

SEMESTER-I

MED-I01

PSYCHOLOGY OF LEARNING & DEVELOPMENT

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3½ marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
- All questions carry equal marks.

COURSE OBJECTIVES

To enable the student to

- understand concepts and principles of Educational Psychology as an applied science.
- outline the scope of educational psychology.
- describe the process of growth and development.
- understand different theories of learning.
- explain the process of Motivation.
- recognize the concept of personality.
- know the methods of personality assessment.

COURSE CONTENTS

UNIT-I

- **Concept of Educational Psychology**
 - Relationship of Education & Psychology
 - Meaning & Concept of Educational Psychology.
 - Scope of Educational Psychology
- **Concept of Growth and Development**
 - General Principles of Growth and Development.
 - Physical Development in Adolescence.
 - Social Development in Adolescence.
 - Emotional Development in Adolescence.
 - Intellectual Development in Adolescence.

UNIT-II

• Individual Differences

- Meaning and Areas
- Determinants: Role of Heredity and Environment in Developing Individual Differences.
- Implications of Individual Differences for Organizing Educational Programmes.

• Personality

- Meaning and Determinants
- Types and Trait Theories
- Assessment of Personality by Subjective and Projective Methods.

UNIT-III

• Intelligence ○

Meaning

- Theories: Two Factor theory (Spearman); Multi Factor Theory, Guilford Model of Intellect.
- Measurement of Intelligence (two verbal and two non verbal tests)

• Creativity

- Meaning, characteristics, difference between creativity and intelligence, role of teacher in developing creativity, Methods of developing creativity.
- Theories of creativity: Taylor's psychoanalytic and Ariet's theory of creativity.
- Assessment methods for creativity.

UNIT-IV

• Learning

- Meaning, Factors Influencing Learning
- Theories of Learning
- Pavlov's Classical Conditioning
- Skinner's Operant Conditioning
- Hull's Reinforcement Theory
- Learning by insight.
- Gagne's Hierarchy of Learning Types

• Motivation

- Concept of Motivation and Achievement Motivation.
- Factors affecting Motivation.
- Theories of Motivation:
- Physiological Theory
- Murray's Need Theory.
- Maslow's Theory of Hierarchy of Needs.

Tasks & Assignments: Any one of the following (10marks)

- Identify and prepare a case study of under achieving student.
- Identify five students showing maladjustment behavior. List the adjustment problems from which they are suffering and explain their causes
- Visit to a school, observation of activities of X class students and prepare a report on it.
- Any other task and assignment given by the institution.

SUGGESTED READINGS

1. Abramson, Paul R.; 'Personality', New York: Holt Rinehart and Winston, 1980.
2. Allport, G.W. : 'Personality', New York: Holt, 1954
3. Allport G.W.: 'Pattern and Growth in Personality', New York: Rinehart andnWinston, 1961.
4. Andrews, T.W. (Ed.): 'Methods in Psychology', New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R. Charles, Don, C.: 'The Psychology of Human Growth at Development', New York: Holt, Rinehart and Winston, Inc., 1962.
6. Baum, A., Newman, S., /West R., & Mc Manus, C. 'Cambridge Handbook Psychology, Health & Medicine', Cambridge: Cambridge University Press 1997.
7. Colemn, J.C.: 'Abnormal Psychology and Modern Life', Bombay: D. Taraporewala Sons&Co., 1976
8. Dicapro, N.S.: 'Personality Theories', New York: Harper, 1974.
9. Douglas, O.B. Holl, and B.P.: 'Foundations of Educational Psychology', New York: The Mac Millan Co., 1948
10. Gagne, R.M.: 'The Conditions of Learning', New York, Chicago: Ho Rinehart and Winston, 1977.
11. Gates, A.T. et. al: 'Educational Psychology', New York: Mac Millan, 1963.
12. Hilgard, E.R.: 'Theories of Learning', New York: Appleton Century Crafts.
13. Kundu, C.L.: 'Educational Psychology', Delhi Sterling Publishers, 1984.
14. Kundu, C.L.: 'Personality Development: A Critique of Indian Studies', Vishal Publishers, 1976
15. Kundu, C.L. & Tutoo, D.N.: 'Educational Psychology', New Delhi: Sterling Publishers Private Limited, 1988.
16. Shankar Udey: 'Development of Personality', 1965.
17. Talbott, J.A., Hales, R.E. & Yodofsky, S.G. 'Textbook of Psychiatry', New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
18. Thorpe, G.L. & Olson, S.L. 'Behaviour Therapy, Concepts, Procedures and Applications', London: Allyn Bacon, 1999.

MED-102

Historical, Political and Economic Foundations of Education

Time: 3 Hours

Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3½ marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Course objectives:

To enable the students to

- Get a historical insight into the development of education in Vedic, Buddhist and Medieval period.
- Get the knowledge of the development of education in pre-Independent and post-Independent India.
- Explain in detail the constitutional provisions for Education in India.
- Understand the relationship of education with democracy, National integration and International understanding.
- Understand the economic foundation of education
- Get the knowledge of contemporary Indian Education in global perspectives.

UNIT-I

Historical Foundations of Education

1. Education in India during
 - Vedic
 - Buddhist
 - Medieval period
2. Education in British period and pre-Independent India
 - Macaulay Minutes
 - Wood's Dispatch of 1854
 - Lord Curzen's Educational policy
 - Sadler Commission Report-1917
 - Wardha Scheme of Education-1937

UNIT-II

Education commissions and various policies in post-Independent India

- University Education Commission- 1948-49
- Secondary Education Commission-1952-53
- Indian Education Commission-1964-66

- NPE-1986, NPE(1992)

UNIT-III

Political Foundations of Education

- Meaning, concept and need of political ideology & its relation with Education
- Education in Monarchic & Democratic & Communist countries
- Education in relation to:
 - Democracy
 - Constitutional provisions
 - National values as enshrined in Indian Constitution
 - Nationalism & National integration
 - International Understanding.

Unit-IV

Economic Foundations of Education

- Education as related to
 - Economic growth and investment.
 - Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population.
 - Equality of Educational opportunities.
 - Local and global perspectives: implication of globalization for system of Education.
- Educational financing in India at various levels at elementary, secondary & senior secondary school Level

Tasks & Assignments: Any one of the following :(10marks)

- Write a script on Educational development in ancient India after classroom discussion.
- Which is the landmark educational policy according to you & why? prepare a detailed record on the effectiveness of the policy
- Prepare a report on estimation of institutional cost of a secondary school/ Estimation of unit cost of education in a school taking student as a unit.
- Review of related literature to justify the role of political/economic/ historical foundation of education in shaping of education.
- Any other task/assignment given by the institution.

SELECTED READINGS

- Agarwal, J.C. : Land marks in the history of modern Indian Education, New Delhi
- Alex, V. ALEXander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
- Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
- Harbison, F and Myers, Charler : A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, Co., 1970.

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 - Joshi, K.L. (1977). Problems of higher Education in India. Bombay: Popular Prakashan
 - Kaul, J .N. (1975). Higher Education , Social change & National Development, Shimla: Indian Institute of Advanced Study
 - Kneller, G.F: Education and Economics Thought, New York, John Wiley and Sons, INC, 1968.
 - M.H.R.D.(1969). Report of the education commission- Education and National Development (1964-66), Ministry of Education, Govt. of India, New Delhi.
 - M.H.R.D. National policy on Education (1986), Ministry of Education, Govt. of India, New Delhi.

 - M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. of India, New Delhi.
 - M.H.R.D. (1990). Towards an Enlightenment & Human Society- A Review (NPERC), Ministry of Education, Govt. of India, New Delhi.
 - M.H.R.D. (1993). Education for All: The Indian Science, Ministry of Education, Govt. of India, New Delhi.
 - M.H.R.D. (1993). Selected Education Study, Ministry of Education, Govt. of India, New Delhi.
 - Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
 - Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.
 - Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
 - Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
 - Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
 - Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 151992.
 - Rao, D.D. (2001). National Policy on Education towards an Enlightenment and Human Society. New Delhi: Discovery Publishing House.
 - Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
 - Taneja, V.R. (2005). Foundation of Education, Chandigarh: Abhishek Publishers.
 - Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.
 - Tiwari, D.D. (1975). Education at the Cross Roads, Chugh Publication, Allahbad.
 - UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.
 - Vaizey, J.: Costs of Education, London :Feber , 1962.
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MED-103

EDUCATIONAL STUDIES

Time: 3 Hours

Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3½ marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

Students will be able to

- Understand and appreciate education a social phenomenon, practice and field of study
- Acquainted with documented related to educational policies and educational programmes.
- Understand educational structure, institution and system.
- Understand and reflect or various issues and concerns in education.

UNIT- I

- **Nature of Education**
 - Education as a phenomenon, Education as a practice, Education as a field of study,
 - Aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society
- **Education as Interdisciplinary Knowledge**
 - Interdisciplinary nature of education; relationships with philosophy, psychology, sociology, management, economics, anthropology etc.
 - Contribution of science and technology in education and challenges ahead.
 - Axiological issues in education: role of peace and other values, aesthetics in education.
 - Dynamic relationship of education with the political process. .
 - Interrelation between education and development.

