

Curriculum

M.A.(EDUCATION) with International Mentorship

Department of Education

*Session
2018-2020*

**Session 2018-2020
Scheme**

Semester –I							
Course Code	Course Title	Nature of Course					
			L	T	P	Credit	
MAE506	Philosophical Bases of Education	Core course	3	1	0	4	
MAE507	Research Methods in Education	Compulsory foundation	3	1	0	4	
MAE508	Fundamentals of Educational Measurement	Core course	3	1	0	4	
MAE509	Understanding the Learner	Core course	3	1	0	4	
MAE510	Understanding the Learner (Practical)	Skill based Practical	0	0	2	1	
Discipline Elective (Any one of the following)							
MAE511	Language Proficiency	Discipline Elective	3	1	0	4	
MAE512	Higher Education: Policy and Perspectives	Discipline Elective	3	1	0	4	
Inter-disciplinary Courses (For other Departments)							
MED513	Teaching Proficiency (IDC)	IDC	2	0	0	2	
MED514	Issues and Concerns in Education (IDC)	IDC	2	0	0	2	
Total			17	05	02	23	

Semester- II							
Course Code	Course Title	Nature of Course					
			L	T	P	Credit	
MAE521	Sociological Bases of Education	Core course	3	1	0	4	
MAE522	Contemporary Issues of Education	Core course	3	1	0	4	
MAE523	Historical Bases of Education	Core course	3	1	0	4	
MAE524	Communication and Interactive Skills	Core course	3	1	0	4	
MAE525	Community based Service Learning	Skill based Practical	0	0	2	1	
MAE526	Proposal for Educational Research (Practical)	Skill based Practical	0	0	2	1	
MAE501	Value added course- 1	Value added course	1	0	0	1	
Elective (Any one of the following)							
MAE527	School Education of the Disadvantaged Groups	Discipline Elective	3	1	0	4	
MAE528	Teacher and Teaching	Discipline Elective	3	1	0	4	
Inter-disciplinary Courses (for other Departments)							
MED529	Understanding Education (IDC)	IDC	2	0	0	2	

MED530	Assessment of Learning (IDC)	IDC	2	0	0	2
MED531	Mental Health Education (IDC)	IDC	2	0	0	2
Total			18	05	04	25

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

Semester-IV						
Course Code	Course Title	Nature of Course				
			L	T	P	Credit
MAE571	Educational Management and Leadership	Core course	3	1	0	4
MAE572	Yoga for Physical Well-being (Practical)	Skill based practical	0	0	2	1
MAE544	Seminar	Skill based practical	0	0	2	1
MAE599	Project	Skill based Project	0	0	12	6
MAE573	Eclectics of Education	DEC	0	2	0	2
MAE574	Educational Practice	DEC	0	2	0	2
MAE502	Value added course 2	Value added course	1	0	0	1
Elective (Any one of the following)						
MAE575	Environmental Education	Discipline elective	3	1	0	4
MAE576	Human Rights Education	Discipline elective	3	1	0	4
Total			07	06	16	21
Inter-disciplinary Courses (For other Departments)						
MED529	Understanding Education (IDC)	IDC	2	0	0	2

MED530	Assessment of Learning (IDC)	IDC	2	0	0	2
MED531	Mental Health Education (IDC)	IDC	2	0	0	2
Grand Total			57	21	24	90

List of Value Added Courses

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

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

List of MOOCs (to be attached)

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

***MOOC courses will be offered if;**

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

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

SEMESTER-I

Course Title: PHILOSOPHICAL BASES OF EDUCATION

Course Code: MAE506

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

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

Course Content

UNIT I

16 hours

1. Education: Meaning, nature and scope; Aims of Education: individual, social and constitutional; Agencies of Education: informal, formal and non-formal
2. Philosophical bases of education: Introduction about the branches of philosophy- metaphysical, epistemological and axiological, relationship between philosophy and education

UNIT II

15 hours

1. Indian philosophies with reference to objectives, curriculum, methods of teaching and role of teacher in the following: Sankhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa and Vedanta.
2. Implications of Indian philosophical tradition i.e. Sad-darshanas on modern educational system
3. Buddhism, Jainism and Sikhism: implications in education

UNIT III

15 hours

1. Western philosophies with reference to objectives, curriculum, methods of teaching and role of teacher in the following: Idealism, Realism, Naturalism, Pragmatism and Existentialism
2. Implications of the above western philosophical traditions on modern educational system

UNIT IV

14 hours

1. Thoughts of Great Philosophers- Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Rabindranath Tagore, Plato and Aristotle with reference to objectives, curriculum, methods of teaching and role of teacher.
2. Post- Modernism: concept; logical positivism (Rudolf Carnap)

Transaction Mode

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

Suggested Books

- Bigge, Morris, L. (1965) *Educational philosophies for teachers*. Columbus, USA: Charles E. Merrill Publishing Co.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C.
- Brubacher, John. S. (1939), *Modern philosophies of education*. New York, USA: McGraw Hill Book Company. Inc.
- Butler J. Donald (1957) *Four philosophies and their practice in education and religion*. New York, USA: Harper & Row.
- Dearden R. F. (1984). *Theory and practice in education*. Routledge K Kegan & Paul.
- Dewey, J. (1977): *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Bhattacharya, S. (2008). *Foundation of education*. New Delhi: Atlantic Publishers and Distributors.
- Johari, P.K (2005.) *Foundations of education*. New Delhi: Anmol Publications.
- Nehru, R.S.S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Pathak, R.P. (2013). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors.
- Gutek, G. L. (2009). *New perspectives on philosophy and education*. New Jersey, USA: Pearson.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
- Kneller, G. F.(1964) *Introduction to philosophy of education*. New York, USA: John Wiley and Sons, Inc.
- Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: Kitab Mhal.
- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA: Westview Press.
- Ozman, H. A., & Craver, S. M.(2011), *Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- Palmer, J. A. (2001). *Fifty modern thinkers on education: From Piaget to the present day*. Routledge Flamer. London. USA. Canada.
- Pathak, R.P. (2007). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors (P) LTD
- Siddiqui, M.H. (2014). *Philosophical and sociological foundations of education*. New Delhi: A.P.H. Publishing Corporation.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling

Publishers.

- Wall, Edmund (2001). *Educational theory: Philosophical and political perspectives*. Prometheus Books.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London.
- Winch, C. (1996). *Key concepts in the philosophy of education*. Routledge.

Web Sources

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

Course Title: RESEARCH METHODS IN EDUCATION

Course Code: MAE507

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

- Understand and analyze the meaning, nature and types of research.
- Develop skills in developing research proposal, review of related literature and hypotheses.
- Critically examine the process of selecting sample and preparation of quantitative and qualitative tools for research.
- Develop understanding on different quantitative and qualitative research paradigms and ethics of research.

