

**Curriculum
M.Ed.**

Department of Education

2017-18

Session 2017-18

Scheme

Semester -I					
Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 506	Learner and Learning	3	0	0	3
MED 507	Education in Social Context	3	2	0	4
MED 508	Research in Education	3	2	0	4
MED 509	Understanding Philosophical Basis of Education	3	2	0	4
MED 510	Learner and Learning Practical	0	0	2	1
	Elective (Any one of following)				
MED 511	System and Policies of Elementary Education	3	2	0	4
MED 512	System and Policies of Secondary Education	3	2	0	4
	Inter-disciplinary Courses(for other Centres)				
MED 501	Teaching Proficiency	2	0	0	2
MED 502	Issues and Concerns in Education	2	0	0	2
	Total	17	8	2	22
Semester -II					
Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 521	History and Political Economy of Education	3	2	0	4
MED 522	Educational Technology and ICT	2	2	0	3
MED 523	Research Proposal	0	0	4	2
MED 524	Educational Statistics	3	2	0	4
MED 525	Academic Writing	0	0	2	1
MED 526	Educational Technology and ICT Practical	0	0	2	1
	Elective (Any one of following)				
MED 527	Guidance and Counselling for Elementary Education	3	2	0	4
MED 528	Guidance and Counselling for Secondary Education	3	2	0	4
	Inter-disciplinary Courses (for other Centres)				
MED 503	Understanding Education	2	0	0	2
MED 504	Assessment of learning	2	0	0	2
	Total	13	8	8	21
Inter-Semester Break					
Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 529	Field Internship- I	0	0	8	4
Semester -III					

Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 551	Curriculum Designing and Development	3	2	0	4
MED 552	Communication Skills	2	0	0	2
MED 553	Teacher Education	3	2	0	4
MED 554	Mental Health, Yoga and Physical Wellbeing	3	0	2	4
MED 555	Measurement and Evaluation	3	2	0	4
MED 556	Communication skill practical	0	0	4	2
	Elective (Any one of following)				
MED 557	Pedagogy for Elementary Education	3	2	0	4
MED 558	Pedagogy for Secondary Education	3	2	0	4
	Total	17	8	06	24
	Inter-disciplinary Courses(for other Centres)				
MED 501	Teaching Proficiency	2	0	0	2
MED 502	Issues and concerns in Education	2	0	0	2
Semester -IV					
Course Code	Course Title	Credit Distribution			
		L	T	P	Total
MED 571	Teacher Development and Empowerment	3	2	0	4
MED 572	Educational Administration, Management and Leadership	3	2	0	4
MED 600	Dissertation	0	0	12	6
MED 573	Field Internship- II	0	0	8	4
MED 574	Service Learning	0	0	0	2**
	Elective (Any one of following)				
MED575	Inclusive Education at Elementary level	3	2	0	4
MED 576	Inclusive Education at Secondary level	3	2	0	4
	Total	9	6	20	24
	Inter-disciplinary Courses(for other Centres)				
MED 503	Understanding Education	2	0	0	2
MED 504	Assessment of Learning	2	0	0	2

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 semester of the programme.**

**** Evaluation of service learning will be based on satisfactory/unsatisfactory performance.**

Semester-I

Course Title: LEARNER AND LEARNING

Paper Code: MED 501

L	T	P	Cr
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: Implications in classroom.
2. Individual differences among learners: concept and nature; role of heredity and environment; Identification of individual differences in behaviour of learners.
3. Stages of human development: Piaget's concept of cognitive development and Vygotsky's socio-cultural 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 and Forgetting: concept and their effect on learning.

UNIT III

11 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. Cognitive process: concept formation, logical reasoning, problem solving and creative thinking.

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

UNIT IV

10 hours

1. Personality: role of genetic and environmental variables, theories of personality: psychoanalytic, type and trait theory with special reference to 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 Readings

- Ambron, S.R. (1981). *Child development*. New York: Holt, Rinehart and Winston.
- Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
- Barry & Johnson. (1964). *Classroom group behaviour*, New York: Macmillan.
- Bienter, R.F., & Mifflin. (1978). *Psychology applied to teaching*. Boston: Houghton.
- Bigge, M.C. & Row. (1971). *Learning theories for teachers* (2nd Edition). N.Y.: Harper Collins.
- Bigge, M.L., & Hunt, M.P. (1968). *Psychological foundations of education* (2nd Edition). N.Y.: Harper & Row.
- Bower, G.H., & Hilgard, E.R. (1981). *Theories of learning*. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Dash, M. (1994). *Educational psychology*. New Delhi: Deep & Deep Publications.
- Dash, M. (2009). *Educational psychology*. New Delhi: Deep & Deep publications.
- Dash, M., & Dash, N. (2012). *Fundamentals of educational psychology*. New Delhi: Atlantic publication.
- Dececco, J.P. (1968). *The psychology of learning and instruction*. New Delhi: Prentice Hall of India.
- Engler, B. (1991). *Personality theories an introduction* (3rd Ed). Boston: Houghton Mifflin Company.

- Grammage, P. (1990). *Teacher and pupil: Some socio-psychological principles and applications*. Illinois: Scott. Pressman Little, Brown Higher Education.
- Guilford, J.P. (1967). *Nature of human intelligence*. New York: McGraw Hill.
- Kumar, D., Kaur, N., & Kumar, P. (2015). *Essentials of educational psychology*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Essential of educational psychology*. New Delhi: PHI learning publication.
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE (2009). *National curriculum framework for teacher education*, New Delhi.
- Newell, A., & Simon, H.A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice Hall.
- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to basic research*. (Vol. I). Hillsdale, NJ: Erlbaum.
- Sharma, R. N., & Sharma, R. K. (2006). *Educational psychology*. New Delhi: Atlantic Publication.
- Synder, C.R., & Shane, J. L. (2007). *Positive psychology*. U.K.: Sage Publications.
- Verma, L. N. (2013). *Educational psychology*. New Delhi: Rawat Publication.
- Woolfolk, A. E. (1987). *Educational psychology* (3rd Ed.) Englewood Cliffs. Prentice Hall.

