

**CENTRAL UNIVERSITY OF PUNJAB, BATHINDA**



**M.Ed.**

**Session - 2020-22**

**Department of Education**

## PROGRAMME LEARNING OUTCOMES

The programme targets to produce professionally groomed teacher educators who can reflect upon the need of teacher education in the context of changing needs of the society and Identify the linkage between education and national development.

It focusses on integrating information and communication technology to teaching and learning transaction and critically analyze various issues, concerns and perspectives of Education

### Course Structure of M.Ed. Programme

Semester –I						
Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	Total Credits
MED 506	Learner and Learning	Core Course	3	0	0	3
MED 507	Learner and Learning (Practical)	Skill based	0	0	2	1
MED 515	Education and Global Society	Core Course	4	0	0	4
MED 509	Research in Education	Compulsory foundation	4	0	0	4
MED 552	Communication Skills	Core Course	2	0	0	2
MED 553	Communication Skills (Practical)	Skill based	0	0	2	1
<b>Elective (Any one of the following)/MOOC</b>						
MED 516	System and Policies of Higher Education	Discipline Elective	4	0	0	4
MED 517	Economics of Education	Discipline Elective	4	0	0	4
MED 519	Guidance, Counseling and Mentoring	Discipline Elective	4	0	0	4
<b>Inter-disciplinary Courses</b>						
xxx	IDC	IDC	2	0	0	2
<b>Total</b>			<b>19</b>	<b>0</b>	<b>04</b>	<b>21</b>
<b>Inter-disciplinary Courses(for other Departments)</b>						
MED 513	Teaching Proficiency	IDC	2	0	0	2
MED 514	Issues and Concerns in Education	IDC	2	0	0	2

<b>Semester-II</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit Hours</b>			
			<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
MED 533	Information and Communication Technology in Education	Core course	3	0	0	3
MED 534	Information and Communication Technology in Education (Practical)	Skill based	0	0	2	1
MED 524	Educational Statistics	Compulsory foundation	4	0	0	4
MED 525	Research Proposal (Practical)	Skill based	0	0	2	1
MED 526	Academic Writing (Practical)	Skill based	0	0	2	1
<b>Elective ( Any one of following)/ MOOC</b>						
MED 521	History and Political Economy of Education	Discipline Elective	4	0	0	4
MED 535	Andragogy in Education	Discipline Elective	4	0	0	4
<b>Inter-disciplinary Courses</b>						
xxx		IDC	2	0	0	2
<b>Inter-disciplinary Courses (for other Departments)</b>						
MED 529	Understanding Education	IDC	2	0	0	2
MED 530	Assessment of Learning	IDC	2	0	0	2
<b>Inter Semester Break</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit Hours</b>			
			<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
MED532	Field Internship- I	Skill based	0	0	16	8
<b>Total</b>			<b>13</b>	<b>0</b>	<b>22</b>	<b>24</b>

<b>Semester –III</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit Hours</b>			
			<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
MED 551	Curriculum Design and Development	Core course	4	0	0	4
MED 555	Measurement and Evaluation	Core course	4	0	0	4
MED 556	Mental Health, Yoga and Physical Wellbeing	Core course	3	0	0	3
MED 557	Mental Health, Yoga and Physical Wellbeing (Practical)	Skill based	0	0	2	1
<b>Elective ( Any one of following)/MOOC</b>						
MED 560	Entrepreneurship in Education	Discipline Elective	4	0	0	4
MED 561	Futuristic Paradigm in Education	Discipline Elective	4	0	0	4
<b>Inter-disciplinary Courses(for other Departments)</b>						
MED 513	Teaching Proficiency	IDC	2	0	0	2
MED 514	Issues and Concerns in Education	IDC	2	0	0	2
<b>Inter Semester Break</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
MED 573	Field Internship- II	Skill based	0	0	16	8
<b>Total</b>			<b>15</b>	<b>0</b>	<b>18</b>	<b>24</b>

<b>Semester –IV</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit Hours</b>			
			<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Credits</b>
MED 571	Teacher Development and Empowerment	Core course	4	0	0	4
MED 572	Educational Administration, Management and Leadership	Core course	4	0	0	4
MED 600	Dissertation	Skill based	0	0	24	12
<b>Elective ( Any one of following)/MOOC</b>						
MED 576	Inclusive Education	Discipline Elective	4	0	0	4
MED 577	Global Citizenship Education	Discipline Elective	4	0	0	4
<b>Total</b>			<b>12</b>	<b>0</b>	<b>24</b>	<b>24</b>
<b>Inter-disciplinary Courses(for other Departments)</b>						
MED 529	Understanding Education	IDC	2	0	0	2
MED 530	Assessment of Learning	IDC	2	0	0	2
MED 531	Mental Health Education	IDC	2	0	0	2
<b>Grand Total</b>			<b>59</b>	<b>0</b>	<b>68</b>	<b>93</b>

- Students will opt either elective course(s) of four credits or MOOC of four credits

Evaluation Criteria for Theory Courses

- A. Continuous Assessment: [25 Marks]
  - i. Surprise Test (minimum three) - Based on Objective Type Tests (10 Marks)
  - ii. Term paper (10 Marks)
  - iii. Assignment(s) (5 Marks)
- B. Mid Semester Test-1: Based on Subjective Type Test [25 Marks]
- C. End Semester Test-2: Based on Subjective Type Test [25Marks]
- D. End-Term Exam: Based on Objective Type Tests [25 Marks]

IQAC

## SEMESTER-I

Course Title: **LEARNER AND LEARNING**

Course Code: **MED 506**

L	T	P	Credits
3	0	0	3

### Learning outcomes

After completion of the course students will be able to:

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

### Course Content

#### UNIT I

**12 hours**

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

#### UNIT II

**12 hours**

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

#### UNIT III

**11 hours**

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

#### UNIT IV

**10 hours**

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

## Transaction Mode

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

## Suggested Readings

- Abraham Korman, K.(1974). *The psychology of motivation*. New Jersey : Prentice Hall.
- Amabile, T.M. (1983). *The social psychology of creativity*. New York : Springer.
- Ambron, S.R. (1981). *Child development*. New York: Holt, Rinehart and Winston.
- Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
- Barry & Johnson. (1964). *Classroom group behaviour*, New York: Macmillan.
- Bienter, R.F., & Mifflin. (1978). *Psychology applied to teaching*. Boston: Houghton.
- Bigge, M.C. & Row. (1971). *Learning theories for teachers* (2nd Edition). N.Y.: Harper Collins.
- Bigge, M.L., & Hunt, M.P. (1968). *Psychological foundations of education* (2nd Edition). N.Y.: Harper & Row.
- Bower, G.H., & Hilgard, E.R. (1981). *Theories of learning*. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
- Bowlby, J. (1980) *Attachment and Loss*, vol. 3, New York, Basic Books.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Dececco, J.P. (1968). *The psychology of learning and instruction*. New Delhi: Prentice Hall of India.
- Engler, B. (1991). *Personality theories an introduction* (3rd Ed). Boston: Houghton Mifflin Company.
- Grammage, P. (1990). *Teacher and pupil: Some socio-psychological principles and applications*. Illinois: Scott. Pressman Little, Brown Higher Education.
- Guilford, J.P. (1967). *Nature of human intelligence*. New York: McGraw Hill.
- Kathleen F. Gabriel's. (2008). *Teaching unprepared learners: Strategies for promoting success and retention in higher education*.
- Luria, A. R. (1976). *Cognitive development: its cultural and social foundations*. Cambridge, MA: Harvard University Press.
- Mangal, S. K. (2014). *Essential of educational psychology*. New Delhi: PHI learning publication.
- Michael Green: *Theories of human development* prentice Hall, Englewood cliffs, New York.
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE (2009). *National curriculum framework for teacher education*, New Delhi.
- Newell, A., & Simon, H.A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice Hall.
- Nucci, L.P. & Gingo, M. (2011). *The Development of Moral Reasoning*. In U. Goswami (Ed.), *Wiley-Blackwell Handbook of Childhood Cognitive Development*, pp. 420-445. Oxford: Wiley-Blackwell.
- Piaget, J. (1929) *The Child's Conception of the World*, London, Routledge and Kegan Paul.
- Rutter, M. (1981) *Maternal Deprivation Reassessed*, New York, NY, Penguin.
- Schneider, W. & Lockl, K. (2002). *The development of metacognitive knowledge in children and adolescents*. In T. Perfect & B. Schwartz (Eds.). *Applied Metacognition*, 224-247. Cambridge UK: Cambridge University Press.

- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to basic research*. (Vol. I). Hillsdale, NJ: Erlbaum.
- Sharma, R. N., & Sharma, R. K. (2006). *Educational psychology*. New Delhi: Atlantic Publication.
- Skinner, B.F. (1950). Are Theories of Learning Necessary? *Psychological Review*, 57(4), 193-216.
- Skinner, B.F. (1984). The Operational Analysis of Psychological Terms. *Behavioural and Brain Science*, 7 (4): 547–581
- Stipek, D.J. (2001). *Motivation to learn: Integrating theory and practice* (4th Edition). Boston: Pearson Allyn & Bacon.
- Synder, C.R., & Shane, J. L. (2007). *Positive psychology*. U.K.: Sage Publications.
- Verma, L. N. (2013). *Educational psychology*. New Delhi: Rawat Publication.
- Vygotsky, L.S. (1962) *Thought and Language*, Cambridge, MA, Harvard University Press.
- Wahba, A and Bridgewell, L (1976). “Maslow reconsidered: A review of research on the need hierarchy theory”. *Organisational Behaviour and Human Performance* (15): 212–240.
- Woolfolk, A. E. (1987). *Educational psychology* (3rd Ed.) Englewood Cliffs. Prentice Hall.

