

**CURRICULUM AND SYLLABI**  
**FOR**  
**MASTER OF EDUCATION ( M.ED. )**

**Under New Regulation of NCTE, 2014**



**Two - Years semester system**

**( w.e.f.- 2021-2022 )**

**DEPARTMENT OF EDUCATION**

**UNIVERSITY OF KALYANI**

**KALYANI, NADIA, WEST BENGAL 741235**



27 JAN 2021

DIARY No. VC/87303



# University of Kalyani

Faculty of Education  
Department of Education

**Dr. D. Bhattacharyya**  
Professor

Kalyani-741 235, Nadia, W. B., India  
Phone: + 91-33-2582 8348

To,  
The Honourable Vice Chancellor,  
University of Kalyani, Kalyani, Nadia

Respected Sir,  
I would like to request you to approve the modified curriculum of the following courses of the session started from 28th January 2021:

- 1) M.A/M.Sc in Education
- 2) B.Ed
- 3) M.Ed

The modification has been executed by means of PGBOS held on 17.01.2021 and followed by several D.C. meeting and now it has been submitted for your kind approval.  
with regards,

*Dibyendu Bhattacharyya*  
Prof Dibyendu Bhattacharyya  
HOD, Education  
University of Kalyani, Kalyani, Nadia

72/01/2021  
HEAD  
Department of Education  
University of Kalyani

Approval, Sec. Fac. Council (PC)  
for na.

*Adh*  
29.01.2021  
Vice-Chancellor  
University of Kalyani

Systems-in-charge  
for uplading  
the matter  
*Adh*  
02-01-21



UNIVERSITY OF KALYANI  
VICE-CHANCELLOR'S SECRETARIAT

27 JAN 2021

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HEAD/2021  
Department of Education  
University of Kalyani

**DEPARTMENT OF EDUCATION, UNIVERSITY OF KALYANI**

**TWO-YEAR M.ED. CURRICULUM (w. e. f- 2020-2021)**

**Semester-I**

Course No.	Title of the course	Nature	Credit	Hours/ week	Marks (Th+Pr)
MEDC-1	Philosophical Perspectives of Education	Core	4	4	100 (70+30)
MEDC-2	Sociological Perspectives of Education	Core	4	4	100 (70+30)
MEDC-3	Psychology of Learning and Development-I	Core	4	4	100 (70+30)
MEDC-4	Introduction to Research Methodology	Core	4	4	100 (70+30)
MEDC-5	Historical, Political and Economic Perspectives of Education	Core	2	2	50(35+15)
MEDP-1	Communication and Expository writing	Practicum	2	2	50
Total= 500 marks					

**Semester-II**

Course No.	Title of the course	Nature	Credit	Hours/ week	Marks (Th+Pr)
MEDC-6	Statistics in Educational Research	Core	4	4	100 (70+30)
MEDC-7	Psychology of Learning and Development-2	Core	4	4	100 (70+30)
MEDC-8	Educational Studies	Core	4	4	100 (70+30)
MEDC-9	Pre-service and In-service Teacher Education	Core	4	4	100(70+30)
MEDC-10	Inclusive Education and gender issues in Education	Core	2	2	50 (35+15)
MEDP-2	Educational Management, Administration and Leadership	Specialization	2	2	50
Total= 500 marks					

**Semester-III**

Course No.	Title of the course	Nature	Credit	Hours/ Week	Marks (Th+Pr)
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MEDC-11	Curriculum studies	Core	4	4	100 (70+30)
MEDC-12	Pedagogy, Andragogy and Assessment	Core	4	4	100(25+75)
MEDP-3	Internship in school	Specialization	4	4	100
MEDP-4	Dissertation related activities	Specialization	4	4	100
MEDP-5	Academic writing	Practicum	2	2	50
MEDP-6	Development of tool for school survey	Practicum	2	2	50
					<b>Total= 500 marks</b>

### Semester-IV

Course No.	Title of the course	Nature	Credit	Hours/ week	Marks (Th+Pr)
MEDC-13	Research in Teacher Education	Core	4	4	100 (70+30)
MEDC -14	Educational Technology	Core	4	4	100(70+30)
MEDP-6	Dissertation Report Submission	Research	4	4	100 (0+100)
MEDO-1 &	<b>Any two from the following :</b>	Specialization	4+4	4+ 4	100 (70+30)
MEDO-2	1. Self development through Yoga Education				+
	2 Environmental Education				100 (70+30)
	3. Educational Policy, Economics of Education and Educational Planning in the context of Secondary Education				
	4. Intelligence, Creativity and Education				
	5..Modern Trends and Contemporary Issues and Policies in Education				
	6. Inclusive Education				
	7. Guidance and Counselling in Education				
	8. Education Administration and Management				
	9. Peace and Value Education				
	10 Educational Policy, Economics of Education and Educational Planning in the context of Elementary Education				

11. Development of Education in India

14 Health Education

15. Educational Measurement and Evaluation

**Total= 500 marks**

## First Semester

### MEDC-1: Philosophical Perspectives of Education

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours – 70

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

- develop an understanding about the contribution of Philosophy of Education as a discipline.
- develop capacity to build an Indian Philosophy of Education to set goals of education in India.
- acquaint themselves with the educational contributions of some great thinkers (both Western and Indian) on education and develop competency to apply their contributions, especially to contemporary Indian education scenario.
- understand some concepts related to social philosophy of education and build competency to interpret and evaluate those concepts fully.
- develop insights to apply the above competencies in the practices of education.

#### Course Content :

- Unit – I :** **Concept of Educational Philosophy :** Meaning, nature and scope of Educational Philosophy, Nature of Indian Philosophy, Relationship of Education and Philosophy, Functions and roles of Educational Philosophy.
- Unit – II :** **Indian Schools of Philosophy:** Nyaya, Sankhya, Yoga, Vedanta, Buddhism, Jainism and Islamic tradition with special reference to their implication.
- Unit – III :** **Problems of Philosophy:** Some problems of Philosophy of Education in relation to concept, aim, curriculum, teaching-learning method in respect to Western Philosophy.
- Unit – IV :** **Educational Philosophy:** Educational Philosophy of Swami Vivekananda, Rabindra Nath Tagore, M. K. Gandhi, J. J. Rousseau, J. Dewey and Bertrand Russell.
- Unit – V :** **Western Schools of Philosophy:** (a) Metaphysics, Epistemology, Axiology and (b) concepts, aims, curriculum and methods of teaching-learning process of (i) Idealism, (ii) Realism, (iii) Naturalism, (iv) Pragmatism, (v) Existentialism, (vi) Essentialism, (vii) Progressivism and (ix) Humanism.



**Unit – VI : Modern Concept and Building of Philosophy :** Modern Concept of Philosophy : Analysis – logical analysis, logical positivism and positive relativism, Building a Philosophy of Indian Education.

**Practicum (any one) :**

1. Term papers & Seminar presentation
2. Group Discussion
3. Critical analysis of any school of Philosophy

**Suggested Readings :**

- Foundation of Education : O. P. Dhiman.
- An Introduction to Indian Philosophy : S. C. Chatterjee and D. M. Dutta.
- Four Philosophies and their Practice in Education : D. J. Butler.
- Philosophy of Education : Rupert Lodge.
- Philosophical Bases of Education : R. R. Rusk.
- Studies in Philosophies of Education : V. Verma
- Outlines of Indian Philosophy : J. Sinha.
- Philosophical Foundations of Educations : K. K. Shrivastava.
- Educational Thoughts and Practice : V. R. Taneja.
- Great Educators : R. R. Rusk.
- Chube, S. P. : Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra, 1981.
- Sharma, S. N. : Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra, 1981.
- Sharma, Y. K. : Philosophical and Sociological Foundations of Education.
- Bandopadhyaya Archana : Shiksha Darshan, B. Kundu Publication, Kolkata.
- Shiksha O Darshan : Jayanta Mete, Birajlakshmi Ghosh, Ruma Deb, Rita Publication.
- Shiksha O Darshan : Dibyendu Bhattacharya, Pearson.

## First Semester

### MEDC-2: Sociological Perspectives of Education

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours – 70

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

- Comprehend Sociological Foundations of Education
- Familiarize with the sociological inquiry and its relevance in the process of education
- Interpret social structure, culture and social inequality in Indian society
- Recognize the role of Education in a changing social context
- Provide an understanding of certain current problems and issues of Education in the social context.
- Recognize the contribution of Sociology towards the Discipline, Education
- Recognize the relevance of Educational Sociology as forming ground of the discipline, 'Education'
- Analyze the sociological and cultural dimensions of Education and the related issues in present era

#### Course Content :

- Unit – I :** **Foundation of Educational Sociology:** Relationship between Sociology and Education. Meaning, Nature, Scope of Educational Sociology, Education and Socialization, Education as a process of Social Sub-system. School community relationship.
- Unit – II :** **Education and Backward Community :** Equality and Equity of Educational Opportunity : Meaning and importance. Education of the Socially and Economically disadvantaged sections of the Indian Society with special reference to Schedule Caste, Schedule Tribe and Women.
- Unit – III :** **Education and Social Stratification :** Social Stratification : Concept, Relation between Education and Social Stratification, Social Mobility : Concept, types and relation between education and social mobility.
- Unit – IV :** **Education and Social Change :** Meaning of Social Change. Different forms of social change – Sanskritization, Westernization and Modernization.

Constraints of social change, Education as an instrument of social change.  
Impact of social change on education.

**Unit – V : Value Crisis and Education :** Value concept and Nature. Value Education – Concept, Need and Role of education to overcome the problem of value crisis. Role of teacher in value education.

**Unit – VI : Education and Leadership :** Concept of leader and leadership. Types of leader and leader style. Characteristics of good leaders, The Dynamics of leadership, Role of education to develop leadership qualities.

**Practicum(any one) :**

1. Term papers & Seminar presentation
2. Policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular state.
3. Vision of school education in India
4. Visit to a school, observation of activities and preparation of a reflective diary and interaction in a group.

**Suggested Reading :**

1. Chube, S. P. : Philosophical & Sociological Foundation of Education. Vinod Pustak Mandir, Agra, 1981.
2. Shukla, S. . & Kumar, K. : Sociological Perspective in Education, Chanakya Publication, New Delhi, 1985.
3. Dewey, John, The School of Society, University of Chicago Press, 1936.
4. Bhatt, B. D. & Sharma, S. R. : Sociology of Education, Kanishka Publishers House, 1993.
5. Brown, F. J. : Educational Sociology, Prentice Hall Inc., 1961.
6. Cook, L. A. & Cook, E. : A Sociological Approach to Education, McGraw Hill, New York, 1950.
7. N. Jayaram : Sociology of Education in India, Raaat Publication, Jaipur, 1950.
8. Sharma, S. N. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 1995.
9. Sharma, K. L. : Social Stratification in India : Issues & Themes, Sage Publication, New Delhi, 1997.
10. Talesra, H. : Sociological Foundations of Education : Kanishka Publishers, New Delhi, 2002.

11. Sharma, Y. K. : Philosophical & Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2004.
12. Prasad, J. : Education & Society : Concepts, perspectives & suppositions, Kanishka Publishers, New Delhi, 2004.
13. Siksha O Samajtattya : Dibyendu Bhattacharya : Pearson.

## **First Semester**

### **MEDC-3: Psychology of Learning and Development -1**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours – 70**

#### **Objectives of the Course:**

After completion of the course the students will be able -

- To explain the process of development of a child.
- To relate development and learning process
- To describe and different aspects of human development
- To discuss the influence of certain factors on learning
- To explain the meaning and effect of emotion, motivation, attention and interest on learning
- To analyse the concept and different theories of intelligence and their educational significance
- To explain the meaning, nature, components of creativity and discuss different models of nurturing it.

#### **Unit-I: Learning and Development: [Learning Experiences- 10 ]**

- Development as a construct; Psychological principles of development; Influence of socio-political aspects on development
- Holistic approach to promoting learning and development: Importance of linking all aspects of development (physical, intellectual, social, and emotional) in the education process
- Self concept and identity in adolescence

#### **Unit-II: Different Aspects of Development: [Learning Experiences- 10 ]**

- Implication of Piaget's theory
- Implication of Kohlberg's theory and Gilligan's ethics of caring
- Language development
- Implication and criticism of Erikson's theory

#### **Unit-III: Effect of Culture, and Diversity on Learning: [Learning Experiences-10]**

- Implications of culture and diversity for learning and development and designing learning process
- Students' existing knowledge and skill
- Students' socio-cultural context
- Mechanism of memory, types of memory, economy and training in memory
- Causes of forgetting

#### **Unit-IV: Emotion, Motivation and Attention: [Learning Experiences- 15 ]**

- Emotions and Emotional Intelligence; Implications of EI in day to day life
- Motivation- Extrinsic and Intrinsic Motivation, Theories of Motivation- Maslow, Weiner and McClelland. Factors affecting Motivation –Self-Efficacy, Locus of Control, Anxiety, Curiosity and their classroom implications
- Attention and Interest, their class room application

#### **Unit-V: Intelligence: [Learning Experiences-15 ]**

- Intelligence: Nature and Evolution of the Concept.
- Theories of Intelligence: (i) Psychometric theories with special reference to the Guilford's SOI Model. (ii) The Information Processing Approach with special reference to Sternberg's Triarchic Theory. (iii) Howard Gardner's Multiple Intelligence Theory,
- Implications of the theories of Intelligence in Education
- Measurement of Intelligence: Individual and Group, Verbal, Non-Verbal and Performance Tests for measuring intelligence. Modern trends in testing Intelligence.

#### **Unit-VI: Creativity: [Learning Experiences-10 ]**

- Meaning and nature and factors
- Divergent thinking and creativity
- Methods of nurturance: Brainstorming, Morphological Analysis, Role playing, Questioning
- Measurement : Verbal and Non-verbal test

#### **Practicum: Any one of the following:**

1. Observe some of the variations in development among a group of students and prepare a report with emphasis on educational implications.
2. Visit a school and list down the different types of learning strategies used in the schools.
3. Visit a school and study the socio-cultural context of the learners which influence the learning process.
4. Preparation of Term paper and seminar presentation
5. Develop a Brainstorming session considering a topic from your subject.
6. Develop a lesson plan considering MI theory of Intelligence.

#### **Suggested readings:**

Ausubel D.P. and Robison F.G.: School learning: An introduction to Educational Psychology, New York Holt, Rinehart & Winston Inc 1969.

Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.

Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia.

Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited, New Delhi

Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill B.

Biehler R.F. and Jack Snowman: psychology Applied to Teaching Houghton Mifflin Company, Boston, 1986.

Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata

C.L. Kundu: Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989.