UNIT- II

- **Socio-cultural Context of Education**
 - Social purpose of education.
 - Understanding Indian society-with reference to multilingual and multicultural and other diversity, approaches for teaching young children in the context of diversity.
 - Process of socialization and acculturation of the child: role of school, parents, peer group and the community.
- **School Context**
 - Multiple schools contexts-rural/urban, tribal etc.
 - School management: Role of teachers, headmasters, and administrators.
 - Nurturing learner friendly school environment.

- School as site of curricular engagement.
- Teacher's autonomy and professional independence.
- Participation of different stakeholders in school education-role of media, use of technology, NGOs,
- Civil society groups, Teacher organisations, family and local community.
- Monitoring and evaluation of schools.

UNIT- III

- **Educational Institutions and Educational Structure**
 - UNESCO,UGC,NCERT,NCTE,CBSE,SCERT(s) & DIET(s)
 - Higher, Secondary and Elementary education system
 - Educational Structure at central, state, district, block and village level
- **National Programmes and Policies in Education**
 - SSA,RAMSA & RUSA
 - NCF(2005) & National Knowledge Commission (2005)
 - NCFTE (2009)
 - RTE Act (2009)

UNIT- IV

- **National Issues and Concerns in Education**
 - Universalization of Elementary Education
 - Globalization of Education
 - Liberalization of Education
 - Expansion of Secondary and Higher Education
 - Issues related to equity, equality and quality of Education, Education of the disadvantaged

Task and Assignment- Any one of the following (10 MARKS)

- Assignment based on policy perspectives and status of education of socio-economically
- disadvantaged children of India/of a particular State,
- Vision of school education in India.
- Visit to a school, observation of activities and preparation of a reflective report.
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.), Boston: Alynand, Becon.
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice.New York: Teachers College Press
- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- Dearden R. F. (1984). Theory and practice in Education. London, Routledge K Kegan & Paul.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Australia Allen and Unwin,.
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of

- education. New York: Macmillan.
- Cole, M.(2011). Education, equality and human rights: Issues of gender, race, sexuality, disability and social class. NY: Routledge.
 - Govinda, R. & Diwan, R. (2003). *Community participation and empowerment in primary education*. New Delhi: Sage Publication.
 - Govinda, R. (2011). *Who goes to school? : Exploring exclusion in Indian education*. New Delhi: Oxford University Press.
 - Govt. of India. (1948). *University education commission*. New Delhi: Govt. of India.
 - Govt. of India. (1952). *Secondary education commission*. New Delhi: Govt. of India.
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 - Govt. of India.(1986). *National policy of education*. New Delhi: Govt. of India.
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- Govt. of India. (1992). *Programme of action*. New Delhi: Govt. of India.
 - Habib, S.I. (2010). *Moulana Abdul Kalam Azad and the national education system*. New Delhi: NUEPA. 17
 - Jandhyala, B. T. G. (2003). *Education society and development: National and international perspective*. New Delhi: APH Publishing Corporation.
 - Mehta, A.C. (2014). *Elementary education in India: Where do we stand*. New Delhi: NUEPA.
 - MHRD. (2009).*RAMSA*. New Delhi: MHRD.
 - MHRD. (2013). *RUSA, National higher education mission*. New Delhi: MHRD.
 - MHRD. (2000). *SSA*. New Delhi: MHRD.
 - MHRD. (2010). *RTE Act* . New Delhi: MHRD.
 - Narula , M. (2006). *Quality in school education: Secondary education and education boards*. New Delhi: Shipra Publication.
 - NCERT. (2005).*NCF*. New Delhi: NCERT.
 - NCTE. (2009). *NCFTE*. New Delhi: NCTE.
 - NUEPA. (2004). *Sabke liye shiksha: Vishawa monitoring report 2002*. New Delhi: NUEPA.
 - Pandit, K.(2003).*Educational sociology*. New Delhi: ABD Publishers.
 - Prakash, V. & Biswal, K. (2008). *Perspective on education and development: Revisiting education commission and after*. New Delhi: Shipra Publication.
 - Rao, K.S.(2009). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA.
 - Sharma, R.K.& Chouhan, S.S.(2006). *Sociology of education*. New Delhi: Atlantic Publishing Corporation.
 - Sood, N.(2003). *Management of school education in India*. New Delhi: APH Publishing Corporation.
 - Stella, A. & Sudhanshu, B. (2011).*Quality assurance of transnational higher education, the experience of Australia and India*. New Delhi: NUEPA.
 - Sujhata, K. & Rani, G. (2011). *Development of secondary education in India: Access ,participation and delivery mechanism and financing*. New Delhi: Shipra Publication.
 - Sujhata, K. & Rani, G. (2011). *Management of secondary education in India*. New Delhi: Shipra Publication.
 - Yazail, J. (2003). *Globalization and challenges of education*. New Delhi: Shipra Publication.

MED-104

INTRODUCTION TO EDUCATIONAL RESEARCH

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3½ marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

- understand the concept of research and educational research
- recognize the types and methods of educational research
- comprehend the steps involved in educational research
- understand the use of different tools and techniques in educational research
- use the library, Internet services and other sources of knowledge for educational research Purposes.
- understand the procedure to conduct the research in the educational field
- understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them
- understand the role and use of statistics in educational research
- select the appropriate statistical methods in educational research
- review the educational research articles
- use computers for data analysis.

UNIT – I

- Nature and Scope of Educational Research
- Scientific Method of Inquiry; Methods of Acquiring Knowledge
- Meaning, Nature, Need, Scope and Types of Educational Research
- Areas of Educational Research; The Research Process
- Research Paradigm: Qualitative and Quantitative Research

UNIT – II

- Formulation of Research Problem
- Sources of Identifying the Problem; Selection, Definition and Evaluation of a Research Problem
- Review of Related Literature: Importance and Various Sources including Internet.
- Hypothesis: Concept, Types, Sources, Characteristics, Formulation and testing
- Sampling: Concept, Need, Steps, Characteristics and Methods

- Preparation of Research Proposal

UNIT – III

Descriptive Statistics

- Types of Data; Graphical Representation of Data
- Measures of Central Tendency: Mean, Median and Mode
- Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation
- Measures of Relative Positions: Percentile and Percentile Ranks

UNIT – IV

- Measures of Relationship -Meaning, Assumptions, Computation and Uses of:
 - Rank Difference Correlation
 - Product Moment Correlation
 - Partial and Multiple Correlations
 - Biserial and Point Biserial Correlations
- Normal Probability Curve: Meaning, Characteristics, Skewness and Kurtosis and Applications.

Tasks and Assignments: Any one of the following: (10 marks)

- Development of a Research Proposal on an identified research Problem.
- Select any one classroom based action research problem and prepare an action plan of its resolution.
- Prepare different types of graphs on any hypothetical data.
- Make a list of the likely skills that one will need to learn and practice before carrying out various stages in research plan.
- Any other task/Assignment by the institution

SUGGESTED READINGS

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Fox, D. J. (1969). The Research Process in Education, New York: Holt, Rinehart and Winston Inc.

- Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feiffer and Simon.
- Good, C.V. and Douglas, E. S. (1954). *Methods in Social Research*. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F.(1973). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.
- Kerlinger, F. N. (1973). *Foundation of Behavioural Research*. New York: Holt, Rinehart and Winston.
- Koul, L. (1988). *Methodology of Research*. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). *Statistical Methods in Psychology and Education*. New Delhi: Narela.
- Mangal, S.K. (2002). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.
- Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Eurasia.
- Neuman, W.L. (1997). *An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Siegel, S. (1986). *Non-parametric Statistics*. New York: McGraw Hill.
- Travers, R.M. W. (1978). *An Introduction to Educational Research*. New York: Macmillan.
- Van Dalen, D. B. (1992). *Understanding Educational Research*. New York: McGraw Hill.
- Young, P.V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall

MED-105

SELF-DEVELOPMENT SKILLS-I COMMUNICATION AND EXPOSITORY WRITING (Evaluation by external examiner only at the end of the semester)

Max. Marks- 25

Credit:1

Objectives:

- to develop the capacity to use ICT in effective communication
- to enhance the ability to listen, converse, speak, present and explain ideas in groups and before an audience.
- to develop the writing skills
- to use the knowledge of communication in classroom discussion and daily life.

COURSE CONTENT

Communication Skills: Meaning, concept and components of effective communication

- Strategies of effective communication.
- Development of academic skills (pre-reading, pre-writing and number)
- Expository writing: Meaning, concept and Types of effective expository writing.
- Listening skill: meaning, concept and importance of listening skills academic listening- (lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, tele-conference, tele interviews handling.
- Role of ICT in effective communication.

Workshop on Communication and Expository Writing -Suggested activities

- Writing essay/articles on any issue relating to education.
- Seminar presentation with PPT (on any one topic).
- Student's discussion (panel/group).
- Content analysis & reporting any one event/ news (from electronic/ print media) related to field of education.