IQAC



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

**Course Code: MED 507**

L	T	P	Credits
0	0	2	1

### **Learning outcomes**

After completion of the course students will be able to:

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

### **Administration, Analysis and Reporting of any three of following Psychological Tests (30 hours)**

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

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

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

### **Criteria of Continuous Assessment (Total Marks: 50)**

- Practical Record :10 Marks
- Administration of tool and interpretation of result-20 marks
- Conducting experiments -20 marks

### **Criteria of Term End Assessment (Total Marks: 50)**

- Conduct of one experiment/ Administration of tool and Analysis of its result: 30 Marks
- Viva Voce: 20 Marks

**Course title: EDUCATION AND GLOBAL SOCIETY**  
**Course Code: MED515**

L	T	P	Credits
4	0	0	4

### **Learning Outcomes**

After completion of the course students will be able to

Explain the concept of knowledge and process of acquiring knowledge

- Analyze the nature of Education as a discipline with interdisciplinary base
- Analyze the interrelationship between different kinds of knowledge and the approaches for knowledge development
- Relate the nature of teaching and learning with the role of teachers and learners in the creation of knowledge
- Elaborate the social context of education and its operational dimensions as a system
- Critically analyze the role of global education in changing society

### **UNIT I**

**16 hours**

1. Education- Knowledge and process of acquiring knowledge Various methods of obtaining knowledge- Observation, Experience, Reason, Logic; Knowledge
2. Transaction – Constructivism; Theories of Knowledge: Empiricism, Rationalism & Transcendentalism & Educational Implications; Ontology: Concept, Characteristics & Educational Implications; Epistemology: Concept, Characteristics & Educational Implications; Axiology: Concept, Ethics and Aesthetic Values, Kinds of Values & their Educational Implications

### **UNIT II**

**16 hours**

1. Sociology of Education: Meaning, scope and significance of the discipline; Education as a social sub system, its characteristics and relationship with other subsystems of the society; School as a social system; Functional, Interactional perspective of Education, De-schooling
2. Social stratification, Education and Social mobility – Education in a stratified society – its roles and functions; Education and Social Change – Role of education in Cultural Development; Role of Education in changing Society.

### **UNIT III**

**14 hours**

1. Philosophy of inclusive Education, equitable and sustainable development, Multicultural and diversified teaching and learning Inequalities in accessing education
2. Essential features of modern Indian society- Democracy, Secularism: concept, importance and educational implications; diversity of culture, religion, the dynamics of gender discrimination and Education; Education of the disadvantaged: Problems of accessing higher Education.
3. Teaching as a mode of facilitating knowledge: student-centered, Teachers and Learners as creators of knowledge

### **UNIT IV**

**14 hours**

1. Globalization and Education; Citizenship and Education, Human rights Education; Consequences of communication technologies on culture and education
2. Knowledge society and higher education: Partnership for 21<sup>st</sup> century skills

## Transaction Mode

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

## Suggested Readings

- Agarwal, J.C. (2004). Theory and Principles of Education. Vikas Publishing House, New Delhi
- Aggarwal J. C.(1986), Theory and Principles of Education, Vikas Pub. House,
- Ajzen, I. (1991). The Theory of Planned Behaviour. Organisational behaviour.
- Anand C L & Others (1983). (Ed) Teacher and Education in the Emerging India Society. NCERT, New Delhi
- Berge, P.L. (1966). Invitation to Sociology. London: Penguin Books.
- Beteille, A. (1969). Social Inequality. Penguin Books.
- Beteille, A. (2011). Class, Caste and Power. Oxford University Press,
- Bhattacharya & Srinivas. (1962). Society and Education. Calcutta: Academic Publishers.
- Boudon, R. (1974). Education, Opportunity and Social Inequality. London: Bardwell Press.
- Breneck (1985). Social Foundation of Education. Willey, New York 4.
- Broudy H.S(1970). Building a Philosophy of Education, Prentice Hall of India Limited, New York
- Brookner, W.B. & Gottlieb, D. (1964). A Sociology of Education (2 Ed.) New York: American Book Company.
- Carl H. Gross, C. H, Wronski, S. P. & Hansol, J.W. (1962). School and Society. Boston: D. C. Heath & Co.
- Chauhan C.P.S. (2004). Modern Indian Education: Policies, Progress and Problems. Kanishka Publishers, New Delhi.
- Chitnis, S. (1974). Sociology of Education: A trend report in a survey of research in Sociology and Social Anthropology by ICSSR, (ii), 166-232. Bombay: Popular Prakashan (ICSSR).
- Cosia, B. R. (1971). School And Society, prepared The School and Society Course Team at the Open University In School and Society. London: The Open University Press.
- Cox, W.L. & Mercer, B.E. (1961). Education in Democracy. New York: Mcgraw Hill.
- Donald, A.H. & Joel. E.G. (1967). On Education: Sociological Perspectives. New York: John Wiley and Sons INC.
- Dukhiem, E. (1950). Education & Sociology. New York: The Free Press.
- Freedman, B. (1967). The College Experience. San Francisco: Jossey-Bass INC.
- Haralambos, M. Heald, R M.(2003). Sociology themes and perspectives. Oxford University Press.
- Harris, E. S. (1965). Challenge and Change in American Education. California: Mc Cutchen Publishing Corporation.
- Hirst, P. H. (1979). Knowledge and Curriculum. Rutledge and Kegan Paul, New York
- Jayagopal, R. (1993). Human Resource Development: Conceptual Analysis & Strategies. Sterling publishers P. Ltd, New Delhi.
- Jayram, N. (1990) Sociology of Education in India. Rawat.
- Jeanne H. Ballantine and Joan Z. S. (2008) (3<sup>rd</sup> Ed) Schools and Society: A sociological approach to education. Sage publications India Pvt. Ltd.
- Lavitas, M. (1974). Marxist Perspective in the Sociology of Education. London: Routledge and Kegan Paul

- Manheim, K. (1952). *Sociology of Knowledge*, London: Routledge & K. Paul Publishers.
- Marker, N. S. (2008), *Educational Sociology* M. Francis Abraham, *Modern Sociological Theory and Introduction*, Oxford University Press.
- Mathur, S. S. (1966). *A Sociological Approach to Indian Education*. Vinod Pustak Mandir, Agra
- Mohanty, J. (1984 ). *Indian Education in the emerging Society*. Sterling Publisher Limited, New Delhi
- Morris, I. (1978). *The Sociology of Education: An Introduction*. London: William Clowes Limited.
- Moser. C.A., & Calton, G. (1979). *Survey Methods in Social Investigation* (2nd Ed). California: The English Language Book Survey & Heinemann Edl. Books.
- Musgrave, P.W. (1970). *Sociology, History and Education - A Reader*. London: Methuen & Co. Ltd.
- Naik, J. P. (1978). *Equality, Quality and Quantity; the Elusive Triangle in Indian Education*, Allied Publishers, Bombay.
- Nambissan, Geeta & Srinvasa Rao (ed.).(2012). *Sociology of Education in India: Changing Contours & Emerging Concerns*. Oxford.
- NCERT (2005), *National Curriculum framework*, NCERT, New Delhi
- Nisbet, R.A. (1967). *The Sociological Tradition*. London: Heinemann.
- O'Connor (1957). *An introduction to the Philosophy of Education*. London: Routledge and Kegan Paul.
- Ottaway, A.K.C. (1962). *Education in Society: An Introduction to Sociology of Education*. London: Routledge and Kegan Paul Ltd.
- Parelius, R.J and Parelius,(1978): *The Sociology of Education*, Prentice Hall Publishers.
- Parsons, P. (1951). *The Social System*. USA: Free Press.
- Peters R.S (1961). (Ed): *Authority and Responsibility in Education*, Methuen & Co.
- Peters R.S (1978). (Ed). *Ethics and Education*. George Allen and Unwin, London.
- Premnath. (1957). *The Bases of Education*. Delhi: S. Chand & Co.
- Ruhela, S.P and Vyas, K.C (1966). *Sociological Foundations in contemporary India*. Allied Publishers, Bombay
- Ruhela, S.P. (1969). *Social determinants of Educability in India*. New Delhi: Jain Brothers Publishers.
- Schlechty, P.C. (1976). *Teaching and Social Behaviour*. USA: Allyn and Bacon, Inc.
- Shankar Rao C.N (1999): *An Introduction to Sociology*, Allahabad,
- Sharma Y.K (2003). *Sociological Philosophy of Education*. Kanishka Publishers, New Delhi
- Singh, Y. M. (1983). *Sociological Foundations of Education*, Sheth Publishers, Bombay
- Swaroop Saxena N. R. (2007). *Philosophical and Sociological Foundation of Education*. Lall Book Depot, Meerut
- Taneja, V. R. (1986). *Educational Thought and Practice*, Sterling PublishersPvt. Ltd, New Delhi
- UNESCO (1996). *Learning the Treasure within, Report to UNESCO of the Delors International Commission on Education for the 21st Century*, UNESCO Publications.
- Waller, Willard (1961). *The Sociology of Teaching*. Russell & Russell.
- Yashpal Committee Report, 1993

**Course Title: RESEARCH IN EDUCATION****Course Code: MED 509**

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

**Learning Outcomes**

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

- Explain the meaning, nature and types of research and scientific method
- Develop skills in developing research proposal, review of related literature and hypotheses.
- Critically examine the process of selecting sample and preparation of quantitative and qualitative tools for research.
- Compare between different quantitative and qualitative research paradigms
- Practice the ethics of research.

**Course Content****UNIT I****14 hours**

1. Educational Research: Meaning, nature and scope. Types of research on the basis of Method and purpose, Approaches to educational research
2. Research Problem: Identification, sources and conceptualization
3. Review of literature: Purpose and sources, conducting literature review- using Databases and internet, internet search tools
4. Hypotheses: Nature and types of hypotheses, formulation of hypotheses

**UNIT II****15 hours**

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

**UNIT III****14 hours**

1. Scientific Method: Steps and Characteristics -Replicability, Precision, Falsifiability and Parsimony, Types -Exploratory, Explanatory and Descriptive, Aims of research as a scientific activity, problem-solving, theory building and prediction
2. Descriptive method: purpose and process, types of descriptive studies
3. Experimental method: Nature of experimental research, variables in experimental research -independent, dependent and extraneous, experimental designs, internal and external validity of experimental designs
4. Causal comparative method: Purpose, design and procedure, data analysis and interpretation
5. Co-relational method: Basic co-relational research process, relationship studies, prediction studies

**UNIT IV****17 hours**

1. Qualitative Research Designs: Grounded Theory Designs: types, characteristics, designs, steps, strengths and weakness; Narrative Research Designs: Characteristics and steps; Case Study: Characteristics, Components of a case study design, types of case study design, steps to conduct case study research, strengths and weaknesses

2. Mixed Method Designs: Meaning and characteristics, types of designs- convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design
3. Preparation of research proposal, writing of research report and ethical issues in research

### **Transaction Mode**

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

### **Suggested Readings**

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in Education*. Belmont, CA: Wadsworth/Thomson Learning.
- Best J.W. & Kahn, J. V. (2006). *Research in Education*. New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. & Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative Research for Education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research*, Pearson, Boston.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application*. Macmillan Publishing Company, New York.
- Koul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- Newby, P. (2014). *Research Methods for Education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of Educational Research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M.(2013). *Qualitative Methods*. U.S.A: Sage Publications, Inc.
- Wellington, J. (2015). *Educational Research*. USA: Bloomsbury Academic Publications

**Course Title: COMMUNICATION SKILLS****Course code: MED 552**

L	T	P	Credits
2	0	0	2

**Learning outcomes**

After completion of the course students will be able to

- Explain the meaning, nature and importance of communication
- Identify the new vocabulary and phrases for their communication
- Apply their knowledge of grammatical, and discourse systems in a language
- Develop language skills in listening, speaking, reading and writing by having them

**Course content****UNIT-I****7 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****7 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****8 Hours**

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

**UNIT-IV****8 Hours**

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

**Suggested Readings**

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

- Kaul, A. (2015). Effective business communication. New Delhi: PHI Learning Private Limited.
- Mukerjee, H. S. (2013). Business communication: connecting at work. UK: Oxford University Press.
- Ober, S. (2009). Contemporary business communication. USA: Houghton Mifflin Company.

