LINGAYA'S UNIVERSITY

choose to know

SCHEME & SYLLABUS

ACADEMIC SESSION 2017-18

SCHEME FOR MASTER OF EDUCATION

M. ED			Semester			I
SN	**Course Code**	**Course Name**	**Periods**			**Credits**
			L	**T**	**P**	
1	MED-101	Historical & Political Perspectives of Education	4	0	0	4
2	MED-102	Educational Psychology	4	0	0	4
3	MED-103	Research Methodology in Education	4	0	0	4
4	MED-104	Educational Study	4	0	0	4
PRACTICAL						
1	MED-192	Communication& Expository writing	0	0	4	2
2	MED-193	Self-Development	0	0	4	2
		Total	16	0	8	20

M. ED			Semester			II
SN	**Course Code**	**Course Name**	**Periods**			**Credits**
			L	**T**	**P**	

1	MED-105	Philosophical foundations of Education	4	0	0	4
2	MED-106	Sociology of Education	4	0	0	4
3	MED-107	Curriculum Study of Education	4	0	0	4
4	MED-108	Teacher Education	4	0	0	4
PRACTICAL						
1	MED-194	Dissertation	0	0	4	2
2	MED-195	Internship In TEI	0	0	4	2
		Total	16	0	8	20

SCHEME FOR MASTER OF EDUCATION

M. ED			Semester			III
SN	**Course Code**	**Course Name**	**Periods**			**Credits**
			L	T	P	
1	MED-209	Advance Research Methodology	4	0	0	4
2	MED-210	In Service Teacher Education in India	4	0	0	4
3		Specialization Courses-I(Any One of the following	4	0	0	4
4	MED-211	Elementary Education In India: Administration & Management	4	0	0	4
5	MED-212	Planning & Management at Secondary Level	4	0	0	4
6		Specialization Courses-II(Any One of the following	4	0	0	4
7	MED-213	Issue and Curricular Concerns at Elementary level	4	0	0	4
8	MED-214	Issues and Curricular Concerns at Secondary Level	4	0	0	4
PRACTICAL						
1	MED-296	Internship In School	0	0	4	2
2	MED-297	Dissertation (Progress Report)	0	0	4	2
3	MED-298	Academic writing	0	0	4	2

		Total	32	0	12	38

SCHEME FOR MASTER OF EDUCATION

M. ED			Semester			IV
SN	Course Code	Course Name	Periods			Credits
			L	T	P	
1	MED-216	Advance Curriculum Theory	4	0	0	4
2		Specialization Courses-III(Any One of the following	0	0	0	0
3	MED-217	Policy, Planning and Financing of Education	4	0	0	4
4	MED-218	Educational Technology	4	0	0	4
5	MED-219	Issues, Planning and Policies of Elementary Education	4	0	0	4
6		Specialization Courses-IV(Any One of the following	0	0	0	0
7	MED-220	Peace Education	4	0	0	4
8	MED-221	Educational, Vocational Guidance	4	0	0	4
9	MED-222	Inclusive Education	4	0	0	4

10	MED-223	Environmental Education	4	0	0	4
PRACTICAL						
1	MED-299	Dissertation	0	0	8	4
		Total	32	0	8	36

SYLLABUS FOR MASTER OF EDUCATION

Course Title: Educational Psychology

Course Code:MED-102

Credits: 3

Objectives: The students will be able to

▢▢Understand the relevance of psychological perspective of education.

▢▢Get acquainted with the process of assessment of personality.

▢▢Understand the dynamics of intelligence and learning.

Unit I: Psychological perspective of education

-Nature, meaning and scope of educational psychology, methods of psychology,experimental, clinical and differential.

-Human Development: Concept, principles, sequential stages of developmentwith special reference to Adolescence, factors influencing development and theirrelative roles, general characteristics.

-Problems of Indian Adolescent including Delinquency: theories and remedialsteps.

Unit II: Relevance of Psychological Principles to Pedagogical Interventions

-Concept and nature of personality.

-Role of heredity and environment in the development of Personality.

-Theories of personality with special references to developmental and factoranalyticalapproaches.

-Assessment of Personality: subjective, objective, and projective methods.

-Personality Inventories.

-Psychology of Adjustment: integrative and disintegrative adjustment; causes ofdisintegration and their control.

Unit III: Psychology of Learning and Intelligence

- Learner and Learning:

(a) Nature, meaning and scope

(b) Approaches to learning: Behaviouristic, Cognitive, Humanistic andNeuropsychological.

(c) Constructivism and Learning, learning styles and their relevance to learning.

(d) Role and Function of Educational Technology for effective learning.

Unit IV:

-Salient features of Pavlov's, Skinner's, Gestalt and Hebb's theories of learning.

-Detailed study of:

(a) The Social Cognitive Theory with special reference to Bandura, Dollard and Miller.

(b) The Information Processing Theory with special reference to Norman,Ausubel and Bruner.

(c) Piaget's Genetic Epistemological Approach to Cognitive Development.

(d) Gardner's Multiple Intelligence Theory.

-The role of environment-related factors in the development of intelligence.

-Measurement of Intelligence.

-Implications of Intelligence Testing.

-Ethical issues in psychological testing.

References:

• Ausubel. & Robinson F.G. (1969).School learning-An Introduction toEducational Psychology, New York, Holt, Rinehart & Winston Inc.

• Bany and Johnson (1964). Classroom Group Behavior, New York, theMacMillan Co.

• Bernard, H.W. (1972). Psychology of learning & Teaching, New York,McGraw-Hill Company Third Edition.

• Bigge, M.L. Hunt M.P. (1962). Psychological Foundations of Education, New York, Harper & Brothers, Publish.

• Deese, James &Holse (1967). The Psychology of learning New York,McGraw – Hill Book

• Fontane, David (1981). Psychology for Teachers, London, McMillan PressLtd.

• Gage and Berlinger. (1984). Educational Psychology, Boston, HoughtonMiffinb Co.

• Hayes, J.R. (1978). Cognitive Psychology: Thinking and creating. Homewood,Illinis: The Dorsey Press.

• Henson K.T. & Eller B.F. (1999). Educational Psychology for EffectiveTeaching.Wadsworth, Publishing Co. Belmont (U.S.A.).

• Lahey B.B. (1998). Psychology: An Introduction. Tata McGraw-Hill PublishingCo.Ltd. New Delhi.

• Olson,M.H. &Hergenhann (2013).Theories of Learning.NewDelhi:PHI Learning Pvt.Ltd.

• Pringle, M.K. Verma V.P. (1974). Advances in Educational Psychology,LONDON,Press Ltd. University of Lon.

• Salvin R.E. (1997). Educational Psychology (Theory & Practice): London,Allan & Bacon.

•Santrock John W. (2001). Educational Psychology, McGraw Hill (InternationalEdition) Boston.

• Travers Robert M.W. (1973). Educational Psychology, New York, theMcMillan Co.

• Wads Worth B.J. (1989). Piaget's Theory of Cognitive and AffectiveDevelopment, New York, Longman Incorporated Fourth Edition.

****

Course Title: Educational Psychology

Course Code: MED-102   **Credit: 1**

Practicum (any one of the following):

• Administration & interpretation of an individual (performance) & group test ofintelligence.

• Administration and interpretation of a personality or adjustment inventory andan anxiety scale.

****

Course Title: Historical and Political Perspectives of Education

Course Code: MED-101   **Credits: 3**

Objectives: The students will be able to:

• Understand the pre-independence and post-independence development ofeducation in India.

• Understand the factors from historical perspective that contributed to presenteducation system.

• Explain the important features of various reports, commissions and policies ofeducation during pre and post-independence development of Education - in India.

• Understand that development of Education is influenced by political forces of thetime.

•Acquire knowledge of characteristics features of ancient, medieval and Britishsystem of education in India and of their strengths and limitations.

Unit I: Historical perspectives of education in India till 1854

-A brief study of the main characteristics of the Vedic, Brahmanic, Buddhist and Islamic systems of education with reference to their aims, features, curricula, methods, practices and agencies of education.

-Education under the East India Company up to 1854, with special reference to the motives of the Company.

-Development of Education from 1813 (Charter Act), 1835 Lord Macaulay's minutes and 1854 Woods Despatch, 1882 Hunter Commission to the end of the19th Century, with reference to important landmarks in education, bringing out the political designs of the British rulers; and the impact of education on political, social, economic and the cultural life of the people and vice-versa.

Unit II: Indian Education in 20th Century

The growth of Education from 1901 to 1947, with reference to important land marks(educational policies, Saddler Commission, Sargent Plan-their features, implications and impact on political, social and economic life) highlighting the British designs and bringing out the inter-relationship between education and political, social and economic life of the people.

-The growth of Education from 1947 onwards, with special reference to their ports of the University Education Commission, the Secondary Education Commission, the Education Commission: 1964-66, and the National Policy on Education 1986 and its review Committees.

-A critical study of the problems related to the following:

i. Vocational Education

ii. Adult Education

iii. Professional Education

iv. Women Education

v. Education for Marginalized

Unit III: Political Perspectives of Education:

- Colonial concept of Education & its implications for Current Educational Studies.

- State and Education.

- Provision of Equal Opportunity of Education to woman, Scheduled Castes, Scheduled Tribes & other disadvantaged sections including disabled children.

- Recent political developments and its impact on Indian Education System.

- International agencies such as UNESCO, World Bank, funding bodies etc. and their role in education.

Unit IV: Constitutional provisions regarding education

- The Preamble to the Indian Constitution with its implications for education**.**

- Implications of Justice, Liberty & Equality in Education.

- Directive Principles of State Policies & Education (Part IV of Indian Constitution).

- Fundamental Rights with special emphasis on Right to Education, Article 21A along with impediments in the path of implementation of RTE.

References:

• Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.

• Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.

• Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.

• Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.

• Indian Year Book on Education (Elementary Education). (1964) New Delhi:NCERT.

• Report of the Secondary Education Commission (1952-53) Ministry of Educationand Social Welfare. New Delhi: Government of India.

• Report of the University Education Commission (1948-49) Ministry of EducationGovernment of India.

• Banerjee, J.P. (1979) Education in India: Past, Present, Future. Calcutta: Guptaand Co (Pvt.) Ltd.

• Basu, A.N. (1947) Education in Modern India. Calcutta: Orient Book Co.

•Shrivastava, B.D. (1963) the Development of Modern Indian Education. Calcutta:Orient Longmans.

•Desai, D.M.(1957) A Critical Study of Primary Education in India. Baroda: The M.S.University.

• Dongerkery S.R. (1955) Thoughts in University Education. Bombay: Popular BookDepot.

• Kabir, H. (1959) Education in New India. London: Allen &Unwin Ltd.

• Keay, F.F. (1973) A History of Education in India and Pakistan. Calcutta:OxfordUniversity Press.

• Mukherjee, L. (1975) Comparative Education. Bombay: Allied Publishers.

• Mukherjee, S.N. (1964) Education in India, Today and Tomorrow. Baroda:AcharyaBookDepot.

• Mukherjee, S.N. (1966) History of Education in India (Modern Period) Baroda:Acharya Book Depot.

• Naik, J.P. (1965) Educational Planning in India. Bombay:Allied Publishers.

• Naik, J.P. (1965) Elementary Education in India (The Unfinished Business)Bombay: Asia Publishing House.

• Nurullah, S. and Naik, J.P. (1975) A Student's History of Education in India (1800-

1961) Revised Fourth Edition. Bombay:MacMillan and Co. Ltd.

• Panikkar, K.M. (1963) the Foundations of New India. London: Allen and Unwin.

• Saiyuddin, K.G. (1962) Problems of Educational Reconstruction. Bombay:AsiaPublishing House.

• Sharma,S. (2005) History and Development of Higher Education in free India.Jaipur; ABD Publishers.

• Shrimali, K.L. (1961) Problems of Education in India. New Delhi: PublicationsDivision Govt. of India.

• Shrimali, K.L. (1965) Education in Changing India. Bombay:Asia Publishing House.

• Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.

▪▪

Course Title: Historical and Political Perspectives of Education

Course Code: MED-101   **Credit:1**

Practicum (any one of the following):

• Review of related literature to justify the role of Historical/Political foundations ofeducation in shaping of education.

• Writing an analytical paper on one topic to perform one activity on the topics/activities decided by the concerned teacher. The student teacher will present theirport in class.

• Writing an assignment on educational development in ancient India after classroomdiscussion.

• Research on two or three educational policies/ approaches/practices used in othercountries but not in India with special focus on the problems in their implementation.