Note:

- i. The student will maintain a file of the record related to activities performed.
- ii. **Mode of transaction of this course will be workshop.**

MED-106

SELF-DEVELOPMENT SKILLS-II ACADEMIC & PROFESSIONAL WRITING

(Evaluation by external examiner only at the end of the semester)

Max. Marks- 25

Credits:1

Objectives:

After completing the course, the students would be able to

- write or draft professional letters and mail etc.
- use & differentiate different kinds of writings and writing style.
- reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- analyze academic sources and how to refer them.
- cite a source, paraphrase and acknowledge the source & edit one's own writing.

Workshop on Academic Writing Skill- Suggested activities

- Write a paragraph on any topic of your interest and edit one's own writing. Prepare a report on it.
- Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.
- Prepare a professional letter and mail on any topic.
- Write a professional report of any workshop and seminar
- Book review and review of 2 research articles.
- Writing research article/paper.
- Critical reflections on any 05 current events/news related to field of education.

Note:-

- i. Mode of transaction of this course will be workshop.
- ii. Prepare a file on the record of work done in the workshop.

SEMESTER-II

MED-201

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3¹/₂ marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

This paper aims at developing the following competencies:

- Undertaking the nature and functions of philosophy of education.
- Writing a critical note on the nature of knowledge and knowledge getting process.
- Understanding the Contribution of various Indian and Western Schools of Philosophy in the field of Education.
- Critical appraisal of contributions made to education by prominent educational Thinkers
- Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumption about educational phenomena.

COURSE CONTENTS

UNIT –I

- Meaning of Education and Philosophy
- Relationship of Education and Philosophy.
- Meaning of Educational Philosophy.
- Functions of Educational Philosophy.
- Meaning and Nature of Knowledge.
- Types and Source of Knowledge.
- Methods of Acquiring Knowledge.

UNIT-II

- Indian Schools of Philosophy-
 - Vedanta
 - Sankhya,
 - Buddhism
 - Jainism
 - Islamic traditions

with special references to the concept of reality, knowledge and values and their educational implications.

UNIT – III

Western schools of Philosophy:

- Idealism
- Realism
- Naturalism
- Pragmatism
- Existentialism

with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of

UNIT-IV

- Education Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore, Gandhi, Dr. Radhakrishnan & J. Krishnamurthy.
- Modern Concept of Philosophy:-
 - Logical analysis
 - Logical empiricism and
 - Logical Positivism.

Tasks & Assignments: Any one of the following :(10 marks)

- Write a script on Educational development in ancient India after classroom discussion.
- The Essay Course : Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words).
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.
- Any other task assigned by the institution.

SELECTED READINGS

1. Baskin, Wade, Classics in Education, Vision Press London, 1966.
2. Brubacher, John S. Modern Philosophies of Education, Tata McGraw Hill New Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977.
4. Butler, J.D. Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John. Democracy and Education, MacMillan, New York, 1966.
6. Dupuis, A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
7. Kneller, George F. Foundations of Education John Wiley and Sons, 1978.
8. Morris, Van C. Existentialism in Education What it Means. Haper & Row, New York, 1966.
9. Pandey, R.S. An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
11. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
12. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
13. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi, 1969.

MED-202

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of $3\frac{1}{2}$ marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Course objectives-

The students will be able to:

- define the meaning and concept of educational sociology.
- explain the concept of social organization and factor affecting it.
- illustrate Education as a process of social system and socialization.
- critically appropriate the issues related to social change, determinate of social change, equity and equality of education opportunities.
- explain the important issues like social stratification and social mobility.

COURSE CONTENT

UNIT-I

- Concept and nature of educational sociology and sociology of Education, relationship of Sociology and Education.
- Social organization- meaning and concept, dynamic characteristics of social organization, factor influencing social organization- folkways, mores, institution and values etc and its educational implications

UNIT-II

- Socialization: meaning and concept, Agencies of socialization: family, school, society and community, Role of Education in Socialization.
- Culture: meaning and nature of Culture.
- Education and Culture.
- Cultural determinants of education
- Education and cultural change
- Concept of Cultural Lag, Enculturation & Acculturation

UNIT-III

- Value education: meaning and concept of values and its nature, Role of Education in inculcating values.
- Education and Social Change: meaning and nature, Factor determining social change.

- Constraints of social change in India- Caste, Ethnicity, Class and Language, Religion and Regionalism.
- Role of education in social change.

UNIT-IV

- Social stratification: meaning, concept and its Educational implications.
- Social mobility: meaning, types, constraints on mobility and its educational implications.
- Concept of Urbanization, Modernization, Westernization, Sanskritisation with special reference to Indian society and its educational implications

Tasks and Assignments: Any one of the following(10 marks)

- Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.
- Any other activity assigned by the institution.

SELECTED READINGS

1. Pandey, K.P. Perspectives in Social Foundations of Education. Amitash Prakashan, Ghaziabad, 1983.
2. Havighurst, Robert et al. Society and Education. Allyn and Bacon, Boston, 1995.
3. Gore, M.S. Education and Modernization in India, Rawat Publication, Jaipur, 1984.
4. Kamat, A.R. Education and Social Change In India. Samaiya Publishing co., Bombay, 1985.
5. Maunheim, K. et al. An Introduction to Sociology of Education Routledge and Kegan Paul , London, 1962.
6. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
9. Mossish, loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.
10. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
11. Mossish, loor, Sociology of Education : An Introduction, George Allen and Unwin, London, 1972
12. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi, 1969.

MED-203

CURRICULUM STUDIES

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of $3\frac{1}{2}$ marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

- conceptualize the meaning and different perspectives of curriculum
- understand the epistemological, sociological and the psychological basis of curriculum development
- understand the different types of curriculum with respect to their main orientation and approaches
- compare and analyze the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

COURSE CONTENTS

UNIT – I

- Concept of ‘Curriculum’ and ‘Syllabus’ and their scope
- Process of curriculum development
- Bases of curriculum
- Principles of curriculum development
- Factors affecting curriculum development

UNIT – II

- Types of curriculum - Knowledge based, Activity based, Skill based and Experienced based, core curriculum, hidden curriculum , spiral curriculum, integrated curriculum and their relevance
- Approaches in Curriculum Development - Developmental approach, Functional approach and Eclectic approach
- Curricular trends- Lifelong learning, Futuristic education, Collaborative curriculum, core curriculum and collateral curriculum

UNIT – III

- Models of curriculum development and planning
 - Taba's Model of curriculum development
 - Administrative model
 - Grass root model
 - Demonstrative model
 - System analysis model

UNIT – IV

Curriculum transaction and its evaluation
Formative and summative evaluation
Methods of curriculum evaluation and models of curriculum evaluation
Role of teacher in curriculum evaluation
Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing
NCF, 2005 and NCFTE, 2009
Recent developments and research trends in curriculum designing

Tasks and Assignments: Any one of the following:(10 marks)

- Critical appraisal of present curriculum in secondary schools of Haryana.
- Compare and prepare report on different y curriculum prescribed by different boards at secondary level.
- Any other work assigned by the institution.

SELECTED READINGS

- Bobbitt, F. (1918). *The Curriculum*. Boston: Houghton Mifflin. Co.
- Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder&Stoughton, London.
- Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.
- Gakhar, S. C. (2008). *Curriculum Development*. Panipat: N. M. Publishers.
- Goodland, J. (1979). *Curriculum Enquiry – The Study of Curriculum Practices*. New York: McGraw Hill.
- Hamilton, D. (1976). *Curriculum Evaluation*. London: Open Books Publishing Limited.
- Hass, G. (1991). *Curriculum Planning: A New Approach*. Boston: Allyn Bacon.
- Hooer, R. (1971). *Curriculum: Context, Design and Development*. New York: Longmans.
- Lewy, A. (1977). *Handbook of Curriculum Evaluation*. New York: Longman, Inc.
- Lewy, A. (1977). *Studying Curriculum*. Buckingham: Open University Press.
- Oliver, A. (1977). *Curriculum Improvement – A Guide to Problems, Principles and Processes*. New York: Harper and Row.
- Payne, D. A. (1973). *Curriculum Evaluation: Commentaries on Purpose, Process and Product*. Boston: D. C. Heath.
- Pratt, D. (1980). *Curriculum Design and Development*. New York: Harcourt, Brace and Jovanvich.
- Saylor, J. G. & Alexander, W. M. (1960). *Curriculum Planning*. New York: Holt, Rinehart and Winston.
- Socket, H. (1976). *Designing the Curriculum*. London: Open Books Publishing Ltd.

- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.
- Tanner, D. & Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.

MED-204

TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- 1 Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- 2 Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3¹/₂ marks each to be selected from the entire syllabus.
- 3 Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
- 4 All questions carry equal marks.

- enable the students to understand human capital, education & employment analysis of earning
- understand the concept of teacher education along with its need and scope
- understand the historical developments in the field of teacher education in India
- understand the objectives of teacher education at elementary, secondary and higher education
- develop understanding about the structure, curriculum and modes of pre- service teacher education
- and needs of innovation in pre-service teacher education programmes
- understand concept, structure and modes of in-service teacher education
- explain the role of various international, national and state agencies in teacher education
- discuss current trends in teacher education
- discuss various challenges faced by teacher education in 21st century.