Course Title: EDUCATION IN SOCIAL CONTEXT

Paper Code: MED 502

L	T	P	Cr
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.

Transaction Mode

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

Suggested Readings

- Ainsworth, J. (2013). *Sociology of education- an A to Z guide*. New Delhi: Sage Publications.
- Bhat, M. S. (2013). *Educational sociology*. New Delhi: APH Publishing Corporation.
- Bhattacharya, S. (2006). *Sociological foundations of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Chandra, S. S., & Sharma, R. K. (2012). *Sociology of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Jha, J. K. (2002). *Basic principles of developmental sociology*. New Delhi: Anmol Publications Pvt. Ltd.
- Pal, O. B. (2014). *Sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Pathak, R. P. (2013). *Philosophical & sociological perspectives of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Siddiqui, M. H. (2014). *Philosophical & sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2015). *Sociological foundation of education*. New Delhi: APH Publishing Corporation.
- Taneja, V. R. (2012). *Socio- philosophical approach to education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Venkataiah, S. (2001). *Education culture & society*. New Delhi: Anmol Publications.

Suggested e-books

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

Suggested websites

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

Course Title: RESEARCH IN EDUCATION

Paper Code: MED 503

L	T	P	Cr
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

16 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 analyzing 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
- d. Mixed methods research: Steps and applications

UNIT IV

14 hours

1. Tools and techniques for Qualitative and Quantitative data collection: Types, construction, administration, scoring and uses of:
 - 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 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 Publishers and Distributers (P) LTD.
- Chandra, S.S., & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publications.
- Creswell, J. W. (2015). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Boston: Pearson.
- Guthrie, G.B. (2010). *Basic research methods: An entry to social science research*. New Delhi: Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). *Research methodology*. New Delhi: Sage Publications India Pvt. Ltd.
- Newby, P. (2014). *Research methods for education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of educational research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M. (2013). *Qualitative methods*. U.S.A: Sage Publications, Inc.
- Sharma, J.N. (2011). *Research methodology*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, S.R (2008). *Methods of educational research*. New Delhi: Anmol Publications.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications Pvt. Ltd.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

Suggested e-books

- Research Methods in Education
- Educational Research

Suggested websites

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

- www.southalabama.edu

Course Title: UNDERSTANDING PHILOSOPHICAL BASIS OF EDUCATION

Paper Code: MED 504

L	T	P	Cr
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

16 hours

1. Philosophical Foundations of Education: Meaning and significance 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- ancient, medieval and modern times.

UNIT II

16 hours

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

UNIT III

14 hours

1. Western schools of Philosophy: Realism, Existentialism 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 education
3. Education for Sustainable Development: concept, meaning, principles and strategies of Sustainable Development, 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. Values: concept, 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 Readings

- Aggarwal, J.C. (2013). *Basic ideas in education*. New Delhi: Shipra Publications.
- Bailey, Richard., & et. al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Bharathy, V., & Rao, D. B. (2015). *Educational philosophies of Swami Vivekananda and John Dewey*. New Delhi: APH Publications Corporation.
- Chand, J. (2010). *Philosophical foundation of education*. New Delhi: Anshah publishing house.
- Chand, T. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Fasalurahman, P. K. & Jhamaprasseri, I. (2014). *Educational philosophy of John Dewey*. New Delhi: APH Publishing Corporation.
- Gupta, S. (2013). *Education in emerging India*. New Delhi: Shipra Publications.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Ozmon, H. A. (2012). *Philosophical foundations of education*. New Jersey: Pearson Publication
- Pathak, R.P. (2007). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors (P) LTD

- Seetharamu, A. S. (2015). *Philosophies of education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M. H. (2014). *Philosophical and sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2014). *Education philosophy of Mahatma Gandhi*. New Delhi: APH Publishing Corporation.
- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
 - Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U. C., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

Course Title: SYSTEM AND POLICIES

OF ELEMENTARY EDUCATION

L	T	P	Cr
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

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*, New Delhi: Sage Publications.
- Kumar, R., & Kumar, N. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Nehru, R., & Rao, N. V. (2014). *Elementary education*, New Delhi: APH Publishing Corporation.
- Srivastava, D. S., & Tomar, M. (2011). *Elementary education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary education*, New Delhi: APH Publishing Corporation.

- Vashishitha, U. C., Khandi, H., & Mathur, A. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

Course Title: SYSTEM AND POLICIES OF SECONDARY EDUCATION

Paper Code: MED 506

L	T	P	Cr
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 14 hours

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

UNIT III 16 hours

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

UNIT IV 14 hours

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

Transaction mode

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

Suggested Readings

- Aggarwal, J. C. (2012). *Development of education system in India*. New Delhi: Shipra Publications
- Bhatta, H. S. (2010). *Secondary education*. New Delhi: APH Publishing Corporation.
- Dash, M. (2000). *Education in India: Problems and perspectives*. New Delhi: Atlantic Publishers and Distributors.
- Husian, A., & Idris, N. (2010). *Dimensions of education*. New Delhi: Gyan Publishing House.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi: Atlantic Publishers and Distributors.
- Mishra, R. C. (2015). *History of education administration*, New Delhi: APH Publishing Corporation.
- Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. New Delhi: APH Publishing Corporation.
- Nehru, R. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Pal, O. B. (2014). *Sociological foundation of education*. New Delhi: APH Publishing Corporation
- Patteti, A. P., & Thamarasseri, I. (2005). *Education and human Values*. New Delhi: APH Publishing Corporation.