Course Title: Educational Studies

Course Code: MED-104   **Credits: 3**

Objectives:*The students will be able to:*

• understand the meaning, functions and aims of education

• Comprehend the nature of education studies and map the fields in presentscenario.

• Introduce certain selected seminal educational texts representing thefoundational perspectives.

• Get oriented to the institutions, systems and structures of education and flagthe contemporary concerns of education policy and practice.

• Analyse educational issues systematically and logically.

Evaluate education policy vis-a-vis causes in education and find scope toaccommodate new principles, knowledge and values.

Unit I: Meaning of Education

- Derivation of the term education- Indian & Western views.

- Meaning of Education- as a process and product.

- Education as a continuous reconstruction of experiences

- Education as acquisition of knowledge & skills.

-Education as a disciplinary, inter disciplinary and multi-disciplinary field.

Unit II: Aims of Education

-Conservative and creative functions of education, education as methodicalsocialization, education as a means of socialization, education as a means of socialchange.

- Aim of Education- social & individual aims of education.

- Moral & Character building as aims of education.

- Views of some eminent educators such as Mahatma Gandhi, Vivekananda,Aurbindo, John Dewey, Paulo Freire etc. on moral & Character Building.

- Aims of Education as recommended by Indian education commission (1964-66),NPE (1986),& NCF (2005).

Unit III: Factors influencing aims of Education

- Factors determining aims of Education- religion &*dharma understanding theconcept and relevance of the purusharthas: (i) Dharma, (ii) Artha, (iii) Kama& (iv) Moksha*

-Islamic/Christian concept of education.

- Factors influencing aims of education.

- Influence of schools of philosophies on aims of education.

- Influence of Pragmatism on aims of education.

Unit IV: Functions of Education

- Functions of Education towards (i) The individual, (ii) Society (iii) Nation(iv) & Global.

-Achieving Social & National Integration- social & National services, internationalunderstanding.

-Development of appropriate language policies, ascertaining the process ofmodernization.

-cultivating social, moral & spiritual values.

References:

• Mookerji, R.K. (1969) Ancient Indian Education. New Delhi: MotilalBanarsidas.

• Hughes, J.M. (1962) Education in America. New York: Harper and RowPublishers.

• Ulich, R. (1971) three thousand years educational wisdom. United States ofAmerica: Harvard University.

• Sharma, R.S. (2006) Comprehensive history of Modern Education. New Delhi:

• Cybertech Publications.

• Singh, V. (2005) Development of Education in India. New Delhi: AkanshaPublication House.

• Vaidya, (2005) Educational Reforms. New Delhi: Deep and DeepPublications.

• Nigam, B.K. (1993) History and Problems of Indian Education. New Delhi:Kanishka Publications.

****

Course Title: Educational Studies

Course Code: MED-104

Credit:1

Practicum (any one of the following):

• To compile articles from newspapers, magazines, and the internet on educationalissues. Prepare a report with suggestion for solutions.

• Comparative study of educational contribution of Indian and western educationists

****

Course Title: Research Methodology in Education

Course Code: MED-103

Credits: 3

Objectives: The students will be able to

☐☐Get familiarized with the basic terms of research methodology.

☐☐Develop understanding of concept of research in general and educational research in particular.

☐☐Develop understanding of distinctive features of qualitative and quantitative research paradigms.

☐☐Acquaint the students with respect to different techniques of research.

Enable students to understand the dynamics of different research methods

Understand the application of statistical techniques in Educational Research.

Unit I: Elements of Research

Nature of research: fundamental, applied and action.

-Educational Research; Meaning, Nature, Types, Scope and limitations.

-Scientific Inquiry: concept and assumptions and their role, scope and limitations, the scientific method

-Positivist and Non-positivist paradigms, Qualitative Vs Quantitative

-Major orientations in educational research: Philosophical, Historical, Sociological and Psychological.

-Types of Educational Research: Descriptive, Evaluative, Historical, Philosophical, Developmental, Co relational research, Ethnographic Research, Experimental research, Ex-Post Facto Research, Action research etc.

Unit II: Research Methods

-Sampling and Research Tool, Survey, Case Study, Experimental method etc.

-Use of technology in conducting research.

-Skills required for conducting research.

-Sources of research data: primary and secondary sources (interdisciplinary approach).

-Sampling techniques: concept, random sampling, random tables, purposive sampling, stratified random sampling, need, probability and non-probability samples, sampling errors and their control.

-Population and sample: concept and need, probability and non-probability sampling, sampling error.

-Tools and techniques of data collection: observation, interview, questionnaire, rating scale, inventory, check list, content analysis. Reliability and validity of tools.

-Case study method: advantages and limitations.

-Anecdotal method/research.

-Participatory research.

Unit III: Research Process

-Formulating research proposal: identification of a research problem

-Review of related research, research questions, objectives and literature

-Formulation of hypotheses

-Research design and procedure

-Data analysis techniques

-Time scheduling

-Cauterization, Writing, Evaluating and Reviewing research reports and papers.

Unit IV: Analysis and interpretation (elementary statistical methods) of data

-Tabulation and graphical representation of data; Measures of Central Tendency and

Variability; Percentiles and Percentile Ranks.

-Normal probability curve- its important properties and simple applications.

Correlation and regression: product moments and rank difference co-efficient of correlation, regression equations.

-Inferential statistics: sampling distributions, hypotheses testing.

-Significance of sample statics: mean and coefficient of co- relation.

-Frequency comparison: chi-square test, t test, F test and ANOVA (one way analysis only).

-Analysis and interpretation of data, computer application (use of computer in statistical analysis).

References:

• Best, John W. & James Kahn Research in Education (1986) 5th Edition New York,Prentice Hall,

• Borg, Walter R. (1981) Applying Educational Research: A practical guide forteachers, New York Longman.

• Borg, Walter R. &Meridith, D. Gall (1979) Educational Research An introduction,New York, Longman

• Engelhart, Max D. (1972) Methods of Educational Research. Chicago, Rand McNally&Co.

• Fox, David J. (1969) the Research Process in Education. New York, Holt, Rinchart& Winston Inc.

• Guilford J.P. Fundamental Statistics in Psychology and Education, McGraw Hill,New York.

• Garrett H.E. (1967) Statistics in Psychology of Education. VakilsPeffer andSimonsPrivate Ltd. Bombay.

• Good, Carter V. (1959) Introduction to Educational Research New York, AppletonCentury Crofts, Inc.

• Johnson Burke, Larry Christensen (2012): Qualitative and quantitative research-amixedapproach.New York: Sage publications.

• Koul, Lokesh (1984) Methodology of Educational Research, New Delhi, VikasPublishers

• Mouly, George J. (1970) the Science of Educational Research 2nd Edition, New York, Van Nostrand Reinhold Company,

• Sheffer, Sheldon Eds. (1983) Educational Research Environments in theDeveloping Countries. Ottawa, International Development Research Centre.

• Sukhia, S.P., P.V.Mehrotra& R.N. Mehrotra (1974) Elements of EducationalResearch, 3rd Revised Edition, New Delhi, Allied Publishers Pvt. Ltd.

• Travers, Robert M.W. (1958) an Introduction to Educational Research New York,Macmillan &Co.

• Turney, B.L. & George Robb (1971) Research in Education, Replinois, Dryde

****

Course Title: ResearchMethodology in Education

Course Code: MED-103   Credit: 1

Practicum (Any one of the following):

• Reviewing a research paper, an M.Ed./M.Phil. Dissertation and a chapter froma research textbook.

• Formulating a research proposal as part of the course requirements.

• Selecting and/ or developing a need-based research tool or schedule for atechnique.

• Writing and presenting assignments and papers and participation indiscussion.

****

Course Title: Communication and Expository Writing

Course Code: MED-192   Credit: 2

Objectives: The students will be able to:

• Listen, converse, speak, present and explain ideas in groups and beforean audience.

• Use ICT in effective communication.

• Understand about writing skills and enhance their expository writing skills.

• Implement their knowledge of communication in classroom discussion andin daily life.

• Use virtual spaces for e-learning/blended learning.

Communication skills: Meaning, concept and components of effectivecommunication.

• Strategies of effective communication.

• Role and usage of ICT in effective communication.

• Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)

Expository writing: Meaning, concept, Types and indicators for effective expositorywriting. Listening skills: meaning, concept and importance of listening skills.Academic listening-(lecturing) listening to talk and presentation. Asking for andgiving information, giving instruction, listening and observing tone/mood and attitudeat the other end, handling the situations especially trouble shooting, teleconferencing,tele- interviews handling.

Practicum (any one of the following):

• Workshop on establishing Language lab.

• Workshop on Development of Expository Writing skills.

• Workshop on Communication skills.

Note: - Mode of transaction of this course will be workshop.

References:

• www.ugc.ac.in

• www.ncte-india.org

• www.ngu.ac.in

• www.education.nic.in

• www.scribid.com

• HNGU Handbook-I

• HNGU Handbook-II

****

*

Course Title: Self-Development

Course Code: MED-193   **Credits: 2**

Objectives: The students will be able to:

• Understand what they are and what they want to be?

• Take responsibility for self- development, self-exploration and self-evolution.

• know oneself and through that knowing surroundings(including human andother living

• Beings.

• Recognize one's relation with every individual unit in existence and fulfillingthe expectations and needs.

• Know human conduct, human character and to live accordingly.

• Develop skills essential for self-appraisal.

• Appreciate relations, co-existence and harmony.

Course Content:-

-Themes such as gender, society and education, differently challenged abilities,psycho-social dimensions of exclusion and inclusive education.

-Concept of integrated personality and processes of its harmonious development.

-Mental and physical well-being (through modalities such as Yoga workshops for at least once in a week), Life skills in our daily life.

-Happiness, harmony: within me and with, others: society, nature, existence.

Realization, understanding, desiring, thinking, *Shanti, Santosh, Anand.*Prosperity.

- Human Values:

- *Swatantrata*

- *Swarajya*

- *Moksha*

- Concept *of self: Self-concept and self-esteem*

- Understanding and analysis of your own Strength, Scope fordevelopment,weakness,threats: constructive utilization towards self-development.

-Concept of intelligence (multipleintelligence),emotional intelligence, spiritualintelligence.

-Prayer, Meditation (as anti-dote to stress management)& Mental Piece.

-Interaction with theatre personality/musician/artist.

-Conducting theatre workshop

-Maslow's Need Hierarchy Theory and Self-actualization.

****
*

(SEMESTER-III)

Course Title: Advance Research Methodology

Course Code: MED 209   **Credits:3 (2L+1T)**

Objectives: The student will be able to:

☐☐Understand concept, Characteristics & Themes of Qualitative& QuantitativeResearch.

☐☐Examine different types of qualitative& quantitative research and theircharacteristics.

☐☐Examine the concept of Qualitative& Quantitative Research.

☐☐Develop a tool which allows for the evaluation and data collection ofQualitative& Quantitative Research.

☐☐Design a framework or outline of Qualitative& Quantitative Research.

☐☐Investigate appropriate methods of data analysis.

☐☐Explain the processes of Qualitative& Quantitative Research

☐☐Explain the planning the research project of Qualitative& QuantitativeResearch.

Unit I: Introduction to Qualitative Research

-Meaning, concept and types of Qualitative Research.

- Qualitative Research: Characteristics, issues, concerns & major approaches

- Relevance of Qualitative Research in education.

- Qualitative Research in education: Retrospect and prospect.

-Themes of Qualitative Research & research question.

-Ethnographic Approaches in Qualitative Research

Unit II: Qualitative Research- Approaches & Data analysis

-Qualitative research approaches-Phenomenology, Ethnography, Casestudies and Grounded theory Ethnography: Meaning, types, purpose, stepsand common terms used by Ethnographers Grounded theory: Goals,perspectives, Methods and steps of Ethnography theory. ParticipatoryResearch.

-Content & Trend analysis: Meaning, concept, assumption, and steps.

- Phenomenology& Historical Research: Meaning, concept, assumption, andsteps.

- Issues of reliability and validity of Discourse analysis.

-Coding of qualitative data – Axial coding, Selective coding

-Participant Observation, Case Study as methods of Qualitative Research

- Methods of qualitative data analysis—content analysis, logical and inductiveanalysis, illustrative method analogies, meta-analysis & Triangulation of data.

Unit III: Introduction to Quantitative Research

- Quantitative Research: Meaning, concept, steps and characteristics.

- Nature, scope and trends of quantitative research

- Relevance of Quantitative Research in education.

- Research Data: Nature, Sources, Collection and Organization.