IQAC



**Course Title: COMMUNICATION SKILLS**

**(PRACTICAL)**

**Course Code: MED 553**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>

**Learning outcomes**

After completion of the course students will be able to

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

**Practical**

**30 hours**

1. Mock Exercises for Interview for job/ employment
2. Presentation of technical reports using audio-visual aids
3. Conducting and participating in mock meetings,
4. Participation in discussion on any issue
5. Presenting in seminars and conferences
6. Interacting orally in academic, professional and social situations

**Criteria of Continuous Assessment (Total Marks: 50)**

1. Conduct of Practical- 30 marks
2. Attendance- 10 marks
3. Interaction- 10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Conduct of practical: 30 Marks
- Practical Record: 10 Marks
- Viva Voce: 10 Marks

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

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

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

**Course Code: MED 516**

### **Learning outcomes**

After completion of the course students will be able to

- Explain the concept and structure of higher education in India
- Reflect upon 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: concept, scope and structure of higher education system in India.
2. Problems and challenges related to higher education
3. Policy perspectives in higher education –Samagra Shikshya: its objectives and implementation.

#### **UNIT II**

**16 hours**

1. Role and functions of different regulatory bodies in higher education: UGC, NCTE, NAAC, NIEPA and AICTE, partnerships in higher education with institutes, community, NGOs and Self Help Groups.
2. WTO and GATT in Higher Education, LPG (Liberalization, Privatization and Globalization) of Higher Education.
3. Intellectual Property: Intellectual Property Protection (IPP) and Intellectual Property Rights (IPR), World Trade Organization (WTO), World Intellectual Property Organization (WIPO), Ethics and Values in IP.

#### **UNIT III**

**16 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. Government initiatives (Programmes, Policies and Schemes) for promoting higher education specially women, disadvantaged group and PwDs (Divyangjan)
3. Scholarships, incentives and fellowships at higher education level

#### **UNIT IV**

**14 hours**

1. Higher education curriculum as visualized at different levels- State, National and International
2. PMMMNMTT: Scheme and implementation
3. Use of ICT and new technologies in higher education, MOOC's and SWAYAM Online learning platforms
4. Research issues and current trends in higher education

### **Transaction Mode**

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

### **Suggested Readings**

- Aggarwal, J. C. (2011). *Development of education system in India*. New Delhi: Shipra Publications.
- Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication
- Kerr, Clark. (2001). *The uses of the university*. Boston: Harvard University Press.
- 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.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Lucas, C. (1994). *American higher education: A history*. New York: St. Martin's Press.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi
- 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.
- 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.
- Selvam, S. K. P. (2010). *Perspective on higher education*. New Delhi: APH Publishing Corporation.

### **Suggested Websites**

- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- [https://en.wikipedia.org/wiki/Rashtriya\\_Uchcharat\\_Shiksha\\_Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan)
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

**Course Title: ECONOMICS OF EDUCATION****Course Code: MED517**

L	T	P	Credits
4	0	0	4

**Learning outcomes**

After completion of the course, students shall be able to

- Explain the concept and importance of economics of education
- Appraise the role of education for economic development.
- Analyse the relevance of cost benefit analysis in education
- Differentiate between different sources of finance in education
- Predict the purpose and consequences of foreign direct investment in education
- Analyse the role of higher education in promotion of GDP

**Course Content****UNIT- I****16 Hours**

1. Concept of Economics of Education: Meaning, definition, scope and importance of Economics of Education; The relationship between education and the economic system, Education and Economic Growth, Education and Human Development, Education as means of Poverty reduction-Unidimensional and multidimensional approach, Role of education in contributing to GDP-Theory and Empirics
2. Education as an industry; Education as consumption and Education as investment, Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost, Opportunity cost and Unit Cost

**UNIT-II****16 Hours**

1. Economics of Knowledge- Meaning, nature and characteristics, Cost benefit analysis: Meaning, purpose and problems, Cost Effectiveness Analysis in Education, Difference between Cost-benefit and Cost-Effectiveness Analysis. Cost-Benefit Analysis and Financing in Education
2. Concept of Cost Consciousness in Education. Estimation of cost of Education: Its applications to different levels (Primary, Secondary and Tertiary), External and Internal Efficiency of Education

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

1. Pricing of Education: Micro and Macro aspects of pricing of education; Problem of capitation fees.
2. Financing of Education: Sources of finance for education: private, public, fees, donations; Endowments and grants: Grant-in- aid principles and practices with special reference to higher education; Government's role in financing education at different levels with special reference to higher education.

**UNIT-IV****12 Hours**

1. Budgetary Provision: Concept of budget. Annual grants; developmental grants and maintenance grants. Basis of allocation of funds to Education
2. Foreign Direct Investment in Education: Concept, Purpose and Consequences

**Transaction Mode**

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning,

**Suggested Readings**

- Blaug. M. (1972). An Introduction to the Economics of Education, London: Penguin

- Dansana, A. (2013). Higher Education and Sustainable Development: New Challenges and Opportunities, New Delhi: Regal.
- Garg V. P. (1985). The Cost Analysis in higher Education, New Delhi: Metropolitan Book Co. Pvt Ltd.
- Laxmidevi (ed) (1996) Encyclopaedia of Education Development and Planning Economics of Education Vol. V, New Delhi: Anmol Publications, Pvt. Ltd.
- Majumdar, T. (1983). Investment in Education and social Choice, Cambridge: Cambridge University Press.
- McMahon, W. W. (1999). Education and development: Measuring the social benefits. Oxford, UK: Oxford University Press.
- Naik J.P. (1965). Educational planning in India Bombay: Allied Publishers
- Natarajan S. (1990). Introduction to Economics of Education, New Delhi: Sterling
- Tilak , J. B. G. (1987). The Economics of Inequality in Education, New Delhi: Sage publications.
- Tilak J. B. G. (1992). Educational Planning at Grassroots, New Delhi: Ashish publishing House.
- Tilak J. B. G. (1994). Education for Development in Asia, New Delhi: Sage publications.
- Tilak, J.B.G. (Ed.) (2003). Education, Society and Development: National and International Perspective, New Delhi: NIEPA.

IQAC

**Course Title: GUIDANCE, COUNSELLING AND MENTORING****Course Code: MED519**

L	T	P	Credits
4	0	0	4

**Learning outcomes**

After completion of the course, students will be able to

- Examine the various purpose of guidance
- Identify situations where individual and group guidance techniques can be used
- Explore the various group guidance techniques
- Apply various types of guidance in different situations
- Cultivate Coping skill
- Develop skills for guidance and counseling in secondary schools
- Develop skills to provide guidance and counseling to underachievers and students with special abilities
- Examine the application of mentoring in schools

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

1. Concept and Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization.
2. Individual and group guidance; advantages Personal Guidance with special emphasis on problems of adolescents related to family and school.
3. Group guidance techniques: career talk, orientation talk, group discussion, career conference, career corner.
4. Nature and causes of behavioral problems among underachieving students, School discipline problems, bullying, drug abuse, truancy, and dropout
5. Identification & Guidance for gifted and creative students, socially and economically disadvantaged students, physically, intellectually challenged students and Delinquent students

**UNIT-II****14 hours**

1. Guidance and Counselling: Nature, Principles and Need, Types of guidance: educational, vocational, personal, health and social; family counseling, parental counseling, adolescent counseling, counseling of girls Peer counseling
2. Directive, Non-directive and Eclectic counselling
3. Approaches to counselling: Cognitive- Behavioural by Albert Ellis – REBT & Humanistic, Person-centered Counselling by Carl Rogers; Theories of Counselling: Behaviouristic, Rational, Emotive and Reality
4. Skills, qualities and Professional ethics of an effective counsellor.

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

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

## UNIT IV

14 hours

1. Mentoring: mentor- mentee Relationship, Parent Engagement in mentoring
2. Teacher as a mentor
3. Effective Mentoring Relationship Styles: Developmental and Instrumental Approach
4. Incorporating Effective Mentoring Styles in Higher Educational Institutions and Career Guidance

### Transaction Mode

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

### Suggested Readings

- Deb, K. (2006). *Cognitive development in classroom*. New Delhi: Adhyayan publishers & distributors.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Gupta, S. (2013). *Guidance and career counselling*. New Delhi: APH Publishing Corporation.
- Johnson, D. W., & Johnson, R. T. (1994). *Learning together*. Connecticut: Greenwood Press.
- Jothiet. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: APH Publishing Corporation.
- Pal, O. (2011). *Educational and vocational guidance and counselling*. New Delhi: APH Publishing Corporation.
- Pandey, V. C. (2011). *Educational Guidance and Counselling*. Isha Books: New Delhi.
- Pratap, N. (2014). *Educational and vocational guidance and counselling*. Random Publications. New Delhi.
- Pratap, N. (2014). *Principles of Educational and Vocational Guidance*. Random Publications. New Delhi.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: APH Publishing Corporation.
- Srivastva, S. K. (2011). *Career counselling and Planning*. Atlantic Publishers. New Delhi.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Jaipur: Rawat Publications.