Cloninger, S. C. (2008). Theories of Personality: Understanding Persons (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Daniel Goleman: Emotional Intelligence, Bantam books 1995.

Douglas J. Hacker, John Dunlosky, Arthur C. Graesser .(editors) (1998) *Metacognition in Educational Theory and Practice*, Lawrence Erlbaum Associates. Mahwah, New Jersey. Edition, 1988.

Gage and Berlinger: Educational Psychology, Boston Houghton Mifflin Company 1984.

Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinois.

The Dorsey Jayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay. Jersey, 1989.

Mangal S.K Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd; 1993

## First Semester

### MEDC-4: Introduction to Research Methodology

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours – 70

**Objectives :** After completion of the course the students will be able

- to develop the concept of scientific inquiry, research methodology and its importance in education.
- to explain different types of research and research design.
- to select problem and frame hypothesis.
- to describe and discuss sampling and tools of data collection.
- to explain the meaning of research design, strategies and proposal.

#### Course Contents :

- Unit – I :** **Research: Concept, Nature and Types:** Sources of Acquiring Knowledge: Learned authority, tradition, experience, scientific method. Scientific method: Meaning, steps and assumptions, Aims and characteristics of research as a scientific activity.
- Unit – II :** **Educational Research: Concept, Nature and Types:** Educational research: Meaning, steps and ethical considerations. Paradigms of educational research: Quantitative and Qualitative. Types of research: Fundamental, Applied and Action, Strategies of educational research: Historical, Descriptive and Experimental.
- Unit – III :** **Conceptual Framework of Educational Research:** Selection of Research problem, Review of related literature, variable meaning and types, Hypothesis : Meaning, types, importance, characteristics, and formulating and testing.
- Unit – IV :** **Sampling:** Concepts of Universe and Sample, Need for Sampling, Characteristics of a good Sample, Techniques of Sampling: i) Probability Sampling, ii) Non-Probability Sampling.
- Unit – V :** **Tools and Techniques of Data Collection in Educational Research:** Standardisation of a research tool : Validity (meaning, types, and influencing



factors), Reliability (meaning, types, and influencing factors), Item analysis. Meaning, types, construction, merits and demerits of Rating Scale, Attitude Scale, Questionnaire, Checklist, Inventory, Semantic Differential Scale, Observation and Interview.

**Unit – VI** : **Research Design, Strategies and Proposal** : Research design : Meaning, types and importance, Research Strategies : Historical, Descriptive and Experimental, Research proposal : Meaning, Need and components.

**Practicum** : Any one of the following :

1. Preparation of Term paper and seminar presentation.
2. Preparation of a tool.
3. Preparation of a research design

**Suggested Readings :**

- Best, J. W. & Kahn, J. V. (2008). Research in Education (10<sup>th</sup> Edition), Delhi : Pearson Education.
- Burns, R. B. (2000). Introduction to Research Methods, New Delhi : Sage Publication.
- Flick, U. (2009). An introduction to Qualitative Research, Los Angeles : Sage.
- Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi : Surjeet Publication.
- Koul, L. (2008). Methodology of Educational Research, New Delhi : Viksha Publishing House Pvt. Ltd.
- Litchman, M. (2010). Understanding and Evaluating Qualitative Educational Research. New Delhi : Sage.
- Lunenburg, F. C. (2008). Writing a Successful Thesis. California : Corwin Press.
- Machi, L. A. (2009). The Literature Review. California : Corwin Press.
- McNiff, Jean (2009). Doing and Writing Action Research. Los Angeles : Sage.
- Mertens, D. M. (1997). Research Methods in Education and Psychology. New Delhi : Sage Publication.
- N. C. E. R. T. (1997). Fifth Survey of Educational Research : 1988-92 (Vol. 1). New Delhi, NCERT.
- N. C. E. R. T. (2006). Sixth Survey of Educational Research : 1993–2000 (Vol. 1). New Delhi : NCERT.
- N. C. E. R. T. (2007). Sixth Survey of Educational Research : 1993–2000 (Vol. II). New Delhi : NCERT.
- Sax, Gilbert (1979). Foundations of Educational Research, New Jersey : Prentice-Hall.

- Schmuck, R. A. (2006). Practical Action Research California : Corwin Press.
- Seigal, Sydne, Y. (1978). Non-Parametric Statistics for Behavioural Science. New Delhi : McGraw Hill.
- Singh, Arun Kumar (1986). Test, Measurement and Research Methods in Behavioral Sciences, New Delhi, McGraw Hill.
- Singh, S. P. (2002). Research Methods in Social Sciences. Kanishka : New Delhi.
- Thomas, R. Murray (2008). Thesis and Dissertation. California : Corwin Press.
- Tuckman, B. W. (1979). Conducting Educational Research (2<sup>nd</sup> edition). New York : Harcourt Brace Javonovich Inc.
- Van Dalen, D. B. & Meyer, W. J. (1979). Understanding Educational Research. New York : McGraw-Hill Book Company.
- Walford, Geoffrey (2005). Doing Qualitative Research. London : Continuum.
- Wiersma, W. & Jurs, S. G. (2009). Research Methods in Education (9<sup>th</sup> Edition). Delhi : Pearson Education.
- Shikshay Gabesona : Jayanta Mete and Birajlakshmi Ghosh, Aheli.

## First Semester

### MEDC-5: Historical, Political and Economic Perspectives of Education

Points / Marks – 50 (Theory 35, Practicum – 15)

Learning Hours – 35

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

- Develop an understanding about the historical evolution of education in our country.
- Develop a grasp of political perspectives of Indian system of education.
- Learn about group diversity and its implication to education.
- Understand the economics of education in Indian context.
- Grasp the implication of Human Resource and Human Development Index.

#### Course Contents :

- Unit – I :** **Historical Perspective of Education :** Charter Act of 1813 and its educational implications, Maclay's Minute and its educational significance – 1835, Adam's Report (1835 and 1838), Wood's Despatch and its education – 1854. Hunter Commission – 1882, Curzon's Educational Policy (1899–1905), National Education Movement and Basic Education (1905–1937), Sadlar Commission (1917), Sargent Plan Report (1944), Educational Policies in Colonial India, Indian Thinker and Social Reformers : Rammohan, Vidyasagar, Young Bengal, Sir Syed Ahmed, Annie Basant.
- Unit II :** **Political Perspectives of Education :** Political bases of Education, Relation between education and politics, Democracy and Education : Relation between Democracy and Education, National Values as enshrined in the Indian Education, Constitutional Provisions of Education, Human Rights and Education : Concept, objectives and role of human rights in education, Central-state relationship regarding Education, Role of State and Central Govt. regarding Education, National and International Understanding in Education-concept and role of education
- Unit III :** **Economic Perspectives of Education :** Economic bases of education : Relation between Economics and Education, Economics of Education : Meaning, Nature, Scope and Need. Public goods and Education, Basic needs of human and human right, Poverty and Education, Economic growth and inequality,

Unemployment and Education, Financing in Education, Education as investment, Privatization and Education, Globalization and Education, Education and Human Resource Development and its Index

**Practicum : Any one**

1. Term Paper & Seminar Presentation
2. Group Discussion
3. Critical analysis of a document

**Suggested Readings :**

- Banerjee, J. P. (1982). History of Education, Central Library, Kolkata.
- Aggarwal, J. C. Landmarks in the History of Modern Education, Vikas Publishing House Pvt. Ltd., New Delhi.
- Shukla, S. C. & Kumar, K. : Sociological perspective in Education, Chanakya Publication, New Delhi, 1985.
- Natarajan, S. (1993). Introduction to Economics of Education, Sterling Publishers Pvt. Ltd.
- Purkait, B. R., Milestones in Modern Indian Education, New Central Book Agencies, Kolkata.
- Bhatt, B. D. and Sharma, S. R. : Sociology of Education, Kanishka Publishers House, 1993.
- N. Jayaram : Sociology of Education in India, Raat Publication, Jaipur, 1950.
- Sharma, S. N. : Philosophical and Sociological Foundations of Education, Kanishka Publishers, New Delhi, 1995.
- Sharma, Y. K. : Philosophical and Sociological Foundation of Education, Kanishka Publishers, New Delhi.
- Talesra, H. : Sociological Foundation of Education, Kanishka Publishers, New Delhi, 2002.
- Siksha O Unnayan : Tarini Halder and Binayak Chanda, Aheli Publishers.
- Samakalin Bharatbarsha O Shiksha : Jayanta Mete and Birajlakshmi Ghosh and Ruma Deb.
- Shiksha O Unnayan : Dibyendu Bhattacharya, Shova Publishers.

## **First Semester**

### **MEDP-1- Communication and Expository writing**

**Points / Marks – 50 (Internal Practicum – 50)**

**Learning Hours – 50**

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

- Meaning of effective and understandable writing
- Meaning and essence of Nature, Purpose, Perspective, Sensitivity to Catch and Hold attention, connectivity and relation and use of clarity, brevity,
- Organize simple academic representation to express and appreciate the sense of effective writing.

#### **Course content**

- Exemplary illustrations or narrations or comprehensive pieces for reading and exercises
- Group discussion on important issues related to education

## Second Semester

### MEDC-6: STATISTICS IN EDUCATIONAL RESEARCH

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours – 70

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

- understand the nature and process of research in education;
- frame hypothesis as a means of obtaining research findings;
- understand and use descriptive statistical techniques in educational research;
- estimate and calculate regression and prediction and
- understand and use inferential statistical technique in educational research.

#### Course Content:

**Unit-I :** a) **Tabular Representation and Derived Score** : Tabular representation and Derived Score of data with regard to level of measurement-Nominal, Ordinal, Interval and Ratio scale.

b) Graphical representation of data-Ogive and other representations

c) Derived Score- Standard score, T-score, Stanine score.

d) Normal Probability Curve and its application.

**Unit-II :** **Correlation:** concept, types, coefficient of correlation- Assumption, computation, uses and interpretation of (i) correlation from rank difference, (ii) product moment, (iii) Bi-serial correlation, Point Bi-serial correlation, (iv) Tetrachoric, (v) Partial correlation, (vi) Multiple correlation; Significance of  $r$  and  $R$ .

**Unit-III :** **Regression and Prediction:** Concept of regression, equation, Multiple regression equation.

**Unit- IV: a) Sampling Distribution and Parametric Statistics** : Sampling Distribution of Statistics : Concept of Parameter, statistics, sampling distribution, sampling error and standard error of statistics, degrees of freedom, confidence limits and confidence intervals.

b) **Parametric statistics** : Concept of null Hypothesis, Testing of null hypothesis, Types of Error-Type I and Type II, Levels of significance, Tests of significance, Directional (one-tailed) and Non-directional (two-tailed) tests.

**Unit-V :**

**Parametric and Non-parametric statistics** : Testing the significance of difference between the following statistics for

independent and correlated sample- Means, standard deviation and coefficient of correlation including concept, use of Fisher's Z-table (CR & t-tests), Analysis of variance (one way) and covariance (one way and use).

Non-parametric statistics: Concept, types including Chi-Square test and Median Test.

**Unit-VI : Writing of Research Report:**

- a) Need
- b) Format for Quantitative and Qualitative research,
- c) Referencing and its writing,
- d) Criteria of a good research report

**Practicum** : Any one of the following:

- 1. Preparation of Term paper & seminar presentation.
- 2. Preparation of a research proposal.
- 3. Drawing different types of graphs based on hypothetical data

**Suggested Readings :**

Best, J. W. & Khan, J. V. (2012). *Research in Education* (10<sup>th</sup> ed.). New Delhi : PHI Learning Private Limited.

Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methodology in Education* (6<sup>th</sup> ed.). London and New York : Routledge.

Gall, M. D. Gall, J. P. & Borg, W. R. (2006). *Educational Research : An Introduction* : United States Edition (8<sup>th</sup> ed.). US : Pearson.

Johnson, B. & Christensen, L. (2014). *Educational Research Quantitative, Qualitative and Mixed Approaches* (5<sup>th</sup> ed.). New Delhi : Sage Publications.

Koul, L. (2004). *Methodology of Educational Research* (4<sup>th</sup> ed.). New Delhi : Vikash Publishing House Pvt Ltd.

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Mertler, A. C. & Charles, C. M. (2012). *Introduction to Educational Research* (7<sup>th</sup> ed.). New Delhi : Pearson Education.

Neuman, W. L. (2014). *Social Research Methods* (7<sup>th</sup> ed.). New Delhi : Pearson.

Shastri, V. K. (2008). *Research Methodology in Education*. Delhi : Authors Press.

Sinhs, S. C.& Dhiman, A. K. (2002). *Research Methodology*, vol-II, New Delhi : ESS Publication.

Wiersma, W. & Jurs, S. G. (2011). *Research Methodology in Education : An Introduction* (9<sup>th</sup> ed.).  
New Delhi : Pearson.



## **Second Semester**

### **MEDC- 7: Psychology of Learning and Development-2**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours – 70**

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

- To explain the theories of Learning and their Utility in the Teaching-Learning Process.
- To develop the understanding of transfer of learning and its educational implications
- To explain the theories of Personality and concept of individual differences and their uses in the development of learner's Personality
- To state the process of measuring personality.
- To correlate Mental health, Adjustment, Healthiness, Job satisfaction
- To identify and take necessary measures for diverse learners
- To discuss different process of assessing learning

#### **Course Content:**

**Unit – I : Comparative analysis/ Perspective of Theories of Learning : [Learning Experiences- 15 ]**

- Changing perspectives in theories about human learning (Behaviourism, Cognitivism, Constructivism) : Hull, Merill, Bloom, Tolman, Bruner, Ausubel, Vygotsky
- Implications of different learning theories for curriculum planning and development, including designing of pedagogical practices (teaching-learning and learning assessment processes)

**Unit – II : Transfer of Learning : [Learning Experiences-10 ]**

- Transfer of Learning – Concept, Importance, Nature & Types
- Contemporary views of general transfer & specific transfer, High-road & Low-road transfer
- Theories of transfer of learning
- Methods of enhancing transfer of learning

**Unit – III : Personality and Individual Differences : [Learning Experiences-15 ]**

- Personality : meaning and nature; theories and educational implications
- Personality measurement- projective and non-projective techniques
- Individual Differences : Meaning and nature; implication for organizing educational programmes

**Unit – IV : Mental Hygiene: [Learning Experiences-10 ]**

- Relationship between mental health and Adjustment
- Characteristics of a mentally healthy learner
- Psychological, Professional healthiness and job satisfaction in the context of teacher
- Coping with job stress
- Strategies for promoting good mental health among learner and teacher

**Unit – V : Diverse learners and their learning strategies: [Learning Experiences-10 ]**

- Identification of diverse learners- creative, gifted, slow, learners with SLD
- Remedial measures, enrichment programme : meaning and nature

**Unit – VI : Assessment of Learning : [Learning Experiences-10 ]**

- Meaning, Nature, and Types and importance of assessment of learning
- ‘Assessment of learning’ and ‘Assessment for learning’
- Traditional Tests and performance based assessment
- Grading- purposes and components

**Practicum : Any one of the following:**

1. Development of a profile of students of a class by using appropriate Assessment procedures.
2. Analyze the type of strategies adopted by a classroom teacher in organizing learning.