Course Content

UNIT I

14 hours

1. Educational research: Meaning, nature and scope
2. Types of educational research: Basic, applied and action research
3. Identification, sources and conceptualization of research problem
4. Review of literature: Purpose and sources, conducting literature review- using Databases and internet, internet search tools
5. Hypotheses: Meaning, nature and types of hypotheses, formulation of hypotheses

UNIT II

15 hours

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

- Focus group discussions
- Photographs
- Anecdotes
- Field diary

UNIT III

16 hours

1. Descriptive method: Meaning, purpose and process, types of descriptive studies
2. Experimental method: Nature of experimental research, variables in experimental research -independent, dependent and extraneous, experimental designs, internal and external validity of experimental designs
3. Causal comparative method: Definition and purpose, design and procedure, data analysis and interpretation
4. Co-relational method: Basic co-relational research process, relationship studies, prediction studies

UNIT IV

15 hours

1. Qualitative research: Concept and nature of qualitative research, qualitative vs. quantitative research
2. Methods of Qualitative Research: Historical, phenomenology, ethnography, grounded theory and case study
3. Mixed Method Designs: Meaning and characteristics, types of designs- convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design.
4. Preparation of research proposal and writing of research report
5. Ethical issues in research.

Transaction Mode

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

Suggested Books

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in Education*. Belmont, CA: Wadsworth/Thomson Learning.
- Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. & Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S. S., & Sharma, R.K. (2010). *Research in Education*. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.

- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
- Ferguson, G.A. (1971). *Statistical Analysis in Psychology and Education*. Kogakusha, Tokyo: McGraw-Hill.
- Garrett, H.E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International Publisher.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice-Hall of India Private Limited
- 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

Course Title: FUNDAMENTALS OF EDUCATIONAL MEASUREMENT
Course Code: MAE508

L	T	P	Credits
3	1	0	4

Learning Outcomes

The students will be able to

- Understand the basic concept of educational measurement, assessment and evaluation.
- Explain the different paradigms in assessment
- Understand the characteristics of a good tool
- Construct an achievement test
- Measure non cognitive areas and reporting of results
- Examine the trends and issues in evaluation

Course Content

UNIT I:

14 hours

1. Educational measurement evaluation and assessment: meaning, nature and types; needs and uses of measurement and assessment in behavioral sciences.

2. Assessment of learning and Assessment for learning
3. Norm-referenced and criterion-referenced measurement, formative, and summative assessment, diagnostic testing; and their application.

UNIT II: 16 hours

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

UNIT III 16 hours

1. Tests: types, principles of construction, preparation of questions based on instructional objectives
2. Achievement tests: Standardized vs. informal classroom tests, principles of construction of achievement test.
3. Concept & types of question banks.
4. Reporting of assessment results and remediation

UNIT IV 14 hours

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

Transaction Mode

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

Suggested Books

- Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). *Taxonomy of Educational Objectives*. New York: Longman Green and Company
- Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning*. Toronto: Thomson Nelson
- Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, California: Corwin Press
- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.

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

Suggested websites

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

Course Title: UNDERSTANDING THE LEARNER

Course Code: MAE509

L	T	P	Credits
3	1	0	4

Learning Outcomes

The students will be able to

- Understand the Concept and Method of Educational Psychology
- Study the different stages of Cognitive, Emotional, Spiritual and Moral Development of learners
- Identify learning needs, Motivation and Impact of memory and forgetting on learning.
- Understand the Concept IQ, SQ, EQ, Creativity, Interest, Attitude and Aptitude of learners.
- Identify different Cognitive Abilities and processes of learners
- Study the Implications of different Theories of Personality.

Course Content

UNIT I

16 hours

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

UNIT II

18 hours

1. Learning: meaning, concept and nature, identification of Learning needs and Transfer of Learning in different situations, behavioristic, cognitive and social perspectives of learning with special reference to Bruner, Bandura and Gagne's Hierarchy of learning. Kolb's experiential learning theory; Schon Donald's organizational learning theory
2. Motivation in teaching-learning process: Relationship between need, drive and incentive; Maslow's hierarchy of needs, McClelland's theory of achievement motivation; creating and maintaining conducive learning environment
3. Memory and Forgetting: Concept and their effect on learning.

UNIT III

12 hours

1. Higher cognitive process: Concept formation, logical reasoning, problem solving and their classroom implications
2. Intelligence: Measurement of intelligence through verbal, non- verbal, individual and group tests, SI model of Guilford, multiple intelligence theory, Emotional and spiritual intelligence and its Measurement: IQ, SQ and EQ.
3. Creativity: Concept, characteristics, elements and development of creativity, measurement of creativity and fostering creativity among learners.

UNIT IV

14 hours

1. Personality: Role of genetic and environmental variables, theories of personality: Psycho analytic, type and trait theory with their implications towards Learners' development
2. Attitude, Aptitude and Interest: concept, assessment and their significance for learners
3. Mental health, adjustment and defense mechanism

Transaction Mode

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

Suggested Books

- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi:APH Publishing Corporation.
- Chandraiah,K.(2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Cliffs, N.J., 1990.
- Dash, M. & Dash, N. (2012). *Fundamentals of educational psychology*. New Delhi: Atlantic publication.
- Dash, M. (2009). *Educational psychology*. New Delhi: Deep & Deep publications.
- Deb, K.(2006). *Cognitive development in classroom*. New Delhi: Adhyayan publishers & distributors.
- Jha, A.K.(2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- Kay,F. & Kite, N.(2012). *Understanding emotional intelligence- strategies for boosting your IQ and using it in the workplace*.Kogan Page Limited.
- Kumar, D., Kaur, N., & Kumar, P. (2015). *Essentials of educational psychology*. New Delhi: APH Publishing Corporation.
- Mangal, S.K. (2014). *Advanced educational psychology*. Delhi: PHI Learning Limited.McGraw Hill, New York, 1990.
- Robinson, S. K. (2009). *Foundation of educational psychology*. Ane books Pvt. Ltd. Publication.
- Salvin, R, Educational Psychology. Theory into Practice, Prentice hall, Englewood
- Sharma, R.N. & Sharma, R.K. (2010). *Advanced educational psychology*. New Delhi: Atlantic Publishers& Distributors.
- Sprint hall, RC. & Sprint hall, NA, Educational Psychology, Development Approach,
- Starko, A.J. (2014). *Creativity in the classroom*. Atlantic Publishers.
- Talwar, K. (2011). *Conceptual framework of educational psychology*. New Delhi: Adhyayan Publishers & Distributors.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*.Jiapur: Rawat Publications.
- Woolfolk, A, Mishra, G., &Jha, A.K. (2012). *Fundamentals of Educational Psychology*. Pearson Publications.
- Woolfolk, A. (2015). *Educational psychology*: Pearson Publication.
- Woolfolk, A. (1998) Educational Psychology. Allyn & Bacon, Bosson