- Sources of educational data: Individual, Institutions, Documents, Census,Journals, Books, Schools of thought etc.

- Sampling techniques: Concept, need, probability and non-probabilitysamples, sampling errors and their control.

-Variables in experimental research independent, dependent and confoundingvariables; ways to manipulate an independent variable, purpose and methodsof control of confounding variables.

- Techniques and Tools of data collection: Observation, interview,questionnaire, scale, inventory, checklist, content analysis, focus groupdiscussions.

Unit IV: Quantitative Research Designs

- Experimental Research designs: Single-Group Pre-test-Post-test Design,Pre-test-Post-test Control-Group Design, Post-test only Control-GroupDesign, and Factorial Design

- Quasi-Experimental Designs: Non-equivalent Comparison Group Design,and Time-Series Design

- Internal and external validity of research tools.

- Expost facto research-design and variables, Simple cases of Casual-Comparative and Co relational research; necessary conditions for causation.

- Techniques of control: matching, holding the extraneous variable constantand statistical control

- Classification by Time: Cross-sectional, Longitudinal (Trend and Panelstudies), and Retrospective; and classification by research objectivesDescriptive, Predictive, Explanatory and Triangulation.

- Synthesizing Qualitative and Quantitative Researches, ProgrammeEvaluation.

References:

• Best J.W. (2005) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.

• Borg, W.R. and Gall, M.D. (1983) Educational Research – An Introduction, New York, Longman, Inc.

• Creswell, John W. (2007). Qualitative Inquiry and Research Design: ChoosingAmong Five Approaches.SAGE Publication.

• Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and QuantitativeApproaches.SAGE Publication.

• Fraenkel, J.R., Wallen, N.E. (1983) How to Design and Evaluate Research inEducation, Singapore: McGraw Hill, Inc.

• Gravetter. F.J. &Wallanau, C.B. (2002). Essentials of Statistics for the BehaviouralSciences (4th edition) Australia, Wodsworth.

•Gupta, Santosh (1983) Research Methodology and Statistical Techniques, New Delhi: Deep and Deep Publisher.

• Kerlinger, F.N. (1973) Foundations of Behavioural Research, New York: Holt,Rinehart and Winston.

• Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi: VikasPublications.

• Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition)Boston: Pearson Prentice hall

•Srivastava, G.N.P. (1994) Advanced Research Methodology, New Delhi: RadhaPublications.

•Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in QualitativeResearch.SAGE Publication.

****

Course Title: Advance Research Methodology

Course Code: MED 209   **Credit: 1**

Practicum (any one of the following):

• Preparation, administration and interpretation of any one tool i.e.observation, interview, questionnaire etc.

• Identify two quantitative research problems and prepare at least fiveresearch questions for eachwith clear research title.

• Conduct a training program on the use of library especially for secondarysources and reference material, such as dictionaries and encyclopaedias.

• Identify an experimental educational research problem and prepare theirresearch designing with justification.

• Review of Quantitative research reports with regard to - Title or statement ofthe problem - Approach/Design - Research Hypothesis/Research Questions -Sampling - Tools - Statistical Techniques.

••

Course Title: In-Service Teacher Education in India

Course Code: MED 210   **Credits: 3(2L+1T)**

Objectives

□□The students will be able to:

□□Gain insight and reflect on the status of in-service teacher education.

□□Reflect on the nature and objectives and components of in-service teachereducationprogrammes

□□Examine the existing teacher education curricula from the view point of policy,its relevance to the demands of present day school realities.

□□Evaluate the existing teacher education programmes for in-service teachersfrom the view point of policy and their relevance to the demands of presentday school realities

□□Develop the ability to organise and evaluate in-service teacher educationprogramme.

Unit I: In-service Teacher Education in India – Policy, Structure and Concerns

- Concept and need for continuing professional development of a teacher –areas of professional development

- In-service teacher education – meaning. National and state policies on inserviceteacher education

- The structure for in-service teacher education –zonal, district, state, regionaland national level agencies and institutions.

- Purpose of an in-service teacher education programme – orientation,refresher, workshop, seminar, on line teleconferencing.

-In-service teacher education programmes in the Post-Independent India:organization and implementation.

Unit II: Organization and Evaluation of Foundation and Competency

Development Courses

- The teacher as an adult learner – characteristics, his/her content andpedagogical needs and expected role.

-Selection, organisation, transaction and evaluation of different components ofteacher education curriculum – existing practices. Need for the academiccalendar and time table.

-Transactional approaches for the reinforcement of foundation courses –Expository, Participatory, Collaborative, and Inquiry.

-Transitive approaches for the development of skills and capabilities, use ofICT – audio, video, presentation and multimedia technologies in in-serviceteacher education.

Unit III: Trends of Research and Practice in Teacher Education

-Research on effectiveness of teacher education programmes –characteristics of an effective in-service teacher education programme.

-Methodological issues of research in teacher education – direct versusindirect inference, generalisability of findings, laboratory versus field research,scope and limitations of classroom observation, the role and scope of actionresearch for teachers and teacher educators.

-Networking of institutions of teacher education – University, SCERT, NCTE,NCERT, UGC, IASE and DIETs for creating and strengthen in-servicestructure and programmes at various levels.

- Issue of duration, commercialization, irrelevance and poor quality in teachereducation, curriculum renewal

Unit IV: Planning, Organizing and Evaluating an In-service Teacher Education

- Planning an in-service teacher education programme – preliminaryconsiderations of purpose, duration, resource requirements, and budget

- Designing an in-service teacher education programme – steps andguidelines assessment of training needs, formulation of training curriculum,preparation of course material

- Organizing an in-service teacher education programme – common problemsfaced by a teacher/teacher educator and guidelines for communication,arrangement, preparation, facilitating participation and collecting feedbackand evaluation.

-Redefining the characteristics of an effective in-service teacher educationprogramme.

References:

•Anderson, L.W. International Encyclopaedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.

• Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002

•Cohen L and Manion L. A Guide to Teaching Practice. Methuen: London. 1977Walker R and Adelman C.A Guide to Classroom Observation.Routledge: London.1990.

•Dash B. N. Teacher and Education in the Emerging Indian Society. Neel Kamal:New Delhi. 2003.

• Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George AllenandUnwin: London. 1971

• Hitchcock G. and Hughes D. Research and the Teacher. Routledge: London. 1989

• McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge:London. 1989.

•NCERT. National Curriculum Framework. NCERT: New Delhi. 2005.

•NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006.

• NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998.

• NizamElahi: Teacher Education in India. APH: New Delhi. 1998.

Panda B. N. and Tewari A. D. Teacher Education. APH: New Delhi. 1997.

• Sharma M. L. Educating the Educator. The Indian Publications: Ambala. 2001

Mohanty, S. B. Student Teaching. Ashok Publishing House: New Delhi. 1987.

• Singh L. C. and Sharma P. C. Teacher Education and the Teacher. VikasPublishing House: New Delhi. 1997.

• Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.

• Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006

• Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

Course Title: In-Service Teacher Education in India

Course Code: MED 210   **Credit: 1**

Practicum (any one of the following):

☐☐An in depth study of in-service teacher education programme at any level interms of its components, weight age, duration, organization, transaction andassessment – document analysis.

☐☐"Study of the existing practices of teacher education" – Admission, staffing,planning, organization, transaction and evaluation practices of any oneteacher education programme – Document analysis, observation, interview.

☐☐Critical study of an in-service teacher education programme in terms of itsneed and relevance, duration, planning, organization and outcomes –document analysis.

☐☐Case study of a teacher educator in terms of their educational andprofessional background, beliefs, insights, vision of in-service teachereducation, perceived competencies, approaches followed, significantachievements and professional linkages – interview and observation

☐☐Interview of practicing teachers (at least three) to identify the nature of inserviceteacher education received and the felt needs.

****

Specialization Courses I:

Course Title: Elementary Education in India: Administration and Management

Course Code: MED 211   Credits: 3(2L+1T)

Objectives of the Course

☐☐To sensitise the student teachers with the need and relevance of ElementaryEducation as a basic foundation stage.

☐☐To reflect on the various concerns of Elementary Education including Access,Enrolment, Retention & Achievement

☐☐To gain insight into factors promoting the Universalisation of ElementaryEducation

☐☐To develop a critical outlook towards measures taken for the achievement of quality at the Elementary Education stage

☐☐To appreciate the significance of policies and programmes launched forUniversalisation of Elementary Education.

Unit-I Elementary Education: Concept and Provisions

Meaning and Scope of Elementary Education

Constitutional Provisions to achieve UEE (Including RTE and its critique)

Government Policies and Steps for UEE since Independence:Recommendations of Kothari Commission, NPE 1986, PoA 1992

Relevance of MDGs (Millennium Development Goods) with respect to UEE inIndia

Unit-II Programmes and Initiatives to achieve UEE in India

District Primary Education Programme: Aim, Objectives, Strategies,Achievement

Relevance of 73 rd and 74th constitutional amendment w.r.t. empowermentof PRIs

SarvaShikshaAbhiyan: Programme, Objectives, Interventions with respect toAccess, Enrolment, Retention and Achievement

Monitoring, Research, Evaluation of specific schemes like Mid- Day Meals,Operation Black board, and Establishment of VECs in India

Recommendations of the 12th Five Year Plan on ElementaryEducation(Including the critiquing of the same with respect to allocated budgetandProgramme Interventions)

Unit- III Elementary Education in School: Issues and Concerns

Availability and Management of Resources:

- Physical Resource Management – Management of the School plan

- Human Resource Management – Management of the School Staff,Delegation of Roles and Responsibilities (Need and Relevance)Democratic Decision Making: Need and Purpose

- Financial Resource Management: Process and Procedureincluding Zero Budgeting and Performance Budgeting

School Effectiveness: Parameters and Quality concern – Role of the SchoolHead and Teachers in creating a Joyful learning environment

Problems of Wastage and Stagnation in School: Concept and Remedies

School Supervision: Need, Purpose; Role of Head, Teachers,Staff, PTAs,SMCs, MTAs and Students in Supervision

Unit- IV Elementary Education: Research and Innovation

Launch of Innovative Programmes to strengthen Elementary Education:HoshangabadVigyanProject,B. El. Ed. Programme, D. El. Ed.Laadli scheme

Financing of Education in India (Centre- State Relationship, Mobilisation ofResources): Perspective from Research FindingsCritical Action Research Areas in School and the Classroom with respect toElementary Education.

References:

•Celin Richards (1984). The Study of Elementary Education and Resource Book.Vol. I.

• Government of India (1986) National Policy on Education, New Delhi, MHRD.

• Government of India (1987) Programme of Action, New Delhi: MHRD.

• Government of India (1987) Report of the Committee for Review of National Policyon Education, New Delhi, MHRD.

•Hayes, Denis (2008): Elementary Teaching Today: An Introduction. RoutledgePublications,

•K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of PublicAdministration.

• Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.

•Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.

•Mohanty, J. N. (2002): Elementary and Elementary Education. Deep & DeepPublications, New Delhi

•National Curriculum Framework (NCF)-2005 NCERT, New Delhi.

• Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers,New Delhi.

•Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: Apractical guide. David Fultan Publishers.

•Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.

• Sharma, Ram Nath (2002): Indian Education at the cross road. ShubhiPublications.

•Tilak, J.B. (1992): Educational Planning at grass roots, New Delhi.

• NCERT (1987): In-service Teacher Education Package for Elementary SchoolTeachers, New Delhi.

•NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi,New Delhi.

•NCERT (2005): National Curriculum Framework, New Delhi.

• NCTE, (2004): Teacher Education Curriculum, New Delhi.

• Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

•The Study of Elementary Education – A Source Book, Volume I & II, 1984.

•Victor & Learner (1971): Readiness in Science Education for the ElementarySchool, McMillan Co., N.Y.

•UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for2015. UNESCO Publication. Montreal.

****

Course Title: Elementary Education in India: Administration and Management

Course Code: MED 211   **Credit:1**

Practicum (any one of the following)

□□Visit any two elementary schools and find out innovative teachingmethodologies. Prepare a detailed report.

□□After surveying a Govt. & private school, prepare a report on how the nationand state agencies are really working for their betterment?

□□Prepare a status report on elementary education in a chosen state or districtwith reference to classroom process, enrolment

□□Retention/participation, dropout and learning achievement

□□Evaluate a textbook of elementary class with reference to its adequacy andappropriateness in achieving expected learning out comes in any subject

□□Design an instructional plan of a unit in a subject at elementary level

****

Course Title: Planning & Management at Secondary Level

Course Code: MED 212   **Credits: 3(2L+1T)**

Objectives: The students will be able to:

□□ Acquaint themselves with the need, scope and purpose of educationalplanning in terms of national and community needs.

