

Curriculum

M.A.(EDUCATION)

Session
2015-2016

Session 2015-16

Scheme

Semester - I					
Course code	Course Title	Credit Distribution			
		L	T	P	Total
MAE 501	Education as a Discipline	3	2	0	4
MAE 502	Research Methods in Education	3	2	0	4
MAE 503	Thoughts on Education	3	2	0	4
MAE 504	Understanding the Learner	3	0	0	3
MAE 508	Understanding the Learner Practical	0	0	2	1
	Elective (Any one of the following)				
MAE 505	Fundamentals of Educational Measurement	3	2	0	4
MAE 506	Inclusion of Children with Diverse Needs	3	2	0	4
MAE 507	Teacher and Teaching	3	2	0	4
	Total	15	8	2	20

Semester - II					
Course code	Course Title	Credit Distribution			
		L	T	P	Total
MAE 511	Sociological Bases of Education	3	2	0	4
MAE 512	Contemporary Issues of Education	3	2	0	4
MAE 513	Statistical Methods in Education	3	2	0	4
MAE 514	Cognition and Learning	3	0	0	3
MAE 518	Cognition and Learning Practical	0	0	2	1
	Elective (Any one of the following)				
MAE 515	Educational Testing	3	2	0	4
MAE 516	School Education of the Disadvantaged Groups	3	2	0	4
MAE 517	Preparation of Teachers	3	2	0	4
	Total	15	8	2	20

Semester - III					
Course code	Course Title	Credit Distribution			
		L	T	P	Total
MAE601	ICT in Education	3	2	0	4
MAE602	Curriculum Design and Development	3	2	0	4
MAE603	Educational Guidance and Counselling	3	2	0	4
MAE604	Women Education	3	2	0	4
MAE605	Research Proposal	0	0	4	2
	Elective (Any one of the following)				
MAE606	Language Proficiency	3	2	0	4
MAE607	Higher Education: Policy and Perspectives	3	2	0	4
	Total	15	10	4	22

Semester - IV					
Course code	Course Title	Credit Distribution			
		L	T	P	Total
MAE608	Educational Administration, Supervision and Management	3	2	0	4
MAE609	Organizing School Guidance Programmes	3	2	0	4
MAE600	Dissertation	0	0	12	6
MAE610	Environmental Education	3	2	0	4
MAE611	Academic Writing Skills	0	0	4	2
	Elective (Any one of the following)				
MAE612	Mental Health, Yoga and Physical Well being	3	2	0	4
MAE613	Peace and Human Rights Education	3	2	0	4
	Total	12	8	16	24

Inter Disciplinary (ID) Courses

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

SEMESTER-I**Course Title: Education as a Discipline****Paper Code: MAE 501**

L	T	P	Credits
3	2	0	4

Learning Outcomes

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

- understand the meaning and nature of education and education as a discipline/an area of study as well as the different bases of education
- explain the historical development of education during pre and post-independence period
- analyze the different recent trends in education
- evaluate the curriculum and use of different models of curriculum construction

Course Content**Unit I****14 hours**

1. Education: meaning, nature, scope and functions of education, meaning and characteristics of discipline, education as a discipline
2. Philosophical, sociological and psychological bases of education
3. Individual and social aims of education
4. Agencies of education: Informal, formal and non-formal

Unit II**16 hours**

1. Education during Pre Independence Period: with reference to objectives, admission system, curriculum, methods of teaching, discipline, examination system and role of the teacher in-
 - Vedic
 - Post Vedic
 - Buddhist
 - Islamic
 - British

Unit III**16 hours**

1. Educational development during Post Independence Period:
 - University Education Commission (1948)
 - Secondary Education (1952-53)
 - Kothari Education Commission (1964-66)
 - NPE-1986 and POA 1992
 - Knowledge Commission
 - Rashtriya Uchchatar Shiksha Abhiyan (RUSA)

Unit IV**14 hours**

1. Emerging issues in education:

- Education for national development
 - Education for democratic citizenship
 - Education for national and international understanding
 - Peace Education
2. Curriculum: concept and principles of curriculum development, models of curriculum construction- Alexander, Saylor and Lewis Model, Taba Model and the Tyler Model.

Transaction Mode

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

Suggested Books

- Agarwal, P. (2009). *Indian higher education*. Sage Publication.
- Aggarwal, J.C. (2012) *Development of education system in India*. Delhi: Shipra Publications.
- Altbach, P.G. (2011) *Leadership for world- class universities challenges for development countries*. Routledge Taylor & Francis.
- Bhattacharya, S. (2008) *Foundation of education*. New Delhi: Atlantic Publishers and Distributors.
- Chand, T. (2009). *Development of education system in India*. New Delhi: Anmol Publications.
- Furlong, J. (2014). *Education-an anatomy of the discipline*. Noida Vikas Publishing.
- Islam, M.R. & et.al.(2014). *Reconstructing the curriculum*. Scrivener Publishing.
- Johari, P.K (2005.) *Foundations of education*. New Delhi: Anmol Publications.
- Nehru, R.S.S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Pathak, R.P. (2013). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors.
- Patteti, A.P and Thamarasseri, I. (2014). *Economics of education*. New Delhi: APH Publishing Corporation.
- Rao, V.K (2005) *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Sikka, P.&et.al.(2012). *Education for all human resource development in India*. National Policies and Planning for the Education Sector.
- Vashit, S.R (2005).*Curriculum construction*. New Delhi: Anmol Publications.
- Veer, U. (2004). *Modern teaching and curriculum management*. New Delhi: Anmol Publications.

Course Title: Research Methods in Education

Paper Code: MAE 502

L	T	P	Credits
3	2	0	4

Learning Outcomes

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

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

Course Content

Unit I

14 hours

1. Educational research: meaning, nature and scope
2. Types of educational research: basic, applied and action research
3. Source of knowledge: the scientific approach to knowledge generation, basic assumptions of science and nature of scientific method
4. Planning the research study: sources of research problems, identification and conceptualization of research problem
5. Review of literature: purpose and sources, conducting literature review- using databases and internet, internet search tools
6. Hypotheses: meaning and nature of hypotheses, formulation of hypotheses

Unit II

16 hours

1. Sources of data: primary and secondary
2. Concept of population and sample: various methods of sampling- probability and non-probability sampling, sampling error and biased sample.
3. Tools of quantitative research: tests, inventories and scales- types, construction and uses with reference to manual, questionnaire- forms, principles of construction
4. Data Collection Strategies/ Technique/Tools in qualitative research-
 - Interview
 - Observation
 - Focus group discussions
 - Photographs
 - Anecdotes
 - Field diary

Unit III

16 hours

1. Descriptive method: definition, purpose and process, types of descriptive studies
2. Experimental method: nature of experimental research, variables in experimental research -independent, dependent and extraneous, experimental designs, internal and external validity of experimental designs

3. Causal comparative method: definition and purpose, design and procedure, data analysis and interpretation
4. Co-relational method: the basic co-relational research process, relationship studies, prediction studies

Unit IV

14 hours

1. Qualitative research: concept and nature of qualitative research, qualitative vs. quantitative research
2. Methods of Qualitative Research: historical, phenomenology, ethnography, grounded theory and case study
3. Mixed Method Designs: meaning and characteristics, types of designs- convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design.
4. Ethical issues in research.

Transaction Mode:

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

Suggested Books

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education* (6th ed.). Belmont, CA : Wadsworth/Thomson Learning.
- Best J.W. and Kahn, J. V. (2006). *Research in Education.*, 9th Ed. New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. and Wilkinson, T.S. (2010). *Methodology and Techniques of Social Research*. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative research for education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: SAGE Publication.
- Ferguson, G.A. (1971). *Statistical Analysis in Psychology and Education*. Kogakusha, Tokyo: McGraw-Hill.
- Garrett, H.E. (2005). *Statistics in Psychology and Education*. New Delhi: Paragon International Publisher.
- Gay, L.R. (1990). *Educational Research-Competencies for Analysis and Application* (3rd Ed.), Macmillan Publishing Company, New York.
- Kaul, L. (1984). *Methodology of Educational Research*. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New York: Holt Rinehart & Winston.
- Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice-Hall of India Private Limited
- Newby, P. (2014). *Research methods for education*. New York: Routledge Publications.

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

Course Title: Thoughts on Education

L	T	P	Credits
3	2	0	4

Paper Code: MAE 503

Learning Outcomes

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

- understand and analyse the nature educational philosophy
- examine the concerns arising from the vision of great educators.
- analyse the theories and basic concepts of education drawn from modern schools of philosophy.

Course Content

Unit I

12 hours

1. Educational philosophy: meaning, nature, scope and functions, relationship between philosophy and education
2. Branches of philosophy: metaphysical, epistemological and axiological
3. Modern concept of philosophy: analytic philosophy, logical empiricism and positive relativism

Unit II

14 hours

Critical analysis of thoughts of great Indian educators with reference to objectives, curriculum, discipline, methods of teaching and role of teacher in the following:

- Swami Vivekananda
- Sri Aurobindo
- Rabindranath Tagore
- Mahatma Gandhi

Unit III**16 hours**

Critical analysis of thoughts of western educators with reference to objectives, curriculum, methods of teaching and role of teacher in the following:

- Aristotle
- Rousseau
- John Dewey
- Karl Marx

Unit IV**18 hours**

1. Critical analysis of Indian philosophies with reference to objectives, curriculum, methods of teaching and role of teacher in the following:
 - Sankhya
 - Yoga
 - Nyaya
 - Vaisheshika
 - Purva Mimamsa
 - Vedanta
2. Western philosophical doctrines and their educational implications with reference to objectives, curriculum and methods of teaching and role of teacher with reference to
 - Idealism
 - Naturalism
 - Pragmatism
 - Existentialism
 - Realism

Transaction Mode

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

Suggested Books

- Anderson, R.J., Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Bigge, Morris, L. *Educational Philosophies for Teachers*. Columbus, USA: Charles E. Merrill Publishing Co.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C.
- Brubacher, John. S., *Modern Philosophies of Education*. New York, USA: McGraw Hill Book Company. Inc.
- Butler J. Donald, *Four Philosophies and their practices in Education and Religion*. New York, USA: Harper & Row.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge Kegan & Paul.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.