Suggested websites

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

**Course Title: UNDERSTANDING THE LEARNER
(PRACTICAL)
Course Code: MAE510**

L	T	P	Credits
0	0	2	1

Learning Outcomes

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

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

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

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

Use of following equipment/ apparatus

15 hours

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

Criteria of Evaluation (Total Marks: 50)

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

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

Elective-1(Any One of the following)

Course title: LANGUAGE PROFICIENCY
Course Code: MAE511

L	T	P	Credits
3	1	0	4

Learning Outcomes

The students will be able to

- Strengthen the proficiency in communication
- Refresh their knowledge of grammatical, and discourse systems in a language
- Master the elements of language
- Compare the nature of languages
- Comprehend and read the text of languages and know the nature of language

Course Content

UNIT I

16 hours

1. Language: meaning and nature and as means of communication
2. Language proficiency in English and regional language i.e. Punjabi
3. Theoretical approach of listening; The listening situations, process, extensive and intensive listening, listening strategies, listening with comprehension
4. Listening activities and games: Pre-listening, During listening and Post listening
5. Word Stress, Intonation and pronunciation drill, Place and manners of articulation
6. Methods and chain drilling to develop listening and speaking skills

UNIT II

14 hours

1. Reading as process; Pre-requisites for reading, types of readings; loud and silent, extensive and intensive readings
2. Reading for global and local comprehension
3. Inferences, analysis and extrapolation
4. Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
5. Methods to develop reading habits and skills

UNIT III

16 hours

1. Process of writing : Structuring, copying, transcribing and composition
2. Different forms of writing – letters (application, complaint, permission, and invitation), messages, notices and posters
3. Experience the process of writing: Brainstorming, drafting, editing, conferencing, modifying, revising, publishing, blogging, social media etc.
4. Methods to develop writing skills
5. Free and guided writing , and Creative writing

UNIT IV

14 hours

1. Grammar: formal and functional
2. Parts of speech; Phrases; Verbs
3. Kinds of sentences; Sentence completion, Subject-verb agreement; Tenses; Clauses and Connectors
4. Non-finites; Voices; Narration; synonyms & antonyms

Transaction Mode

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

Suggested Books

- Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. Heinemann Education Groups.
- Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English Language Arts*. USA: Lawreuel Erlbaum Associates Enclave.
- Government of India. (1986). National Policy on Education. GOI.
- Grellet, F. (1981). *Developing Reading Skills: A Practical guide to Reading Comprehension exercises*. Cambridge University Press.
- Kumar, K. (2007). *The child's language and the Teacher*. New Delhi: National Book.
- Sinha, S. (2009). *Roseblatt's Theory of Reading: Explaining Literature contemporary education dialogue*. 6 (2), PP223-237.

Course Title: HIGHER EDUCATION: POLICY AND PERSPECTIVES

Course Code: MAE512

L	T	P	Credits
3	1	0	4

Learning outcomes

The students will be able to

- Understand the meaning of higher education, its goals and process of evolution
- Learn the role of different agencies for the promotion of higher education and the relevance of partnership in higher education
- Analyze different critical issues of higher education and various governmental initiatives for its development
- Develop insight into various challenges and research possibilities in higher education

Course Content

UNIT I

14 hours

1. Higher Education: Meaning, goals of higher education with reference to National Knowledge Commission and RUSA

2. Higher Education and its historical development:-Pre- independence and Post-independence
3. UNESCO's four pillars of education and Delor's commission

UNIT II

16 hours

1. Structure of higher education system in India – its merits and limitations
2. Autonomy in higher education, Partnerships in higher education – with higher institutes and community, NGOs and Self Help Groups, linkage between higher education and industries.

UNIT III

16 hours

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

UNIT IV

14 hours

1. Challenges and issues of higher education in India
2. Accreditation procedure of higher education institutions in India
3. Higher education curriculum as visualized at different levels- State, National and International
4. Use of ICT and new technologies in higher education.
5. Research issues in higher education

Transaction Mode

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

Suggested Books

- Dewey, John (1944). *Democracy and education*. New York: Simon and Schuster.
- Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication
- Friere, Paulo (1999). *Pedagogy of the oppressed*. New, NY: Continuum.
- Kerr, Clark. (2001). *The uses of the university*. Boston: Harvard University Press.
- Lucas, C. (1994). *American higher education: A history*. New York: St. Martin's Press.
- Newman, John Henry. (1986). *The idea of a university*. Notre Dame, Indiana: University of Notre Dame.

- Noddings, Nel. (1998). *Philosophy of education*. Boulder, CO: Westview Press.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.

INTER-DISCIPLINARY COURSES

Course Title: TEACHING PROFICIENCY

Course Code: MED 513

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

- Reflect on the various strategies that can be used in classrooms
- Understand the various classroom management techniques and ways to motivate the learner
- 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

UNIT1

7 hours

1. Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centered, and learner-centered, Levels of Teaching and Phases of Teaching, Characteristics of effective 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. Elaboration skill
5. Questioning skill: Types of questions, framing and asking a good question, probing questions
6. 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
4. Choice Based Credit System

Transaction mode

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

Suggested Books

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

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

Suggested Websites

- 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

Course Code: MED514

L	T	P	Credits
2	0	0	2

Learning outcomes

The students will be able to:

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

Course Content

UNIT I

7 hours

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

UNIT II

8 hours

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

UNIT III

7 hours

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

UNIT IV

8 hours

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

Suggested Books

- Aggarwal, J. C. (2011). *Development of education system in India*. New Delhi: Shipra Publications.

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

Suggested Websites

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

SEMESTER- II

Course Title: SOCIOLOGICAL BASES OF EDUCATION

Course Code: MAE521

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

- understand the social context of education
- differentiate between the concept of educational sociology and sociology of education
- understand the role of education in a changing social context
- interpret education as a sub-system of society
- determine the effect of other sub-systems on education
- analyse the process of social change in modern India
- appraise the sociological thoughts of modern sociologists and their implication
- analyze the operational dimensions as a social subsystem
- explore current problems and issues of education in the social context
- develop an awareness of social context, of social diversity and inequality and their impact on educational processes and outcomes

Unit 1

14 hours

1. Educational sociology and sociology of education: meaning and nature, relationship between sociology and education
2. Education as a social sub system; its characteristics and interrelationships between education and various other subsystems of the society: home, community, state, religion, polity and culture

3. Social group: meaning, characteristics and types, and educational implications of Primary and secondary groups

Unit II

14 hours

1. Thoughts of Paulo Freire, Ivan Illich, Pierre Bourdieu and Brasil Bernstein, M.N. Srinivasan-their implications on education
2. Sociological theories and their educational implications: functionalist, conflict, interactionism and postmodernism.

