

DEPARTMENT OF EDUCATION
ASSAM WOMEN'S UNIVERSITY
ROWRIAH, JORHAT, 785004

About the Department

The Department of Education was established in 2015 under the School of Humanities. The department aims towards developing the knowledge on concepts, approaches and theories on education through a critical pedagogy. This would enable the students to analyze the relationship between education and different aspects of society. The Department also emphasizes on inter disciplinary learning and training in educational planning and management through encouraging student participation in various issues through lectures, screenings, seminars, projects, debate and discussions. Currently the Department offers MA programme in Education with duration of 2 years, covering 4 semesters. The total credit for the programme is 74 credit.

Programme objective:

PO 1: The objective of the programme is to develop an understanding on the relationship between education and different aspects of society.

PO 2: The programme aims to train the learners to develop certain skills on various models of pedagogy.

PO 3: The programme aims to develop among the learners an interdisciplinary approach towards understanding the relation between education, change and development.

PO 4: The programme aims at enlightening the learners on the salient role of education as an institution in our society.

Programme outcome:

PO 1: The programme will enable the learners to develop a critical understanding on different areas of education such as research, ICT, curriculum, planning and management, assessment and evaluation.

PO 2: The programme will enable the students to understand the relationship between education and other social institutions of our society.

PO 3: The programme would help the students to understand and analyze the change in the nature and functioning of educational institutions over time.

PO 4: The programme would effectively work towards developing certain sets of skills and knowledge necessary in the teaching learning process.

Courses offered:

The courses offered by Department of Education is classified into the following:

- **Core course:** There are a total of 12 Core courses that are compulsory for the students. Credit allotted for 11 Core course is 4. Students are required to study 3 Core courses in I, II and III semester. In the IV semester, students shall submit a dissertation of 5 credit along with 2 Core courses of 4 credit each. In addition, a 2 credit course on “Gender Sensitization” is compulsory for the students to attend in the I semester.
- **Department Specific Elective:** There are 16 DSE courses with 4 credit each. Students are required to choose DSE courses from these, one each in I, II, III and IV semester.
- **Generic Elective Course:** There are 2 GE Courses with 4 credit each offered to students from other departments. Students are required to opt for these in III and IV semesters, one in each semester.
- **Ability enhancement course:** There is 2 AEC of 2 credit which is offered to students in I and II semesters. These are compulsory courses for students.
- **Skill enhancement course:** There is 2 SEC of 2 credit which is offered to students in I and II semesters. These are compulsory courses for students.
- **Gender Sensitization Course:** There is 1 Gender Sensitization Course of 2 credit which is offered to students in I semester. This is compulsory course for students.

Evaluation:

Students shall be evaluated on a total of 100 marks which are distributed as follows:

Internal evaluation: Internal evaluation is of 40 marks. Students will be evaluated on class test of 10 marks, mid semester examination of 20 marks, presentation of 5 marks, home assignment of 5 marks in each paper.

- **External evaluation:** Students shall have to appear for End semester examination of 60 marks for each paper. The dissertation carries 100 marks, 50 marks to be evaluated by internal examiners and 50 marks shall be evaluated by external examiner through viva voce.

Credit Distribution of Courses

Semester	Core Courses	DSE Courses	GE Courses	Ability Enhancement Course	Skill Enhancement Course	Gender sensitization	Total
I	3x4= 12	1x4=4	0	1x2 =2	1x2= 2	1X2 =2	22
II	3x4 =12	1x4=4	0	1x2 =2	1x2 =2		20
III	3x4 = 12	1x4=4	1x4=4	0			20
IV	2X4=08	1x4=4	1x4=4	0			21
	1 X5=05						
Total credits							83

LIST OF MAJOR COURSES

Sl. No.	Course Code	Course title
1	MEDC1401	Research in Education- I
2	MEDC1402	Psychology of Education
3	MEDC1403	Philosophy of Education
4	MEDC2401	Research in Education- II
5	MEDC2402	Teacher Education
6	MEDC2403	Mental Health and Hygiene
7	MEDC3401	Measurement and Evaluation in Education
8	MEDC3402	Educational Technology
9	MEDC3403	Psychological Experiment in Education
10	MEDC4401	Inclusive Education
11	MEDC4402	Higher Education in India
12	MEDC4403	Dissertation

LIST OF MINOR COURSES

SINo.	Course Code	Course title
1	MEDE1404	Sociology of Education
2	MEDE1405	Educational Planning and Management
3	MEDE1406	Early Childhood care and Education
4	MEDE1407	History of Indian Education (Upto 19 th Century)
5	MEDE2404	Environmental Education
6	MEDE2405	Contemporary India and Education
7	MEDE2406	Economics of Education

8	MEDE2407	Education and Development
9	MEDE3404	Education for empowerment of women and gender studies
10	MEDE3405	Value education and human rights
11	MEDE3406	Assessment for learning
12	MEDE3407	Advanced curriculum theory
13	MEDE4404	Learning and teaching
14	MEDE4405	Education in North East India
15	MEDE4406	Childhood and growing up
16	MEDE4407	Guidance and Counselling

LIST OF MULTI-DISCIPLINARY COURSES

SI No.	Course Code	Course title
1	MEDG3408	Education for the Children with special Needs
3	MEDO4409	Fundamental Theory of education

LIST OF ABILITY ENHANCEMENT COURSES (AEC)

SI No.	Course Code	Course title
1	MEDA1208	ICT in Education
2	MEDA2208	Techniques of Teaching

LIST OF SKILL ENHANCEMENT COURSES (SEC)

SI No.	Course Code	Course title
1	MEDS1209	Soft skill development in Education
2	MEDS2219	Education for self Development

COURSE NAME- Research in Education-I

COURSE CODE: MEDC1401

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

Course Objective

The course aims at making the students

1. Acquaint with the concept, nature and scope of Educational Research
2. Develop an understanding the concept, steps , significance of Review of related literature
3. To acquire valid knowledge about data collection procedures of Educational Research
4. To introduce the tools and techniques of Research

LEARNING OUTCOME:

After learning this paper the students will be able to

CO1: understand the concept, nature and scope of educational Research

CO2: know the concept, steps, significance of Review of related literature

CO3: have knowledge about data collection procedures of Educational Research

CO4: know the tools and techniques of Research

COURSE OUTLINE

Total Class Hours: 54

Sl No.	Module	Topic	L	T	P	Total (L+T+P)
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1	Introduction to Educational Research	<ul style="list-style-type: none"> • Concept nature and scope of educational Research • Need and purpose of educational research • Types of Educational Research (fundamental, applied and action) <ul style="list-style-type: none"> • Steps in Educational Research • Quantitative and Qualitative Research 	9	2	0	11
2	Research Process	<ul style="list-style-type: none"> • Formulation of Research Problem • Criteria and source for identifying the problem • Defining the problem • Review of related literature, its need and importance • Variables: dependent and independent variable • Hypothesis: meaning, nature, types and forms • Formulation of hypothesis and its importance 	8	3	2	13
3	Sampling	<ul style="list-style-type: none"> • Population and sampling • Sampling element, unit, size and sampling framework • Types of Sampling 	11	4	0	15
4	Tools and Techniques	<ul style="list-style-type: none"> • Characteristics, types and construction of test • Reliability and validity of Research tools • Scales of measurement • Inquiry forms: <ol style="list-style-type: none"> a. Questionnaire b. Attitude scale (Likert and Thurstone) c. Interview d. Sociometric techniques 	10	4	1	15
			40	14	0	