INTER-DISCIPLINARY COURSES

Course Title: TEACHING PROFICIENCY

Paper Code: MED 507

L	T	P	Cr
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

7 hours

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

8 hours

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

UNIT III

7 hours

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

UNIT IV

8 hours

1. Pedagogy: Meaning, types, use of various pedagogies in teaching. Andragogy: meaning, application in higher education.
2. Integrated Approach to Evaluation: Grading System, meaning and types, mechanism of grading system, Problems of grading system, Consistency in grading system, Interpretation of Grades
3. semester system, Continuous assessment, Portfolio assessment, Question bank

Transaction mode

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

Suggested Readings

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.

- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 21st century School*. U.S.A.: Sage Publications.
- Sharma, R. N., & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.

Suggested e-Books

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

Suggested Websites

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

- www.reddit.com
- www.theteachersguide.com

Course Title: ISSUES AND CONCERNS IN EDUCATION

L	T	P	Cr
2	0	0	2

Paper Code: MED 508

Learning outcomes

The students will be able to:

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

Course Content

UNIT –I

7 hours

1. Educational Development in India: Achievement in the educational Expansion and development in Post-Independence Period.
2. Emerging Challenges and Issues in current Educational System in terms of Access, Equity and Quality of Education at all the levels of Education with reference to gender, regional and disadvantaged groups.
3. Policy perspectives in Education in pre and post reform period and its implications.

UNIT II

8 hours

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

UNIT III

7 hours

1. Current status of Secondary Education in terms of enrolment, retention. Present practices, trends and issues in Secondary education of India.
2. Systemic factors influencing the quality and equity in secondary education.
3. Role of various Government sponsored schemes in Secondary Education. Initiatives of Government District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Rastriya Madhyamik Shiksha Abhiyaan (RMSA) - issues of implementation and success of these programmes.

UNIT IV

8 hours

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

Suggested Readings

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

Suggested links

https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan
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
<http://www.dropoutprevention.org/engage/global-dropout-issue>

Course Title: LEARNER AND LEARNING PRACTICAL

Paper Code: MED 520

L	T	P	Cr
0	0	2	1

PRACTICALS

Administration, Analysis and Reporting of any two out of the 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. Use of following equipments:
 - Mirror drawing apparatus
 - Bhatia performance test
 - PGI battery
 - Tachistoscope
 - Ergo graph
 - Reaction time apparatus
 - Finger dexterity board

Evaluation Criteria: Total Marks 25

1. Practical Record: 10 Marks
2. Lab. Performance: 10 Marks
3. Viva-Voce: 05 Marks

SEMESTER -II

Course Title: HISTORY AND POLITICAL ECONOMY OF EDUCATION

Paper Code: MED 509

L	T	P	Cr
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, 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: 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, Foreign Direct Investment and Human resource Development
 - a. Economics of Education-Concept & Role of Education as an instrument of Economic Change
 - b. Human Resource Development- Concept & Role of Education in Human Resource Development

UNIT IV

16 hours

1. Education and Politics

- Impact of Education on Politics of the Country
- Impact of Politics on Educational System
- Democratic Education: Objectives, Education for Democracy in the changing Indian Society

2. Liberalization, Privatization and Globalization

Suggested Readings

- Aggarwal, J.C. (2012). *Development of education system in India*, Delhi: Shipra Publications
- Aggarwal, J.C. (2013). *Basic ideas in education*. New Delhi: Shipra Publications.
- Bailey, Richard. & et. al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Bharathy, V., & Rao, D. B. (2015). *Educational philosophies of Swami Vivekananda and John Dewey*. New Delhi: APH Publications Corporation.
- Chand, J. (2010). *Philosophical foundation of education*. New Delhi: Anshah publishing house.
- Chand, T. (2009). *Development of education system in India*, New Delhi: Anmol Publications Pvt. Ltd.
- Chattopadhyay, S. (2012). *Education and economics*. Oxford University Press.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.

- Fasalurahman, P. K., & Jhamaprasseri, I. (2014). *Educational philosophy of John Dewey*. New Delhi: APH Publishing Corporation.
- Gupta, S. (2013). *Education in emerging India*. New Delhi: Shipra Publications.
- Husian, A., & Idris, N. (2010). *Dimensions of education*. New Delhi: Gyan Publishing House.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi: Atlantic Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Mishra, R. C. (2015). *History of education administration*. New Delhi: APH Publishing Corporation.
- Naik, J. P. (2014). *The education commission and after*. New Delhi: APH Publishing Corporation.
- NCERT-the First Year Book of Education 1961.
- 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
- Seetharamu, A. S. (2015). *Philosophies of education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M. H. (2014). *Philosophical and sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2014). *Education philosophy of Mahatma Gandhi*. New Delhi: APH Publishing Corporation.
- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U.C., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

Course Title: EDUCATIONAL TECHNOLOGY AND ICT

L	T	P	Cr
2	2	0	3

Paper Code: MED 510

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;
2. Phases of teaching and Levels of learning.
3. Micro-teaching, Composite & Simulated teaching: Concept & applications.

UNIT II

10 hours

1. Classroom Designs: Digital& Non-digital; use of appropriate designs for different pedagogies.
2. Models of teaching: Concept attainment model by Bruner, Classroom teaching model by William Glasser, Jurisprudential inquiry model by Donald Oliver and Stress reduction model by Joseph Wolpe and their classroom applications.

