

# CURRICULUM

**M.Ed.**

**Department of Education**

**Session 2018-20**

**Session 2018-2020**

**Scheme**

| <b>Semester –I</b>                                       |   |                     |           |           |                      |
|--|---|---------------------|-----------|-----------|----------------------|
| <b>Course Code</b>                                       | <b>Course Title</b>                                 | <b>Credit Hours</b> |           |           |                      |
|  |   | <b>L</b>            | <b>T</b>  | <b>P</b>  | <b>Total Credits</b> |
| MED 506  | Learner and Learning                                | 3                   | 0         | 0         | 3                    |
| MED 507  | Learner and Learning (Practical)                    | 0                   | 0         | 2         | 1                    |
| MED 508  | Education in Philosophical and Sociological Context | 3                   | 1         | 0         | 4                    |
| MED 509  | Research in Education                               | 3                   | 1         | 0         | 4                    |
| MED 510  | Service Learning (Field work)                       | 0                   | 0         | 4         | 2                    |
| <b>Elective ( Any one of following)</b>                  |   |                     |           |           |                      |
| MED 511  | System and Policies of Elementary Education         | 3                   | 1         | 0         | 4                    |
| MED 512  | System and Policies of Secondary Education          | 3                   | 1         | 0         | 4                    |
| <b>Inter-disciplinary Courses(for other Departments)</b> |   |                     |           |           |                      |
| MED 513  | Teaching Proficiency                                | 2                   | 0         | 0         | 2                    |
| MED 514  | Issues and Concerns in Education                    | 2                   | 0         | 0         | 2                    |
| <b>Total</b>   |   | <b>14</b>           | <b>03</b> | <b>06</b> | <b>20</b>            |

| <b>Semester-II</b>                      |   |                     |          |          |                      |
|---|---|---------------------|----------|----------|----------------------|
| <b>Course Code</b>                      | <b>Course Title</b>                               | <b>Credit Hours</b> |          |          |                      |
|   |   | <b>L</b>            | <b>T</b> | <b>P</b> | <b>Total Credits</b> |
| MED 521                                 | History and Political Economy of Education        | 3                   | 1        | 0        | 4                    |
| MED 522                                 | Educational Technology and ICT                    | 3                   | 0        | 0        | 3                    |
| MED 523                                 | Educational Technology and ICT (Practical)        | 0                   | 0        | 2        | 1                    |
| MED 524                                 | Educational Statistics                            | 3                   | 1        | 0        | 4                    |
| MED 525                                 | Research Proposal (Practical)                     | 0                   | 0        | 2        | 1                    |
| MED 526                                 | Academic Writing (Practical)                      | 0                   | 0        | 2        | 1                    |
| <b>Elective ( Any one of following)</b> |   |                     |          |          |                      |
| MED 527                                 | Guidance and Counselling for Elementary Education | 3                   | 1        | 0        | 4                    |
| MED 528                                 | Guidance and Counselling for Secondary Education  | 3                   | 1        | 0        | 4                    |

| <b>Inter-disciplinary Courses (for other Departments)</b> |  |              |           |           |               |
|---|--|--------------|-----------|-----------|---------------|
| MED 529   | Understanding Education                                | 2            | 0         | 0         | 2             |
| MED 530   | Assessment of Learning                                 | 2            | 0         | 0         | 2             |
| MED 531   | Mental Health Education                                | 2            | 0         | 0         | 2             |
| <b>Inter-Semester Break</b>                               |  |              |           |           |               |
| Course Code   | Course Title   | Credit Hours |           |           |               |
|   |  | L            | T         | P         | Total Credits |
| MED 531   | Field Internship- I                                    | 0            | 0         | 16        | 8             |
| <b>Total</b>  |  | <b>14</b>    | <b>03</b> | <b>22</b> | <b>28</b>     |
| <b>Semester –III</b>                                      |  |              |           |           |               |
| Course Code   | Course Title   | Credit Hours |           |           |               |
|   |  | L            | T         | P         | Total Credits |
| MED 551   | Curriculum Design and Development                      | 3            | 1         | 0         | 4             |
| MED 552   | Communication Skills                                   | 2            | 0         | 0         | 2             |
| MED 553   | Communication Skills (Practical)                       | 0            | 0         | 2         | 1             |
| MED 554   | Teacher Education                                      | 3            | 1         | 0         | 4             |
| MED 555   | Measurement and Evaluation                             | 3            | 1         | 0         | 4             |
| MED 556   | Mental Health, Yoga and Physical Wellbeing             | 3            | 0         | 0         | 3             |
| MED 557   | Mental Health, Yoga and Physical Wellbeing (Practical) | 0            | 0         | 2         | 1             |
| <b>Elective ( Any one of following)</b>                   |  |              |           |           |               |
| MED 558   | Pedagogy for Elementary Education                      | 3            | 1         | 0         | 4             |
| MED 559   | Pedagogy for Secondary Education                       | 3            | 1         | 0         | 4             |
| <b>Total</b>  |  | <b>17</b>    | <b>04</b> | <b>04</b> | <b>23</b>     |
| <b>Inter-disciplinary Courses(for other Departments)</b>  |  |              |           |           |               |
| MED 513   | Teaching Proficiency                                   | 2            | 0         | 0         | 2             |
| MED 514   | Issues and Concerns in Education                       | 2            | 0         | 0         | 2             |

| <b>Semester –IV</b> |                                     |              |   |   |               |
|---------------------|-------------------------------------|--------------|---|---|---------------|
| Course Code         | Course Title                        | Credit Hours |   |   |               |
|                     |                                     | L            | T | P | Total Credits |
| MED 571             | Teacher Development and Empowerment | 3            | 1 | 0 | 4             |
| MED                 | Educational Administration,         | 3            | 1 | 0 | 4             |

|  |  |           |           |           |            |
|--|--|-----------|-----------|-----------|------------|
| 572  | Management and Leadership                  |           |           |           |            |
| MED<br>573   | Field Internship- II                       | 0         | 0         | 16        | 8          |
| MED<br>600   | Dissertation                               | 0         | 0         | 24        | 12         |
| <b>Elective ( Any one of following)</b>                  |  |           |           |           |            |
| MED<br>574   | Inclusive Education at<br>Elementary level | 3         | 1         | 0         | 4          |
| MED<br>575   | Inclusive Education at<br>Secondary level  | 3         | 1         | 0         | 4          |
| <b>Total</b>   |  | <b>09</b> | <b>03</b> | <b>40</b> | <b>32</b>  |
| <b>Inter-disciplinary Courses(for other Departments)</b> |  |           |           |           |            |
| MED<br>529   | Understanding Education                    | 2         | 0         | 0         | 2          |
| MED<br>530   | Assessment of Learning                     | 2         | 0         | 0         | 2          |
| MED<br>531   | Mental Health Education                    | 2         | 0         | 0         | 2          |
| <b>Grand Total</b>                                       |  | <b>54</b> | <b>13</b> | <b>72</b> | <b>103</b> |

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

**\*\* FC- Foundation Course, CC-Core Course, EC-Elective Course, IDC-Inter-Disciplinary Course, PC-Practical Course**

**L: Lectures, T: Tutorial, P: Practical**

## Semester-I

Course Title: **LEARNER AND LEARNING**

Course Code: **MED 506**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3       |

### Learning Outcomes

The students will be able to

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

### Course Content

#### UNIT I

**12 hours**

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

#### UNIT II

**12 hours**

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

#### UNIT III

**11 hours**

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

## UNIT IV

10 hours

1. Personality: Role of genetic and environmental variables, theories of personality: psychoanalytic, type and trait theory with special reference to Freud, Adler, Roger and Allport and implications for learners.
2. Attitude, Aptitude and Interest: Concept, measurement and their significance for learners.