Unit-III

16 hours

1. Education as a process of socialization : role of formal, non-formal and informal agencies
2. Sociological Functions of Education: preservation of culture, transmission of culture, promotion of culture, enculturation and acculturation

Unit IV

16 hours

1. Concept of social change, Factors affecting social change process: endogenous and exogenous factors, nature and impact of the factors, education as a factor affecting social change, an instrument of social change
2. Role of education in the changing society with specific reference to Indian Society: westernization, modernization, , globalization, Indian perspectives of Education . Education in diverse social context: multiculturalism and multilingualism
3. Keeping pace between educational change and social change: equalization of educational opportunity, educating the disadvantaged sections and gender identity

Transaction mode

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

Suggested Books

- Ainsworth, J. (2013). Sociology of education- an A to Z guide. New Delhi: Sage Publications.
- Apple, M.W. (2007). Whose Markets, Whose Knowledge? In Sadovnik, A.R. (Ed.) Sociology of Education A Critical Reader. New York: Routledge.
- Apple, M.W., et al. (Ed.) (2010). The Routledge International Handbook of the Sociology of Education. London: Routledge.
- Ballantine, J.H., & Hammack, F. M. (2012). The sociology of education- a systematic analysis. Pearson Publications.
- Bhat, M. S. (2013). Educational sociology. New Delhi: APH Publishing Corporation.
- Bhattacharya, S. (2006). Sociological foundations of education. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Bourdieu, P. (1966). The state nobility: Elite schools in the field of power. Cambridge:

Polity Press.

- Chandra, S. S., & Sharma, R. K. (2012). *Sociology of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Collins, R. (2007). *Functional and Conflict Theories of Educational Stratification*. In Sadovnik, A.R. (Ed.) *Sociology of Education A Critical Reader*. New York:Routledge.
- Coser, L.A. (1996). *Masters of Sociological Thoughts Ideas in Historical and Social Context*. Jaipur: Rawat Pub.
- Delor, J. (1996). *Learning: The Treasure Within - Report to UNESCO of the International Commission*. Paris: UNESCO.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi:Penguin
- Fletcher, R. (1971): *The Making of Sociology, Vol. I and II*. London: Michael Joseph
- Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). *Understanding Classical Sociology - Marx, Durkheim and Weber*. London: Sage.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Jha, J. K. (2002). *Basic principles of developmental sociology*. New Delhi: Anmol Publications Pvt. Ltd.
- Kumar, K. and Oesterheld, J. (Eds.) (1995). *Education and Social Change in South Asia*. New Delhi: Orient Longman.
- Lemert, C. (Ed.) (2004). *Social Theory The Multicultural and Classical Readings*.New Delhi: Rawat Pub.
- Mathur, S. S. (2000). *A sociological Approach to Indian Education*. Agra : Vinod Pustak Mandir
- Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66*. New Delhi: MHRD.
- 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.
- Sadovnik, A.R. (2007). *Theory and Research in Sociology of Education*. In Sadovnik, A.R. (Ed.). *Sociology of Education A Critical Reader*. New York: Routledge.
- Saiyadain, K.G. *Education and social order*. Bombay: Asia Publishing House.
- Sharma, Y.S. (2004). *Foundations in Sociology of Education*, New Delhi: anishka Pub.Distributors.
- 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.
- Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications
- Srinivas, M.N. (1995). *Social change in modern India*. New Delhi: Orient Longman.

- Tedesco, J.C. (1997). Thinkers on Education (V-1-4). Paris: UNESCO
- Taneja, V. R. (2012). Socio- philosophical approach to education. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Venkataiah, S. (2001). Education culture& society. New Delhi: Anmol Publications.

Suggested Websites

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

Course Title: CONTEMPORARY ISSUES OF EDUCATION

Course Code: MAE522

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

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

Course Content

UNIT I

15 hours

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

UNIT II

15 hours

1. Secondary education: its status, problems and aims of universalization of secondary education with special reference to Punjab
2. Programs for achieving universalization of secondary education: Policies and Status
 - Sarva shiksha abhiyan (SSA)

- Rashtriya madhyamik shiksha abhiyan (RMSA)
 - Kasturba Gandhi balika vidyalaya scheme (KGBVS)
3. Issues related to vocationalization of secondary education.

UNIT III

17 hours

1. Higher education: its status and problems with special reference to Punjab
2. Issues of access, equity and excellence in higher education
3. Efforts for upgrading the quality of Higher Education through RUSA
4. Role and functions of different regulatory bodies in higher education: UGC, NCTE, NAAC, NIEPA and AICTE
5. Intellectual Property: Intellectual Property Protection (IPP) and Intellectual Property Rights (IPR), World Trade Organization (WTO), World Intellectual Property Organization (WIPO), General Agreement on Tariff and Trade (GATT), Trade Related Intellectual Property Rights (TRIPs), Trade Related Investment Measures (TRIMS) and General Agreement on Trades in Services (GATS), Nuts and Bolts of Patenting, Technology Development/Transfer Commercialization Related Aspects, Ethics and Values in IP.

UNIT IV

13 hours

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

Transaction Mode

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

Suggested Books

- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Kumar, R. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications.
- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
- Nayak, A.K. & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.
- NCERT (2005). *National curriculum framework*, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.

- Nehru, R.S.S. & Rao, N. V. (2014). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.
- Sikka, P. & et.al. (2012). *Education for all: human and resource development in India, national policy and planning for the education sector*. New Delhi: Uppal Publishing House.
- Singh, S.P. & et.al. (2013). *Peace and human rights education*. New Delhi: A.P.H. Publishing Corporation.
- Srivastava, D.S. & Tomar, Monica. (2011). *Elementary education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.

Suggested Websites

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

Course Title: HISTORICAL BASES OF EDUCATION

Course Code: MAE523

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

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

UNIT I

14 hours

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

UNIT II

16 hours

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

UNIT III

14 hours

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

UNIT IV

16 hours

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

Transaction Mode

Workshops, seminars, assignments and group discussion

Suggested Books

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

Suggested websites

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

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

Course Title: COMMUNICATION AND INTERACTIVE SKILLS

Course code: MAE524

L	T	P	Credit
3	1	0	4

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 competency in communication skills related to production and presentation of messages in multiple formats

- Understand and articulate the main ideas of a short formal passage
- Use communication strategies to participate in group and class discussions
- Give an oral presentation in class using effective delivery strategies.
- Understand and follow the recruitment and selection process
- Planning, managing the material and resources for meetings

Course content

UNIT I

14 hours

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

UNIT II

14 hours

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

UNIT III

16 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

16 hours

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

Transaction Mode

Brain Storming, Group Discussion, Presentations, Panel discussion, Dialogue mode.