ASSESSMENT PROCEDURE:

- CLASS TEST
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

1. Best, J.W. & Kahn, J.V. *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Buch, M.B.: *Surveys of Research in Education*, NCERT, New Delhi
3. Garrett, H.E. *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Building, 9 Sprott Road, Ballard Estate, Bmbay-400038
4. Good, Barn & Scates: *The Methodology of Educational Research*, Appleton- Century Crofts, Inc, New York
5. Guilford, J.P. : *Fundamental Statistics in Psychology and Education*, McGrow Hill Book Company Inc. New York, 1956
6. Kerlinger, Fred. N.: *Foundations of Behavioural Research*, Surjeet Publications, Delhi, 1983
7. Kohl, L,: *Methodology of Educational Research*, Vikash Publishing House Pvt. Ltd., New Delhi
8. Lindquist: *Design and Analysis of Experiments in Psychology and Education*. American council on Education, Washington D.C.
9. Newman, W. Lawrence.: *Social Research Methods: Qualitative and Quantitative Approaches* (Sixth Edition) Pearson Education, Inc.2006
10. Sidhu, K.s.: *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
11. Singh, A.k. : *Tests, Measurements and Research Methods in Behavioural Science*, Bharti Bhavan, Thakurbari Road , Kadamkuan, Patna-800003
12. Travers, Robert M.W: *Introduction to Educational Research*, The Macmillan Company, New York

Course Title: Psychology of Education

Course Code: MEDC1402

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

- To make the students understand the concept of growth and development.
- To make the students understand the different theories of Learning, Intelligence, Personality etc.
- To enable the students to understand implications of psychological theories in Education.
- To know the determinants and application of Personality theories to education.

COURSE OUTCOMES:

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

CO1: Describe the meaning, nature and principles of growth and development.

CO2: Discuss the contribution of different Schools of Psychology to Education.

CO3: Analyze behaviouristic and cognitive theories of Learning,

CO4: Describe the factors of learning.

CO5: Explain the implications of psychological theories in Education.

CO6: Describe the concept of social intelligence and emotional intelligence, problem solving, critical thinking, meta-cognition and creativity.

CO7: Describe the approaches and theories of Intelligence.

CO8: Discuss the determinants and application of Personality theories to Education.

CO9: Explain the nature, principles, need and type of guidance and counselling.

CO10: Perform various Psychological practical in Education.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Growth and Development	<ul style="list-style-type: none"> • Meaning, Nature and principles of Growth and Development of the children • Stages of development • Theories of development with its educational implication: • Cognitive development (Piaget, Vygotsky) • Socio-emotional (Erikson) • Fried's Psycho-sexual development 	9	1	0	10
2	Learning and Motivation	<ul style="list-style-type: none"> • Nature and principles of Learning • Factors affecting learning • Learning and Motivation • Theories of learning: <ul style="list-style-type: none"> (a) Behaviouristic theories : Hull's Drive reduction theory; Guthrie's Contiguity theory (b) Cognitive Theories: Lewin's Field theory; Tolman Sign learning theory (c) Social learning theory: Bandura's Social learning theory 	13	2	0	15

3	Intelligence and creativity	<ul style="list-style-type: none"> • Concept of Intelligence • Approaches to Intelligence: <ul style="list-style-type: none"> (a) Uni-factor theory (b) Two factor theory (c) Multifactor theory • Theories of Intelligence: <ul style="list-style-type: none"> (a) Sternberg's information processing theory (b) Gardner's theory of multiple intelligence • Metacognition 	13	1	0	14
4	Personality	<ul style="list-style-type: none"> • Concept of Personality • Theories of Personality: <ul style="list-style-type: none"> (a) Freud's Psychoanalytic theory (b) Gordon Allport theory 	13	1	1	15

ACTIVITIES/PRACTICUM/ASSIGNMENT:

- Seminar Presentation
- Written Examination
- Home Assignment or Prepare report on various topics with special reference to psychological issues.
- Objective test
- Laboratory tests (At least one)

Recommended Readings:

1. Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi; Vikas Publishing House Pvt. Ltd.
2. Chatterjee, S.K.(2000) . *Advance Educational Psychology*. Calcutta ; Books and Allied Pvt. Ltd.
3. Ewen, R.B.(2010). *An Introduction to Theories of Personality*. New York;Academic Press.
4. Gates, A.I. et.al.(1948) *Educational Psychology*. New York; Macmillan & Co.
5. Hall, C. & Lindzey, G.(2007). *Theories of Personality*. New York; Wiley Publications.
6. Lazaraus, R.S.(1961). *Adjustment and Personality*. New York; McGraw Hill Co.
7. Mangal, S.K.(2002). *Advanced Educational Psychology*. New Delhi; Prentice Hall of India, Pvt. Ltd.
8. Mathur, S.S.(2010). *Educational Psychology*. New Delhi; Vinod Pustak Mandir.

9. Stones, E.(1970). *The Psychology of Education*. London; Methuen.

10. Woolfolk, A.(1980). *Educational Psychology*. Delhi; Pearson Education (Singapore) Pvt. Ltd., Indian branch.

Course Title: Philosophy of Education

Course Code: MEDC1403

Credit: 4

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

1. To acquaint with the concept of Philosophy of Education.
2. To develop an understanding of the implications of Philosophy in Education.
3. To acquaint with the contribution of Indian Philosophies in Education with special reference to aim of education, sources and methods of acquiring valid knowledge.
4. To acquaint with the contribution of Western Philosophies in Education with special reference to aim of education, sources and methods of acquiring valid knowledge.
5. To acquaint with the contribution of Philosophers to the development of educational thought for social change.

LEARNING OUTCOMES OF THE COURSE:

- CO1:** Explain the core concepts and aspects of philosophy of education.
CO2: Describe the implications of Philosophy in Education.
CO3: Appraise the contribution of Indian Philosophies and Western Philosophies.
CO4: Appraise the contribution of Indian and Western Philosophers.
CO5: Generalize the relationship between philosophy and education.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Introduction to Philosophy of Education	<ul style="list-style-type: none"> • Meaning, Nature and Scope of Philosophy • Relationship of Education and Philosophy • Branches of Philosophy: Metaphysics; Epistemology; Ethics; Aesthetics • Function of Philosophy of Education and its importance 	6	1	0	7
2	Indian Schools of Philosophy	<ul style="list-style-type: none"> • Implication of Philosophy in Education with special referenceto aim of education, sources and methods of acquiring valid knowledge : (a) Samkhya (b) Vedanta (c) Yoga (d) Charvaka (e) Jainism and (f) Buddhism. 	11	1	0	13
3	Western Schools of Philosophy	<ul style="list-style-type: none"> • Western Schools of Philosophy with special reference to aim of education, sources and methods of acquiring valid knowledge: • Idealism • Realism • Naturalism • Pragmatism • Marxism • Existentialism • Logical Positivism and • Post Modernism 	15	2	0	17