### Transaction Mode

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

### Suggested Books

- Ambron, S.R. (1981). *Child development*. New York: Holt, Rinehart and Winston.
- Anderson, J.R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.
- Barry & Johnson. (1964). *Classroom group behaviour*, New York: Macmillan.
- Bienter, R.F., & Mifflin. (1978). *Psychology applied to teaching*. Boston: Houghton.
- Bigge, M.C. & Row. (1971). *Learning theories for teachers* (2nd Edition). N.Y.: Harper Collins.
- Bigge, M.L., & Hunt, M.P. (1968). *Psychological foundations of education* (2nd Edition). N.Y.: Harper & Row.
- Bower, G.H., & Hilgard, E.R. (1981). *Theories of learning*. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Dash, M. (1994). *Educational psychology*. New Delhi: Deep & Deep Publications.
- Dash, M. (2009). *Educational psychology*. New Delhi: Deep & Deep publications.
- Dash, M., & Dash, N. (2012). *Fundamentals of educational psychology*. New Delhi: Atlantic publication.
- Dececco, J.P. (1968). *The psychology of learning and instruction*. New Delhi: Prentice Hall of India.
- Engler, B. (1991). *Personality theories an introduction* (3rd Ed). Boston: Houghton Mifflin Company.
- Grammage, P. (1990). *Teacher and pupil: Some socio-psychological principles and applications*. Illinois: Scott. Pressman Little, Brown Higher Education.
- Guilford, J.P. (1967). *Nature of human intelligence*. New York: McGraw Hill.
- Kumar, D., Kaur, N., & Kumar, P. (2015). *Essentials of educational psychology*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Essential of educational psychology*. New Delhi: PHI learning publication.
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE (2009). *National curriculum framework for teacher education*, New Delhi.

- Newell, A., & Simon, H.A. (1972). *Human problem solving*. Englewood Cliffs, NJ: Prentice Hall.
- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to basic research*. (Vol. I). Hillsdale, NJ: Erlbaum.
- Sharma, R. N., & Sharma, R. K. (2006). *Educational psychology*. New Delhi: Atlantic Publication.
- Synder, C.R., & Shane, J. L. (2007). *Positive psychology*. U.K.: Sage Publications.
- Verma, L. N. (2013). *Educational psychology*. New Delhi: Rawat Publication.
- Woolfolk, A. E. (1987). *Educational psychology* (3rd Ed.) Englewood Cliffs. Prentice Hall.

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

**Course Code: MED 507**

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 2 | 1       |

### Learning Outcomes

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

- Develop understanding of different psychological tools and their purpose of application
- Develop skills for the administration and interpretation of psychological tools

### 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/attitude test: Administration, scoring and interpretation of any one scale/test.
5. Interest: Administration, Scoring and Interpretation of anyone of the 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 Evaluation (Total Marks: 50)

- Practical Record :20 Marks
- Conduct of practical: 20 Marks
- Viva Voce: 10 Marks

**Course Title: EDUCATION IN PHILOSOPHICAL AND SOCIOLOGICAL CONTEXT**

**Course Code: MED 508**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Credits</b> |
|----------|----------|----------|----------------|
| 3        | 1        | 0        | 4              |

**Learning Outcomes**

The students will be able to:

- Examine the basic concepts of philosophy and modern philosophies with their educational implications
- Critically analyse the concerns arising from the vision of eastern and western philosophers
- Critically analyse and interpret education from social perspective
- Reflect upon education as a determinant of social change, socialization and education in the context of changing social scenario
- Analyse the issues related to social and the cultural dimensions of education
- Develop social habits and attitudes in the students for becoming socially adjustable individuals

**Course Content**

**UNIT-I**

**16 Hours**

1. Educational Philosophy: Meaning, significance and scope, Concept and Educational implications of Metaphysics, Epistemology and Axiology
2. Indian Schools of Philosophy- Sankhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa and Vedanta with reference to their epistemology, metaphysics & axiology; Shad (Six) Darshan with emphasis on educational objectives, curriculum, methods and role of teachers in present educational scenario.

**UNIT-II**

**14 Hours**

1. Modern Schools of Philosophy: Logical Analysis, Logical Empiricism & Positive Relativism and educational implications of these schools with special reference to objectives, curriculum, methodology and role of teachers.
2. Contributions of Sri Aurobindo, Vivekananda, J. Krishnamurthy, John Dewey and Rousseau to Educational Thinking.

**UNIT-III**

**16 Hours**

1. Educational Sociology: Meaning, nature and Scope.; Difference between educational sociology and sociology of education
2. Reflection of Sociological theories on education: Functionalist, Conflict, Interactionism and Postmodernism.
3. Education and culture: Cultural diffusion, acculturation, cultural lag, cultural conflict with its relevance and implications on present society.
4. Multicultural and a multilingual society: Challenges and role of education to meet these challenges.

**UNIT IV**

**14 Hours**

1. Social stratification and social mobility and its implications on education.



2. Equality in educational opportunity: Critical analysis of the ways in which schooling contribute to social equality, National values enshrined in the Indian Constitution and their educational Implications.
3. Education in the context of modernization, westernization, sanskritization, privatization and globalization

### **Transaction Mode**

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

### **Suggested Books**

- Ainsworth, J. (2013). *Sociology of education- an A to Z guide*. New Delhi: Sage Publications.
- Ballantine, J.H., & Hammack, F. M. (2012). *The sociology of education- a systematic analysis*. Pearson Publications.
- Bhat, M. S. (2013). *Educational sociology*. New Delhi: APH Publishing Corporation.
- Bhattacharya, S. (2006). *Sociological foundations of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Bailey, Richard. & et. al. (2010). *Philosophy of education*. U.S.A.: Sage Publication Ltd.
- Chandra, S. S., & Sharma, R. K. (2012). *Sociology of education*. New Delhi: Atlantic Publishers & Distributer Pvt. 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.
- Jha, J. K. (2002). *Basic principles of developmental sociology*. New Delhi: Anmol Publications Pvt. Ltd.
- Pal, O. B. (2014). *Sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Pathak, R. P. (2013). *Philosophical & sociological perspectives of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Siddiqui, M. H. (2014). *Philosophical & sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2015). *Sociological foundation of education*. New Delhi: APH Publishing Corporation.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
- Ozmon, H. A. (2012). *Philosophical foundations of education*. New Jersey: Pearson Publication
- Pathak, R.P. (2007). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors (P) LTD

- Siddiqui, M.H. (2014). *Philosophical and sociological foundations of education*. New Delhi: A.P.H. Publishing Corporation.
- Singh, Y.K. & Nath, R. (2014). *History of Indian education system*. New Delhi: A.P.H. Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: A.P.H. Publishing Corporation.
- Vashishtha, U.C. & et. al. (2011). *Educational philosophy*. New Delhi: A.P.H. Publishing Corporation
- Taneja, V. R. (2012). *Socio- philosophical approach to education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Venkataiah, S. (2001). *Education culture & society*. New Delhi: Anmol Publications.