□□ Determine and implement objectives of planning on the basis of individualneeds of the students.

□□ Develop the skills in planning and implementing conventional administrativeprocedures.

Develop the skills and attitudes to utilise human energy in getting themaximum work done.

 Understand the recommendations of different education commissionsregarding secondary education commissions.

 Know different programmes and policies for realising the constitutionalobligations related to secondary education in India.

develop an idea about the structure of secondary education in India

Unit I: Introduction to Secondary & Senior Secondary Education

- Meaning, aims, objective of secondary & Senior Secondary education

- Purpose, function & Indigenous system of Secondary education.

- Secondary Education in India – Historical Perspective, pre and post-independence.

- Constitutional Provisions and centre-state relationship in India.

- Recommendations of various committees and commissions: SecondaryEducation Commission, Kothari commission, Programme of Action, 1986,

NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal,Committee, RMSA and NCF-2005.

- **Constitutional provisions**related to secondary education.

Unit II: Institution Planning

- Concept, scope and nature of Institution Planning

- Need and importance of Institution Planning

- Types of Institution Planning

- Evaluation of Institutional Planning.

-Difference between inspection and supervision.

Unit III: Principles and techniques of Educational Planning

- Formulation of aims and objectives.

- Methods and techniques of planning.

- Approaches to Educational Planning: Social demand approach, Man-powerapproach, Rate of Return of Investment approach.

- Concepts: Optimal analysis, Input and output, Marginal analysis,Programming, Target and control figures, Tools for Planning,

- New approach to planning: Planning, Adoption, Execution

Unit IV: Educational Management

- Meaning, Concept and need for management at secondary to seniorsecondary school level.

- Management at Nation: MHRD, CABE, NCERT

- State, District, Sub-district level.

- Management of educational Institution at secondary school level.

-Type of Management, Effective management, Co-ordination, Supervision &Inspection.

-TQM in Education and Educational Administration

-Recent Trends in Research and Innovation in the field of EducationalManagement.

References:

• Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondaryschools, NIEPA, New Delhi

• Govt. of India (1953) Report of Secondary Education Commission, New Delhi

• Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi

• Govt. of India - (1986/1992) National Policy of Education, 1992 Modification andtheir POA's, MHRD, Dept. of Education

• Malhotra, P.L. (1986) School Education in India: Present Status and Future NeedsNCERT, New Delhi

• Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary TeacherEducation: The instructional Role. India, NCTE.

• MohantyJagannatu, (1990), "Educational Administration, supervision and schoolManagement ,Deep& Deep Publications F-159, Rajouri Garden, New Delhi-110027

****

Course Title: Planning &Management at Secondary Level

Course Code: MED 212 **Credit:1**

Practicum (any one of the following):

• To prepare a report with the help of documents/reports on major obstacles andchallenges in universalization of secondary education.

• To study the annual report of RMSA/NCERT or any Govt. agency to identify issuesof secondary education in India.

• To prepare a blue print of Process of Institution Planning in India.

• To prepare an annual school calendar for secondary/senior secondary school.

•To prepare a hypothetical institutional plan.

Specialization Courses II:

Course Title: Issues and Curricular Concerns at Elementary level

Course Code: MED 213   **Credits: 3(2L+1T)**

Objectives:The students will be able to:

☐☐Understand various schemes &programmes of Govt. for elementaryeducation.

☐☐Study effective practices with various curriculum transaction strategies.

☐☐Find out research trends in elementary education.

☐☐Select and use appropriate assessment practice to meet the needs of thestudents.

☐☐Practice continuous assessment of students for all round development.

☐☐Understand how various aspects of education are measured, evaluatedinterpreted and their results are recorded to help learners.

☐☐Understand the concept of quality education at elementary level.

☐☐understand different programmes and agencies for ensuring the quality ofelementary education in India

☐☐develop an idea about the structure of elementary education in India

☐☐Reflect upon different issues, concerns and problems of elementary educationin India.

☐☐Understand principles, aims and features of elementary school curriculum.

Unit I:-Issues & concerns of Elementary Education

- Major quality dimensions of elementary education and Quality monitoringtools.

- Quality issues at upper elementary stage: - teacher qualification,competency, subject specific deployment in schools, training needs ofteachers, classroom based support and supervision issues. Minimum Level ofLearning, Quality Assurance.

- Alternative Strategies for achieving UEE and implementing RTE act.

- Dialect, drop out, socio-economic issues, inclusive education.

- Wastage, Stagnation, Culture, Capability Capacity, Reform Needs andimprovement of the System; building accountability

Unit II: - Teachers and Curriculum Transaction Strategies

- Thematic & Constructivism base of curriculum

- Joyful learning, Teachers and Pedagogical Attribtes

- Research in curriculum

- Life skill education & creativity

- Analysis of Elementary Education Curriculum

- Role of I.C.T.

- Research Trends in Elementary Education

Unit III- Type of schools & Pedagogy

-Child centered pedagogy: Process of knowledge construction for developmentof concepts, understanding, logical reasoning, critical thinking and problemsolving.

- Type of school & their contribution to society

- Forms of learner's engagement: observing, exploring, discovering,analyzing, critical thinking and reflection, contextualization, multipleinterpretations, collaboration.

- Pedagogical analysis of the subject contents: Critical Pedagogy. Criticalanalysis of the pedagogy prescribed in the educational thoughts of Socrates(dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo,andGijubhai with special reference to their relevance in teaching-learning.

- Innovative Educational Programmes in India

Unit IV:-Assessment Process

- Pupil Assessment Techniques

- National Expert Group on Assessment in Elementary Education (NEGAEE)

- Concept of Evaluation & CCE

- Types of evaluation

- Diagnostic & remedial teaching

- Student records

- Cumulative records

- Progress reports, grading system, class school, School Grading.

References:

• Aggerwal, J.C, (2005) "The Progress of Education in free India, "Man Singh Aryabook Depot, Naiwala. Karol Bagh, New Delhi-110005

• Chaube, Dr. S.P, (2011), "History and Problems of Indian Education "AgrawalPublications, Jyoti Block Sanjay place, Agra-2

• Ronald c. Doll, (1978) "Curriculum Improvement Decision Making and Process,Allyn and Bacon, Inc., 470, Atlantic Avenue, Boston, Massachusetts 02210

• NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.

• NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.

• Report of the Education Commission (1964-66).

• Report of the National Commission on Teachers (1983-85).

• National Curriculum Framework on school education, NCERT (2005).

****

Course Title: Issues and Curricular Concerns at Elementary level

Course Code: MED 213   **Credit: 1**

Practicum (any one of the following):

• Prepare unit-test, administrate the test, determine gaps in attainment ofobjectives and plan remedial instruction for non-masters.

• Make an Evaluation of assessment process in any school and write about itsmerit and demerits.

• To prepare a critical review on schemes and programmes to achieve UEE in the state.

• Conduct a survey in a school to assess quality issues, and make an actionplan to resolve it.

• Find out the best learning engagement method of elementary level student,after school visit.

• Prepare a report after analysing the innovative educational programmes inIndia Visit DIET of the district to review on types and trends of research, actual practices in the institution and prepare a report on variation, betweennational or international trend (if any).

****

Course Title: Issues & Curricular Concerns at Secondary level

Course Code: MED 214   **Credits: 3 (2L+1T)**

Objectives:The student will be able to:

□□Understand the problem and challenges related to secondary and seniorsecondary education.

□□Examine the status of development of secondary and senior secondaryeducation in India after Independence.

□□Reflect on various issues related with secondary education

□□Understand the interventions to solve the problems and issues related toalternative schooling at secondary schools.

□□Identify the problems issues of secondary school teachers and visualize theimpact of Rights of children to free and Compulsory Education Act, 2009 foruniversalization of Secondary Education

□□Identify critical issues related to universalization of secondary education.

□□Visualize the impact of Rights of children to free and Compulsory EducationAct, 2009 for universalization of Secondary Education

□□Understand the concept of quality education at secondary school level.

□□understand different programmes and agencies for ensuring the quality ofsecondary education in India

□□Reflect upon different issues, concerns and problems of secondary educationin India.

□□Understand principles, aims and features of secondary school curriculum.

□□Examine the present school curriculum.

□□Analyse the present evaluation system at secondary school level.

UNIT I: Quality in secondary Education

- Concepts, indicators of quality, setting standards for performance.

- Continuous professional development of teachers.

-Teacher selection test CTAT,SAT etc. and in-service programme

-Privatization of secondary education.

- Present status of quality education in India (status and prospects) - Delor's -Commission Report regarding quality- Professional enrichment of secondaryteachers (different in-service programmes for ensuring quality, - differentagencies - SCERT – NCERT – CIET – NUEPA – IASE etc.

UNIT-II Issues & Concerns

- Challenges related to Universalization of Secondary Education, RMSA.

- Problems and Strategies of Alternative Schooling at Secondary schoolStage.

-Challenges / strategies / intervention in relation to access, enrolment,dropout, achievement and equality of Educational opportunities

-Problems of education for girls, disadvantaged and differently abled childrenand slow learners and interventions to solve the problems

-Type of schools and their contribution to society.

- Issues of quality in secondary and senior secondary education.

- Management system of secondary education - role of Department ofEducation, Directorate, Inspectorate and NGO's.

Unit III: - Teachers and Curriculum Transaction Strategies

- Thematic & Constructivism base of curriculum

-Joyful learning, Teachers and Pedagogical Attributes

- Research in curriculum

- Life skill education & creativity

- Analysis of Elementary Education Curriculum • Role of I.C.T.

- Research Trends in Elementary Education.

- Critical appraisal of present Secondary School curriculum in the state.

-ICT, Blended learning.

UNIT IV: Assessment and evaluation in secondary school level.

-Meaning, nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment formative,diagnostic and summative assessment.

- New trends in evaluation – grading, internal assessment, semester system, CCE,On Demand Examination System.

-Critical appraisal of the present evaluation system at secondary school level.

References:

• Aggerwal, J.C, (2005) "The Progress of Education in free India, "Man Singh Aryabook Depot, Naiwala. Karol bag, New Delhi-110005

• Chaube, Dr. S.P, (2011), "History and Problems of Indian Education "AgrawalPublications, Jyoti Block Sanjay place, Agra-2

• Ronald c. Doll, (1978) "curriculum Improvement Decision Making and Process,Allyn and Bacon, Inc., 470, Atlantic Avenue, Boston, Massachusetts 02210

• NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.

• NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.

•NIOS: On Demand Examination System(2003).

• Report of the Education Commission (1964-66).

• Report of the National Commission on Teachers (1983-85).

• National Curriculum Frameworks for Teacher education, 2009

• National Curriculum Framework on school education, NCERT (2005).

Course Title: Issues & Curricular Concerns at Secondary level

Course Code: MED 214   **Credit: 1**

Practicum (any one of the following):

• Critical review on education management system of secondary school education -.

•Conduct a survey in a school to assess quality issues, and make an action plan toresolve it.

•Evaluation of assessment process in any school and write about its merit anddemerits.

•Visit IASE of the district to review on types and trends of research, actual practicesin the institution and prepare a report on variation, between national or internationaltrend (if any)

•Visit secondary teachers training in the district to review on types and trends ofresearch, actual practices in the institution and prepare a report on variation,between national or international trend (if any)

****

PRACTICAL

Course Title: Internship in school

Course Code: MED 296   **Credits: 4P**

Objectives: The students will be able to

☐☐Experience and understand the academic and social environment of schoolas social Institution.

☐☐Observe and list the developmental needs of students.

☐☐Identify and workout practical solutions of different types of problems.

☐☐Develop teaching competence through practice teaching and social modelling.

☐☐Try out different content based and learner based methods of teaching.

☐☐Frame and assign different types of questions vis knowledge, understanding,application, HOTS (analysis and synthesis) and Evaluation Questions.

Select any two activities from each group given below:-

Group I:

Activity Marks

Prepare a report after analysis of private/innovative/alternative schoolswhich develop their own curricular or Co-curriculum activities/material orany innovation.

Working with community based on any project of social welfare.

(Submission of activity report)

Identify role and functions of key personnel like teachers, CRCs, BRCs,DIETs, community and others who will implement the programme andstrategies for their capacity building.

Prepare a report on teacher/ community participation in materialpreparation and in developing a school vision with plan of action forenhancement of the participation.

Laying down of minimum levels of learning and their incorporation incurricula, textbooks and teaching process

Group II:

Activity Marks

Preparing a suggested comprehensive plan of action for some aspects ofschool improvement.