3. Taking a content from your subject and prepare an assessment strategies for 'Assessment of learning' and 'Assessment for learning'
4. Preparation of Term paper and seminar presentation.
5. Identify, and observe some creative, gifted, slow or SLD students and list down the characteristics of them. Find out the measures taken by the school/teacher for fulfilling the special needs of them.
6. Observe some psychologically and professionally healthy teacher and list down the characteristics of those persons.

**Suggested Readings :**

- Aggarwal, J. C. (1995). **Essentials of Educational Psychology**, Vikash Publishing House Private Limited. New Delhi.
- Anastasi, A. & S. Urbina. **Psychological Testing** (4<sup>th</sup> Ed.) (2004). Pearson Education.
- Baron, R. A. and Byrne, D. (1995) **Social Psychology**, New Delhi. Prentice Hall of India Pvt. Ltd.
- Bigge, L. Morris. (1982) : **Learning Theories for Teachers**, Harper and Row Publishers, New York.
- Bower, G. H. and Hilgard, R. R. (1986), **Theories of Learning**, (5<sup>th</sup> ed.), Prentice Hall, New Delhi.
- Chauhan, S. S. (1996). **Advanced Educational Psychology**, New Delhi, Vikas Publishing Pvt. Ltd.
- Cooper, C. **Intelligence and Abilities**. Routledge. London and New York. (1999)
- Cotton, Julie. (1995) : **The Theory of Learning : An Introduction**, Kogan Page Limited, London.
- Cropley, A. J. **Creativity in Education and learning**. Kogan Page, U. K. (2001).
- Friedman, H. S. and Schustack, M. W. (2003) **Personality Classic Theories and Modern Research**, Pearson Education. 2<sup>nd</sup> Ed.
- Goodenough, F. L. (1949) **Mental Testing : its history, Principles and applications**. N. Y. Rinehart.

- Gregory, R. J. ***Psychological Testing- History, Principles, and Applications*** (4<sup>th</sup> Edition). Pearson Education, (2005).
- Gulati, S. (Edited). ***Education for Creativity***. NCERT. (1995).
- Hall, C. S and Lindzey, G. (1985). ***Theories of Personality***. Wiley Eastern Ltd. 3<sup>rd</sup> Ed.
- Mangal, S. K. ***Advanced Educational Psychology***. Prentice-Hall of India Pvt. Ltd, New Delhi(2000)
- Morgan . T. C. et al. ***Introduction to Psychology*** (7<sup>th</sup> Edition). Tata McGraw Hill Publishing Corp Ltd. New Delhi, (2003).
- Murray, H. A. (1962). ***Explorations in personality***. N. Y. Science Editions.
- Phares, E. J. (1991) ***Introduction to personality***. Harper Cllins. N. Y. 3<sup>ed</sup> Ed.
- Santrock, J. Educational Psychology. McGraw Hill Higher Education. 5<sup>th</sup> Ed. (2010)
- Torrance, E. P. ***Encouraging Creativity in the Classroom***. W. M. C. Brown Co. Publishers, IOWA, USA. (1972).
- Woolfolk, A. ***Educational Psychology*** (Ninth Edition). Pearson Education, (2004).

## **Second Semester**

### **MEDC- 8: Educational Studies**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours – 70**

#### **Objectives: After completion of the course the students will be able to**

- Understand the theoretical perspective, of education as a discipline
- Understand the basic concepts of education with reference to kind of concerns the NCF, 2005 and NCFTE, 2014 have realized.
- Examine the issue related to education as a interdisciplinary knowledge
- Reflect on the multiple contexts on which the school and teacher education institutions are working
- Know about types and agencies of education;
- Find out various aims of education in national and global context
- Discuss about the role of education in social and national development
- Discuss about different bases of education;
- Explain about educational structures and educational policies in India;
- Describe about constitutional provisions, National Policies and programmes of Education in India
- Acquaint with global trends in education

#### **Course Contents :**

##### **Unit I : Theoretical Perspectives of Education as a Discipline**

- a) Critical analysis of education as a discipline
- b) Interdisciplinary Approach, -Concept, Need and Scope
- c) Interdisciplinary nature of education
- d) Bases of education : Historical, sociological, psychological, and philosophical.
- e) Aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society
- f) Globalization and national objectives of Education
- g) Role of education in social and national development

**Unit – II : Educational Structure and administration of School Education**

**(a) Structure of School Education :**

Historical Context (recommended by Mudaliar Commission and Kothari Commission),

Existing educational structure in India.

**(b) Administration of School Education :**

Administrative structures of school education

Different administrative bodies and their functions : NCERT, NCTE, DIET, SCERT, CAGE, WBCHSE, WBBSE

**Educational Finance :** Role of Local, State and Central Govt. Education in Five Year Plans(last two)

**Unit – III : Recent Initiatives in Indian Education**

- a) Constitutional provisions of education with special reference to RTE act (2009),
- b) National Policies on Education : NPE, 1986 and revised programme of action 1992
- c) Sarva Shiksha Abhiyan (SSA),
- d) Rastriya Madhyamik Shiksha Abhiyan (RMSA)
- e) Rastriya Uchhatara Shiksha Abhiyan (RUSA),
- f) NCF (2005) & NCFTE (2014)

**Unit : IV : Education in the 21<sup>st</sup> century**

- a) Report of the Dellor's commission The Treasure Within (1996)
- b) The Dakar Frame Work for Action (2000)
- c) Millennium Development Goals (2000)
- d) Role of UNESCO in Education for all

**Unit-V : Recent Trends in Education :**

- a) Education for Sustainable Development
- b) Life skill Education
- c) Life Long Learning

- d) Understanding contemporary Indian society : Multi-lingual and multi-cultural Education
- e) Human Rights And Right of the Child Education
- f) Gender Equity in Education

#### **Unit-VI: Education of Disadvantaged Group**

##### **(a) Understanding Disadvantaged Learner:**

- Definition and classification of children belonging to disadvantaged group (ST, SC, and minority group, girls and rural population, slum dwellers, orphanage, street dwellers)
- Educational characteristics of disadvantaged learner (ST, SC, and minority group, girls and rural)

##### **(b) Recommendation of Various Commissions and Committees on Education of Children from Disadvantaged Group in Indian Context:**

- Indian Constitution and its recommendations
- Kothari commission (1964-66), NPE 1986 and POA 1992
- SC, ST commission- recommendations for education of the disadvantaged group
- Committee and commission on Girl and Women education- recommendations for education of the girls and women
- Sacchhar Committee-- recommendations for education of the Minority community
- National Curriculum framework - 2005 and education of disadvantaged group

##### **(c) Teaching Strategies in Education of Disadvantaged:**

- Need for adaptation of textbook, instructional materials and methodology to meet with the needs of disadvantaged groups with various dialect speaking population and sub-variety of language speakers

##### **(d) Government and Non-government initiatives for education of disadvantaged**

- Govt. Initiatives for education of disadvantaged Group
- Role of non-government agencies for education of disadvantaged group

**Practicum :** Any one

1. Preparation of Term Paper & Presentation

3. Critically Analysis of Document

### **Suggested Readings :**

- Bruner, J. S. (1996), *The Culture of education*. Cambridge, M. A. : Harward University Press.
- Broudy, H. S. (1977) *Types of knowledge and purposes of education*. In R. C. Anderson, R. J., Spiro and W. E. Montanaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ : Erlbaum.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Dewey, J. (1916/1977) : *Democracy and Education : An introduction to the philosophy of education*. New York : Macmillan.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education : From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005). *National curriculum framework*, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- Naik, J. P. (1975) *Equality, quality and quantity : The elusive triangle of Indian education*, Allied Publications, Bombay.
- Peters, R. S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
- Peters, R. S. (1967), *The Concept of education*, Routledge, United Kingdom.
- Beyer, L. E. (Ed.) (1996) *Creating democratic classrooms : The struggle to integrate theory and Practice*. New York : Teachers College Press.
- Banrs, J. A. (1996), *Cultural diversity and education : Foundations curriculum and teaching* (4th ed.) Boston : Alynand, Becon.
- Bruubacher, John S. ; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
- Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling : Making a Difference*, Allen and Unwin, Australia.



- Delors, Jacques, et al; (1996). *Learning : The Treasure within* report of the international commission on education for 21st century, UNESCO.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York : Continuum.
- Freire, P. and Shor, I. (1987). *A Pedagogy of liberation*. London, Macmillan Education.
- *International Encyclopedia of Education*. (1994) 2nd edition. Vol. 10. Pergamon Press.
- 11 Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.
- Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
- Wall, Edmund (2001). *Educational theory : philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London.

## **Second Semester**

### **MEDC- 9: Pre-service and In-service Teacher Education**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours – 70**

**Objectives :** After completion of the course the students will be able

- To critically analyse the needs and relevance of pre-service and in-service teacher education programmes in the context of quality enhancement of school system vis-a-vis development of professionalism among school teachers.
- To understand the logistics involved in organisation of teacher education curriculum and its implementation.
- To comprehend the dynamics of various schemes and programmes means for professional development of in-service teachers and its impact.
- To enable the students to understand the meaning, scope, objectives of teacher education and its development in India.
- To develop in the students an understanding about the important research findings in teacher-education.

#### **Course Content:**

##### **Unit I : Evolution and Development of Teacher education.**

- a) Need and importance of Teacher Education
- b) Teacher Education in a changing society
- c) Aims and objectives of Teacher Education at Elementary, secondary, and college level

##### **Unit II : Concept, Nature and Evolution of Teacher education.**

- d) Roles, responsibilities and functions of school teachers.
- e) Pre-service teacher education: needs, objectives and scope.
- f) Vision of Teacher Education Curriculum as envisaged in NCTE documents.

- g) Curriculum areas of initial teacher preparation.
- h) Modes of Pre-service teacher education.

**Unit III : In-service Teacher Education Concept, Structure and models**

- a) Need for continuous professional development of teachers; Areas of professional development. Purpose of In-service teacher education programmes; orientation, refresher, workshop, seminar and conference- their meaning and objectives.
- b) Faculty improvement programme.
- c) Research based approach for professional development of teachers.

**Unit IV : Areas of Research**

Teaching effectiveness, Modification of Teacher Behaviour, School Effectiveness, Cognitive Style and Learning Style, Implementation of Curricula of Teacher Education

**Unit V : Teaching Objectives**

Taxonomy, Teacher education and Practicing school, Teacher Education and Community, Techniques of Teacher Training: Core Teaching Skills, Micro-teaching, Interaction Analysis, Evaluation of Student Teaching.

**Unit VI : Models of Teaching**

Main characteristics, Fundamental elements of a Teaching Model, Types of Modern Teaching Model, Advance Organizer, Concept Attainment, and Glaser's Basic Teaching Model.

**Practicum:** Any one of the following

1. Interview of in-service teachers on training needs and the impact of pre-service training programme.
2. Comparison of curriculum of pre-service teacher education University wise/state wise NCTE norms and guidelines.
3. Writing objectives of different teacher education courses
4. Preparation of Term Paper & presentation
5. Critically analysis of document

**Suggested Readings :**

- Douglas, J. Hacker John Dunlosky, Arthur C. Graesser (editors) (1998). Metacognition in Educational Theory and Practice, Lawrence Erlbaum Associates, Mahwah, New Jersey, Edition, 1988.
- Gage and Berlinger : Educational Psychology, Boston Houghton Mifflin Company, 1984.
- Hays J. R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois.
- The Dorsey Jayaswal, R. L. : Foundation of Educational Psychology : Allied Publishers, Bombay, Jersey, 1989.
- Mangal, S. K. Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt. Ltd., 1993.
- NCTE(2009) Curriculum Frame Work of teacher Education, NCTE, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission of Teachers (1983-85).
- National Curriculum Framework for Teacher Education, 2009.
- Report of the Delors Commission, UNESCO, 1996.
- National Policy of Education 1986 / 1992.
- National Curriculum Framework on School Education, 2005.
- UNESCO (2006) : Teachers and Educational Quality : UNESCO Institute for Statistics Montreal.
- NCTE (2009) : National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005) : National Curriculum Framework.
- NCERT (2006) : Teacher Education for Curriculum renewal.
- NCTE (1998) : Perspectives in Teacher Education.
- The Reflective Teacher : Organisation of In-Service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
- Beck, Clive and Clark Kosnik Albany (2006) : Innovations in Teacher Education : A Social Constructivist Approach. State University of York.
- Cohen, Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5<sup>th</sup> edition). Routledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach : A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
- Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory : The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
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- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education : Pre-service Education, New Delhi.
- Rao, D. B. (1998). Teacher Education in India. Discovery Publishing House, New Delhi.
- Linda Darling, Hammond & John Bransford (2005) : Preparing Teachers for a Changing World. John Wiley and Son Francisco.
- Loughran, John (2006). Developing a Pedagogy of Teacher Education : Understanding Teaching and Learning about Teaching. Routledge : New York.
- Yadav, M. S. and Lakshmi, T. K. S. (2003) : Conceptual inputs for Secondary Teacher Education : The Instructional Role. India, NCTE.
- Caggart, G. L. (2005) : Promoting Reflective Thinking in Teachers. Crowin Press.
- Irvine, J. J. (2003). Educating teachers for diversity : Seeing with a cultural eye. NY : Teachers College Press.
- Joyce, B. and Weal, M. (2003). Models of Teaching (7<sup>th</sup> Ed.) Boston : Allyn and Bacon.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven : Yale University Press.
- Linda Darling Hammond and John Bransford (ed.) (2005). Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
- Martin, D. J. and Kimberly S. Loomis (2006). Building Teachers : A constructive approach to introducing education. Wadsworth Publishing, USA.
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publication, New Delhi.
- Schon, D. (1987). Educating the Reflective Practitioner : Towards a New Design for Teaching and Learning in the Profession. New York, Basic Books.
- Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.