COURSE CONTENTS

UNIT – I

Introduction to Teacher Education

- Concept, Need and Scope of Teacher Education.
- Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66) in India.
- Aims and Objectives of Teacher Education at:
 - Elementary Level.
 - Secondary Level.
 - Higher Level.

UNIT–II

Structure, Curriculum and Modes of Pre- Service Teacher Education

- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.
- The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.

- Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship.
- Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations.
- Needs of Innovation in Pre-service Teacher Education Programme.

UNIT-III

Concept, Structure and Modes of In-service Teacher Education:

- π In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
- θ Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes.
- ρ Structure for In-service Teacher Education; Sub –District, District, State, Regional and National level Agencies and institutions.
- σ Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and course work. Scope, Merits and limitations of each of them.

UNIT – IV

Agencies of Teacher Education: Role and Functions:

- National Agency: UGC(University Grants Commission),NUEPA, NCTE and NCERT
- State level Agencies- DIET and SCERT.
- Role of NCERT and NCTE in Teacher Education.
- Current Trends in Teacher Education.
- Managing Teacher Education : Challenges in 21st century.

Tasks & Assignments: Any one of the following (10marks)

- || Prepare a report on role of various central and state agencies in Teacher Education.
- || Prepare a project on challenges in Teacher Education in 21st Century.`
- Any other activity assigned by the Institution.

SUGGESTED READINGS

- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD(1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission.
- Govt. of India(1992). Report of C.A.B.E.. New Delhi: Committee Department Of Education.
- Govt. of India (1986). National Policy of Education, New Delhi: Ministry of Human Resource and Development.
- Kohli, V.K.(1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A.(1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.

MED-205
INTERNSHIP: TEACHER EDUCATION INSTITUTE (SIX WEEKS)
(Evaluation by external examiner only at the end of the semester)

Max. Marks: 100
weeks

Duration: 6

Credits: 4

Note: Do any four activities from the following:

- Design a curriculum and develop teaching-learning material on any subject. (25 marks)
- Suggest some new research studies to be undertaken in field of education. (25 marks)
- Working with community based on any project of social welfare. (submission of activity report). (25 marks)
- Prepare a suggested comprehensive plan of action to improve teacher education institute in which you have been engaged. (25 marks)
- Development of resource pool by inviting resource persons from nearby teacher education institutions, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas. (25 marks)
- Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health. (25 Marks)
- Interaction with Principal of college, management, teachers and non-teaching staff for preparation of a report on college environment. (25 Marks)

MED-206 DISSERTATION

(Evaluation by external examiner only at the end of the semester)

Credit-2

Maximum Marks: 50

Writing synopsis (with review of related literature) and its presentation.

SEMESTER-III

MED-301
SPECIALIZATION COURSE – I (STAGE SPECIFIC)
(Elementary Education or Secondary & Senior Secondary Education)

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Course Objectives:

After completing the course the students would be able to

- acquaint with the historical perspective, aims and objectives of school education at elementary or senior secondary level.
- explain the present status of elementary or secondary & senior secondary school education.
- understand the concept of school, systems and structure of school education, finance and management at elementary or senior secondary level.
- familiar with the curriculum, co-curricular, extra-curricular activities etc. at elementary or senior secondary level.
- recognize the methods of teaching, role of ICT, various teaching aids and role of teacher to enhance learning of students.

UNIT-I

1. Aims and objectives of school education (at that Stage)
2. Historical perspective
3. Present status

UNIT –II

1. School –concept, need & their role
2. Institutions, systems and structures of school education

3. Control & finance of institutions & their management
4. School education-global perspective

UNIT-III

1. Curriculum (at that specific stage) and its critical analysis
2. Activities –Curricular, Co-Curricular, Extra-Curricular

UNIT-IV

1. Methods of teaching (stage specific)
2. Use of ICT in teaching
3. Teaching aids-need &significance
4. Role of teacher as facilitator of teaching –learning environment

MED-302

SPECIALIZATION COURSE – II (STAGE SPECIFIC)

(Elementary Education or Secondary & Senior Secondary Education)

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

5. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
6. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
7. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
8. All questions carry equal marks.

Course Objectives:

After completing the course the students would be able to

- acquaint with the classroom interaction & its analysis and management of classroom in terms of available resources at elementary or senior secondary level.
- explain the School administration the duties of Head/ Principal, teacher and class teacher at elementary or secondary &senior secondary level.
- familiar with maintaining records, time-table and managing resources at elementary or secondary & senior secondary level.
- understand the concept of evaluation, tools of evaluation, and CCE at elementary or senior secondary level.
- familiar with the issues and concerns at specific stage, moral development of students, needs of special children, and maintaining healthy learning environment at elementary or senior secondary level.

UNIT-I

- Class-room interaction
- Management of class room in terms of available resources
- Class -room interaction analysis

UNIT –II

- || School administration
- || Duties of Head/ Principal, teacher and class teacher
- || Maintaining records
- || Time-table
- || Managing resources

UNIT-III

- || Evaluation of outcomes
- || Types of evaluation
- || Methods/ tools of evaluation
- || CCE

UNIT-IV

- || Issues and concerns - Indiscipline & unrest among students
- || Moral development of students
- || Problems in schools
- || School Management Committees
- || Addressing children with special needs
- Action research
- Learning environment

MED-303

ADVANCED EDUCATIONAL RESEARCH

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
- All questions carry equal marks.

COURSE OBJECTIVES:

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

- understand the concept of research and educational research
- understand the types and methods of educational research
- understand the steps involved in educational research
- develop inquisitive mind and spirit of inquiry
- develop competency to plan, execute and report research in the educational field
- understand the use of different tools and techniques in educational research
- understand the role and use of statistics in educational research
- understand the basic educational statistics and select the appropriate statistical methods in educational research
- use computers for data analysis

COURSE CONTENTS

UNIT – I

Methods of Research

- ♣ Descriptive Research
- ♣ Historical Research
- ♣ Experimental Research: Experimental Designs.
- ♣ Qualitative Approaches of Research: Ethnography and Case Study

UNIT-II

Tools and Techniques of Data Collection

- Characteristics of a Good Research Tool
- Characteristics and uses of Questionnaire, Observations and Interview, Psychological Tests, Rating Scales and Socio-metric Techniques in Research
- Writing Research Report- Characteristics, steps and importance.

UNIT-III

Tests of significance

- Concept of Null hypothesis
- Standard error
- Type I & Type II error
- One Tail & Two Tail test
- Significance of statistics & significance of percentage, Proportion and correlation
- Significance of difference between means- Z- test & t- test

UNIT-IV

14. ANOVA(One Way)- Meaning, assumptions, computations & uses.
15. Regression and Prediction- Concept, uses, assumptions & computations of linear regression equation, Standard error of measurement.
16. Meaning of Non Parametric tests
Concept, Computation and Uses of:
 - Chi-Square Test of Equality and Independence
 - Median Test
 - Sign Test

SUGGESTED READINGS

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. New Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Garrett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer and Simon.
- Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F.(1973). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.
- Koul, L.(1988). Methodology of Research. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Psychology and Education. New Delhi: Narela.
- Lindquist, E.F. (1970). Statistical Analysis in Educational Research, New Delhi, Oxfordand IBH publishing House.

- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Eurasia.
- Neuman, W.L. (1997). An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn and Bacon.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Siegel, S. (1986). Non-parametric Statistics. New York: McGraw Hill.
- Travers, R.M. W. (1978). An Introduction to Educational Research. New York: Macmillan.
- Turabian, K. L. (1973). A Manual for Writers of Term Papers, Theses and Dissertation, Chicago, University of Chicago Press.
- Van Dalen, D. B. (1992). Understanding Educational Research. New York: McGraw Hill.
- Young, P.V. (1960). Scientific Social Surveys and Research. New York: Prentice Hall.

MED-304

TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
- All questions carry equal marks.

COURSE OBJECTIVES:

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

- describe the need, concept and scope of teacher education and historical development with special emphasis on different documents.
- explain the agencies of in-service teacher training programme.
- have teaching profession and professional organization for various levels of teachers development of teacher education curriculum in India.
- do research in various areas of teacher education.
- understand the problems faced in the areas of teacher education.
- design in-service teacher professional development program/activities based on the needs of teachers.
- critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- understand and appreciate the research perspectives on various practices in teacher education.
- develop professional attitudes, values and interests needed to function as a teacher educator.

COURSE CONTENTS

UNIT-I

- Historical development of teacher education.
- Recommendation of various commissions on teacher education with special emphasis on-
 - University Education Commission(1948-49)
 - Mudaliar Commission(1952-53)
 - Kothari Commission (1964-66)
 - NPE,1986
 - Programme of Action, 1992.