Prepare portfolio, including detailing of teaching-learning plans, resourcesused, assessment tools, student observations and records.

Analysis of text book from peace perspective

Analyze any one course curriculum /text book to find out whether thevalues enshrined in the Constitution of India and the National Policy onEducation have been incorporated or not.

Analyse any one course curriculum /text book in the light of reflectingsensitivity to gender, caste and class parity, peace, health and needsof children with disabilities/ Link school knowledge in differentsubjects and children's everyday experiences.

Group III:

Activity Marks

Preparation, administration and analysis of diagnostic test (s) followed byremedial teaching.

Learning achievement surveys (baseline, midterm and end term) wouldbe made to track children's performance over the period.

Collect information about the background of children, their learning difficulties, challenges related to their performance along with the totalnumber of children to be covered.

Monitoring learner achievement vis-à-vis diagnostic test and action forimproving attainment levels in any school subject.

Group IV:

Activity Marks

Exhibition of work done by the students during the internship programme.

Seeking reactions of students, headmasters/ principals/ cooperatingteachers and supervisors with respect to the school environment.

Interaction with head teacher, management, teachers and non-teachingstaff for preparation of a report on school environment.

(Physical, psycho-social, and sustainability issues).

Type of materials to be developed for students. Analyze quality andprepare a suggestive report.

Conduct a programme in school with/in association of local workmen inschool activities.

****

Course Title: Dissertation

Course Code: MED 297   **Credits: 2P**

To give the background of the problem, Review of the related literature, framing aresearch design, selection of tools, collecting and using data **in t**hought provokinglyand in a convincing manner, analysis and tabulation of data. Writing of ResearchReports with up to date references.

****

Course Title: Academic Writing

Course Code: MED 298   **Credits: 2P**

Objectives: The students will be able to

Reflect on their communicative behaviour.

Improve their communicative behaviour performance

Build capacities for self-criticism and facilitate self- growth.

Enhance their listening & writing skills.

Present effective class room lectures after enhancing their listening skills.

Write or draft professional letters and mail etc.

Use & differentiate different kinds of writings and writing styles according toCo-curricular activities.

Reflect on essential requirements of academic writing & distinguish a goodacademic writing from others.

Analyse academic sources and how to refer to them.

Cite a source, paraphrase and acknowledge the source & edit one's ownwriting.

Practicum (any one of the following):-

Prepare a programme on reflective thinking and negotiation skill and conductit in NGO/School/Educational Institution.

Workshop on listening, conversing, speaking, presenting, explaining andexpositing ideas in groups and before an audience.

Write a paragraph on any topic of interest, then acknowledge the source &edit one's own writing. Prepare a report on the entire programme.

Attend a seminar/workshop or conference and write a report on entireprogramme.

Workshop on academic writing skill and report writing.

References:

www.ugc.ac.in

www.ncte-india.org

www.ngu.ac.in

www.education.nic.in

www.scribid.com

HNGU Handbook-I

HNGU Handbook-II

SEMESTER-II

Course Title: Philosophical Foundations of Education

Course Code: MED-105   **Credits: 3**
(2L+1T)

Objectives: The students will be able to
- Understand the relevance of Philosophy as a liberal discipline and a critical inquiry process.
- Undertake Philosophical enquiry as the basis of all Educational endeavors.
- Sensitize students to the concerns of human beings and the contributions of Philosophy there in.
- Appreciate the contribution of Western philosophy and Indian Philosophy to Education.

Unit I: Philosophy of Education- Its nature and function
- Education as a disciplinary,interdisciplinary and multidisciplinary field.
- Functions of Philosophy: Speculative ,Analytic, Prescriptive
- Philosophical Methods used in Education: Analysis, Synthesis ,Induction, Deduction, Dialectical.
- Fundamental Philosophical Domains-Epistemology, Metaphysics, Axiology
- Indian Philosophy and Education: - Axiology and Education: Critical appreciation of the contribution made by Upanishads, *Bhagavad Gita*, Buddhism, Jainism, Christianity, Islam

,Sikhism, and to Education in terms of value development. Commonality of all religions in terms of human values.

Unit II: Epistemology of Education
- Knowledge-Its meaning, nature, limits, origin, , types.
- Methods of acquiring valid knowledge with respect to analytical, dialectical & scientific approaches.
- Methods of acquiring valid knowledge with respect to Nyaya& Yoga.

Unit III: Recent Philosophical approaches to Education
- Realism
- Logical Positivism
- Existentialism
- Phenomenology
- Humanism
- Critique of the Scientific Method in the context of Education
- Thinkers and their contributions to Education: Vivekananda, M.K Gandhi AurobindoGhose,JidduKrishnamurti, J.P. Naik,B.RAmbedkar ,Madan Mohan Malviya, Immanuel Kant,Jean Paul Sartre,Henry Giroux, Israel Scheffler, David Carr.

Unit IV: Metaphysics and Education
- Concept of human nature and its relation with society.
- Impact of philosophical suppositions on education made by some prominent schools of Indian philosophies viz Vedanta &Sankhaya.
- A critical comparison of Indian& Western Schools of philosophies with respect to metaphysical implications of education.

References:
- Giroux Henry (2011) On Critical Pedagogy, Continuum Press.
- NoddingsNel (2012) Philosophy of Education, WestView Press.
- Paulo Freire (1996) Pedagogy of the Oppressed, Penguin Books.
- Brubacher (1950) Modern Philosophies of Education, McGraw Hill Book Co. New York
- Gallnick D.M. & Chinn P.C. (1994) Multicultural Education in Pluralistic Society; N.Y. Merrill.

- International Education Commision Report(1997-98)Delors' Commision,UNESCO
- Kilpatrick W. (1967) Source book in Philosophies of Education an Introduction, MacMillan Company New York.

- Navratham R. (1958): New frontiers in east-west Philosophies of Education Orient,Bombay.
- Park Joe (1968) Selected readings in the Philosophy of Education, The Macmillan Co. London.
- Ross J. (1977) Groundwork of Educational Theory, Oxford University Press, Calcutta.Readings by Aurobindo, JP Naik, David Carr, Sartre

Course Title: Philosophical Foundations of Education

Course Code: MED-105   **Credit: 1**
Practicum (Any one of the following):

- Reflections on any two writings of:(chose any two of the following: Vivekananda, AurobindoGhose, J.Krishnamurti, J.P. Naik , David Carr, Jean-Paul, Sartre, Israel Scheffler, Henry Giroux,Immanuel Kant
- Reflections on the Educational Philosophy of any philosopher of your choice

Course Title: Sociology of Education

Course Code: MED-106   **Credits: 3 (2L+1T)**

Objectives: The students will be able to
- Understand the social nature of education.
- Realize the need of studying education with sociological perspectives.
- Understand the relationship of different social institutions with education.
- Understand the role of education and change.
- Understand the relationship of education and national development.
- Understand the social foundation of education.
- Understand the role of school in creating and fostering the socialization process.

Unit I: Education and Sociology
- Need to understand education with sociological perspectives.
- Concept of educational sociology and sociology of education.
- Scope of sociology of education.
- Sociological perspective.
- Education, Culture and Socialization.
- Education as a sub system of social system.

Unit II: Education and Social Structure
- Concept of social unity, unity and diversity of caste, class, religion, human language, gender in society with specific reference to Indian society with respect to living together.
- Education for social unification.
- Concept of social equity and justice.
- Concept of Equality of Educational Opportunity.
- Relationship of education and social justice.
- Concept of inclusive education, inclusive schools and inclusive class rooms.

Unit III: Education, National Integration and International Understanding
- Education and politics.
- Education and India as a India as a nation state.
- Education and globalization.
- Core values of Indian constitution and its inculcation.

Unit IV: Education and Social Change
- Concept of: social change, social development, sustainable development, economic development.
- Education as a means of social change: scope and limitations.
- Modernization and post-modernization, liberalization-privatization-globalization (LPG).
- Education for empowerment.

References:
- Ambasht, N.K.(1971).A Critical Study of Tribal Education. New Delhi: S. Chand & Company.

- Gore M.S. (1967) Papers in the Sociology: Education in India, NCERT, New Delhi.
- Gore M.S. (1994) Indian Education: Structure & Process Rawat Publications, New Delhi.
- Ruhela S.P. (1970) Sociological Foundation of Education in Contemporary India, DhanpatRai, Delhi. 29
- Shepard Jon M. (1981)Sociology, West Publishing Co.St. Paul.
- ShuklaSureshchandra (1985)Sociological Perspectives in Education A Reader, Chanakya Publication, Delhi.

Course Title: Sociology of Education
Course Code: MED-106   Credit:1
Practicum (any one of the following):
- Study of the concerns of the implementation of the RTE Act. Critical study of any social problem vis-a-vis the role of education

Course Title: Curriculum Studies in Education

Course Code: MED-107   Credits: 3(2L+1T)

Objectives: The students will be able to
- Explain the significance of curriculum as a field of study in Teacher Education.
- Get sensitized to curriculum as a process, product and praxis.
- Develop critical understanding on various issues of curriculum as a discipline and across disciplines.
- Acquaint students with the different aspects of curriculum evaluation.

Unit I: Curriculum-Meaning and Foundations
- Concept of Curriculum, syllabus/courses of study, domains of curriculum, curriculum objectives, course content, teaching learning experiences, evaluation.
- Curriculum as a field of study and its evolution
- Foundations of the curriculum: philosophical, sociological, psychological, and historical.Societal needs and the Curriculum.
- Components of curriculum
- Types of Curriculum with special reference to Hidden Curriculum.
- Social reconstructions curriculum: purpose, characteristics, role of teacher Humanistic Curriculum: Purpose, Characteristics, Role Teacher and Implications for Pedagogical practice, the class room.
- Curriculum change (Determinants and the role of a teacher)

Unit II: Curriculum Planning and Designing
- Curricula objectives: Sources and Formulation.
- Curriculum Planning Framework: Need and Relevance
- Brief overview of Curriculum Planning Frameworks in India with reference to NCFSE-2000, NCF-2005 and NCFTE 2009.
- Step of curriculum planning.
- Models of curriculum planning
- Community knowledge.
- Approaches to Curriculum Development-Subject centred, Learner centred, Community centred.

- Principles of Curriculum Development

Unit III: Curriculum Transaction
- Concept of instruction, instructional design and instructional media.
- Role of Communication in Effective Curriculum Transactions (Verbal and Non Verbal)
- Qualitative and Competences of a Teacher to engage as a critical Pedagogue.
- Factors influencing Curriculum Transaction
- Approaches for Curriculum Transaction: Collaborative Learning, Cooperative Learning, Team Teaching.
- Need and Role of Challenge and Feedback in effective Curriculum Transaction

Unit IV: Assessment and Evaluation:
- Curriculum Evaluation: Concept and Purpose
- Types: Formative and Summative
- Norm-referenced and Criterion -referenced.
- Continuous Comprehensive Evaluation
- Transparency and Objectivity in Evaluation

Techniques of Curriculum Assessment and Evaluation
(i) Types of questions
(ii) Portfolios
(iii) Rubrics
(iv) Self-Assessment
(v) Peer Assessment
(vi) Content analysis
(vii) Grading
(viii) Computer Assisted Assessment

References:
- Dewey, J. (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri AurobindoMarg, New Delhi.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.

Course Title: Curriculum Studies in Education
Course Code: MED-107   **Credit:1**

Practicum (any one of the following):
- Critical Review of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005) /NCFTE 2009, NPE-1986 (modified version 1992) POA on NPE-1986, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.
- Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.
- Prepare a rubric for evaluation of workshop/ seminar/one microteaching skill.

- Evaluation of a text book.

Course Title: Teacher Education
Course Code: MED-108   **Credits: 3(2L+1T)**

Objectives: The students will be able to
- Get sensitized to the aims and development of teacher education in India.
- Develop an understanding of the teacher education curriculum in India.
- Acquaint with the competencies essential for a teacher for effective transaction.
- Get equipped with the skills to become effective and efficient teachers and teacher-educators.

Unit I: Teacher Education in India: Historical Perspective
- Teacher Education – Concept, aims and scope; Need and significance of Teacher Education, Aims & Objectives of Teacher Education at various levels.
- Teacher Education in Ancient, Medieval and Modern India.
- Teacher Education in the Post-Independence Period
- Approaches to Teacher Education
- Recent Trends in Teacher Education and present scenario.