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 Internet and Web. Use of Search engines and Web 2.0 technologies related to communication tools, knowledge organization & sharing, organizers, user generated content, data analysis tools and trading.

UNIT IV

13 hours

1. Synchronous and asynchronous communication on the web: newsgroups and forums. Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content; securing the computer from viruses, worms and other cyber crimes

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. Analysing the different instructional designs based on the various instructional design models. Demonstration and preparation of Multimedia presentations

Suggested Readings

- 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

Course Title: RESEARCH PROPOSAL

L	T	P	Cr
0	0	4	2

Paper Code: MED 511

Learning Outcomes

The students will be able to

- familiarize with research methods in education

- get in-depth understanding of steps in conducting educational research
- prepare a research proposal on any emerging problem in education

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 APA 6th edition format.

Criteria of Evaluation Total Marks-50

1. Conduct of Practical- 20 marks
2. Practical file- 20 marks
3. Viva-voce- 10 marks

Suggested Readings

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

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

Suggested websites

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

Course Title: EDUCATIONAL STATISTICS

Paper Code: MED 512

L	T	P	Cr
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 techniques using hypothetical data provided by teacher.

Suggested Readings

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- Agarwal, B. L. (2013). *Basic statistics*. New Delhi: New age International (P) Limited Publishers.
- Aiken, L.R., & Marnat, G. G. (2009). *Psychological testing and assessment*. Noida (U.P.): Pearson.
- Anastasi, A., & Urbina, S. (2014). *Psychological testing*. New Delhi: PHI Learning Private Limited.
- Best, J.W., & Kahn, J. W. (2006). *Research in education*. New Delhi: PHI Learning Private Ltd.
- Check, J., & Jurs, S. G. (2009). *Research methods in education*. Pearson Publications.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). *Educational research an introduction*. Pearson Publications.
- Gregory, R. J. (2014). *Psychological testing: History, principles and applications*. New Delhi: Pearson.
- Gupta, S. (2010). *Research methodology and statistical techniques*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Koul, L. (2009). *Methodology of educational research*. Noida: Vikas Publishing House Pvt. Ltd.
- Majumdar, P. K. (2010). *Applied statistics*. New Delhi: Rwa Publisher.
- Medhi, J. (2014). *Statistical methods- an introductory text*. New Delhi: New Age International (P) Ltd. Publishers.
- Mohanty, P.K., & Patel, S. K. (2016). *Basic statistics*. New Delhi: Scientific Publishers.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Sabo, R., & Boone, E. (2013). *Statistical research methods- a guide for non-statistician*. Springer Publications.
-

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	Cr
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

Criteria of Evaluation

1. Conduct of Practical- 10 marks
2. Practical Record- 10 marks
3. Viva-5 marks

Suggested Readings

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

- Newby, P. (2014). *Research methods for education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of educational research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J. M. (2013). *Qualitative methods*. U.S.A: Sage Publications, Inc.
- Sharma, J. N. (2011). *Research methodology*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, S. R (2008). *Methods of educational research*. New Delhi: Anmol Publications.
- Sharma, S. R. (2003). *Problems of educational research*. New Delhi: Anmol Publications Pvt. Ltd.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

Suggested websites

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

**Course Title: GUIDANCE AND COUNSELLING
FOR ELEMENTARY EDUCATION
Paper Code: MED 514**

L	T	P	Cr
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 programs.
2. Integration of guidance and curriculum-need and importance, Role of teachers and other personnel's in the construction of guidance based curriculum.
3. Organization of Guidance Services at Elementary Level. Problems of Organizing Guidance at elementary level.

UNIT IV

14 hours

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

Transaction Mode

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

Suggested Readings

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

Suggested Websites

- www.psychologytoday.com
- <http://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	Cr
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 Personal Guidance with special emphasis on problems of adolescents related to family and school.
3. Group guidance techniques: career talk, orientation talk, group discussion, career conference, career corner.
4. Nature and causes of behavioural problems among underachieving students, School discipline problems, bullying, drug abuse, truancy, and dropout

UNIT-II

14 hours

1. Stages and types of the counseling process: Directive, Nondirective and Eclectic.
2. Process of group counseling: uses, areas of counseling: Vocational counselling, family counseling, parental counseling, adolescent counseling, counseling of girls, special group counseling and 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 services at Secondary level.

UNIT IV

14 hours

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

Transaction Mode

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

Suggested Readings

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

Suggested Websites

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

Course Title: UNDERSTANDING EDUCATION

Paper Code: MED 516

L	T	P	Cr
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

7 hours

1. Philosophical Foundations of Education: Meaning, scope of Philosophical basis of Education and branches of Philosophy: Metaphysics, Epistemology and Axiology and their Educational implications.

2. Development of concept of education in different periods of time such as Vedic, Medieval, Buddhist, British and modern times.

UNIT II

8 hours

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

UNIT III

7 hours

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

UNIT IV

8 hours

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

Transaction mode

Workshops, seminars, assignments and group discussion

The students may undertake any one of the following activities:

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

Suggested Readings

- Bailey, Richard., & et . al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chand, Tara. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Ozmon, H. A. (2012). *Philosophical foundations of education*. New Jersey: Pearson Publication.