## **Second Semester**

### **MEDC- 10 : Inclusive Education and Gender Issues in Education**

**Points / Marks – 50 (Theory 35, Practicum – 15)**

**Learning Hours – 35**

#### **Objectives : After completion of the course the students will be able**

- To acquire the concept, Need, Importance and Objectives of inclusive education.
- To explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities.
- To analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive Practice.
- To acquire basic knowledge on Teaching Learning Strategies, Vocational Training, Curriculum Adjustment for Disabled
- develop understanding and familiarity with key concepts like gender, gender bias, gender stereotyping, empowerment, gender parity equity and equality patriarchy and feminism
- learn landmarks in connection with gender and education from the perspective of historical development and contemporary period.
- Understand the gender issues in school, curriculum and textual materials
- Understand how gender, power and sexuality relate to education in terms of access, curriculum and pedagogy.

#### **Course Content:**

##### **Unit – I : Inclusive Society and Educational Reforms:**

- Concept of inclusive society
- Elements necessary for creating an inclusive society
- Exclusion and Inclusion in Education : Conceptual overview
- Understanding social inclusion : role of education
- Building an Inclusive school : desired changes in System, Structure, Practice and Culture,

- Education for a multicultural society,
- Principles of teaching and learning in a multicultural society.
- Education for peaceful co-existence

**Unit – II : Assessment and Historical Perspectives of Gender Issues**

- Need and process of early identification and assessment Special, Integrated and Inclusive Education
- Curriculum adjustment and adaptation, Classroom Management, Peer tutoring, assistive devices, Barrier free Environment and Teaching Strategies
- Equity and equality in relation with caste, class, religion, ethnicity regions.
- Historical backdrop : Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's education
- Contemporary period : Recommendations of policy initiatives commissions and committees, schemes, programmes and plan

**Unit – III : Gender Identities and Gender Issues :**

- Family and School
- Other formal and informal organisation. Schooling of Girls:
- Inequalities and resistances (issues of access, retention and exclusion
- Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions
- Development of life skill and sexuality

**Practicum :**

- Visit any one Institution for Children with visual impairment, Hearing Impairment, Mental Retardation or Orthopedically Handicapped and make a Report. The report must include reflections on problems faced by Disabled

Children, resources, infrastructure, assistive devices, aids and appliances and support services

- Debates and discussions on violation of rights of girls and women
- Analysis of video clipping on portrayal of women
- Preparation of Term Paper and presentation
- Critical analysis of document

### **Suggested Reading:**

- Jha. M. (2002) Inclusive Education for All : Schools Without Walls,
- Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P. L. (1990) Teachers handbook on IED-Helping children with special needs NCERT Publication.
- Sharma P. L. (2003) Planning Inclusive Education in Small Schools, RIE Mysore
- Cowels Milly (1969) : Perspectives in the education of Disadvantaged children.
- Beg, M. A. (2014). *Inclusive Growth*, New Delhi : A. K. Publishers
- Ministry of Law and Justice (2009) Right to Education. Govt. of India
- Bordia, A. (2007). Education for gender equity : The Lok Jumbish experience,
- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi : Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi : Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi : Sterling Publications
- Ministry of Education (1959). Report of National
- Committee of Women's Education. New Delhi : MERuhela, S. (1988).
- Understanding the Indian Women Today; Delhi : Indian Publishers Distributors
- Thakur, H. K. (1988). Women and Development Planning.



## **Second Semester**

### **MEDP- 2 : Educational Management, Administration and Leadership**

**Points / Marks – 50 (Theory 35, Practicum – 15)**

**Learning Hours – 35**

**Objectives : After completion of the course the students will be able**

- To acquire the Meaning, Principles, Functions and importance of Educational Management and Administration
- To explain the Meaning and Nature of Leadership in Educational Administration. Approaches to leadership, Models of Leadership
- To analyze Concept of Quality and Quality in Education in Indian and International perspective.
- To know the Inspection, Quality Control, Quality Assurance, Total Quality Management, Six sigma, Quality Gurus.
- Understand Change Management and Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, and Refreezing).
- To acquire Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Analysis, Cost Effective Analysis.
- To analyze Indian and International Quality Assurance Agencies: NAAC, QCI, INQAAHE.

#### **Course Content:**

##### **Unit – I: Educational Management and Administration:**

- Meaning, Principles, Functions and importance of Educational Management and Administration
- Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism,

- Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development, Organizational climate

#### **Unit – II: Leadership in Educational Administration:**

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

#### **Unit – III : Concept of Quality and Quality in Education:**

- Concept of Quality and Quality in Education in Indian and International perspective.
- Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad.
- Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing).
- The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Page 8 of 8 Analysis, Cost Effective Analysis.
- Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education [INQAAHE]).

**Practicum :**

- Administer a communication tool to 5 teachers and prepare a report on their communication style.
- Identify a leadership style of principal by using tool and write a report.
- Visit one school, collect information about resources to study institutional climate and write a report with area of improvement.
- Preparation of Term Paper and presentation
- Critical analysis of document

**Suggested Reading:**

- Bush T. (2003),. Theories of educational leadership and management. Sage; Oct 8.
- Bush T, Glover D. School leadership: Concepts and evidence.2003.
- Bennis, Warren. (1969),. Organization Development, its Nature, Origin and Prospects, Addison Wesley.
- Chattopadhyaya, Somnath & Pareek, Udai. (1982),. Managing Organizational Change, Oxford & IBH publishing Co.
- Davies B, editor.( 2005),. The essentials of school leadership. Paul Chapman Educational Publishing; Feb 9.
- Kimani GN.(2011). Educational Management. Nairobi: African Virtual University.
- Johnston C, Caldwell B. Leadership and organisational learning in the quest for world class schools. International Journal of Educational Management. 2001 Apr 1;15(2):94-103.
- Sapre P. Realizing the Potential of Education Management in India. Educational Management & Administration. 2002 Jan;30 (1):101-8.
- Sergiovanni TJ, Burlingame M, Coombs FD, Thurston PW. Educational governance and administration. Englewood Cliffs, NJ: Prentice-Hall.1980.

### Third Semester

#### MEDC-11: Curriculum Studies

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours – 70

**Objectives:** After completing the course the students will be able to

- Understand the meaning, concept and types of curriculum – planning of curriculum
- Understand the different forms of foundations of curriculum.
- Understand nature, scope and functions of curriculum theory & elements

#### Contents

**Unit-I : Concept of Curriculum :**

Meaning, Nature, and functions; types and components. Curriculum as a process. Curriculum planning and design.

**Unit-II : Foundations of Curriculum :**

Philosophical, Sociological, and Psychological foundations.

**Unit-III : Theories and Models of Curriculum :**

Meaning of curriculum theory, function, classification. Difference between models and theories; Importance of models in curriculum development. Technical and Non-technical models of curriculum development.

Systems approach in curriculum development.

**Unit-IV : Curriculum Studies: Framework, Basic questions, strategies and Critique : Studies of National School Curriculum Framework-2005; Curriculum Framework for Quality Teacher Education (NCTE); Curriculum Framework for Higher Education (UGC).**

**Unit-V : Curriculum Evaluation:**

Concept and approaches – formative and summative, perspectives of curriculum evaluation; Stages of curriculum evaluation, Need, and Curriculum evaluation model.

**Unit-VI : Trends of Modern curriculum:**

Trends of Modern Curriculum; Curriculum Planning: Approaches & Principles; Transaction & Evaluation of curriculum in distance education; e-learning & curriculum

**Practicum :**

- Reading of original documents i. e. National Curriculum Frameworks developed by NCERT, 2005, NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups.
- Maintaining of reflective diary on institutions and analysis of own experiences.
- Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.
- Preparation of Term Paper and presentation
- Critical analysis of document

**Suggested Readings:**

- Aggarwal, J. C (1990). Curriculum Reform in India- World overviews Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G. L. (1984) : Reflections on Curriculum NCERT.
- Dewey, John (1966). The Child and the Curriculum The University of Chicago Press.
- McKernan, James (2007) : Curriculum and Imagination : Process, Theory, Pedagogy and Action Research Routledge. U. K.
- NCERT (2005). National Curriculum Framework-2005 NCERT, Sri Aurobindo Marg, New Delhi.

- NCERT (2000). National Curriculum Framework for School Education NCERT, New Delhi.
- Aggarwal, Deepak (2007) : Curriculum development : Concept, Methods and Techniques New Delhi. Book Enclave.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education : A
- Systematic Approach California, Jossey-Bass Inc. Publication.
- Joseph, P. B. et al; (2000) : Cultures of Curriculum (studies in Curriculum Theory) New York. Teacher College Press.
- Oliva, Peter F. (1988) Developing the Curriculum Scott, and Foresman and Co.
- Reddy, B. (2007) : Principles of curriculum planning and development
- Taba Hilda (1962) Curriculum Development

### **Third Semester**

#### **MEDC-12: Pedagogy, Andragogy and Assessment**

**Points / Marks – 100 (Theory 75, Practicum – 25)**

**Learning Hours – 70**

**Objectives : After completion of the course the students will be able**

- To acquire the Concept, Needs and Stages of pedagogy and pedagogical analysis.
- To acquire the Concept , Meaning, Principles of Andragogy in Education
- To understand the Competencies of Self-directed Learning, Theory of Andragogy
- To know the Meaning, nature, perspectives and types assessment.
- Understand Relations between objectives and outcomes.
- To acquire the Meaning, Types, Criteria of Assessment in Pedagogy of Education, Guidance as a Feedback Devices.
- Understand the assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources.
- To explain the Flanders' Interaction analysis, Galloway's system of interaction analysis and Criteria for teacher evaluation

**Course Content:**

**Unit – I : Pedagogy, Pedagogical Analysis:**

- Concept and Stages of Pedagogy, Pedagogical Analysis.
- Critical Pedagogy- Meaning, Need and its implications in Teacher Education.

**Unit – II : Organizing Teaching:**

- Organizing Teaching: Memory Level (Herbartian Model)

- Understanding Level (Morrison teaching Model).
- Reflective Level (Bigge and Hunt teaching Model).

**Unit – III : Andragogy in Education:**

- Concept , Meaning, Principles of Andragogy in Education.
- Competencies of Self-directed Learning.
- Theory of Andragogy (Malcolm Knowles).
- The Dynamic Model of Learner Autonomy

**Unit – IV : Meaning of Assessment:**

- Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning).
- Types of Assessment (Placement, formative, diagnostic, summative)
- Relations between objectives and outcomes .
- Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

**Unit – V : Assessment in Pedagogy of Education:**

- Feedback Devices: Meaning, Types Assessment in Pedagogy of Education, Criteria, Guidance as a Feedback Devices:
- Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics,
- Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

**Unit – VI : Assessment in Andragogy of Education:**



- Interaction Analysis: Flanders' Interaction analysis.
- Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).
- Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

#### **Practicum:**

- Prepare a session plan for adult learner
- Develop a instructional plan based on principles of pedagogy.
- Prepare a rubric to assess a seminar or project/discussion/presentation.
- Preparation of Term Paper and presentation
- Critical analysis of document

#### **Suggested Readings:**

Blondy, L.C. (2007, Summer). Evaluation and application of andragogical assumptions to the adult online learning environment. *Journal of Interactive Online Learning*, 6(2), 116-130.

Delahaye, B. I., Limerick, D.C. & Hearn, G. (1994). The relationship between andragogical and pedagogical orientations and the implications for adult learning. *Adult Education Quarterly*, 33 (4), 187- 200.

Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.

Dick, W., Carey, L. & Carey, J. (2014). *The systematic design of instruction*. 8th ed. New York: Harper Collin

Freire, P. (1970). *Pedagogy of the oppressed*. In David J. Flinders and Stephen J. Thornton's 2013 *Curriculum Reader*. New York: Routledge

Gerstein, J. (2013, May 2013). Education and the pedagogy, andragogy and heutagogy of mobile learning.

Hase, S., & Kenyon, C. (2000). From andragogy to heutagogy. *Ultibase Articles*, 5(3), 1-10.

Holmes, G. & Abington-Cooper, M. (2000). Pedagogy vs. andragogy: A false dichotomy. *Journal of*

Technology Studies, 26, 2.

Knowles, M. (1973). *The adult learner: A neglected species*. Houston: Gulf.

Knowles, M. S. (1970). *The modern practice of adult education* (Vol. 41). New York: Association Press.

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Chicago: Follett.

Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult learning*. New York: Jossey-Bass.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

McAuliffe, M. B., Hargreaves, D. J., Winter, A. J. & Chadwick, G. (2008) Does pedagogy still rule?

In: 19th Annual Conference of Australasian Association for Engineer Education, 7-10 December 2008, Central Queensland University, Yeppoon

McLoughlin, C., & Lee, M. J. (2008). *Mapping the digital terrain: New media and social software as catalysts for pedagogical change*. Ascilite Melbourne.

Merriam, S. B. (2001). *Andragogy and self-directed learning: Pillars of adult learning theory*. New Directions for Adult and Continuing Education, 89, 3-14.

Pew, S. (2007). *Andragogy and pedagogy as foundational theory for student motivation in higher education*. InSight: A Collection of Faculty Scholarship, 2, 14-25.

### **Third Semester**

#### **MEDP-3 : Internship in School**

**Points/Marks-100**

**Learning hours – 100**

**Objectives :** After going through this course the student teachers shall be in a position to :

- Be sensitive about the processes involved in various kinds of activities
- performed by the pupil teachers of in-service programmes.
- To analyse involvement of pupil teachers in organising various
- curricular activities in a teacher education institution.
- To develop competencies in organising various kinds of teacher
- education curriculum specific activities.
- To develop an understanding of the needs and relevance of in-service teacher education practices.

**Internship Activities:** These will be divided into three sections

**Part A : Observation of activities (50 marks)-**

- Class room teaching in B.Ed course
- Preparation unit plans
- Preparation of lesson plans
- Community work

**Part B : Observation of B. Ed. Students during Internship. Preparation of observation report and submitted to the respective supervisor (50 marks).**

### Third Semester

#### MEDP-4: Dissertation Related Work

Points / Marks – 100

Learning Hours – 100

**Objectives :** After completing this component of dissertation the prospective teachers will be able to –

- understand the purpose and importance the review of related studies in any kind of research.
- analyse the existing research and be able to establish the need of their study in the background of studies reviewed.
- learn how to organize the review chapter/section
- learn basic criteria for selection of tool(s) from the available standardized tools.
- learn guidelines, principles and procedures for the development of various tools.
- understand the various intricacies of data collection.
- learn to tabulate data according to the objectives of the study

#### Course Content:

1. Review of related literature and its seminar presentation (25+25=50 marks)  
Any two from the following: (25+25= 50 marks)
2. Development of a data collection tool
3. Document analysis
4. Preparation of a research proposal

### **Third Semester**

#### **MEDP-5: Academic Writing**

**Points / Marks – 50**

**Learning Hours – 70**

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

- explain the meaning and nature of academic writing
- practice writing skills
- evaluate academic writing critically
- Write reference

**Course content:**

- Academic writing : meaning and essentials of good academic writing
- Styles of writing: exploring of different sources (journals, books, academic magazines, working papers, etc.)
- Paraphrasing and acknowledging
- Editing and proof reading
- Referencing

### **Third Semester**

#### **MEDP- 6 : Development of Tool for School Survey**

**Points / Marks – 50**

**Learning Hours – 50**

**Objectives:** The learner will be able to

- Develop tool for observing various age group children in different situations
- Develop tool for taking interview of students and teachers in different perspectives
- Develop tools to survey different aspects of school programmes

**Course Content:**

Preparation of tool (any two from the following):

1. Observation schedule
2. Rating Scale
3. Interview (open & closed)
4. Questionnaire (open & closed)
5. Any other tool useful for school survey

## **Fourth Semester**

### **MEDC-13 : Research in Teacher Education**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours – 70**

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

- Develop a holistic perspective of teacher education in the country
- Analyse the implications of education policies on reforms in teacher education and its norms and guidelines.
- Identify the problems of teacher education programmes and teacher effectiveness.
- Understand the significance of research for knowledge generation in the area of teaching and teacher development with methodical perspectives.