### Suggested Websites

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

## INTER-DISCIPLINARY COURSES

**Course Title: TEACHING PROFICIENCY**

**Course Code: MED 513**

L	T	P	Credits
2	0	0	2

### Learning outcomes

After completion of the course students will be able to

- Explore the different techniques of classroom management
- Explain phases of teaching
- Describe maxims of teaching
- Illustrate concept of 5E model in teaching
- Demonstrate different skills of teaching
- Integrate ICT in classroom transactions
- Analyze different pedagogical skills and assessment techniques
- Differentiate among Pedagogy, Andragogy, Heutagogy and Peeragogy

### UNIT I

**7 hours**

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. Evaluation as a skill: Class room evaluation techniques, performance of learner and teacher
6. Questioning skill: Types of questions, framing and asking a good question

### 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, Andragogy, Heutagogy and Peeragogy: Meaning and concept types, use of various pedagogies in teaching
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

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

### Suggested Readings

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 21<sup>st</sup> century School*. U.S.A.: Sage Publications.
- Sharma, R. N., & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.

### Suggested Websites

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

**Course Title: ISSUES AND CONCERNS IN EDUCATION****Course Code: MED514**

L	T	P	Credits
2	0	0	2

**Learning outcomes**

After completion of the course students will be able to:

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

**Course Content****UNIT I****7 hours**

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

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

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

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

1. Current status of Secondary Education in terms of enrolment, retention. Present practices, trends and issues in Secondary education of India
2. Systemic factors influencing the quality and equity in secondary education
3. SAMAGRA SHIKSYA Initiatives of Government, issues of implementation and success of this programme

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

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

**Transaction mode**

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

### **Suggested Readings**

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

### **Suggested links**

- [https://en.wikipedia.org/wiki/Rashtriya\\_Madhyamik\\_Shiksha\\_Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan)
- [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Framework\\_Final\\_RMSA\\_3.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Framework\\_Final\\_RMSA\\_3.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- [https://en.wikipedia.org/wiki/Rashtriya\\_Uchcharat\\_Shiksha\\_Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan)
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

IQAC

## SEMESTER –II

**Course Title: INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

**Course Code: MED 533**

L	T	P	Credits
3	0	0	3

### Learning outcomes

After completion of the course students will be able to

- Explain the nature, scope and importance of Educational technology and ICT
- Develop basic skills in using the application software for creating documents, database, presentation and other media applications.
- Design smart classrooms for effective teaching in classroom settings.
- Apply e- learning tools in teaching learning, training and research
- Share information and ideas through the Blogs and Chatting groups.
- Explore the research studies available on different on-line platforms.
- Analyse the social, ethical, and legal issues related to technology

### Course Content

#### UNIT I

**10 Hours**

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

#### UNIT II

**14 Hours**

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

#### UNIT III

**10 Hours**

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

#### UNIT IV

**11 Hours**

1. Emerging Trends in e learning: Social learning, concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum, Open Education Resources: Creative Common, Massive Open Online Courses; Concept and application, E Inclusion – Concept of E Inclusion, Application of Assistive

technology in E learning, Ethical Issues for E Learner and E Teacher – Teaching, Learning and Research

2. Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research Online Repositories and Online Libraries, Online and Offline assessment tools – Concept and Development

### Transaction Mode

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

### Suggested Readings

- Allan, B. (2007). Blended learning: Tools for teaching and training. London: Facet Publishing:
- Ally, M. & Tsinakos, A. (2014). Increasing access through mobile learning. Available at: [http://oasis.col.org/bitstream/handle/11599/558/pub\\_Mobile%20Learning\\_web.pdf?sequence=4&isAllowed=y](http://oasis.col.org/bitstream/handle/11599/558/pub_Mobile%20Learning_web.pdf?sequence=4&isAllowed=y)
- Antoninis, M., & Montoya, S. (2018). *A global framework to measure digital literacy*. UIS, UNESCO. Available at: <http://uis.unesco.org/en/blog/global-framework-measure-digitalliteracy>
- Azoulay, A. (2018). Making the most of artificial intelligence. *The UNESCO Courier*, 3.
- Bali, M. (2017). Against the 3A's of EdTech: AI, analytics, and adaptive technologies in Education. *The Chronicle of Higher Education*. Available at: <https://www.chronicle.com/blogs/profhacker/against-the-3as-of-edtechai-analytics-and-adaptive-technologies-in-education/64604>
- Bansal, C., & Misra, P. K. (2018). Implications of Korean Experiences of ICT in Education in Indian Context: A Viewpoint. *i-manager's Journal of Educational Technology*, 14(4), 61-70.
- Beardsley, S., Enriquez, L., Bonini, S., Sandoval, S., & Brun, N. (2010). Fostering the Economic and Social Benefits of ICT. Global Information Technology Report, World Economic Forum 2010. Available at: <https://cncpanama.org/phocadownload/Global%20Information%20Technology%20Report%202009-2010.pdf>
- Encyclopedia Britannica. (2020). Artificial intelligence. Available at: <https://www.britannica.com/technology/artificial-intelligence>
- Fadel, C., Holmes W., Bialik M. (2019). Artificial intelligence in Education: Promises and implications for teaching and learning.
- Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education promises and implications for teaching and learning. Boston, MA: The Center for Curriculum Redesign. Available at: <https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf>
- Laanpere, M., Pata, K., Normak, P. & Põldoja, H. (2014). Pedagogy-driven design of digital learning ecosystems. *Computer Science and Information Systems*, 11(1), 419–442.
- Lesgold, A.M. (2019). Learning for the age of artificial Intelligence: Eight education competences. Routledge: New York.
- Management Association, Information Resources. (2017). Blended learning: Concepts, methodologies, tools, and applications. US: IGI Global.
- Marolla, C. (2019). Information and communication technology for sustainable development. US: Taylor & Francis.
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. New Delhi: MHRD, Government of India.
- Mishra, S. (2013). Understanding MOOCs. Available at: [http://cemca.org.in/ckfinder/userfiles/files/EdTech%20Notes%20\\_Littlejohn\\_final\\_1June2013.pdf](http://cemca.org.in/ckfinder/userfiles/files/EdTech%20Notes%20_Littlejohn_final_1June2013.pdf)

- Misra, P. K. (2018). *MOOCs for teacher professional development: Reflections, and suggested actions*. *Open Praxis*, 10 (1), 67-77. Available at: <https://openpraxis.org/index.php/OpenPraxis/article/view/780/413>
- Montebello, M. (2017). *AI injected e-learning: the future of online education*. Berlín, Germany: Springer.
- Nye, B.D. (2015). Intelligent tutoring systems by and for the developing World: a review of trends and approaches for educational technology in a global context. *International Journal of Artificial Intelligence in Education*, 25(2), 177-203.
- OECD. (2019). *Artificial intelligence in society*. Paris: OECD Publishing. Available at: <https://ec.europa.eu/jrc/communities/sites/jrccties/files/eedfee77-en.pdf>
- Popenici, S (2015). Deceptive promises: the meaning of MOOCs-hype for higher education. In E McKay and J Lenarcic (Eds.), *Macro-level learning through massive open online courses (MOOCs): Strategies and predictions for the future*. Hershey, USA: IGI Global.
- Porter, D., & Beale, R. (2015) *Apolicybrief on MOOCs*. Available at: <http://oasis.col.org/bitstream/handle/11599/825/Policy%20Brief%20on%20MOOCs%20May%2025%20HQ%20print.pdf?sequence=1&isAllowed=y>
- Roberts, T. S. (2008). *Student plagiarism in an online world: Problems and solutions*. Hershey, USA: IGI Global.
- Roll, I., & Wylie, R. (2016). Evolution and revolution in artificial intelligence in education. *International Journal of Artificial Intelligence in Education*, 26 (2), 582-599.
- Sammons, J., & Cross, M. (2017). *The basics of cyber safety: Computer and mobile device safety made easy*. US: Elsevier Inc.
- Selwyn, N., Potter, J., & Cranmer, S. (2010). *Primary schools and ICT: Learning from pupil perspectives*
- Stanford Encyclopedia of Philosophy. (2020). Artificial intelligence. Available at: <https://plato.stanford.edu/entries/artificial-intelligence/>
- TESS India (n.d.). *Transforming teaching-learning process: managing resources for effective student learning*. Available at : <https://www.open.edu/openlearncreate/mod/resource/view.php?id=57099>
- The World Bank. (2019). *ICT and education policies*. Available at: <https://www.worldbank.org/en/topic/edutech/brief/ict-education-policies>
- UNESCO. (2005). *Information and communication technologies in school: A handbook for teachers or how ICT can create new, open learning environments*. Available at : [www.unesdoc.unesco.org/images/0013/001390/139028e.pdf](http://www.unesdoc.unesco.org/images/0013/001390/139028e.pdf)
- UNESCO. (2016). *Assessment experiences in digital technologies in education*. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000247330>
- UNESCO.(2018 ). *UNESCO ICT competency framework for teachers*. Available at : <https://unesdoc.unesco.org/ark:/48223/pf0000265721>
- UNICEF-WHO. (2015). *Assistive technology for children with disabilities: Creating opportunities for education, inclusion and participation a discussion paper*. Available at: <https://www.unicef.org/disabilities/files/Assistive-Tech-Web.pdf>
- Zhadko, O. & Ko, S. (2020). *Best practices in designing courses with open educational resources*. New York: Routledge.
- Zhadko, O., & Ko, S. (2020). *Best practices in designing courses with open educational resources*. Routledge: New York
- Zimmerman, M.R.(2018). *Teaching AI: Exploring new frontiers for learning*. Portland, Oregon: International Society for Technology in Education

**Course Title: INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION (PRACTICAL)**

L	T	P	Credits
0	0	2	1

**Course Code: MED 534**

**Learning outcomes**

After completion of the course students will be able to:

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

**Practical (Any Five)**

**30 hours**

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

**Criteria for Continuous Assessment: (Total Marks 50)**

- Practical Record: 10 Marks
- Laboratory Performance of any five ICT tools: 40 Marks

**Criteria for Term End Assessment: (Total Marks 50)**

- Practical of Two ICT Tools-40 marks
- Viva-Voce: 10 Marks

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

L	T	P	Credits
4	0	0	4

**Learning outcomes**

After completion of the course students will be able to

- Explain the meaning of statistics and its uses in educational context
- Compute problems related to measures of central tendency and variability
- Interpret the significant difference between two sets of independent and correlated samples
- Test the hypotheses based on sample statistics
- Solve problems based on non-parametric statistics and their interpretation

**Course Content****UNIT 1****16 hours**

1. Statistics: Concept, relevance in education, parametric and non-parametric data; scales of measurement; Graphical representation of data: histogram, frequency polygon, ogive and pie chart
2. Measures of Central Tendency: Concept, computation and interpretation.