- Pathak, R. P. (2007). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors (P) LTD
- Siddiqui, M. H. (2014). *Philosophical and sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U. C., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

Suggested websites

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

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

Course Title: ASSESSMENT OF LEARNING

Paper Code: MED 517

L	T	P	Cr
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

7 hours

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

UNIT II

8 hours

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

UNIT III

7 hours

1. Purpose of reporting
2. Test items types: essay, short answer and objective

3. Diagnostic test- its uses

UNIT IV

8 hours

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

Suggested Readings

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

Course Title: Educational Technology and ICT (Practical)

Paper Code: MED 519

L	T	P	Cr
0	0	2	1

Practical

1. Preparing power point presentation
2. Use of Interactive white board
3. Creating blog
4. e team teaching
5. Learning object repository

Evaluation Criteria: Total Marks 25

1. Practical Record and LOR: 10 Marks
2. Lab. Performance: 10 Marks
3. Viva-Voce: 05 Marks

INTER-SEMESTER BREAK

Course Title- Field Internship- I
Course Code: MED521

L	T	P	Cr
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	Cr
3	2	0	4

Learning Outcomes

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

- Understand the concept and bases 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. CBCS and its application.

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) Administrative Model/Deductive Model: Saylor, Alexander, and Lewis
 - b) 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.
4. Choice Based Credit System and its application

Transaction Mode

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

Suggested Readings

- Aggarwal, J. C. (1990). *Curriculum reform in India- World overviews*. Doaba World
- Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
- NCERT (1976). *The curriculum for the ten-year school: A framework*. Reprint

- NCERT (1984). *Curriculum and evaluation*. NCERT, New Delhi.
- NCERT (1988). *National curriculum for elementary and secondary education*.
- NCERT (2000). *National curriculum framework for school education*. NCERT.
- NCERT (2005). *National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Nehru, R. S. S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
- Rao, V. K. (2015). *Principals of curriculum*. New Delhi: APH publishing Corporation.
- Taba Hilda (1962). *Curriculum Development: Theory and practice*. New York,
- Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
- Tanner, D. & Tanner, L. N. (1980). *Curriculum development. Theory into practice*. New Delhi.
- Veer, U. (2014). *Modern teaching and curriculum management*. New Delhi: Anmol publication.
- Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice*. Pearson publication.
- Zais, R. S. (1976). *Curriculum: Principles and foundations*. New York: Harper & Row.

Course Title: COMMUNICATION SKILLS

Course code: MED 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

7 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; Measures to overcome the barriers to communication.
3. Evolution of Communication Skills

UNIT-II**7 hours**

1. Listening Skills: Listening process; Classification of listening; purpose of listening; common barrier to listening process; measures to improve listening.
2. General principles of writing; essentials of good writing style.

UNIT-III**8 hours**

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

UNIT-IV**8 hours****Group Discussion Skills**

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

Suggested Readings

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

- Mukerjee, H. S. (2013). *Business communication: connecting at work*. UK: Oxford University Press.
- Ober, S. (2009). *Contemporary business communication*. USA: Houghton Mifflin Company.

Course Title: Teacher Education

L	T	P	Cr
3	2	0	4

Paper Code: MED 603

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 Content

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 of teacher education in India
4. Teaching as a profession.

Unit II

16 hours

Recommendations of Various Commissions on Teacher Education and their consequent developments

1. University Education Commission (1948-49)
2. National Commission on Teachers (1983)
3. National Policy on Education' 1986
4. National Curriculum Framework-2005
5. National Curriculum Framework for Teacher Education-, 1988, 1999 and 2009

Unit III

16 hours

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, NEUPA, IASE, CTE and RIE)
 - c. District Level (DIET)

3. Approaches to teacher education- consecutive vs. integrated, face to face and Distance mode

Unit IV

14 hours

1. Profession: meaning and characteristics
2. Pre-requisites of Profession
3. Teaching as a profession
4. Professional ethics of teachers
5. Pre-service: concept, modes and programs
6. In-service: concept, modes and programs

Transaction Mode

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

Suggested Readings

- Aggarwal, J. C. (1973). *Landmarks in the history of modern Indian education*. New Delhi.
- Chattopadhyaya, D. P. (1985). *The teacher and society: Report of national commission on teachers*. New Delhi: S. Chand & Co.
- Garg, I. (2014). *Teacher education*: New Delhi: APH Publishing Corporation.
- Kumar, T. P. (2010). *Teacher education*. New Delhi: APH Publishing Corporation.
- MHRD (1986). *National policy on education – 1986 (with Modifications Undertaken)*
- Mohan, M. (2011). *Teacher education*. New Delhi: PHI learning Pvt. Ltd.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mudaliar, A. L. (1953). *Report of the secondary education commission 1952-53*.
- NCERT (2004). *Curriculum framework for teacher education*. New Delhi: Author.
- NCERT (2006a). *National curriculum framework–2005*. New Delhi: NCERT.
- NCERT (2006c). *Teacher education for curriculum renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth survey of research in education Vol - II*. New Delhi: NCERT.
- NCTE (1998a). *Policy perspectives in teacher education: Critique & documentation*.

- NCTE (1998b). *Curriculum framework for quality teacher education*. New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards*
NCTE. New Delhi: NCERT.

Suggested Websites

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

Course Title - Mental Health, Yoga and Physical Well Being

Course Code-MED.604

L	T	P	Cr
3	0	2	4

Learning Outcome

After completion of the course students will 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 content

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, cardiovascular 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

Practical

1. Practice of different types of Yoga
2. Practice of different types of Pranayamas

Suggested Readings

- Akhilananda, S. (1953). *Hindu psychology*. London: Routledge.
- Akhilananda, S. (1999). *Mental health and Hindu psychology*. London: Auen and Applications.

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: Allynand Bacon.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B.Company.
- Crow, L. D., Crow, & Alince. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of MacMillan & Co., McGraw Hill Book Co.
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (19520). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claai-cut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.