4	Contributions of Thinkers to the development of educational thought for social change	<ul style="list-style-type: none"> • Indian Thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, Jiddu Krishnamurthy, Savitribai Phule • Western Thinkers: Paulo Freire, Wollstonecraft, Nel Noddings, Mitchell Foucault 	15	2	0	17
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ACTIVITIES/PRACTICUM/ASSIGNMENT:

- (a) Preparation and presentation of a paper on the educational contribution of any philosopher given in the course
- (b) Written Exam/Objective type test
- (c) Home Assignment
- (d) Book Review
- (e) Group Discussion

Recommended Readings:

1. Adiseshiah, W.T.V. & Pavanasam . R. (1974). *Sociology in Theory and Practice*. New Delhi: Santhi Publishers.
2. Aurobindo, S. (2010). *Speeches on Indian Politics and National Education*. Pondicherry: Sri Aurobindo Ashram.
3. Aurobindo, S. (2011). *Sri Aurobindo and the Mother on Education*. Pondicherry: Sri Aurobindo Ashram.
4. Chanda S.S. & Sharma R.K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
5. Chandra, S.S. (1996). *Sociology of Education*. Guwahati: Eastern Book House.
6. Dewey, J., (2017). *Democracy and Education*. Delhi : Aakar Books Classics.
7. Freire, P. (1972). *Pedagogy of the Oppressed*. Penguin Books.
8. Goswami, A.C. (2001). *Philosophical and Sociological Bases of Education in Emerging India*. Guwahat: Jyoti prakashan.
9. Hamilton, Sue., (2001). *Indian Philosophy: A Very Short Introduction*. New York : Oxford University Press.
10. Hemlata, T. (2002). *Sociological Foundations of Education*. New Delhi: Kanishka Publishers.
11. Hiriyana, M. (2009) *Outlines of Indian Philosophy*. Delhi: Motilal Banarasidas Publishers Pvt. Ltd.
12. Leaman, O., (2004). *Key Concepts in Eastern Philosophy*. London: Routledge.
13. Miri, M. (2014). *Philosophy of Education*. New Delhi: Oxford University Press.

14. Mukhopadhyaya, M. (2007). *Education for a Global Society*. Delhi: Shipra Publications.
15. Noddings, N. (2015) *Happiness and Education*
16. Pathak, A. (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Delh: Aakar.
17. Perrett, R. W.(2016). *Introduction to Indian Philosophy*. Delhi: Cambridge University Press.
18. Radhakrishnan, S. (2013). *Indian Philosophy (Vol I and II)*. New Delhi: Oxford University Press.
19. Rao,S. (2012). *Sociology: Principle of Sociology with an Introduction to Social Thoughts*. New Delhi: S. Chand and Company Limited.
20. Rusk, R. R. (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
21. Sachdeva and Gupta. (2008). *A Simple Study of Sociology*. Delhi: Ajanta Prakashan.
22. Safaya, Shaida, Shukla.(2006). *Teacher in Emerging Indian Society*. New Delhi: Dhanpat Rai Publishing Company.
23. Shrivastava and Shrivastava. (2004). *Issues in Education and Society*. Delhi: Daya Publishing House.
24. Shukla, S. & Kumar, K. (1985). *Sociological Perspective in Education*. New Delhi: Chanakya Publication.
25. Tripathy, M. (2013). *Gandhi on Education: Concepts and Relevance*. New Delhi: Cyber Tech Publications.
26. Vivekananda, S., (2011). *My Idea of Education*. Kolkata: Advaita Ashrama.

COURSE NAME: SOCIOLOGY OF EDUCATION

COURSE CODE: MEDE1404

CREDIT HOUR: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course will enable the student to understand

- Understand the concept, approaches and theories of educational sociology
- Comprehend the social aspects of education
- Analysis the relationship between education, changes and development
- Classify different political ideologies and their bearings on education. The inequalities, equalities and excellence in education

COURSES OUTCOMES:

CO1 The students will develop their knowledge about concept, approaches and theories of educational sociology

CO2 The students will understand the social aspects of education

CO3 The students will able to analysis the relationship between education & aspects of society

CO4 The student will be able to classify different political ideologies and their bearings on education

COURSE OUTLINE:

Total Class

Hours: 54

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)
1	CONCEPTUAL FRAMEWORK	<ul style="list-style-type: none"> • Concept, nature and scope of sociology and Educational sociology • Sociological approach to education • Interrelationship between education and sociology • Agencies of socialization- Home , school, peer group, Mass media. 	10	3	0	13
2	SOCIAL ASPECTS OF EDUCATION	<ul style="list-style-type: none"> • Education and Modernization • Education and Social Mobility • Education and Social Stratification • Social functions of education • Education and Globalization 	8	3	0	11
3	SOCIAL EDUCATIONAL OUTCOMES	<ul style="list-style-type: none"> • Meaning and nature of social change • Relationship between education and social change • Causes of Social change • Concept, nature and different types of Culture • Process of Cultural Change- Assimilation, Accommodation, Cultural diffusion, Enculturation, Acculturation 	12	3	0	15

		<ul style="list-style-type: none"> • Cultural change and role of education 				
4	THEORITICAL FRAMEWORK AND PERSPECTIVES IN THE SOCIOLOGY OF EDUCATION	<ul style="list-style-type: none"> • Consensus Theory • Feminism • Comtean positivism- Meaning of Positivism- Positivism as a Doctrine and as a method • Conflict theory of Marx 	12	3	0	15
			42	12	Total 54	

ASSESSMENT PROCEDUREASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

1. Rao C.N. Shankar, Sociology principles of sociology with an introduction to social thought, New Delhi, S. Chand & Company Pvt.Ltd.,2012
2. Chanda S.S. & Sharma R.K. Sociology of Education, New Delhi, Atlantic Publishers, 2002
3. Chandra S.S. Sociology of Education, Guwahati, Eastern Book House, 1996
4. Durkheim, E. Education and Sociology, New York, The free Press, 1996.
5. Shukla, S & K. Kumar, Sociological Perspective in Education, New Delhi, Chanakya Publication, 1985
6. Hemlata, T./ Sociological Foundations of Education, New Delhi, Kanishka Publishers, 2002

Adishesiah, W.T.V. & Pavanasam. R. Sociology in Theory and Practice, New Delhi, Santhi

Course Title: Educational Planning and Management

Course Code: MEDE1405

Credit: 4

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

- (1) To understand the concept of management and administration also to acquaint them with the evolution of management thoughts and their implications in educational settings.
- (2) To acquaint the students with specific management trends and their educational implications.
- (3) To acquaint the students with meaning, nature, approaches, models and styles of leadership.
- (4) To acquaint the students with the concept of Quality in Educational Management
- (5) To examine the role of various approaches of Quality management and Quality Assurance agencies in the educational field.

COURSE OUTCOMES:

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

CO1: Describe the concepts of educational management.

CO2: Analyze the importance of educational management.

CO3: Analyze the evolution of different approaches of management and their application in educational settings.

CO4: Critically analyze the management trends and their educational implications.

CO5: Describe the concepts of educational leadership.

CO6: Critically analyze the theories of leadership and their application in educational leadership.

CO7: Identify the quality issues of educational management and their implications in educational system of India.