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: COMMUNITY BASED SERVICE LEARNING

Course Code: MAE525

L	T	P	Credits
0	0	2	1

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

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

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

Evaluation Criteria: Total- 50 Marks

Individual presentation on reflection of activities: 15 Marks

Viva-Voce: 10 Marks
Submission of report: 25 Marks

Course Title: PROPOSAL FOR EDUCATIONAL RESEARCH (PRACTICAL)

Course Code: MAE 526

L	T	P	Credits
0	0	2	1

Learning Outcomes

The students will be able to

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

Practical

30 hours

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

Criteria of Evaluation (Total Marks-50)

Conduct of Practical- 30 marks

Practical file- 10 marks

Viva-voce- 10 marks

Suggested Readings

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

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

Suggested websites

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

Elective-1(Any one of the following)

Course Title: SCHOOL EDUCATION OF THE DISADVANTAGED GROUPS

Course Code: MAE527

Learning Outcomes

L	T	P	Credits
3	1	0	4

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

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

Course Content

UNIT I

16 hours

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

UNIT II

16 hours

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

UNIT III

14 hours

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

UNIT IV

14 hours

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

Transaction Mode

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

Suggested Books

- Chanda, A. (2015). *Educating children with learning disabilities*. New Delhi: A.P.H. Publications.
- Chanda, A. (2015). *Educating children with special needs*. New Delhi: A.P.H. Publications.
- Dash & Dash. (2009). *Essentials of exceptionality and special education*. New Delhi: Atlantic Publications.

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

Suggested web sites

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

Course Title: TEACHER AND TEACHING

Course Code: MAE528

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

- Acquaint with the meaning, nature and objectives of teacher education
- Analyze the role of different agencies for the development of teacher education
- Justify teaching as a profession and code of professional ethics of teachers and teacher educators

- Critically examine the growth and development of teacher education in pre and post-independence period
- Develop understanding about the research trends in teacher education

UNIT I

12 hours

1. Teacher education: Concept, nature and scope, Aims and objectives of teacher education at different levels: elementary, secondary and higher
2. Historical development of Teacher Education during Vedic, Buddhist, Muslim and British Period

UNIT II

16 hours

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

UNIT III

16 hours

1. Organization of teacher education program: Need and relevance
2. Institutions and agencies of teacher education at:
 - National Level (MHRD, UGC, NCTE and NCERT)
 - State Level (SCERT, IASE, CTE and RIE) and District Level (DIET)
3. Approaches to teacher education: Consecutive & integrated, face to face & distance mode, pre service & in-service

UNIT IV

16 hours

1. Meaning, nature, scope and significance of Profession, Teaching as a profession
2. Code of professional ethics of teachers and teacher educators
3. Professional organization of teachers and teacher educators and their functions; Performance appraisal of teachers and teacher educators
4. Research trends in Teacher Education and its effectiveness

Transaction Mode

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

Suggested Books

- Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational Planning in India with a slant to Educational Financing and Administration*. New Delhi: Concept Pub.
- Chattopadhyaya, D. P. (1985). *The Teacher and Society: Report of National*

- Commission on Teachers I 1983-85.* Govt. of India, New Delhi.
- MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992)*. New Delhi: MHRD.
 - MHRD (1995). *The Teacher and Society, Chattopadhyaya Committee Report (1983-95)*. MHRD, GOI
 - Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66*. New Delhi: Author.
 - Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep.
 - Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53*. Govt. of India, New Delhi.
 - Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. 1 & 2)*. New Delhi: S. Chand & Co.
 - NCERT (2004). *Curriculum Framework for Teacher Education*. Author, New Delhi.
 - NCERT (2006a). *National Curriculum Framework–2005*. New Delhi: NCERT.
 - NCERT (2006c). *Teacher Education for Curriculum Renewal*. New Delhi: NCERT.
 - NCERT (2008). *Sixth Survey of Research in Education Vol - II. New Delhi: NCERT. Syllabus for MA (Education) 2014 -2016*
 - NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation*. New Delhi: NCERT.
 - NCTE (1998b). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE.
 - NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE

Suggested Websites

- www.education.indiana.edu
- 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

Inter-disciplinary Courses (For other departments)

Course Title: UNDERSTANDING EDUCATION

Course Code: MED529

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

- Acquaint with the nature of education as a discipline/ an area of study

- Analyze issues related to education as interdisciplinary knowledge
- Examine the theories and basic concepts of education drawn from different schools of Philosophy.
- Reflect upon the concerns arising from the vision of great educators.
- Critically analyze the theories and basic concepts of education drawn from modern schools of Philosophy.

UNIT I

7 hours

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

UNIT II

8 hours

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

UNIT III

7 hours

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

UNIT IV

8 hours

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

Transaction Mode

Workshops, seminars, assignments and group discussion

The students may undertake any one of the following activities:

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

Suggested Books

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

Suggested websites

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

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

Course Title: ASSESSMENT OF LEARNING

Course Code: MED530

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to

- Understand the basic concepts and practices adopted in educational measurement, evaluation and assessment.
- Analyse the tools and techniques of measurement, evaluation and assessment.
- understand how various areas of education are measured, evaluated, interpreted
- Explore the scope of ICT in teaching and assessment.

Course Content

UNIT I 7 hours

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

UNIT II 8 hours

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

UNIT III 7 hours

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

UNIT IV 8 hours

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

Suggested Readings

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

Course Title: DYNAMICS OF MENTAL HEALTH

Course Code: MED531

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

- Understand the concept of mental health and hygiene

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

Course content

UNIT I

7 hours

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

UNIT II

7 hours

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

UNIT III

8 hours

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

UNIT IV

8 hours

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

Transaction Mode

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

Suggested Books

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.

- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: Allynand Bacon.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B.Company.
- Crow, L. D., Crow, & Alinec. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (19520). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claaiicut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

SEMESTER-III

Course Title: ICT INTEGRATION IN TEACHING
Course Code: MAE551

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

- Understand the nature and scope of ICT.
- Familiarize with concept of Cooperative and Blended learning
- Examine the modes of development of self-learning material and prepare different types of instructional material.
- Understand the concept of Education 2.0 and education 3.0
- Know the recent innovations and future perspectives of teaching technology.
- Understand the types and use of Web2 technologies.

.Course Content

UNIT I **14 hours**

1. ICT: Meaning, nature and characteristics
2. Application of ICT in phases of teaching: Pre-active, interactive and post active
3. Cooperative Learning: Meaning, Concept, Phases and Techniques
4. Blended Learning: Meaning, Concept and models.

UNIT II **14 hours**

1. Models of teaching: Families and Elements of Teaching model.
2. Glaser's basic teaching model, Inquiry training model, Inductive thinking model and Concept attainment model.
3. Programmed instructional material- Concept, Types-Linear, Branching and Mathematics and development of instructional material: MOOC and e content
4. Concept and Applications of Concept Mapping.