Unit II: Teacher Education Programmes and Institutions in India
- Teacher Education Programmes in India.
- Institutions and Agencies of Teacher Education its monitoring and implementation.
- Centrally Sponsored Schemes in Teacher Education-IASE, DIETs etc.
- Pre-service and In-service Teacher Education in India: Need, concept, objectives and techniques.
- Issues of teacher education.
- Issues related to in- service training and suggestions.
- Students teaching role, rationale and models of student teaching.

Unit III: Teacher Education Curriculum and Transaction

- Analysis of Teacher Education Curriculum at different stages Pre-primary, Elementary, Secondary and Higher Education: Approaches to Teacher Education–consecutive and integrated.
- Qualities of a good teacher- teaching skills.
- Competency-based teacher education: Quality assurance in teacher education.
- Initial and Continuing Education of Teachers and Teacher Educators.

Unit IV: Teacher Education through Open and Distance Learning- Innovations and Research in Teacher Education
- Open and Distance Learning: Need, Scope, Types and Characteristics.
- Use of Training Technology and Media& ICT in teacher education.
- Innovative Programmes for continuous professional development of school teachers
- Research in Teacher Education and scope of Action Research in teacher education.
- New development in teacher education: study of futuristic, innovations, experiments and researches in teacher education.

References:
- Desai D.M.: New directions in the Education of Indian teachers Baroda, M.S. University 1971.
- Gupta Arun K.: Teacher Education: Current & Prospects New Delhi, Sterling Publications 1984.

- India, Ministry of Education; Report of the Education Commission (1964-66) Education &Nationaldevelopment New Delhi publication division 1966.
- Jangira N.K.: Teacher training &teachereffectiveness an experience in teacher, behaviour New Delhi, National Publishing House, 1979.
- Khan Mohd. Sharif: Teacher education in India &abroad New Delhi, Ashish Publishing House 1983.
- Kochar S.K.: Methods & techniques of teaching 2nd & rev & enlarged edition, New Delhi, Sterling Publishers 1985.

- NCF 2000, NCF 2005-NCERT Publication, New Delhi.
- NCFTE-2009-NCTE Publication, New Delhi.
- Regional colleges of: New dimensions in teachers Education, New Delhi, NCERT.

- Uday Shankar: Education of Indian Teachers, New Delhi, Sterling publishers, 1984.
- UNESCO: Regional office for Education in Asia, Bangkok, Exploring, New dimensionsin Teacher Education, Bangkok, UNESCO, 1976:
- UNESCO: A System approach to teaching & learning procedures a guide for teacher Educators, Paris: UNESCO, 1981.
- Upasani N.K.: Effective college Teaching, Mumbai S.N.D.T Women's University, 1988.
- Upasani N.K.: Planning for better learning Mumbai, S.N.D.T. Women's University, 1988.

Course Title: Teacher Education
Course Code: MED-108   **Credit:1**
Practicum (any one of the following) :
- A survey of research in Teacher Education conducted during last two years on school teachers, or on higher education teachers, or on teacher educators.
- Preparation of facilitative resource materials in school education (on any teaching unit).
- A work study project related to teacher education, problems andimprovement possibilities.
- Examining teaching competency and effectiveness of prospective teachers with reference to teaching methods and skills used.
- Preparing a" Peer Group Observation Performa", administer it and evaluate teaching materials and skills. Give feedback and suggestions forimprovement.

Course Title: Dissertation
Course Code: MED-194   **Credits: 2P**

Dissertation
- Teacher educator will facilitate the areas of research related to educational issues.

- Students are expected to take up a research based project on an area of interest which is associated with optional/specialization course or challenges faced /recent needs and trends.
- Identification of the problem and its statement.
- Preparation of Synopsis/Research Proposal.
- Preparation of research proposal and its presentation, followed by viva.

Course Title: Internship in Teacher Education Institutions
Course Code: MED-195   **Credits: 4P**

Internship will be organized with deputation to both pre- service as well as in- service teacher education institutions setting for 3 weeks such as CBSE,NUEPA,NCERT, **SCERT,DIETs, IASE,NGOs, Curriculum Development Bodies, University Education**Departments, Colleges of Education etc. Necessary orientations to the students, teachers, concerned supervisor and teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

Learning Outcomes: The students will be able to
- Internalize the working of teacher training institution.
- Develop insight into the working of institution.
- Create an interface of theory and practice.

Assessment (marks wise) is based
on the following activities:

Activities Marks

1. Mode of transaction, giving suggestive plan for improvement.

2. Observation of day-to-day activities of the institution and report of an in- depth study of any two activities.

3.Participation and organization of Co-curriculum activities
a. Cultural b. Literacy
c. Games & sports
d. Sharman.

4. Teaching work Five periods in any one compulsory paper of TEI and five periods in methodology of teaching.
5.Observation & supervision of five lessons in teaching subjects
6. Selecting two students and mentoring on psychology, social, academics and perspective, prepare a report.
7. Prepare reflective journal
8. Critical review with suggestions of lesson plan diaries, including supervisor's remarks

9. Participation in, any one, pre- or in- service teachers training programme for preparation of in-depth report on it.
10. Analyze nature & type of any one pre-or in-service teachers training programmeorganized by the institution
11. Prepare an evaluation Performa in pre- or in- service teachers training programme, apply it and prepare a report on its effectiveness of the programme with suggestive plan.
12. Prepare a module for pre- or in- service teachers training programme and find its affectivity.
13. Review new trends in research of teacher education and Draft a report.

14. Training report about arrangement of different departments of theschool like
a. Library management
b. Administration and scoring of any five psychological tests.
c. Science club.
d. Office Records and maintenance of attendance register, teacher's diary & stock Register.
e. Maintenance of technology department
15. Training report for evaluation process:-
a. Construction of question paper
b. Preparation for Examination.

c. Evaluation of answer books and preparation of result

MASTER OF EDUCATION

Course No.	course code	Course Title [THEORY]	Marks	Credit	MSE-I	Project Work	TOTAL	TOTAL
					Internal Assessment Weighage			External Assessment Weighage
1	MED-216	Advance Curriculum Theory	100	4	10	20	30	70
		Specialization Courses-III(Any One of the following						
2(a)	MED-217	Policy, Planning and Financing of Education	100	4	10	20	30	70
b)	MED-218	Educational Technology	100	4	10	20	30	70
(c)	MED-219	Issues, Planning and Policies of Elementary Education	100	4	10	20	30	70
		Specialization Courses-IV(Any One of the following						
3(a)	MED-220	Peace Education	100	4	10	20	30	70
(b)	MED-221	Educational, Vocational Guidance	100	4	10	20	30	70
(c)	MED-222	Inclusive Education	100	4	10	20	30	70
(d)	MED-223	Environmental Education	100	4	10	20	30	70
		PRACTICAL						
1	MED-299	Dissertation	100	4			40	60

Semester - IV (Credits = 16) (Marks= 400)

Semester IV

Course Title: Advance Curriculum Theory
Course Code: MED-216   **Credits: 3(2L+1T)**
Objectives: The students will be able to
- Enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.
- Develop expertise/ specialize in curriculum theories, models and analysis of syllabus.
- Develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- Understand appropriate text books, syllabus and other curriculum material.
- Understand the rationale behind teaching.

Unit I: Curriculum Theories
- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure Empirical structure, Existential Structure.
- Meaning and nature of curriculum theory and curriculum models, difficulties in evolving curriculum theories.
- Approaches to curriculum theory: scientific- technical, humanistic, system.

- Models of curriculum development-inductive and deductive.
- Type of Curriculum in Elementary Level.
- Curriculum Theories: - Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

Unit II: Analysis of Syllabus
- Criteria for analyzing the syllabus
- Analysis of the syllabi for the elementary education in India
- Characteristics & Mechanism of the preparation of text book.

Pedagogical analysis, concept mapping.
- Criteria for Text book Evaluation: - Physical Aspects, presentation of content and its organization in the text books

a. Content and Organization of curriculum. 61
b. Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

Unit III: Model of Curriculum Evaluation
- Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.
- Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.

Unit IV: Elementary Curriculums in India
- Critical analysis of curriculum: concept, importance and process
- Study of different state (any three) curriculum
- Difference of curriculum among different type of school
- Curriculum Development in NCERT and SCERT

References:
- Ambasht, N.K. (2009).Why we are teaching what we are teaching: IASE (Deemed University, SardarShehar, Rajasthan)

- J.B. MacDonald (1971). Curriculum Theory. The Journal of Educational Research, 64, 5, 195-200.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) – A Framework, NCERT, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- H.M. Kliebard (1989). Problems of Definition of Curriculum. Journal of Curriculum and Supervision, 5, 1, 1-5.
- J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. Stud PhilosEduc, 30, 285-301.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 16. 62
- Hamilton (1989) in W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 71.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 72.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 75.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 78.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 97.
- Smith, M. K. (1996, 2000) 'Curriculum theory and practice' the encyclopaedia of informal education, www.infed.org/biblio/b-curric.htm.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 75.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 90-101.
- Dewey, J. (1902). The Child and the Curriculum (pp. 1-31). Chicago: The University of Chicago Press.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 116-142.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 148-151.

- Banks, J. A. (1995). Multicultural education and curriculum transformation. The Journal of Negro Education, 64(4), 390–400
- McGee Banks, C. A., & Banks, J. A. (1995). Equity pedagogy: An essential component of multicultural education. Theory into Practice, 34(3), 152–158
- Gay, G. (2002). Preparing for culturally responsive teaching. Journal of Teacher Education-Washington DC-, 53(2), 106–116
- Jabbar, A., &Hardaker, G. (2013). The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools. Teaching in Higher Education, 1–13. doi:10.1080/13562517.2012.725221
- Freire, P. (2000). Pedagogy of the oppressed. Bloomsbury Publishing. 63
- D'Souza, D. (1991). Illiberal education: The politics of race and sex on campus. Simon and Schuster

- Banks, J. A. (1995). Multicultural education and curriculum transformation. The Journal of Negro Education, 64(4), 390–400

****

Course Title: Advance Curriculum Theory
Course Code: MED-216

Credit: 1

Practicum (any one of the following):
- Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
- Review of any school text book, in the light of physical aspects, presentation of content and its organization.
- Comparative study of status of elementary education in various state (at least four).
- Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.

Specialization-III

Course Title: Policy, Planning and Financing of Education
Course Code: MED 217   **Credits: 3(2L+1T)**
Objectives of the Course:
- To sensitize students to the factors affecting Educational Planning in India.
- To develop critical understanding of the dynamics of Educational Management.
- To examine the process and procedures related to financing of Indian Education.
- To analyze the recent trends in Educational Management in India.

Unit I: Indian Education: Planning and Policy
- Concept, Scope and Dimensions of Educational Planning
- Approaches to Educational Planning
- Educational Planning at the National, State, District and Institutional Level
- Policy Formulation :Process and Implementation Analysis, Issues and Policy change at national and state level affecting Indian Education 64

Unit II: Management of Education: Meaning and Scope
- Nature, Scope and Functions of Educational Administration and Management.
- Management Styles: Autocratic, Democratic, Lazes faire.
- Theories of Management and their Implications for Education.
- Total Quality Management in Education: Concept, Stages of TQM, Need andRelevance in Indian Education.

Unit III: Financing of Education
- Education as Investment
- Financing of Education in India since Independence
- Sources of Finance
- Budgeting of Education: Types and Procedures
- Provisions of Financing Education in the 12th Five Year Plan

Unit IV: Recent Trends in Educational Management in India
- Globalization and Internationalization and their Impact on Educational Policy
- Decentralized Planning and Management: Problems and Issues
- Institutional Autonomy and Accountability
- Assessment and Accreditation in Education: Concept Role of ISO, QCI, NAAC.

References:
- Blaug. Mark (1972): An Introduction to Economics of Education, Allen lane. London, Penguin. Cohn E and T.
- Gaske (1989), Economics of Education, Pregamon Press, London.
- Coombs, P.H and Hallak.J (1988) Cost Analysis in Education: A Tool for Policy and Planning, Baltimore: John Hopkins Press.
- G. Psacharopoulos (1987): Economics of Education: Research and Studies, NewYork: Pergamon Press.
- Mehrotra, Santosh(2006) The Economics of Elementary Education in India, The Challenge of public finance,private provision and household costs, sage publication,New Delhi.