#### **Course Content:**

##### **Unit -I : Teacher Education as Professional Education**

- Teacher development- concept, factors influencing teacher development personal and contextual. Professionalism in Teacher Education
- Teacher education in India : historical perspective
- NCTE : Structure and Functions.

##### **Unit - II : Structure and Management of Teacher Education**

- Universalisation of elementary education and universalisation of secondary education and its implications for teacher education at school stage.
- NCTE Norms and Standards for Teacher Education Programmes at secondary level and masters' degree level.
- Management of Teachers at State level; Qualification of Teachers, Teacher recruitment Policies, Professional development of Teachers and vertical mobility of teachers.

##### **Unit : -III : Problems and Issues in Teacher Education**

- Problem of pre-service and in-service teacher education:
- Research on pre-service and in-service Teacher Education.
- Research on Teacher educators' Leadership competencies

##### **Unit -IV : Research and Development in Teacher Education**

- Qualitative and Quantitative approaches in Teacher Education
- Quantitative approaches in Teacher Education

#### **Unit -V : Research on Effective Teaching and School effectiveness**

- Review of Effective teaching and School Effectiveness research
- Improving of School effectiveness research

#### **Unit -VI : Research on Effective Teaching Learning system**

- Meaning , Concept and Models

#### **Practicum (Any one):**

- Study of the annual report of the SIEMAT/SCERT/RIE/NCERT/NUEPA, universities teacher education institutions, ASCs etc.
- Describe any current practice in teacher education with its background.
- A review of researchers in any one areas of research in teacher education and write the policy implications.
- Review of research article in teacher education and implications for practitioner teachers
- Preparation and presentation of Term Paper
- Critical analysis of document

#### **Suggested Reading :**

- Bruce R Juice et al (2014), *Models of Teaching* (9th edition), London; Pearson
- Singh L. C. (Ed 1990), *Teacher education in India*, New Delhi, NCERT
- Smith B. D. (1980) *A Design for a School Pedagogy*, U S Govt. Washington, D. C.
- Furlong John (2013), *Education an anatomy of the Discipline*, Routledge, London.
- Sahoo P. K. et al (eds) (2010), *Professionalism in Teacher Education*, New Delhi, concept.
- Sahoo P. K. et al (eds) (2014) *Quality education in India Vol I & Vol II* New Delhi, concept
- Passi B. K. (eds) (1976), *Becoming better Teacher*, Ahmedabad, Sahityamudranalaya
- Allen D & Ryan K (1969), *microteaching reading Mass*, Addison-wesley.



- NCERT, New Delhi (2006), *6th survey of Research in Education*
- Flanders N. A. (1970) *Analyzing Teaching Behaviour*, reading, Addison-Wesley, mass
- Gardener H. (1983), *Frame of Mind; the theory of multiple intelligences*, Basic Books, New York
- NCTE (2009) *Curriculum Frame Work of Teacher Education*, NCTE, New Delhi
- NCTE (2014) *Norms and Guidelines of Teacher Education Programme*
- NCTE (1979) *Organization of Core Teaching Programme Package*, NCERT, New Delhi
- NCTE Publications on Teacher Education Like :
  - ◆ *Teacher Education in India : A Critique*. (English and Hindi)
  - ◆ Yadav, M. S. & Lakshmi T. K. S. . . . . .

## Fourth Semester

### MEDC-14 : Educational Technology

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours – 70

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

- State the meaning, nature, scope and significance of Educational Technology.
- Explain different modalities and stages of teaching.
- Discuss micro-teaching and teaching strategies.
- Express in details about Taxonomy of Educational Objectives and Instructions.
- Discuss the concept, principles, modes, barriers and types of Communication.
- Illustrate teacher's role in classroom communication and use of multimedia.
- Discuss origin, types and development of Programmed Instruction material.
- Describe different models of teaching and design of instructional system and strategies.
- Discuss in details about concept, variables, techniques and assessment of teaching effectiveness.
- Discuss emerging trends of Educational Technology.

**Course Content :**

- Unit – I** : **Meaning and Scope of Educational Technology (ET)** : Meaning, nature, scope and significance of ET; Approaches of ET; Cybernetics(system approach) origin, characteristics and stages; Application of ET in Indian classroom situations.
- Unit – II** : **Communication Technology**: Verbal and Non-verbal interaction in classroom communication; Teacher's role in classroom communication and use of multimedia; Theories and models of communication; Mass communication; Convergence of communication and ET.
- Unit – III** : **Models of Teaching**: Meaning and nature; Components; Families; CAM, AOM.
- Unit – IV** : **Instructional design**: Meaning and need; Multiple Intelligence and its implication for instructional design; Instructional design model- ADDIE model, ASSURE model, ACRS model.

**Unit – V** : **Programmed Instruction and CAI:** Programmed Instruction- Meaning, nature and development. CAI- meaning and need; characteristics and types; teacher's role.

**Unit – VI** : **Current Trends in ET:** Technology and Pedagogy- Techno pedagogical content knowledge (TPCK); Characteristics of digital learner; Integrating ICT in teaching and learning; e-learning; Limitation of technology integration; Technology dependence and learner autonomy.

**Practicum :** Any one of the following :

1. Preparation and presentation of Term paper
2. Designing an Instructional model
3. Comparative study of ICT syllabus of school education and teacher education of various organizations
4. Development of Programmed Instructional material.
5. Evaluating a e-learning course/material
6. Developing a plan for using different types of CAI with the help of a content
7. Preparation of a lesson based on CAM or AOM

**Suggested Readings :**

- Aggarwal, J. C. – Educational Technology.
- Bhat, B. D. and Sharma, S. R. – Educational Technology Concept and Technique, Delhi : Kanishka Pub. House, 1992.
- Chand Tara – Educational Technology, New Delhi : Anmol Pub., 1990.
- Das, R. C. – Educational Technology : A Basic Text, New Delhi : Sterling Pub. Private Ltd., 1983.
- Deceeco, John P. (1968). The Psychology of Learning and Instruction : Educational Psychology. Prentice Hall of India, New Delhi.
- Dwight, Allen & Ryan, Kevin (1969). Micro-teaching, Addison Wesley Pub. Co., Monachustter.
- Flander, Wed (1971). Analysing Teaching Behaviour. Addison Wesley Pub. Co., Monachustter.
- Green, Thomas F. (1971). The Activities of Teaching, McGraw Hill Book Co., New York.
- Hilgard, E. R. & Bower, G. H. (1972). Theories of Learning, Prentice Hall of India, New Delhi.
- Hoover, Kenneth, College Teaching Today : Handbook for Post-Secondary Instruction. Allyn Bacon Inc., London, 1980.

- Hurt, Thomas, H. et al. (1978). Communication in Classroom, Addison Wesley Pub. Co., Monachustter.
- Jagannath Mohanty – Educational Technology, New Delhi : Deep & Deep Pub. 1992
- Joycle, Bruce & Well, Marsha (1972). Models of Teaching, Prentice Hall Inc., New York, 1972.
- Kumar, K. L. – Educational Technology.
- Lowman, J. (1987). Mastering the Techniques of Teaching. Prentice Hall of India, New Delhi.
- Mall Reddy, M. & Ravishankar, S. – Curriculum Development and Educational Technology, New Delhi : Sterling Pub. Private Ltd., 1984.
- Mukhopadhyay, M. (Ed.) – Educational Technology : Challenging Issues, New Delhi : Sterling Pub. Private Ltd., 1990.
- Pangotra, Nanendranath – Fundamental of Educational Technology, Chandigarh : International Pub., 1980.
- Patterson, C. G. (1977). Foundation for a Theory of Instruction : Educational Psychology, Harper & Row Publisher, New York.
- Perceival, Fed & Ellington, H. A. (1984). Handbook of Educational Technology, Kegan Pal, London.
- Rao, Usha – Educational Technology.
- Sampath – Educational Technology.
- Sen, Malay Kr. – Educational Technology.
- Sharma, Y. K. – Educational Technology.
- Stones, E. and Morris, S. ; Teaching Practice : Problems and Perspectives, Methuen & Co. Ltd., London.
- Tayler, John & Walford, Rex (1972). Simulation in Classroom, Penguin Books, London.

## **Fourth Semester**

### **MEDP-6 : Dissertation Report Submission**

**Dissertation Marks : 100 (Report =50 + Viva =50)**

**Objectives :** On completion of Dissertation, the students will be able to :

- Explore the fields of Research, and locate and identify problems of Research.
- Write Research Synopsis or Proposal (define Terms and Concepts, and develop Research Design).
- Formulate Hypothesis.
- Survey literature and try out on samples.
- Collect, analyze and interpret data.
- Test Hypothesis.
- Prepare report in form of Dissertation, and
- Write Abstract, Index and Bibliography and append relevant Data, Information, Materials.

**Course Contents :**

Students submit their dissertation at the end of Semester-IV. Each student will be evaluated on the basis of reporting and Viva-voce conducted jointly by External and Internal examiners. HOD will act as coordinator.

## **Fourth Semester**

### **Optional Paper**

#### **MEDO – 1/2: Self Development through Yoga Education**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours – 70**

**Objectives :** After going through this course the students will be able to :

- Illustrate the yogic concept of personality in terms of Pancakośa and Trigūṇa theories.
- Explain the meaning and dimensions of an integrated personality.
- Explain how the practice of yoga can help you develop an integrated personality.
- Discuss the concept of stress in terms of its causes, symptoms and consequence.
- Relate the role or contribution of yoga practices in coping with stress.
- Elucidate the concept of self-development and the role of human values

#### **Course Contents :**

##### **Unit I : Introduction to Yoga and Personality Development**

- Introduction
- Learning objectives
- Yogic concepts of personality
- Dimensions of integrated personality
- Yoga for integrated personality development

##### **Unit II : Yoga and Stress Management**

- Introduction
- Learning objectives
- Concept of stress
- Stress – a yogic perspective
- Yoga as a way of life to cope with stress
- Yogic practices for stress management
- Cyclic meditation for stress management
- Summary
- Unit-end questions/exercises

### **Unit – III : Yoga and Self Development**

- Concept and nature of self-development
- The concept of values and value education
- Spirituality and its role in human self-development—*yamas* and *niyamas*
- Helping children develop values
- Yoga and human excellence
- Summary
- Unit-end questions/exercises

### **Practicum : Any two of the following :**

- Preparation of Teaching Aids on Yoga
- Visit to Yoga Ashramas and Centres
- Preparation and presentation of Term Paper
- Critical analysis of document

### **Suggested Readings :**

1. Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I Atlantice Publishers and Distributors.
2. Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi : Bharatiya Vidya Praksana.
3. Criswell, E. (1989). How Yoga Works : an Introduction to Somatic Yoga. Novato, California : Freeperson press.
4. Datta, A. K. (1981). Bhaktiyoga. Bombay : BharatiyaVidyaBhawan.
5. Desikachan, T. K. V. (1995). The Heart of Yoga : Developing a personal practice. Rochester, Vt. : Inner traditions International.
6. Desai M, (1980). Nature Cure. New Delhi : S. Chand and Co. Ltd.
7. Dynamics of Yoga (1989). Monghur : BiharSchool of Yoga.
8. Feurstein G. (2002). The Yoga Tradition. New Delhi : Bhavana Books andprints.
9. Kapur C. L. (1982). Yoga and Education. Simla Hills : SCERT HimachalPradesh.
10. Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons andCo. Pvt. Ltd.
11. The Science of Yoga (1988). Monghur : BiharSchool of Yoga.

12. Yoga Asanas in theory and practice (1975). Monghur : BiharSchool of Yoga.
13. Yoga for health and peace (2001). Mumbai : Yoga



## **Fourth Semester**

### **Optional Paper**

#### **MEDO- 1/2 : Environmental Education**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours –**

**70**

**Objectives :** On completion of the course the learners will be able to :

- Develop knowledge of environmental education and acquire environmental awareness.
- Understand the importance of environmental education in child's development.
- Learn the forms and programmes of Nation-wide environmental education.
- Acquire positive attitude, values and a sense of responsibility towards environment.
- Develop skills to solving environmental problems, which are in harmony with the environmental quality and sustainable development.
- Understand needs, contents and methodologies of environmental education in different levels of teacher education programmes.
- Identify the status of environmental education in India.
- Apply the acquired knowledge and skill in their social and practical life.

#### **Course Contents :**

##### **Unit I : Environmental Education and Awareness**

- a. Aims and Objectives of environmental education
- b. Meaning, Nature, Scope & Need of environmental education
- c. Role of environmental education in child's development.
- d. Concept of environmental awareness
- e. Role of education for creating environmental awareness

##### **Unit II : Types & Programmes of Environmental Education**

- a. Formal environmental education
- b. Non formal environmental education
- c. Informal environmental education

##### **Unit III : Environmental Education for Sustainable Development**

- a. natural & man-made disasters.
- b. conservation of environmental resources.

- c. reducing environmental stressors through education.
- d. environment management education.

**Unit IV : Environmental Education in Teacher Education Programmes**

- a. Principles for developing curriculum of environmental education in Teacher education programmes at the Elementary and Secondary levels
- b. Instructional Methods for environmental education.

**Unit V : Environmental Education in India**

- a. Present status
- b. Barriers to environmental education – Transactional, Strategic etc.
- c. Role of Information Technology in developing environmental awareness.
- d. Environmental acts & laws

**Practicum(any one):**

- Preparation and presentation of term paper
- A case study on any selected environmental problem.
- Review report (after 1990) on any selected environmental educational project (National / International).
- Development of Tool/Schedule for investigating environmental status.
- Designing and delivering short speech on environmental education/awareness.
- Development of teaching-learning materials on environmental issues (any two).