UNIT III **16 hours**

1. e- Learning: Meaning, concept and applications in and out of classroom.
2. Education 2.0 and Education 3.0: concept and applications
3. Internet and the World Wide Web: Information, services and functions of the Internet and the Web. Use of Search engines.
4. Web 2.0 technologies: (i) Audio tools: audio sharing, (ii) Video tools: video creation and sharing, (iii) Multi model production tools: presentation(PPT), (iv) Digital storytelling tools: animated videos, online book creation,(v) Website creation tools; wikis, blogs,(vi) Knowledge organization and Sharing: file sharing, social book marking, (vii) Data analysis tools: surveying, info graphics, on line spread sheets, (viii) Assessment tools: on line assessment techniques.

UNIT IV **16 hours**

1. Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
2. Security concerns related to interactive content: Viewing, disabling and managing interactive content; securing the computer from viruses, worms and other internet attacks.
3. Implications of social networking sites in education
4. Plagiarism: Definition, search engines, regulations, policies and documents/thesis/manuscripts checking through software, knowing and avoiding plagiarism during documents/thesis/manuscripts/scientific writing.

Transaction Mode

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

Suggested Books

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N. Y.
- Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Kumar, T. P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
- Orey et.al.(2009). *Educational media and technology*. New York: Springer Science Business Media.
- Parmaji, S. (1994): Distance Education, New Delhi: Sterling Publishers.
- Purayil, A. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.
- Sankhala, D. P. (2014). *Educational technology*. New Delhi: Adhyayan Publishers and Distributors.

Course Title: CURRICULUM DESIGNING AND DEVELOPMENT

Course Code: MAE552

L	T	P	Credits
3	1	0	4

Learning Outcomes

On 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 12 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. Choice Based Credit System and its implementation

UNIT II 16 hours

1. Principles for curriculum development: Activity centered, Community centered, forward looking principle, Principles of integration, Balance, Relevance, flexibility, Contextuality and plurality.
2. Models of Curriculum Development:
 - i. Scientific Technical Models:
 - a) Saylor, Alexander, and Lewis: Administrative Model (Deductive Model),
 - b) Hilda Taba Model (Inductive Model/ Grassroots Model),
 - c) The Taylor 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 16 hours

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

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, rating scale etc.

Transaction Mode

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

Suggested Books

- Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). *Curriculum Planning and Development*. Allyn & Bacon, Boston.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall.
- NCERT (1976). *The Curriculum for the Ten-Year School: A Framework*. ReprintEdition, National Council of Educational Research and Training, New Delhi.
- NCERT (1984). *Curriculum and Evaluation*. NCERT, New Delhi.
- NCERT (1988). *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2000). *National Curriculum Framework for School Education*. NCERT, New Delhi.
- NCERT (2005). *National Curriculum Framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Nehru, R. S. S. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Allyn & Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Rao, V. K. (2015). *Principals of curriculum*. New Delhi: APH publishing Corporation.
- Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York, Harcourt Brace, Jovanovich Inc.
- Tala, M.(2012). *Curriculum Development: Perspectives, Principles and Issues*, Pearson
- Tanner, D. & Tanner, L.N. (1980). *Curriculum Development. Theory into Practice*. Macmillan New York.
- 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.

Course Title: EDUCATIONAL GUIDANCE AND COUNSELLING

Course Code: MAE553

L	T	P	Credits
3	1	0	4

Learning Outcomes

The students will be able to:

- Understand the concept, nature and purpose of guidance and counseling

- Develop skills to provide guidance and counselling to underachievers and students with special abilities
- To identify a typical development pattern in a particular socio-cultural context and providing guidance accordingly
- Develop skills for guidance and counselling in secondary schools

Course Content

UNIT I

16 hours

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

UNIT II

14 hours

1. Counseling: Concept, types and techniques: Directive, Nondirective and Eclectic
2. Areas of counseling: Vocational counseling, family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups, Peer counseling.
3. Skills, qualities and Professional ethics of an effective counselor.

UNIT III

16 hours

1. Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, 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.

UNIT IV

14 hours

1. Concept and identification process of students with special abilities, Guidance for gifted and creative students, socially and economically disadvantaged students, physically and intellectually challenged students and delinquent students.

2. Developing coping skills: nature of stress and its causes and consequences
3. Case approach to guidance

Transaction Mode

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

Suggested Books

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

Suggested Websites

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

Course Title: STATISTICAL METHODS IN EDUCATION

Course Code: MAE554

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

- Acquaint with the essential characteristics of a set of data by representing in tabular and graphical forms
- Compute relevant measures of average and measures of variation
- Apply the characteristics of normal probability of distribution in various measures
- Examine relationship between and among different types of variables of a research problem

- Interpret the significant difference between two sets of independent and correlated samples
- Test the hypotheses based on sample statistics
- Use appropriate procedures to analyze qualitative data

Course Content

UNIT I

14 hours

1. Statistics: Meaning, utility of statistics in education, Frequency distribution
2. Scales of Measurement: Nominal, ordinal, interval and ratio
3. Data: Types, sources of educational data, and graphical representation of data- polygon, histogram, ogive, pie-chart
4. Measures of central tendency, measures of variability
5. The Normal curve and Standard scores: Characteristics of Normal Probability Curve (NPC) and its application, standard scores- Z-score and T-score

UNIT II

14 hours

1. Parametric Tests: Significance of difference between two means (independent and correlated Samples)
2. Analysis of Variance (ANOVA) and Analysis of Co- Variance (ANCOVA): assumptions, one-way analysis of variance and two way analysis of variance

UNIT III

16 hours

1. Non-parametric statistics: Chi-square test and its uses, Sign test, Run Test (Wald-Wolfowitz), Sign Rank test and Median test: assumptions, advantages and limitation of non-parametric statistics

UNIT IV

16 hours

1. Examining relationship: Meaning and types of correlation, computation of rank difference, product moment, bi-serial, point bi-serial, phi-coefficient, tetra-choric and multiple correlation
2. Regression Analysis

Transaction Mode

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

Suggested Books

- 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.
- Ferguson, G.A.(1971). *Statistical analysis in psychology and education*. Kogakusha, Tokyo: McGraw-Hill.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). *Educational research an introduction*. Pearson Publications.
- Garrett, H.E. (1971). *Statistics in psychology and Education*. New Delhi: Paragon International Publisher.
- Gregory, R. J. (2014). *Psychological testing: History, principles and applications*. New Delhi: Pearson.
- Guilford, J.P. & Fruchter, B. (1981). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.
- Gupta, S. (2010). *Research methodology and statistical techniques*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Koul, L. (2009). *Methodology of educational research*. Noida: Vikas Publishing House Pvt. Ltd.
- Majumdar, P. K. (2010). *Applied statistics*. New Delhi: Rwa Publisher.
- Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice-Hall of India Private Limited
- Medhi, J. (2014). *Statistical methods- an introductory text*. New Delhi: New Age International (P) Ltd. Publishers.
- Mohanty, P.K., & Patel, S. K. (2016). *Basic statistics*. New Delhi: Scientific Publishers.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Sabo, R., & Boone, E. (2013). *Statistical research methods- a guide for non-statistician*. Springer Publications.
- Seigel, S. & Castel Ian N.J. (1988). *Non-parametric statistics for the Behavioral Science*. Singapore: Graw- Hill Book Co.

