

SCHEME & SYLLABUS

M.Ed (General)

**Two Year (Regular Course) Semester System
(I to IV Semesters)**

&

CHOICE BASED CREDIT SYSTEM



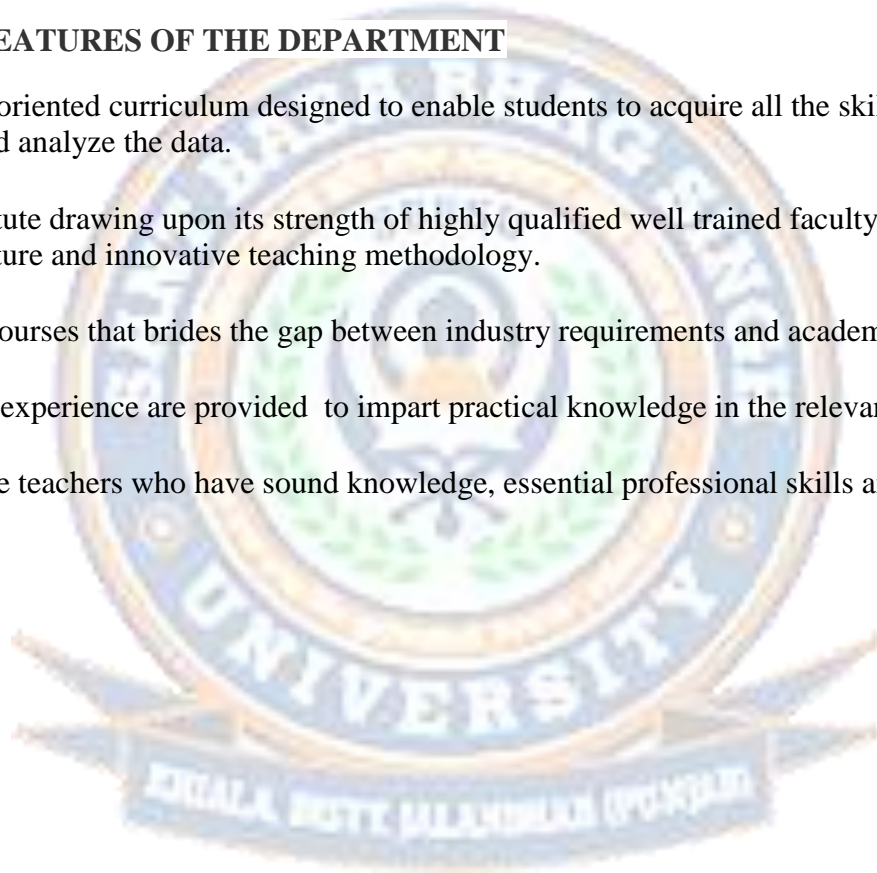
Department of Education
University Institute of Education
Sant Baba Bhag Singh University
2022

ABOUT THE DEPARTMENT

Sant Baba Bhag Singh University Institute of Education came on the map of teacher education in Punjab, from the academic session 2005-06. It is a co-educational institute, recognized by NCTE and affiliated to Sant Baba Bhag Singh University, Khiala. The Institute is embedded in Sant Baba Bhag Singh University which is spread over 200 acres of land, touching the borders of Jalandhar and Hoshiarpur Districts. University Institute of Education will be committed to produce dedicated and professionally competent teachers.

SALIENT FEATURES OF THE DEPARTMENT

- Research oriented curriculum designed to enable students to acquire all the skills needed to collect and analyze the data.
- The Institute drawing upon its strength of highly qualified well trained faculty, state of art infrastructure and innovative teaching methodology.
- Elective courses that brides the gap between industry requirements and academia.
- Hands on experience are provided to impart practical knowledge in the relevant field.
- To prepare teachers who have sound knowledge, essential professional skills and human qualities.



M. Ed (Masters in Education)

M. Ed or Master of Education is a master degree course that deals with the study of new methods of teaching and educational research. The programme focuses on different aspects of education including instruction, curriculum, counselling, leadership, and educational technology. M. Ed is typically of two years duration divided into four semesters. The course is offered in various subjects and specialisations.

VISION

To encourage each and every child to get educated, acquire knowledge and wisdom so as to learn the art of leading a happy, successful and meaningful life.

MISSION

1. Providing Most Conducive Environment
2. Industry-Institute Partnership
3. Education to All
4. Providing facilities of Sports and Extra-curricular Activities
5. Training in Modern Tools & Techniques
6. Inculcating Human Values

ELIGIBILITY CRITERIA

Bachelor of Education degree from a recognized Board/ University/Council.

DURATION

2 years

CAREER PATHWAYS

The program is designed to meet the growing requirement of qualified professionals in the field of research and education. It is a degree that is highly desirable and provides the holder of the degree with a great amount of opportunities and flexibility for career advancement.

Principal or Administrator

A Master's in Education in administration, leadership, or curriculum combined with classroom teaching will qualify you for principal positions at private and public schools.

School or Career Counselor

School counselors are an important presence at most elementary, middle and high schools.

Corporate Trainer

Working as a corporate trainer is a great career option for M. Ed. holders who love to teach but would prefer to work in a more corporate environment with adults.

Higher Education

A Masters in Education will enable the students to teach at the college level both on campus and online. The skills obtain will also qualify them to work with admissions, research teams, and student organizations.

Curriculum Developer

Prepare students as a curriculum developer also known as an instructional specialist, responsible for developing new curriculum or improving existing curriculum for a school.



Programme Educational Objective (PEO)

PEO1	Understand the role of teacher educators in holistic perspective of learner and learning.
PEO2	Acquire various pedagogical approaches.
PEO3	Encourage students to develop the capacity for perspective taking and appreciating different points of view.
PEO4	Get the training to be globally adjusted teacher educators.

Programme Outcomes (PO)

PO1	Teach in a TEI by using appropriate methods, materials and skills.
PO2	Use ICT to make teaching learning process effective in daily teaching.
PO3	Critically analyze the role of assessment at different domains of learning.
PO4	Analyze the social, cultural and political context of education.

Programme Specific Outcomes (PSO)

PSO1	Contribute profusely in social and national development by creating socially useful teacher educators.
PSO2	Strengthen the educational system by giving expertise.
PSO3	Qualify TET, PSET & UGC NET for teacher education.
PSO4	Enhance live skills for complete life.

ABOUT THE CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. The basic idea is to look into the needs of the students so as to keep up-to-date with development of higher education in India and abroad. CBCS aims to redefine the curriculum keeping pace with the liberalization and globalization in education. CBCS allows students an easy mode of mobility to various educational institutions spread across the world along with the facility of transfer of credits earned by students.

1. Curriculum Structure: M.Ed degree programme will have a curriculum with Syllabi consisting of following type of courses:

I. Ability Enhancement Courses (AEC): The Ability Enhancement Courses (AEC) may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). AECC courses are the courses based upon the content that leads to Knowledge enhancement; these are mandatory for all disciplines.

SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

A. Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

B. Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

II. Core Courses (CR): A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. These courses are employability enhancement courses relevant to the chosen program of study. Program core comprises of Theory, Practical, Project, Seminar etc. Project work is considered as a special course involving application of knowledge in solving/ analyzing/exploring a real life situation/ difficult problem.

III. Elective Courses: Elective course is generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill. Accordingly, elective course may be categorized as:

A. Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

B. Project (I): An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

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SCHEME FOR M.ED.

1. Core courses (CR)

Compulsory subjects of study which support the main discipline.

2. Elective courses (EL)

An option for the candidate to choose a course from a pool of courses offered by Sant Baba Bhag Singh University. The categories of elective courses are as under:

- a) Discipline Specific Elective (DSE)
- b) Dissertation/ Project
- c) Generic Elective Course (GE)

3. Ability Enhancement Courses (AEC)

Practical and Field based activities conducted to enhance the abilities, professional competencies and skills. The categories of Ability Enhancement Courses are as under:

- a) Ability Enhancement Compulsory Courses (AECC)
- b) Skill Enhancement Courses (SEC)



M.Ed. Course Scheme
Semester –I

Theory Subjects (including Non- Credit Courses)

S. No.	Course Type	Subject Code	Subject Name	Contact Hours (L:T:P)	Credits (L:T:P)	Total Contact Hours	Total Credit Hours
1	CR	EDU501	Philosophical Perspectives of Education	4:0:0	4:0:0	4	4
2	CR	EDU503	Psychology of Learning and Development	4:0:0	4:0:0	4	4
3	CR	EDU505	Educational Research	4:0:0	4:0:0	4	4
		Any one out of 4 and 5					
4	DSE	EDU507	Contemporary Issues in Elementary Education	5:0:0	5:0:0	5	5
5	DSE	EDU509	Contemporary Issues in Secondary Education				

Practical Subjects

6	AECC	EDU511	Orientation to Writing a Research Proposal	0:0:2	0:0:1	2	1
7	AECC	EDU513	Practicum of Psychology of Learning and Development	0:0:2	0:0:1	2	1
8	SEC	EDU515	Communication Skills for Teachers	0:0:2	0:0:1	2	1

Total Contact hrs: 23
Total Credit Hours: 20

Semester-II

Theory Subjects (including Non- Credit Courses)

S. No.	Course Type	Subject Code	Subject Name	Contact Hours (L:T:P)	Credits (L:T:P)	Total Contact Hours	Total Credit Hours
1	CR	EDU502	Sociological Perspectives of Education	4:0:0	4:0:0	4	4
2	CR	EDU504	The Learner and Learning Process	4:0:0	4:0:0	4	4
3	CR	EDU506	Statistics in Education	4:0:0	4:0:0	4	4
Any one out of the 4 Pedagogies and one out of 5 and 6							
4	DSE	EDU508	Pedagogy of Science Education-II	4:0:0	4:0:0	4	4
		EDU510	Pedagogy of Social Science Education-II				
		EDU512	Pedagogy of Language Education-II				
		EDU514	Pedagogy of Mathematics Education-II				
5	DSE	EDU516	Education for Differently Abled Learners	4:0:0	4:0:0	4	4
6	DSE	EDU518	Curriculum Studies				

Practical Subjects

7	AECC	EDU520	Submission of Research Proposal	0:0:2	0:0:1	2	1
8	SEC	EDU522	Professional Communication Skills for Teachers	0:0:2	0:0:1	2	1

Total Contact hrs: 24

Total Credit Hours: 22



Semester-III

Theory Subjects (including Non- Credit Courses)

S. No.	Course Type	Subject Code	Subject Name	Contact Hours (L:T:P)	Credits (L:T:P)	Total Contact Hours	Total Credit Hours
1	CR	EDU601	Guidance and Counseling	4:0:0	4:0:0	4	4
2	CR	EDU603	Information and Communication Technology in Education	3:0:0	3:0:0	3	3
3	CR	EDU605	Policy, Planning and Financing of Education	3:0:0	3:0:0	3	3

Practical Subjects

4	SEC	EDU607	Internship in Teacher Education Institute	0:0:8	0:0:4	8	4
5	SEC	EDU609	Internship in Schools	0:0:0	0:0:4	0	4
6	AECC	EDU611	ICT- Skills	0:0:2	0:0:1	2	1

Total Contact hrs: 20

Total Credit Hours: 19

Semester- IV
Theory Subjects (including Non- Credit Courses)

S. No.	Course Type	Subject Code	Subject Name	Contact Hours (L:T:P)	Credits (L:T:P)	Total Contact Hours	Total Credit Hours
1	CR	EDU602	Educational for Sustainable development & Global Peace	3:0:0	3:0:0	3	3
2	CR	EDU604	Teacher Education	3:0:0	3:0:0	3	3
3	CR	EDU606	Measurement and Evaluation	4:0:0	4:0:0	4	4
		Any two out of 4 to 7					
4	DSE	EDU608	Life Long learning	4:0:0	4:0:0	4	4
5	DSE	EDU610	Educational Administration and management				
6	DSE	EDU612	Educational Planning	4:0:0	4:0:0	4	4
7	DSE	EDU614	Comparative Education				

Practical Subjects

8	EC(b)	EDU616	Dissertation	0:0:0	0:0:6	0	6
9	AECC	EDU618	Yoga Skills	0:0:2	0:0:1	2	1

Total Contact hrs: 20
Total Credit Hours: 25

PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Course Code	EDU501
Course Title	Philosophical Perspectives of Education
Type of Course	Theory (Core Course)
L T P	4: 0: 0
Credits	4
Course Pre-requisite	NA
Course Objective	The objective of this study is to develop an understanding for the role of philosophy in guiding the teaching learning process and knowledge of the Indian and Western educational philosophy.
Course Outcome (CO)	On completion of this course, the students will be able to: 1. Develop an appreciation for the role of philosophy in guiding the teaching learning process of education. 2. Understand the relationship between Philosophy and Education. 3. Gain insight of the basic Indian and Western concepts of educational philosophy. 4. Develop a critical understanding of major modern educational philosophies.