- Gutek, Gerald L. (2009). *New Perspectives on Philosophy and Education*. New Jersey, USA: Pearson.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
- Kneller, George F. *Introduction to Philosophy of Education*. New York, USA: John Wiley and Sons, Inc.
- Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish.
- Nayak, B.K *Text Book of Foundation of Education*. Cuttack, Odisha: Kitab Mhal.
- Noddings, N. (2012). *Philosophy of Education (Third Edition)*. Colorado, USA: Westview Press.
- Ozman, Howard A., & Craver, Samuel M., *Philosophical Foundations of Education*. Boston, USA: Allyn & Bacon.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- Pathak, R.P. (2007). *Philosophical and sociological perspective of education*. New Delhi: Atlantic Publishers and Distributors (P) LTD
- Ross, James S., *Ground Work of Educational Theory*. London, U.K: Oxford University of London Press Ltd.
- Rusk, Robert R., *Philosophical Bases of Education*, London, U.K: Oxford University of London Press Ltd.
- Siddiqui, M.H. (2014). *Philosophical and sociological foundations of education*. New Delhi: A.P.H. Publishing Corporation.
- Saiyadain, K.G. *Education and social order*. Bombay: Asia Publishing House,.
- Taneja, V. R. (2000). *Educational Thought and Practice*. New Delhi: Sterling Publishers.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London. Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
- Wingo, G. Max, *Philosophies of Education*. New Delhi: Sterling Publishers.

Web Sources

- <http://www.educacao.pro.br/links.htm>: Encyclopedia of Philosophy of Ed.
- <http://www.siu.edu/~dewyctr/>: The Center for Dewey Studies
- <http://www.plato.stanford.edu/>: Stanford Encyclopedia of Philosophy

Course Title: Understanding the Learner

Paper Code: MAE 504

L	T	P	Credits
3	0	0	3

Learning Outcomes

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

- Understand the nature educational psychology and use of methods of educational psychology

- analyze the contribution of different schools of psychology
- understand the process of growth and development
- analyze the nature of individual difference and understand the role of teachers to deal with individual differences
- analyze the concept of intelligence, thinking, problem solving and creativity and their measurement and role of teachers

Course Content

Unit I

14 hours

1. Educational psychology: meaning, nature and scope of educational psychology
2. Methods of educational psychology: observation, introspection, experimental and case study
3. Contribution of different schools of psychology to education: behaviourism, cognitivism, constructivism and humanism

Unit II

16 hours

1. Growth and development: concept, principles and stages of human growth and development- physical, mental, social, emotional and moral
2. Individual difference: concept, characteristics and types, role of teachers in the context of individual difference

Unit III

16 hours

1. Intelligence: concept and theories, Gardner's multiple intelligence, emotional intelligence, spiritual intelligence and social intelligence
2. Measurement of intelligence: verbal, non- verbal, individual and group tests; Influence of heredity and environment on intelligence
3. Thinking, problem solving and creativity: meaning, nature, types and role of teacher

Unit IV

16 hours

1. Personality: meaning, nature and factors affecting personality; theories of personality- type, trait and psycho-analytic
2. Concept of mental health, mental hygiene, factors influencing mental health of teachers and students & characteristics of a mentally healthy person
3. Adjustment: concept, types and mechanism of adjustment

Transaction Mode

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

Suggested Books

- Attri, A.K.(2015). *Psychology of development and learning*. New Delhi:APH Publishing Corporation.
- Chandraiah,K.(2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Deb, K.(2006). *Cognitive development in classroom*. New Delhi: Adhyayan publishers & distributors.
- Jha,A.K.(2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- Kay,F. & Kite, N.(2012). *Understanding emotional intelligence- strategies for boosting your IQ and using it in the workplace*. Kogan Page Limited.
- Mangal, S.K. (2014). *Advanced educational psychology*. Delhi: PHI Learning Limited.
- Sharma, R.N. & Sharma, R.K.(2010). *Advanced educational psychology*. New Delhi: Atlantic Publishers& Distributors.
- Sprint hall, RC. & Sprint hall, NA, *Educational Psychology, Development Approach*, McGraw Hill, New York, 1990.
- Salvin, R, *Educational Psychology. Theory into Practice*, Prentice hall, Englewood Cliffs, N.J., 1990.
- Woolfolk, A. *Educational Psychology*. Allyn & Bacon, Bosson, 1998.
- Starko, A.J.(2014).*Creativity in the classroom*. Atlantic Publishers.
- Talwar, K. (2011). *Conceptual framework of educational psychology*. New Delhi: Adhyayan Publishers & Distributors.
- Verma, L.N.(2013). *Educational psychology –experimentation in problems and methods in teaching*. Jiapur: Rawat Publications.
- Woolfolk, A. (2015). *Educational psychology*: Pearson Publication.
- Woolfolk, A, Mishra, G., & Jha, A.K.(2012). *Fundamentals of Educational Psychology*. Pearson Publications.

Suggested websites

- <https://benjamins.com/catalog/hcp>
- http://www.ascd.org/publications/books/107024/chapters/Cognitive_Struc.
- <http://www.simplypsychology.org/piaget.htm>.

Elective-1 (Any One)

Course Title: Fundamentals of Educational Measurement

Paper Code: MAE 505

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to

- understand the basic concepts and practices adopted in educational measurement and evaluation.
- construct and select different tools and techniques for educational measurement and Evaluation.
- analyze how to measure, evaluate and interpret the educational results
- evaluate the use of appropriate statistical techniques and tests of significance in measurement and evaluation.

Course Content

UNIT I

14 hours

1. Educational measurement and evaluation/assessment: concept, nature and historical background; needs and uses of measurement and assessment in behavioral sciences.
2. Norm-referenced and criterion-referenced measurement, placement, formative, diagnostic and summative assessment; and their classroom use

Unit II

16 hours

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

Unit III

16 hours

1. Achievement tests: standardized vs. informal classroom tests, principles of construction of achievement test
2. Concept, techniques of preparation and uses of anecdotal records, peer appraisal, attitude measurement and aptitude tests

UNIT IV

14 hours

1. Trends in assessment
 - Shift from Norm-referenced assessment to Criterion-referenced assessment
 - Continuous and Comprehensive Evaluation
 - Marks vs Grade
 - Question bank
 - Semester system
 - Systemic Reform with respect to examination: online, on-demand, open book
 - Examination

Transaction Mode

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

Suggested Books

- Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). *Taxonomy of Educational Objectives*. New York: Longman Green and Company
- Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning*. Toronto: Thomson Nelson
- Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, California: Corwin Press
- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.
- Gupta, S.(2014). *Educational evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Hopkins, KD. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn and Bacon.
- Kumar, R. (2013). *Education evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction*. Boston: Allyn and Bacon
- Panigrahi, S. C., & Patel, R. C. (2013). *Continuous and comprehensive evaluation*. New Delhi: APH Publishing Corporation
- Pham, W. J. (2014). *Classroom assessment- what teachers need to know*. Pearson Publications
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Singh, B. (2004). *Modern educational measurement and evaluation system*. New Delhi: Anmol Publications Pvt. Ltd.

Suggested websites

- www.adprima.com
- www.tc.columbia.edu
- www.grad.ubc.ca

Course TITLE: Inclusion of Children with Diverse Needs

Paper Code: MAE 506

L	T	P	Credits
3	2	0	4

Learning Outcomes

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

- understand the historical development of inclusive education in India

- analyse the various suggestions given by different recent commissions on education of children with disabilities for realizing the concept of Universalization of Education
- to explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways
- evaluate various educational intervention programs for meeting the needs of diverse learners

Course Content

Unit I

14 hours

1. Inclusive education: meaning, genesis and scope of inclusive education
2. Distinguishing the medical and social models of disability, deconstructing special education, examining the practice of labeling, social, psychological and educational contexts of inclusion
3. Historical developments of special and inclusive education in the education of students with disabilities in India

Unit II

16 hours

Commission Reports and Activities in Inclusive education:

1. Universalisation of education as per constitutional provision; recommendations given in NPE 1986, POA, 1992 and PWD (Persons with Disabilities Act) 1995 and National Trust Act 1999.
2. Role of Rehabilitation Council of India in mainstreaming the “special category” learner with reference to RCI Act 1992.
3. Implementation of IED under Sarva Shiksha Abhiyan; Implications of RTE Act, 2009; NCF-2005, NCERT
4. Future of inclusive education in India

Unit III

14 hours

Frameworks for Inclusive Pedagogy:

1. The premises of universal design for learning
2. Principles of differentiated instruction and assessment
3. Capacity building of teachers for inclusive education
4. Use of technology to support diverse learning needs

Unit IV

16 hours

Frameworks for Inclusive Pedagogy:

- Collaborative teaching-learning
- Professional-family partnerships
- Facilitating peer relations
- Parents counseling
- Preparing individualized educational plan