**Suggested Readings :**

- The Handbook of Environmental Education – Joy Palmer and Philip Neal
- Environment Protection, Education and Development – S. P. Agrawal
- Environmental Education – K. K. Srivastava
- Environmental Education – Roy & Reddy
- Education for Environment and Human Values – Sharma & Maheshwari
- The Environment & its Problems – N. Dutt and P. K. Dutt
- Environmental Education and Training in a Developing Country – Biswas & Das
- Environmental Education – R. A. Sharma
- Teaching of Environmental Education – Shalini Raj
- Environmental Science Education – A. Panneerselvam & Mohana Ramakrishnan

## **Fourth Semester**

### **Optional Paper**

**MEDO- 1/2 : Educational Policy, Economics of Education and Educational Planning in the context of Secondary Education**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours – 70**

**Objectives : After going through this course the students will be able to :**

- Understand the concept of Educational Policy
- Develop concept into dynamics of policy
- Learn about determinants of educational policy in Secondary Education
- Know about schemes and programmes in five year plans
- Develop insight into various problems of Secondary Education

#### **Course Content:**

##### **Unit – I : Educational Policy in India**

- Issues related to framework of educational policy- democratic principles, development and social context
- Constitutional provisions and interventions on educational policy formulation in respect of Elementary Education
- The role of National Development Council and Central Advisory Board of Education in framing policy in Elementary Education
- Centre State relationship and its implication in policy formulation

##### **Unit – II : Education related issues**

- Dynamics of Policy making in Elementary Education
- Issues related to right to education, Inclusive education, equity in education, accreditation, language policy, teacher education.
- Gender issues in education and empowerment, interventions by the government to address gender disparity

##### **Unit III : Elementary Education and Five Year Plans**

- Educational policies regarding Elementary Education in Five year Plans with special reference to current Five year Plan

##### **Unit IV : Historical aspects of policy reform in education in India in respect of Elementary Education**

- Education Commissions and Committees that influenced education policy in India;
- National Policy on Education 1968 & 1986/92;
- Right to Education Act (2009)

**Unit V : Current policy-related challenges :**

- Expansion of educational facilities to reach the hither-to-unreached; ensuring equity and inclusion
- enhancing employability of the products of the education system;
- promoting life-long learning opportunities;
- Improving governance and management of elementary education;
- Problem of Retention and Drop Out in Elementary Education

**Unit-VI: Modern Trends**

- Enhancing Quality of Elementary Education
- Teacher quantity and quality in Elementary Education
- Technology aided instruction in elementary education
- Mid day meal programme
- Monitoring and supervision of elementary education
- SSA (Sarba Shiksha Abhiyan)

**Practicum : Any one from the following :**

- Preparation of status report on secondary education in a district with reference to access, enrolment, participation and learning achievement
- Observation Report on the implementation of any one of the programmes in two secondary schools to improve quality.
- Preparation and presentation of a seminar paper on philosophy and practices of secondary education
- Preparation of a short write-up on initiatives to bridge gender gap in secondary education and discuss
- Survey on the opinion of secondary school teachers on the policy of inclusive education
- Visit report on one or two secondary schools in the neighborhood to observe midday meal scheme and recommendations to improve it

- Inclusive environment and prepare a report on its implementation and offer suggestions
- Writing a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program
- Preparation and presentation of Term paper

#### **Suggested Reading :**

- Aggarwal, J. C. (2005), *Recent Developments and Trends in Education*. New Delhi : Shipra Publication.
- Child rights Convention – UNICEF – 2000 Coombs P. H. (1985) *World Crisis in Education : The View From Eighties*. Oxford University Press, New York.
- Education for All (1993) *The Indian Scene*, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India.
- Development in Practice – Primary Education in India. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi
- Govt. of India (1966) Indian Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
- Govt. of India (2005). National Plan of Action for Children, 2005 : Department of Women and Child Development, New Delhi.
- Government of India, MHRD, Department of School Education and Literacy (2001, 2007, 2011). Sarva Shiksha Abhiyan : frame work for implementation
- Harmon, D., Jones, T. (). *Elementary Education : A Reference Handbook* (Contemporary Education Issues)
- Jha, P. K., Das, S., Mohanty, S. S., Jha, N. K. (). *Public Provisioning for Elementary Education in India*.
- Khan, R. S & Ahammed. I. (1997). *Elementary Education & the Teacher*, Delhi : IASC, Jamia Millia Islamiya
- Kochhar S. K. (1981) *Pivotal issues in Indian education*
- Kumar, I. & Kumar R. (2006) : *Development of Educational System in India*. 21st century Publication, Patiala
- Lazear, E. P. (). *Education in the Twenty-First Century*
- MHRD (2001) : *Convention on the Right of the child*. New Delhi.

- Malhotra, P. L. (1986) School Education in India : Present status andFuture Needs, NCERT, New Delhi.
- Mehrotra, S. (). The Economics of Elementary Education in India : The Challenge of Public Finance, Private Provision and HouseholdCosts
- Mohanty, J. (1994) Indian Education in the Emerging Society, NewDelhi : Sterling Publishers Pvt. Ltd.
- Mohanty, J. (2002). Primary and Elementary Education. New Delhi : Deep & deep publications, Pvt. Ltd.
- Mukherjee, S. N. (1964) Education in India, Today and Tomorrow. Baroda : Acharya Book Depot.
- National Policy of Education, (1992) Modification and their POA's, MHRD, Dept. of Education

## Fourth Semester

### Optional Paper

#### MEDO-1/2 : Intelligence, Creativity and Education

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours – 70

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

- The nature, meaning and concept of intelligence.
- The meaning and concept of creativity along with the educational procedures for fostering creativity among individuals.
- The stages of intellectual development, creativity development and compatibility between them at various levels of education.
- Facing and managing the creative children and at the same time nurturing their creative talent.
- The research studies conducted in the field of creative education in the world and in our country.

**Course Contents :**

- Unit – I** : **The Structure of Intelligence:** An examination of various theories of intelligence. A review of some Intelligence Tests.
- Unit – II** : **Educational Implications of Intelligence theories and intelligence tests**
- Unit – III** : **Nature and Scope of Creativity:** The major aspects of creativity, the creativity process. The creative product, The creative person and the creative situation. Relationship between Creativity and Intelligence. Need to foster Creative Thinking Process, discovering creative potentialities, teaching for creativity, problem solving and creativity.
- Unit – IV** : **Creative Learning Methodology:** Understanding creative learning, Learning to learn, Learning with joy, Developing creativity through games, Four pillars of creative learning, Exploring creativity through Education, Development of Creativity, The Environmental and Psychological Factors, The Role of Teacher in Developing Creativity in Students.
- Unit – V** : **Problems of Creative Children:** Problems in maintaining creativity, Problems when creativity is repressed. Fostering creativity, Brain and the Creative Act,

Artificial Intelligence, Multiple Intelligence, Metacognition, Paradigm shifts, Barriers to creativity and creative attitudes.

**Unit – VI : Research in Creativity in India and Abroad:** Review of related research literature.

**Practicum : Any two**

- Preparation and presentation of Term paper
- Visit a school and identify various measures to nurture creativity of students

**Suggested Readings :**

- Creativity in Education (it's correlates) – B. K. Passi.
- Creativity and Cognitive Styles in Children – A Kusum.
- Creativity and Education – Lylton and Hugh.
- Creativity : Its Educational Implications – ed. E. Pl. Torrance & others.
- Managing Creativity : G. Leytham.
- A Survey of Research in Education – Buch NCERT.
- Human Intelligence – Its nature and assessment – H. J. Butcher.



## Fourth Semester

### Optional Paper

#### MEDO- 1/2: Modern Trends & Contemporary Issues and Policies in Education

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours –

70

**Objectives :** After end of this course the learner will able to

- Understand the importance of interdisciplinary approach and its use in finding out solutions to educational problems.
- recognize the policies and programmes of education at different levels
- determine the current trends of education in India
- identify the important problems and their needed solutions in the field of education in India
- Identify the educational problems faced by Backward Community
- Explain the principles underlying in the Indian Constitution
- Recognize the Modern Trends and Contemporary Issues

#### Course Content:

##### Unit I : Universalization of Elementary Education:

- Concept. Context Aims and objectives. Need.
- Quality concern in Elementary Education
- Progress. Problems and Prospect.
- Government programmes and schemes for the development of universal education in India
- Recent Development : SSM (Sarva Siksha Mission).
- Status of India regarding Millennium Development goal

##### Unit II : Universalization of Secondary Education :

- Meaning, Aims and objectives, Significance, Guiding principle
- Quality concern in **Secondary** Education
- Progress, Problems and challenges of universal secondary education.
- Government programmes and schemes for promoting universal secondary education in India
- Recent Development : Rashtriya Madhyamik Siksha Avijan (RMSA).

### **Unit III : Higher Education in India**

- Concept, Objectives and Role of Higher Education in National Development
- National Knowledge Commission (NKC)
- Quality concern in Higher Education
- Progress, Problems and Challenges of Higher Education in India.
- Recent Development : RUSA.
- Government Programmes and Schemes for the development of Higher Education in India.

### **Unit IV: Equity in Education**

- Concept and needs
- Various dimensions of inequity in education in India
- Govt. Programmes to promote equity in India
- Status of India regarding Millennium Development goal and equity in education

### **Unit V: Education and Sustainable Development**

- concepts and characteristics,
- historical context
- objectives and needs
- role of education in Sustainable Development
- Strategies for Sustainable Development
- Govt. Programmes for Sustainable Development in India

### **Unit VI : Modern Trends in Education**

- Life-long Learning
- Distance & Open Learning
- Co-operative Learning
- Reflective Learning
- Life Skill Education
- Multicultural Education

**Practicum : Any two**

1. Identifying Social Problem and its solution for one B. Ed College
2. Critical analysis of any one/two of the policy document on Education
3. Preparation of term Paper & Seminar Presentation
4. Brief report on implementation of latest any one policy.

**Suggested Readings :**

1. Education in Ancient India – Dr. A. S. Altekar
2. Ancient Indian Education – R. K. Mukherji
3. A History of Education in India (during the British period) by J. P. Naik and Nurulla
4. A text Book in History of Education- Paul I Munroe.
5. N. C. E. R. T., NCERT- the First Year Book of Education 1961.
6. Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
7. UNESCO- Economic and Social aspects of Educational Planning, 1963
8. Naik J. P. - educational Planning in India 1965-allied Publishers
9. Page 61 of 71
10. Problems of Higher Education in India- An Approach to Structural Analysis and Recognition.
11. Educational Recognition- Acharya Narendra Dev Committee (1939-1953)
12. History and Problems of Education Voi. I- Yogendra K. Sharma
13. History and problems of Education Voi. II- Yogendra K Sharma.

## **Fourth Semester**

### **Optional Paper**

#### **MEDO- 1/2 : Inclusive Education**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours – 70**

#### **Objectives : After completion of the course the students will be able to**

- Know the concept, nature, objectives and types of Inclusive Education.
- Know the historical perspective of Inclusive Education.
- Discuss in details about education of the Visually Impaired.
- Discuss in details about education of the Hearing Impaired.
- Discuss in details about education of the Learning Disabled children.
- Discuss in details about education of the Gifted and Creative children.
- Discuss in details about education of the Mentally Retarded children.
- Discuss in details about education of the Orthopedically Handicapped Children.
- Discuss in details about education of the Juvenile Delinquents.

#### **Course Contents :**

- Unit – I** : **Introduction to Inclusive Education** : (a) Concept, nature, objectives and types / categories come under Inclusive Education; (b) Historical perspective of Inclusive Education; (c) Differences with Integrated Education;
- Unit – II** : **Education of the Visually Impaired** : (a) Characteristics of the visually impaired, (b) Degree of impairment, (c) Etiology and prevention, (d) Educational programmes.
- Education of the Hearing Impaired** : (a) Characteristics of the visually impaired, (b) Degree of impairment, (c) Etiology and prevention, (d) Educational programmes.
- Unit – III** : **Learning Disabled Children** : (a) Characteristics, (b) Identification, (c) Educational programmes.
- Education of the Gifted and Creative Children** : (a) Characteristics, (b) Creativity and identification process, (c) Educational programmes.
- Unit – IV** : **Education of the Mentally Retarded** : (a) Characteristics of the retarded, (b) Types – Educable and Trainable Mentally Retarded, (c) Teaching Strategies,

(d) Enrichment programmes, (e) Remedial programmes – Mental Hygiene as remediation, (f) Etiology and prevention.

**Unit – V : Education of the Orthopedically Handicapped :** (a) Types of handicap, (b) Characteristics, (c) Educational programmes,

**Unit – VI : Education of Juvenile Delinquents :** (a) Characteristics, (b) Problems of Alcoholism and Drug Addiction, (c) Anti-social and Character Disorder, (d) Educational programmes for Rehabilitation.

#### **Practicum : Any two**

- Preparation and presentation of Term Paper
- Visit to a Special Education institution and write a report
- Critical analysis of document

#### **Suggested Readings :**

1. Loreman, Deppeler and Harvey- Inclusive Education, Allwen & Unwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge
4. Falmer, 2004.
5. Mike Adams & sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
6. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000.
7. Page 71 of 71
8. 6)Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub. `1
9. Integrated and Inclusive Education, Premavathy and Mittal, R C I, 2006.

## **Fourth Semester**

### **Optional Paper**

#### **MEDO – 1/2 : Guidance and Counselling in Education**

**Points / Marks – 100 (Theory 70, Practicum – 30)**

**Learning Hours – 70**

#### **Objectives :**

On Completion of this course the students will be able to :

- Know the meaning, definitions, need, scope and objectives of guidance.
- Know the school guidance and career development needs of the students.
- Understand various types of guidance.
- Discuss about essential services in educational guidance programme.
- Understand meaning, nature, scope and objectives of Counselling.
- Discuss about types and areas of Counselling.

#### **Course Content:**

##### **Unit – I : Understanding Educational and Career Guidance :**

a) Meaning and Definitions, need and scope of guidance, b) Objectives of guidance : self-understanding, self-discovery, self-reliance, self-direction, self-actualization, needs for Guidance at various levels of education / schooling. c) School Guidance : A collaborative effort of school and community : Organisation of Guidance programmes in schools. d) Career development needs of the students, career development process, factors affecting career development.

##### **Unit – II : Types of Guidance :** Educational, Vocational / Career and Personal Individual guidance and group guidance, advantages of group guidance, Group guidance techniques, class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

##### **Unit – III : Essential Services in Educational Guidance Programme :** (a) Types of guidance services : orientation, information, counselling, placement, follow-up, and research and evaluation. (b) Resources required for organizing guidance services, (c) School guidance committee, constitution, roles and functions, (d) Placement services, (e) Research and evaluation services, (f)

Place of guidance in school curriculum – its need, (g) Role of principal and teachers in school guidance programmes.