#### **Suggested websites**

- [www.educationworld.com](http://www.educationworld.com)
- [www.aera.net](http://www.aera.net)
- [www.apa.org](http://www.apa.org)

**Course Title: RESEARCH IN EDUCATION**

**Course Code: MED 509**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Credits</b> |
|----------|----------|----------|----------------|
| 3        | 1        | 0        | 4              |

#### **Learning outcomes**

The students will be able to:

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

#### **Course Content**

##### **UNIT I**

**16 hours**

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

##### **UNIT II**

**16 hours**

1. Quantitative and qualitative approaches to research: Significance of research in education and challenges, Criteria of good research.
2. Related literature: Purpose, types of sources and organization of related literature, writing and analyzing a review.
3. Hypotheses: Meaning, characteristics, types, formulation and testing, significance levels and errors.

4. Sampling: Sampling frame, sample size, characteristics of a good sample types; probability and non-probability sampling designs and criteria of selection.

### **UNIT III**

**14 hours**

1. Research Methods
  - a. Historical: Steps and applications
  - b. Descriptive: Steps and applications
  - c. Experimental: Steps, designs and applications
  - d. Mixed methods research: Steps and applications

### **UNIT IV**

**14 hours**

1. Tools and techniques for Qualitative and Quantitative data collection: Types, construction, administration, scoring and uses of:
  - a. Questionnaire, schedule, checklist, rating scale, inventory,
  - b. Observation and interview: Types and administration
2. Reliability and validity: Its determination and uses.
3. Research proposal and report
4. Plagiarism: Plagiarism, definition, Search engines, regulations, policies and documents/thesis/manuscripts checking through softwares, Knowing and Avoiding Plagiarism during documents/thesis/manuscripts/scientific writing.

### **Transaction Mode**

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

### **Suggested Books**

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

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

**Suggested websites**

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

**Course Title: SERVICE LEARNING (Field Work)**

**Course Code: MED 510**

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 4 | 2       |

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

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

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

**Evaluation Criteria:** Total- 50 Marks

- Individual presentation on reflection of activities: 15 Marks
- Viva-Voce: 10 Marks
- Submission of project report: 25 Marks

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

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

**Course Code: MED 511**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Credits</b> |
|----------|----------|----------|----------------|
| 3        | 1        | 0        | 4              |

### **Learning Outcomes**

The students will be able to:

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

### **UNIT I**

**16 hours**

1. Concept, nature and importance in the context of teaching through mother tongue, contextualisation, multi-linguism and socio-cultural backgrounds
2. Conceptual analysis of learner and learning, learner centred approach, activity centred approach, freedom and discipline.

### **UNIT II**

**16 hours**

1. Developmental tasks: Influence of home, school and community related factors on child's development
2. Elementary Education after independence: Analysis of Educational system in reference to educational thought of Mahatma Gandhi and Tagore.
3. Early Childhood Care and Education (ECCE): Concept, meaning, importance in Elementary Education and ECCE as referred to in National Policy of Education (NPE) and Plan of Action
4. Right to Education: Constitutional provision for education and Directive Principles related to elementary education and their implications.

### **UNIT III**

**14 hours**

1. Universalization of Elementary Education (UEE): Concept, objectives, meaning and significance of UEE; Critical appraisal of current status of UEE, access enrolment, dropout and retention with reference to the equity principles, gender, caste and other socially disadvantaged groups.

## UNIT IV

14 Hours

1. District Primary Education Programme (DPEP) – Goals and strategies, involvement of local bodies and community in educational planning and management, Village Education Committees; roles and functions.
2. ECCE in Global perspective: United Nations Convention on Rights of the Child
3. Monitoring schemes of elementary Education: Evaluation of schemes like midday meals and various incentive schemes, etc.

### Transaction mode

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

### Suggested Readings

- Aggarwal, J. C. (2012). *Development of education system in India*. New Delhi: Shipra Publications.
- Chalam, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Deshmukh, V. (2012). *Winds of reforms in Indian education*. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd.
- Dwivedi, K. (2014). *Educational thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Jha, & et.al (2008). *Public provisioning for elementary education in India*, New Delhi: Sage Publications.
- Kumar, R., & Kumar, N. (2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Nehru, R., & Rao, N. V. (2014). *Elementary education*, New Delhi: APH Publishing Corporation.
- Srivastava, D. S., & Tomar, M. (2011). *Elementary education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary education*, New Delhi: APH Publishing Corporation.
- Vashishitha, U. C., Khandi, H., & Mathur, A. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

**Course Code: MED 512**

### Learning outcomes

The students will be able to:

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

- UNIT I** **16 hours**
1. Secondary Education: concept, aims of secondary education during the post-independence period: its implications to modern society
  2. Statutory organizations and regulatory agencies involved in secondary education: SCERT, DIET, NCERT their role and functions.

- UNIT II** **14 hours**
1. Structure of secondary education system in India: its merits and limitations
  2. Universalization of Secondary Education: issues of access, enrolment, retention and achievement.

- UNIT III** **16 hours**
1. Secondary Education Boards: ICSE, CBSE and state boards: roles and functions.
  2. Rashtriya Madhyamik Shiksha Abhiyaan (RMSA): issues, concerns and challenges
  3. Government schemes in secondary education: Kishore shaktiyojna, KGBVS and model school scheme.

- UNIT IV** **14 hours**
1. Issues in secondary education: Environmental concerns, gender differences, inclusiveness, value concerns and social sensitivity.
  2. Partnerships in secondary education with school and community, NGOs and Self - help groups, and higher education departments

**Transaction mode**

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

**Suggested books**

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

## INTER-DISCIPLINARY COURSES

**Course Title: TEACHING PROFICIENCY**

**Course Code: MED 513**

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

### Learning outcomes

The students will be able to:

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

### Course Content

#### UNIT I

**7 hours**

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

#### UNIT II

**8 hours**

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

#### UNIT III

**7 hours**

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

#### UNIT IV

**8 hours**

1. Pedagogy: Meaning, types, use of various pedagogies in teaching. Andragogy: meaning, application in higher education.



2. Integrated Approach to Evaluation: Grading System, meaning and types, mechanism of grading system, Problems of grading system, Consistency in grading system, Interpretation of Grades
3. Semester system, Continuous assessment, Portfolio assessment, Question bank

### **Transaction mode**

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

### **Suggested Books**

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

- [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**

The students will be able to:

- Critically analyze the current status of education at all levels (access enrolment, and retention) with reference to the equity principles: differentials across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- Reflect on 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 Secondary Education. Initiatives of Government District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Rastriya Madhyamik Shiksha Abhiyaan (RMSA) - issues of implementation and success of these programmes.

#### **UNIT IV**

**8 hours**

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

3. Policy perspectives in Higher education RUSA its objectives and implementation.

**Suggested Books**

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

**Suggested links**

[https://en.wikipedia.org/wiki/Rashtriya\\_Madhyamik\\_Shiksha\\_Abhiyan](https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan)  
[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Framework\\_Final\\_RMSEA\\_3.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSEA_3.pdf)  
[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Framework\\_Final\\_RMSEA\\_3.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSEA_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>

**SEMESTER -II**

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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

**Course Code: MED 521**

**Learning Outcomes**

The students will be able to:

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

**UNIT -I**

**16 Hours**

1. Progress of Education in Ancient India: Vedic, Jain, Buddhist, Islamic periods.
2. Progress of Education in British Period: Review of British period of Education with reference to Macaulay’s Minutes, Woods Dispatch, and Sargent Commission.