UNIT-II

- Teaching as a profession
- Aims and Objectives of Teacher Organization
- Need of Professional Organization
- Faculty improvement programme
- Professional ethics
- Performance appraisal
-

UNIT-III

- Problems of admission to teacher education
- Challenges in Professional Development of Teachers
- Factors influencing the quality of pre and in-service education of Secondary School Teachers
- Current Problems of Teacher Education and practicing Schools
- Role and Contribution of various agencies and regulatory bodies in enhancing the quality of Teacher Education
- Strengthening the Role of Teacher in a Changing World

UNIT-IV

- Areas of research in teacher education
- Teacher effectiveness
- Modification of teacher behavior
- School effectiveness
- Research on Effectiveness of Teacher Education Programmes in India.
- Characteristics of an Effective Teacher Education Programme.
- Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference design, finding and policy implications.
- Researches on Teacher behavior, personal variables, content variables, strategy variables, situation variables.

SELECTED READINGS

13. CABE,(1992). Report of the CABE committee on policy perspectives Govt. of India. MHRD, New Delhi.
14. Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
15. Husen, Tosten & Postlethwaite(eds.)(1994). The International Encyclopedia of Education, New York. Vol. 1-12, Pergamon Press.

4. Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.
5. Ministry of Education(1964-66), Education and National Development Report of Indian Education Commission, Govt. of India.
6. MHRD (1986) National Policy on Education and Programme of Action. Govt. of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt. Of India, New Delhi.
8. Singh, L.C. (ed.)(1990) Teacher Education in India, Source Book NCERT, New Delhi.
 - Smith, E.R.(ed.)(1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
 - Soder, R. (1991). "The ethics of the rhetoric of Teacher Professionalism". Teaching and Teacher Education, 7(3).
 - Stiles, L.J. and Parker, R. (1969) "Teacher Education Programme". Encyclopedia of Educational Research 4th Edition, New York, Macmillan.

MED-305

Internship: in Specialized Area (In School; 6 weeks)
(Evaluation by external examiner only at the end of the semester)

Max. Marks: 100

Duration: 6 weeks

Credits: 4

NOTE:

- The student will maintain a file of the record related to activities performed.
- For internship the student will be engaged in the schools for a continuous period of 6 weeks.
- Do any four activities from the following:

A report by the student in which he/she will record one's experiences, observations, and reflections during internship. (25 marks)

Analysis of any text book from peace perspective. (25 Marks)

Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not. (25 Marks)

Develop an achievement test on any subject and standardize it. During this process item analysis, reliability, validity and norms are to be computed. (25 marks)

Administration, scoring and interpretation of any two of the following psychological tests: (25 Marks)

Intelligence Test

Teacher Effectiveness Scale

Personality Test

Study Habits Inventory

Students will observe/ analyze the classroom teaching learning behavior of four teachers through Flanders's interaction analysis system and prepare a report on it. (25 marks)

Preparation, administration and analysis of diagnostic test (s) followed by remedial teaching. (25 Marks)

Prepare a report on CCE at elementary or secondary & senior secondary school level of the school where the teacher educator has engaged himself/herself for internship.

- Case study of the school where the teacher educator has engaged himself/herself for internship.

MED-306
DISSERTATION
(Evaluation by external examiner only at the end of the semester)

Credits-2

M.Marks- 50

- Comprehensive review of related literature, selection/ development of research tool & collection of data.
- Submission & presentation of progress report of research work (including all above mentioned item)

MED-307
Self Development Skills–III (e-skills)
(Evaluation by external examiner only at the end of the semester)

Credit-1

Max. Marks=25

COURSE OBJECTIVES

-To enable the learners to use electronic aids and resources for educational/research purposes -To make them aware of the possible pitfalls/threats of using e-resources

COURSE CONTENT

- Create e-mail account, facebook accounts, etc.
 - using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites.
- Using e-resources and acknowledging the information thus retrieved; ethical issues of using e-resources , Behaving responsibly on the internet

Transactional mode

-Through theoretical as well as practical mode

Sessional work

- Creating an educational group/forum

SEMESTER-IV

MED-401

Specialisation Course-I (i)- Guidance & Counselling

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
- All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- make aware of the importance of making right choices in life, education, vocation etc.
- develop and promote understanding of basic principles, areas, importance of guidance and counseling.
- explain problem face by students in the contemporary world.
- make students conversant with the practices of guidance and vocational choices.
- explain the use of various standardized & non-standardized data collection tools.
- develop an understanding of the role of guidance for the population with special needs.
- develop an understanding and need of mental health

UNIT-I

• Introduction to Guidance

- ⌚ Concept, Principles & Functions of Guidance
- ⌚ Types of Guidance: Educational, Vocational, Social & Personal Guidance.
- ⌚ Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles & Techniques.
- ⌚ Contemporary Models of Guidance; Mathewson Model, Sholen's Model, Chapman Model & Hoyt's Model.

• Guidance Services and their Organization in Schools

- ⌚ Organization & Evaluation of Guidance Programmes at Various Levels of Education (Elementary/
- ⌚ Secondary/ Senior Secondary /College)
- ⌚ Problems of Organizational Guidance Services in India.
- ⌚ Role of Various Community Agencies in School Guidance Programmes

UNIT-II

• Introduction to Counseling

- ⌚ Concept, Principles, Techniques & Procedure of Counseling
- ⌚ Approaches of Counseling: Directive, Non-Directive, Eclectic Counseling
- ⌚ Theories of Counseling: Freud's Psychoanalytic, Behaviouristic, Gestalt
- ⌚ Skills of Counseling: Building Trust, Listening, Observation & Empathy



Counselor: Characteristics, Functions & Ethics

- **Career Guidance**

- || Concept & Needs of Career Guidance
- || Factors Affecting Career Guidance
- || Approaches of Career Guidance

UNIT-III

Job Analysis and Occupational Information

- || Concept and Needs of Job Analysis
- || Meaning, Nature and Factors Affecting Job Satisfaction
- || Relation between Job Analysis and Job Satisfaction
- || Concept of Occupational Information & Sources of Collection Measuring Devices
- || Tools: Intelligence, Aptitude, Interest, Personality, Attitude, and Achievement
- || Techniques used in Guidance: Questionnaire, Anecdotal Records, Interview, Schedule, case Study, Diary and Autobiography, Cumulative Record Cards

UNIT-IV

Guidance for Children with Special Needs

- || Exceptional Learners: Slow learners, Gifted & Creative
- || Delinquent, Backward and Under Children. -Achievers Children.
- || Mentally and Physically Handicapped Children
- || Guidance for the Well Being of Senior Citizens

Mental Health

- || Concept of Mental Health
- || Factor Affecting Mental Health
- | Role of Guidance Personnel in Promoting Positive Mental Health at Work Place

Tasks and Assignments :The student-teacher may undertake any one of the following activities (10 marks)

- Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests.
- One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate.
- Any other task assigned by the institution.

SUGGESTED READINGS

- Aggarwal, R. (2010).Elementary Guidance and Counselling, New Delhi:Shipra publication.
- Aggarwal, J.C. (2005). Career Information in Career Guidance Theory & Practice,Delhi: Doaba House.
- Bala, Rajni.(2007).Guidance and Counselling: Modern Review, New Delhi :Afa Publication.
- Burnard, P. (2005).Counselling Skills Training, New Delhi: Viva Book Private Limited.
- Chandra, R.(2009). Career information and Guidance and Counselling, Delhi:Isha Books.

- Chauhan, S.S. (2007). Principle and Techniques of Guidance, New Delhi: Vikas Publishing House.
- Dev. K.(2005). Educational Guidance, New Delhi:Pragun Publication.
- Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt.Ltd.
- Gibson, Robert L. & Mitchell, Marianne, H. (2008). Introduction to Counselling and Guidance, New Delhi: Pearson Prentice Hall in India.
- Gupta, M. (2005). Effective Guidance & Counselling, Jaipur: Mangaldeep publications.
- Kochhar, S.K. (2009). Guidance & Counselling in Colleges & Universities, New Delhi: Sterling Publishers Pvt Ltd.
- Kochhar, S. K. (2006). Educational and Vocational Guidance in Secondary Education, Delhi: Sterling Publications.
- || Koshy, J. (2007). Guidance and Counselling (Vol. IV), New Delhi: Dominant Pub. & Distributors.
- || Kottler, J. A. & Shepard, D. S.(2008).Counselling Theories & Practices, Cenage Learning: 1st Edition.
- || Madhukumar, I. (2007). Guidance and Counselling, New Delhi: Authors Press.
- || Mathur, S. S.(2008).Fundamentals of Guidance & Counselling, Agra:2nd Edition Aggarwal Publication.
- || Mishra, R.C. (2004). Guidance & Counselling, New Delhi: APH Publishing Corporation.
- || Naik, D. (2007). Fundamentals of Guidance and Counselling, New Delhi: Adhyayan publishers.
- || Pandey, V.C. (2006). Educational Guidance & Counselling, Delhi: Isha Books.
- || Rao, S N.(2006). Counselling and Guidance, Delhi : McGraw hill Publication.
- || Rao, S. N.& Hari, H. S.(2004).Guidance and Counselling, New Delhi: Discovery Pub. House.
- || Saxena, A. (2006). Organization of Guidance Service, Delhi: Rajat Publications.
- || Safaya, B.N. (2002). Guidance & Counselling, Chandigarh: Abhishek Publications.
- || Sexena, A. (2007). Modern Techniques of Counselling, New Delhi: Rajat Publications.
- || Saxena, A. (2007). Introduction to Educational & Vocational Guidance, Delhi :Rajat Publications.
- || Sharma, R. A.(2011).Fundamentals of Guidance and Counselling.Meerut: R Lal Book Depot.
- || Sharma, S.P. (2008). Career Guidance & Counselling, New Delhi: Kanishka Publishers & Distributors.
- || Sharma, T.C. (2002). Modern Methods of Guidance & Counselling, New Delhi : Sarup & Sons.
- || Sharma, Y.K. (2005). Principles of Educational & Vocational Guidance, New Delhi: Kanishka Publishers.
- Shrivastava, K.K. (2003). Principles of Guidance & Counselling, New Delhi : Kanishka Publishers.
- Singh, R. (2002). Educational & Vocational Guidance, New Delhi : Commonwealth Publishers
- Vashist, S.R. (2004). Evaluation of Guidance, New Delhi: Anmol Publications Pvt. Ltd.
- Varky, B. G.& Mukhopadhyay, M.(2006). Guidance and Counselling, New Delhi : Sterling Publications.
- Yadav, R.H. (2012). Guidance & Counselling, New Delhi: APH Publishing Corporation.

