs at secondary level

#### **UNIT IV**

**16 Hours**

9. Concept and importance of human and material resources; types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
10. Creating conducive environment in inclusive schools: 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.
11. Role s and Responsibilities of teacher in inclusionary practices at secondary level. Managerial skills for mobilizing the appropriate resources

#### **Transaction Mode**

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

#### **Suggested Books**

- Ainscow, M. Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and 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*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

**Course Title: UNDERSTANDING EDUCATION**

**Paper Code: MED 516**

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

## Learning Outcomes

On completion of this course 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 analyze 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

3. **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.
4. Contributions of Dr.Radha Krishnan, Giju Bhai, J. Krishnamurthy and Sri Aurobindo to Educational Thinking.

### UNIT III

5. **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.
6. Contributions of John Dewey, Paulo Freire, Evan Illich and Plato to educational thinking.

### UNIT IV

7. **Modern schools of Philosophy:** Logical Analysis, Logical Empiricism & Positive Relativism.
8. 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 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](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

On completion of this course 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

**7 Hours**

#### 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

**8 Hours**

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

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

8. Formative and summative evaluation
9. Self assessment and peer assessment
10. Continuous and Comprehensive Evaluation
11. Feedback as an essential component of formative assessment
12. Purpose of reporting

**UNIT IV****6 Hours**

13. Use of computers in Evaluation
14. Web Resources for Effective evaluation of Teaching & Learning Processes,
15. Online Test
16. E- Assessment
17. 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 Books**

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