UNIT-I

Philosophy of Education

Philosophy of Education-concept, nature, scope and functions; relation between philosophy and education.

Modern concepts of Philosophy: metaphysics, epistemology, axiology, logical analysis, logical empiricism and positive relativism.

Concept of Values, Types of values: spiritual, moral, social, aesthetic values. National values enshrined in the Indian Constitution and their educational Implications.

UNIT-II

Socio-cultural context of Education

Education as related to social equity and equality of educational opportunities with special reference to socio-economically disadvantaged sections of society based on caste, gender, locale, income disparity and different disabilities.

Social change: meaning and nature, constraints and factors (caste, ethnicity, language, class, religion and regionalism) of social change in India; social stratification and social mobility.

UNIT-III

Western Schools of Philosophy

Vision derived from Idealism, Naturalism, Realism and Pragmatism; Educational implications of these schools with special reference to basic tenets, objectives, curriculum, methodology, teacher pupil relationship & discipline.

Critical analysis of educational thoughts of Rousseau, Karl Marx and John Dewey.

UNIT-IV

Indian Schools of Philosophy

Vision derived from Sankhya, Vedanta, Buddhism, Jainism and Islam; Educational implications of these schools with special reference to basic tenets, objectives, curriculum, methodology, teacher pupil relationship & discipline.

Critical analysis of educational thoughts of Swami Vivekananda, Krishnamurthy and Sri Aurobindo.

SESSIONAL WORK

Reading of original texts of Rabindernath Tagore /M.K Gandhi/Sri Aurobindo/John Dewey/ J.Krishnamurthy and writing of review of a book written by any of the above authors or any contemporary Educational thinker.

Recommended Books:

Text Books

S.No.	Author(S)	Year	Title	Publisher
1	Agrawal, S.	2007	Philosophical Foundations of Education	Delhi: Authors Press
2	Brubacher, J. S.	1962	Eclectic Philosophy of Education	Prentice Hall, New Jersey: Engelwood Cliffs

Reference Books

S.No.	Author(S)	Year	Title	Publisher
1	Brubacher, J. S.	1962	Modern Philosophies of Education	New York: McGraw Hill Book Company Inc
2	Dhavan, M. L.	2005	Philosophy of Education	Delhi: Isha Books

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Course Code	EDU503
Course Title	Psychology of Learning and Development
Type of course	Theory (Core Course)
L T P	4 :0: 0
Credits	4
Course prerequisite	NA
Course Objective	The objective of this course is to provide the knowledge of stages and dimensions of individual development and help the students to understand the group dynamics and social and emotional environment of the classroom.
Course Outcome (CO)	On completion of this course the students will be able to: 1. Understand the stages and dimensions of individual development. 2. Explain the different approaches to knowledge construction. 3. Appreciate the group dynamics and social behaviour. 4. Familiarize with socio-emotional climate in the classroom.

UNIT-I

Human Development

Concept and stages of human development: Infancy, Childhood, Adolescence, Adulthood and Oldage.

Development during adolescence: physical, cognitive, social and emotional; Problems of adolescents and educational support required for adolescents.

UNIT-II

Understanding the Learner

Information processing view of cognitive development: Sensation, Attention, Perception and Concept formation.

Stages of Cognitive Development (Piaget, Vygotsky, Bruner).

Creativity, Concept Process and Nurturing of Creativity.

UNIT-III

Process of Learning

Learning-concept, nature, factors, Latent learning, Gagne's Hierarchy of learning.

Strategies for developing logical thinking, critical thinking and problem solving.

Theories of learning (Pavlov, Hull, Tolman, Lewin).

Learning as construction of knowledge (with special reference to learner, teacher and learning environment), Learning as socio-culturally mediated process (Experiential learning, Cognitive negotiability, Socio-Cultural mediation).

UNIT-IV

Dynamics of Social Development

Concept, types of groups, interrelationship and interdependence between individual and group in learning environment.

Socio-emotional climate in classroom with special reference to gender, differently abled and marginalized group students.

Aggression and bullying behaviour in the classroom.

SESSIONAL WORK

Conduct and interpretation of following tests-

1. Learning curve
2. Transfer of learning using mirror drawing apparatus
3. Achievement motivation Test,
4. Social competence scale.



Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Mangal S.K.	2002	Advanced Educational Psychology	New Delhi: Prentice Hall of India.
2	Chauhan, S.S.	2002	Advanced Educational Psychology	New Delhi: Vikas Publishing House.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Bandura, A.	1977	Social learning theory	Cliff. N.J: Prentice Hall
2	Bhatia, K.K., Narang, C.L. & Sidhu, H.S.	2001	Foundations of teaching learning process	Ludhiana: Tandon Publishers.
3	Dandapani, S.	2001	Advanced educational psychology (2nd edition)	New Delhi: Anmol Publications Pvt Ltd.
4	Woolfolk, A.	2011	Educational Psychology (9th edition)	Pearson Publications Inc. and Dorling Kindersley Publishing Inc.



EDUCATIONAL RESEARCH

Course Code	EDU505
Course Title	Educational Research
Type of course	Theory (Core Course)
LTP	4: 0: 0
Credits	4
Course Pre-requisite	NA
Course Objective	To provide the understanding of educational research. To gain insight on the research problems of the education. To prepare research proposal. To impart knowledge of research findings.
Course Outcome (CO)	At the end of the course, the students will be able to: 1. Understand the meaning of educational research. 2. Select and formulate research problems on emerging areas of education. 3. Prepare a research proposal. 4. Disseminate research findings.

UNIT-I

Research in Education: Conceptual issues, meaning, purposes and emerging areas in educational research; Kinds of educational research: basic, applied and action research.

Planning the research study: sources of research problem, identification; Conceptualization of research problem: statement of the problem, delineating and operationalizing the variables.

Review of the literature- meaning, purposes, types of sources and organization of related literature; Writing and analyzing a review.

UNIT-II

Quantitative and qualitative approaches to research; Significance of research in education and challenges; Criteria of good research.

Hypotheses: meaning, characteristics, types, criteria of usable hypothesis, formulation and testing, significance levels and errors (Type I and Type II)

Sampling: population, sample, sampling frame, sample size; Characteristics of a good sample; Types: probability and non-probability sampling designs.

UNIT-III

Research Methods

Historical: meaning, nature, steps and applications

Descriptive: meaning, nature, steps and applications

Experimental: meaning, nature, steps, designs and applications

UNIT IV

Construction, administration, scoring and uses of tools and techniques for data collection: questionnaire, schedule, checklist, rating scale, inventory, observation and interview.

Reliability and validity: its determination and use.

Writing a research proposal and report.

SESSIONAL WORK

Development of an attitude scale.

Recommended Books:

Text Books

S. No.	Author	Year	Title	Publisher
1	Best, J.W. & Kahn J.V.	1999	Research in Education	Prentice Hall of India Pvt. Ltd., New Delhi
2	Kaul, Lokesh	1984	Methodology of Educational Research	Vikas Publications, New Delhi

Reference Books

S. No.	Author	Year	Title	Publisher
1	Chandra, S.S., & Sharma, R.K.	2010	Research in education	Atlantic Publications, New Delhi
2	Kerlinger, F.N.	2009	Foundations of Behavioural Research	Surjeet Publications, New Delhi

CONTEMPORARY ISSUES IN ELEMENTARY EDUCATION

Course Code	EDU507
Course Title	Contemporary Issues in Elementary Education
Type of course	Discipline Specific Elective (DSE)
L T P	5: 0: 0
Credits	5
Course prerequisite	NA
Course Objective	The objective of this course is to impart the knowledge and understanding of quality education at elementary level.
Course Outcome (CO)	On Completion of this course the students will be able to: 1. Understand the concept of quality education at elementary level. 2. Understand different programmes and agencies for ensuring the quality of elementary education in India. 3. Reflect upon different issues, concerns and problems of elementary education in India.

UNIT-I

Elementary Education: Concept and Provisions

Meaning and Scope of Elementary Education, Constitutional Provisions to achieve UEE including RTE and its critique.

Government Policies and Steps for UEE since Independence: Recommendations of Kothari Commission, NPE 1986, POA 1992. Relevance of MDGs (Millennium Development Goals) with respect to UEE in India.

UNIT-II

Programmes and Initiatives to achieve UEE in India

District Primary Education Programme: aim, objectives, strategies and achievement. Relevance of 73rd and 74th constitutional amendment for empowerment of PRIs.

Sarva Shiksha Abhiyan: objectives and Interventions with respect to access, enrolment, retention and achievement. Evaluation of specific schemes like Mid- Day Meals, Operation Black board and Establishment of VECs in India.

Recommendations of the 12th Five Year Plan on Elementary Education (Including the critiquing of the same with respect to allocated budget and Programme Interventions).

UNIT -III

Elementary Education in School: Issues and Concerns

Effective Physical, Financial and Human Resource Management. Child centred pedagogy and creation of a Joyful learning environment. Problems of Wastage and Stagnation in School: Concept and Remedies.

School Supervision: Need, Purpose; Role of Head, Teachers, Staff, PTAs, SMCs, MTAs and Students in Supervision. Quality assurance and Minimum level of learning. Alternative strategies for achieving UEE and implementing RTE act.

UNIT- IV

Pupil Assessment Techniques

National Expert Group on Assessment in Elementary Education (NEGAEE). Concept of Evaluation & CCE. Types of assesment. Diagnostic & remedial teaching. Student records, cumulative records, progress reports, grading system and school grading.

SESSIONAL WORK

Critique of NCF -2005/RTE

Recommended Books:

Text Books:

S. No	Author(S)	Year	Title	Publisher
1	Rao, V.K.	2007	Universalisation of Elementary Education	Indian Publishers, New Delhi.
2	Hayes, Denis	2008	Elementary Teaching Today: An Introduction	Routledge Publications.