Course Outline:

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Educational Management and Administration	<ul style="list-style-type: none"> • Concept and Definition of Educational Management, Administration • Difference between Management, Planning and Administration • Importance, Functions and principle of Educational Management • Management thoughts and its educational implications: <ol style="list-style-type: none"> (a) Classical Approach: (Taylorism or Scientific Management, Fayol's Administrative Management, Administration as a Bureaucracy (contribution of Max Weber)) (b) Human relations approach (contribution of Elton Mayo) (c) Social System approach (contribution of Chester Barnard) (d) Human behaviour approach to Management (e) Systems Approach to Management 	12	1	0	13
2	Management Trends and its	<ul style="list-style-type: none"> • Concept of POSDCORB • CPM 	12	1	0	13

	educational implications	<ul style="list-style-type: none"> • PERT • SWOT Analysis • Organizational Development & Organizational Compliance • Organizational Structure & Organisational Climate • Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke 				
3	Leadership in Educational Management	<ul style="list-style-type: none"> • Concept and Nature of leadership • Approaches to leadership: Trait approach, Transformational leadership, Transactional leadership, Value based leadership, Cultural leadership, Psychodynamic leadership, Charismatic leadership • Models of Leadership: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory • Styles of leadership 	12	2	0	14
4	Quality in Educational Management	<ul style="list-style-type: none"> • Concept of Quality and Quality in Education: Indian and International perspective • Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, • Quality Gurus: Walter Shewart, Edward Deming, C.K Prahlad, Kaizen, Internal Audit, Performance appraisal • Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], 	13	1	0	14

		Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE]				
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ACTIVITIES/PRACTICUM/ASSIGNMENT:

- (1) Group Discussion will be conducted on issues of educational management.
- (2) Home Assignment
- (3) Written Exam/Objective Type Test.
- (4) Presentation of any topic from the syllabus
- (5) Action research of any one administrative problem of school

Text Books:

1. Kimbrough, R.B & Nunnery, M.Y. (1988). *Educational Administration- an Introduction*, Macmillan publishing Company, New York.
2. Bhatnagar, R.P. & Agrawal, V. *Educational Administration Supervision, Planning and Financing*. Meerut: R. Lall Book Depot.

Reference Books:

1. Mukhopadhyaya, M. (2006). *Total Quality Management and Education*. New Delhi : Sage Publications.
2. Bedi Kanishka.(2006). *Quality Management*. New Delhi; Oxford University Press.
3. Burton, Jene. (2002). *Management Today- Principles and Practice*. New Delhi; Tata McGraw Hill Publishing Company Ltd.
4. Bush, Tony. (2003). *Theories of Educational Leadership and Management*. New Delhi; Sage Publications
5. Bush, Tony. (1999). *Educational Management redefining theory, policy and practice (Ed)*. New Delhi; Paul Chapman Publishing Ltd.
6. Chandan, J. S. (2002). *Management Concept and Strategies*. New Delhi; Vikash Publishing House Pvt. Ltd.
7. Hayes. John. (2015). *The Theory and Practice of Change Management*. Palgrave
8. Kalwar, M. C. and Pathak Ratikanta. (2005). *Principle of Business Management*, Guwahati; Abhilekh Publication and Production.
9. Prasad. L.M. (2013). *Principles and Practices of Management*. New Delhi; Sultan Chand & Sons.
10. Kumar, Rajendra C. (2007). *The Leadership in Management*, New Delhi; A. P. H. Publishing Company.
11. Mehrotra, Anju. (2005). *Leadership styles of Principals*, New Delhi; Mittal publications.
12. Swift, D.F. *Basic Readings in the Sociology of Education*, London, Routledge and Kegan Paul, 1970 Mishra, R. C. (2007). *Theory of Education Administration*. New Delhi; A. P. H. Publishing Corporation.

13. NEUPA. (2015) *Model Education Code: Practices and Processes of school Management.*
14. NEUPA. (2013). *Concepts and Terms Used in Educational Planning and Administration.*

COURSE NAME: EARLY CHILDHOOD CARE AND EDUCATION

COURSE CODE: MEDE1406

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course aims at making the students to

- Understand the concept of Early Childhood Care and Education
- Understand the significance of Early Childhood Care and Education
- Understand the different aspects of child development

Course Outcomes:

CO1: Develop an understanding about the basic concepts of Early Childhood Care and Education

CO2: Know about the history of Early Childhood Care and Education in India

CO3: Understand the importance of Early Childhood Care and Education in daily life

CO4: Have required knowledge about the thinkers on preschool education existing in India and the existing agencies

COURSE OUTLINE:

Sl No.	Module	Topic	L	T	P	TOTAL (L+T+P)
1	Introduction to Early Childhood Care and Education	<ul style="list-style-type: none">• Concept, objectives and scope• Need and importance• Historical development of ECCE in India, Recommendations of NPE 1986 and NPE, 2019• Methods of Child Study: Observation, Case Study, Cross cultural and longitudinal methods	8	3	0	11
2	Thinker's reflections and contributions on pre-school education and childhood	<ul style="list-style-type: none">• Jean Jacques Rousseau• Fredrick Wilhelm August Froebel• Maria Montessori• Mahatma Gandhi• Tarabai Modak	10	3	0	13
3	Different aspects of Child Development	<ul style="list-style-type: none">• Physical development• Language development• Cognitive development• Emotional development• Social development• Moral development	11	4	0	15
4	Programmes and agencies	<ul style="list-style-type: none">• Activities and Programmes for Pre-school education• Balanced Pre-school Curriculum• Anganwadi and Day Care Programmes• Agencies conducting Pre-schools and their management	11	4	0	15

		(Central Social Welfare Board, State Social Welfare Board, Indian Council for Child's Welfare				
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ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

Suggested reading:

- Aggarwal, J.C. (1990): *Methods and materials of Nursery Education*, Delhi, Doaba House
- Austin, Gilbert R. (1976): *Early Childhood education. An International Perspective*, New York: Academic Press
- Bloom, Benjamin, S. (1964): *Stability and Change in Human Characteristics*. New York: John Wiley & Sons Inc.
- Brown, G. (1977): *Child Development*. London: Open Books, Central Advisory Board of Education (CABE). Pre-primary Education (Chapter II) in Post-War Development of India-A report
- Butts, R. Freeman. (1955): *A cultural history of western education*.
- Cole, Luella. (1950): *A History of Education-Socrates to Montessori*. New York, Holt Rinehart and Winston, Inc
- *Educational Policies Commission, Universal opportunities for Early Childhood Education, (1966)*. Washington, D. C. Govt. Printing office
- Ganay, M.Y. and Sayid, Mohd. : *Early Child Care and Education*. Alkhaleel DTP Centre, Kashmir University

COURSE NAME: HISTORY OF INDIAN EDUCATION (UPTO 19th CENTURY)

COURSE CODE: MEDE1407

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course will enable the student to understand

- the historical perspective of Indian Education; Vedic, Buddhist and Islamic Era
- the historical perspective in the first quarter of 19th Century
- historical perspective in the 2nd quarter of 19th Century
- historical perspective in the 3rd quarter of 19th Century

COURSE OUTCOMES: After studying the course the student will able to gain knowledge