Transaction Mode

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

Suggested Books

- Chanda, A. (2015). *Educating children with learning disabilities*. New Delhi: A.P.H. Publications.
- Chanda, A. (2015). *Educating children with special needs*. New Delhi: A.P.H. Publications.
- Dash & Dash. (2009). *Essentials of exceptionality and special education*. New Delhi: Atlantic Publications.
- Dash, M. (2012). *Education of Exceptional Children*. New Delhi: Atlantic Publications.
- Jame, W. (2005). *Special education and social development*. New Delhi: Anmol Publications.
- Mangal, S.K. (2014). *Educating exceptional children*. New Delhi: PHI Learning Pvt. Ltd.
- Mitchell, D. (2014). *What really works in special and inclusive education*. New York: Routledge Publications.
- Peer, Lindsay & Reid, G. (2012). *Special educational needs*. London: Sage Publications.
- Smith, T.E.C. & et.al. (2013). *Teaching students with special needs in inclusive settings*. New Delhi: PHI Learning Pvt. Ltd.
- Turnbull, A.&et. al. (2013). *Exceptional lives: special education in today's school*. U.S.A.: Pearson Education Ltd.
- Valle, J. W. & Connor, D. J. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. New York, NY: McGraw Hill.
- Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Rose, D. A., Meyer, A. & Hitchcock, C. (2005) *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA: Harvard Education Press.
- Werts, M. G &et. al. (2011). *Fundamental of special education*. New Delhi: PHI Learning Pvt. Ltd.

Suggested web sites

- www.cerebralpalsy.org
- www.autism.com
- www.education.com
- www.helpguide.org
- www.napcse.org
- www.ncert.nic.in

Course Title: Teacher and Teaching

L	T	P	Credits
3	2	0	4

Paper Code: MAE 507**Learning Outcomes**

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

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

UNIT I**14 hours**

Teacher Education Policy Perspectives:

- Teacher education: concept, nature and scope
- Aims and objectives of teacher education at different levels: elementary, secondary and tertiary
- Historical development: Pre-independence (Policy perspectives, recommendations of various commissions and committees)
- Historical development: Post-independence (Policy perspectives)

Unit II**16 hours**

Recommendations of Various Commissions on Teacher Education:

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- The Education Commission (1964-66)
- National Commission on Teachers (1983)
- National Policy on Education' 1986
- National Curriculum Framework-2005
- National Curriculum Framework for Teacher Education-, 1988, 1999 and 2009

Unit III**14 hours**

Professional Preparation of Teachers:

- Organization of teacher education program: need and relevance
- Institutions and agencies of teacher education at:
 - a. National Level (MHRD, UGC, NCTE and NCERT)
 - b. State Level (SCERT, OPEPA, IASE, CTE and RIE) and District Level (DIET)
- Approaches to teacher education- consecutive vs. integrated, face to face vs. distance mode, pre-service vs. in-service

Unit IV**16 hours**

Teaching as a Profession:

- Code of professional ethics of teachers and teacher educators
- Professional organization of teachers and teacher educators and their functions
- Performance appraisal of teachers and teacher educators
- Role of NCTE in strengthening teacher education program and Recommendations of Justice Verma Committee

Transaction Mode

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

Suggested Books

- Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational Planning in India with a slant to Educational Financing and Administration*. New Delhi: Concept Pub.
- Chattopadhyaya, D. P. (1985). *The Teacher and Society: Report of National Commission on Teachers I 1983-85*. Govt. of India, New Delhi.
- MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992)*. New Delhi: MHRD.
- MHRD (1995). *The Teacher and Society, Chattopadhyaya Committee Report (1983-95)*. MHRD, GOI
- Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66*. New Delhi: Author.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53*. Govt. of India, New Delhi.
- Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. I &2)*. New Delhi: S. Chand & Co.
- NCERT (2004). *Curriculum Framework for Teacher Education*. Author, New Delhi.
- NCERT (2006a). *National Curriculum Framework–2005*. New Delhi: NCERT.
- NCERT (2006c). *Teacher Education for Curriculum Renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth Survey of Research in Education Vol - II*. New Delhi: NCERT. *Syllabus for MA (Education) 2014 -2016*
- NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation*. New Delhi: NCERT.
- NCTE (1998b). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE

Suggested Websites

- www.education.indiana.edu
- www.getintoteaching.education.gov.uk
- www.ncert.nic.in

- www.ncte-india.org
- www.teal.ed.gov
- www.ue.edu.pk
- www.mhrd.gov.in
- www.instructionaldesign.org
- www.learningandteaching.info
- www.cluteinstitute.com
- www.aiaer.net

Course Title: Understanding the Learner- Practical

Paper Code: MAE.508

L	T	P	Credits
0	0	2	1

Learning Outcomes

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

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

Administration, analysis and reporting of any two of following psychological experiments

1. Intelligence: administration, scoring and interpretation of any two from verbal, non-verbal and performance intelligence test.
2. Personality: administration, scoring and interpretation of any one personality test
3. Adjustment: administration, scoring and interpretation of any one test.
4. Attitude scale/attitude test: administration, scoring and interpretation of any one scale/test.

SEMESTER- II**Course Title: Sociological Bases of Education****Paper Code: MAE 511**

L	T	P	Credits
3	2	0	4

Learning Outcomes

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

- understand the concept of educational sociology and sociology of education
- justify education as a sub-system of society and effect of other sub-systems on education
- reflect upon the process of social change in modern India.
- evaluate the sociological thoughts of modern sociologists and their implication for education.

Unit 1**14 hours**

1. Educational sociology: meaning and nature of educational sociology and sociology of education, relationship between sociology and education
2. Education as a social sub-system and various other subsystems of the society: home, community, state, religion, culture and politics.
3. Education and literacy

Unit II**14 hours**

1. Thoughts of Paulo Freire, Ivan Illich, Pierre Bourdieu and Brasil Bernstein-their implications on education
2. Sociological theories and their educational implications: functionalist, conflict, interactionism and postmodernism.
3. Social group: meaning, characteristics and types, and educational implications of primary and secondary groups

Unit III**16 hours**

1. Socialization: meaning, characteristics and role of home, school and community in the process of socialization.
2. Social change: meaning, agencies and constraints of social change, education as a factor of social change with special reference to India.
3. Social organization: concept, factors influencing social organization

Unit IV**16 hours**

1. Culture: meaning, definition, nature and importance, education and cultural change, cultural diffusion and integration
2. Modernization: concept and characteristics, education and modernization.
3. Education in diverse social context: multiculturalism and multilingualism.
4. Equalization of educational opportunity, education of socially and economically disadvantaged sections of the society with reference to scheduled castes, scheduled tribes, women and minority.

Transaction Mode

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

Suggested Books

- Ainsworth, J. (2013). *Sociology of education- an A to Z guide*. New Delhi: Sage Publications.
- Apple, M.W. (2007). Whose Markets, Whose Knowledge? In Sadovnik, A.R. (Ed.) *Sociology of Education A Critical Reader*. New York: Routledge.
- Apple, M.W., et al. (Ed.) (2010). *The Routledge International Handbook of the Sociology of Education*. London: Routledge.
- Ballantine, J.H., & Hammack, F. M. (2012). *The sociology of education- a systematic analysis*. Pearson Publications.
- Bhat, M. S. (2013). *Educational sociology*. New Delhi: APH Publishing Corporation.
- Bhattacharya, S. (2006). *Sociological foundations of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Bourdieu, P. (1966). *The state nobility: Elite schools in the field of power*. Cambridge: Polity Press.
- Chandra, S. S., & Sharma, R. K. (2012). *Sociology of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Collins, R. (2007). Functional and Conflict Theories of Educational Stratification. In Sadovnik, A.R. (Ed.) *Sociology of Education A Critical Reader*. New York: Routledge.
- Coser, L.A. (1996). *Masters of Sociological Thoughts Ideas in Historical and Social Context*. Jaipur: Rawat Pub.
- Delor, J. (1996). *Learning: The Treasure Within - Report to UNESCO of the International Commission*. Paris: UNESCO.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi: Penguin
- Fletcher, R. (1971): *The Making of Sociology, Vol. I and II*. London: Michael Joseph Ltd.
- Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). *Understanding Classical Sociology - Marx, Durkheim and Weber*. London: Sage.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Jha, J. K. (2002). *Basic principles of developmental sociology*. New Delhi: Anmol Publications Pvt. Ltd.
- Kumar, K. and Oesterheld, J. (Eds.) (1995). *Education and Social Change in South Asia*. New Delhi: Orient Longman.
- Lemert, C. (Ed.) (2004). *Social Theory The Multicultural and Classical Readings*. New Delhi: Rawat Pub.
- Mathur, S. S. (2000). *A sociological Approach to Indian Education*. Agra : Vinod Pustak Mandir
- Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66*. New Delhi: MHRD.
- Pal, O. B. (2014). *Sociological foundations of education*. New Delhi: APH Publishing Corporation.

- Pathak, R. P. (2013). *Philosophical & sociological perspectives of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Sadovnik, A.R. (2007). *Theory and Research in Sociology of Education*. In Sadovnik, A.R. (Ed.). *Sociology of Education A Critical Reader*. New York: Routledge.
- Saiyadain, K.G. *Education and social order*. Bombay: Asia Publishing House.
- Sharma, Y.S. (2004). *Foundations in Sociology of Education*, New Delhi: anishka Pub.Distributors.
- Siddiqui, M. H. (2014). *Philosophical & sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2015). *Sociological foundation of education*. New Delhi: APH Publishing Corporation.
- Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications, 1985.
- Srinivas, M.N. (1995). *Social change in modern India*. New Delhi: Orient Longman.
- Tedesco, J.C. (1997). *Thinkers on Education (V-1-4)*. Paris: UNESCO
- Taneja, V. R. (2012). *Socio- philosophical approach to education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Venkataiah, S. (2001). *Education culture & society*. New Delhi: Anmol Publications.