Course Title: Measurement and Evaluation
Paper Code: MED 605

L	T	P	Cr
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 for educational measurement and Evaluation.
- Establish reliability and validity of assessment tools
- Understand the recent reforms in Assessment and evaluation

Course Content

UNIT I **14 hours**

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

Unit II **16 hours**

1. Validity: concept and nature of validity, major considerations of validity- content, criterion and construct, factors influencing validity
2. Reliability: concept and nature of reliability, methods of estimating reliability- test-retest, equivalent forms, split-half, Kuder-Richardson and inter-rater method and factors influencing reliability measures

Unit III **16 hours**

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

UNIT IV **14 hours**

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

Transaction Mode

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

Suggested Readings

- Aggarwal, J. C. (1997). *Essentials of examination system, evaluation, tests and measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S. R. (2005). *Classroom Assessment: Issues and practices*. Boston: Allyn & Bacon.
- Blooms, B. S. (1956). *Taxonomy of educational objectives*. New York: Longman Green and Company.

- Cooper, D. (2007). *Talk about assessment, strategy and tools to improve learning*. Toronto: Thomson Nelson.
- Earl, L. M. (2006). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press.
- Gronlund, N. E. (2003). *Assessment of student achievement*. Boston: Allyn & Bacon.
- Gupta, S. (2014). *Educational evaluation*. New Delhi. APH Publishing Corporation.
- Hopkins, K. D. (1998). *Educational and psychological measurement and evaluation*. Boston: Allyn and Bacon.
- Kumar, R. (2013). *Education evaluation*. New Delhi. APH Publishing Corporation.
- Kaplan, R. M., & Saccuzzo, D. P. (2000). *Psychological testing, principles, applications & issues*. California: Wordsworth.
- Linn, R. L., & Gronlund, N. E. (2000). *Measurement and assessment in teaching*. London: Merrill Prentice Hall.
- Macmillan, J. H. (1997). *Classroom assessment, principles and practice for effective instruction*. Boston: Allyn and Bacon
- Panigrahi, S. C., & Patel, R. C. (2013). *Continuous and comprehensive evaluation*. New Delhi: APH Publishing Corporation.
- Pham, W. J. (2014). *Classroom assessment- what teachers need to know*. Pearson Publications.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Singh, B. (2004). *Modern educational measurement and evaluation system*. New Delhi: Anmol Publications Pvt. Ltd.

Suggested websites

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

Course title: Pedagogy for Elementary Education
Course code: MED606

L	T	P	Cr
3	2	0	4

Learning outcomes

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

- Understand the meaning and genesis of pedagogy
- Develop understanding of different psychological and personal characteristics of elementary school children

- Explore the various innovative methods of teaching at Elementary level
- Develop skills relating to assessment of different aspects of elementary school children.

Course Content

Unit I

14 hours

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

UNIT II

16 hours

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

UNIT III

16 hours

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

UNIT-IV

14 hours

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

Transaction mode

1. Brain storming
2. Group discussion
3. Seminars

4. Projects
5. Team teaching
6. Focussed group discussion

Suggested Readings

- Aggarwal, J. C., & Gupta, S. (2007). *Early childhood care and education (1st Ed.)*. New Delhi: Shipra Publications.
- Baur, G. R., & et.al. (1976). *Helping children learn mathematics: A competency based laboratory approach*. Cummings Publishing Co.
- Chastain, K. (1970). *The development of modern language skills: Theory to practice*. Chicago: Rand Menally & Co.
- Dewey, J. (1944). *Democracy and education*. New York: Simon and Schuster.
- Erickson, H. L. (2002). *Concept based curriculum and instruction*. California: Crown Press, Inc.
- Friere, P. (1999). *Pedagogy of the oppressed*. New, NY: Continuum
- Government of India (1986). *National policy on education*. Department of Education, New Delhi.
- Govt. of India (2005). *National plan of action for children, 2005: Department of women and child development*. New Delhi
- *In-service Teacher Education Package for Primary and Secondary Teachers* (1988), Volume I & II, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT. New Delhi.
- NCERT (2005). *National curriculum framework*. NCERT, New Delhi.
- NCERT (2005). *Position paper of the national focus group on early childhood education*. NCERT, New Delhi.
- NCTE (2005). *Report on ECCE teacher education: Curriculum framework and syllabus outline*, New Delhi.
- NIPCCD (2002). *Children in difficult circumstances: Summaries of research, resource centre on children*. New Delhi.
- Petty, W. T. (1978). *Curriculum for the modern elementary school*. Chicago: Rand Mentally College Public Co.
- Pugh, G. (1996). *Contemporary issues in early years: Working collaboratively for children (2nd Ed.)* National Children's Bureau, London.
- Rubin, D. (1980). *Teaching elementary language arts*. New York: Holt Reinhart & Winsten.
- Seefeldt, C. (1990). *Continuing issues in early childhood education*. Columbus, Ohio: Merrill Publishing Company.

- Swaminathan, M., & Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- UNESCO (2007). *Strong foundations: Early childhood care and education*. Paris: UNESCO.
- UNICEF & MHRD (2001). *Early childhood care for survival, growth and development*. New Delhi.
- Victor, & Learner. (1971). *Readiness in science education for the elementary school*. N.Y.: McMillan Co.
- World Bank. (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.