CO1on the historical perspective of Indian Education; Vedic, Buddhist and Islamic Era

CO2 the historical perspective in the first quarter of 19th Century

CO3 historical perspective in the 2nd quarter of 19th Century

CO4 historical perspective in the 3rd quarter of 19th Century

Sl.No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)
1.	HISTORICAL PERSPECTIVE OF INDIAN EDUCATION	<ul style="list-style-type: none"> • Vedic Education: Objectives and Characteristics • Gurukul System: Objectives and Characteristics • Buddhist Education: Objectives and Characteristics • Muslim Education: Objectives and Characteristics 	11	4	0	15
2	HISTORICAL PERSPECTIVE IN THE FIRST QUARTER OF 19th CENTURY	<ul style="list-style-type: none"> • Development of education during east India Company Period • The Charter Act 1813 	8	3	0	11
3	HISTORICAL PERSPECTIVE IN THE SECOND QUARTER OF 19th CENTURY	<ul style="list-style-type: none"> • Macaulay's Minutes 1835: recommendations and Criticism • Bentick's Resolution • Acceptance of Macaulay's Minutes • East West Controversy 	10	3	0	13
4	HISTORICAL PERSPECTIVE IN THIRD QUARTER OF 19th CENTURY	<ul style="list-style-type: none"> • Wood's Despatch (1854) Recommendations and Evaluation of Despatch • Hunter Commission (1882): Objectives and Recommendation • Influence of Hunter Commission on subsequent Development of Education in India 	11	4	0	15

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READING

1. Aggarwal, J.C.(2013): Landmarks and The History of Modern Indian Education. Bikash Publishing House, New Delhi
2. Chaube, S.P. (2014): History of Indian Education. Agra, Shri Vinod Pustak Mandir.
3. Kohli, V.K. (1996): Indian Eduacytio and Its Problems. Vivek Publishers, Ambala
4. MHRD Report of The University Education Commission(1948), Ministry of Education, New Delhi, Govt. of India
5. MHRD, Challenges of Education(1985): A policy Perspective, Ministry of Education, New Delhi, Govt. of India
6. Mukharjee, S.N. (1966): History of Education in India; Modern Period Acharya Book Depot, Baroda

COURSE NAME : ICT IN EDUCATION

COURSE CODE : MEDA 1208

CREDIT HOUR: 2

L	T	P	Cr Hr
1	0	1	2

COURSE OBJECTIVES:

The course aims towards acquainting the students with

1. Concept of ICT based Education
2. ICT for Teaching-Learning possibilities and concerns

3.ICT for supporting Inclusive Education

4.ICT for Evaluation , Documentation and Communication ICT for Evaluation

COURSE OUTCOMES:

CO1: Students will enhance their knowledge about ICT based Education

CO2: Students will familiarized ICT's Teaching-Learning possibilities and concern

CO3: Students will know the use of ICT for Inclusive Education

CO4: Students will learn how ICT is used for Evaluation, Documentation and Communication

COURSE OUTLINE:

SL.NO	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)
1.	ICT: CONNECTING WITH WORLD	<ul style="list-style-type: none">• National Policy on ICT in School Education• Internet as a Learning Resource : Using Websites, Web Based learning Objects, simulations, Tutorials.• Computing in Indian Languages- Fonts and Keyboard• Using ICT to Create- Text, Data, Media• Web as a space for continous learning	8	2	1	11
2	ICT FOR TEACHING-LEARNING : POSSIBILITIES AND CONCERNS	<ul style="list-style-type: none">• Exploration of ICT resources for Teaching-Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic using ICT resources• Hardware: (CD/DVD, Projectors, Interactive Board etc)	10	2	1	13

		<ul style="list-style-type: none"> • Software: (Single and Multiple Media, Animation and Simulation) • Critique and Curation of ICT resources: Need, Relevance, Validity , Appropriateness and use. • Role of ICT in fostering the Creation of an Inclusive School and Classroom Environment 				
3	ICT FOR INCLUSIVE EDUCATION	<ul style="list-style-type: none"> • Role of ICT to educate pupils of Inclusive School and class room environment • Assistive Technologies and Devices to foster Inclusion • Special Hardware and Software Technology for Inclusive Education 	10	4	1	15
4	ICT FOR EVALUATION, DOCUMENTATION AND COMMUNICATION	<ul style="list-style-type: none"> • ICT: Scope and Techniques for Evaluation • Exploring and using appropriate Software Tools for Evaluation • Constructing and Implementing ICT based Tests/ Quizzes using ICT Resources • Documenting and Communicating events and processes using ICT: Tools and Techniques • Digital Story Telling and Storyboarding 	10	4	1	15

		<ul style="list-style-type: none"> • Publishing in the web: Possibilities and Scope; Evaluating Choices 				
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ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- PRESENTATION
- ASSIGNMENT
- PRACTICUM

SUGGESTED READINGS:

1. Guide to measuring Information and Communication Technologies in Education. (2009). Canada: UNESCO Institute for Statistics. Retrieved from <http://www.uis.unesco.org>
2. Morrison G.R. Lowther, D.L. & Demeulle L. (1999). Integrating Computer Technology into the Classroom. United States of America: Merrill (Prentice Hall)
3. National Policy on ICT in School Education. (2010). New Delhi : Department of School education and Literacy. Ministry of HRD, GOI. Retrieved from : http://mhrd.gov.in/ict_school
4. Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An example of the two –way Street between Cognition and Instruction. New Directions for Teaching and Learning. Number 89. 55-71.
5. Moursund, D. (2005). Introduction to Information and Communication Technology in Education. Retrieved from website of University of Oregon: www.uoregon.edu

COURSE NAME: SOFT SKILL DEVELOPMENT IN EDUCATION

COURSE CODE: MEDS1209

CREDIT HOURS: 2

L	T	P	Cr Hr
0	0	2	2

OBJECTIVE OF THE COURSE: It is a value added course .It will enhance students capability in various field.

COURSE OUTCOMES:

After learning this paper the students will be able to

CO1: have knowledge and skill of entrepreneurship

CO2: develop soft skill among the students

CO3: develop confidence and improve the Interview Skills

SOFT SKILL DEVELOPMENT

- 1) Facing in Interview : Mock interview of Various Selection Board (Ph.d Viva Voice, Selection of Asst. Professor Etc.)
- 2) Confidence building
- 3) Time Management : In Examination, For Competitive Exam
- 4) Communication Skill : Development of Communication Skill
- 5) Leadership and Team Work : In Educational Institution, Social Field
- 6) Social Service : Educational Institute, Locality Etc.