Reference Books

S. No	Author(S)	Year	Title	Publisher
1	Mohanty, J. N.	2002	Elementary Education	Deep & Deep Publications, New Delhi.
2	Pathak, A.	2002	Social Implications of Schooling: Knowledge, Pedogogy and Consciousness.	Rainbow Publishers

CONTEMPORARY ISSUES IN SECONDARY EDUCATION

Course Code	EDU509
Course Title	Contemporary Issues in Secondary Education
Type of course	Discipline Specific Elective (DSE)
L T P	5: 0: 0
Credits	5
Course prerequisite	NA
Course Objective	The objective of this course is to impart knowledge and understanding of secondary school education.
Course Outcome (CO)	On completion of this course the students will be able to: 1. Understand principles, aims and features of secondary school curriculum. 2. Reflect upon different issues, concerns and problems of secondary education in India. 3. Analyze the present evaluation system at secondary school level.

UNIT-I

System and Structure of Secondary Education in India:

Secondary education: Concept and development. Structure and Administrative System of secondary education: (i) at state level (ii) at national level.

Institutions related to secondary education at national level: Structure and functions of CBSE (Central Board of Secondary education), ICSE (Indian Council of Secondary Education), NIOS (National Institute of Open Schooling).

Institutions related to secondary education at state level: Structure and functions of State Board, with reference to Punjab (PSEB).

UNIT-II

Quality in secondary Education:

Concept, indicators of quality, setting standards for performance, in-service programme continuous professional development of teachers, Teacher selection test CTET, SET.

Privatization of secondary education. Present status of quality education in India (status and prospects). Delor's Commission Report regarding quality. Role of agencies; SCERT, NCERT, CIET, NUEPA and IASE

UNIT -III

Equality and Equity Issues:

Universalisation of Secondary education (USE). Problems and challenges of secondary education (access, enrolment, dropout, achievement and equality of Educational opportunities).

Problems of education for girls, disadvantaged, differently able children and slow learners and interventions to solve the problems.

Government interventions for quality concerns in Secondary Education with special emphasis on RMSA.

UNIT- IV

Curricular Interventions:

Recommendations of NCF-2005: Personalizing knowledge, pedagogic strategies for secondary classroom, nurturing inquiry, Life skill education & creativity.

Difference between assessment, evaluation, testing, appraisal and examination. Types of assessment : formative, diagnostic and summative assessment.

New trends in evaluation: grading, internal assessment, semester system, CCE, on demand examination system. Critical appraisal of the present evaluation system at secondary school level.

SESSIONAL WORK

Critique of NCF -2005/RTE

Recommended Books:

Text Books

S. No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C and Gupta, S.	2007	Secondary education – history, problem and management.	Shipra Publications, New Delhi.
2	Nayak, A.K and V.K.	2010	Secondary education	APH Publishing House, New Delhi.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Gupta, V.K and Gupta, Ankur.	2005	Development of education system in India.	Vinod Publication, Ludhiana.
2	Aggarwal, D.	2007	Curriculum development: Concept, Methods and Techniques.	Book Enclave, New Delhi.
3	Taba, H.	1962	Curriculum Development: Theory and Practice.	Harcourt Brace, Jovanovich Inc., New York.

ORIENTATION TO WRITING A RESEARCH PROPOSAL

Course Code	EDU511
Course Title	Orientation to Writing a Research Proposal
Type of course	Practical (Ability Enhancement Compulsory Course)
L T P	0: 0: 2
Credits	1
Course prerequisite	NA
Course Objective	To give insight of the research methods in education. To provide knowledge of the educational research. To prepare research proposal.
Course Outcome (CO)	After completion of this course, 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

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 webliography.

Recommended Books:

S. No.	Author	Year	Title	Publisher
1	Best, J.W. & Kahn J.V.	1999	Research in Education	Prentice Hall of India Pvt. Ltd., New Delhi
2	Kaul, Lokesh	1984	Methodology of Educational Research	Vikas Publications, New Delhi
3	Chandra, S.S., & Sharma, R.K.	2010	Research in education	Atlantic Publications, New Delhi



PRACTICUM OF PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Course Code	EDU513
Course Title	Practicum of Psychology of Learning and Development
Type of course	Practical (Ability Enhancement Compulsory Course)
L T P	0: 0: 2
Credits	1
Course prerequisite	NA
Course Objective	To acquaint the students with different psychological tools and tests. To draw inferences from the psychological experiments.
Course Outcome (CO)	After the completion of the course, students will be able to: 1. Acquaint themselves with different psychological tools and techniques. 2. Administer and interpret various psychological tests. 3. Draw inferences from the psychological experiments.

Administration and Interpretation of the following Experiments/ Tests:

1. Verbal, Non-Verbal and Performance test of Intelligence
2. Personality Inventory
3. Transfer of Training
4. Test of Creativity
5. Self-Concept Scale
6. Adjustment Inventory
7. Learning Curve

Recommended Books:

S. No.	Author(S)	Year	Title	Publisher
1	Mangal S.K.	2002	Advanced Educational Psychology	New Delhi: Prentice Hall of India.
2	Chauhan, S.S.	2002	Advanced Educational Psychology	New Delhi: Vikas Publishing House.
3	Bandura, A.	1977	Social learning theory	Cliff. N.J: Prentice Hall.
4	Dandapani, S.	2001	Advanced educational psychology (2nd edition)	New Delhi: Anmol publications Pvt. Ltd.
5	Woolfolk, A.	2011	Educational Psychology (9th edition)	Pearson Publications Inc. and Dorling Kindersley Publishing Inc.



COMMUNICATION SKILLS FOR TEACHERS

Course Code	EDU515
Course Title	Communication Skills for Teachers
Type of course	Practical(Skill Enhancement Course)
L T P	0: 0: 2
Credits	1
Course prerequisite	NA
Course Objective	To impart the awareness and understanding of core life skills.
Course Outcome (CO)	After completion of this course, students will be able to: 1. Create awareness about the core life skills. 2. Develop critical understanding about core life skills for personal and professional development. 3. Practice strategies for self development through enhancing core life skills.

Course Content

- 1. Writing a research paper**
Essential components
- 2. Importance of communication**
Purpose of communication
Communication media
Effective communication skills (listening, non verbal communication, managing stress, emotional awareness)
Dangers of ineffective communication
Barriers to effective communication
Technological advances in communication

**SECOND SEMESTER
SOCIOLOGICAL PERSPECTIVE OF EDUCATION**

Course Code	EDU502
Course Title	Sociological Perspective of Education
Type of course	Theory(Core Course)
L T P	4: 0: 0
Credits	4
Course prerequisite	NA
Course Objective	The course is intended to impart the understanding of sociological perspective of education.
Course Outcome (CO)	The students will be able to-- 1. Understand the social nature of education. 2. Realize the need of studying education with sociological perspectives. 3. Understand the role of education in fostering the socialization process.

UNIT-I

Social Perspective of Education

Educational Sociology and Sociology of Education.

Interrelationship between Education and social variables; family, school, peer group, culture, religion, caste, gender and class.

Dynamic characteristics of social organization and their educational implications.

UNIT-II

Education and Society

Education as a process of socialization and as a means of social progress.

Inequality of educational opportunities and its impact on social growth and development.

Social and economic relevance of education; Social mobility and education.

UNIT-III

Education and Social Stratification

Social stratification according to Functionalist and Marx.

Education for democracy, secularism, social integration, nationalism, international understanding and empowerment.

Equity and social justice in schools with special reference to Indian society.

De-schooling of education (views of Evan Illich).

UNIT-IV

Education and Social Change

Educational change and social change.

Politicization of education: political control and interference in institutional administration, need and possibilities of autonomy of education.

The impact of social reality on educational content, methodology and organization.

SESSIONAL WORK

Visit to a rural, urban (slum), alternative, innovative, secondary schools; observation of activities and preparation of a reflective diary.

Recommended Books:

Text Books

S. No.	Author(S)	Year	Title	Publisher
1	Chandra S, & Sharma, K.	2004	Sociology of Education	Atlantic Publishers, New Delhi.
2	James, A	2013	Sociology of Education and A to Z guide	Sage Publication, New Delhi.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Ruhela, S.	1999	Sociological Perspective on school Education in India	Indian Publishers
2	Sharma, S.	2003	Sociological Foundation of education.	Shri Sai Printographers, New Delhi

THE LEARNER AND LEARNING PROCESS

Course Code	EDU504
Course Title	Learner and Learning Process
Type of course	Theory (Core Course)
L T P	4:0: 0
Credits	4
Course prerequisite	NA
Course Objective	The objective of the study is to understand the learning in psycho-social context and to analyze the individual differences in the learning process.
Course Outcome (CO)	After completing the course, the student will be able to: 1. Understand the learning in psycho-social context. 2. Assess the role of personality and intelligence in learning process. 3. Understand the learners with diverse needs.

UNIT-I

Dimensions of Learners

Social Learning and competence: concept, importance and factors affecting social learning.

Classroom Dynamics: concept, need and its relevance; Strategies for promoting healthy psycho-social environment in class.

Bandura's Social Learning Theory.

UNIT-II

Personality and its implications

Concept of personality: Allport, Cattell, Eysenk, Freud; Indian concept of Personality (Panchkosh).

Adjustment: meaning, causes, manifestations of maladjustment, Defense mechanisms, conflicts and their management.

UNIT-III

Intelligence

Evolution of concept of Intelligence (unitary to multiple intelligences).

Theories of intelligence by Gardner and Sternberg; Assessment of multiple intelligence.

Emotional and Spiritual intelligence: Concept and Development

UNIT-IV

Children with Diverse Needs

Children with diverse needs/different abilities: Concept, classification, role of teacher.

Concept, characteristics, identification: Learning Disabled (Dyscalculia, Dyslexia and Dysgraphia), Slow Learners, Children with ADHD and ADD.

Inclusive Education: Concept, Process and Barriers.

SESSIONAL WORK

Conduct and interpretation of following tests-

1. Learning Curve
2. Transfer of learning using mirror drawing apparatus
3. Achievement Motivation Test
4. Social Competence Scale /Assessment of Social Skills.

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Mangal, S.K.	2002	Advanced Educational Psychology	New Delhi: Prentice Hall of India.
2	Chauhan, S.S.	2002	Advanced Educational Psychology	New Delhi: Vikas Publishing House.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Bandura, A.	1977	Social learning theory	Cliff. N.J: Prentice Hall.
2	Gardner, H.	1983	frames of Mind: The theory of multiple intelligence.	New York: Basic Books
3	Goleman, D.	1995	Emotional Intelligence	New York, England: Bantam Books, Inc. Delhi) Tata McGraw- Hill Publishing Co. Ltd.
4	Hurlock, E.B.	1953	Developmental psychology	New York: Tata McGraw Hill Publishing Company Ltd.
5	Woolfolk, A.	2011	Educational Psychology (9th edition)	Pearson Publications Inc. and Dorling Kindersley Publishing Inc.

STATISTICS IN EDUCATION

Course Code	EDU506
Course Title	Statistics in Education
Type of course	Theory(Core Course)
L T P	4:0: 0
Credits	4
Course prerequisite	NA
Course Objective	To provide understanding of the statistical techniques and to make students enable to select suitable statistical strategy for a given research problem.
Course Outcome (CO)	After the completion of the course, students will be able to: 1. Understand the meaning and importance of statistics. 2. Apply various statistical techniques on a given data. 3. Select and apply suitable statistical strategy for a given research problem.

UNIT-I

Meaning and importance of statistics in education.

Measures of Central tendency and Graphical representation of data: Histogram, Frequency Polygon, Ogive, Pie diagram and Box plot.

Measures of Variability: Range, Average Deviation, Quartile deviation and Standard deviation.

UNIT-II

Measures of relationship: Rank Order Correlation and Product Moment method of Correlation; Significance of correlation.