Course title: Pedagogy for Secondary Education

Course code: MED 607

L	T	P	Cr
3	2	0	4

Learning outcomes

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

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

Course Contents

Unit I

14 hours

1. Pedagogy: meaning, genesis; and characteristics of pedagogy at secondary level, critical pedagogy, constructivist pedagogy, creative pedagogy in the context of secondary education, andragogy: concept, difference between andragogy and pedagogy
2. Secondary school students: their personal, social and psychological characteristics

UNIT II

16 hours

1. Teaching for Creativity: Synectics approach, brain storming and CPS approach
2. Constructivist Learning Approach: 4E approach, 5E approach, 7E approach
3. Methods of teaching: Experiential, problem posing, problem solving, concept mapping, service learning, engaged learning, culturally

situated/relevant/responsive pedagogy, Icon design cooperative, collaborative

UNIT III

16 hours

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

UNIT-IV

14 hours

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

Transaction mode

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

Suggested Readings

- Aggarwal, J. C., & Gupta, S. (2007). *Early childhood care and education (1st Ed.)*. New Delhi: Shipra Publications.
- Chastain, K. (1970). *The development of modern language skills: Theory to practice*. Chicago: Rand Menally & Co.
- Dewey, J. (1944). *Democracy and education*. New York: Simon and Schuster.
- Erickson, H. L. (2002). *Concept based curriculum and instruction*. California: Crown Press, Inc.
- Friere, P. (1999). *Pedagogy of the oppressed*. New NY: Continuum
- Government of India (1986). *National policy on education*. Department of Education, New Delhi.
- Govt. of India (2005). *National plan of action for children, 2005*: Department of Women and Child Development, New Delhi.
- *In-service teacher education package for primary and secondary teachers* (1988), Volume I & II, NCERT, New Delhi.
- Mishra, R. C. (2005). *Early childhood education today*. Prentice Hall Publisher

- *National curriculum for elementary and secondary education* (1998) - A Framework, NCERT, New Delhi.
- NCERT (2005). *National curriculum framework*, NCERT, New Delhi.
- NCERT (2005). *Position paper of the national focus group on early childhood education*. NCERT, New Delhi.
- NCTE (2005). *Report on ECCE teacher education: Curriculum framework and syllabus outline*, New Delhi.
- NIPCCD (2002). *Children in difficult circumstances: Summaries of research, resource centre on children*. New Delhi.
- Petty, W.T (1978). *Curriculum for the modern elementary school*. Chicago. Rand Mentally College Public Co.
- Pugh, G. (1996). *Contemporary issues in early years: Working collaboratively for children (2nd Ed.)*. London: National Children's Bureau.
- Rubin, D. (1980). *Teaching elementary language arts*. New York: Holt Reinhart & Winsten.
- Seefeldt, C. (1990). *Continuing issues in early childhood education*. Columbus, Ohio: Merrill Publishing Company.
- Swaminathan, M. & Daniel, P. (2000). *Activity based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education,
- UNESCO (2007). *Strong foundations: Early childhood care and education*. Paris: UNESCO.
- UNICEF & MHRD (2001). *Early childhood care for survival, growth and development*. New Delhi.
- Victor & Learner (1971). *Readiness in science education for the elementary school*. N.Y.: McMillan Co.
- World Bank (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.

Course Title: COMMUNICATION SKILL PRACTICAL

Course code: MED 608

L	T	P	Credit
0	0	4	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

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

Evaluation Criteria: Total Marks 50

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

INTER-DISCIPLINARY COURSES

Course Title: TEACHING PROFICIENCY

Paper Code: MED 507

L	T	P	Cr
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

7 hours

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

8 hours

1. Engagement: concept, types and techniques of engaging the learners

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

UNIT III

7 hours

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

UNIT IV

8 hours

1. Pedagogy: Meaning, types, use of various pedagogies in teaching. Andragogy: meaning, application in higher education.
2. Integrated Approach to Evaluation: Marking System, Grading System, meaning and types, mechanism of grading system, Problems of grading system, Consistency in grading system, Interpretation of Grades, semester system, Continuous assessment, Portfolio assessment, Question bank

Transaction Mode

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

Suggested Readings

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.

- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 21st century school*. U.S.A.: Sage Publications.
- Sharma, R. N. (2010). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Sharma, R. N., & Chandra, S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). *Educational technology: Teaching learning*. New Delhi: APH Publishing Corporation.

Suggested e-Books

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

Suggested Websites

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

Course Title: ISSUES AND CONCERNS IN EDUCATION

L	T	P	Cr
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****7 hours**

1. Educational Development in India: Achievement in the educational Expansion and development in Post-Independence Period.
2. Emerging Challenges and Issues in current Educational System in terms of Access, Equity and Quality of Education at all the levels of Education with reference to gender, regional and disadvantaged groups.
3. Policy perspectives in Education in pre and post reform period and its implications.

UNIT II**8 hours**

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

UNIT III**7 hours**

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

UNIT IV

8 hours

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

Transaction Mode

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

Suggested Readings

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

Suggested links

- https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan
- 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_Uchcharar_Shiksha_Abhiyan
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

SEMESTER-IV

Course Title: Teacher Development and Empowerment

L	T	P	Cr
3	2	0	4

Paper Code: MED 609

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: elementary & secondary stage.
2. Pre-service 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.
3. In-service Teacher Education: Need and significance, Aims and objectives at different levels: elementary & secondary stage , in-service training programmes

UNIT II

16 hours

Issues of teacher education:

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

UNIT III

14 hours

Internship Programme: meaning, purpose, challenges and its process of evaluation

1. Models of Teacher Education: The applied science model, the craft model and the reflective model

UNIT IV

14 hours

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
4. Antecedents and consequences of teacher empowerment