Course Title: ACADEMIC WRITING SKILLS (PRACTICAL)

Course Code: MAE555

L	T	P	Credits
0	0	2	1

Learning Outcomes

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

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

Course Content**30 hours**

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

Evaluation Criteria (Total Marks 50)

Conduct of Practical- 30 marks

Practical file- 10 marks

Viva-voce- 10 marks

Web Resources<http://www.scopus.com/><https://scholar.google.co.in/><http://thomsonreuters.com/en/products-services/scholarly-scientific-research/scholarly-search-and-discovery/web-of-science.html><http://www.researchgate.net/><http://www.apastyle.org/>**Elective (Any one of the following)****Course Title: WOMEN EDUCATION****Course Code: MAE556**

L	T	P	Credits
3	1	0	4

Learning Outcomes

The students will be able to

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

Course Content**UNIT I****16 hours**

1. Women Education: Meaning, need and scope, Transition of status of women through ages
2. Girl child education: Need, facilities, policies, present and futuristic plans of girl child education, Problems in educating girl child, drop out: meaning and causes, Social

aspects influencing girl education: Subject choice, attitude and expectations of school and society.

3. Physical, mental, emotional and social development of girls during different stages of life,
4. Review of various programs especially designed for women, NPE and Women, *Mahila Samakhya*

UNIT II

14 hours

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

UNIT III

16 hours

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

UNIT IV

14 hours

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

Transaction Mode

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

Suggested Books

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

Course Title: INCLUSIVE EDUCATION
Course Code: MAE557

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

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

Course Content

UNIT I

14 hours

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

UNIT II

16 hours

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

UNIT III

14 hours

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

UNIT IV

16 hours

1. Collaborative teaching-learning

2. Community participation
3. Facilitating peer relations
4. Parent counseling
5. Preparing individualized educational plan

Transaction Mode

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

Suggested Books

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

Suggested websites

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

INTER-DISCIPLINARY COURSES

Course Title: TEACHING PROFICIENCY

Course Code: MED513

L	T	P	Credits
2	0	0	2

Learning Outcomes

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

UNIT II

8 hours

1. Engagement: Concept, types and techniques of engaging the learners
2. Exploration: Concept and need, techniques of exploration in the class
3. Explanation Skill: Techniques of an effective explanation
4. Questioning skill: Types of questions, framing and asking a good question

5. Evaluation as a skill: Class room evaluation techniques, performance of learner and teacher.

UNIT III

7 hours

1. Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process.
2. Flipped and Blended learning
3. Web based Teaching and learning, 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 Books

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

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

Suggested Websites

- 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
Course Code: MED514

L	T	P	Credits
2	0	0	2

Learning outcomes

The students will be able to:

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

Course Content

UNIT I

7 hours

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

UNIT II

8 hours

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

UNIT III

7 hours

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

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

Suggested links

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

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

SEMESTER-IV

Course Title: EDUCATIONAL MANAGEMENT AND LEADERSHIP

Course Code: MAE571

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

- Understand the concept and scope of Educational management
- Know the structure of management at various levels of education.
- Analyze the recent trends and challenges in educational management.
- Understand the concept and styles of leadership
- Critically examine the various theories of leadership

Course Content

Unit I

14 Hours

1. Educational management: meaning, nature and scope.
2. Functions of Educational management: Planning, organizing, staffing, controlling and directing, Challenges for an educational administrator and role of teachers in educational management.
3. Total quality management (TQM), IQAC and SWOT analysis.

Unit II

16 Hours

1. Structure of Management 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 management: 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 management. Qualities of an Effective Educational manager

Unit III

16 Hours

1. Management of Resources in Education: Management of Physical Resources, School Plant, School Building, Furniture, Equipment, Playground, Laboratory and Library.
2. Functions of School Head and School Teachers and Staff; Financial Resources: identifying sources of income and preparing school development plan.

Unit IV

14 Hours

1. Leadership: Concept and Styles of Leadership
2. Leadership Roles: Challenges and Perspectives - Leadership for the learning community - Developing insights - Values, vision and moral purpose in educational leadership - Leading and managing educational change and improvement
3. Theories of Leadership: Great Man theory, Trait theory, Mc Gregor X and Y theory and Fielders contingency theory.

Transaction Mode

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

Suggested Books

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

Course Title: YOGA FOR PHYSICAL WELL BEING (PRACTICAL)

Course Code: MAE572

L	T	P	Credits
0	0	2	1

Learning Outcomes:

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

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

Course content**30 hours**

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

Evaluation Criteria: Total Marks 50

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

Course Title: SEMINAR**Course Code: MAE544**

L	T	P	Credits
0	0	2	1

Learning Outcome

The course will enable the students to:

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

Course content

Seminar on contemporary educational issues and challenges

Evaluation criteria- Total 50 marks

Topic selection- 10 marks

Presentation- 20 marks

Student participation- 10 marks

Usage of appropriate mode- 10 marks

Course Title: PROJECT**Course Code: MAE599**

L	T	P	Credits
0	0	12	6

Learning Outcome

The course will enable the students to:

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

Evaluation: As per university guidelines

Course title: ECLECTICS OF EDUCATION

Course code: MAE 573

L	T	P	Credits
0	2	0	2

Learning outcomes

The students will be able to:

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

Course content:

Unit-I: 7 hours

Relation between education and philosophy, nature and function of the philosophy of education, Idealism, Naturalism and Pragmatism: Their contribution towards education and development, Role of educational philosophy

Unit-II: 8 hours

Relation between sociology and education, sociology of education and its nature , educational sociology and its nature, socialization and education, social inequality and education, social interaction and education, Human resources and professional development

Unit-III: 7 hours

Relation between psychology and education, Role of educational psychology, Behaviorism in learning process, cognitivism in learning process, constructivism in learning process, social constructivism in learning process

Unit-IV: 8 hours

Technology in Education, Technology of Education, Information and communication technology (ICT) in Education: meaning and its uses, Technology integrated learning: its concept and use, Technology enhanced student centered learning, Technology supported mediated learning

Transaction Mode

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

Suggested Books

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

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

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

Course Title: EDUCATIONAL PRACTICES

Course Code: MAE 574

L	T	P	Credits
0	2	0	2

Learning outcomes

The students will be able to:

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

Course content:

Unit-I:

7 hours

Meaning of Data, Basics of data interpretation: calculation of ratio, average, percentage and fraction. Methods of data interpretation: Tables, bar diagram, line graph, pi-chart, Venn diagram, graphs representing area, combined data set and case lets. Strategies: to examine the graph, noticing labels and headings, focusing in the information given, looking for changes in points, trends in the graph and understanding the labels

Unit-II:

8hours

Measurement in education including questionnaire, quiz, performance test, achievement, attitude and other cognitive and non-cognitive variables, Quantitative performance measures (QPMs) towards Teacher achievement, student achievement and Institutional performance information on students' progress, program evaluation questionnaire, Issue of accountability in quantitative measures

Unit-III

7 hours

Assessment in Education through focus groups, projects, problem scenarios, case study, introspection, portfolios, direct observation and simulation. Qualitative methods to assess student learning, peer assessment of teaching effectiveness, value added assessment of teachers, student ratings and teacher performance, Issue of flexibility in qualitative measures

Unit IV

8 hours

Descriptive statistics: it's rational of use; Measures of central tendency; measures of variability, measures of correlation: calculation and its interpretation of results; Inferential statistics: NPC and its use, t- test, ANOVA (one-way, two way, three way); calculation and its interpretation of results

Transaction Mode

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

Suggested Books

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

- Garret, H.E. (1969) Statistics in Psychology and Education (5th Ed.). Bombay: Vakils, Feffers and Simons.
- Guilford, T.P. (1965) Fundamental Statistics in Psychology and Education. New York: Mc Graw Hill.
- Flick, Uwe. (1996) An Introduction to Qualitative Research. London: Sage Publication.
- Fox, D.J. (1969) The Research Process in Education. New York: Holt Rinchart and winston inc.
- Ghose, B.N. (1969) Scientific Method and social Research (Revised) New Delhi: Sterling publisher (Pvt.) Ltd.
- Graziano, M and Raulin, Michalel (1980) Research Methods, A process of inquiry. New York: Harper and Row.
- Garrett, H.E. (1966) Introduction to Statistics in Psychology and Education. New York: Longman's Green and Co.
- Guilford, J.P. (1978) Fundamentals of Statistics in Psychology and Education. New York: Mcgraw Hill Series.
- Kerlinger, F.N. (1967) Foundations of Behavioural Research, Education and Psychological Inquiry. New York: Richard and Winston.
- Keeves, John. P (Ed.) (1990) Educational Research Methodology and Measurement : An international Handbook. New York: Pargamon Press.
- Lovell, K and Lawson, K.S. (1970) Understanding Research in Education .London : University of London.
- Mouly, G.T.(1963) The Science of Educational Research . New Delhi: Eurasia Publishing House.
- Mukhopadhyay, Marmar. (2002). Total Quality Management in Education, NIEPA, New Delhi.
- Organisation for Economic Co-operation and Development. (2001) Education at a Glance: OECD Indicators.
- Singh, K .(2001) Methodology and Techniques of social Research .New Delhi: Kanishka publishers.
- Travers, R.M.(1969) Introduction to Educational Research .London: Macmillan Publishing co.
- Tuckman, B.W.(1972) Conducting Fundamental Research. New York: Harcourt Brace Javonovich Inc.
- Van, D.B. and Meyer, W.J. (1962) Understanding Educational Research . An introduction. New York: Mcgraw Hill Book Company.
- Yadav, M.S. and Mitra, S.K. (1989) Educational Research , Methodological Perspectives. Baroda: Case, The M.S. University
- Bloom, (1971) Handbook on Formative and Summative Evaluation of Student Learning. New York : McGraw Hill.
- Wright, S. and Justman, R. (1964) Evaluation in Modern Education. New Delhi: Eurasia Publishing House Ltd.

Elective (Any one of the following)

Course Title: ENVIRONMENTAL EDUCATION
Course Code: MAE575

L	T	P	Credits
3	1	0	4

Learning outcomes

The students will be able to:

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

Course Content

UNIT I

14 hours

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

UNIT II

14 hours

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

UNIT III

16 hours

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

UNIT IV

16 hours

1. Global environmental problems: Global warming, Ozone layer Depletion and Acid rain; Impact of Population explosion on Environment

2. Shifting cultivation and its impact on environment; Consumerism, Waste generation and Waste Management including e-waste, Medical Waste, Nuclear Waste, Solid and Liquid Waste.
3. Concept of Environment and Sustainable Development; Environmental Ethics: Issues and possible solutions, ESD and role of UNESCO

Transaction Mode

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

Suggested Books

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

Course Title: HUMAN RIGHTS EDUCATION

Course Code: MAE575

L	T	P	Credits
3	1	0	4

Learning Outcomes

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

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

Course Content

UNIT I

16 hours

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

UNIT II

14 hours

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

UNIT III

16 hours

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

UNIT IV

14 hours

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

Transaction Mode

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

Suggested Books

- Bagchi, J.P. & Teckchadani, V. (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.

- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching*. USA: Houghton Mifflin Company.
- Chakrabarti, M. (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers.
- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice*. USA: Allyn and Bacon Company.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.
- Thomas, B. (2004); *Moral and Value Education*. Jaipur: Avishkar Publishers.
- Verma, Y. (2007); *Education in Human Values for Human Excellence*. New Delhi: Kanishka Publishers and Distributors.
- Motilal, S., & Nanda, B. (2010). *Human rights, gender and environment*. Allied Publishers: New Delhi.
- Singh, U. K. (Ed.). (2009). *Human rights and peace: ideas, laws, institutions and movements*. Sage Publications India Pvt. Ltd.: New Delhi.
- Singh, S. P., Kaul, A., & Chaudhary, S. (2013). *Peace and human rights education*. APH Publishing Corporation: New Delhi.

Inter-disciplinary Courses (for other departments)

Course Title: UNDERSTANDING EDUCATION

Course Code: MED503

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

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

Course Content

UNIT I

7 hours

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

UNIT II

8 hours

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

UNIT III

7 hours

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

UNIT IV

8 hours

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

Transaction Mode

Workshops, seminars, assignments and group discussion

Suggested Books

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

- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U. C., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

Suggested websites

https://en.wikipedia.org/wiki/Logical_positivism
<http://plato.stanford.edu/entries/logical-empiricism/>

Course Title: ASSESSMENT OF LEARNING

Course Code: MED530

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to

- Understand the basic concepts and practices adopted in educational measurement, evaluation and assessment.
- Analyse the tools and techniques of measurement, evaluation and assessment.
- understand how various areas of education are measured, evaluated, interpreted
- Explore the scope of ICT in teaching and assessment.

Course Content

UNIT I

7 hours

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

UNIT II

8 hours

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

UNIT III

7 hours

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

UNIT IV

8 hours

1. Use of test, check list, interview schedule, rating scale
2. Use of Rubrics, Portfolios and reflective diaries

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

Suggested Readings

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

Course Title: MENTAL HEALTH EDUCATION

Course Code: MED531

L	T	P	Credits
2	0	0	2

Learning Outcomes

The students will be able to:

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

Course content

UNIT I

7 hours

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

UNIT II

7 hours

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

UNIT III

8 hours

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

UNIT IV

8 hours

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

Transaction Mode

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

Suggested Books

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

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