MED-402

Specialisation Course-I (ii)- Education Policy, Economics & Planning (Elementary Level)

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
- All questions carry equal marks.

- to acquaint the students with the basic concepts of economics of education
- aware of the productivity of education in economic development
- explain concept ,nature, principles and procedure of educational planning
- to acquaint the students with the concept of educational planning of education at elementary level
- explain types of educational policy, link between educational policy and national development policy.

UNIT-I

Educational Policy:

- Types of educational policy- State level Institutional, Short –term, Long- term at Elementary Level
- Need and Importance of Educational Policy at Elementary Level
- Linkage between national Educational Policy and State Development Policy at Elementary Level

UNIT-II

Economics of Education: Meaning, aims, scope and significance

- Education as Consumption
- Education as investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center- State relationship, mobilization of resources
- Financial Contribution of community to school.
- Central and State Level Expansion on Elementary Education & Girl Education
- Govt Programs & Projects (like Lok Jumbish Projects,Shiksha Karni Projects, Kasturba Gandhi Shiksha Yojana, Sharde Hostels)
- Models of development based on free market economies

UNIT-III

Educational Planning at Elementary Level:

- Concept, needs and goals of Educational Planning
- Principles of Educational Planning.
- Approaches of Educational Planning
- Educational Planning in India since independence

Education and Man Power Planning:

- Concept of Manpower Planning
- Forecasting Man Power Needs
- Techniques of Man Power Forecasting
- Limitations of Man Power Forecasting

UNIT-IV

Educational Planning and Policies at Elementary Level

- District Elementary Education Programme: Goals and Strategies.
- Sarva Shiksha Abhiyan & RTE Act 2009- Goals and Specific Programme Interventions at National Level and in respective States to improve access, enrolment, retention/participation and achievement.
- Monitoring and Supervision at Elementary Level
- Research and Evaluation of specific schemes like Mid-Day Meals, establishments of VEC and different incentive schemes and achievement levels.

Tasks and Assignment: Any one of the following: (10 marks)

- Preparation of research design on a theme, discipline and RTE act. 2009
- 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 (Survey a Govt school nearby and Prepare of report on critically analyze the SSA and Mid May Meal programme)
- Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratichi Report on Education; Global Monitoring; Report of UNESCO.
- Any other assignment/ project given by the Institute.

Suggested Readings:

- Blaug.M (1972). Economics of Education published by Penguin Books.
- Govt. Of India ,MHRD(1982). NPE and its POA(1986/1992).
- Nordhaus,W.D.(1998):Economics and Policy issues in climate change.
- Parkash Shree(1999):Educational Planning published by Gyan Publishing House.
- Padmanabhan,C.B.(1986)Economics of Educational planning in India. New Delhi: Arya Book Depot.

MED-403

Specialisation Course-I (ii)- Education Policy, Economics & Planning (Secondary Level)

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

After completion of this course the students would be able to:

- acquaint the students with the basic concepts of economics of education
- aware of the productivity of education in economic development
- explain concept ,nature, principles and procedure of educational planning
- acquaint the students with the concept of educational planning of education at secondary level
- explain types of educational policy, link between educational policy and national development policy.

UNIT-I

Educational Policy at Secondary Level:

- Types of educational policy- National State Level Institutional ,Short–Term and Long- Term at Secondary Level
- Need and Importance of Educational Policy at Secondary Level
- Linkage between Educational Policy and National Development Policy at Secondary level

UNIT-II

Economics of Education: Meaning, aims, scope and significance

- Education as Consumption
- Education as Investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center- National Relationship, Mobilization of Resources.

UNIT-III

Educational Planning at Secondary Level

- Concept, needs and goals of Educational Planning Secondary Level
- Principles of Educational Planning Secondary Level
- Approaches of Educational Planning Secondary Level
- Educational planning in India since Independence at Secondary Level

Education and Man Power Planning:

- Concept of Manpower Planning
- Forecasting Man Power Needs
- Techniques of Man Power Forecasting
- Limitations of Man Power Forecasting

UNIT-IV**Planning Mechanisms and Five-Year Plan in Education**

- Main features of five year plans with special reference to education, impact of five year plan on education.
- Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 12th Five Year plan.
- District level planning: recent initiatives.
- Availability of educational statistics at central, state and district levels.

Educational Expenditure:

- Educational Expenditure and its Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.
- Financial estimates by Tapas Mazumdar Committee (GoI, 1998)

Tasks and Assignment: Any one of the Following:(10 marks)

- ||| Estimation of opportunity cost on a sample of working school age children.
- ||| Preparation of a blue print for expenditure control in a school
- ||| Preparation of a school budget
- ||| Any other work assigned by the institution

Suggested Readings:

- ||| Blaug, M (1972). Economics of Education published by Penguin Books.
- ||| Govt. Of India ,MHRD(1982). NPE and its POA(1986/1992).
- ||| Nordhaus, W.D.(1998):Economics and Policy issues in climate change.
- ||| Parkash Shree(1999):Educational Planning published by Gyan Publishing House.
- ||| Padmanabhan, C.B.(1986)Economics of Educational planning in India. New Delhi: Arya Book Depot.

MED-404

Specialisation Course-I (iii)- Education Management, Administration & Leadership (Elementary Level)

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

- develop an understanding of specific trends of the educational administration
- develop an understanding of concept, needs and to equip students with specialist techniques and methods for educational management
- develop a scientific outlook to deal effectively with the problems of educational administration and management
- develop an understanding of leadership in the context of education
- develop the knowledge of planning and organizing supervisory programmes in educational institutions
- explain the role of National, State and Local level bodies responsible for educational administration.

UNIT-I

Educational Management

- Concept, Needs, Objectives and Scope of Educational Management
- Approaches and Principles of Educational Management
- Concept of Educational Management Human Beings as inputs, Process & Product inputs
- Educational Manager: Functions, Roles, Skills & Competencies
- Managerial Creativity, Managerial Ethics
- Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management & Administration

- Meaning, Nature and Approaches of Educational Planning
- Institutional Planning and Perspective Planning at Elementary Level
- Meaning, Nature and Scope of Educational Supervision
- Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at Elementary Level

UNIT-II

Introduction to Educational Administration

- Concept, Scope, Principles of Educational Administration
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.

- Types of Communication
- Methods and Devices of Communication
- Selection of Appropriate Communication Strategies
- Barriers of Communication

UNIT-III

Leadership in Education

- Concept of Leadership, Leader and Manager,
- Leadership Traits and Skills
- Functions and Styles of Leadership
- Measurements of Leadership
- Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social.

- Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model
- Hersey and Blanchard's Situational Theory,

UNIT-IV

Educational Administrative Bodies in India at State & Local Level : Role & Functions

- State Bodies: State Council of Educational Research & Training (SCERT),
- State Institute of Education Technology (SIET),
- District Institute of Education & Training (DIET),
- Institute of Advance Studies in Education (IASSE)
- Local Bodies: Municipal Councils/Corporation, Zilla Parishads, Panchayats.

Tasks and Assignment: Any one of the following (10 marks)

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio at elementary level. Is it according to provision of RTE act? Prepare a report on it.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyze quality & quantity of Mid-day meal in any rural school.
- Any other work assigned by the institution.