****

Course Title: Policy, Planning and Financing of Education
Course Code: MED 217   Credits: 1
Practicum
- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- Analyze similarities & differences of thoughts of Indian & western economists on economics of education.
- Preparation of budget for a school
- Preparation of a blue print for expenditure control in a school.
- Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.
- Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement.
- Seminar on Models of development based on free market economies.
- Poster designing competition on Central and state level expansion on Elementary Education & girl education

Specialization-III

Course Title: Policy, Planning and Financing of Education
Course Code: MED 217   **Credits:**
3(2L+1T)
Objectives of the Course:
- To sensitize students to the factors affecting Educational Planning in India.
- To develop critical understanding of the dynamics of Educational Management.
- To examine the process and procedures related to financing of Indian Education.
- To analyze the recent trends in Educational Management in India.

Unit I: Indian Education: Planning and Policy
- Concept, Scope and Dimensions of Educational Planning
- Approaches to Educational Planning
- Educational Planning at the National, State, District and Institutional Level
- Policy Formulation :Process and Implementation Analysis, Issues and Policy change at national and state level affecting Indian Education 64

Unit II: Management of Education: Meaning and Scope
- Nature, Scope and Functions of Educational Administration and Management.
- Management Styles: Autocratic, Democratic, Lazes faire.
- Theories of Management and their Implications for Education.
- Total Quality Management in Education: Concept, Stages of TQM, Need and Relevance in Indian Education.

Unit III: Financing of Education
- Education as Investment
- Financing of Education in India since Independence
- Sources of Finance
- Budgeting of Education: Types and Procedures
- Provisions of Financing Education in the 12th Five Year Plan

Unit IV: Recent Trends in Educational Management in India
- Globalization and Internationalization and their Impact on Educational Policy
- Decentralized Planning and Management: Problems and Issues
- Institutional Autonomy and Accountability
- Assessment and Accreditation in Education: Concept Role of ISO, QCI, NAAC.

References:
- Blaug. Mark (1972): An Introduction to Economics of Education, Allen lane. London, Penguin. Cohn E and T.
- Gaske (1989), Economics of Education, Pregamon Press, London.
- Coombs, P.H and Hallak.J (1988) Cost Analysis in Education: A Tool for Policy and Planning, Baltimore: John Hopkins Press.
- G. Psacharopoulos (1987): Economics of Education: Research and Studies, New York: Pergamon Press.
- Mehrotra, Santosh(2006) The Economics of Elementary Education in India, The Challenge of public finance,private provision and household costs, sage publication,New Delhi.

****
**

Course Title: Policy, Planning and Financing of Education
Course Code: MED 217 Credits: 1
Practicum
- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.

- Analyze similarities & differences of thoughts of Indian & western economists on economics of education.
- Preparation of budget for a school
- Preparation of a blue print for expenditure control in a school.
- Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.
- Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement.
- Seminar on Models of development based on free market economies.
- Poster designing competition on Central and state level expansion on Elementary Education & girl education

Course Title: Issues, Planning and Policies of Elementary Education

Course Code: MED219   **Credits: 3**
(2L+1T)
Objectives: The students will be able to
- Gain insight into the vision and mission of Elementary Education in the country.
- Develop understanding for enhancing learner's achievement.
- Reflect on various concerns of elementary education
- Gain insight into factors promoting success and participation in quality in elementary education.
- Develop understanding about quality dimensions of elementary education
- Promote understanding of vision and mission of elementary education.
- Examine the existing reports to gain insight into concerns of elementary education.
- Reflect on various issues related with elementary education.
- Understand about the policies and programmes of elementary education
- Contribute to reform the elementary education system of India.

Unit I: Vision and mission
- Vision and Mission of Elementary Education
- School Systems across the States
- 12th Five-Year Plans –Objectives, key issues and focus.
- Constitutional Provisions, Right to Education and its implications
- Quality Assurance in Elementary Education
- Constitutional provisions regarding role of central and State Govts. For providing elementary education.

Unit II: Concerns in Elementary Education
- School Effectiveness, Classroom Climate and Teacher Attributes, Joyful learning, Order and Discipline, Law and Order in the Society and its Effect on School, quantity & quality of trained teachers. Quality of Elementary Education.
- Problems of equity and equality of opportunities.
- Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
- Inspection, Supervision and Monitoring.
- Innovative Approaches: Activity Based learning Experiment

Unit III: Policies & Programs of Elementary Education
- District Primary Education Programme-goals and strategies.
- Minimum Levels of Learning

- SarvaShikshaAbhiyan& RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. Problems of wastage and stagnation.
- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

Unit IV: Financing and Planning of Elementary Education
- Meaning, nature and scope

- Economic development and financing of education
- Financing of education in India: Centre- State relationship, mobilization of resources
- Cost Benefit Analysis in Education
- RTE Act 2009-analysis and implications for curriculum planning, teaching methodology and evaluation.

References:-

- Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Elementary Education by 2015. A Chance for Every Child. World Ban Publications.
- De, Anuradha&Dreze, Jean (1999). Public Report on Basic Education In India. Oxford University Press. USA. 70
- Kumar, Ravi (2006). The Crisis of Elementary Education in India. Sage Publications Pvt. Ltd.
- Mehrotra, Santosh, Panchmukhi, P.R., SrivastavaRanjana, Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy (1st edition) Oxford University Press.
- Mehrotra, Santosh (2006). The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs. Sage Publications. New Delhi.
- Celin Richards (1984). The Study of Elementary Education and Resource Book. Vol. I.
- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. 26
- Hayes, Denis (2008): Elementary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- Mohanty, J. N. (2002): Elementary and Elementary Education. Deep & Deep Publications, New Delhi
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universalization of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi. 71
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi

Course Title: Issues, Planning and Policies of Elementary Education
Course Code: MED-219   Credit: 1
Practicum (any one of the following):
- Preparation of research design on a theme, discipline.
- Students will be required to critically analyze any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pastiche Report on Education; Global Monitoring; Report of UNESCO
- Write a report on Criteria of resource mobilization and resource utilization
- Cost analysis in Education
- Each student is required to prepare and present in a seminar a status report on economic development & financing of education.
- Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education.
- Conduct a play in school to generate awareness among students & teachers on Child Right.
- Case study of a school or some innovative practice under SSA.

Course Title: Educational Technology
Course Code: MED-218   Credits: 3
(2L+1T)
Objectives: The students will be able to
- Appreciate the relevance of Information and Communication Technology in education.
- Develop an understanding of Media Technology and Instructional System foruse in education.
- Acquaint with the nature, forms, research trends and applications of Educational Technology.

Unit -I: Instructional Technology
- Educational Technology (E.T.): Historical development, Evolution, Concept, Types and Scope.
- Teaching: different concepts and their implications.

- Various levels of Teaching and Learning.
- Instructional Theory: Concept, nature and types, with special reference to Cognitive Construct Theories (Bruner and Amusable), Task Analysis Theory, Systems Approach and Information Processing Theory.
- Instructional Procedures: Teaching of Concepts and Principles. Teaching for problem solving.
- Models of Teaching: Concept, nature and major types, with special referenceto CAM, A OM, ITM (Suchman), Jurisprudential Inquiry.

Unit- II: Instructional Media and Theory
- Communication: (i) concept, process and components: Unidirectional and interactive communication. (ii) Teaching-learning as a communication process, factors influencing classroom communication.
- Media: Concept, characteristics, uses and limitations of various media. Media-selection and integration, Multi-media packages and their uses in formal, non-formal and distance education. Media development policy, programmes and strategies.

Unit- III: Instructional Design

- Instructional Design: Concept and componel1ts. Individualized Instruction (Programmed instruction, Keller's plan, Mastery learning), small-groupinstruction, Large-group instruction.
- Teacher Behavior Modification: Micro-teaching, Simulation, Interaction Analysis, Competency Based Teacher Education.
- Open/Distance learning systems –Concept, need characteristics and scope, nature of learning materials, evaluation and feedback.

Unit IV: Recent Trends and Research in Educational Technology
- Research in Educational Technology -trends and priority areas.
- Information Technology in Education
- Development of Teaching Learning Material, Development of self-learning material and audio video material
- Interactive multimedia and their use.
- Role of CIET, UGC, IGNOU etc. in promoting education technology

References:
- Alexis, Leon & others (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Babola, Danial T. (1998). Microsoft World. New Delhi: Prentice Hall of India Pvt. Ltd. 89
- Basandra, Suresh K. (2001). Computers Today. New Delhi: Galgotia Publishers Pvt. Ltd.
- Bharihoke, Deepak (2000). Fundamental of Information Technology. New Delhi: Pentagon Press.
- Bloom, R. S., (1974). Taxonomy of Educational Objectives: New Delhi. Mckay co., Inc.
- Chauhan, S. S., (1983). Innovations in Teaching Leaving Process: NewDelhi.VikasPublishing House Pvt. Ltd.
- Das, B. C., (2000). Educational Technology: Cuttack. Kalyani Publications.
- Honcok, A, (1977). Planning for Educational Mass Media: New York. Lougman Group Ltd.
- Kovalchick, Anna and Dawson, Kara (2005). Encyclopedia of Education and Technology: New Delhi. Vol 1 and 2 Pantagon Press.
- Kumar, Keval. J. (2006). Mass Communication in India. Mumbai.

- Kumar, K. L., (1996). Educational Technology: New Delhi. New Age International (P) Ltd.
- Mohanti, J. (1992). Educational Technology. New Delhi Deep and Deep Publication Co.

Course Title: Educational Technology
Course Code: MED 218
     Credits: 1
Practicum (anyone of the following):
- Designing an instructional programme based on Systems Approach.
- Preparation of instructional material based on CAM/ AOM/ITM/JIM.
- Preparation and use of instructional material for teaching at elementary/secondary/senior secondary levels of teaching and learning. Preparation of Instructional material for teaching of concepts/ principles/ problem solving for elementary/secondary/senior secondary levels.

Specialization-IV

Course: Inclusive Education
Course Code: MED-222   **Credits: 3(2L+1T)**
Learning Objectives: The students will be able to

- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education
- Understand the nature of difficulties encountered by children
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- Prepare a conducive teaching learning environment in varied school settings,
- Develop the ability to conduct and supervise action research activities,

Unit I: Introduction, Issues& perspectives of Inclusive Education
- Definition, concept and importance of inclusive education.
- Historical perspectives of inclusive education for children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education of all children in the context of Right to Education.
- NCF-2005 and adaptation of teaching learning material

Unit II: Policy Perspective
- Recommendations of Indian Education Commission (1964-66).
- Scheme of Integrated Education for Disabled Children
- SSA
- Inclusive Education of Disabled at Secondary Stage (IEDSS).
- National Policy on Education (NPE, 1986-92).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- Educational provisions in Person with Disability Act.
- Rehabilitation Council of India Act(1992).
- National Trust Act (1999).
- UN convention on the Rights of Persons With Disabilities.
- Promoting Inclusion Preventing Exclusion

- The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999.

UNIT-III: Diversity in the classroom
- Diversity -- Meaning and definition.
- Disability – Legal definition, discrimination.
- Giftedness.
- Concept, Nature, and Characteristics of Multiple Disabilities.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.

- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content , laboratory skills and play material

Unit IV: Teacher Preparation and Inclusive Education
- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

References:-
- Maitra,Krishna (2008):INCLUSION ISSUES AND PERSPECTIVES (For Teachers,Teachers' Educators and Parents) :Kanishka Publishers ,Distributors New Delhi-110002
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- RCI (2008).Status of Disability in India.New Delhi.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

Course: Inclusive Education
Course Code: MED 222   Credits: 1
Practicum (any one of the following):
- Make a critical appreciation of Right to Education Act in the context of inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Study & review any two national policies in the light of inclusive education.
- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Selecting appropriate areas of research.
- Types of research needed for enhancement of learning.
- Steps involved in planning and supervising research activities.
- Recent trends in research - national and international level
- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi-level teaching in the DMS (two classes).

- Identify suitable research areas in inclusive education.

- Visit to special schools for VI, HI, ID, CP, and Autism and prepare a list of tools for identification.
- Observe an inclusive class at least five days and find out skills & competencies used by the teacher. Give suggestive strategy/plan of teaching for betterment.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

Course Title: Peace Education
Course Code: MED 220   **Credits: 3(2L+1T)**
Learning Objectives: The students will be able to
- Appreciate the current challenges of teacher education in context with the introduction of education for peace harmony.
- Develop skills among teacher trainees in human values, harmonious living with co-existence.
- Create awareness among student teachers for development of activities forpeace and harmony education.
- Articulate and identify the activities &programmes for promoting peace and harmony.
- Understand Vedic Darshan of international work for promoting peace values.