**UNIT II****14 hours**

1. Measures of variability: Concept, computation and interpretation.
2. Normal probability curve: Concept, application and interpretation.
3. Significance of mean and difference between means: Concept, computation and interpretation of significance of t-test (correlated and uncorrelated, matched, paired-unpaired, matching- paired).

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

1. Correlation: Concept, types, computation and interpretation- Product Moment, Rank Order. Partial and Multiple correlation
2. Biserial, Point Biserial, Phi, Contingency, Tetra choric correlation; their assumptions, computation and interpretation; regression and prediction.

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

1. ANOVA(One-way), ANCOVA: Concept, computation and interpretation,
2. Chi square: concept, computation and interpretation (equal and normal probability).

**Term paper**

- Computation of above mentioned methods using excel or SPSS
- Application of all statistical techniques using hypothetical data provided by teacher.

**Transaction Mode**

Group discussion, lecture, dialogue, team teaching, peer learning, problem solving, mobile teaching, cooperative learning.

**Suggested Readings**

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- Agarwal, B. L. (2013). *Basic statistics*. New Delhi: New age International (P) Limited Publishers.



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

IQAC

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

L	T	P	Credits
0	0	2	1

**Course Code: MED 525**

**Learning outcomes**

After completion of the course students will be able to

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

**Practical**

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

**Criteria for Continuous Assessment (Total Marks 50)**

- Doing review of Literature- 20 marks
- Selection of appropriate design and methods- 20 marks
- Preparing research proposal-10 marks

**Criteria for Term End Assessment (Total Marks 50)**

- Identification of research gap-10 marks
- Formulation of Hypothesis-10 marks
- Writing of reference in APA 7th edition format-10 marks
- Viva-voce- 20 marks

**Suggested Readings**

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

- Richards, L., & Morse, J.M. (2013). *Qualitative methods*. U.S.A: Sage Publications, Inc.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

**Suggested websites**

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

IQAC

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

**Course Code: MED 526**

L	T	P	Credits
0	0	2	1

### **Learning outcomes**

After completion of the course students will be able to:

- Interpret the type and importance of academic writing
- Review different books and journals
- Write academic papers
- Assess own writing and its publication
- Categorize different journals using indexing and impact factor

### **Course Content**

**30 hours**

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

### **Criteria for Continuous Assessment (Total Marks 50)**

- Doing review of Literature- 30 marks
- submit report on reviews-20 marks

### **Criteria for Term End Assessment (Total Marks 50)**

- Conduct of Practical- 30 marks
- Viva-voce- 20 marks

### **Suggested Readings**

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

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

**Suggested websites**

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

IQAC

## Elective (Any one of the following)

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

**Course Code: MED 521**

L	T	P	Credits
4	0	0	4

### Learning outcomes

After completion of the course students will be able to

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

### UNIT -I

**16 Hours**

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

### UNIT -II

**14 Hours**

1. Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation
2. Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

### UNIT-III

**14 Hours**

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

### UNIT IV

**16 Hours**

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

### Transaction mode

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

### Suggested Readings

- Aggarwal, J.C. (2012). *Development of education system in India*, Delhi: Shipra Publications
- Aggarwal, J.C. (2013). *Basic ideas in education*. New Delhi: Shipra Publications.
- Chand, T. (2009). *Development of education system in India*, New Delhi: Anmol Publications Pvt. Ltd.
- Chattopadhyay, S. (2012). *Education and economics*. Oxford University Press.
- Gupta, S. (2013). *Education in emerging India*. New Delhi: Shipra Publications.
- Husian, A., & Idris, N. (2010). *Dimensions of education*. New Delhi: Gyan Publishing House.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi: Atlantic Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Mishra, R. C. (2015). *History of education administration*. New Delhi: APH Publishing Corporation.
- Naik, J. P. (2014). *The education commission and after*. New Delhi: APH Publishing Corporation.
- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U.C., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

**Course title: ANDRAGOGY IN EDUCATION****Course Code: MED535**

L	T	P	Credits
4	0	0	4

**Learning Outcomes**

After completion of the course students will be able to

- characterize the genesis and evolution of andragogy and its basic concepts;
- discuss the specifics of the educational needs of adults;
- characterize contemporary theories, methods and form of adult education;
- recognize the educational needs of specific groups of the adults;
- develop positive attitudes to the problems of adult education;
- conducting guidance in the actual area of the socio-professional functioning of adults

**Course Content****Unit I****16 hours**

1. Andragogy: Concepts, Assumptions and Principles
2. Adults - life phase. Opportunities, skills and motivation for the development of an adult
3. Teaching the adults - history of andragogy
4. Elements of important form of education in various phases of life

**Unit II****16 hours**

1. The role and tasks of andragogy in modern education
2. Self-directed learning in the modern times with dominating role of Information Communication Technology (ICT)
3. Human activities in work and beyond it – some important elements supporting better existence of an adult

**Unit III****14 hours**

1. The educational role of adults
2. Preparation of an adult to perform functions professional and social accordance with the principles of society, proactive behavior of an adult

**Unit IV****14 hours**

1. Organization of leisure time for people of working age; development of interests
2. The activity of cultural and educational aspects of an adult, volunteering as a popular form of physical activity and the possibilities to help other people

**Transaction mode**

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

**Suggested readings**

- Knowles M.S., Holton E.F., Swanson R.A., (2011), The Adult Learner
- Michael w. Galbraith, (2015), adult learning methods: a guide for effective instruction,
- Sharan B. Merriam, Laura L. Bierema, (2013), Adult Learning: Linking Theory and Practice -
- Peter Jarvis, (2010), Adult Education and Lifelong Learning: Theory and Practice,
- Sharan B. Merriam, Rosemary S. Caffarella, (1991), Learning in Adulthood: A Comprehensive Guide
- Jarvis, P. (2010) Adult Education and Lifelong Learning: Theory and Practice, London, New York: Routledge



## Inter-disciplinary Courses (for other departments)

**Course Title: UNDERSTANDING EDUCATION**

**Course Code: MED 529**

L	T	P	Credits
2	0	0	2

### Learning outcomes

After completion of the course students will be able to

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

### UNIT I

**7 hours**

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

### UNIT II

**8 hours**

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

### UNIT III

**7 hours**

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

### UNIT IV

**8 hours**

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

**Transaction mode:** Workshops, seminars, assignments and group discussion

### Suggested Readings

- Bailey, Richard., &et . al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chand, Tara. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD.

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

**Suggested websites**

[https://en.wikipedia.org/wiki/Logical\\_positivism](https://en.wikipedia.org/wiki/Logical_positivism)

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

IQAC

**Course Title: ASSESSMENT OF LEARNING**  
**Course Code: MED 530**

L	T	P	Credits
2	0	0	2

### **Learning outcomes**

After completion of the course students will be able to:

- List out the various quantitative and qualitative tools used in assessment
- Define technical terms related to Measurement, Assessment and Evaluation
- Identify various cognitive, affective and psychomotor learning outcomes
- Explore the scope of ICT in teaching and assessment.
- Differentiate between formative and summative evaluation
- Distinguish between self assessment and peer assessment
- Explore the usage of online, e-assessment, open book examination
- Discuss the characteristics of a good tool
- Explore the usage of rubrics, portfolio and reflective diary in assessment
- Analyse the tools and techniques of measurement, evaluation and assessment

### **Course Content**

#### **UNIT I**

**7 hours**

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

#### **UNIT II**

**8 hours**

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

#### **UNIT III**

**7 hours**

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

#### **UNIT IV**

**8 hours**

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

### **Transaction mode**

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

### **Suggested Readings**

- Aiken, L.R. (1985). *Psychological testing and assessment*. Boston: Allyn and Bacon.
- Anastasi, A. (1988). *Psychological testing*. New York: The McMillan Company.
- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.

- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R.L., & Frisbel, D.A. (1986). *Essentials of educational measurement*. New Delhi: Prentice Hall.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- 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,
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- Natrajan, V. and Kulshrestha S.P. (1983). *Assessing no-Scholastic Aspects Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT(2015) CCE Package, New Delhi
- NCERT(2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C,A,: Jossey-Bass.
- Norris, N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders (3rd ed.)*. Needham, MA: Allyn & Bacon.
- Pophan, W. J. (1988). *Educational evaluation*. New Delhi: Prentice Hall.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Sharma, R. A. (2007). *Essentials of measurement in education and psychology*. Meerut: Surya Publications
- Singh, H.S. (1974). *Modern Educational Testing*. New Delhi: Sterling Publication
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PHI

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

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

**Learning outcomes**

After completion of the course students will be able to

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

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

IQAC

## SEMESTER-III

**Course Title: CURRICULUM, DESIGN AND DEVELOPMENT**  
**Course Code: MED 551**

L	T	P	Credits
4	0	0	4

### Learning outcomes

After completion of the course students will be able to

- Explain the concept and bases of curriculum development
- Analyze the principles and different models of curriculum development
- Examine the processes involved in the curriculum development process
- Differentiate different types of curriculum designing and its application
- Develop skills to evaluate different types of curriculum

### Course Content

#### UNIT I

**15 hours**

1. Curriculum: Concept and Principles, Strategies of Curriculum Development, Stages in the Process of Curriculum development
2. Foundations of Curriculum Planning: Philosophical Bases, Sociological basis and Psychological Bases
3. Role of National Level Statutory Bodies - UGC, NCTE and University in Curriculum Development
4. Choice Based Credit System and its implementation

#### UNIT II

**15 hours**

1. Principles of curriculum development: Activity centered, Community centered, forward looking principle, Principles of integration, Balance, Relevance, flexibility, Contextually and plurality
2. Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots Model), The Taylor Model, Non- Scientific/Non-Technical/Humanistic Models: The Glathorn's Naturalistic Model, Weinstein and Fantini Model

#### UNIT III

**15 hours**

1. Types of Curriculum Designs- Subject centered, Learner centered, Experience centered, problem centered and Core curriculum. Designing Local Specific Curriculum
2. Designing Curriculum: Selection and Organization of learning experiences; Components of Design, Sources of Design; Conceptual framework: Horizontal and vertical relationship; dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance.
3. Curriculum Change: Meaning, types and factors, Approaches to curriculum change, curriculum change and improvement Role of students, teachers and educational administrators, Scope of research in curriculum.

#### UNIT IV

**15 hours**

1. Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative
2. Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model

3. Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion, rating scale etc.

### Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, and Cooperative learning

### Suggested Readings

- Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
- Beane, J.A. Topfer, Jr. C.F, Alessi, Jr. S.J. (1986): Curriculum Planning and Development, London: Allyn and Bacon, INC.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
- Deng, Z. (2007). Knowing the subject matter of science curriculum, *Journal of Curriculum Studies*, 39(5), 503-535.
- Deng, Z. (2009): The Formation of a School Subject and the Nature of Curricular Content, Hong Kong: *Journal of Curriculum Studies*, 41:5
- Dewal, O.S. (2004): National Curriculum, in J.S.Rajput(Ed.). *Encyclopaedia of Education*, New Delhi: NCERT
- Guy, J and Small, I. (2010): *The Nature of Disciplinary Knowledge*, Cambridge University Press.
- Johnson, M. (1967): *Definitions and Models in Curriculum Theory*, Educational Theory
- McNeil, J.D. (1990): *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
- NCERT (1976). *The curriculum for the ten-year school: A framework*. Reprint
- NCERT (1984). *Curriculum and evaluation*. NCERT, New Delhi.
- NCERT (1988). *National curriculum for elementary and secondary education*.
- NCERT (2000). *National curriculum framework for school education*. NCERT.
- NCERT (2005). *National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Nehru, R. S. S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Olivia, Peter F (1988): *developing the Curriculum*, (2<sup>nd</sup> ed.), London: Scott, Foreman and Company.
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
- Rao, V. K. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
- Taba, H. (1962): *Curriculum Development: Theory and Practice*, New York: Harcourt Brace Jovanovich
- Taba, H. (1962): *Curriculum Development: Theory and Practice*, New York: Harcourt Brace Jovanovich
- Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
- Tanner, D. & Tanner, L. N. (1980). *Curriculum development. Theory into practice*. New Delhi.
- Tyler, R. (1949): *Basic Principles of Curriculum and Instruction*, Chicago; university of Chicago Press
- Wheeler, D.K. (1976): *Curriculum Process*, London: University of London

- Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice*. Pearson publication.
- Wiles, Jon and Bondi, Joseph(1989): Curriculum Development, Ohio: Merrill publishing Company
- Zais, R. S. (1976). *Curriculum: Principles and foundations*. New York: Harper & Row

IQAC



**Course Title: MEASUREMENT AND EVALUATION**  
**Course Code: MED 555**

L	T	P	Credits
4	0	0	4

### **Learning outcomes**

After completion of the course students will be able to

- Examine the various quantitative and qualitative tools used in assessment
- Analyse the relationship between Measurement, Assessment and Evaluation
- Examine the different paradigms in assessment
- Identify the characteristics of a good tool
- Explore the usage of online, on-demand, open book examination
- Construct an achievement test
- Construct a rubric on a selected performance
- Design a portfolio as a tool for performance assessment
- Measure non cognitive areas and reporting of results

### **Course Content**

#### **UNIT I**

**14 hours**

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

#### **UNIT II**

**16 hours**

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

#### **UNIT III**

**16 hours**

1. Tools of Research – Validity, Reliability and Standardization of a Tool, Types of Tools; Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory, Techniques of Research; Observation, Interview and Projective Techniques
2. Achievement tests: construction and standardization of achievement test, standardized vs. teacher made tests; concept and uses of diagnostic test
3. Question bank, and types of questions such as Objective, Short answer and Essay type

#### **UNIT IV**

**14 hours**

1. Classroom assessment techniques, CCE
2. Grading system: concept, relative and absolute, different scales in grading
3. Measurement of performance through Rubrics, Portfolios and Reflective Diaries
4. Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources
5. Systemic Reform in examination: online, on-demand, open book examination

## Transaction Mode

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

## Suggested Readings

- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- Natrajan, V. and Kulshrestha S.P. (1983). *Assessing no-Scholastic Aspects Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT(2015) CCE Package, New Delhi
- NCERT(2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C,A,: Jossey-Bass.
- Norris, N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders (3rd ed.)*. Needham, MA: Allyn & Bacon.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Singh, H.S. (1974). *Modern Educational Testing*. New Delhi: Sterling Publication
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PH

## Suggested websites

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

**Course Title: MENTAL HEALTH, YOGA AND PHYSICAL WELL BEING****Course Code: MED 556**

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

**Learning outcomes**

After completion of the course students will be able to

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

**Course Content****UNIT I****14 Hours**

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

**UNIT II****10 Hours**

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

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

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

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

Yoga necessary for growing children: for muscular strengthening, for toning, for young women

1. Concept and benefits of Meditation for mental health
2. Incorporation of Yoga within modern lifestyle of students and teachers

## Transaction Mode

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

## Suggested Readings

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: 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, & Alince. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claicut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.

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

L	T	P	Credits
0	0	2	1

**Course Code: MED 557**

**Learning outcomes:**

After completion of the course students will be able to

- Practice Yoga Asana and Meditation
- Perform Yoga practices with proficiency
- Actively participate in Sports and Games
- Prepare a report on Sports facilities/Counselling Centers
- Manage Stress and Develop Resilience through Meditation

**Practical (Any Three)**

**30 hours**

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

**Criteria of Continuous Assessment (Total Marks: 50)**

- Conduct of Practical- 30 marks
- Attendance- 10 marks
- Interaction- 10 marks

**Criteria of Term End Assessment (Total Marks: 50)**

- Conduct of practical: 30 Marks
- Practical Record: 10 Marks
- Viva Voce: 10 Marks

**ELECTIVE (Any one of the following)**

**Course title: ENTREPRENEURSHIP IN EDUCATION**

**Course code: MED560**

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

**Learning Outcomes**

After completion of the course students will be able to

- Explain the concept of Entrepreneurship Education
- Analyze the nature of Entrepreneurship Education with interdisciplinary base
- Analyze the interrelationship among Creativity, problem solving, value education with respect to entrepreneurship education
- Elaborate the nature of teaching and learning and the role of teachers and learners in Entrepreneurship Education
- Evaluate the Progression Model of Entrepreneurship Education

**Course Content**

**UNIT I**

**16 hours**

1. Entrepreneurship Education: meaning, need and concept, Characteristics of Entrepreneurship Education
2. Teacher entrepreneur: meaning, need and concept, Characteristics
3. Edupreneur: meaning, need and concept, Characteristics

**UNIT II**

**14 hours**

1. Entrepreneurial competencies; Creativity and entrepreneurial education; problem solving and entrepreneurship
2. Value education and entrepreneurship in education; entrepreneurial behavior

**UNIT III**

**16 hours**

1. Progression Model for Entrepreneurial Education; Active, process-based, project centric, collaborative
2. Experiential and multidisciplinary approach in entrepreneurial education

**UNIT VI:**

**14 hours**

1. Future perspectives of entrepreneurship in education
2. Relevance of entrepreneurship in education; Research on the effects of entrepreneurial education

**Transaction Mode**

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

**Suggested Readings**

- Aggrwal, A. (2013 ). Scope of Entrepreneurship development in India
- Balasubramanian, A. (September 5, 2012). Entrepreneurship Education. The Hindu. Retrieved from [http:// www. thehindu.com/todayspaper/](http://www.thehindu.com/todayspaper/)
- CBSE Central Board of Secondary Education.(2001). Update Compendium of CBSE Circulars. New Delhi. CBSE. Retrieved from <http://cbse.nic.in/Compendium.pdf>
- European Commission (2008). Entrepreneurship in higher education, especially within non-business studies. Brussels: Final Report of the Expert Group. Retrieved on February 2, 2015 from [http://ec.europa.eu/enterprise/policies/sme/files/support\\_measures/training\\_education/entr\\_highed\\_en.pdf](http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/entr_highed_en.pdf)

- Erkkilä, K. 2000. Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland, Abingdon, Taylor & Francis.
- Minniti, M. & Bygrave, W. 2001. A Dynamic Model Of Entrepreneurial Learning. Entrepreneurship Theory And Practice, 25, 5-16

IQAC

**Course Title: FUTURISTIC PARADIGM IN EDUCATION**  
**Paper Code: MED561**

L	T	P	Credits
4	0	0	4

**Learning Outcomes**

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

- Explain the concept and approaches of futuristic education in the context of change in the field of education.
- Predict the futuristic education in the context of changes in the social-economic and political changes of the society.
- Critically examine the nature of social, scientific, technological and value based changes towards 21st Century and its impact on the goals of futuristic education.

**Course Content**

**UNIT I**

**14 hours**

1. Future Studies: Meaning, Nature, Need and Scope
2. Futuristic Education: Meaning, Nature, Need and Scope
3. Future Studies vis-à-vis Futuristic Education.

**UNIT II**

**16 hours**

1. Approaches of Futuristic Planning: Intra Educational Extrapolation, Demographic Projection, School Mapping, Human Resource Development, Social Demand Approach, Rate of Return Approach Social Justice Approach and Duration Based Approaches.
2. Learning; ubiquitous, social, blended, emotional, service, and situated: concept and process, creating of self-organized learning environment (SOLE)

**UNIT III**

**14 hours**

1. Smart Goals in Education: concept, setting up goals at elementary & secondary Level.
2. Technology in classroom; Educational Apps, programmed based website
3. Digital Library and Virtual Laboratories: concept, process of use, challenges.

**UNIT IV**

**16 hours**

1. Future of Science and Technology and its Impact on the Goals of Future Education.
2. Future of Values vis-à-vis and Education.
3. Professional Values & Ethics: Change in present Scenario and factors influencing ethical decision making

**Transaction Mode**

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

**Suggested Readings**

- Ashton, D. And Taylor, B.(1969) Technology Forecasting and Corporate Strategy. Bradford University Press.
- Bell Danial,(1974) The Post Industrial Society, New Delhi: Arnold Heinemann Publishers.
- Capra, F.(1982) The Turning Point. London: Flemingo.
- Chandra,R(2010). Education and Futurology,Shree Publishers and Distributors
- Clarke, A.C.(1973) Profiles of the Future. Harper & Row.



- David Price(2013).Open:How we'll work, live and learn in Future, Crux Publishing
- Richard W. Hostrop,(1973) Foundations of Futurology in Education, EtcPubns.
- Ruhela,S.P.(2000).Futurology of Education: The Indian Context, Kanishka Publishers

IQAC

## INTER-DISCIPLINARY COURSES

**Course Title: TEACHING PROFICIENCY**

**Course Code: MED 513**

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

### **Learning outcomes**

After completion of the course students will be able to

- Explore the different techniques of classroom management
- Explain phases of teaching
- Describe maxims of teaching
- Illustrate concept of 5E model in teaching
- Demonstrate different skills of teaching
- Integrate ICT in classroom transactions
- Analyze different pedagogical skills and assessment techniques
- Differentiate among Pedagogy, Andragogy, Heutagogy and Peeragogy

### **Course Content**

#### **UNIT I**

**7 hours**

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

#### **UNIT II**

**8 hours**

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

#### **UNIT III**

**7 hours**

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

#### **UNIT IV**

**8 hours**

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

## Transaction Mode

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

## Suggested Readings

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 21<sup>st</sup> century school*. U.S.A.: Sage Publications.
- Sharma, R. N. (2010). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Sharma, R. N., & Chandra, S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). *Educational technology: Teaching learning*. New Delhi: APH Publishing Corporation.