Suggested websites

- www.educationworld.com
- www.aera.net
- www.apa.org

Course Title: Contemporary Issues of Education

L	T	P	Credits
3	2	0	4

Paper Code: MAE 512

Learning Outcomes

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

- understand the impact of liberalization, globalization and privatization (LPG) on education, concept of universalization of elementary and secondary education; and higher education in India
- examine issues related to language, medium of instruction and policy of inclusion in education, primary, secondary and higher education
- evaluate the status of primary, secondary and higher education in India
- reflect upon the role and functions of different regulatory agencies in higher education

Course Content

UNIT I

12 hours

1. Liberalization, globalization and privatization (LPG) in education
2. Language and medium of instructions: multi-lingualism and multi-culturalism
3. Policy of inclusion -women, minorities, differently abled, SCs and STs

UNIT II**14 hours**

1. Elementary education: its status and problems
2. Related issues of universalization of elementary education: provision, enrolment and retention/completion rates in elementary education
3. Programs for achieving the objectives of universalization of elementary education:
 - National program of nutritional support to primary education (NPNSPE) or Mid-day Meals
 - National program of education of girls at elementary Level (NPEGEL)
 - Right to Education Act 2009

UNIT III**14 hours**

1. Secondary education: its status, problems and aims of universalization of secondary education.
2. Programs for achieving universalization of secondary education
 - Sarva shiksha abhiyan(SSA)
 - Rashtriya madhyamik shiksha abhiyan(RMSA)
 - Kasturba Gandhi balikavidyalaya scheme (KGBVS)
3. Issues related to vocationalisation of secondary education.

UNIT IV**16 hours**

1. Higher education: its status and problems
2. Issues of access, equity and excellence in higher education
3. Efforts for upgrading the quality of Higher Education through RUSA
4. Role and functions of different regulatory bodies in higher education: UGC, NCTE, NAAC, NUEPA and AICTE

Transaction Mode

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

Suggested Books

- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Kumar, R.& Kumar, N.(2014). *Elementary education in India*. New Delhi: Atlantic Publishers and Distributors (P) LTD.
- Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications.
- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
- Nayak, A.K. & Rao, V. K. (2010). *Secondary education*. New Delhi: A.P.H. Publishing Corporation.

- 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.
- Nehru, R.S.S. & Rao, N. V. (2014). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.
- Sikka, P. & et.al. (2012). *Education for all: human and resource development in India, national policy and planning for the education sector*. New Delhi: Uppal Publishing House.
- Singh, S.P. & et.al. (2013). *Peace and human rights education*. New Delhi: A.P.H. Publishing Corporation.
- Srivastava, D.S. & Tomar, Monica.(2011). *Elementary education*. New Delhi: Isha Books.
- Tyagi, K. (2013). *Elementary education*. New Delhi: A.P.H. Publishing Corporation.

Suggested websites

- www.developmenteducationreview.com
- <http://vikaspedia.in/education/policies-and-schemes/right-to-education/right-to-education-act>
- <http://aises.nic.in/documents/pdf/reports>
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSAGuidelines022014.pdf
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RUSA_final090913.pdf

Course Title: Statistical Methods in Education

Paper Code: MAE 513

L	T	P	Credits
3	2	0	4

Learning Outcomes

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

- understand the essential characteristics of a set of data by representing in tabular and graphical forms
- compute relevant measures of average and measures of variation
- apply the characteristics of normal probability of distribution
- examine relationship between and among different types of variables of a research problem
- interpret the significant difference between two sets of independent and correlated samples
- test the hypotheses based on sample statistics
- use appropriate procedures to analyze qualitative data

Course Content

Unit I

14 hours

1. Statistics: meaning, utility of statistics in education, Frequency distribution
2. Scales of Measurement: nominal, ordinal, interval and ratio

3. Data: types, sources of educational data, and graphical representation of data- polygon, histogram, ogive, pie-chart
4. Measures of central tendency, measures of variability
5. The Normal curve and Standard scores: characteristics of Normal Probability Curve (NPC) and its application, standard scores- Z-score and T-score

Unit II**14 hours**

1. Parametric Tests: level of significance, degrees of freedom, significance difference between two means (independent and correlated Samples)
2. Testing of Hypothesis: null and alternative hypothesis, types of Error (type-I and type-II), one tailed and two tailed tests.
3. Analysis of Variance (ANOVA): assumptions, one way analysis of variance

Unit III**16 hours**

1. Concept of Non-parametric statistics
2. Chi-square test and its uses
3. Sign test, rank test and median test
4. Advantages and limitation of non-parametric statistics

Unit IV**16 hours**

1. Examining relationship: meaning and types of correlation, computation of: rank difference, product moment, bi-serial, point bi-serial, phi-coefficient and multiple correlation

Transaction Mode

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

Suggested Books

- Adams, K. A., & Lawrence, E. K. (2015). *Research methods, statistics and applications*. Sage Publications.
- Best, J.W., & Kahn, J. W. (2006). *Research in education*. New Delhi: PHI Learning Private Ltd.
- Check, J., & Jurs, S. G. (2009). *Research methods in education*. Pearson Publications.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). *Educational research an introduction*. Pearson Publications.
- Garrett, H.E. (1971). *Statistics in Psychology and Education*. New Delhi: Paragon International Publisher
- Guilford, J.P. & Fruchter, B. (1981). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill
- Gupta, S. (2010). *Research methodology and statistical techniques*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Ferguson, G.A.(1971). *Statistical Analysis in Psychology and Education*. Kogakusha,

Tokyo: McGraw-Hill

- Mangal, S.K. (2008). *Statistics in Education and Psychology*. New Delhi: Prentice-Hall of India Private Limited
- Seigel, S. & Castel Ian N.J. (1988). *Non-parametric statistics for the Behavioral Science*. Singapore: Graw- Hill Book Co.
- Koul, L. (2009). *Methodology of educational research*. Noida: Vikas Publishing House Pvt. Ltd.
- Medhi, J. (2014). *Statistical methods- an introductory text*. New Delhi: New Age International (P) Ltd. Publishers.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Sabo, R., & Boone, E. (2013). *Statistical research methods- a guide for non-statistician*. Springer Publications.

Course Title: Cognition and Learning

Paper Code: MAE 514

L	T	P	Credits
3	0	0	3

Learning Outcomes

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

- understand the learning process of children
- analyze cognitive abilities and processes of children
- apply the concepts and theories of motivation
- analyze different learning and cognitive theories along with their educational implications
- evaluate different teaching-learning strategies and their educational implications

Course Content

Unit I

14 hours

1. Learning: concept, characteristics and factors affecting learning
2. Theories of learning: conditioning (classical and operant), Ausubel's theory of Advance Organizer, Bruner's theory of Instruction, Gagne's hierarchy of learning, Social learning theory (Bandura), Constructivist theory (Vygotsky) with reference to their educational implications

Unit II

18 hours

1. **Cognition:** meaning, characteristics and factors affecting cognitive process
2. Piagetian theory of cognitive development and its educational implications
3. **Cognitive Process:** attention, memory, perception, language and metacognition-their educational implications

Unit III

14 hours

1. Teaching-learning Strategies: experiential learning, problem posing, problem solving, concept mapping, service learning, active learning, collaborative learning, culturally

situated/relevant/responsive pedagogy, the interpretation construction (ICON) design model

Unit IV

14 hours

1. Transfer of learning: concept, characteristics, types of transfer of learning and its educational implications
2. Motivation: concept and nature, intrinsic and extrinsic motivation, motivating students: teacher's role and strategies.
3. Theory of self-actualization (Maslow), theory of achievement motivation (McClelland and Atkinson) and their educational implications

Transaction Mode

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

Suggested Books

- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Biehler, R.F. & Snowman, J.(1997). *Psychology Applied to Teaching*, Houghton Mifflin, New York.
- Chandraiah, K. (2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
- Deb, K. (2006). *Cognitive development in classroom*. New Delhi: Adhyayan publishers & distributors.
- Jha, A.K. (2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- Kay, F. & Kite, N. (2012). *Understanding emotional intelligence- strategies for boosting your IQ and using it in the workplace*. Kogan Page Limited.
- Lafrancos, G.R.(2000). *Psychology for Teaching*, Wordsworth Inc., California.
- Mangal, S.K. (2014). *Advanced educational psychology*. Delhi: PHI Learning Limited.
- Sharma, R.N. & Sharma, R.K.(2010). *Advanced educational psychology*. New Delhi: Atlantic Publishers& Distributors.
- Talwar, K. (2011). *Conceptual framework of educational psychology*. New Delhi: Adhyayan Publishers & Distributors.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Jaipur: Rawat Publications.
- Woolfolk, A. (2015). *Educational psychology*: Pearson Publication.
- Woolfolk, A, Mishra, G., & Jha, A.K.(2012). *Fundamentals of Educational Psychology*. Pearson Publications.