Normal Probability Curve: Concept, Characteristics and Application.

UNIT-III

Significance of Statistics (Mean Only), Significance of difference between means: Large and small, independent and correlated.

ANOVA (one way and two way only).

UNIT-IV

Chi –Square test of independence.

Wilcoxon Signed- Rank test, Mann- Whitney test.

SESSIONAL WORK

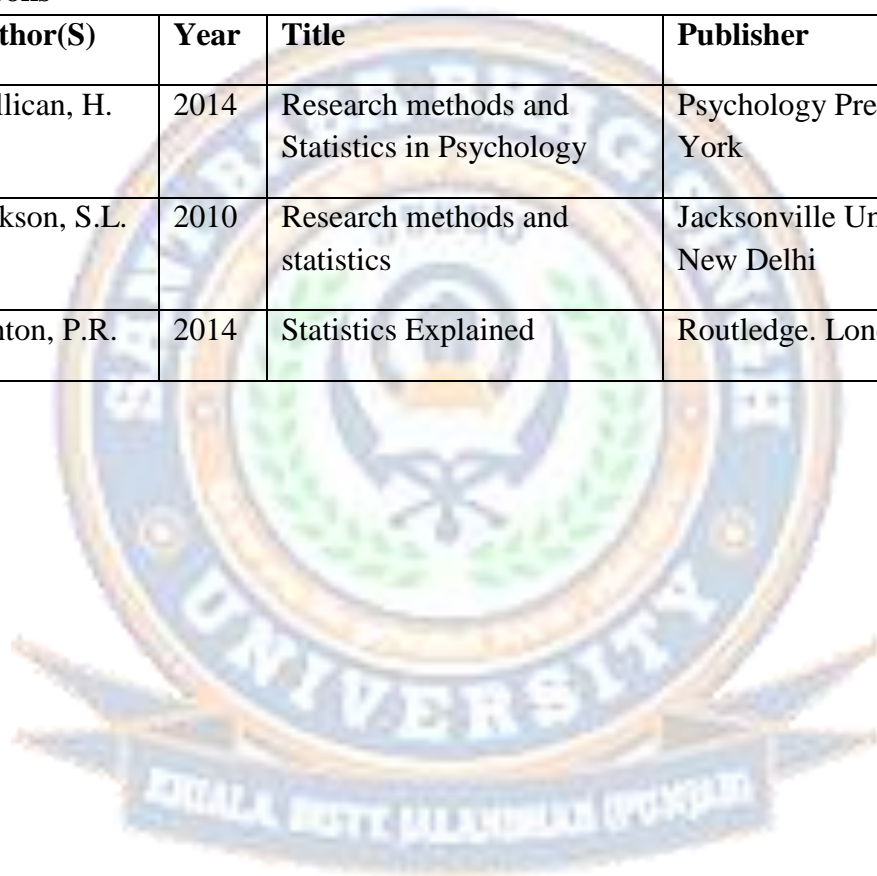
1. Development of an attitude scale
2. Writing of research proposal.

Recommended Books:**Text-Books**

S. No	Author(S)	Year	Title	Publisher
1	Garrett, H.E.	1986	Statistics in Psychology and Education	Vakils Feiffer's and Simons Pvt. Ltd. Bombay

Reference Books

S. No	Author(S)	Year	Title	Publisher
1	Collican, H.	2014	Research methods and Statistics in Psychology	Psychology Press. New York
2	Jackson, S.L.	2010	Research methods and statistics	Jacksonville University. New Delhi
3	Hinton, P.R.	2014	Statistics Explained	Routledge. London



PEDAGOGY OF SCIENCE EDUCATION-II

Course Code	EDU508
Course Title	Pedagogy of Science Education-II
Type of course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course prerequisite	Knowledge of basic science education
Course Objective	To impart knowledge and understanding of the science education and to give insight to evaluate curricula
Course Outcome (CO)	After completing the course, students will be able to: 1. Understand the need to evaluate curricula. 2. Explain the difference and complementarity between science and technology. 3. Analyze issues in science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit-I

Nature of Science

Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge.

Science and technology, correlation between science and technology & other branches.

Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science and their interrelationship.

Unit-II

Curriculum of Science Education

Trends in science curriculum, considerations in developing learner centred curriculum in science.

Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical.

Analysis of science curriculum at secondary stage.

Unit-III

Approaches to Teaching-Learning of Science

Constructivist paradigm and its implications for science learning.

Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inducto-deductive method, project based learning, cooperative collaborative learning.

Role of experiments in science, development of laboratory design, planning and organisation of laboratory work, improvisation in the laboratory and low cost science experiments.

Metacognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.

Use of ICT in teaching-learning of science concepts at secondary level.

Unit-IV

Evaluation Assessment and Contemporary Issues in Science Education

Evaluation in science: formative and summative.

Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.

Contribution of Indian scientists.

Innovations and creativity in science.

SESSIONAL WORK

Development of Lesson Plan.

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Kohli V.K.	2003	How to teach science.	Ambala: Vivek publishers
2	Bhatnagar S.S.	2003	Teaching of science.	Meerut: Surya publications

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Das R.C.	2012	Science teaching in schools.	New Delhi: Sterling publications
2	Kaur. R.	2007	Teaching of Science.	Patiala: Twenty first century publications
3	Liversidge T., Cochrane M., Kerfoot B. & Thomas J.	2009	Teaching Science Developing as a Reflected Secondary Teacher	SAGE Publications India Private Limited, New Delhi
4	Zaidi S.M.	2006	Teaching of Modern science	New Delhi: Anmol Publications Pvt. Ltd



PEDAGOGY OF SOCIAL SCIENCE EDUCATION-II

Course Code	EDU510
Course Title	Pedagogy of Social Science Education-II
Type of course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course prerequisite	Knowledge of basic social science education
Course Objective	To impart knowledge and understanding of the social science education and to give insight to evaluate curricula
Course Outcome (CO)	After completing the course, students will be able to: 1. Develop an understanding about the meaning, nature, scope of social sciences and social science education. 2. Understand the role of various methods and approaches of teaching social sciences. 3. Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

Unit-I

Conceptualisation of Social Science Education

Concept, nature, and scope of social sciences: existing approaches of teaching learning of social sciences.

Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.

Research perspectives in pedagogy of social science education.

Unit-II

Social Science Curriculum

Approaches to organisation of social science curriculum; social science curriculum at various stages of school education.

Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials –their conceptualization and processes.

Unit-III

Approaches to Pedagogy of Social Science

Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child centred approach; environmental approach; the overlap between these approaches.

Critical appreciation of various learning-strategies: SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning

Unit-IV

Resources and Evaluation of Teaching-Learning of Social Science

Integration of ICT in teaching-learning of social science, Development of teaching-learning materials; workbook; activity book and self instructional materials.

Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources; Alternative assessment: rubrics, portfolios and projects.

Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.

SESSIONAL WORK

Development of Lesson Plan.

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Kohli, A.S.	1996	Teaching of Social Studies	Anmol Publishers, New Delhi
2	Aggarwal, J.C	2003	Teaching of Social Studies	Vikas Publishers, New Delhi
3	Ferris, J.Pamela	2003	Elementary and Middle School Social Studies: An Interdisciplinary instructional approach	New York: McGraw Hills

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Binning and Binning	1952	Teaching of Social Studies in Secondary Schools	McGraw Hill
2	Mehta, D.D.	2004	Teaching of Social Studies	Tandon Publishers, Ludhiana
3	Dash, B.N.	2005	Content – cum – Methods of Teaching of Social Studies	Kalyani Publishers, New Delhi
4	Singer, Alan J (2003),	2003	Social Studies for Secondary Schools: Teaching to learn, learning to teach.	New Jersey: Lawrence Erlbaum Associates.

PEDAGOGY OF LANGUAGE EDUCATION-II

Course Code	EDU512
Course Title	Pedagogy of Language Education-II
Type of course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course prerequisite	Knowledge of basic language education
Course Objective	To impart knowledge and understanding of the language education and to give insight to evaluate curricula
Course Outcome (CO)	After completing the course, students will be able to: 1. Understand the nature, functions and the implications of planning for teaching language/languages. 2. Understand the psychology of language learning 3. Examine various areas of research in language education 4. Survey various problems with respect to language learning

Unit-I

Conceptual Issues of Language Learning

Language acquisition and communication – factors affecting language learning and language acquisitions and communication.

Linguistic, psychological and social processes involved in learning of languages.

Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget - Cognitive Constructivism and Language; recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

Unit-II

Language Analysis and Individualization of Language Learning

Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.

Meta- linguistic awareness with a focus on listening, speaking, reading, comprehension at writing.

Need and techniques (viz. differential assignments, classroom tasks, etc.) for personalized system of instruction.

Unit-III

Curriculum and Pedagogy of Language

Language learning at secondary and higher secondary stage

Pedagogy of First language, Second language, Third language, Development of language curriculum and the syllabus: dimensions

Unit-IV

Issues in Language Learning and Evaluation

Cross linguistic influence in learning another language; ecology of bilingual memory

Medium of instruction – recommendation of NPE 1986/1992, NCF -2005

Home language & school language – problem of tribal dialects

Problems related to evaluation of language learning.

SESSIONAL WORK

Development of Lesson Plan

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Bennett, W.A.	1969	Aspects of Language and Language Teaching.	London : Cambridge University Press.
2	Braden, K.	2006	Task Based Language Education: From Theory to Practice.	London : Cambridge University Press

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Vygotsky, L.S.	1985	Thought and Language.	Cambridge, MA: The MIT Press.
2	Krashen, S.	1988	Second Language Acquisition and Second Language Learning.	Prentice Hall International
3	Wilkinson, A.	1971	The Foundations of Language.	London: Oxford University Press

PEDAGOGY OF MATHEMATICS EDUCATION-II

Course Code	EDU514
Course Title	Pedagogy of Mathematics Education-II
Type of course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course prerequisite	Knowledge of basic mathematics education
Course Objective	To impart knowledge and understanding of the mathematics education and to give insight to evaluate curricula
Course Outcome (CO)	After completing the course, students will be able to: 1. Develop the understanding of using constructivist approach in mathematics. 2. Develop problem solving skills. 3. Develop the skill of using various methods and techniques of teaching mathematics.

UNIT I

Meaning, Nature, Structure and Development of Mathematics

Meaning, Nature and scope of mathematics. Distinction between mathematics and Science;

Structure of Mathematics: Pure and Applied Mathematics.

Solution of mathematics Problems- Direct proof, indirect proof, Proof by contradiction, Importance, Application and Selection of Examples.

Recreational and Aesthetic aspect of mathematics: Games, Puzzles, Riddles, Symmetry etc and their role in learning mathematics.

Mathematics Club: Need and Importance, Goals, Organization and Activities.

Mathematics Laboratory: Designing and Layout, Need and Importance, Materials and Procedure to set up.

Development of Mathematics with some famous anecdotes, Pythagoras, Aryabhata, Ramanujan.

Unit-II

Curriculum of Mathematics

Curriculum: Meaning, Principles of curriculum, Construction and Organisation.

Curriculum Evaluation and Reform in School Mathematics Curriculum: Rationale, Objective, Principles, Learning Experiences and Materials in mathematics, Recent Curriculum reforms at National and State Levels (NCF 2009).

Developing Remedial Learning experiences and teaching material to overcome special problems of students. Developing enriched programmes and materials for teaching gifted and backward students in mathematics.

Unit-III

Strategies of Teaching Learning Mathematics

Approaches of Mathematics Teaching- Learning: Constructivist Approach, Competency-Based Approach.