## Suggested Websites

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

**Course Title: ISSUES AND CONCERNS IN EDUCATION****Course Code: MED 514**

L	T	P	Credits
2	0	0	2

**Learning outcomes**

After completion of the course students will be able to

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

**Course Content****UNIT I****7 hours**

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

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

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

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

1. Current status of Secondary Education in terms of enrolment, retention: Present practices, trends and issues in Secondary education of India.
2. Systemic factors influencing the quality and equity in secondary education.
3. Role of various Government sponsored schemes in Education, SAMGRA SHIKSHA- issues of implementation and success of these programmes

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

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

**Transaction Mode**

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

### **Suggested Readings**

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

### **Suggested links**

- [https://en.wikipedia.org/wiki/Rashtriya\\_Madhyamik\\_Shiksha\\_Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan)
- [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Framework\\_Final\\_RMSA\\_3.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Framework\\_Final\\_RMSA\\_3.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- [https://en.wikipedia.org/wiki/Rashtriya\\_Uchcharat\\_Shiksha\\_Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan)
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

IQAC

**Course Title: FIELD INTERNSHIP- II**  
**Code: MED573**

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

**Learning outcomes**

After completion of the course students will be able to

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

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

IQAC

## SEMESTER-IV

**Course Title: TEACHER DEVELOPMENT AND EMPOWERMENT**

**Course Code: MED 571**

L	T	P	Credits
4	0	0	4

### Learning outcomes

After completion of the course the students will be able to

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

### Course Content

#### UNIT I

**16 hours**

1. Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs
2. The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
3. Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels- SCERT, NCERT, NCTE and UGC

#### UNIT II

**14 hours**

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

#### UNIT III

**16 hours**

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

#### UNIT IV

**14 hours**

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

### Transaction Mode

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

### Suggested Readings

- Aggarwal, J. C. (1973). *Landmarks in the history of modern Indian education*. New
- Aggarwal, J. C., & Aggarwal, S. P. (1992). *Educational planning in India with a slant*
- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Chattopadhyaya, D. P. (1985). *The Teacher and society: Report of national Commission on teachers I 1983-85*. Govt. of India, New Delhi.
- Day, R. (2008). *Models and the knowledge base of second language teacher education*. University of Hawaii: Retrieved from <http://www.hawaii.edu/sls/uhwpsel/112/day112.pdf>>
- Egan, L. C., & et.al. (2015). *A discipline based teaching and learning center*. New York: Springer Science + Business Media Publication.
- Garg, I. (2014). *Teacher education*. New Delhi: APH Publishing Corporation.
- Kumar, P. (2010). *Teacher education*. New Delhi: APH Publishing Corporation.
- MHRD (1986). *National Policy on Education – 1986*, GOI
- MHRD (1995). *The Teacher and society, Chattopadhyaya Committee Report (1983-95)*. MHRD, GOI
- Ministry of Education (1966). *Education and national development. report of the*
- Mishra, L. (2013). *Teacher education: Issues and innovation*. New Delhi: Atlantic Publications.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mohanty, J. (2013). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mudaliar, A. L. (1953). *Report of the secondary education Commission 1952-53*.
- Mukherjee, S.N. (Ed.) (1968). *Education of teachers in India (Vols. 1 &2)*. New Delhi
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- NCERT (2004). *Curriculum framework for teacher education*. New Delhi
- NCERT (2006a). *National curriculum framework–2005*. New Delhi: NCERT.
- NCERT (2006c). *Teacher education for curriculum renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth survey of research in education Vol - II*. New Delhi: NCERT.
- NCTE (1998a). *Policy perspectives in teacher education: Critique & documentation*. New Delhi: NCERT.
- NCTE (1998b). *Curriculum framework for quality teacher education*. New Delhi:
- NCTE (2009). *National curriculum framework for teacher education towards preparing professional and humane teacher*. New Delhi: NCTE.
- Nehru, R.S.S., et.al. (2013). *Teacher education*. New Delhi: APH Publishing Corporation.

### Suggested Websites

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



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

**Course Code: MED 572**

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

**Learning Outcomes**

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

- Explain the concept and importance of administration, management and leadership at various levels of education
- Describe managerial functions of Educational Administrator
- Design appropriate personnel management strategies for the recruitment and retention of staff.
- Critically analyze the recent trends and challenges in educational administration, management and leadership
- Develop institutional policies and practices consistent with emerging trends in higher education
- Critically examine the defects in the present leadership system.
- Resolve issues of leadership and administration exercising various leadership approaches.

**Course Content**

**UNIT I**

**14 Hours**

1. Educational management: meaning, nature and scope.
2. Functions of Educational management: Planning, organizing, staffing, controlling and directing, Challenges for an educational administrator, role and skills of teachers in educational management.
3. Concept of Quality and Quantity in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management and SWOT analysis.

**UNIT II**

**16 Hours**

1. Recent Trends in Educational management: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy.
2. Means of Ensuring Accountability in Educational management. Qualities of an Effective Educational manager
3. Educational Management and Administration: Management as a system Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development and Organizational climate

**UNIT III**

**16 Hours**

1. Concept of Quality and Quantity in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad
2. Change Management: Meaning, need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke and Cost Benefit Analysis
3. Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives. National Assessment Accreditation Council , Performance Indicators, Quality Council of India , International Network for Quality Assurance Agencies in Higher Education

## UNIT IV

14 Hours

1. Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic
2. Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership: Blake and Mouton's Managerial Grid, Tri-dimensional Model and Leader-Member Exchange Theory

### Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

### Suggested Readings

- Adair, J. (1985). *Effective Decision-Making*. London: Pan Book.
- Blanchard, K. (1982). *The one-minute manager*. NY: Wm. Morrow
- Boal, K. B. (2004) *Strategic Leadership*. In G. R. Goethals, J. M. Burns, & G. J. Sorenson (Eds.). *Encyclopedia of Leadership (pp1497-1504)*. Thousand Oaks CA: Sage.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and Leadership (4th Ed)*. San Francisco, CA: Jossey-Bass.
- Covey, S. (1992). *Principle-centered leadership*. NY: Fireside.
- Craigs, M.W. (1995). *Dynamics of Leadership*. Bombay. Jaico Publishing House: Bombay.
- DeCenzo D.A., Robbins, S.P., & Verhulst, S.L. (2017). *Human Resource Management (11<sup>th</sup> Ed.)*. Greater Noida: Magic International Pvt. Ltd.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Gandhi, M. (1957). *An autobiography: The story of my experiments with truth*. Boston: Beacon Press.
- Gandhi, M., & Fischer, L. (1983). *The essential Gandhi: His life, work, and ideas an anthology*. New York: Vintage Books.
- Gandhi, M., & Iyer, R. (1991). *The essential writings of Mahatma Gandhi*. Delhi: Oxford University Press.
- Guntur, H.M. (2001). *Leader and leadership in education*. New Delhi: Sage publishing Pvt. Ltd.
- Harry, J. H. (1973). *Educational Planning, Programming, Budgeting: A System Approach*.
- Hersey, P.& Blanchard, K. (1986). *Management of Organizational Behaviour: Utilizing Human Resources*. New Delhi :Prentice Hall of India Pvt.Ltd
- Kochar, S. K. (1994). *Secondary School Administration*. Jalandhar: Jalandhar University Publications
- Krishna, K. (1960) *All Men Are Brothers. Life and Thoughts of Mahatma Gandhi as told in his Own Words*. Ahmedabad: Navjivan Publishing House
- Luthans, F. (1981). *Organizational Behaviour*. Tokyo: McGraw-Hill International Book
- Mukhopadhyay, M. (2005). *Total quality management in education(2<sup>nd</sup> Ed.)*. London: SAGE Publication.
- Mukhopadhyay, M. (2012). *Leadership for Institution Building*. Delhi: Shipra Publications.

- New Jersey: Prentice Hall Inc.
- Northouse, P. G. (2010). *Leadership. Theory and Practice. (5<sup>th</sup> Ed)*. New Delhi: Sage Publications India Pvt. Ltd.
- Owens, R. G. (1970). *Organizational Behaviour in Schools*. New Jersey: Prentice Hall.
- Owens, R. G., & Valesky, T. C. (2010). *Organizational behavior in education: Leadership and school reform (10<sup>th</sup> Ed)*. Boston, MA: Pearson.
- Preedy Bennet, N. et. al. (2012). *Educational Leadership. Context, Strategy and Collaboration*. New Delhi: Sage Publications India Pvt. Ltd.
- Preedy Bennet, N. et. al. (2012). *Educational Leadership. Context, Strategy and Collaboration*. New Delhi: Sage Publications India Pvt. Ltd.
- Preedy, M. Bennet, N. & et. al. (2012). *Educational Leadership. Context, Strategy and Collaboration*. New Delhi: Sage Publications India Pvt. Ltd.
- Preedy, M., Bennet, N. & et. al. (2012). *Educational Leadership. Context, Strategy and Collaboration*. New Delhi: Sage Publications India Pvt. Ltd.
- Robbin, S., Judge, T., & Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- Sahu, R.K. (2010). *Group Dynamics and Team Building*. New Delhi: Excel Books.
- Sandhu, I.S. (2012). *Educational administration and Management*. Dorling Kindersley (India) Pvt. Ltd: New Delhi
- Shah, K. (2011) *Vinoba on Gandhi*. Varanasi: Sarva Seva Sangh Prakashan
- Spears, L. (ed.). (1998). *Insights on leadership*. NY: John Wiley and Sons.
- Srivastava, S. (1997). *The Teacher: An Effective Decision – Maker*. In *New Frontiers in Education*. New Delhi. Vol XXVII No.3.
- Yukl, G. (1977). *Leadership in Organizations (7<sup>th</sup> Ed)*. Upper Saddle River: Pearson-Prentice Hall.