Suggested Readings:

- ||| Altrichter, H. and Elliot, J. (2000). Images of Educational Change. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). Managing People, New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management, (Edited,Ed.) New Delhi: Sage Publications.
- Bush, T. (2013). Educational Management, Administration & leadership. New Delhi: Sage Publications.
- Chauhan,S.(2012). Educational Management, New Delhi: Pearson Publication.
- Dawra, S. (2003). Management Thought, New Delhi: Mohit Publication.
- Harigopal, K. (2001). Management of Organizational Change, New Delhi: Response Books.
- ||| Luthans, F. (2005). Organisational Behaviour, New York: McGraw – Hills Inc.
- ||| Lunenburg,F.C. & Orenstein, A.C.(2012).Educational Administration- Concept & Practices, USA: Wadsworth, Cengage Learning Solutions, Canada.
- ||| McCaffery, P. (2004). The Higher Education Manager's Handbook, New York and Canada: Routledge.
- ||| Nair, S.R. (2004).Organizational Behaviour- Texts and Cases, Mumbai: Himalaya Publication.
- ||| Nangia, S.B.(2009). Educational Administration, New Delhi: APH Publishing Corporation Publishing House.
- ||| Northouse, P. (2010). Leadership Theory and Practice. New Delhi: Sage Publications.
- ||| Owens, R.C. (2001). Organizational Behaviour in Education, Boston: Allyn and Bacon.
- ||| Prasad, A. (2007). University Education Administration and the Law, New Delhi: Deep& Deep Publications.
- ||| Punia,V. (2004).Managerial Skills in Educational Administration, New Delhi: Deep& Deep Publications Pvt. Ltd.
- ||| Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi: Association of Indian Univesities.
- ||| Sayeed, O. B. and Pareek, U. (2000). Actualizing Managerial Roles. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- ||| Srivastav, A.K. (2009). Educational Administration Policy, Planning and Survey. New Delhi: Kunalm Books.
- ||| Sharma, R. A. (2009). Educational Administration &Management. Meerut: R Lal Book Depot.
- ||| Sindhu, I.S.(2012). Educational Administration & Management. New Delhi: Pearson Publications.

MED-405

Specialisation Course-I (iii)- Education Management, Administration & Leadership (Secondary Level)

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

After completion of the course, student teachers will be able to:

- develop an understanding of specific trends of the educational administration
- develop an understanding of concept, needs & to equip students with specialist techniques and
- methods for educational management
- develop a scientific outlook to deal effectively with the problems of educational administration & management
- develop an understanding of leadership in the context of education
- learn about planning & organizing supervisory programmes in educational institutions
- explain the role of national, state & local level bodies responsible for educational administration.

UNIT-I

- **Educational Management**
 - Concept, Needs, Objectives & Scope of Educational Management
 - Approaches and Principles of Educational Management
 - Concept of Educational Management Human Beings as inputs, Process & Product inputs
 - Educational Manager: Functions, Roles, Skills & Competencies
 - Managerial Creativity, Managerial Ethics
 - Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management and Administration
- **Educational Planning & Supervision**
 - Meaning, Nature and Approaches of Educational Planning
 - Institutional Planning and Perspective Planning at secondary level
 - Meaning, Nature and Scope of Educational Supervision
 - Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and
 - Implementing Supervisory Programmes at secondary level

UNIT-II

- **Introduction to Educational Administration**
 - Concept, Scope, Principles of Educational Administration
 - Educational Administration Approaches and Emerging Trends
 - Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.
 - **Communication in Educational Management and Administration**
 - Types of Communication
 - Methods and Devices of Communication
 - Selection of Appropriate Communication Strategies •
- Barriers of Communication

UNIT-III

- **Leadership in Education**
 - Concept of Leadership, Leader and Manager,
 - Leadership Traits and Skills
 - Functions and Styles of Leadership
 - Measurements of Leadership
 - Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social.
- **Theories of Leadership**
 - Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model
 - Hersey and Blanchard's Situational Theory,

UNIT-IV

Educational Administrative Bodies in India at National Level: Role & Functions

- University Grant Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National University of Educational Planning and Administration (NUEPA)
- Ministry of Human Resource Development (MHRD)
- National Council for Teacher Education (NCTE)
- Central Advisory Board For Education (CABE)

Tasks and Assignments: Any one of the following (10 marks)

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of entire activity.
- Review research on educational management or management of secondary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio for secondary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.
- Any other activity assigned by the institution.

SUGGESTED READINGS

- Altrichter, H. and Elliot, J. (2000). Images of Educational Change. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). Managing People, New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management, (Edited,Ed.) New Delhi:Sage Publications.
- Bush, T. (2013).Educational Management, Administration & leadership. New Delhi: SagePublications.
- Chauhan,S.(2012). Educational Management, New Delhi: Pearson Publication.
- Dawra, S. (2003). Management Thought, New Delhi: Mohit Publication.
- Harigopal, K. (2001). Management of Organizational Change, New Delhi: Response Books.
- Luthans, F. (2005). Organisational Behaviour, New York: McGraw – Hills Inc.
- Lunenburg,F.C. & Orenstein, A.C.(2012).Educational Administration- Concept & Practices, USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). The Higher Education Manager's Handbook, New York and Canada: Routledge.
- Nair, S.R. (2004).Organizational Behaviour- Texts and Cases, Mumbai: Himalaya Publication.
- Nangia, S.B.(2009). Educational Administration, New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2010). Leadership Theory and Practice. New Delhi: Sage Publications.
- Owens, R.C. (2001). Organizational Behaviour in Education, Boston: Allyn and Bacon.
- Prasad, A. (2007). University Education Administration and the Law, New Delhi: Deep& Deep Publications.
- Punia,V. (2004).Managerial Skills in Educational Administration, New Delhi: Deep& Deep Publications Pvt. Ltd.
- Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi: Association of Indian Univesities.
- Sayeed, O. B. and Pareek, U. (2000). Actualizing Managerial Roles. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). Educational Administration Policy, Planning and Survey. New Delhi: Kunal Books.
- Sharma, R. A. (2009). Educational Administration &Management. Meerut: R Lal Book Depot.
- Sindhu, I.S.(2012).Educational Administration & Management. New Delhi: Pearson Publications.

MED-406

Specialisation Course-II (i)- Inclusive Education

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

- develop in students an understanding of the concept and philosophy of inclusive education in different contexts
- develop in students an understanding of the nature and types of diverse learners
- enable students to analyse the trends and issues in inclusive education
- acquaint students about various legislative frameworks and programmes facilitating inclusive education
- enable students to understand various approaches to evaluation and identification of need of diverse learners
- enable students to understand planning and management of inclusive classroom
- enable students to use assistive /adaptive technology in inclusive classrooms
- enable students to understand the need of support system for inclusive practices
- understand the global and national commitments towards the education of children with diverse needs
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- identify and utilize existing resources for promoting inclusive practice.

UNIT-I



Introduction to Inclusive Education

- Marginalization vs Inclusive education – Meaning and Concept.
- Historical perspectives on education of children with diverse needs.
- Evolution of the Philosophy of Inclusive Education – Special, Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education
- Identifying and addressing barriers to Inclusive education – Attitudinal, Physical and Instructional.

UNIT-II

➤ **Policies, programmes and legislative provisions with reference to children with special needs (CWSN)**

● **International initiatives**

- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6, 10 &12).
- The World Declaration on Education for all and its Framework for Action to meet Basic – Learning needs, 1990
- 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).
- The Asian and Pacific decade of Disabled Persons, 1993-2002.
- The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.
 - UNCRPD – 2007

● **National Policy Framework & Programmes:**

- NPE 1986, POA 1992; SSA and RMSA
- Persons With Disabilities Act (EO,PR, & FP), 1995 and the Draft Rights of Persons with Disabilities Bill – 2012 and subsequent amendments.
- RCI Act, 1992 and National Trust for Welfare of Persons with
- Autism, Cerebral Palsy, Mental Retardation and Multiple Disability
- Act, 1999 & Rules, 2014
- National Policy for Persons with Disabilities - 2006

UNIT-III

➤ **Children with Diverse Needs**

- Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under-achievers, slow learners and other marginal groups.

➤ Importance of early detection for development of compensatory skills.

➤ **Curricular Adaptations and Accommodations-Meaning, Difference, and Need**

- Specifics for children with Sensory disabilities (VI and HI) ●
- Specifics for children with Neuro-developmental disabilities
- Specifics for children with Locomotor disabilities and Multiple disabilities. ●
- Engaging gifted children.

➤ **Planning and Management of Inclusive Classrooms: material resources, Human Resource and Instructional Practices**

UNIT-IV

Resources and Facilitators of Inclusion

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope
- Use of Information Communication Technology (ICT) in inclusive classroom

- Facilitators for Inclusive Education: Parent-Professional Partnership: Role of Parents, Peers, Professionals, School Management & Community.
- Role Responsibilities of General, Special and Resource Teachers.
- Skills & Competencies among Inclusive school teachers.

Tasks and Assignments: Any one of the following activities: (10 marks)

- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national, international) related to diversity.
- Critical review of policy and practice and panel discussion by a group of students.
- Visit to special, integrated and inclusive classrooms .Reflective journal writing.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

SUGGESTED READINGS:

- Ainscow, M.; Booth. T (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A; Jangira, N.K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi National Publishing house
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Daniels, H. (1999). Inclusive Education. London: Koegan.
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MED-407

Specialisation Course-II (ii)- Educational Measurement & Evaluation

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Course Objectives: After completing the course the students would be able to

- Understand the concept of measurement & evaluation
- be familiar with the different types of evaluation, norm referenced & criterion referenced tests
- comprehend the steps in standardisation of achievement test
- understand the application of various statistical tests like correlation, ANOVA, Regression etc.