Methods of Mathematics Teaching- Learning: Inductive and Deductive Method, Analytic-Synthetic method, Computer Based Instructions and Computer Aided Learning.

Techniques of Mathematics Teaching- Learning: Problem-Solving: Stages of Problem Solving Techniques to improve Problem- Solving Skills (Polya Method), Co-operative Learning (Jigsaw Method, Think Pair- Share).

Unit-IV

Evaluation in Mathematics

Evaluation in Teaching Learning Process: Formative, Summative and Diagnostic.

Identification and analysis of mistakes in mathematics, prevention and suggested remedial measures, Mathematics Olympiad.

Types of test items in mathematics: Meaning, merits, limitations and Construction of long answer type, short answer type, very short answer type and objective type construction and standardization of an achievement test in mathematics.

Action Research in Mathematics.

Sessional Work

Development of Lesson Plan.

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Mangal, S.K.	2010	A text book on Teaching of Mathematics	Tandon Publications, Ludhiana
2	Gupta H.N. and Shankaran	1984	Content cum Methodology of Teaching Mathematics	NCERT New Delhi.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Sidhu, K.S.	2005	Teaching of Mathematics	Sterling Publishers, New Delhi
2	Siddiqui, H. M.	2005	Teaching of Mathematics	New Delhi: A.P.H.
3	Ediger Mariow	1971	Teaching Math Successfully	Discovery Publications

EDUCATION FOR DIFFERENTLY ABLED LEARNER

Course Code	EDU516
Course Title	Education for Differently Abled Learners
Type of course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course prerequisite	NA
Course Objective	The course intended to make students enable to understand the need for education for differently abled and appreciate the inclusive education.
Course Outcome (CO)	After completing the course, students will be able to: 1. Explain types of children with diverse needs, their nature and educational implications. 2. Understand and appreciate inclusive education and legislation related to it. 3. Know about various resources needed for children with diverse needs.

UNIT-I

Inclusive Education

Concept of Inclusive Education and models of implementation.

Difference between Special Education, Integrated and Inclusive Education ; Advantages of Inclusive Education for individual and society.

UNIT-II

Children with Diverse Needs

Definition, characteristics and educational implications for children with hearing and visual Impairments, intellectually challenged, locomotionally challenged, children with Autism, cerebral palsy, learning disabilities, slow learners, linguistic minorities, gifted and creative.

Importance of early detection, functional assessment and early intervention for development of compensatory skills.

UNIT-III

Resources and Curricular Changes

Concept and need for curricular adaptations for children with diverse needs, role of technology for meeting diverse needs of learners, skills and competence of teacher and teacher educators in inclusive settings.

Sources required for children with special needs: human, financial and physical, adaptations in instructional objectives, co-curricular and curricular activities for children with diverse needs.

UNIT-IV

Constitutional Provision

Current laws (RCI Act, PWD Act, National Trust Act, RTE); National Policy for the disabled (2006) and agreements supporting Inclusive Education.

Recommendations of various education commissions to respond to diversity in education.

SESSIONAL WORK

1. Assessment / Identification test (of any of the following- Learning Disability and Slow Learner, Attention Deficit Hyperactivity Disorder).
2. Report on Visit to a Special School.

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Panda, K.C.	1997	Education of Exceptional Children	New Delhi: Vikas Publication House.
2	Sahu, B.K.	2007	Education of the Exceptional Children	Ludhiana: Kalyani Publishers.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Kirk, S.A. & Gallagher, J.J.	1989	Education of Exceptional Children	Boston: Houghton Mifflin Co.
2	Berdine, W.H., Blackhurst, A.E. (eds.)	1980	An Introduction to Special Education	Boston: Little, Brown and Company.
3	Sengupta, Dr. Keya et. al.	2000	Human Disabilities Challenges for their Rehabilitation,	New Delhi: Reliance Publishing House.
4	Sharma, P.L.	1990	Teachers Handbook on IED- Helping Children with Special Needs.	N.C.E.R.T Publications.
5	Sharma, P.L.	2003	Planning Inclusive Education in Small Schools	R.I.E, Mysore.

CURRICULUM STUDIES

Course Code	EDU518
Course Title	Curriculum Studies
Type of Course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course Pre-requisite	NA
Course Objective	The objective of the course is to provide the knowledge about curriculum development and help the students to evaluate the curriculum.
Course Outcome (CO)	On completion of this course, the students will be able to: 1. Understand the concept of curriculum and curriculum development. 2. Describe factors affecting curriculum change. 3. Evaluate humanitarian trends in curriculum design.

UNIT-I

Meaning of Curriculum

Curriculum: meaning, nature, components of curriculum-objectives, content, learning experiences, transaction mode and evaluation.

Bases and determinants of curriculum: philosophical, psychological, sociological and ideological, theories of curriculum development.

UNIT-II

Approaches to Curriculum Development

Principles and criteria for developing learning experiences, Designing integrated and interdisciplinary learning experiences, Infusion of environment related knowledge and concerns in all subjects and levels.

Different curriculum designs: Subject centered, learner centered, experience centered, problem centered and core curriculum. Designing local specific curriculum.

UNIT-III

Models of curriculum development

Models of Curriculum Development: Alexander Model, The Tyler Model, The Taba Model, The Glathorn's Naturalistic Model, Weinstein and Fantini Model, Post-positivistic Model.

UNIT –IV

Selection and organization of learning experiences

Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative.

Curriculum Evaluation Models: Scientific- Positivistic Models; Humanistic-Naturalistic Models.

Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion.

SESSIONAL WORK

Critical appraisal of curriculum of secondary stage.

Recommended Books:

Text Books

S. No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C.	2009	Curriculum Reform in India- World overviews	Doaba World Education Series-3 Delhi.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Hugh	1976	Designing the curriculum	Open Books London.10
2	Aggarwal, Deepak	2007	Curriculum development: Concept, Methods and Techniques	New Delhi. Book Enclave.

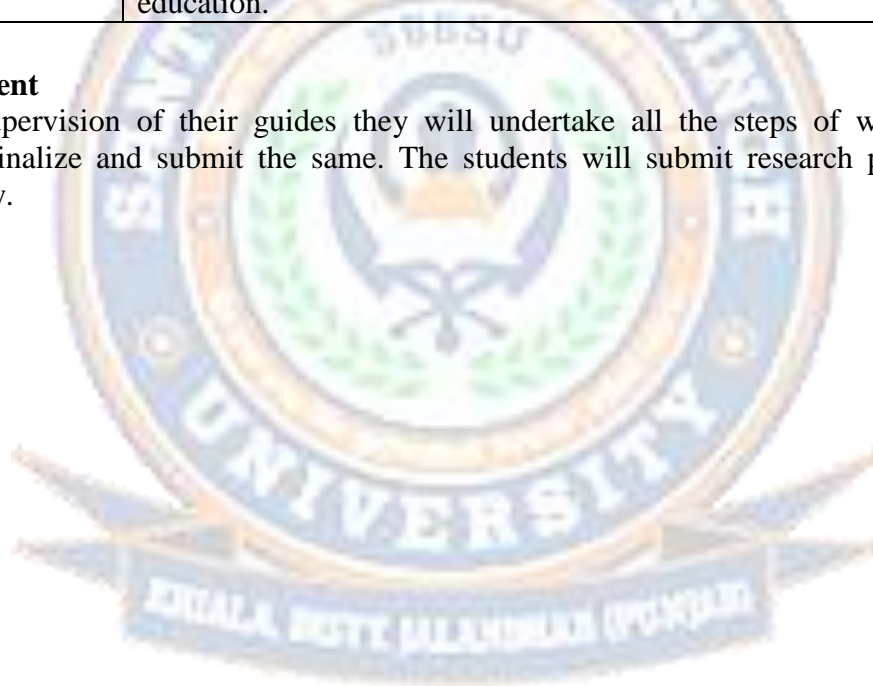


SUBMISSION OF RESEARCH PROPOSAL

Course Code	EDU520
Course Title	Submission of Research Proposal
Type of course	Practical (Ability Enhancement Compulsory Course)
L T P	0 :0: 2
Credits	1
Course prerequisite	Dissertation-I
Course Objective	To provide insight knowledge of the research methods in the education. To gain experience about research proposal.
Course Outcome (CO)	After completion of this course, students will be able to: 1. Familiarize with research methods in education 2. Understand the steps in conducting educational research . 3. Prepare a research proposal on any emerging problem in education.

Course Content

Under the supervision of their guides they will undertake all the steps of writing research proposal to finalize and submit the same. The students will submit research proposal in the month of May.



PROFESSIONAL COMMUNICATION SKILLS FOR TEACHERS

Course Code	EDU522
Course Title	Professional Communication Skills for Teachers
Type of course	Practical(Skill Enhancement Course)
L T P	0 : 0: 2
Credits	1
Course prerequisite	NA
Course Objective	To help the students to reflect their potential and weakness. To empower the professionalism required to be a teacher.
Course Outcome (CO)	The student teachers will be able to: 1.Understand ones strengths and weaknesses 2. Reflect on self competencies and capabilities 3. Reflect on personal traits and qualities 4. Empower with professionalism required to be a teacher

Course Content:

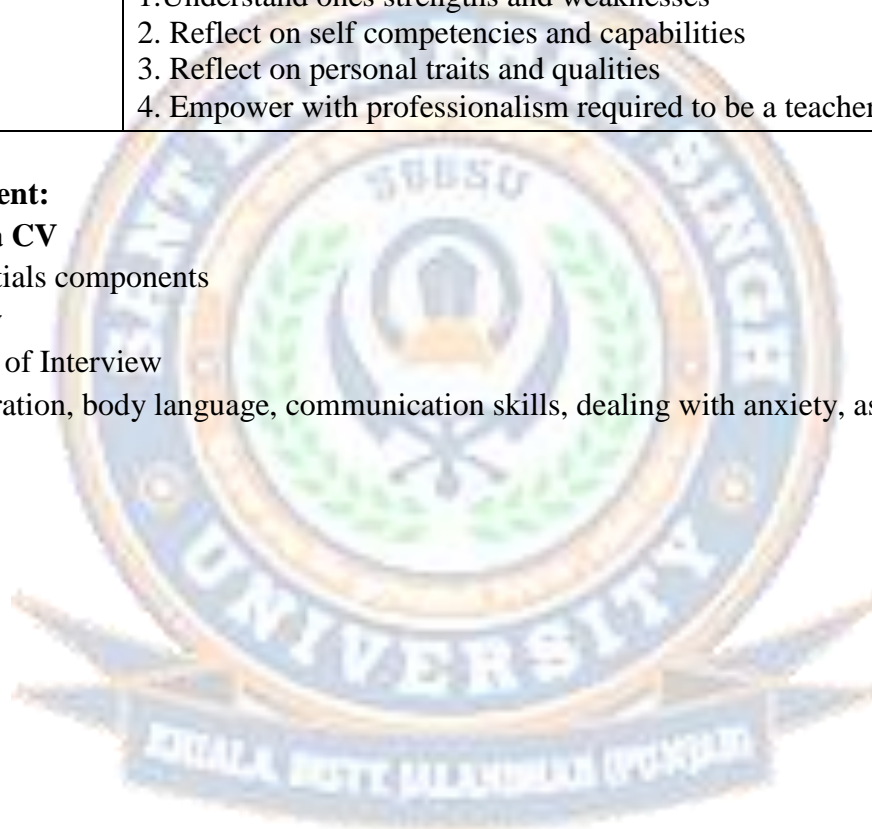
1. Writing a CV

Essentials components

2. Interview

Types of Interview

Preparation, body language, communication skills, dealing with anxiety, assertiveness



**THIRD SEMESTER
GUIDANCE AND COUNSELLING**

Course Code	EDU601
Course Title	Guidance and Counselling
Type of course	Theory (Core Course)
L T P	4: 0: 0
Credits	4
Course prerequisite	NA
Course Objective	The main objective of the course is to make students familiar with techniques of guidance and counseling.
Course Outcome (CO)	After completing the course, the student will be able to: <ol style="list-style-type: none"> 1. Understand the meaning, nature, aims, need and scope of guidance and counseling. 2. Develop the acquaintance with various techniques of group guidance. 3. Develop understanding of the major psychological concepts and their assessment for providing guidance. 4. Develop the skill of administration and interpretation of psychological assessment.