**Course Title: Dissertation**

**Course Code: MED600**

L	T	P	Credits
0	0	24	12

**Learning Outcome**

After completion of the course the students will be able to

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

**Evaluation:** As per university guidelines

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

**Course Title: INCLUSIVE EDUCATION**

**Course Code: MED 576**

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

### **Learning Outcome**

After completion of the course learner will be able to

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

### **Course Content**

#### **UNIT I**

**14 Hours**

1. Inclusive Education: concept, principles, importance and scope. Historical development of inclusive education in India. Difference between special education, integrated education and inclusive education, Principles of differentiated instruction and assessment
2. Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India
3. Capacity building of teachers for inclusive education, Use of technology to support diverse learning needs

#### **UNIT II**

**14 Hours**

1. Difference in access to education in habitations, class, caste, tribe and other disadvantaged groups. Achievement of socially disadvantaged children, Dropout and retention aspect.
2. Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Rehabilitation Council of India Act (1992), Inclusive Education under UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implications

#### **UNIT III**

**16 Hours**

1. Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Children with Diverse Needs: Definition and characteristics of children
2. Social and emotional problems, scholastic backwardness, under achievement, slow learners, Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.
3. Multicultural education, teaching in rural area, gender and class in teaching and learning. Environmental/ecological difficulties and children belonging to other marginal groups. Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.

**UNIT IV****16 Hours**

1. Concept and importance of human and material resources; types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
2. Creating conducive environment in inclusive schools: Roles and Responsibilities of teacher in inclusionary practices, Managerial skills for mobilizing the appropriate resources.
3. Research Trends of Inclusive Education in India. Organization and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum, teacher attitude, expectations etc.

**Transaction Mode**

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

**Suggested Readings**

- Ahuja, A., & Jangira, N.K. (2002). Effective teacher training; cooperative learning based approach. New Delhi: National Publishing house.
- Ainscow, M., Booth, T. (2003). The Index for Inclusion: Developing learning and participation in schools. Bristol: Center for Studies in Inclusive Education.
- Garner P., Kauffman J., Elliot J. (2013). The SAGE Handbook of Emotional and Behavioral Difficulties, 2nd Edition, SAGE
- Jangira, N. K., & Mani, M.N.G. (1990). Integrated education for visually handicapped. Gurgaon: Old Subjimandi, Academic Press.
- Jha, M. (2002). Inclusive education for all: Schools without walls. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Kauffman J.M., Hallahan D.P., Pullen P.C., Badar (2018). Special Education: What It Is and Why We Need It, 2nd Edition, London: Routledge
- Kuffman J.M. (2019). On Educational Inclusion: Meanings, History, Issues and International Perspectives, 1st Edition, London: Routledge
- Sharma, P. L. (1990). Teachers handbook on IED-Helping children with special needs. N. C. E R T Publication.

**Course Title: GLOBAL CITIZENSHIP EDUCATION****Course Code: MED577**

L	T	P	credits
4	0	0	4

**Learning Outcomes**

The learners will be able to:

- Acquire knowledge of local, national and global issues and the interconnectedness & interdependency of different countries and populations
- Experience a sense of belongingness to a common humanity, and sharing values and responsibilities, based on human rights
- Develop attitudes of empathy, solidarity and respect for differences and behavioral diversity
- Act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world

**Course content****UNIT -1****14 Hours**

1. Global Citizenship: approaches to Global Citizenship Education (GCE), global competitiveness approach, the cosmopolitan approach and the advocacy approach, link with the national education system
2. Reflections of one's own value system on the basis of GCE approaches.
3. Understanding the links between globalization and global citizenship education

**UNIT- II****16 Hours**

1. Inclusivity in Teaching and learning Resources, language, learner-centred, participatory, and action-oriented learning, values, attitudes, and skills for learning to live together.
2. Current and future participation of educational institutions in local and global civic issues.
3. Reflections on building peace internationally through teaching learning process.
4. Reflections from the perspective of Adaptation and Decision making of Teachers and teacher unions, Parent associations and councils, Students and youth leaders and School principals

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

1. Humanitarian laws, international laws, Integrating human rights and responsibilities, peace building, Values attributes and attitudes for Global Citizenship.
2. Difference and respect for diversity: multicultural and/or international levels
3. Empathy, dialogue, respect and solidarity in reference to intercultural, regional and worldwide contexts.
4. Reflections of equality/inequality in your own country from the perspective of poverty, power and decision-making.

**UNIT IV****14 Hours**

1. Healthy lifestyle and wellbeing from national and global perspective: nutrition, diet, cleanliness, hygiene, sanitation and Awareness of addictions with reference to Physical, Mental, emotional and psychological health.
2. Conflict management: negotiation, Collaboration, working well with others, appreciation for diversity, values of tolerance, Attitudes of care, empathy and compassion for others.
3. Environmental concerns and challenges from ESD perspective

#### 4. Reflections from the point of view of national and global scenario

##### **Transaction Mode**

e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Case based analysis

##### **Suggested Readings**

- Arlow, M. 2012. Education for local and global citizenship: The Northern Ireland experience. Education for Global Citizenship. Doha, Education Above All, pp. 94-95.
- Bromley, P., Lerch, J. and Jimenez, J. (2016). Education for Global Citizenship Education and Sustainable Development: Content in Social Science Textbooks. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002456/245614e.pdf>
- Bromley, P., Lerch, J. and Jimenez, J. (2016). Education for Global Citizenship Education and Sustainable Development: Content in Social Science Textbooks. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002456/245614e.pdf>
- Center for Global Education. (2017). Global Learning Beyond School. <https://asiasociety.org/global-learning-beyond-school>
- Davies, L. (2006). Global citizenship: abstraction or framework for action? Educational Review, Vol. 58, No. 1, pp. 5–25.
- Kumar, R. (2012). Education, peace and development. New Delhi: Kalpaz Publications
- Kumar, R., & Kumar, N. (2013). Higher education in India. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Lapayese, Y. (2003). Toward a critical global citizenship education: Essay review. Comparative Education Review, Vol. 47, No.4, pp. 493-501.
- Lapayese, Y. 2003. Toward a critical global citizenship education: Essay review. Comparative Education Review, Vol. 47, No.4, pp. 493-501.
- 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.
- School for Future Youth. (2014). Global Citizenship Education Framework. [https://www.sfyouth.eu/images/toolkit/global\\_citizenship\\_education/GlobalCitizenshipEducationFramework.pdf](https://www.sfyouth.eu/images/toolkit/global_citizenship_education/GlobalCitizenshipEducationFramework.pdf)
- 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 Publication.
- Suraj, B. (1952). Towards a happier education. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- UNESCO. 1974. Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms.
- UNESCO. Training Tools for Curriculum Development: A RESOURCE PACK FOR GLOBAL CITIZENSHIP EDUCATION (GCED).
- Venkataiah, S. (2001). Education culture & society. New Delhi: Anmol Publications Thorp, L.P. (1952). The psychology of mental health. New York: The Ronald Press Co. Unwin.
- Waks, L. J. (2008). Cosmopolitanism and citizenship education. Global Citizenship Education: Philosophy, Theory and Pedagogy. Rotterdam, Sense. pp. 203–219.
- Watkins, T. R., &Claaicut, J. W. (1990). Mental health: Policy & practice today. New Delhi: Sage Publications.

## INTER-DISCIPLINARY COURSES

**Course Title: UNDERSTANDING EDUCATION**

**Course Code: MED 529**

L	T	P	Credits
2	0	0	2

### Learning outcomes

After completion of the course students will be able to:

- Interpret the nature of education as a discipline of study
- Examine issues of education as interdisciplinary knowledge
- Analyse the theories of education viewed from different schools of Philosophy.
- Argue on the perspectives of reality, value and knowledge of education
- Critically analyse the theories and basic concepts of education drawn from modern schools of Philosophy.

### 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 Radhakrishnan, GijuBhai, J. Krishnamurthy and Sri Aurobindo on education.

#### UNIT III

**8 hours**

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

#### UNIT IV

**7 hours**

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

### Transaction Mode

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

### Suggested Readings

- Bailey, R., & et.al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chand, T. (2007). *Development of educational system in India*. New Delhi: Anmol Publication PVT.LTD.



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

**Suggested websites**

- [https://en.wikipedia.org/wiki/Logical\\_positivism](https://en.wikipedia.org/wiki/Logical_positivism)
- <http://plato.stanford.edu/entries/logical-empiricism/>

IQAC

**Course Title: ASSESSMENT OF LEARNING****Course Code: MED 530**

L	T	P	Credits
2	0	0	2

**Learning outcomes**

After completion of the course students will be able to:

- List out the various quantitative and qualitative tools used in assessment
- Define technical terms related to Measurement, Assessment and Evaluation
- Identify various cognitive, affective and psychomotor learning outcomes
- Explore the scope of ICT in teaching and assessment.
- Differentiate between formative and summative evaluation
- Distinguish between self assessment and peer assessment
- Explore the usage of online, e-assessment, open book examination
- Discuss the characteristics of a good tool
- Explore the usage of rubrics, portfolio and reflective diary in assessment
- Analyse the tools and techniques of measurement, evaluation and assessment

**Course Content****UNIT I****7 hours**

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

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

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

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

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

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

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

**Transaction Mode**

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

**Suggested Readings**

- Aiken, L.R. (1985). *Psychological testing and assessment*. Boston: Allyn and Bacon.
- Anastasi, A. (1988). *Psychological testing*. New York: The McMillan Company.
- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437

- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R.L., & Frisbel, D.A. (1986). *Essentials of educational measurement*. New Delhi: Prentice Hall.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- 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,
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- Natrajan, V. and Kulshrestha S.P. (1983). *Assessing no-Scholastic Aspects Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT(2015) CCE Package, New Delhi
- NCERT(2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C,A,: Jossey-Bass.
- Norris, N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders (3rd ed.)*. Needham, MA: Allyn & Bacon.
- Pophan, W. J. (1988). *Educational evaluation*. New Delhi: Prentice Hall.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Sharma, R. A. (2007). *Essentials of measurement in education and psychology*. Meerut: Surya Publications
- Singh, H.S. (1974). *Modern Educational Testing*. New Delhi: Sterling Publication
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PHI

**Course Title: MENTAL HEALTH EDUCATION****Course Code: MED531**

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

**Learning outcomes**

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

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

**Course content****UNIT I****7 hours**

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

**UNIT II****7 hours**

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

**UNIT III****8 hours**

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

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

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

**Transaction Mode**

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

**Suggested Readings**

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: Allynand Bacon.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B.Company.

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