## UNIT –II

14 Hours

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

## UNIT-III

14 Hours

1. Education as investment of Economic change, Foreign Direct Investment and Human Resource Development
2. Economics of Education-Concept & Role of Education as an instrument of Economic Change
3. Human Resource Development- Concept & Role of Education in Human Resource Development

## UNIT IV

16 Hours

1. Education and Politics
  - Impact of Education on Politics of the Country
  - Impact of Politics on Educational System
  - Democratic Education: Objectives, Education for Democracy in the changing Indian Society
2. Liberalization, Privatization and Globalization

### Suggested Books

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

- Husian, A., & Idris, N. (2010). *Dimensions of education*. New Delhi: Gyan Publishing House.
- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi: Atlantic Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Mishra, R. C. (2015). *History of education administration*. New Delhi: APH Publishing Corporation.
- Naik, J. P. (2014). *The education commission and after*. New Delhi: APH Publishing Corporation.
- Ozmon, H. A. (2012). *Philosophical foundations of education*. New Jersey: Pearson Publication
- Pathak, R. P. (2007). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors (P) LTD
- Seetharamu, A. S. (2015). *Philosophies of education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M. H. (2014). *Philosophical and sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2014). *Education philosophy of Mahatma Gandhi*. New Delhi: APH Publishing Corporation.
- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U.C., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation.

**Course Title: EDUCATIONAL TECHNOLOGY AND ICT**

**Course Code: MED 522**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3       |

### **Learning Outcomes**

The students will be able to:

- Understand the nature and scope of ICT and educational technology and about the various forms of technology.
- Understand the systems approach to education and modes of communication.
- Develop the ability for critical appraisal of the audio-visual media.
- Develop basic skills in the production of different types of instructional material.
- Understand the process of using the application software for creating documents, database, presentation and other media applications. - develop awareness about uses of computer technology in teaching learning training and research
- Apply the various skills for sharing of information and ideas through the Blogs and Chatting groups.
- Analyse the research studies available on the web and use of on-line resources.
- Know the recent innovations and future perspectives of education technology.

**UNIT I****12 Hours**

1. Educational technology: concept, nature and scope;
2. Phases of teaching and Levels of learning.
3. Micro-teaching, Composite & Simulated teaching: Concept & applications.

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

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

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

1. Digital Learning: meaning, concept and application in classroom, using technology to connect, collaborate, curate and create.
2. Internet and the World Wide Web: Information, services and functions of Internet and Web. Use of Search engines and Web 2.0 technologies related to communication tools, knowledge organization & sharing, organizers, user generated content, data analysis tools and trading.

**UNIT IV****13 Hours**

1. Synchronous and asynchronous communication on the web: newsgroups and forums. Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content; securing the computer from viruses, worms and other cyber crimes
2. Role of Social Networking sites in Education: Concept, meaning and definition of Social Networking sites and use of Social Networking sites in education
3. Intellectual Property, intellectual property protection (IPP) and intellectual property rights (IPR), WTO (World Trade Organization), WIPO (World Intellectual Property Organization), GATT (General Agreement on Tariff and Trade), TRIPs (Trade Related Intellectual Property Rights), TRIMS (Trade Related Investment Measures) and GATS (General Agreement on Trades in Services), Nuts and Bolts of Patenting, Technology Development/Transfer Commercialization Related Aspects, Ethics and Values in IP.

**Transaction Mode**

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

## Suggested Books

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

## Suggested links

- <http://www.encyclopedia.com/doc/1G2-3401801216.html>
- <http://www.k2bindia.com/educational-benefits-of-social-networking-sites/>
- <http://www.k2bindia.com/educational-benefits-of-social-networking-sites/>
- <http://www.k2bindia.com/educational-benefits-of-social-networking-sites/>
- [http://home.mcafee.com/advicecenter/?id=ad\\_ost\\_htpycavawa&ctst=1](http://home.mcafee.com/advicecenter/?id=ad_ost_htpycavawa&ctst=1)

**Course Title: EDUCATIONAL TECHNOLOGY AND ICT  
(PRACTICAL)**

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 2 | 1       |

**Course Code: MED 523**

## Practical

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

**Evaluation Criteria: Total Marks 50**

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

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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

## Learning Outcomes

The students will be able to:

- Recognize the importance of statistics in the field of education

- Use different statistical techniques to different problems
- Interpret the analyzed data

## Course Content

### UNIT 1 16 hours

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

### UNIT II 14 hours

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

### UNIT III 16 hours

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

### UNIT IV 14 hours

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

### Projects/ 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 books

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- Agarwal, B. L. (2013). *Basic statistics*. New Delhi: New age International (P) Limited Publishers.
- Aiken, L.R., & Marnat, G. G. (2009). *Psychological testing and assessment*. Noida (U.P.): Pearson.
- Anastasi, A., & Urbina, S. (2014). *Psychological testing*. New Delhi: PHI Learning Private Limited.



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

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

**Course Code: MED 525**

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 2 | 1       |

### **Learning Outcomes**

The students will be able to;

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

### **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 6<sup>th</sup> edition format.

### **Evaluation Criteria (Total Marks 50)**

Conduct of Practical- 30 marks

Practical file- 10 marks

### **Suggested Readings**

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R.C., & Biklen, S. K. (2014). *Qualitative research for education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S. S., & Sharma, R. K. (2010). *Research in education*. New Delhi: Atlantic Publications.
- Guthrie, G. B. (2010). *Basic research methods: An entry to social science research*. New Delhi. Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publications.
- Kerlinger, F. N. (1986). *Foundations of behavioural research*. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). *Research methodology*. New Delhi: Sage Publications India Pvt. Ltd.
- Newby, P. (2014). *Research methods for education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of educational research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M. (2013). *Qualitative methods*. U.S.A: Sage Publications, Inc.
- Sharma, J.N. (2011). *Research methodology*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, S.R (2008). *Methods of educational research*. New Delhi: Anmol Publications.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications Pvt. Ltd.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

### **Suggested websites**

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

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

**Course Code: MED 526**

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 2 | 1       |

### **Learning Outcomes**

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

- Understand the meaning, nature and importance of academic writing
- Analyse the relevance of reading and writing in their life
- Develop the skill of writing academically
- Understand the process of writing and publication

### **Course Content**

**30 hours**

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

### **Evaluation Criteria (Total Marks 50)**

Conduct of Practical- 30 marks

Practical file- 10 marks

Viva-voce- 10 marks

### **Suggested books**

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

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

**Suggested websites**

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

**Elective (Any of the following)**

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

**Course Code: MED 527**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

**Learning Outcomes**

The students will be able to:

- Have better understanding of life and the world around
- Have awareness of the importance of making right choice in life, education, vocation, etc.
- Apprise the worth of understanding and assessing the individual correctly
- Acquire knowledge and skills of collecting, compiling and disseminating career information
- Insight into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities

- Analyse development in the process of career development to identify a typical development pattern in a particular socio-cultural context

## **Course Content**

### **UNIT I**

**16 hours**

1. Concept and Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization.
2. Individual and group guidance; advantages of group guidance.
3. Group guidance techniques: class talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

### **UNIT II**

**14 hours**

1. Stages and Types of the counseling process (Directive, Nondirective and Eclectic) Counseling Techniques-person centered and group centered, cognitive interventions, behavioral interventions, and systematic interventions strategies.
2. Skills, qualities and Professional ethics of an effective counselor.

### **UNIT III**

**16 hours**

1. Types of guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, Role of principal and teachers in guidance programs.
2. Integration of guidance and curriculum-need and importance, Role of teachers and other personnel's in the construction of guidance based curriculum.
3. Organization of Guidance Services at Elementary Level. Problems of Organizing Guidance at elementary level.