COURSE NAME: Research in Education-II

COURSE CODE: MEDC2401

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course aims at making the students acquaint with

- 1) approaches of Research
- 2) Qualitative Analysis of Data in the Research Process
- 3) Quantitative Analysis of data and Descriptive data analysis
- 4) Research Report Writing or Manuscript Writing
- 5) Gain Knowledge on Qualitative Analysis of Data in the Research Process
- 6) Learn Quantitative Analysis of data and Descriptive data analysis

COURSE OUTCOMES: After learning this paper the students will be able to

- 1) understand the approaches of Research
- 2) Develop Research Report Writing or Manuscript Writing

COURSE OUTLINE

Total Class Hours: 54

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)
1	APPROACHES	<p>APPROACHES TO RESEARCH</p> <p>Historical Research</p> <ul style="list-style-type: none"> i) Concept and Nature ii) Steps and importance iii) Internal Criticism and External Criticism <p>Descriptive Research</p> <ul style="list-style-type: none"> i) Concept and Nature ii) Steps and Importance iii) Types of Descriptive Research <ul style="list-style-type: none"> Survey Studies Case Study Ethnographic Studies <p>Experimental Research</p> <ul style="list-style-type: none"> i) Concept and Nature ii) Variables <ul style="list-style-type: none"> • Independent and dependent variables • Confounding variables iii) Experimental Design <ul style="list-style-type: none"> • Pre Experimental Design • True Experimental Design • Quasi Experimental Design iv) Experimental Validity-internal & External 	8	3	0	11
2	Qualitative analysis of data	<ul style="list-style-type: none"> • Source of qualitative data • Analyze and interpretation of qualitative data • Content Analysis • Inductive Analysis • Logical Analysis • Validating the results of qualitative data analysis 	11	3	0	14
3	Quantitative analysis of data and Descriptive data analysis	<ul style="list-style-type: none"> • Descriptive and Inferential Analysis • Parametric and Non-parametric tests <p>Inferential data analysis</p> <ul style="list-style-type: none"> • Significance of the difference between means of two independent group (t test) • The Null Hypothesis (Ho) • The Level of Significance • Two Tailed and one Tailed Test of Significance 	10	3	2	15

		<ul style="list-style-type: none"> • Degree of Freedom • Analysis of Variance (ANOVA) • The Z test, t test, F test • Biserial, point-biserial, tetrachoric and phi-coefficient of correlations 				
4	Research Report Writing	Research Report i) Style and Format of writing the report ii) Significance of Report Writing iii) Difference Steps of Writing report iv) Mechanics of writing a research report	10	0	4	14

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

1. Best, J.W. & Kahn, J.V. Research in Education, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Buch, M.B.: *Surveys of Research in Education*, NCERT, New Delhi
3. Garrett, H.E. Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd., Hague Building, 9 Sprott Road, Ballard Estate, Bmbay-400038
4. Good, Barn & Scates: *The Methodology of Educational Research*, Appleton- Century Crofts, Inc, New York
5. Guilford, J.P. : *Fundamental Statistics in Psychology and Education*, McGrow Hill Book Company Inc. New York, 1956
6. Kerlinger, Fred. N.: *Foundations of Behavioural Research*, Surjeet Publications, Delhi, 1983
7. Kohl, L,: *Methodology of Educational Research*, Vikash Publishing House Pvt. Ltd., New Delhi
8. Lindquist: *Design and Analysis of Experiments in Psychology and Education*. American council on Education, Washington D.C.

9. Newman, W. Lawrence.: *Social Research Methods: Qualitative and Quantitative Approaches* (Sixth Edition) Pearson Education, Inc.2006
10. Sidhu, K.s.: *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
11. Singh, A.k. : *Tests, Measurements and Research Methods in Behavioural Science*, Bharti Bhavan, Thakurbari Road , Kadamkuan, Patna-800003
12. Travers, Robert M.W: *Introduction to Educational Research*, The Macmillan Company, New York

COURSE NAME : TEACHER EDUCATION

COURSE CODE: MEDC2402

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: : The course aims at making the students acquaint with

- 1) Concept, Nature, Need , Scope of Teacher Education
- 2) Various Teacher Education Programme of Education
- 3) Agencies of Teacher education Like NCTE, NEUPA, UGC etc.

4) What should be the criteria of good Teacher and Issues of Teacher Education

COURSE OUTCOMES: After learning this paper the students will be able to

- 1) Grasp the significance of Teacher Education ,What is the need of Teacher Education
- 2) Gain knowledge on various Teacher education Programme of Education
- 3) Develop knowledge of Teacher Education Like, NCTE, NEUPA, UGC etc.
- 4) Familiar with Criteria of good Teacher and Issues of Teacher Education

COURSE OUTLINE

TOTAL CLASS HOURS: 54

Sl No.	Module	Topic	L	T	P	Total (L+T+P)
1.	Introduction	Introductory Concepts <ul style="list-style-type: none"> • Concept, nature and scope of Teacher Education • Needs, aims and objectives at different levels • Teachers training vs Teacher Education • Teacher as a changing agent History and development of Teacher Education in India: <ul style="list-style-type: none"> • Pre independence and post independence • Recommendations of Kothari Commissions, NPE and POA on Teacher Education 	11	4	0	15
2.	Teacher Education Programmes in India	<ul style="list-style-type: none"> • Pre-service and In-service Teacher Education Programme • Teacher Education at all levels: Pre Primary, Primary and Secondary • Orientation and refresher Courses • Curriculum framework 	10	3	0	13

3.	Agencies of Teacher Education	<ul style="list-style-type: none"> • NCTE, NCERT, UGC, NUEPA, SCERT, DIET, NAAC: role and management of the institutions • Academic staff colleges • Public versus private institution • Public Private Partnership (PPP) 	9	3	0	12
4.	Teaching as a profession	<ul style="list-style-type: none"> • Criteria of a good teacher • Professional ethics and code of conduct of a teacher <p>Issues and concerns of Teacher Education:</p> <ul style="list-style-type: none"> • Preparing teachers for inclusive classrooms <p>Integrating technology in Teacher Education</p>	10	4	0	14

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

- 1) Anand, C.L. Aspects of Teacher Education, Delhi, S. Chand and Co., 1988.
- 2) Chaurasia, G. Teacher Education and Professional Organization, Delhi, Authors Press, 2000.
- 3) G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt, Ltd.
- 4) NCTE, Teacher Education Curriculum- A Framework, New Delhi, NCERT, 1978
- 5) Panda, B.N. & Tewawari, A.D. Teacher Education, New Delhi, A.P.H. Publishing corporation, 1997
- 6) Rain, V.K. Teacher Education: A Perspective, Guwahati, Eastern Book House, 1998.
- 7) Sharma, S.P. Teacher Education: Principles, Theories and Practices, Kanishka (2003)

Course Title: Mental Health and Hygiene

Course Code: MEDC2403

Credit: 4

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

- (1) Understand the concept of mental health and hygiene.
- (2) To identify the characteristics and conditions of a good mental health.
- (3) To know about various issues of mental health
- (4) To develop the understanding of the role of home, school and society in the promotion and preservation of mental health.