COURSE CONTENT

Unit-I

- (a) Concept and importance of measurement and evaluation.
- (b) Types of evaluation: Formative and summative.
- (c) Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II

- a) Types of achievement tests- Essay and Objective type.
 - b) Norm referenced and criterion reference tests.
 - c) Steps in standardization of achievement tests.
- Item analysis: Item difficulty, discrimination index. Estimating reliability and validity. Effectiveness of distracters.

Unit-III

- a) Analysis of variance (one way and two way): Assumptions and Computation.
- b) Regression and prediction: Meaning and Concept of linear regression equation.

Unit-IV

Correlations: Assumptions and computation of:

- a) Biserial, Point Biserial
- b) Tetrachoric and phi- coefficient.
- c) Partial and multiple correlation.

Task/Assignment- Any one of the following: (10 marks)

- Development of a standardized test
- Any other task given by the institution.

SUGGESTED READINGS

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MED-408

Specialisation Course-II (iii) - Educational Measurement & Evaluation

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

After completing the course, the students will be able to:

- recognize their own worth as individual and develop a personal belief and value system.
- understand the concept, need and importance of value education
- understand the nature of values, inculcation of values, value classification and to differentiate such values from religious education, value teaching orient themselves with the basic values, their inculcation and with the place of reason and emotions in moral development of the child.
- understand the process of value development vis-à-vis their cognitive and social development.
- understand the concept of morality and moral judgment.
- orient themselves about the morality and conversion of moral learning into moral education.
- promote self discipline built self confidence and reliance.
- know about various approaches of value inculcation.
- grow up into a responsible citizen.

UNIT-I

- Concept of Values and Value Education; Historical Background of Value Education
- Aims and Objectives of Value Education
- Need, Importance and Role of Value Education in the present emerging Indian society
- Classification of Values

UNIT-II

- Theories of Value Development: Psycho-analytic, Learning theory – social leaning Cognitive development , Piaget and Kohlberg

- Models of Value Development : Value Analysis, Rationale Building, Social Action , The Consideration Model

UNIT-III

- Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
- Professional Values-Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
- Religious Values - Tolerance, wisdom, character.
- Modernity vs. Value crisis, Issues and challenges
- Value orientation of Teacher education curricula in India

UNIT-IV

- Concept of Morality and Moral Judgment
- Aspects of Moral Education – Liberal, Social, Religious, Psychological
- Development of Moral Character And Attitude
- Role of Media in developing values and morality

Tasks and Activities: Any one of the following (10 marks)

- Organize any programme (Morning Assembly, Celebration of Important Days etc.) for school children for inculcating different values.
- Create a programme for awareness among the school/college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values among children
- Any other task assigned by the institution.

SELECTED READINGS:

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MED-409

Specialisation Course-III (i)- Educational Technology

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of farming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher’s behaviour.

COURSE CONTENTS

UNIT –I

- Meaning and Scope of Educational Technology: System approach to Education and its characteristic, Components of educational Technology –Software and Hardware.
- Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.
- Multimedia approach in Educational Technology.

UNIT –II

- Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
- Stages of Teaching – Pre-active, Interactive and Post active.

- Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
- Programmed Instruction : Origin, Principles and characteristics
- Types: Linear, Branching and Mathetics.
- Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT –III

- Teacher Training Techniques- Micro-teaching, Flanders Interaction Analyses, Simulation.
- Computer assisted instruction, e-learning, online learning, blended learning and m-learning.
- Models of Teaching: Concept, Different families of Teaching Models and following models in detail - Inquiry Training Model, Mastery Learning Model, Basic Teaching Model, Concept Attainment Model, Advanced Organizer Model.

UNIT –IV

- Objectives: Differentiation and Derivation from Aims to Goals, General Objectives from Goals and Instructional Objectives from General Objectives. Formulating Instructional Objectives, Categorization of Objectives in Taxonomic Categories of Cognitive, Affective and Psychomotor Domains.
- Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions, Co-Operative Learning.
- Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo's Model of Communication.
- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
- Use of Educational Technology in Distance Education

Tasks and Assignments: For Internal Assessment (10 Marks)

- Development of Linear Programme
- Power –Point Presentation on any topic
- Development of Lessons using Model teaching.
- Any other task assigned by the institution.

SELECTED READING

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- Dececco, J.P., "The Psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988.
- Kulkarni, S.S., "Introduction to Educational Technology", Mew Delhi: Oxford & IBH Publishing Company, 1986.
- Kumar, K.L., "Educational Technology", New Delhi : New Age International Publisher, 1996.
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- Vedanayagam, E.G., “Teaching Technology for College Teacher;, New Delhi: Sterling Publisher.

MED-410

Specialisation Course-III (ii)- Comparative Education

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the Factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to Study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as Other Countries like UK, USA, and Australia.

- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of
- Other Countries.

COURSE CONTENTS

UNIT-I

- Concept, History, Aims and Scope of Comparative Education.
- Factors influencing education system of a country.
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

- Educational ladder of U.K., U.S.A., Finland and India Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., U.K, Finland and India.
- Primary Education in U.S.A., U.K, Finland.
- Primary/Elementary Education in India: Concept of Universalization of Elementary
- Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE Act-2009.

UNIT-III

- Secondary Education in India, UK and USA. Vocationalization of Secondary Education in India, UK and Russia.
- Higher Education in India, UK and USA.

UNIT-IV

- Distance Education: its Needs and Various Concepts with Reference to India, UK and Australia.
- Educational Administration in India, U.K. and U.S.A.
- Teacher Education program in U.K., Finland, U.S.A. and India.
- Recent trends and innovations in education of India, U.K. and U.S.A

SELECTED READINGS

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MED-411

Specialisation Course-III (iii)- Life Long Education

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 4 short answer type questions of 3.5 marks each to be selected from the entire syllabus.

3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the student will be able to explain:

- Concept of lifelong education
- Approaches to lifelong education
- Concept, aims, Need and importance of adult and continuing education
- Literacy situation in the country and government initiatives to improve literacy status
- Administration and management of adult and continuing education programmes
- Role of universities in adult and continuing education
- Concept of andragogy and its applications
- Impact of lifelong education on formal education
- Types of continuing education programmes
- Areas of research in adult, continuing and lifelong education

COURSE CONTENTS

UNIT-I

- Philosophical and sociological basis of lifelong education – Need and importance in contemporary world
- Concept and Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all sections of society.
- Adult and Continuing Education; Evolution of concept, aims, need and importance in the contemporary world and practice.

UNIT-II

- Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies; New Initiatives in Adult and Continuing education; Sakshar Bharat.
- Centre and State Level organisations for Administration and management of adult and continuing education programmes.
- Role of UGC and Universities in adult, continuing and lifelong education :
- Departments/Centres for adult and continuing education and extension education.
- The field outreach programmes.

UNIT-III

- Andragogy : meaning and concept, implication for lifelong learning.
- Psychology of adult learners; Principles of adult learning and curriculum development for adults.
- Teaching methods for adult learners.

UNIT – IV

- Impact of Life Long Education on formal education – Education for diverse target groups through
 - Open Learning
 - Web Based Education
 - Community Colleges.
- Continuing education programmes for community development:
 - Women empowerment
 - Population education
 - Legal literacy
 - Vocational education
- Research Areas in Adult Education, Continuing Education and Lifelong Education.

Task & Assignment- Any one of the following(10 marks)

- a) Poster preparation and exhibition of any of the following :
- (i) Legal Literacy
 - (ii) Open learning
 - (iii) Part time courses
 - (iv) Web based Education
- b) Planning a target specific continuing education course and submission of a detailed course draft.
- c) Any other task assigned by institution.

SUGGESTED READINGS

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- Roy, Nikhil Ranjan, (1967): Adult Education in India and abroad. Delhi: Chand, Publishers.
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- Ward, Kevin & Taylor, Richard (1986): Adult Education and the working class: Education for the missing millions. London: Croom Helm.
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- www.mhrd.gov.in- for school education and literacy.

MED-412

DISSERTATION

(Evaluation by External examiner at the end of the semester)

Credits-4

M.Marks-100

- Submission of dissertation & viva-voce.

MED-413

Self-Development Skills- IV (Yoga)

(Evaluation by External examiner at the end of the semester)

Credit-1

M.Marks-25

COURSE OBJECTIVES

-To make learners aware of the benefits and relevance of Yoga and Yogic practices -To make them practice and incorporate basic yoga exercises in their daily routine

COURSE CONTENT

- Brief historical account and significance of Yoga
- Yoga as a stress buster; body and mind healing device
- Basic yoga exercises and *asanas* (*pranayam, surya-namaskar, taad-asana, kapaalbhaati, shav-asana, etc.*)

Transactional mode

Through theoretical as well as practical mode

Practical

Mastering any five yoga exercises/*asanas*