UNIT-I

Introduction

Meaning, nature, aims, principles, needs and scope of guidance.

Meaning, Nature, Aims, Principles, Need and Scope of Counseling, counseling skills such as establishing rapport, empathy and Listening

Evaluating Guidance Programme with special reference to Counselling.

UNIT-II

Understanding Guidance and Counselling

Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance.

Group Guidance Techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role playing.

Recent trends in Guidance and Counselling.

UNIT-III

Theories/ Therapies of Counselling

Behaviouristic

Humanistic

Psychoanalytical

UNIT-IV

Student Appraisal

Quantitative Assessment: Concept and assessment of Interest, Intelligence, Personality and Aptitude.

Tools for Qualitative Assessment: interview, observation, case study, sociometry.

PRACTICAL

a) Administration and interpretation of psychological tests-

1. Interest Inventory

2. DAT or DBDA

b) Preparation and presentation of career talk or career exhibition.

c) Report of visit to employment exchange.

d) Viva-voce

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Sharma, R.A.	2008	Fundamentals of Guidance and Counseling	Meerut: R. Lall Book Depot.
2	Sodhi, T.S. and Suri, S.P.	1999	Guidance & Counseling	Patiala: Bawa Publication.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Shertzer, B. & Stone, S.G.	1980	Fundamentals of Guidance	Boston, USA: Houghton Mifflin Co.
2	Bhatnagar, A. & Gupta, N.	1999	Guidance and Counselling, Vol. 1 & 2: A practical approach	New Delhi: Vikas Publications.
3	Anastasi, A. & Urbina, S.	1997	Psychological Testing, 7th Ed., Upper Saddle River	NJ: Prentice Hall.
4	Rao, S.N.	1981	Counselling Psychology	New Delhi: Tata McGraw Hill.
5	Chaturvedi, R.	2007	Guidance and Counselling Skills	New Delhi: Crescent Publishing Corporation.

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Course Code	EDU603
Course Title	Information and Communication Technology in Education
Type of course	Theory (Core Course)
L T P	3: 0: 0
Credits	3
Course pre-requisite	Basic knowledge of ICT
Course Objective	The objective of the course is to make students familiar with information and communication technology. To provide knowledge about different models and techniques of teaching.
Course Outcome (CO)	After the completion of the course, students will be able to understand about: 1. Meaning of educational technology 2. Different models of teaching 3. Different teacher training techniques 4. Information and Communication Technology

UNIT-I

Educational Technology

Educational Technology: Concept, Nature and scope of educational technology in India.
Historical perspective of Educational Technology, types of Educational Technology.
Recent trends in educational technology, Major institutions of educational technology in India: CIET, EMRC, CEC.

UNIT-II

Models of Teaching

Teaching: Concept, variables, phases and levels of teaching.
Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model.
Teacher Training Techniques: Microteaching, Teaching skills, Skill of stimulus variation, introducing the lesson, reinforcement and probing question. Flanders Interaction Analysis.

UNIT-III

Programmed Instruction

Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction, development of a linear and branching programme.
Print and electronic media in education: concept, Characteristics, selection of media, EDUSAT, Media in Distance Education.

UNIT-IV

Communication

Communication: Concept of communication, process, principles and barriers of communication.
Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
Computer assisted instruction, e-learning, online learning and m-learning.

SESSIONAL WORK

MOOC

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Bhushan, A.& Ahuja, M	1992	Educational Technology	Vikas Publication, Meerut.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Burkill, B & Eaton, R.	2011	Developing Teaching and Learning	Cambridge, New Delhi
2	Chauhan, S.S.	1978	A Textbook of Programmed Instruction	Sterling Publishers, New Delhi
3	Das, R.C.	1993	Educational Technology: A Basic Text	Sterling Publishers, New Delhi
4	Joyce, B.Weil, M. & Showers, B.	2009	Models of Teaching	Prentice Hall of India, Pvt. Ltd. New Delhi
5	Sharma, Y.K. and Sharma, M.	2006	Educational Technology and management, Vol. 1	Kanishka Publishers, Distributors, New Delhi

POLICY PLANNING AND FINANCING OF EDUCATION

Course Code	EDU605
Course Title	Policy Planning and Financing of Education
Type of course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course prerequisite	NA
Course Objective	The course intended to help the students to analyze the educational policy, educational financing and different approaches of the performance appraisal in educational institutions.
Course Outcome (CO)	After completing the course, students will be able to: 1. Critically analyze the determinants of educational policy. 2. Describe the significance of educational financing. 3. Discuss nature of various resources for education. 4. Explain types, approaches and agencies for performance appraisal and monitoring in educational institutions. 5. Critically analyze the issues in educational monitoring.

UNIT-I

Formulation of Educational Policy

Process of policy formulation: policy research, discussion document, consultations, constitution of working groups, presentation of draft document in CABE and parliament.

Formulation of plan of action: Short term and long term.

Need, importance and determinants of educational policy.

Relationship between educational policy and national development.

UNIT-II

Educational planning

Guiding principles, methods and techniques of educational planning; Priorities in planning at centre and state levels, district level planning, institutional planning.

Approaches to educational planning: Social demand approach, Man-power approach, Return of Investment approach.

Overview of educational planning in India (Short term and long term plans).

UNIT-III

Financing of education

Concept, need, significance and principles of educational financing; efficiency, cost minimization and quality improvement.

Sources of finance: governmental grants (central, state and local), tuition fees, endowments, taxes, donations and gift, foreign aids and grant-in-aid system; centre-state relationship in financing of education.

Budgeting and preparation of budget: school budgetary and accounting process, problems and issues in management of finance.

UNIT-IV

Resource Management

Nature and characteristics of resources in education: resource mobilization, utilization, maintenance of resources and quality assurance in material and human resources.

Scientific principles of management – PERT, CPM, PPBS system approach.

Educational monitoring: Need, importance and guiding principles; issues and problems in monitoring and appraisal.

SESSIONAL WORK

The students may undertake any one of the following activities:

1. Preparation of a school budget
2. Preparation of an institutional plan



Recommended Books:**Text-Books**

S. No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C. & Agrawal, S. P.	1992	Educational planning in India: With a slant to educational financing and administration	New Delhi: Concept Pub. Co.
2	Kaur, K.	1986	Education in India (1981-1985): Policies, Planning and Implementation	Chandigarh: Arun and Rajive Pvt. Ltd.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Mukherji, S.N.	1970	Administration and Educational Planning and Finance	Baroda: Acharya Book Depot.
2	Guthrie, J. W. & Reed, R. J.	1991	Educational administration and policy: Effective Leadership for American education (2nd ed.).	Boston: Allyn and Bacon.
3	Thakur D. & Thakur, D.N.	1996	Educational Planning and Administration	New Delhi: Deep and Deep Publications.
4	Chandrasekara, P.	1994	Educational Planning and Management	New Delhi : Sterling Publishers.
5	Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V.	2001	Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India.	New Delhi, the European Commission.

INTERNSHIP IN TEACHER EDUCATION INSTITUTE

Course Code	EDU607
Course Title	Internship in Teacher Education Institute
Type of course	Practical (Skill Enhancement Course)
L T P	0: 0: 8
Credits	4
Course prerequisite	NA
Course Objective	To impart understanding and skills required for administrative activities in educational institutions. To help the students to practice teaching techniques and maintenance of records.
Course Outcome (CO)	On Completion of this course the students will be able to: 1. Understand the administrative activities of a educational institution. 2. Get opportunity to students to learn ways of maintaining records. 3. Learn the process of curriculum designing and development. 4. Practice innovative teaching techniques and evaluation.

Course Content

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

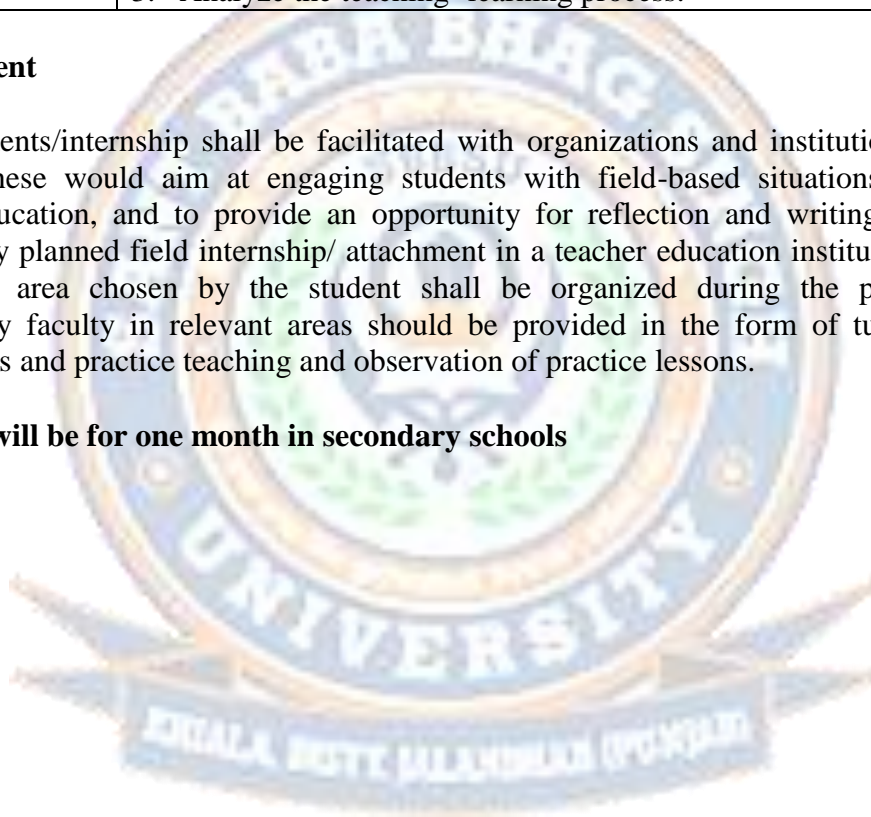
INTERNSHIP IN SCHOOLS

Course Code	EDU609
Course Title	Internship in Schools
Type of Course	Practical (Skill Enhancement Course)
L T P	0: 0: 0
Credits	4
Course Prerequisite	NA
Course Objective	To impart the knowledge about lesson planning and to help the students to practice teaching techniques.
Course Outcome (CO)	On completion of this course, students will be able to: 1. Acquire hands-on training of pedagogy. 2. To observe the practice lessons. 3. Analyze the teaching- learning process.

Course Content

Field attachments/internship shall be facilitated with organizations and institutions working in education. These would aim at engaging students with field-based situations and work in secondary education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/ attachment in a teacher education institution, and in the specialization area chosen by the student shall be organized during the program. Close mentorship by faculty in relevant areas should be provided in the form of tutorials, guided reading groups and practice teaching and observation of practice lessons.