Unit I: Peace Education- Concept and Scope
- Peace: Meaning, nature and its relevance relating to the present global scenario,
- Ideal vs Pragmatic definition of Peace.
- Different sources of peace: Philosophical, Religious, Social, Secular and Psychological.
- Classification and analysis of peace:- Individual and social, Positive and negative peace, concept, characteristics,
- Role of different organizations like UNESCO in Peace Education.
- Peace in the minds of men, culture of peace and non-violence, positive personality development.
- NCF 2005 recommendations on Peace Education : nurturing of knowledge, skills, attitude and values of a culture of peace for shaping individuals.

Unit II: Peace Education- Agencies and Methods
- Family and Home: first school of peace education
- Role of community, school, family and neighbors in peaceful values inculcation.
- Importance of co existence and harmonious living in pluralistic-multi cultural, multi religious and multi ethnic societies.
- Peace education –objectives, scope and its relevance: inculcating duty consciousness in individuals.
- Role of Peace educators as motivators, trainers and guides.
- Methods for peace education: introspection, imbibing values and application of principles in daily life.
- Ongoing researches in the field of peace education – present scenario and suggestions.

Unit III: Education for International Peace & Understanding
- Nationalism & Internationalism
- Needs for developing International Understanding & Peace.
- Guiding principles for education for International Understanding and peace: non-violence, conflict resolution, pacifism, international mediation and courts of justice and peace building.
- Barriers for developing International Understanding & Peace: just warism and terrorism.
- Recommendations of International Commission (Delor's Commission) on International Understanding & Education for Peace.

Unit IV: Role of Educational Institutions in propagation of Peace Education

- Schools programmes: United Nations programmes of peace in minds of men, culture of peace and learning ways to peace.
- Application of conflict resolution on individuals, society, national and international scenarios.
- Importance of Human rights as a duty
- Teaching about Human Rights.

- Teaching about other countries-History, Geography, Civics, Science& Literature.
- Co-curricular Activities- Drawing, Painting, Modelling, Handicrafts etc.
- Role of Teacher with respect to transaction of Peace Education

References:
- Bagchi, JyotiPrakash and Vinodteckchandani, (2005), "Value Education" University book House (P) Ltd. Chaura Rasta, Jaipur-302003
- Chitkara, M.G, (2009), "Education and Human values", A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002 .
- Delors J., Learning the Treasure within, UNESCO, 1997.
- Falk, Richard A.; Johansen, Robert C.; Kim, Samuel S., editors. Constitutional.
- Foundations of World Peace. Albany: State University of New York Press, 1993.
- Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
- Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press, 2000.
- Mishra, Lokanath ,(2009), " Encyclopaedia of Peace Education, A.P.H Publishing Corporation, Anrari road, Darya Ganj New Delhi-110002.
- Mishra, Dr. Loknath, (2009), "Peace education frame work for teachers" A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002.
- SathyaSai International Center for Human Values, New Delhi. Education for Human Values(2009).
- Singh, Dr. Suresh Pal, and AnyanaKaul and SaritaChoudary,(2010), " Peace and human rights education , A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002.
- UNESCO: Learning the treasure within, Delores Commission Report.
****
**

Course Title: Peace Education
Course Code: MED 220   **Credit: 1**
Practicum (Any one of the following):
- Preparing a report on conflict management in a class room through peaceful negotiation.
- Analysis of the Delores's Commission report for conceptual understanding of the four the pillars.
- Reflecting and preparing a report on Conflict resolution in a classroom through Peaceful negotiation.
- Study of the Delors Commission Report for conceptual understanding of the four pillars.
- Preparing an activity chart for Primary/Secondary/Senior Secondary/Higher Education stage to impart Human Rights as a duty and peace education through the curriculum.
- A Book or Documentary Film review in the area of Peace and Human Rights education. Case study of a child suffering from bad habits.
- Observation of classroom situation and identification of factors promoting peace.
- Analysis of morning assembly programme of a school from the point of view of peace and harmony education.

- Debate on characteristics of teacher as peacemaker.
- Make your own programme (based on activities) to conduct cooperative games and education activities for inculcation of harmony in students.
- List out the resources for effective implementation of peace education programme.
- Workshop on *ChetnaVikasMulyaShiksha*for seven days. After workshop prepare a report on Human relationship in family and in community, classification of values.

Course Title: Environmental Education
Course Code: MED 223   **Credits: 3 (2L+1T)**
Objectives: - **The students will be to**
- Understand the relationship between Humans Beings and their Environment.
- Develop sensitivity towards Environmental Disaster Management.

- Acquire an understanding of the process of Environmental Education.
- Develop skills and competencies as teachers for Management of Environmental Awareness Programmes
- Acquire a critical understanding of the different curriculum transaction and evaluation strategies for environmental education.

Unit- I: Environment, Initiatives for Protection and Disaster Management 96
- Environment: Meaning & types Natural, Social & Economic environment: interdependence & interaction among them, Relationship between Man and Environment
- International Conferences For Environmental Protection:
- Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002)
- United Nations Environmental Programme (UNEP) –Objectives & Functions
- Environmental Disasters: meaning, natural & manmade disasters and their management, Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood& Drought.
- Management of Pollution as a Manmade Disaster: Causes, effects & control of- Air pollution, Water pollution, Land pollution and Sound pollution

UNIT-II: Education for Conservation of Natural Resources and Sustainable Development
- Conservation of Natural Resources: Concept, need and Importance Ways of Conservation of Natural Resources: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape.
- Environmental Movements: -*Chipko,* Silent Valley, *Narmada Bachao.*
- Role of Environmental Movements in Environmental Conservation
- Role of Education in Conservation of Natural Resources
- Sustainable Development: Meaning & dimensions (natural, social & economic)
- Strategies For Sustainable Development: suggested in Agenda –Guiding Principles for Sustainable Development
- Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development
- Role of Environmental Education in Sustainable Development-Need of an Inter-disciplinary Approach.

Unit -III: Environmental Education-Need and Scope
- Environmental Education: Meaning, need and scope
- Need of Environmental Education for School Teachers and TeacherEducators

- Guiding Principles of Environmental Education
- Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework For Teachers and Teacher Educators (2005) given by NCTE.

Unit -IV: Environmental Education- Transaction and Evaluation 97
- Teaching – Learning Strategies For Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Dramatization and Games.
- Evaluation in Environmental Education Use of Observation,
- Self-reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education.
- Training For Environmental Education – (Preparing an Environmental Education Teacher), Major components of the Training Programme, Role of Central & State Government in Environmental Education
- Role of NGOs in Environmental Education (with reference to two National & two Local NGOs)
- Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and Computer (Internet)

References:
- DattaAmol K., (2000). Introduction to Environmental Science & Engineering. NewDelhi-110 001: RajuPrimlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.

- Dayani, S. N., (1993). Management of Environmental Hazards. New Delhi: 110014.Vikas Publishing House, Pvt. Ltd. 576, Masjid Road, Jangpura.
- Iyer, Gopal (1996). Sustainable Development Ecological & Socio-cultural Dimension. New Delhi: Vikas Publishing House Ltd.
- James, George (1999). Ethical Perspectives on Environmental Issues in India. NewDelhi-100 002: APH Publishing, Corporation, 5 Ansari Road, Darya Ganj,
- Karpagam, M. (1999). Environmental Economics. Sterling Publisher Pvt. Ltd.
- Mukherjee, Biswarp (1996). Environmental Biology, Tata-Mc-Graw, New Delhi: Hill, Publishing Co. ltd.
- Nasrin, (1999). Environmental Education. New Delhi - 110 002: APH PublishingCorporation, 5 Ansari Road, Daryaganj.
- Rao, DigmurtiBhaskar (1998). Earth Summit, Discovery. New Delhi - 110 002.Publishing House, 4831/ 24, Ansari Road, Pralhad Street, Daryaganj.
- NCERT, (2000). National Curriculum Framework 2000. New Delhi: NCERT Press.
- NCTE, (2005). Environmental Education Curriculum Frame working for Teachers& Teacher Education. New Delhi: NCERT.

Course Title: Environmental Education
Course Code: MED 223   **Credit: 1**
Practicum (any one of the following):
- Preparation & use of an Evaluation Tool for measuring the attainment of the teaching objectives.
- Planning & Conducting an Environmental Awareness Programme for a class (5th to 12th std.) in any one school or college.

- Preparation and Use of a strategy for teaching Environmental Education at school level / college level.

****

Course Title: Educational, Vocational Guidance and Counselling

Course Code: MED 221   **Credits: 3 (2L+1T)**

Objectives: The students will be able to

- Understand the basic principles of guidance & counseling and the application of the same to the process of education.
- Develop practical knowledge of the various techniques used in counselling.

UNIT- I: Nature of Guidance

- Concept, importance and areas of guidance –educational guidance, vocational guidance and personal guidance.
- Organization of guidance services in schools-need, principles and mechanism of organizing guidance functions, ethical and legal guidance.
- Guidance services.
- Occupational information- meaning and need, method of imparting occupational information, sources of occupational material in India.

UNIT- II Planning and Organizing Guidance Programme

- Group Guidance: Meaning, Scope, Principles, Types.
- Guidance for promoting self-discipline in a school: Causes for indiscipline, Anger Control, Yoga and Meditation for Self-Discipline, Self-Management.
- Understanding Programme Management: Personal, Finance and Facilities.
- Developing Guidance programme at Primary level, Middle level and Secondary & Senior Secondary level. 99
- Guidance for Children with Diversity: Children within Sensory and Motor Disabilities, Children with Learning Difficulties, Exceptional Children, Gifted Children, Children with Divergent Socio-Cultural Background.

- Guidance for Human Development and Adjustment.

UNIT-III: Career Development and Vocational Guidance

- Understanding the concept of work, career and vocation: preparing for future.
- Career development meaning and importance.
- Super's theory of career development.
- Theories of Career Choice and Development (Trait Theory, Theory of Occupational Choice).
- Career Development of Women: Current Status, educational Needs and problems, factors, process.
- Assessment and appraisal for Career development: Meaning, Purpose, Principles and Process.
- Job Analysis: Meaning, types and purposes of job Analysis.
- Placement Services: Meaning, functions and principles
- Follow up Service: Meaning, purposes and characteristics**.**

UNIT -IV : Counseling-Meaning, Tools and Techniques of Assessment

- Counseling-Meaning, Need and Principles
- Directive Counseling: Concept, Procedure, advantages and limitations.
- Non-Directive Counseling: Concept, Procedure, advantages and limitations.
- Eclectic Counseling: Concept, Procedure, advantages and limitations.

- Study of the individual, data collecting techniques of information.
- Standard and Non-standardized Techniques, Biographies, Rating Scale, Case Study, Questionnaire, Observation, Interview and Cumulative Records.

References:

- Agrawal J.C.: Educational Vocational Guidance and Counselling, Doaba House, NaiSarak, Delhi.
- Anatasi Anne: Psychological testing, New York, Mac Millan 1982
- Mennet M.E.: Guidance and Counselling in Groups, McGraw Hill book Company, 1963.
- Crites J.O.: Vocational psychology, New York, GMC Grow Hill Book Company 1968. 100
- Directorate general of Employment and Training (Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
- Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
- Gupta S.K.: Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
- Swedish Mohan: Readings for Careers Teachers, NICER 1985.
- Koceher S.K.: educational and Vocational Guidance in Secondary Schools, Sterling Publisher (P) Ltd. Delhi.
- Jones A.J.: principles of Guidance, McGraw Hill Book Co., New York.
- Jayawal S.R.: Guidance and Counselling. Prakashan Kendra Lucknow.
- Rogers C.R.: Client Centered Therapy, Mifflin.
- Rao, S.N: Counselling and Guidance, Tata McGraw Hill, Delhi.
- Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labor and Rehabilitation, Govt. of India, New Delhi,- Handbook in Vocational Guidance,1972.
- Sarswat. K.R. Gaul, J.S.: Manual for Guidance Counsellors, NCERT, Delhi, 1993.

****
**

Course Title: Educational, Vocational Guidance and Counselling
CourseCode: MED 221   Credits: 1
Practicum (any one of the following):
- Maintenance of Self -Appraisal reports with respect to Guidance Programme at Elementary/Secondary level.
- Conduct a Guidance and Counseling Programme at Elementary/Secondary level.
- Organizing a Job Fair/Career Fate for school children.

- Preparation and administration of any two tool that is Observation, Interview, Questionnaire etc. with respect to Guidance services at Elementary/Secondary level.
- Preparation of Job resume for Self-enrichment.

Compulsory Course Work
Course Title: Dissertation

Course Code: **MED-299**
Credits:4

- **Components of dissertation:-**writing of final report and submission of final Dissertation. Presentation and viva will be taken on submission of the final report.