### **UNIT IV**

**14 hours**

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

### **Transaction Mode**

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

### **Suggested books**

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

### Suggested Websites

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

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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

**Course Code: MED528**

### Learning Outcomes

The students will be able to:

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

### Course Content

#### UNIT-I

**16 hours**

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

## UNIT-II

14 hours

1. Stages and types of the counseling process: Directive, Nondirective and Eclectic.
2. Process of group counseling: uses, areas of counseling: Vocational counselling, family counseling, parental counseling, adolescent counseling, counseling of girls, special group counseling and peer counselling.
3. Skills, qualities and Professional ethics of an effective counsellor.

## UNIT III

16 hours

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

## UNIT IV

14 hours

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

### Transaction Mode

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

### Suggested Books

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

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

### Suggested Websites

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

## Inter-disciplinary Courses (for other departments)

**Course Title: UNDERSTANDING EDUCATION**

**Course Code: MED 529**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2       |

### Learning Outcomes

The students will be able to:

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

### UNIT I

**7 hours**

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

### UNIT II

**8 hours**

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

### UNIT III

**7 hours**

1. Western schools of Philosophy: Realism, Pragmatism and Existentialism. Educational implications of these schools with special reference to basic tenets, aims, objectives, curriculum, methodology, teacher pupil relationship & discipline.



- Contributions of John Dewey, Paulo Freire, Evan Illich and Plato to educational thinking.

#### UNIT IV

**8 hours**

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

#### Transaction mode

Workshops, seminars, assignments and group discussion

#### Suggested Books

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

#### Suggested websites

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

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

**Course Title: ASSESSMENT OF LEARNING**

**Course Code: MED 530**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2       |

#### Learning outcomes

The students will be able to

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

## Course Content

|   |                |
|---|----------------|
| <b>UNIT I</b>   | <b>7 hours</b> |
| 1. Concept of measurement, assessment and evaluation                        |                |
| 2. Assessment of cognitive, affective and psychomotor learning              |                |
| <b>UNIT II</b>  | <b>8 hours</b> |
| 1. Qualitative and quantitative methods of classroom evaluation             |                |
| 2. Formative and summative evaluation                                       |                |
| 3. Self assessment and peer assessment                                      |                |
| 4. Continuous and Comprehensive Evaluation                                  |                |
| <b>UNIT III</b>   | <b>7 hours</b> |
| 1. Purpose of reporting   |                |
| 2. Test items types: essay, short answer and objective                      |                |
| 3. Diagnostic test- its uses  |                |
| <b>UNIT IV</b>  | <b>8 hours</b> |
| 1. Use of test, check list, interview schedule, rating scale                |                |
| 2. Use of Rubrics, Portfolios and reflective diaries                        |                |
| 3. Use of computers in Evaluation   |                |
| 4. Web Resources for Effective evaluation of Teaching & Learning Processes, |                |
| 5. Online Test, E- Assessment, Open book examination                        |                |

## Suggested Readings

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

## Course Title: MENTAL HEALTH EDUCATION

Course Code: MED531

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2       |

### Learning Outcomes

The students will be able to:

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

### Course content

#### UNIT I

**7 hours**

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

#### UNIT II

**7 hours**

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

#### UNIT III

**8 hours**

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

#### UNIT IV

**8 hours**

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

### Transaction Mode

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

## Suggested Books

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: Allyn and Bacon.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B. Company.
- Crow, L. D., Crow, & Aline. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claicut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

## INTER-SEMESTER BREAK

**Course Title: FIELD INTERNSHIP-1**

**Code: MED 532**

| L | T | P  | Credits |
|---|---|----|---------|
| 0 | 0 | 16 | 8       |

### Learning Outcomes

The students will be able to:

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

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

## SEMESTER-III

**Course Title: CURRICULUM DESIGN AND DEVELOPMENT**

**Course Code: MED 551**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

### Learning Outcomes

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

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

### Course Content

#### UNIT I

**14 Hours**

1. Curriculum: meaning, nature, components of curriculum-objectives, content, learning experiences, transaction mode and evaluation.
2. Bases of Curriculum Development-Philosophical, Sociological and Psychological
3. CBCS and its application.

#### UNIT II

**16 Hours**

1. Principles for curriculum development: Activity centred, Community centred, forward looking principle, Principles of integration, Balance, Relevance, flexibility, Contextuality and plurality.
2. Models of Curriculum Development:
  - i. Scientific Technical Models:
    - a) Administrative Model/Deductive Model: Saylor, Alexander, and Lewis
    - b) Inductive Model/ Grassroots Model
    - c) The Tyler Model
  - ii. Non- Scientific/Non-Technical/Humanistic Models:
    - a) The Glathorn's Naturalistic Model,
    - b) Weinstein and Fantini Model,
    - c) Post-positivistic Model

#### UNIT III

**14 Hours**

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

#### UNIT IV

**16 Hours**

1. Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative
2. Curriculum Evaluation Models: Scientific- Positivistic Models; Humanistic-Naturalistic Models

3. Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion.
4. Choice Based Credit System and its application

### Transaction Mode

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

### Suggested Books

- Aggarwal, J. C. (1990). *Curriculum reform in India- World overviews*. Doaba World
- Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
- NCERT (1976). *The curriculum for the ten-year school: A framework*. Reprint
- NCERT (1984). *Curriculum and evaluation*. NCERT, New Delhi.
- NCERT (1988). *National curriculum for elementary and secondary education*.
- NCERT (2000). *National curriculum framework for school education*. NCERT.
- NCERT (2005). *National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Nehru, R. S. S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
- Rao, V. K. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
- Taba Hilda (1962). *Curriculum Development: Theory and practice*. New York,
- Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
- Tanner, D. & Tanner, L. N. (1980). *Curriculum development. Theory into practice*. New Delhi.
- Veer, U. (2014). *Modern teaching and curriculum management*. New Delhi: Anmol publication.
- Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice*. Pearson publication.
- Zais, R. S. (1976). *Curriculum: Principles and foundations*. New York: Harper & Row.

**Course Title: COMMUNICATION SKILLS**

**Course code: MED 552**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2       |

### Learning Outcomes

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

- Understand the meaning, nature and importance of communication

- Analyse the relevance of communication in the day to day life
- Develop different types of communication related skills

## Course content

### UNIT-I

**8 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

**8 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

**7 Hours**

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

### UNIT-IV

**7 Hours**

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

## Suggested Books

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

*professional practice for the post-digital age*. London & NY: Routledge.

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

**Course Title: COMMUNICATION SKILLS (PRACTICAL)**

**Course code: MED 553**

| L | T | P | Credit |
|---|---|---|--------|
| 0 | 0 | 2 | 1      |

**Learning Outcomes**

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

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

**Practical**

**30 hours**

- Mock Exercises for Interview for job/ employment,
- Presentation of technical reports using audio-visual aids,
- Conducting and participating in mock meetings,
- Participation in discussion on any issue,
- Resume writing
- Presenting one's ideas at meetings and conferences
- Interacting orally in academic, professional and social situations

**Evaluation Criteria (Total Marks 50)**

Conduct of Practical- 30 marks

Practical file- 10 marks

Viva-voce- 10 marks

**Course Title: TEACHER EDUCATION**

**Course Code: MED 554**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

**Learning Outcomes**

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

- understand the recommendations of different Committees and Commissions on



## Teacher Education

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

### Course Content

#### UNIT I

**14 hours**

1. Teacher education: concept, nature and scope
2. Aims and objectives of teacher education at different levels: elementary, secondary and tertiary
3. Historical development of teacher education in India
4. Teaching as a profession.