***Internship will be for one month in secondary schools**

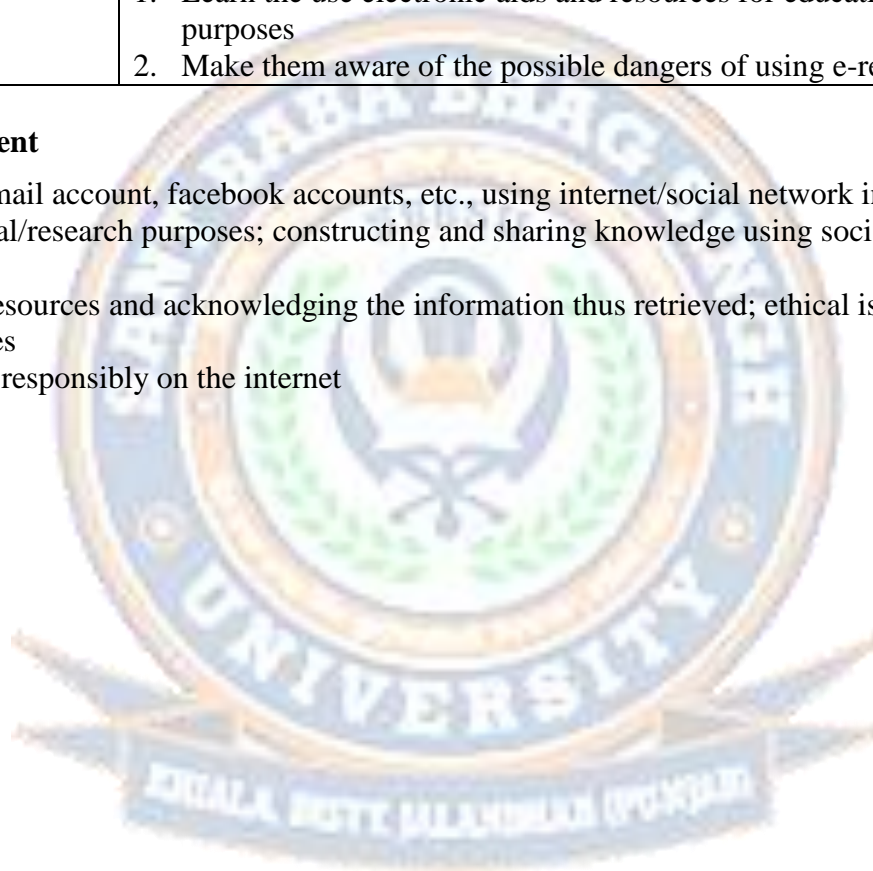


ICT- Skills

Course Code	EDU611
Course Title	ICT- Skills
Type of Course	Practical (Ability Enhancement Compulsory Course)
L T P	0: 0: 2
Credits	1
Course Pre-requisite	NA
Course Objective	The course intended to create awareness and understanding about electronic aids and e-resources.
Course Outcome (CO)	On completion of this course, students will be able to 1. Learn the use electronic aids and resources for educational/research purposes 2. Make them aware of the possible dangers of using e-resources

Course Content

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



FOURTH SEMESTER
EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL PEACE

Course Code	EDU602
Course Title	Education for Sustainable Development and Global Peace
Type of Course	Theory (Core Course)
L T P	3:0:0
Credits	3
Course Prerequisite	NA
Course Objective	This course is designed to create awareness and knowledge about sustainable development and environmental problems.
Course Outcome (CO)	On completion of this course, students will be able to: 1. Explain concepts concerning various aspects of the Educational for sustainable development. 2. Identify region and global environmental problems. 3. Develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment. 4. Understand the role of school and teacher in creating awareness among students about need for sustainable development.

UNIT-I

Education for Sustainable Development:

Meaning nature and scope of Sustainable Development; concept of global peace, education for global peace.

Education for Sustainable Development: approaches & strategies

Integration of global peace and environmental concerns in school curriculum. Role of teacher in promoting sustainable development.

UNIT-II

Conservation of Natural Resources

Conservation of Natural Resources: Environmental conservation in the globalized world; Deforestation in the context of tribal life, Role of individual in conservation of natural resources: water, energy and food.

Culture of Peace and Human Rights: Ideas of thinkers like Mahatma Gandhi, Martin Luther King, Role of Educational institutions and teachers in developing a culture of peace.

UNIT-III

ICT in Environmental Education:

Literacy, democracy, human rights and universal values- contribution to global peace and sustainable development

Role of individual, school and community for prevention of pollution, management of natural resources. Responsible Environment Behavior (REB).

Role of ICT, text books and media in creating awareness about human rights; environmental and peace values.

UNIT-IV

Education for Sustainable Development:

ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in teachers for educating students for sustainable development, Individual life style; Carbon foot printing.

SESSIONAL WORK

Case study on children rights for education in context of Kailash Satyarthi , Malala Yousafazi.

Recommended Books:

Text Books

Author	Year	Title	Publisher
Cortese, A.	1999	Education for sustainability: The University as a model of sustainability.	Boston, MA: Second Nature, Inc.
Chhokar, K. B.	2000	Conserving Biodiversity.	New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.

Reference Books

Author	Year	Title	Publisher
Cortese, A.	2001	Education for a sustainable future: The next industrial revolution	Boston, MA: Second Nature, Inc.
Agarwal, A., Narain, S. and Sen, S.	1999	The Citizens Fifth Report. Part II- Sustainable Database	New Delhi, Centre for Science and Environment
UNESCO's Report on Education for Sustainable Development			UNESCO, Paris
Ministry of Law and Justice, Right to Education Act (2009)			Govt. of India, New Delhi.

TEACHER EDUCATION

Course Code	EDU604
Course Title	Teacher Education
Type of course	Theory(Core Course)
L T P	3:0: 0
Credits	3
Course prerequisite	NA
Course Objective	The course is designed to provide understanding about in-service teacher education and professional development of teachers.
Course Outcome (CO)	The students will be able to: 1. Understand the concept, methods and agencies of in-service teacher education. 2. Plan, organize and evaluate in-service teacher education. 3. Understand need for professional development of teachers.

UNIT-I

In-Service Teacher Education

Concept, need, and areas of In-Service Teacher Education.

Agencies of In-Service Teacher Education: DPEP, SSA, RMSA, SCERT, NCERT, NCTE and UGC)

UNIT-II

Planning In-Service Teacher Education

Designing an In-Service Teacher Education Programme using ADDIE model.

Problems and Challenges of In-Service Teacher Education

UNIT-III

Policies and Issues in Teacher Education

National and State Policies on Teacher Education at Elementary, Secondary and Higher Secondary Levels.

Issues in Preparation of teachers for inclusive education and alternative modes of education.

UNIT-IV

Professional Development of Teachers

Teaching as a Profession and professional ethics of teachers. Personal and contextual factors affecting teacher development.

ICT integration and quality enhancement for professionalization of teacher education.

SESSIONAL WORK

Critical Analysis of NCFTE, 2009 and 2014.

Recommended Books

Text Books

S. No.	Author(S)	Year	Title	Publisher
1	Arora, G.L.	2002	Teachers and Their Teaching	Ravi Books, Delhi,

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Chaurasia Gulab	2000	Teacher Education and Professional Organizations	Authors press, Delhi
2	Dillon Justin and Maguire Meg	1997	Becoming A Teacher: Issues in Secondary Teaching	Open University Press, Buckingham.



MEASUREMENT AND EVALUATION

Course Code	EDU606
Course Title	Measurement and Evaluation
Type of course	Theory(Core Course)
L T P	4: 0: 0
Credits	4
Course pre-requisite	NA
Course Objective	To provide knowledge and understanding about concept, practices and techniques adopted in educational measurement and evaluation.
Course Outcome (CO)	After the completion of the course, students will be able to: 1. Understand the concepts and practices adopted in educational measurement and evaluation. 2. Construct and select different tools and techniques for educational measurement and Evaluation. 3. Evaluate the use of appropriate statistical techniques and tests of significance in measurement and evaluation.

UNIT-I

Measurement and Evaluation

Educational measurement and evaluation: concept, nature and historical background; needs and uses of measurement and assessment in behavioral sciences.

Norm-referenced and criterion-referenced measurement, formative, diagnostic and summative assessment and their application

UNIT-II

Objectivity of Evaluation

Validity: concept and nature of validity, major considerations of validity- content, criterion and construct, factors influencing validity

Reliability: concept and nature of reliability, methods of estimating reliability- test re-test, split-half, Kuder-Richardson and inter-rater method, standard error of measurement; factors influencing reliability measures.

UNIT-III

Achievement Tests

Achievement tests: standardized vs. informal classroom tests, principles of construction of achievement test.

Concept, techniques of preparation and uses of anecdotal records, peer appraisal, attitude measurement and aptitude tests.

UNIT-IV

Trends in Assessment

Shift from Norm-referenced assessment to Criterion-referenced assessment, Marks vs Grade, Question bank and Semester system. Systemic reform with respect to examination: online, on-demand, open book examination.

SESSIONAL WORK

Preparation of Question Bank.

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C.	1997	Essentials of Examination System, Evaluation, Tests and Measurement	Vikas Publishing House Pvt Ltd, New Delhi

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Gupta, S.	2014	Educational Evaluation	A.P.H. Publishing Corporation, New Delhi.
2	Gronlund, N.E.	2003	Assessment of student Achievement	Allyn & Bacon, Boston
3	Kumar, R.	2013	Education Evaluation	A.P.H. Publishing Corporation, New Delhi.
4	Pham, W. J.	2014	Classroom assessment- what teachers need to know	PHI Learning Private Limited, New Delhi
5	Reynolds, C.R., Livingston, R.B. & Willson, V.	2009	Measurement and assessment in education	PHI Learning Private Limited, New Delhi

LIFE LONG LEARNING

Course Code	EDU608
Course Title	Life Long Learning
Type of course	Discipline Specific Elective (DSE)
L T P	4 : 0 : 0
Credits	4
Course prerequisite	NA
Course Objectives	To give insight about adult and continuing education. To provide knowledge about lifelong education. To create awareness about literacy status in the country.
Course Outcome (CO)	After completing the course, the student will be able to explain: 1. Concept and approaches of lifelong education. 2. Concept, aims, Need and importance of adult and continuing education. 3. Literacy situation in the country and government initiatives to improve literacy status. 4. Administration and management of adult and continuing education programmes. 5. Role of universities in adult and continuing education.

UNIT-I

Philosophical and sociological basis of lifelong education; Need and importance in contemporary world.

Concept and Scope of lifelong education; Literacy, awareness, continuing education and empowerment of all sections of society.

Adult and Continuing Education; Evolution of concept, aims, need and importance in the contemporary world and practice.

UNIT-II

Literacy situation in India. Total Literacy Campaign (TLC): objectives and strategies; New Initiatives in Adult and Continuing education; Sakshar Bharat.

Centre and State Level organizations for Administration and management of adult and continuing education programmes.

Role of UGC and Universities in adult, continuing and lifelong education: Departments/Centers for adult and continuing education and extension education. The field outreach programmes.

UNIT-III

Andragogy: meaning and concept, implication for lifelong learning.

Psychology of adult learners; Principles of adult learning and curriculum development for adults. Teaching methods for adult learners.

UNIT – IV

Impact of lifelong education on formal education. Education for diverse target groups through open learning, web based education and community colleges.

Continuing education programmes for community development: women empowerment, population education, legal literacy and vocational education
 Research areas in adult education, continuing education and lifelong education.