\Suggested websites

- <https://benjamins.com/catalog/hcp>
- http://www.ascd.org/publications/books/107024/chapters/Cognitive_Struc.
- www.simplypsychology.org

Elective-1(Any One)

Course Title: Educational Testing
Paper Code: MAE 515

L	T	P	Credits
3	2	0	4

Learning Outcomes

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

- understand the role of assessment in education
- construct instructional objectives in behavioural terms
- prepare objective tests and complex achievement tests of different types
- develop an achievement test on any school subject
- evolve realistic, comprehensive and dynamic assessment procedures

Unit I**16 hours**

1. Test, assessment and measurement: concept, nature and differences
2. Instructional objectives: instructional objectives as learning outcomes and methods of stating instructional objectives, taxonomy of educational objectives-cognitive, affective and psychomotor

Unit- II**14 hours**

1. Planning classroom tests and assessments: purpose of classroom testing and assessment, developing table of specifications(Blue Print) for tests and assessments, selecting appropriate type of items and assessment tasks; general suggestions for writing test items and assessment tasks
2. Standardized achievement tests (criterion and norm referenced tests.): nature and use of standardized achievement tests, general procedure of test standardization-planning, preparing, try out and evaluation

UNIT-III**16 hours**

1. Objective test items: meaning, method of construction and uses of objective test items- short answer , true-false, matching and multiple-choice items

2. Measuring complex achievement (the interpretative exercises): nature, forms, suggestion for construction, advantages and limitations
3. Measuring complex achievement(essay type tests): nature, forms, suggestion for construction, advantages and limitations

UNIT-IV**14 hours**

1. Measuring complex achievement: performance based assessments
 - Rating Scales
 - Rubrics
 - Portfolio
 - Inventory
2. Interpreting test scores and norms
 - a. Grade norm
 - b. Percentile rank
 - c. Standard scores
 - d. Profiles
 - e. Skill analysis

Transaction Mode

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

Suggested Books

- Aggrawal, J.C. (1997). *Essentials of Examination System, Evaluation, Tests and Measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Banks, S.R. (2005). *Classroom Assessment: Issues and Practices*. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). *Taxonomy of Educational Objectives*. New York: Longman Green and Company
- Cooper, D. (2007). *Talk About Assessment, Strategy and Tools to Improve Learning*. Toronto: Thomson Nelson
- Earl, L.M. (2006). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, California: Corwin Press
- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon.
- Gupta, S.(2014). *Educational evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Hopkins, KD. (1998). *Educational and Psychological Measurement and Evaluation*. Boston: Allyn and Bacon.
- Kumar, R. (2013). *Education evaluation*. New Delhi. A.P.H. Publishing Corporation.
- Kaplan, R.M. & Saccuzzo. D.P. (2000). *Psychological Testing, Principles, Applications & Issues*. California: Wordsworth.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. London: Merrill Prentice Hall.

- Macmillan, J.H. (1997). *Classroom Assessment, Principles and Practice for Effective Instruction*. Boston: Allyn and Bacon
- Panigrahi, S. C., & Patel, R. C. (2013). *Continuous and comprehensive evaluation*. New Delhi: APH Publishing Corporation
- Pham, W. J. (2014). *Classroom assessment- what teachers need to know*. Pearson Publications
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. New Delhi: PHI Learning Private Limited.
- Singh, B. (2004). *Modern educational measurement and evaluation system*. New Delhi: Anmol Publications Pvt. Ltd.

Suggested websites

- www.adprima.com
- www.tc.columbia.edu
- www.grad.ubc.ca

Course Title: School Education of the Disadvantaged Groups

L	T	P	Credits
3	2	0	4

Paper Code: MAE 516

Learning Outcomes

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

- deconstruct the notion of normalcy and recognize its implications
- analyze specific forms of interventions to support the students with various labels of disability
- evaluate the significance of technology in enhancing the capabilities of students with varying levels of ability

Unit I

14 hours

Multilingualism, disability and difference:

- Construction of normalcy
- Social construction of disability
- The socio-political context of inclusive education in India
- Multilingual education

Unit II

16 hours

Interventions to support students with disabilities:

1. Understanding the support needs of students with different labels of disability including autism, learning disabilities, deafness, blindness, intellectual and developmental disabilities in the inclusive classroom.
2. Identification and provision of specialized academic, behavioral and social supports to students with disabilities within the mainstream classroom.

Unit III**14 hours**

Instructional and assistive technology for inclusive schooling:

- The intersecting fields of instructional and assistive technology
- The types of assistive technology that can support students with diverse learning Profiles

Unit IV**16 hours**

Use of technology and delivery support for inclusive schooling

1. Use of technology in enhancing the academic performance of students with and without disabilities
2. Recognizing the difference between special education and inclusive education in the delivery of supports to students with disabilities

Transaction Mode

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

Suggested Books

- Chanda, A. (2015). *Educating children with learning disabilities*. New Delhi: A.P.H. Publications.
- Chanda, A. (2015). *Educating children with special needs*. New Delhi: A.P.H. Publications.
- Dash & Dash. (2009). *Essentials of exceptionality and special education*. New Delhi: Atlantic Publications.
- Dash, M. (2012). *Education of Exceptional Children*. New Delhi: Atlantic Publications.
- Jame, W. (2005). *Special education and social development*. New Delhi: Anmol Publications.
- Mangal, S.K. (2014). *Educating exceptional children*. New Delhi: PHI Learning Pvt. Ltd.
- Mitchell, D. (2014). *What really works in special and inclusive education*. New York: Routledge Publications.
- Peer, Lindsay & Reid, G. (2012). *Special educational needs*. London: Sage Publications.
- Smith, T.E.C. & et.al. (2013). *Teaching students with special needs in inclusive settings*. New Delhi: PHI Learning Pvt. Ltd.
- Turnbull, A.&et. al. (2013). *Exceptional lives: special education in today's school*. U.S.A.: Pearson Education Ltd.
- Valle, J. W. & Connor, D. J. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. New York, NY: McGraw Hill.
- Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.

- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Rose, D. A., Meyer, A. & Hitchcock, C. (2005) *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA: Harvard Education Press.
- Werts, M. G & et. al. (2011). *Fundamental of special education*. New Delhi: PHI Learning Pvt. Ltd.

Suggested web sites

- www.cerebralpalsy.org
- www.autism.com
- www.education.com
- www.helpguide.org
- www.napcse.org
- www.naset.org
- www.ncert.nic.in

Course Title: Preparation of Teachers

L	T	P	Credits
3	2	0	4

Paper Code: MAE 517

Learning Outcomes

The students will be able to

- understand the difference between pre-service and in-service teacher education.
- analyze the functions of Institutions and Agencies of Teacher Education
- evaluate about Pre-service and In-service teacher education programme at different stage
- reflect on the problems and research trends in teacher education.

Course Content

Unit I

14 hours

Pre-service Teacher Education:

- Need and significance
- Aims and objectives at different levels: pre-primary, primary, secondary stage.
- Institutions and agencies: NCTE, NCERT, UGC, IASEs, CTEs and DIETS.
- Preservice teacher education through distance mode
- Innovations and experiments: zero-lecture program, four year integrated B.El.Ed. program, four year integrated B.A. B.Ed./B.Sc. B.Ed. program, two year B.Ed. program.

Unit II**16 hours**

In-service Teacher Education:

- Need and significance
- Aims and objectives at different levels: pre-primary, primary, secondary stage and higher Education.
- Institutions and agencies: NCTE, NCERT, UGC, IASEs, ASCs, CTEs and DIETS.
- In-service teacher education through distance mode
- Orientation and refresher Course
- Innovations and experiments

Unit III**16 hours**

Problems and Issues of teacher education:

- Privatization of teacher education
- Para Teachers
- Job Satisfaction
- Practicing school
- Supervision and mentoring
- Curriculum of teacher education
- Quality assurance and Accreditation Process

Unit IV**14 hours**

School Experience Programme(SEP):

- Concept of school experience programme (SEP).
- Planning and organization of SEP.
- Monitoring and supervision of SEP.
- Internship: concept, planning and organization.

Transaction Mode

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

Suggested Books

- Aggarwal, J.C. (1973). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal, J.C. and Aggarwal, S.P. (1992). *Educational Planning in India with a slant to Educational Financing and Administration*. New Delhi: Concept Pub.
- Ali, L.(2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Chattopadhyaya, D. P. (1985). *The Teacher and Society: Report of National Commission on Teachers I 1983-85*.Govt. of India, New Delhi.
- Egan, L. C. & et.al. (2015).*A discipline based teaching and learning center*. New York: Springer Science + Business Media Publication.