LEARNING OUTCOMES OF THE COURSE:

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

- CO1:** explain the concept, criteria and principles of mental health
CO2: explain the concept of adjustment and maladjustment, adjustment mechanisms, types of defence mechanisms
CO3: explain the common psychological disorders related to anxiety, mood and cognition as well as childhood and adolescence
CO4: explain the important psychotherapies such as behaviour therapy, CBT, REBT and humanistic
CO5: illustrate the concept of positive mental health and wellbeing
CO6: select appropriate strategies for promoting mental health
CO7: Apply knowledge and understanding in real life situation for the treatment of various mental health issues for own benefits as well as society as a whole.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Introduction to Mental Health	<ul style="list-style-type: none"> • Concepts, Criteria and Principles of Mental Health and Hygiene • Historical Perspective of Mental Health Movement • Theoretical Perspectives: <ol style="list-style-type: none"> (a) Psychodynamic (b) Behavioral (c) Cognitive (d) Humanistic (e) Existential/Transpersonal • Neurosis and Psychosis • Concept of Normal and 	12	2	0	14

		Abnormal Personality				
2	Adjustment and Maladjustment	<ul style="list-style-type: none"> • Concept and Processes of Adjustment and Maladjustment • Causes and Indicators of Maladjustment • Adjustment Mechanisms: Fantasy, Compensation, Identification, Rationalization, Sublimation, Projection, Regression and Repression • Types of Defence mechanisms • Life skills and their importance • Stress and Conflict Management 	12	1	0	13
3	Mental health issues in Home, School and society	<ul style="list-style-type: none"> • Mental health issues in school • Common Psychological disorders related to Anxiety, Mood and Cognition · • Common Psychological disorders in Childhood and Adolescence • Relationship between Teacher, Classroom Process and Mental Health • Place of Mental Health in curriculum • Role of home and school in maintaining good mental health. 	12	1	0	13
4	Interventions for Mental Health Promotion	<ul style="list-style-type: none"> • Important Psychotherapies: <ol style="list-style-type: none"> (a) Behaviour Therapy (b) Cognitive Behaviour Therapy (CBT) (c) Rational Emotive Behaviour Therapy (REBT) (d) Humanistic • Religion/ Spirituality and Mental Health • Community programmes • Positive mental health and 	12	2	0	14

		wellbeing <ul style="list-style-type: none"> • Strategies for Promoting Mental Health 				
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ACTIVITIES/PRACTICUM/ASSIGNMENT:

- (1) Visit school or prepare a report on mental health concerns through observations and interviews and give suggestions for promotion of mental health of school teachers.
- (2) Written Examination/Objective type test.
- (3) Home Assignment.
- (4) Conduct survey to identify and analyse social perceptions towards mental health and illness.
- (5) Group discussion/assignment on any topic related to mental health issue.

Recommended Readings:

1. Arkoff Abe (1968). *Adjustment and Mental health*. New York: Mc Graw Hill Company
2. Akhilananda S.(1952). *Mental Health and Hindu Psychology*. London: Alle and unwin
3. Akhilananda (1953). *Hindu Psychology*. London: Routledge ·
4. Bahadur Mal (1955). *Mental in Theory and Practice*. Hoshiarpur: V.V. R.I. ·
5. Bernard, Harold, W. (1952). *Mental Hygiene for class-room teachers*. New York: McGraw Hill Book Co. ·
6. Bonny, M. E.(1960). *Mental Health in Education*. Boston: Allyn and Bacon ·
7. Burbury, W.M. (Balient) et.al: *An introduction to Child Guidance*. London: MacMillan & Co.
8. Capuzzi D and Dougles, G.R: *Introduction to Counselling*. London: Allyn and Bacon
9. Carroll, H, A(1956).*Mental Hygiene: The Dynamics of Adjustment*. Englewood Cliffs. New Jersey: Prentice Hall ·
10. Coleman, J.C. (1976). *Abnormal Psychology and Modern Life*. Bombay: D.B. Tara Porewala Sons & Co. ·
11. Crow, Lester D. & Crow, Alinec (1952). *Mental Hygiene*. New York: McGraw Hill Book Company
12. Fredrickson, B. L. (2009). *Positivity: Top-notch research reveals the 3 to 1 ratio that will change your life*. New York: Three Rivers Press.
13. Hadfield, J.A. (1952). *Psychology and Mental Health*. London: George Allen and Unwin Ltd.
14. Haidt, J. (2006). *The Happiness Hypothesis. Finding modern truth in ancient wisdom*. New York: Basic Books. ISBN-10: 0465028020; ISBN-13: 978-0465028023 ·
15. Kallam, S.G. eta (1975). *Mental Health and Going to School*. Chicago: University of Chicago, Press ·

16. Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press. ISBN: 13 978-0-19-518833-2
17. Sinha, A.K. (1982). *The concept of mental health in India and Western Psychologies*. Kurukshetra: Vishal Publications ·
18. Suraj B & Dutt N.K. (1978). *Mental Health through Education*. New Delhi: Vision Books Publications.
19. Suraj B. (1952). *Towards a Happier Education*. Jallendhar City: University Publications

Course name: Environmental Education

Course code: MEDE2404

Credit Hours: 4

L	T	P	Cr Hr
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3	1	0	4
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Course objectives:

The course aims at making the students to

- Define the concepts of environment and environmental education
- Understand the relationship between man and environment
- Acquaint the students with environmental issues
- Develop various methods and strategies for realizing the objectives of environmental education
- Develop environmental ethics

Course Outcome:

After completion of the course the students will be able to

CO1: understand the concept of environmental education, its scope, need and importance and environmental ethics

CO2: identify the environmental issues and find out the solutions

CO3: understand how national and international laws and programs control environmental decisions

Course Outline:

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Introduction to Environmental Education	<ul style="list-style-type: none"> • Concept, scope and importance • Difference between Environmental Education and Environmental Science • Relationship between man and environment 	8	3	0	11

		<ul style="list-style-type: none"> • Environmental ethics • Environmental education for sustainable development 				
2	Environmental degradation	<ul style="list-style-type: none"> • Causes, effects and control measures of environmental pollution (air, water, soil, noise, thermal pollution, nuclear hazards) • Global environmental issues: Acid Rain, Global Warming, Ozone Layer depletion, Green House effect 	10	3	0	13
3	Environment and quality of life	<ul style="list-style-type: none"> • Urbanization and its impact on environment • Solid waste management: causes, effect and control measures • Extinction of flora and fauna • Need and protection of Rich Environmental Heritage 	11	4	0	15
4	Different methods of environmental education and strategies for protection of environment	<ul style="list-style-type: none"> • Methods: Discussion, Seminar, workshop, Field Survey, Projects, Exhibition • National and International Conventions on environment • Environment protection laws 	8	4	3	15

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- FIELD TRIP
- SUMMATIVE TEST

Suggested Readings:

- Aggarwal, J.C. (2010): Education for values, environment and human rights, shipra publications, Delhi

- Kumar, A. (2009): A Textbook of Environmental Science, APH Publication, New Delhi
Das, S. (2011): Environmental Issues and Problems, K.K. Publication, Guwahati

COURSE NAME: CONTEMPORARY INDIA AND EDUCATION

COURSE CODE: MEDE2405

CREDIT HOURS: 4

COURSE OBJECTIVES:

The course aims at making the students to

- Understand the education system in contemporary India
- Know about the constitutional provisions and Indian Education
- Understand the policy framework for development of Education in India
- Know about the government initiatives for the development of Indian Education

COURSE OUTCOMES:

CO1: The students will be able to explain the need of constitutional provision regarding Indian Education

CO2: The students will be able to identify the challenges of Indian Education at different levels and suggest measure to overcome it

CO3: The students will be able to critically examine and evaluate the initiatives taken by the Government of India through various plans and policies