**Unit – IV : Understanding Counselling :** (a) Counselling – Meaning, nature and scope, objectives of counselling : resolution of problems, modification of behaviour, promotion of mental health, (b) Relationship between guidance and counselling : Skills and qualities of an effective counsellor; (c) Stages of the counselling process, Place of counselling in the total guidance programme, (d) Counselling Technique person centred and group centred, cognitive interventions, behavioural interventions, and systematic interventions strategies.

**Unit – V : Types and Areas of Counselling :** (a) Uses of group process in counselling, (b) Process of group counselling, (c) Areas of counselling : family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups. (d) Peer counselling : Its concept and the relevance to the Indian situation.

#### **Practicum (Any one):**

1. Job analysis of one occupation
2. Prepare an interview schedule for an effective Counselling
3. Visit a guidance Centre and Write a report about its organization and functions.
4. Preparation of term paper & Seminar presentation

#### **Suggested Readings :**

- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999), Guidance and Counselling, Vol. I. : A Theoretical Perspective, New Delhi, Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling, Vol. II, : A Practical Approach, New Delhi, Vikas.
- Cornier, L. and Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey : Prentice Hall.
- Corey, G. (1986). Theory and Practice of Counselling and Psychotherapy, 3<sup>rd</sup> Ed. Belmont : Calif- Brooks Cole.
- Dave Indu (1984). The Basic Essentials of Counselling. New Delhi : Sterling Pvt. Ltd.

- Egan, Gerard (1994). The Skilled Helper. 5<sup>th</sup> Ed. California : Brookes Cole Publishing Co.
- Gazda George R. M. (1989). Group Counselling : A Development Approach. London : Allyn & Bacon.
- Gibson, R. L. & Mitchell, M. H. (1986). Introduction to Guidance. New York : McMillan.
- Gladding, Samuel. T. (1996). Counselling. A Comprehensive Profession. New Delhi : Prentice Hall Inc. of India Pvt. Ltd.
- Mallon, Brenda (1987). An Introduction to Counselling Skills for Special Educational needs – Participants Manual. Manchester : Manchester University Press, U. K.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus : Merrill Publishing Co.
- Pietrofesa, J. J., Bernstein, B. and Standford, S. (1980). Guidance : An Introduction. Chicago : Rand McNally.
- Rao, S. N. (1981). Counselling Psychology. New Delhi : Tata McGraw Hill.
- Saraswat, R. K. and Gaur, J. S. (1994). Manual for Guidance Counsellors, New Delhi, NCERT.
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling, Vol. I : A Theoretical Perspective, New Delhi, Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds.) (1999). Guidance and Counselling, Vol. II : A Practical Approach, New Delhi : Vikas.
- Glicman, C. and Wolfgang, C. (1981). Solving Discipline Problems : Strategies for Classroom Teachers, Boston : Allyn and Bacon.
- Mathewson, R. H. (1962). Guidance, Policy and Practice, 3<sup>rd</sup> Ed. New York : Harper and Row.
- Various Books on Self Development.
- Gupta, N. (1991). Career maturity of Indian school students, New Delhi : Anupam Publications.
- Isaacson, L. E. & Broen, D. : Career information, career counselling and career development (5<sup>th</sup> ed.) Boston : Allyn & Bacon.
- Joneja, G. K. (1997). Occupational Information in Guidance, New Delhi : NCERT.
- Mohan, Swadesh (Ed.) (1998). Building personal and career consciousness in girls, New Delhi : Vikas Publishing House.
- Mohan, S. (1998). Career Development in India : Theory, Research and Development. New Delhi : Vikas Publishing House.
- Mohan, S. (1998). Career Development in India : Theory, research and development. New Delhi : Vikas Publishing House.



- Osipow, S. H. and Fitzgerald, L. F. (1996). Theories of Career Development (4<sup>th</sup> ed.). Boston : Allyn and Bacon.
- Saraswat, R. K. and Gaur, J. S. (1994). Manual for Guidance Counsellor, New Delhi : NCERT.
- Schmitt-Rodermund, E. and Silbereisen, R. K. (1998). Career maturity determinants : individual development, social context perspective. The Career Development Quarterly, 47, 16 – 31.
- Sharf, R. S. (2005). Applying career development theory to counselling. Wadsworth Publishing Co.
- Swanson, J. L. and Fouad, N. A. (1999). Career, theory and practical : Learning through case studies. Sage Publications.

## Fourth Semester

### Optional Paper

#### MEDO- 1/2 : Educational Administration and Management

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours – 70

#### Objectives :

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

- Discuss about the definitions, functional development of educational administration.
- Identify education both as a process and bureaucracy.
- Understand the approaches and trends of educational administration.
- Find out meaning, nature, theories and styles of leadership.
- Describe the meaning, criteria and elements of administrative structure in education.
- Know details about educational supervision and educational finance.

#### Course Contents :

- Unit – I** : **1. Introduction to Educational Administration** : (a) Definition and functions of Educational Administration, (b) Development of Educational Administration from 1900 to present day. 2. (a) Taylorism, (b) Administration as a process, (c) Administration as a bureaucracy, (d) Human Relations Approach to administration (Hawthorne Studies).
- Unit – II** : (a) Approaches to Educational Administration – Systems Approach and Group Behaviour Approach; (b) Specific trends in Educational Administration, such as (i) Decision making, (ii) Organizational compliance. (iii) Organizational Development, (iv) PERT. (c) Modern trends in Educational Management.  
**Leadership in Educational Administration** : (a) Meaning and nature of leadership, (b) Theories of leadership, (c) Styles of leadership, (d) Measurement of leadership.
- Unit – III** : **Administrative Structure in Education** : (a) Meaning of structure, (b) Criteria of good organization structure, (c) Elements of administrative structure – Departmentalization, Centralization, De-centralization and Line Structure.  
**Educational Supervision and Educational Finance** : (a) Meaning, nature and functions of educational supervision, (b) Planning, organizing and implementing supervisory programme, (c) Educational Finance : Concept,

need and significance, sources of finance, (d) School Budgetary and accounting procedure, monitoring of expenditure control and utilization of funds, accounting and auditing.

**Unit – IV :** **Concept of Management in Education :** (a) Historical background, (b) Meaning, need and functions of Management in Education.

**Educational Planning :** (a) Meaning, nature and approaches to educational planning, (b) Methods and techniques of educational planning, (c) Types of educational planning with special emphasis on institutional planning, (d) Perspective planning at centre, state and local levels, perspective plan for education in the 12<sup>th</sup> Five Year Plan.

**Unit – V :** **Role and Functions of Educational Managers :** (a) Managerial Role, (b) Time Management, (c) Manpower Planning, (d) Controlling.

**Performance and Resource Management in Educational Institutions :** (a) Monitoring of school performance, Performance appraisal of teachers, (b) Financial and administrative management of educational institutions. (c) Resource in education, nature, characteristics and types, needs for resource management in education, (d) Quality assurance in material and human resources, roles of state, central and local governments in resource mobilization.

**Practicum (Any one) :**

1. Educational Survey of any state educational Institution.
2. Report on an Institutional Planning of any one Educational Institute.
3. Report on an Educational Institute on Quality Management.
4. Preparation of term paper & Seminar presentation etc.

**Suggested Readings :**

- Bell & Bell (2006). Education Policy and Social Class. Routledge.
- Bottery Mike (ed.) (1992). Education, Policy and Ethics, Continuum, London.
- Naik, J. P. (1965) : Educational Planning in India, New Delhi : Allied.
- Naik, J. P. (1982). The Educational Commission and After : New Delhi : Allied.

- Jha, Jyotsna, Saxena, K. B. C. and Baxi, C. V. (2001). : Management Processes in Elementary Education : A Study of Existing Practices in Selected States in India. New Delhi, the European Commission.
- Mukhopadhyay, M. & Tyagi, R. S. (2005). Governance of School Education in India. New Delhi, NIEPA.
- Mathur, S. P. (2001). Financial Administration and Management. The Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005) : Education in India. New Delhi, National Book Trust.
- Bhagia, N. M. (1990). Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi.
- Luthens, Freed (1981), Organizational Behaviour, McGraw Hill, Tokyo.
- Milton, Charles, R. (1989). Human Behaviour in Organizations, Prentice Hall, Inc., USA.
- Naik, J. P. (1965). Educational Commission and After. New Delhi : Allied.
- Roger, Smith (1995). Successful School Management. McGraw Hill, Tokyo.
- Ayyar, R. V. Vaidyanathan (1993). Educational Planning and Administration in India : Retrospect and Prospect. Journal of Educational Planning and Administration. VII(2). April.
- Blaug, Mark (1972) : An Introduction to Economics of Education. Allen Lane the Penguin, London.
- Chau, Ta-Ngoc (2003) : Demographic Aspects of Educational Planning. Paris : International Institute for Educational Planning.
- Griffiths, V. L. (1963). Educational Planning, London, O. U. P.
- Hallack, J. (1977). Planning the location of schools : An Instrument of Educational Policy. Paris : International Institute for Educational Planning.
- Hough, J. R. (1990). Education Policy – An International Survey. Croom Helm, London.
- Kaufman, Herman, Watters (eds.) (1996). Educational Planning : Strategic Tactical Operational Economic.
- Institute for Health Sector Development (2005). Sector-wide Approach in Education. Comparative Education, 31(1).
- Less Bell & Howard Stevenson (2006). Education Policy : Process, Themes & Importance. Routledge.
- Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998) : Rethinking Decentralization in Developing Countries, Washington, D. C. World Bank.

- Nanjundappa, D. M. (1965) : Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning. B. N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi : Concept.
- Narayan, D. (2005) : Local Governance without Capacity Building : Ten Years of Panchayat Raj. Economic and Political Weekly, June 25, pp. 2822 – 32.
- Psacharopolous, G. (ed.) (1985). Planning of Education : Where Do We Stand ? Washington, World Bank.
- Psacharopolous, G. (ed.) (1987). Economics of Education : Research of Studies, Oxford, Pergamon.
- Scheerens, Jaap (2000) : Improving School Effectiveness. Paris : International Institute for Educational Planning.
- Tilak, J. B. G. (1988). Cost of Education in India. International Journal of Educational Development.
- Tilak, J. B. G. (1992). Educational Planning of Grassroots. Ashish Publication, New Delhi.
- UNESCO : Institute for Statistics (2001). Education Indicators : Technical Guidelines. Montreal : Canada.
- Bush, Tony (1986) : Theories of Educational Management. London : Harper & Row Publishers.
- Bush, Tony & les, Bell (2002). The Principles and Practice of Educational Management. London : Paul Chapman Publishing.
- Mahajan, Baldev and Khullar, K. K. (2002). Educational administration in Central Government : Structures, Processes and Future Prospects. Vikas Publication House Pvt. Ltd., New Delhi.
- Musaaazi, J. C. S. (1982). The Theory and Practice of Educational Administration. London : The Macmillan Press.
- Mukhopadhyay, M. (2005). Total Quality Management in Education. New Delhi. Sage Publications.
- Ronald, Cambell F., et al. (1987). A History of Thought and Practice in Educational Administration. New York : Teachers College Press.
- Becker, G. S. (1993). Human Capital : A Theoretical and Empirical Analysis with Special Reference to Education (3<sup>rd</sup> Edition). Chicago, IL National Bureau of Economic Research, 161 – 227.
- Blaug, Mark (1972) : An Introduction to Economics of Education, Allen Lane, London, Penguin.
- Cohn, E. and T. Gaske (1989). Economics of Education, Pergamon Press, London.

- Coombs, P. H. and Hallak, J. (1988). Cost Analysis in Education : A Tool for Policy and Planning, Baltimore : John Hopkins Press.
- G. Psacharopoulos (1987). Economics of Education : Research and Studies, New York : Pergamon Press. John, R. L. & Morphet, B. L. (1952). Problems and Issues in Public School Finance. New York : Columbia University.
- Levin, Henry M. (1982). Introduction to Cost Analysis in Cost-effectiveness : A Premie. New Delhi, and Sage.
- Musgrave, R. A. : Theory of Public Finance : A Study of Public Economy. New York : McGraw Hill.
- Nail, J. P. (1975). Equality, Quality and Quantity. New Delhi, Allied.
- Saxton, P. G. (1961). Education and Income. New York : Viking Press.
- World Baum (1986). Financing Education in Developing Countries : An Exploration of Policy Option. Robert G. Oweus (1970). Organizational Behaviour. Prentice Hall. Inc. Englewood Clifs.
- Rao, V. K. R. V. (1966). Education and Human Resources Development. Delhi. Allied Publishers, Vaizeg, J. (1964). Costs of Education, London : Allen and Union.
- School Organization and Management by Janardhan Prasad.
- Educational Administration and Organisational Behaviour by Hanson (E-mark), Discovery Publishing House, New Delhi.

## Fourth Semester

### Optional Paper

#### MEDO-1/2 : Peace and Value Education

Points / Marks – 100 (Theory 70, Practicum – 30)

Learning Hours – 70

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

- Understand the concept of peace and value education.
- Understand the dynamics of transformation of violence into peace.
- Realize the significance of Values in Self-development.
- Familiarize the nature of conflicts and their resolutions.
- Imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace and values.
- Adopt peace and value education in the curriculum.

#### Course Contents :

- Unit – I** : **Meaning, Nature and concepts of Peace Education** : Aims and objectives of Peace Education – Status of Peace Education in the curriculum.
- Unit – II** : **Six major media of integration** : Subject context, subject perspectives, Teaching Methods, Co-curricular activities, Staff development, classroom management, School Management, Practical steps to build peace culture in schools.
- Unit – III** : **Preservation of Ecology, population control, Economic Exploration, Deprivation, Equitable Economic World order** : Gandhiji's contribution to peace studies. Non-Aligned Movement, Campaign for Nuclear Disarmament, Role of World Organization in promoting peace.
- Unit – IV** : **Values** : Meaning, Definition, Nature and concept of values, Classification of values, Sources of Values, Socio-cultural tradition, Religion and Constitution, Aims and objectives – Status of value education in the curriculum, Need for Value Education in 21<sup>st</sup> century.
- Unit – V** : **Effect of international affairson values of life / issue of globalization:** Modern warfare, Terrorism, Environmental issues, mutual respect of different cultures, religions and their beliefs.