#### Unit II

**16 hours**

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

#### Unit III

**16 hours**

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

#### Unit IV

**14 hours**

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

### Transaction Mode

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

### Suggested Books

- Aggarwal, J. C. (1973). *Landmarks in the history of modern Indian education*. New Delhi.
- Chattopadhyaya, D. P. (1985). *The teacher and society: Report of national*

*commission on teachers*. New Delhi: S. Chand & Co.

- Garg, I. (2014). *Teacher education*: New Delhi: APH Publishing Corporation.
- Kumar, T. P. (2010). *Teacher education*. New Delhi: APH Publishing Corporation.
- MHRD (1986). *National policy on education – 1986 (with Modifications Undertaken)*
- Mohan, M. (2011). *Teacher education*. New Delhi: PHI learning Pvt. Ltd.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mudaliar, A. L. (1953). *Report of the secondary education commission 1952-53*.
- NCERT (2004). *Curriculum framework for teacher education*. New Delhi: Author.
- NCERT (2006a). *National curriculum framework–2005*. New Delhi: NCERT.
- NCERT (2006c). *Teacher education for curriculum renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth survey of research in education Vol - II*. New Delhi: NCERT.
- NCTE (1998a). *Policy perspectives in teacher education: Critique & documentation*.
- NCTE (1998b). *Curriculum framework for quality teacher education*. New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards* NCTE. New Delhi: NCERT.

### **Suggested Websites**

- [www.education.indiana.edu](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: MEASUREMENT AND EVALUATION**

**Course Code: MED 555**

| <b>L</b> | <b>T</b> | <b>P</b> | <b>Credits</b> |
|----------|----------|----------|----------------|
| 3        | 1        | 0        | 4              |

### **Learning Outcomes**

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

- Understand the basic concepts and practices adopted in educational measurement and evaluation.
- Construct and select different tools for educational measurement and Evaluation.
- Establish reliability and validity of assessment tools
- Understand the recent reforms in Assessment and evaluation

## Course Content

### UNIT I 14 hours

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

### UNIT II 16 hours

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

### UNIT III 16 hours

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

### UNIT IV 14 hours

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

## Transaction Mode

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

## Suggested Books

- Aggarwal, J. C. (1997). *Essentials of examination system, evaluation, tests and measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S. R. (2005). *Classroom Assessment: Issues and practices*. Boston: Allyn & Bacon.
- Blooms, B. S. (1956). *Taxonomy of educational objectives*. New York: Longman Green and Company.
- Cooper, D. (2007). *Talk about assessment, strategy and tools to improve learning*. Toronto: Thomson Nelson.
- Earl, L. M. (2006). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press.
- Gronlund, N. E. (2003). *Assessment of student achievement*. Boston: Allyn & Bacon.
- Gupta, S. (2014). *Educational evaluation*. New Delhi. APH Publishing Corporation.

- Hopkins, K. D. (1998). *Educational and psychological measurement and evaluation*. Boston: Allyn and Bacon.
- Kumar, R. (2013). *Education evaluation*. New Delhi. APH Publishing Corporation.
- Kaplan, R. M., & Saccuzzo, D. P. (2000). *Psychological testing, principles, applications & issues*. California: Wordsworth.
- Linn, R. L., & Gronlund, N. E. (2000). *Measurement and assessment in teaching*. London: Merrill Prentice Hall.
- Macmillan, J. H. (1997). *Classroom assessment, principles and practice for effective instruction*. Boston: Allyn and Bacon
- Panigrahi, S. C., & Patel, R. C. (2013). *Continuous and comprehensive evaluation*. New Delhi: APH Publishing Corporation.
- Pham, W. J. (2014). *Classroom assessment- what teachers need to know*. Pearson Publications.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Singh, B. (2004). *Modern educational measurement and evaluation system*. New Delhi: Anmol Publications Pvt. Ltd.

### Suggested websites

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

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

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3       |

**Course Code: MED 556**

### Learning Outcomes

Students would be able to

- Understand the concept of mental health and hygiene
- Understand the process of defense mechanism and associated concepts
- Identify various categories of disturbed behaviour
- Developed awareness of positive health and well-being
- Analyze importance of yoga in sustenance of quality of life

### UNIT I

**14 Hours**

1. Mental Health: Concept, Principles and Objectives; Factors effecting mental health; Adjustment, Maladjustment, Anxiety, Frustration and Conflict; Coping Strategies and Skills for Building Resilience among students and teachers.
2. Psychosexual Development and Ego Defense Mechanisms: Projection, Denial, Distortion, Acting Out, Fantasy, Rationalization, Regression, Repression, Reaction Formation, Isolation, Withdrawal, Sublimation, Humor, Acceptance, Anticipation.
3. Management of disturbed behaviour among students and teachers, Personality Disorders- Narcissism, Borderline-Personality, Histrionic, Obsessive Compulsive,

Anxiety Disorders- Panic & Phobia, Mood Disorders- Stress, Trauma, Depression & Bipolar, Cognition Disorders- Dissociative Disorders, Somatic Symptoms, Delirium and Substance Related Addictive Disorders.

**UNIT II**

**10 Hours**

1. Concept of Health - Positive Health, Fitness and Wellbeing.
2. Causal factors influencing Positive Health, Well-Being and Happiness Disposition of students and teachers.
3. Active lifestyle and Sedentary lifestyle of students and teachers, Ailments associated with lifestyles- Hypertension, Diabetes, Cardio-Vascular Diseases, Obesity, Malnutrition, Spinal Problems.
4. Nutrition: Macronutrients and Micronutrients and their incorporation in diet.

**UNIT III**

**10 Hours**

1. Yoga: Genesis, Concept & Objectives; Forms of Yoga: Kriya Yog, Hath Yog, Gyaan Yog, Bhakti Yog, Karm Yog, Laya Yog., Yoga and Physical Health; Yogic theory of Health.
2. Asthang Yoga and Components: Yam, Niyam, Aasan, Pranayam, Pratyahar, Dharana, Dhyana, Samaadhi.
3. Effect of Yoga on Physical and Mental Health; Yoga in Modern Times: Power Yoga, Hot Yoga, Iyengar Yoga etc.
4. Methods of Teaching Yoga; Qualification and Qualities of a Yoga Teacher.

**UNIT IV**

**11 Hours**

1. Benefits of different Yogic Processes: Pranayam- Naadi Shodhan, Bhramari, Ujjayi; Aasan-Tratak, Surya Namaskar; Kriya- Nyeti, Kapal-Bhati,
2. Yoga for growing children: for Muscular Strengthening, For Toning, For young women
3. Concept and benefits of Meditation for mental health

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

**Course Code: MED 557**

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 2 | 1       |

**Learning Outcomes:**

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

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

**Practical (Any Three)****30 hours**

1. Prayanam : Naadi Shodhan, Bhramari & Ujjayi ; Kriya: Kapal Bhati
2. Aasan: Surya Namaskar, TaadAsan, Vriksh Asan, Vajra Asan, Ardh Matsya Asan, 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

**Evaluation Criteria: Total Marks 50**

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

**ELECTIVE (Any of the following)****Course Title: PEDAGOGY FOR ELEMENTARY EDUCATION****Course Code: MED 558**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

**Learning outcomes**

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

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

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

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

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

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

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

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

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

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

**Transaction mode**

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

**Suggested Books**

- Aggarwal, J. C., & Gupta, S. (2007). *Early childhood care and education (1st Ed.)*. New Delhi: Shipra Publications.
- Baur, G. R., & et.al. (1976). *Helping children learn mathematics: A competency based laboratory approach*. Cummings Publishing Co.
- Chastain, K. (1970). *The development of modern language skills: Theory to practice*. Chicago: Rand Menally & Co.
- Dewey, J. (1944). *Democracy and education*. New York: Simon and Schuster.
- Erickson, H. L. (2002). *Concept based curriculum and instruction*. California: Crown Press, Inc.
- Friere, P. (1999). *Pedagogy of the oppressed*. New, NY: Continuum
- Government of India (1986). *National policy on education*. Department of Education, New Delhi.
- Govt. of India (2005). *National plan of action for children, 2005: Department of women and child development*. New Delhi
- *In-service Teacher Education Package for Primary and Secondary Teachers* (1988), Volume I & II, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT. New Delhi.
- NCERT (2005). *National curriculum framework*. NCERT, New Delhi.
- NCERT (2005). *Position Paper of the national focus group on early childhood education*. NCERT, New Delhi.
- NCTE (2005). *Report on ECCE teacher education: Curriculum framework and syllabus outline*, New Delhi.
- NIPCCD (2002). *Children in difficult circumstances: Summaries of research, resource centre on children*. New Delhi.