- Garg, I.(2014). *Teacher education*. New Delhi: APH Publishing Corporation.
- Kumar, P.(2010). *Teacher education*. New Delhi: APH Publishing Corporation.
- Mishra, L. (2013).*Teacher education: issues and innovation*. New Delhi: Atlantic Publications.
- Mohanty, J.(2013).*Educational administration, supervision and school management*. New Delhi:Deep & Deep Publications Pvt. Ltd.
- Murty, K. (2015).*Educational technology*. New Delhi: APH Publishing Corporation.
- Nehru, R.S.S & et.al. (2013).*Teacher education*. New Delhi: APH Publishing Corporation.
- MHRD (1986). *National Policy on Education – 1986 (with Modifications Undertaken in 1992)*. New Delhi: MHRD.
- MHRD (1995). *The Teacher and Society, Chattopadhyaya Committee Report (1983-95)*. MHRD, GOI
- Ministry of Education (1966). *Education and National Development. Report of the Education Commission 1964-66*. New Delhi:Author.
- Mohanty, J. (2008). *Teacher Education*. New Delhi: Deep & Deep.
- Mudaliar, A. L. (1953). *Report of the Secondary Education Commission 1952-53*. Govt. of India, New Delhi.
- Mukherjee, S.N. (Ed.) (1968). *Education of Teachers in India (Vols. 1 &2)*. New Delhi: S. Chand & Co.
- NCERT (2004). *Curriculum Framework for Teacher Education*. Author, New Delhi.
- NCERT (2006a). *National Curriculum Framework–2005*. New Delhi: NCERT.
- NCERT (2006c). *Teacher Education for Curriculum Renewal*. New Delhi: NCERT.
- NCERT (2008). *Sixth Survey of Research in Education Vol - II*. New Delhi: NCERT.
- NCTE (1998a). *Policy perspectives in Teacher Education: Critique & Documentation*.New Delhi: NCERT.
- NCTE (1998b). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher*. New Delhi:NCTE

Suggested Websites

- www.education.indiana.edu
- www.getintoteaching.education.gov.uk
- www.ncert.nic.in
- www.ncte-india.org
- www.teal.ed.gov
- www.ue.edu.pk
- www.mhrd.gov.in
- www.instructionaldesign.org
- www.learningandteaching.info
- www.cluteinstitute.com
- www.aiaer.net

Course Title: Cognition and Learning-Practical

Paper Code: MAE 518

L	T	P	Credits
0	0	2	1

Learning Outcomes

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

- Understand the utility of different psychological constructs in day to day life
- Administer, analyse and report of different psychological experiments

Administration, analysis and reporting of following psychological experiments

1. Achievement and motivation: administration, scoring and interpretation
2. Development of a constructivist lesson plan
3. Creativity: administration of any one test of creativity measurement
4. Intelligence test: administration, scoring and interpretation
5. Problem solving: administration, scoring and interpretation

Evaluation Criteria

- Record
- Viva Voce
- Conduct of test(s) and report writing

SEMESTER-III**Course Title: ICT in Education****Paper Code: MAE.601**

L	T	P	Credits
3	2	0	4

Learning Outcomes

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

- Understand the nature and scope of ICT.
- Examine the modes of development of self-learning material and prepare different types of instructional material.
- Know the recent innovations and future perspectives of teaching technology.
- Understand the types and use of Web2 technologies.

Course Content**Unit- I****14 hours**

1. ICT: meaning, nature and characteristics
2. Phases of teaching: preactive, interactive and post active
3. Levels of teaching: memory, understanding and reflective; application of levels in class room situation
4. Classroom Interactional Analysis

UNIT- II**16 Hours**

1. Classroom designs using digital techniques: Smart classrooms-large & small
2. Models of teaching: Glaser's basic teaching model, Inquiry training model and Concept attainment model.
3. Programmed instructional material- Concept, Types-Linear, Branching and Mathematics and Development of instructional material: MOOC and e content

UNIT III**16 Hours**

1. E- Learning: meaning, concept and applications in and out of classroom.
2. Internet and the World Wide Web: Information, services and functions of the Internet and the Web. Use of Search engines.
3. Web 2.0 technologies: (i)Audio tools: audio sharing, (ii) Video tools: video creation and sharing, (iii) Multi model production tools: presentation(PPT), (iv)Digital storytelling tools: animated videos, online book creation,(v) Website creation tools; wikis, blogs,(vi) Knowledge organization and Sharing: file sharing, social book marking, (vii) Data analysis tools: surveying, info graphics, on line spread sheets, (viii) Assessment tools: on line assessment techniques, (ix) Social networking systems: face book, instagrams, academia, flicker, (x) Time line tools: time glider

UNIT IV**14 Hours**

1. Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
2. Security concerns related to interactive content: Viewing, disabling and managing interactive content; securing the computer from viruses, worms and other internet attacks.
3. Implications of social networking sites in education

Transaction Mode

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

Suggested Books

- Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N.Y.
- Behera, S.C. (1991): Educational Television Programmes, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Evaut, M. The International Encyclopaedia of Educational Technology.
- Haas, K.B. and Packer, H.Q. (1990): Preparation and Use of Audio Visual Aids, 3rd Edition, Prentice Hall, Inc.
- Kumar, K.L. (2008): Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.
- Parmaji, S. (1994): Distance Education, New Delhi: Sterling Publishers.
- Rana, S. (1994): Open Learning in India, Commonwealth Publishers, New Delhi.

Course Title: CURRICULUM DESIGN AND DEVELOPMENT

Paper Code: MAE 602

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

- Understand the concept, basis and history of curriculum development
- Analyse the principles and different models of curriculum development

- Understand the types of curriculum designing and its application
- Evaluate different types of curriculum

Course Content

- UNIT I** **14 Hours**
1. Curriculum: meaning, nature, components of curriculum-objectives, content, learning experiences, transaction mode and evaluation.
 2. Bases of Curriculum Development-Philosophical, Sociological and Psychological
 3. History of curriculum development in India- National Curriculum Frameworks- 1975, 1988, 2000 and 2005; CBCS Framework
- UNIT II** **16 Hours**
1. Principles for curriculum development: Activity centred, Community centred, Forward looking principle, Principles of integration, Balance, Relevance, flexibility, Contextuality and plurality.
 2. Models of Curriculum Development:
 - i. Scientific Technical Models:a) Saylor, Alexander, and Lewis: Administrative Model (Deductive Model), b) The Taba Model (Inductive Model/ Grassroots Model),c) The Tyler Model
 - ii. Non- Scientific/Non-Technical/Humanistic Models:a) The Glathorn's Naturalistic Model, b) Weinstein and Fantini Model, c) Post-positivistic Model
- UNIT III** **14 Hours**
1. Types of Curriculum Designs- Subject centred, Learner centered, Experience centered, problem centered and Core curriculum. Designing Local Specific Curriculum
 2. Designing Curriculum: Selection and Organization of learning experiences; Components of Design, Sources of Design; Conceptual framework: Horizontal and vertical relationship; dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance.
- UNIT IV** **16 Hours**
1. Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative.
 2. Curriculum Evaluation Models: Scientific- Positivistic Models; Humanistic-Naturalistic Models
 3. Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion.

Transaction Mode

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

Suggested Books

- Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Beane, JA, Conrad, E.P. Jr. & Samuel JA, Jr. (1986). *Curriculum Planning and Development*. Allyn & Bacon, Boston..
- Brady, L. (1995). *Curriculum Development*. Prentice Hall,.
- NCERT (1976). *The Curriculum for the Ten-Year School: A Framework*. Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1984). *Curriculum and Evaluation*. NCERT, New Delhi.
- NCERT (1988). *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2000). *National Curriculum Framework for School Education*. NCERT, New Delhi.
- NCERT (2005). *National Curriculum Framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Allyn & Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York, Harcourt Brace, Jovanovich Inc.
- Tala, M.(2012). *Curriculum Development: Perspectives, Principles and Issues*, Pearson
- Tanner, D. & Tanner, L.N. (1980). *Curriculum Development. Theory into Practice*. Macmillan New York.
- Zais, R.S. (1976). *Curriculum: Principles and Foundations*. Harper & Row, New York.

Course Title: EDUCATIONAL GUIDANCE AND COUNSELLING
Paper Code: MAE.603

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

- Understand the concept, nature and purpose of guidance and counseling
- Develop skills to provide guidance and counselling to underachievers and students with special abilities

- To identify a typical development pattern in a particular socio-cultural context and providing guidance accordingly
- Develop skills for guidance and counselling in secondary schools

Course Content

UNIT-I

16 hours

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

UNIT-II

14 hours

1. Counseling: concept, types and techniques: Directive, Nondirective and Eclectic
2. Areas of counseling: Vocational counseling, family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups, Peer counseling.
3. Skills, qualities and Professional ethics of an effective counselor.

UNIT III

16 hours

1. Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, Role of principal and teachers in guidance programmes.
2. Integration of guidance and curriculum: need and importance, Role of teachers and other personnel's in the construction of guidance based curriculum.

UNIT IV

14 hours

1. Concept and identification process of students with special abilities, Guidance for gifted and creative students, socially and economically disadvantaged students, physically and intellectually challenged students and delinquent students.
2. Developing coping skills: nature of stress and its causes and consequences

Transaction Mode

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

Suggested Books

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

Suggested e-books

- Educational And Vocational Guidance In Secondary Schools

Suggested Websites

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

Course Title: WOMEN EDUCATION

Paper Code: MAE.604

L	T	P	Credits
3	2	0	4

Learning Outcomes

The students will be able to:

- Broaden their horizon about the concept of women education
- Understand the need of women and girl education
- Acquaint with the current status of women in society
- Get awareness about prevalence and ways for eradication of various social evils related to women in the society

Course Contents

Unit I 16 hours

1. Women Education: meaning, need and scope, Transition of women status through ages
2. Girl child education: need, facilities, policies, present and futuristic plans of girl child education, Problems in educating girl child, Drop out: meaning and causes
3. Physical, mental, emotional and social development of girls during different stages of life
4. Review of various courses especially designed for women in your state

Unit II 14 hours

1. Women empowerment: concept, indicators, ways for empowering the women and impact of self-empowerment on women, cognitive and non-cognitive aspects for self-empowerment of women
2. Socio-psychological determinants of women education, Education of women of minority communities
3. Women's rights: Right to education, work, property, maintenance, equality, right against exploitation

Unit III 16 hours

1. Crime against women: Bigamy, dowry, rape, exploitation at work, extra marital affairs and NRI deserted wives
2. Domestic violence: meaning, types, causes and ways to avoid domestic violence
3. Female feticides, infanticide, early child marriage and girl child labor
4. Need, ways to achieve quality of life of women; social justice and empowerment

Unit IV 14 hours

1. Role of media in developing status of women, women and modernization, women entrepreneurship
2. Research in women education, areas, literature and trends
3. Futuristic trends in women education

Transaction Mode

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

Suggested Books

- Singh, U.K et.al. (2005). Women Education. Common Wealth Publishers:New Delhi.
- Rao Bhaskar (2008). Women Education. Discovery Publication: New Delhi.
- Tripathy S.N.(2003). Women in Informal Sector. Discovery Publishing house: New Delhi.