SESSIONAL WORK

Poster preparation and exhibition of any of the following :

- (i) Legal Literacy
- (ii) Open learning
- (iii) Part time courses
- (iv) Web based Education

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Rao, D.S.	1993	Continuing Education in India	Ambala: the Associated Publishers.
2	Singh, U.K. & Sudarshan, K.N.	1996	Non-Formal and Continuing Education	New Delhi: Discovery Publishing House.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Patil, S.P.	1996	Problems of adult education programme	Ambala Cantt. Associated Publishers.
2	Sharma, Inder Prabha	1985	Adult Education in India: policy perspective	New Delhi: NBO Publishers.
3	Sodhi, T.S.	1987	Adult Education : a multidisciplinary approach	Ludhiana: Katson Publishing House.
4	Yadav, Rajender Singh,	1991	Adult Education Training and Productivity	Ambala Cantt. Indian Publications.
5	Alford, Harold J.	1968	Continuing education in action : residential centres for lifelong Learning	New York: Wiley.
6	Rao, V. J.	2000	Problems of continuing education	New Delhi: Discovery Publishing House.



EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Course Code	EDU610
Course Title	Educational Administration and Management
Type of course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course prerequisite	NA
Course Objective	The objective of the course is to explain the process and structure of educational administration and management. To understand the traits of leadership.
Course Outcome (CO)	After completing the course, students will be able to: 1. Explain the concept and process of educational administration and management. 2. Explain organizational structure of education. 3. Discuss processes of educational management. 4. Explain meaning, nature, scope, types and traits of leadership.

UNIT-I

Educational Administration

Educational Organization, Administration and Management: Meaning and scope, Principles and process of administration, Approaches to administration.

Agencies for policy implementation, Centre-State partnership in policy implementation; Role of civil society and NGOs; Issues involved in implementation, Constitutional responsibilities of the state for providing education.

UNIT-II

Educational Administrative Issues

Organizational structure for educational administration and management: secondary school education, higher education and technical & professional education.

Recommendations for elementary, secondary, and higher education in 12th five year plan, administrative and management issues in RTE.

UNIT-III

Educational Organization

Organizational Climate: Strategies for maintaining healthy work environment, Strategies for efficient management: motivation, job satisfaction, conflict management.

Processes in educational organization: structure, communication, decision making, management by objectives.

UNIT-IV

Leadership in Organization

Organizational development, Organizational change, Educational leadership: meaning, nature and scope. Types of leadership: Styles of leadership; Traits & skills for effective leadership.

SESSIONAL WORK

The students may undertake any one of the following activities:

1. Case study of administrative problems in implementation of RTE in government school/private school.
2. Assessment of motivation level/ job satisfaction/ perception of leadership among teachers in any educational institution.

Recommended Books:

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Agarwal, V. Bhatnagar, R.P.	1997	Supervision, Planning and Financing	Meerut: Surya Publication.
2	Bala, M.	1990	Leadership Behaviour and Educational Administration	New Delhi: Deep & Deep Publications.

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Bhatnagar, R.P. & Agarwal, V.	2002	Educational Administration and Supervision	Meerut: Surya Publication.
2	Chandrasekara, P.	1994	Educational Planning and Management	New Delhi: Sterling Publishers.
3	Mathur, S.S.	1978	Educational Administration and Management	Ambala Cantt. : Indian Publicatons.
4	Khan, N. Sharif & Khan, M. S.	1980	Educational Administration	New Delhi: Ashish Publishing House.
5	Kaur, K.	1986	Education in India (1981-1985): Policies, Planning and Implementation	Chandigarh: Arun and Rajive Pvt. Ltd.
6	Vashist, S. R.	1994	Educational administration in India	New Delhi: Anmol Publications Pvt Ltd.

EDUCATIONAL PLANNING

Course Code	EDU612
Course Title	Educational Planning
Type Course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course Pre-requisite	NA
Course Objective	To develop the understanding and skills of educational planning and administration. To gain insight about the financing of education.
Course Outcome (CO)	On completion of this course the students will be able to: 1. Understanding about the educational planning 2. Develop the skills in planning and administration. 3. Understand the role of state and other institutions for financing 4. Understand the concept of education as consumption and investment

UNIT- I:

Educational Planning

Educational Planning: Concept, scope, significance with special reference to Policy Implementation.

Relationship between educational planning and economics of education, recent trends of economics of education.

UNIT-II:

Techniques of Planning

Levels of Planning: center, state, district and institutional, role of public and private sectors in educational planning

Sources, statistical methods and techniques in educational planning. role of center state, institutions for financing education.

Theoretical consideration of financing education, problems of financial grant-in-aid scheme. Criteria for allocation of funds on education, Monitoring of educational plans and policies.

UNIT- III:

Approaches to Educational Planning

Man Power Requirements, Human Capital Formation, Social Demand; Costs benefit analysis, taxonomy of cost of education, taxonomy of benefits of education, input and output.

Quantitative expansions and qualitative improvement in educational technology: concepts and relationship between the two.

UNIT- IV:

Education as Investment

Consumption: Concept, significance, strategies

Investment: Concept, significance, strategies

Kinds of plan: Macro and Micro plans- short, long, centralized, decentralization, preservative planning.

SESSIONAL WORK

The students may undertake any one of the following activities:

1. Assignment/ term paper on selected theme from the course.
2. Prepare a plan for the mobilization of different types of resources for a school from the community.

Recommended Books:

Text Books

S.No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J. C., & Agrawal, S. P.	1992	Educational planning in India: With a slant to educational financing and administration.	New Delhi: Concept Pub. Co.

Reference Books

S.No.	Author(S)	Year	Title	Publisher
1	Chandrasekara, P.	1994	Educational Planning and Management	New Delhi : Sterling Publishers
2	Thakur, Devendra and Thakur, D.N.	1997	Educational planning and administration	Deep Publication, New Delhi.

COMPARATIVE EDUCATION

Course Code	EDU614
Course Title	Comparative Education
Type of Course	Discipline Specific Elective (DSE)
L T P	4: 0: 0
Credits	4
Course Prerequisite	NA
Course Objective	To objective of this course is to provide knowledge about comparative education and to explain the trends and salient features of educational system of the country.
Course Outcome (CO)	After the completion of the course, students will be able to: 1. Explain the concept and purposes of comparative education. 2. Explain the educational ladder of different country. 3. Compare the salient features of educational system of different country. 4. Discuss recent trends and innovations in education.

UNIT-I

Meaning, history, purpose, methods, importance and limitations of comparative education. Factors influencing the educational systems of a country: political, social, linguistics, geographical and economic.

UNIT-II

Educational ladder of U.K., Finland and India and administrative agencies for education. Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.

UNIT-III

Educational ladder of U.S.A. and China with special reference to India. Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., China and India.

UNIT-IV

Teacher Education program in U.K., Finland, U.S.A., China and India. Recent trends and innovations in education of above mentioned countries.

SESSIONAL WORK

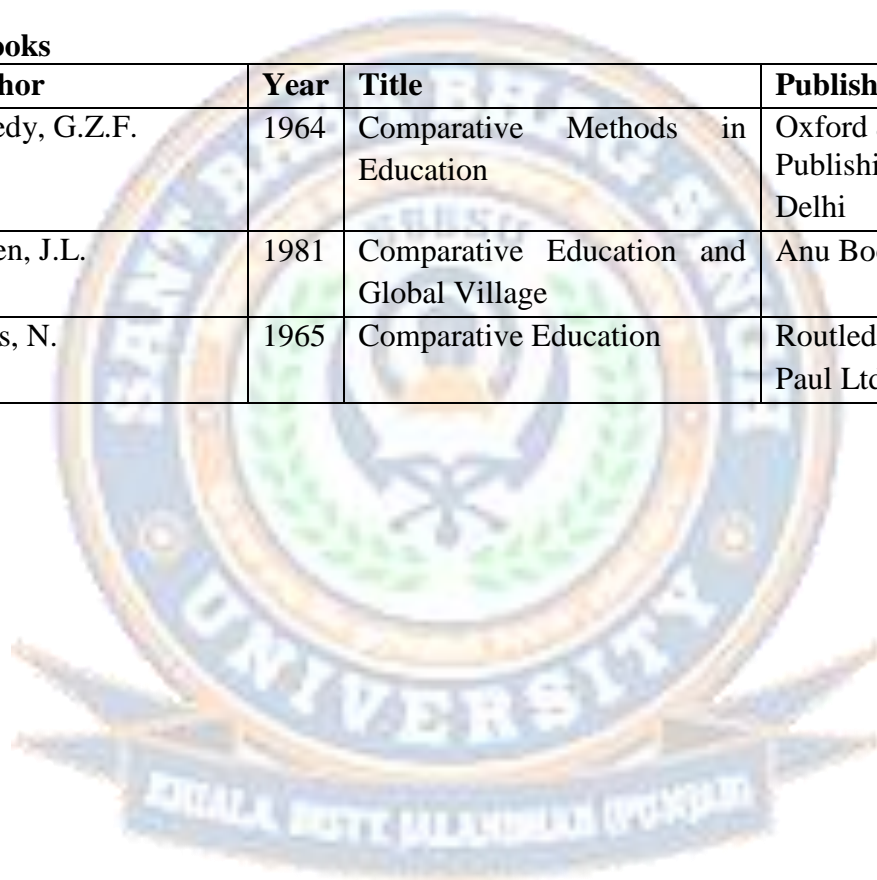
Exhibit on socio-political-cultural-geographical aspect of any of the five countries in course.

Recommended Books:**Text-Books**

S.No.	Author	Year	Title	Publisher
1	Sharma, Y.K.	2004	A Comparative Study of Educational Systems	Kanishka Publishers, New Delhi
2	Choube, S.P. and Choube, A.	1993	Comparative Education	Commonwealth Publishers, New Delhi

Reference Books

S.No.	Author	Year	Title	Publisher
1	Beredy, G.Z.F.	1964	Comparative Methods in Education	Oxford & East Publishing Co., New Delhi
2	Green, J.L.	1981	Comparative Education and Global Village	Anu Book, Meerut
3	Hans, N.	1965	Comparative Education	Routledge and Kegan Paul Ltd, London



DISSERTATION

Course Code	EDU616
Course Title	Dissertation
Type of Course	Practical(Elective Course (b) category)
L T P	0: 0:0
Credits	6
Course Pre-requisite	Dissertation
Course Objective	The course is designed to develop understanding of the educational research. To prepare research report.
Course Outcome (CO)	After completion of this course, students will be able to: 1. Understand the implications of educational research in generating new knowledge 2. Conduct research independently on educational problems. 3. Prepare a chapter wise research report. 4. The students will be able to appear for dissertation viva before an external examiner and supervisor.

Course Content

Under the supervision of their research guides, Students will undertake all steps of research. They will procure all relevant tools/ prepare tools, collect data, analyze it, interpret it and write the dissertation chapters. Students will submit dissertation at a specified date, in the month of May and appear for dissertation viva before an external examiner and supervisor.

YOGA SKILLS

Course Code	EDU618
Course Title	Yoga Skills
Type of Course	Practical (Ability Enhancement Compulsory Course)
L T P	0 :0: 2
Credits	1
Course Pre-requisite	NA
Course Objective	To practice basic yoga exercises for a healthy lifestyle.
Course Outcome (CO)	On completion of this course, students will be able to 1. Draw benefits of Yoga and Yogic practices. 2. Practice and incorporate basic yoga exercises in their daily routine.

Course Content

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