Transaction Mode

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

Suggested Readings

- 95). MHRD, GOI
- Aggarwal, J. C. (1973). *Landmarks in the history of modern Indian education*. New
 - Aggarwal, J. C., & Aggarwal, S. P. (1992). *Educational planning in India with a slant*
 - Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
 - Chattopadhyaya, D. P. (1985). *The Teacher and society: Report of national Commission on teachers I 1983-85*. Govt. of India, New Delhi.
 - Day, R. (2008). *Models and the knowledge base of second language teacher education*. University of Hawaii: Retrieved from <
<http://www.hawaii.edu/sls/uhwpesl/112/day112.pdf>>
Delhi: S. Chand & Co.
Delhi: Vikas Publishing House Pvt. Ltd.
education Commission 1964-66. New Delhi: Author.
 - 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.
Govt. of India. New Delhi.
in 1992). New Delhi: MHRD.
 - Kumar, P. (2010). *Teacher education*. New Delhi: APH Publishing Corporation.
 - MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken*
 - MHRD (1995). *The Teacher and society, Chattopadhyaya Committee Report (1983-*
 - Ministry of Education (1966). *Education and national development. report of the*
 - Mishra, L. (2013). *Teacher education: Issues and innovation*. New Delhi: Atlantic Publications.
 - Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
 - Mohanty, J. (2013). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publications Pvt. Ltd.

- Mudaliar, A. L. (1953). *Report of the secondary education Commission 1952-53*.
- Mukherjee, S.N. (Ed.) (1968). *Education of teachers in India (Vols. 1 &2)*. New
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- NCERT (2004). *Curriculum framework for teacher education*. New Delhi: Author.
- NCERT (2006a). *National curriculum framework–2005*. New Delhi: NCERT.
- NCERT (2006c). *Teacher education for curriculum renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth survey of research in education Vol - II*. New Delhi: NCERT.
- NCTE (1998a). *Policy perspectives in teacher education: Critique & documentation*. New Delhi: NCERT.
- NCTE (1998b). *Curriculum framework for quality teacher education*. New Delhi:
- NCTE (2009). *National curriculum framework for teacher education towards preparing professional and humane teacher*. New Delhi: NCTE. NCTE.
- Nehru, R.S.S., & et.al. (2013). *Teacher education*. New Delhi: APH Publishing Corporation.
- *to educational financing and administration*. New Delhi: Concept Pub.

Suggested Websites

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

Course Title: Educational Administration, Management and Leadership

Paper Code: MED 610

L	T	P	Cr
3	2	0	4

Learning Outcomes

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

- Understand the importance of administration, management and leadership at school level.

- Know administrative structure at various levels of education.
- Analyze the recent trends and challenges in educational administration, management and leadership
- Critically examine the defects in the present leadership system.

Course Content

Unit I

14 hours

1. Educational administration, management and leadership: meaning, nature, scope, functions and difference.
2. Purpose of educational administration, management and leadership at different levels of education.
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, 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 learning community; developing insights : values and vision in educational leadership ; Leading and managing educational change and improvement

3. Leadership Styles: Transformational, transactional and instructional
Transaction Mode

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

Suggested Readings

- Bottery, M. (ed.) (1992). *Education, policy & ethics*. London: Continuum.
- Bush, T., & Les, B. (2002). *The principles & practice of educational management*. London: Paul Chapman Publishing.
- Bush, T. (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.
- Mohanty, J. (2007). *Educational administration, supervision and school management*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- 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

Course Code: MED 600

L	T	P	Cr
0	0	12	6

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

Course Code: MED611

Learning Outcomes

The students will be able to:

- enhance their teaching skills

L	T	P	Cr
0	0	8	4

- 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 Readings

- Ahuja, A., & Jangira, N. K. (2002). *Effective teacher training; cooperative learning based approach*. New Delhi: National Publishing house.
- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Jangira, N. K., & Mani, M. N. G. (1990). *Integrated education for visually handicapped*. Gurgaon: Old Subjimandi, Academic Press.

- Jha, M. (2002). *Inclusive education for all: Schools without walls*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Sharma, P. L. (2003). *Planning inclusive education in small schools*, R.I. E. Mysore.
- Sharma, P. L. (1990). *Teachers handbook on IED-Helping children with special needs*. N. C. E R T Publication.

Course title: Inclusive Education at Secondary Level
Course Code: MED613

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: 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

1. Difference in access to education in habitations, class, caste, tribe and other disadvantaged groups, achievement of socially disadvantaged children in secondary education, dropout and retention aspect

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

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

1. Concept and importance of human and material resources; types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
2. Creating conducive environment in inclusive schools: 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.
3. Roles 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 Readings

- Ahuja, A., & Jangira, N. K. (2002). *Effective teacher training; Cooperative learning based approach*. New Delhi: National Publishing house.

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

INTER-DISCIPLINARY COURSES

Course Title: UNDERSTANDING EDUCATION

Paper Code: MED 516

L	T	P	Cr
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

7 hours

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

UNIT II

8 hours

1. Indian schools of Philosophy: Sankhya, Vedanta, Buddhism and Jainism. Education Implications of these schools with special reference to the concept of Knowledge, reality & values, methodology,

pupil- teacher relationship, discipline, basic tenets, aims, objectives and curriculum.

2. Contributions of Radha Krishnan, GijuBhai, J. Krishnamurthy and Sri Aurobindo to Educational Thinking.

UNIT III

8 hours

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

UNIT IV

7 hours

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

Transaction Mode

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

Suggested Readings

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

- Vashishtha, U. C. & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

Suggested websites

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

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

Course Title: ASSESSMENT OF LEARNING

Paper Code: MED 517

L	T	P	Cr
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

7 hours

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

UNIT II

8 hours

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

UNIT III

7 hours

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

UNIT IV

8 hours

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

Suggested Readings

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