- Petty, W. T. (1978). *Curriculum for the modern elementary school*. Chicago: Rand Mentally College Public Co.
- Pugh, G. (1996). *Contemporary issues in early years: Working collaboratively for children (2nd Ed.)* National Children’s Bureau, London.
- Rubin, D. (1980). *Teaching elementary language arts*. New York: Holt Reinhart & Winsten.
- Seefeldt, C. (1990). *Continuing issues in early childhood education*. Columbus, Ohio: Merrill Publishing Company.
- Swaminathan, M., & Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- UNESCO (2007). *Strong foundations: Early childhood care and education*. Paris: UNESCO.
- UNICEF & MHRD (2001). *Early childhood care for survival, growth and development*. New Delhi.
- Victor, & Learner. (1971). *Readiness in science education for the elementary school*. N.Y.: McMillan Co.
- World Bank. (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.

**Course Title: PEDAGOGY FOR SECONDARY EDUCATION**

**Course Code: MED 559**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

### **Learning outcomes**

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

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

### **Course Content**

#### **UNIT I**

**14**

#### **hours**

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

#### **UNIT II**

**16 hours**

1. Teaching for Creativity: Syntectics approach, brain storming and CPS approach
2. Constructivist Learning Approach: 4E approach, 5E approach, 7E approach



3. Methods of teaching: Experiential, problem posing, problem solving, concept mapping, service learning, engaged learning, culturally situated/relevant/responsive pedagogy, ICON design, cooperative and collaborative

### **UNIT III**

**16 hours**

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

### **UNIT-IV**

**14 hours**

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

### **Transaction mode**

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

### **Suggested Books**

- Aggarwal, J. C., & Gupta, S. (2007). *Early childhood care and education (1st Ed.)*. New Delhi: Shipra Publications.
- Chastain, K. (1970). *The development of modern language skills: Theory to practice*. Chicago: Rand Menally & Co.
- Dewey, J. (1944). *Democracy and education*. New York: Simon and Schuster.
- Erickson, H. L. (2002). *Concept based curriculum and instruction*. California: Crown Press, Inc.
- Friere, P. (1999). *Pedagogy of the oppressed*. New NY: Continuum
- Government of India (1986). *National policy on education*. Department of Education, New Delhi.
- Govt. of India (2005). *National plan of action for children, 2005*: Department of Women and Child Development, New Delhi.
- *In-service teacher education package for primary and secondary teachers* (1988), Volume I & II, NCERT, New Delhi.
- Mishra, R. C. (2005). *Early childhood education today*. Prentice Hall Publisher
- *National curriculum for elementary and secondary education* (1998) - A Framework, NCERT, New Delhi.
- NCERT (2005). *National curriculum framework*, NCERT, New Delhi.
- NCERT (2005). *Position Paper of the national focus group on early childhood education*. NCERT, New Delhi.

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

### **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**

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

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

## Course Content

### UNIT I 7 hours

1. Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-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 Books

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.

- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 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

On the completion of the course the students shall 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 Secondary Education. Initiatives of Government District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Rastriya Madhyamik Shiksha Abhiyaan (RMSA) - issues of implementation and success of these programmes

### UNIT IV

8 hours

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

## Transaction Mode

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

## Suggested Books

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

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

## SEMESTER-IV

**Course Title: TEACHER DEVELOPMENT AND EMPOWERMENT**

**Course Code: MED 571**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

### Learning Outcomes

- On the completion of the course the students shall be able to;
- Understand the difference between pre-service and in-service teacher education.
  - Analyze the functions of Institutions and Agencies of Teacher Education
  - Evaluate the Pre-service and In-service teacher education program at different stages
  - Reflect on the problems and research trends in teacher education.

### Course Content

#### UNIT I

**16 hours**

1. Pre-service Teacher Education: Need and significance, Aims and objectives at different levels: elementary & secondary stage.
2. Pre-service teacher education through distance mode, Innovations and experiments: zero-lecture program, four-year integrated B.El.Ed. program, four year integrated B.A. B.Ed./B.Sc. B.Ed. program, two year B.Ed. program.
3. In-service Teacher Education: Need and significance, Aims and objectives at different levels: elementary & secondary stage, in-service training programs

#### UNIT II

**16 hours**

Issues of teacher education:

1. Privatization of teacher education
2. Reflections on Policies and Regulations
3. Curriculum of teacher education

#### 4. Quality assurance and accreditation process

### UNIT III

14 hours

1. Internship Program: meaning, purpose, challenges and its process of evaluation
2. Models of Teacher Education: The applied science model, the craft model and the reflective model

### UNIT IV

14 hours

1. Teacher Empowerment-Meaning and importance
2. 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
4. Antecedents and consequences of teacher empowerment

### Transaction Mode

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

### Suggested Books

- 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/uhwpepl/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**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

### Learning Outcomes

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

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

### Course Content

#### Unit I

**14 Hours**

1. Educational administration, management and leadership: meaning, nature, scope, functions and difference.
2. Purpose of educational administration, management and leadership at different levels of education.



3. Total quality management (TQM), SWOT analysis.

## **Unit II**

**16 Hours**

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

## **Unit III**

**16 Hours**

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

## **Unit IV**

**14 Hours**

1. Leadership: Concept, qualities and development of leadership; academic leadership: qualities of effective leadership
2. Leadership Roles: Challenges and perspectives; leadership for learning community; developing insights: values and vision in educational leadership; Leading and managing educational change and improvement
3. Leadership Styles: Transformational, transactional and instructional

## **Transaction Mode**

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

## **Suggested Books**

- Bottery, M. (ed.) (1992). *Education, policy & ethics*. London: Continuum.
- Bush, T., & Les, B. (2002). *The principles & practice of educational management*. London: Paul Chapman Publishing.
- Bush, T. (2010). *Theories of educational leadership and management (4th ed.)*. New Delhi: Sage Publications, Davies, Brent and Burnham.
- J. W. (2003). *Handbook of educational leadership and management*. New Delhi: Pearson Education.

- Mohanty, J. (2007). *Educational administration, supervision and school management*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Mukhopadhyay, M. (2005). *Total quality management in education*. New Delhi: Sage Publications.
- Naik, J. P. (1965). *Educational planning in India*. New Delhi: Allied.
- Naik, J. P. (1982). *The educational Commission & after*. New Delhi: Allied.
- Sharma, S. L. (2009). *Educational management: A unified approach of education*. New Delhi: Global India Publications Pvt. Ltd.