**Practicum(Any one) :**

1. Prepare a report on Peace Education in schools
2. Report on Peace Education related issues highlighted in recent news
3. Analyze the value preferences of a chosen group
4. Write a report on values promoted through text books of various schools.
5. Preparation of term paper & Seminar Presentation

**Suggested Readings :**

- Singh, Y. K. (2009). Value education. New Delhi. APH Publishing Corporation.
- Vankataiah, (2009). Value education. New Delhi. APH Publishing Corporation.
- Chadha, S. C. (2008). Education value & value education. Meerut; R. Lall Books Depot.
- Sharma, R. A. (2008). Human value of education. Meerut : R. Lall Books Depot.
- Singh, Y. K.& Natha, R. (2008). Value Education. New Delhi : A. P. H. Publishing Corporation.
- Chand, J. (2007). Value Education. Delhi : Anshah publishing House. Aggarwal, J. C. (2005). Education for Values, environment and human rights. New Delhi : Sarup and sons. Morrison, M. L. (2003).
- Peace Education, Australia : McFarland. Salmon, G. & Nevo, B. (2002).
- Peace Education : The concept, principles, and practices around the world, London : Lawrence Erlbaum Associates, Passi, B. K. and Singh, P. (1999).
- Value education, Agra, Agra Psychological corporation, Venkataiah, N. (1998).
- Value Education, New Delhi, : APH Publishing Corporation, Adams D. (Ed.) (1997).
- UNESCO and a culture of peace promoting a global movement. Paris : UNESCO Publication, John, G. (1996). Peace by peaceful means, New Delhi : Sage Publication, Kumar, M. (Ed.) (1994).
- Non-violence, contemporary issues and challenges, New Delhi : Gandhi Peace Foundation. Subramanian, K. (1980).
- Value Education, Madurai : Ravana Publication, Ruhela, S. P. (1986). Human values and education, New Delhi : Sterling Publishing.
- Diwahar, R. R. and Agarwal, M. (Ed.) (1981). Peace Education, New Delhi : Gandhi Marg.



## **Fourth Semester**

### **Optional Paper**

#### **MEDP- 1/2 : Educational Policy, Economics of Education and Educational Planning in the context of Elementary Education**

**Points / Marks – 100**

**Learning Hours – 60**

**Objectives :** After end of this course the learner will able to

- Understand the concept of Educational Policy in Elementary Education
- Develop concept into dynamics of policy
- Learn about determinants of educational policy in Elementary Education
- Know about schemes and programmes in five year plans
- Develop insight into various problems of Elementary Education

#### **Course Contents :**

- Unit – I : Perspective and Context of Elementary Education :** Development characteristic and norms – physical, cognitive process and abilities : language development, socio-emotional development during early and late childhood (only implications from theories to be referred). Influence of home, school and community related factors on child's development, Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
- Unit – II : Development of Elementary Education :** Nature and focus of Elementary Education after independence, Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to Education as fundamental right, provision in RTE Act and related issues. Elementary Education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NFC)-2005.
- Unit – III : UEE, Objectives and Challenges :** Concept, objectives and meaning of UEE, Critical appraisal of current status of UEE (access, enrolment and retention) with reference to the equity principles, differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population, Access, enrolment and drop-out of

different types of learners-issues, assessment and challenges, Achievement levels of different types of learners – status and issues.

**Unit – IV : Strategies and Programmes in Elementary Education :** Panchayat Raj and community involvement in educational planning and management related issues. Participants of NGOs in achieving goals UEE. ECCE programme, women empowerment as support services. District primary education programme – goals and strategies. Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in SKMU to improve access, enrolment, retention / participation and achievement.

**Unit – V : Curriculum and Evaluation in Elementary Education :** Principles of Elementary School Curriculum, Curriculum, Objectives, Planning, Organization and Evaluation for Work Experience, Art Education, Health and Physical Education, Languages, Mathematics, Environment Studies / Social Sciences and Natural Sciences in Elementary Education, Preparation and use of different types of curriculum material.

#### **Practicum : Any two**

1. Preparation and presentation of Term Paper
2. Preparation of a short write-up on initiatives to bridge gender gap in elementary education and discuss
3. Visit report on one or two elementary schools in the neighborhood to observe midday meal scheme and recommendations to improve it
4. Inclusive environment and prepare a report on its implementation and offer suggestions
5. Writing a report on midday meal scheme / study on the Supplemental Nutritional Assistance Programme (SNAP) of our country and on the National School Lunch Program

#### **Suggested Readings :**

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- Victor & Learner (1971) : Readiness in Science Education for Elementary School, McMillan Col, New York.
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- MHRD (1986). Towards a Human & Enlightened Society – Review of NPE, New Delhi.
- MHRD (1986). Report of the Education Commission, New Delhi.
- NCERT (1987) – In-service Teacher Education Package for Primary School Teachers, New Delhi
- NCERT (1986) – Elementary Teacher Education Curriculum, Guidelines & Syllabi, New Delhi.

**Fourth Semester**  
**Optional Paper**  
**MEDO-1/2: Development of Education in India**

**Points/Marks-100(Theory-70, Practicum-30)**

**Learning Hours- 70**

**Objectives:** After end of this course the Learner Will able to

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- reflect on the relevance of strategies and programmes of UEE.
- understand the nature-scope and systems of secondary and senior secondary education
- examine the status of development of secondary and senior secondary education in India after Independence
- understand the problem and challenges related to secondary and senior secondary education
- understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
- Understand the modalities of secondary education management information system
- identify critical issues related to universalization of secondary education 31

**Course Content:**

**Unit – I : Concept of Elementary Education**

**12 Learning Hours**

- Meaning of Elementary Education
- Objective of Elementary Education
- Meaning of Universalization of Elementary education (UEE)
- Historical context of Universalization of Elementary Education :  
Recommendation of Commission and committees
- Development of Elementary Education :
  - Constitutional provision for Elementary Education
  - Right to Education as a Fundamental Right
  - Provision of RTE Act regarding Elementary Education
  - Elementary Education as highlighted in NPE 1968, 1986 and POA 1992
  - NCF-2005 and Elementary Education.
- Aims and objectives of Universalization of Elementary Education
- Need of Universalisation of Elementary Education
- Significance of universalisation of Elementary education

**Unit-II: Progress of Universalization of elementary education      12 Learning Hours**

- Progress of Universalization of Elementary Education in West Bengal (Access and Enrolment. Retention and Dropout)
- Progress of Universalization of elementary education in India (Access and Enrolment. Retention and Dropout)
- Achievement of Disadvantaged Group regarding elementary education (Access and Enrolment. Retention and Dropout)
- Govt. Programmes and schemes in achieving Universalisation of Elementary Education (UEE) (specially DPEP and SSA-SSM)
- Role of NGO's for achieving Universalisation of Elementary Education (UEE)
- Problems and challenges Universalization of Elementary Education (UEE)
- Elementary Education in Global context

**Unit-III: Planning and Management of Elementary Education      10 Learning Hours**

- Development Elementary Education under five year plan with special reference to Current five year plan.
- Funding pattern in different five year plans for Elementary Education
- Administration (including funding) of Elementary Education: Role of Central, State and Local Govt.
- Monitoring and Supervision of Elementary Education
- Panchayat Raj and community involvement in Educational Planning and Management related issues.

**Unit-IV: Concept and context of Secondary Education      8 Learning Hours**

- Concept of Secondary Education
- History of Secondary Education
- Objectives of Secondary Education
- Importance of Secondary Education
- Meaning of Universalization of Secondary Education
- Context of Universalization of Secondary Education
- Aims and Objectives of Universalization of Secondary Education
- Need of Universalization of Secondary Education

**Unit – V: Development of Secondary Education in India      10 Learning Hours**

- Development of Secondary Education in India (Access and Enrolment, Retention and Dropout)
- Development of Secondary Education in West Bengal (Access and Enrolment, Retention and Dropout)
- Development of Secondary Education in Disadvantaged Group in India

- Govt. Policies, Programme and Scheme for Universalization of Secondary Education in India (With special reference to RMSA (Rashtriya Madhyamik Siksha Avijan)
- Problem and Challenge of Universalization of Secondary Education in India

#### **Unit -VI: Planning and Management of Secondary Education in India 8 Learning Hours**

- Development of Secondary Education Under Five Year Plan with Special Reference to Current Plan
- Funding Pattern in Different Five Year plan for Secondary Education
- Administration (Including funding) of Secondary Education: Role of Central and State Govt.
- Inspection, Monitoring and Supervision of Secondary Education

#### **Practicum: (Any two from the following)**

**15x2= 30**

- Critical study of existing curriculum of Elementary/Secondary/Teacher Education
- Critical analysis of NCF-2005, NCFTE 2009
- Preparation of a status report on Elementary Education/Secondary Education in a District with reference to access enrolment participation and learning achievement
- Preparation and Presentation of a Seminar paper on Philosophy and practices of Universalization of Elementary/ Secondary Education
- Preparation of a short write up on “initiative to bridge gender gap in Elementary/Secondary Education and discuss”
- Visit report on one or two Elementary/Secondary School in the neighborhood to observe Mid-day meal scheme and recommendation to improve it
- Observation report on the implementation of any one of the programme in two Elementary/Secondary School to improve quality

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**Fourth Semester**  
**Optional Paper**  
**MEDO-1/2: Health Education**

**Points/Marks-100(Theory-70, Practicum-30)**

**Learning Hours- 70**

**Objectives:**The student teachers will be able to :

- Build a scenario of Health Education in India.
- Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis & Remediation.
- Learn the Tech Related Health Risks & Learn How to Fix These.
- Study the Health Education Vision & Mission of India

**COURSE CONTENT :**

**Unit I: Concept of Health Education :**

- Meaning and scope of health education
- Aims and objectives of health education
- Principal of health education
- Importance of health education for teachers
- Responsibilities of home ,school and community

**Unit II: Health education in school :**

- School health education
- Scope of school health education
- Health instruction at different stages-
  - a) Lower primary stage
  - b) Upper Primary stage
  - c) Secondary stage
- Creating a healthful environment in school
  - Important concerns and issues.

**Unit III: Information, Education,Communication and Training in Health**

- Definitions and concepts: health education and promotion, Process of change in behaviour, Principles of health education, Communication in health education and training, Education and training methodology

,Planning of health education, levels of health education, Child to child programme, Education and training system in health and FW institution ,IEC training scheme.

**Unit IV: Communicable diseases**

- Meaning, causes and spread of communicable diseases.
- Common symptoms of communicable diseases
- Prevention of communicable diseases.
- Some Communicable disease-
  - a) HIV/Aids
  - b) Leprosy
  - c) Influenza
  - d) Tuberculosis

**Unit V: First Aid and Safety :**

- What is first aid
- Common injuries/accidents and measures of first aid.
- What is safety?
- Safety measures of home ,school and on the road.

**Prcticum: Any two of the following :**

- Surfing to know the diseases in India.
- Preventive & Ameliorative measures for health hazards.
- Reflective Dialogues on Serials, such as, SatyamevJayate on Health of the People.
- Preparation of inventories on myths on exercises and different type of food
- Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
- Make an inventory of artificial food and provide critical observations from health point of view
- Home remedies as health care
- Role of biopolymers (DNA) in health of child

- Medicinal plants and child health
- Strategies for positive thinking and motivation
- Preparation of first aid kit

**Suggested Reading:**

1. Health Education ,M.Desh and Neena Dash(2008) Atlantic Publishers and Distributor(P)Ltd,New Delhi
2. Health Education (2009) SP Sukhia, Agrawal Publications,Agra

## **Fourth Semester**

### **Optional Paper**

#### **MEDO-1/2: Educational Measurement and Evaluation**

**Points/Marks-100(Theory-70, Practicum-30)**

**Learning Hours- 70**

**Objectives:** After completion the paper the students enable to:

- Differentiate between measure and evaluation, their nature, scope, need and relevance;
- Describe the nature, scope, types, role and relevance of educational evaluation;
- Acquire the skill to construct the achievement and the psychological test scores;
- Apply the knowledge of evaluation and measurement in educational settings.

**Contents:**

#### **Unit-1: Nature and Role of Evaluation**

- Meaning of measurement and evaluation;
- Concept and nature of educational evaluation;
- Principles, purpose and role of evaluation;
- Placement, Formative, Summative and Diagnostic evaluation;
- Norm-referenced, Criterion referenced and self-referenced evaluation.

#### **Unit-2: Measurement of Achievement and Procedure:**

- Validity-meaning, types and measurement;
- Reliability-meaning and measurement;
- Norms-meaning and measurement;
- Usability;
- Taxonomy of Educational and Instructional objectives and
- Construction of Achievement test and uses.

#### **Unit-3: Planning of Test Items and Tools used for measurement**

- Dimension and Item selection;
- Item analysis: difficulty index, discrimination power, problems of items analysis, item analysis by bi-serial correlation, item analysis of Diagnostic test;
- Essay and objective type-writing and improving test items;
- Performance based assessment and
- Portfolio Assessment.

#### **Unit-4: Test Standardization and Measurement of Psychological Test**

- Meaning and types of Tests;
- General steps in test standardization;
- Uses and limitation of Tests;
- Psychological Tests; Aptitudes, Intelligence, Attitudes, Creativity and Interest;

#### **Unit-5: Qualitative, Quantitative Data Analysis and Inferential Statistics**

- Qualitative Data: Organization , Analysis, Interpretation and Validation of Qualitative Analysis;
- Quantitative Data: Multiple Correlation and Regression and
- Central Limit Theorem, Parametric Tests and Non-parametric Tests.

#### **Unit-6: Interpreting Test scores and New trends in Measurement and Evaluation**

- NRT and CRT, Grade norm, Percentile Rank, Standard score, Local Norm and Caution in interpreting test scores;
- Grading, semester and Continuous Internal assessment;
- Question Bank and its functions and
- Computer in Evaluation.

#### **References:**

Best, John W. and Kahn, James V.: *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi

Bloom, S. Benjamin & et.al. *Taxonomy of Educational Objectives I: Cognitive Domain*, David McKay C.. Inc, New York

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Guilford, J.P: *Fundamental Statistics in Psychology and Education*, McGraw Hill Book Company, New York

L.L Thurstone: *Multiple Factor Analysis*, The University of Chicago Press, Chicago

Robert L. Linn & Norman E. Gronlund (2005): *Measurement and Assessment in teaching (10<sup>th</sup> ed.)*, Pearson Education

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Robert L. Thorndike and E. Hagen: *Measurement and Evaluation in Psychology and Education*, Wiley Eastern Private Ltd., New Delhi

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Singh, A.K.: *Test, Measurement and Research Methods in Behavioural Science*, Bharati Bhawan, New Delhi

Siegel, S: *Nonparametric Statistics for the Behavioural Sciences*, McGraw Hill Hogahusha Ltd. Tokyo