Course Title: RESEARCH PROPOSAL

Code: MAE 605

L	T	P	Credits
0	0	4	2

Learning Outcomes

The students will be able to

1. Familiarize with research methods in education
2. Get in-depth understanding of steps in conducting educational research
3. Prepare a research proposal on any emerging problem in education
4. Identify scientifically sound and achievable objectives backed by a comprehensive and detailed methodology.

Course Content

1. Exploring the areas of research
2. Identification of a researchable problem
3. Reviewing the related literature
4. Significance and rationale of the problem
5. Selection of appropriate research design and approaches
6. Formulation of sound and achievable objectives
7. Formulation of Hypothesis and Research questions
8. Understanding and selecting an appropriate methodology
9. Selecting appropriate tools for research
10. Selecting appropriate statistical procedure and strategies.
11. Procedure of data collection, sampling frames, Size of sample, Techniques for selection of sample,
12. Preparing chapter scheme and consolidating references, Bibliography and web sources.

Evaluation Criteria (Total 50 Marks)

- A. Presentation of research proposal: 25 marks
- B. Conduct of Practical: 15 marks
- C. Viva-voce: 10 marks

Suggested Books

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- Clive Opie (2004). Doing Educational Research- a Guide for First time Researchers. New Delhi: Vistar Publications.
- Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.

- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage. .
- Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
- Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pt. Ltd.
- Travers, Robert M.W. (1978). An Introduction to Educational research (4th edition). London: MacMillan.

Web Resources

<http://www.scopus.com/>
<https://scholar.google.co.in/>

Course title: Language Proficiency

L	T	P	C
3	2	0	4

Paper Code: MAE.606

Learning Outcomes

The students will be able to

- Strengthen the proficiency in communication
- Refresh their knowledge of grammatical, and discourse systems in a language

Course Contents

Unit I

16 hours

Listening and Speaking

1. Listening with comprehension to follow simple instructions, public announcements, telephonic conversations, classroom discussions, radio, T.V news, sports commentary etc.
2. Stress – word stress and sentence stress in connected speech
3. Using dictionary for correct pronunciation and stress
4. Methods to develop listening and speaking skills

Unit II**14 hours****Acquisition of Reading Skills**

1. Reading for global and local comprehension
2. Inferences, analysis and extrapolation
3. Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
4. Methods to develop reading skills

Unit III**16 hours****Writing**

1. Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases
2. Different forms of writing – letters (application, complaint, permission, and invitation), messages, notices and posters
3. Experience the process of writing: brainstorming, drafting, editing, conferencing, modifying, revising, publishing, blogging, social media etc.
4. Methods to develop writing skills

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

1. Parts of speech; Phrases; Verbs
2. Kinds of sentences; Sentence completion, Subject-verb agreement; Tenses; Clauses and Connectors
3. Non-finites; Voices; Narration; synonyms & antonyms

Transaction Mode

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

Suggested Books

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. Heinemann Education Groups.
- Freedman, S.W. & Dyson, A.H. (2003). Handbook of Research on Teaching English Language Arts. USA: Lawreuel Erlbaum Associates Enclave.
- Government of India. (1986). National Policy on Education. GOI.
- Grellet, F. (1981). Developing Reading Skills: A Practical guide to Reading Comprehension exercises. Cambridge University Press.
- Kumar, K. (2007). The child's language and the Teacher. New Delhi: National Book.
- Sinha, S. (2009). Roseublatt's Theory of Reading: Explaining Literature contemporary education dialogue. 6 (2), PP223-237.

Course Title: Higher Education: Policy and Perspectives
Paper Code: MAE.607

L	T	P	Credits
3	2	0	4

Learning outcomes

The students will be able to:

- Understand the meaning of higher education, its goals and process of evolution
- Learn the role of different agencies for the promotion of higher education and the relevance of partnership in higher education
- Analyze different critical issues of higher education and various governmental initiatives for its development
- Develop insight into various challenges and research possibilities in higher education

Course Content

UNIT I

14 hours

1. Higher Education: meaning, goals of higher education with reference to National Knowledge Commission and RUSA
2. Development of higher education during pre and post-independence period and its implications to modern society
3. Structure of higher education system in India – its merits and limitations

UNIT II

16 hours

1. Partnerships in higher education – with higher institutes and community, NGOs and Self Help Groups, between industries and Higher education departments
2. Role of different organizations in Higher education: UGC, AICTE, NCTE, MHRD

UNIT III

16 hours

1. Issues of access, equity and excellence in higher education
2. Government initiatives for promoting higher education (for Girl child, Disadvantaged group, Disabled group)
3. Scholarships, incentives and fellowships at Higher education level

UNIT IV

14 hours

1. Challenges of higher education in India and accreditation procedure of higher education institutions
2. Higher education curriculum as visualized at different levels- National, International and State levels
3. Research issues in higher education

Transaction Mode

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

Suggested Books

- Dewey, John (1944). *Democracy and education*. New York: Simon and Schuster.
- Friere, Paulo (1999). *Pedagogy of the oppressed*. New, NY: Continuum.
- Kerr, Clark. (2001). *The uses of the university*. Boston: Harvard University Press.
- Lucas, C. (1994). *American higher education: A history*. New York: St. Martin's Press.
- Newman, John Henry. (1986). *The idea of a university*. Notre Dame, Indiana: University of Notre Dame.
- Noddings, Nel. (1998). *Philosophy of education*. Boulder, CO: Westview Press.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi
- Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication.

SEMESTER-IV

Course Title: Educational Administration, Supervision and Management

Paper Code: MAE.608

L	T	P	Credits
3	2	0	4

Objectives

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

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

Course Content**Unit I****14 Hours**

1. Educational administration, supervision and management: meaning, nature, scope and functions.
2. Administration and Supervision: Difference between general administration and educational administration and supervision.
3. Total quality management (TQM), SWOT analysis.

Unit II**16 Hours**

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

Unit III**16 Hours**

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

Unit IV- Educational Supervision**14 Hours**

1. Principles of Educational Supervision, Supervision as service activity, Supervision as process and its functions in present scenario
2. Supervision-New trends and techniques and challenges
3. Functions of a supervisor, defects in existing system of supervision and remedial measures.

Transaction Mode

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

Suggested Books

- Bell & Bell (2006): Education, Policy and Social Class. Routledge.
- Bottery Mike (ed.) (1992): Education, Policy & Ethics. Continuum, London.
- Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
- Bush, Tony. (2010)Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications, Davies, Brent and Burnham,
- J. W. (2003) Handbook of Educational Leadership and Management, New Delhi:Pearson Education
- Kochhar. S.K. (2011).School Administration & Management Sterling Publishers Pvt.Ltd; Revised & Enlarged edition.
- Mohanty, J. (2007)Educational Administration, Supervision and School Management, New Delhi:Deep and Deep Publications,
- Mukhopadhyay, M. (2005): Total quality management in education. New Delhi: Sage Publications.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Naik, J.P. (1982): The Educational Commission & After. New Delhi: Allied.
- Sharma, S. L. (2009) Educational Management: A Unified Approach of Education, New Delhi: Global India Publications Pvt. Ltd.

Course Title: Organizing School Guidance Programme**Paper Code: MAE.609**

L	T	P	Credits
3	2	0	4

Learning Outcomes

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

- Develop skills for making right choice in life, education and vocation.
- Understand working with a group, for a group and in a group.
- To apprise them of the ways to psychologically assess the individuals and provide guidance.
- Develop skills to provide guidance services to the students with special abilities and needs

- Gain insight into different techniques of psychological assessment and their application in guidance and counseling.

Course Content

Unit I

16 hours

1. Need, principles and mechanisms of organizing guidance services in educational institutions
2. Guidance services at various levels of education: Elementary and secondary
3. Individual and group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play, case study, interview

Unit II

14 hours

1. Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation , Resources required for organizing guidance services
2. School guidance committee: constitution, roles and functions: Role of principal and teachers in guidance programmes

Unit III

14 hours

1. Integration of guidance and curriculum-need and importance guidance based curriculum.
2. Role of teachers, PTA'S and other personnel in the construction of guidance based curriculum.

UNIT IV

16 hours

1. Typical behavioral problems of children: a. Stealing b. Aggressiveness c. Excessive shyness d Truancy e. Bullying and Lying their causes and remedies.
2. Social Guidance – Meaning, Objectives, Need and Functions of Social Guidance.
3. Career development needs of students (at different stages of education), Career development process; factors affecting career development
4. Need and importance of assessment for guidance: Assessment tools and techniques: Quantitative and Qualitative

Transaction Mode

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

Suggested Books

- Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
- Jones, J.A :(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.

- Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
- Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
- Pandey, K.P. (2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.
- McGowan, J.P.schmidt :(1962) Counselling: Readings in Theory and Practice, New York Holt, Rinehard and Winston.
- Tolbert, E.L (1967): Introduction of Counselling, New York, McGraw Hill.
- Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
- Taxler, A.E (1964): Techniques of Guidance, New York, Mc Graw Hill,

Course Title- DISSERTATION

L	T	P	Credits
0	0	12	6

Course Code: MED 600

Learning Outcome

The course will enable the students to:

1. conduct research independently on educational problems.
 2. develop analytical and logical thinking in the process of conducting research.
 3. understand the implications of educational research in generating new knowledge
- Evaluation: as per university guidelines

Course Title- ENVIRONMENTAL EDUCATION

L	T	P	Credits
3	2	0	4

Course Code: MAE. 610

Learning outcomes

The students will be able to:

- Understand the concept of environment, ecosystems, food chain and food web
- Analyze the importance environmental education and environmental conservation
- Develop responsible environmental to provide environmental awareness

Course content

UNIT I

14 Hours

1. Environmental Education: concept, scope and importance.
2. Aims, objectives and guiding principles of environmental education at elementary and secondary levels

3. Relationship between Man and Environment.

UNIT II**14 Hours**

1. Programmes of environmental education for primary and secondary schools
2. Methods of teaching environment education: Discussion, Seminar, Workshop, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.

UNIT III**16 Hours**

1. Biodiversity: concept, biodiversity at global, national and local levels; and hot-spots
2. Threats to biodiversity: Habitat loss, poaching of wildlife, man wildlife conflicts. Endangered and endemic species of India.
3. Concept and Importance of Environmental Conservation in the globalized world. Conservation of biodiversity: *In situ* and *Ex-situ* conservation of biodiversity.
4. Water conservation, rain water harvesting and watershed management; Developmental projects including government initiatives and their impact on biodiversity conservation.

UNIT IV**16 Hours**

1. Global environmental problems: Global warming, Ozone layer Depletion and Acid rain; Impact of Population explosion on Environment
2. Environmental pollution and its types. Causes, Effects and Control measures of air pollution, water pollution, noise pollution, nuclear pollution, thermal and land pollution.
3. Shifting cultivation and its impact on environment; Consumerism, Waste generation and Waste Management including e-waste, Medical Waste, Nuclear Waste, Solid and Liquid Waste.
4. Concept of Environment and Sustainable Development; Environmental Ethics: Issues and possible solutions.

Transaction Mode

- Visit to a local polluted site- Urban/rural/industrial/agriculture. Study of common plants, insects, birds of local area.
- Study of simple ecosystems-pond, river, hill slopes, *etc.*

Suggested Books

- Dani, H.M. (1986), Environmental Education, Chandigarh: Publication Bureau, Panjab University.
- Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi: Regal Publication.
- Nagra, V. (2006), Environmental Education, Jalandhar: Sharma Publications.
- Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.
- Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corp.
- Saxena, A.B. (1986), Environmental Education, Agra: National Psychological Corp.

- Sharma, R.C. (1981), Environmental Education, New Delhi: Metropolitan Book Co.
- Shrivastva, K.A. (2007), Global Warming, New Delhi: APH Publishing Corp.
- Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
- Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi: Charman Enterprises.
- Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi: Reliance Publishing House.
- Kumar, V.K. (1982), A Study of Environmental Pollution, Varanasi: Tara Book Agency.
- Sharma, P.D. (1990) Ecology & Environment, Rastogi Publishers, Meerut.

Course Title: ACADEMIC WRITING SKILLS

Code: MAE.611

L	T	P	Credits
0	0	4	2

Content

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

Evaluation Criteria (Total Marks 50)

- A. Laboratory Performance: 25 marks
- B. Conduct of Practicals: 15 marks
- C. Viva-voce: 10 marks

Web Resources

<http://www.scopus.com/>

<https://scholar.google.co.in/>

<http://thomsonreuters.com/en/products-services/scholarly-scientific-research/scholarly-search-and-discovery/web-of-science.html>

<http://www.researchgate.net/>

<http://www.apastyle.org/>

Course Title - Mental Health, Yoga and Physical Well Being

L	T	P	Credits

3	2	0	4	
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Course Code-MAE.612**Learning Outcome**

After completion of the course students will be able to

- Understand the concept of mental health and hygiene.
- Develop awareness of good mental health with yoga among teachers and students.
- Analyze the importance of physical wellbeing and methods to maintain good physical wellbeing

Course content**UNIT I****14 hours**

1. Mental health-concept, principles; and objectives at various levels of education
2. Role of teacher and parents in maintenance of good Mental Health of students, Importance of Mental health and hygiene in school curriculum
3. Defense Mechanisms used in day to day life for good mental health: Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression and Fixation.
4. Classroom strategies for dealing with students having poor mental health.

UNIT II**16 hours**

1. Physical Wellbeing: concept, objectives and characteristics of physically well person
2. Factors contributing to physical wellbeing: Balanced diet, Physical exercise, yoga
3. Importance of various physical activities such as walking, running, swimming, cycling in reducing hypertension, depression, cardio-vascular diseases and stress related disorders
4. Classroom strategies for improving physical wellbeing

UNIT III**16 hours**

1. Yoga: concept and objectives of Yoga. Types of yoga: yam, niyam, asan, pranayama, pratyahar, dharna , dhyan and samadhi.
2. Physiological and psychological effects of yoga.
3. yoga for diseases like–abdominal diseases, diabetes, asthma, arthritis, obesity, mental problems, neck and spinal pain, headache, eye disorders, high blood pressure, heart ailments.

Unit IV**14 hours**

5. Role of yoga in modern life: its importance in education of children at various levels, Place and justification of including yoga in school curriculum.
6. Methods of teaching yoga: lecture method, demonstration method, command method, discussion method. Use of audio- visual aids for effective teaching. Qualifications and qualities of yoga teacher.

Transaction Mode

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

Suggested Books

- Arkoff, Abe: Adjustment and Mental Health, New York: McGraw Hill Company, 1968.
- Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin (1952).
- Akhilananda Swami, Hindu Psychology, London, Routledge (1953).
- Bahadur Mal, Mental Health in Theory and Practice, Hoshiarpur, V.V.R.I., (1995).
- Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co, 1952.
- Bonny, Merl E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
- Burbury, W.M., Balient, E, et al: An Introduction to Child Guidance, London: MacMillan & Co.,
- Capuzzi David and Gross Douglas R: Introduction to Counselling, London, Allynand Bacon, 1995.
- Carroll, Herbert, A.: Mental Hygiene: The Dynamic of Adjustment (3rd Ed.) Englewood Cliffs New Jersey: Prentice Hall, Inc. 1956.
- Coleman, J.C: Abnormal Psychology and Modern Life, Bombay, D.B. TaraPorewala Sons & Co., 1976.
- Crow, Lester D. & Crow, and Alince: Mental Hygiene, New York: McGraw Hill BookCompany, Inc. 1952.44
- Garg, B.R., An Introduction to Mental Health, Ambala, Associate Publications (2002).
- Hadfield, J.A: Psychology and Mental Health, London: George Allen and UnwinLtd., 1952
- Kallam, S.G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
- Sinha, A.K: Dutt, the concept of Mental Health in India and Western Psychologies, Kurukshetra, Vishal Publications, 1982.
- Suraj Bhan, & N.K. Dutt, Mental Health through Education, New Delhi, VisionBooks Publications, 1978.
- Suraj Bhan, Towards a Happier Education, Jalandhar City, University Publications, 1952.
- Thork, G.L. and Olson, S.L. Behaviour Therapy: Concepts, Procedures and Applications, London. Allyn Bacon, 1999.
- Thorp, L.P.: The Psychology of Mental Health, New York: The Ronald Press Co., 1950
- Watkins Ted. R and Claaicut, James W: Mental Health: Policy & Practice Today, New

Delhi. Saga Publications, 1990.

- Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.45

Course Title: Peace and Human Rights Education

Paper Code: MAE. 613

L	T	P	Credits
3	2	0	4

Learning Outcome

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

- Understand the need and importance of value education and education for human rights
- Different the nature of value from religion education and moral training
- Themselves with basic of morality and moral development of the child
- Study the available intervention strategies for moral education

Unit I

16 hours

1. Peace Education: meaning, nature and importance
2. Genesis of peace education, Challenges to peace: increasing stress, conflicts, crime, terrorism, violence and war
3. Highlights of various philosophies of peace: Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badhecha, Dalai Lama, Nelson Mandela

Unit II

14 hours

1. Importance of peace education at various levels of education
2. Pedagogies for peace education
3. National and International initiatives for peace education

Unit III

16 hours

1. Human Rights Education: Concept, objectives and importance
2. Human Rights enshrined in Indian Constitution
3. Evolution of Human Rights Education

Unit IV

14 hours

1. Human Rights Education at various levels of education
2. Pedagogies for human rights education
3. National and International initiatives for human rights education

Transaction Mode

Group discussion, lecture-cum–discussion, panel discussion, presentations, school visits and sharing of experiences, presentation of case studies

Suggested Books

- Bagchi, J.P. & Teckchadani, Vinod (2005); *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.
- Biehler, R. & Snowman, J. (2003); *Psychology Applied to Teaching.* USA: Houghton MifflinCom pany.
- Chakrabarti, Mohit (2003); *Value Education: Changing Perspectives.* New Delhi: Kanishka Publishers.

- McCown, R., Driscoll, M., Roop, P.G. (2003); *Educational Psychology: A Learning-Centred Approach to Classroom Practice*. USA: Allyn and Bacon Company.
- Nanda, R.T. (1997); *Contemporary Approaches to value Education in India*. New Delhi: Regency Publications.
- Thomas, B. (2004); *Moral and Value Education*. Jaipur: Avishkar Publishers.
- Verma, Yoginder (2007); *Education in Human Values for Human Excellence*. New Delhi: Kanishka Publishers and Distributors.