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

| L | T | P  | Credits |
|---|---|----|---------|
| 0 | 0 | 16 | 8       |

### Learning Outcomes

The students will be able to:

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

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

**Course Title: Dissertation**  
**Course Code: MED600**

| L | T | P  | Credits |
|---|---|----|---------|
| 0 | 0 | 24 | 12      |

### Learning Outcome

The course will enable the students to:

1. conduct research independently on educational problems.
2. develop analytical and logical thinking in the process of conducting research.
3. understand the implications of educational research in generating new knowledge

**Evaluation:** as per university guidelines

### Elective (Any of the following)

**Course Title: INCLUSIVE EDUCATION AT ELEMENTARY LEVEL**  
**Course Code: MED574**

| L | T | P | Credit |
|---|---|---|--------|
| 3 | 1 | 0 | 4      |

### Learning outcomes

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

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

## **Course Content**

### **UNIT I**

**14 Hours**

1. Inclusive Education: Definition, concept and importance. Historical development of inclusive education in India. Difference between special education, integrated education and inclusive education at elementary level.
2. Advantages of inclusive education in education for all children. Status of enrolment at elementary level with reference to social group equity.

### **UNIT II**

**14 Hours**

1. Difference in access to education in habitations, class, caste, tribe and other disadvantaged groups. Achievement of socially disadvantaged children in elementary education. Dropout and retention aspect.
2. Inclusive educational strategies and their implications for universalization of elementary education. Concept of Common School system at elementary level.

### **UNIT III**

**16 Hours**

- 1 Children with Diverse Needs : Definition and characteristics of children - With sensory difficulties; hearing, visual and physically challenged; Children with intellectual, gifted, talented and mentally challenged children, developmental disabilities (autism, cerebral palsy, learning disabilities).
- 2 Social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems. Environmental/ecological difficulties and children belonging to other marginal groups. Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.
- 3 Meaning of socially disadvantaged children: socially disadvantaged sections in India- the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
- 4 Multicultural education, teaching in rural, gender and class context at elementary level.

### **UNIT IV**

**16 Hours**

- 1 Roles, responsibilities and professional ethics of an inclusive education teacher with reference to elementary level of education.
- 2 Organization and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum, teacher attitude, expectations etc.

- 3 Building inclusive learning, friendly classrooms and overcoming barriers for inclusion.
- 4 Researches in Inclusive education at elementary level.

### Transaction Mode

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

### Suggested Books

- Ahuja, A., & Jangira, N. K. (2002). *Effective teacher training; cooperative learning based approach*. New Delhi: National Publishing house.
- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Jangira, N. K., & Mani, M. N. G. (1990). *Integrated education for visually handicapped*. Gurgaon: Old Subjimandi, Academic Press.
- Jha, M. (2002). *Inclusive education for all: Schools without walls*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Sharma, P. L. (2003). *Planning inclusive education in small schools*, R.I. E. Mysore.
- Sharma, P. L. (1990). *Teachers handbook on IED-Helping children with special needs*. N. C. E R T Publication.

**Course title: INCLUSIVE EDUCATION AT SECONDARY LEVEL**

**Course Code: MED575**

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 1 | 0 | 4       |

### Learning Outcomes

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

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

## Course Content

### UNIT I

**14 Hours**

1. Inclusive Education: concept and importance. Historical development of inclusive education in India. Difference between special education, integrated education and inclusive education at secondary level
2. Advantages of inclusive education in education for all children, Status of enrolment at secondary level with reference to social group equity

### UNIT II

**14 Hours**

1. Difference in access to education in habitations, class, caste, tribe and other disadvantaged groups, achievement of socially disadvantaged children in secondary education, dropout and retention aspect
2. Inclusive educational strategies and their implications for universalization of secondary education

### UNIT III

**16 Hours**

1. Children with Diverse Needs, Definition and characteristics of children: - With sensory difficulties; hearing, visual and physically challenged; Children with intellectual, gifted, talented and mentally challenged children, developmental disabilities (autism, cerebral palsy, learning disabilities).
2. Social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems. Environmental/ecological difficulties and children belonging to other marginal groups. Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.
3. Role of different national and international agencies (institutions and universities) in promoting inclusive education
4. Creating and sustaining inclusive practices; Role of teachers, parents and other community members for supporting inclusion of children with diverse needs at secondary level

### UNIT IV

**16 Hours**

1. Concept and importance of human and material resources; types of services, approaches, strategies, personnel involved and their specific roles and responsibilities.
2. Creating conducive environment in inclusive schools: material resources in the form of infrastructural facilities and human resources, changing the attitude of the people, exploring and utilizing the services and resources available in the community.
3. Roles and Responsibilities of teacher in inclusionary practices at secondary level, Managerial skills for mobilizing the appropriate resources.

## Transaction Mode

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

## Suggested Books

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

## INTER-DISCIPLINARY COURSES

**Course Title: UNDERSTANDING EDUCATION**

**Course Code: MED 529**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2       |

## Learning Outcomes

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

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

## UNIT I

**7 hours**

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

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

1. Indian schools of Philosophy: Sankhya, Vedanta, Buddhism and Jainism. Education Implications of these schools with special reference to the concept of Knowledge, reality & values, methodology, pupil- teacher relationship, discipline, basic tenets, aims, objectives and curriculum.
2. Contributions of Radhakrishnan, Giju Bhai, 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, Through SOLE, Collaborative learning, Cooperative learning and Role play

**Suggested Books**

- 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/>

**Course Title: ASSESSMENT OF LEARNING**

**Course Code: MED 530**

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2       |

### Learning outcomes

The students will be able to

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

### Course Content

|   |                |
|---|----------------|
| <b>UNIT I</b>   | <b>7 hours</b> |
| 1. Concept of measurement, assessment and evaluation                        |                |
| 2. Assessment of cognitive, affective and psychomotor learning              |                |
| <b>UNIT II</b>  | <b>8 hours</b> |
| 1. Qualitative and quantitative methods of classroom evaluation             |                |
| 2. Formative and summative evaluation                                       |                |
| 3. Self assessment and peer assessment                                      |                |
| 4. Continuous and Comprehensive Evaluation                                  |                |
| <b>UNIT III</b>   | <b>7 hours</b> |
| 1. Purpose of reporting   |                |
| 2. Test items types: essay, short answer and objective                      |                |
| 3. Diagnostic test- its uses  |                |
| <b>UNIT IV</b>  | <b>8 hours</b> |
| 1. Use of test, check list, interview schedule, rating scale                |                |
| 2. Use of Rubrics, Portfolios and reflective diaries                        |                |
| 3. Use of computers in Evaluation   |                |
| 4. Web Resources for Effective evaluation of Teaching & Learning Processes, |                |
| 5. Online Test, E- Assessment, Open book examination                        |                |

### Suggested Readings



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

**Course Title: MENTAL HEALTH EDUCATION**

**Course Code: MED531**

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

**Learning Outcomes**

The students will be able to:

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

**Course content**

**UNIT I**

**7 hours**

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

**UNIT II**

**7 hours**

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

**UNIT III**

**8 hours**

1. Personality Disorders: Narcissism, Borderline-Personality, Histrionic, Obsessive Compulsive.
2. Anxiety Disorders: Panic & Phobia.
3. Mood Disorders: Stress, Trauma, Depression & Bipolar.
4. Substance Related Addictive Disorders.

5. Nature and causes of behavioral problems among underachieving students. School discipline problems, bullying, drug abuse, truancy, and dropout.

## UNIT IV

8 hours

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

### Transaction Mode

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

### Suggested Books

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: Allyn and Bacon.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B. Company.
- Crow, L. D., Crow, & Alinec. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claicut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.