**COURSE OUTLINE:
HOURS: 54**

TOTAL CLASS

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Contemporary India	<ul style="list-style-type: none">• Educational scenario of India• Concept of diversity in terms of educational opportunities (religion, caste, class, gender, region and tribes)• Challenges of diversity in achieving universal education• Role of education in creating	8	3	0	11

		positive attitude towards diversity				
2	Constitutional Provisions and India	<ul style="list-style-type: none"> • Education in Indian Constitution: <ul style="list-style-type: none"> ✓ Need for including education in constitution ✓ Central, State and Concurrent list • Articles in the Constitution related to Education • Constitutional inventories for universalization of education 	8	2	0	10
3	Challenges of Indian Education	<ul style="list-style-type: none"> • Early Childhood Care and Education (ECCE) in India: <ul style="list-style-type: none"> ✓ Objectives and importance of ECCE ✓ Challenges of ECCE in India ✓ Role of Anganwadi and Balwadis under ICDS • Elementary education in India: <ul style="list-style-type: none"> ✓ Objectives of Elementary Education and need for universalisation of Elementary Education in India ✓ Challenges of Universalisation of Elementary Education in India ✓ Measures for overcome the Challenges of Universalisation of Elementary Education in India • Secondary Education in India: <ul style="list-style-type: none"> ✓ Objectives of Secondary Education and need for universalisation of Secondary Education in India ✓ Vocationalization of Secondary Education in India ✓ Challenges of Universalisation of 	13	5	0	18

		<p>Secondary Education in India</p> <ul style="list-style-type: none"> ✓ Measures for overcome the Challenges of Universalisation of Secondary Education in India • Higher Education in India: <ul style="list-style-type: none"> ✓ Objectives of Higher Education and need of Higher Education ✓ Challenges of Higher Education ✓ Efforts towards strengthening Higher Education • Technical and vocational education in India: <ul style="list-style-type: none"> ✓ Objectives of Higher Education and need of Technical Education ✓ Efforts towards strengthening Technical Education 				
4	Initiatives of the Government of India	<ul style="list-style-type: none"> • SSA • RMSA • Schemes for economically backward and socially disadvantaged group • NEP, 2020 • Role of UNESCO and UNISEF in educating the world community 	11	4	0	15

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

- Kochhar, S.K.: *Pivotal Issues in Indian Education*, Sterling Publishers
- Bhatanagar, S. & Saxena A: *Modern Indian Education and its Problems*, R. Lall Book Dept, Meerut (UP) Indian.
- Aggarwal, J.C & Aggarwal S.P (1992): *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
- Govt. of India (1986): *National Policy on Education*, Ministry of HRD, New Delhi.
- NCERT (1986): *School Education in India- Present Status and future Needs*, New Delhi.
- Salamatullah, (1979): *Education in Social Context*. NCERT, New Delhi.
- *Education and National Development. Ministry of education, Government of India 1966.*
- *UNESCO. (2004) Education for All: The Quality imperative*. EFA Global Monitoring Report. Paris.
- World Bank , (2004): *Reaching the Child: An Intergrated Approach to child Development*. Oxford University press, Delhi.
- Peters, R.S. (1967): *The Concept of Education*, Rutledge, Uk.
- Lakshmi, T.k.S. and M.S. Yadav, “*Education its Evolving Characteristics*,” in new frontiers in Education, Vol. XXII, No. 4, Oct- Dec., 1992.
- Goswami A.C. (2001) *Philosophical and Sociological Bases of foundation in Emerging India* , Published by Jyoti Prakashan
- Safay , Srivastava & Singh (2007): *Development of Education in Emerging India & Its Current Problems* Dhanpat Rai publishing Company
- Sharma. M.(2001): *Philosophical & Sociological Foundation of Education* , published by EBH publishers (India)

Course Title: Economics of Education

Course Code: MEDE2406

Credit: 4

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

- (1) To develop an understanding of the meaning, nature, scope, functions and importance of economics of education.
- (2) To acquaint the students with Historical development of Economics of Education and research trends in economics of education

- (3) To understand the theoretical considerations of human capital and investment theory in education.
- (4) To acquaint the students with taxonomy of cost and benefits of education and cost efficiency in education.
- (5) To develop the understanding of concept, sources and principles of educational finance
- (6) To familiarize the pupils with different aspects of financing higher education in India.
- (7) To develop critical thinking on various issues and challenges of Economics of Education.
- (8) To develop interest of research on the issues of Economics of Education.

COURSE OUTCOMES:

CO1: Describe the concept of Economics of Education.

CO2: Analyze the importance of Economics of education.

CO3: Critically analyze the historical development of economics of education in India as well as in the world.

CO4: Critically analyze the concept and theoretical consideration of human capital formation

CO5: Describe the concepts of investment in education.

CO6: Describe the concept of Cost Benefit Analysis and its application in education.

CO7: Critically analyze the concept of cost efficiency in education

CO8: Critically analyze the concept and principles of educational finance

CO9: Analyze the trend of financing different levels of education in India.

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Introduction to Economics of Education	<ul style="list-style-type: none"> • Concept, Nature and Scope of Economics of Education. • History of Economics of Education (World and Indian Perspectives) • Functions and importance of Economics of Education • Analogy of Economics to Education • Research areas and Research trends in Economics of Education • Place of Economics of Education in formulation of Educational Policies. • Economics of Education 	11	1	0	12

		from Micro and Macro Perspectives				
2	Human Capital & Investment theory in education	<ul style="list-style-type: none"> • Concept of Human Capital and Human capital formation • Theoretical considerations of Human capital: Contribution of T. Schultz, G. Becker, Mincer • Linkage between Human Capital, Knowledge and Growth with reference to Endogenous growth theory, Romer Model, Solow Model, Lucas Model • Concept of investment in Education • Personal, Social and National aspects of Investment in Education • Private Returns to Education and Signaling and Screening Theories • Human Capital Theory • The main factors that determine the private rate of return to education. • Non-Pecuniary and Social Returns to Education • <i>Investment in Education: Social Choice Approach and Capability approach</i> 	12	2	0	14
3	Cost Benefit Analysis & Cost efficiency in education	<ul style="list-style-type: none"> • Concept and importance of CBA • Techniques of CBA • Application of CBA in Education • Taxonomy of Cost of Education (primary, secondary and higher level) • Taxonomy of Benefits of Education (primary, secondary and higher level) • Concept and significance of 	12	2	0	14

		<p>cost in Education</p> <ul style="list-style-type: none"> • Cost Efficiency and Cost Effectiveness in Education • <i>Cost of Quality</i>: Appraisal Costs, Failure costs and Preventable costs • Factors of cost escalation in education sector • Remedies for cost escalation in education sector 				
4	Educational Finance & Financing education in India	<ul style="list-style-type: none"> • Concept and importance of Educational finance • Nature & Principles of educational finance • Sources and agencies of financing education • Maintenance of accounts in educational institutions • Budgeting: Concept and process of budgeting • Role of Centre, State and Institutions for Financing of education in India • Private initiatives in Financing of Education and PPP in Financing of Education • Trend of Financing of Education in India • Challenges and Strategies of Financing of Education 	12	2	0	14

ACTIVITIES/PRACTICUM/ASSIGNMENT:

1. Group Discussion
2. Home Assignment
3. Seminar Presentation
4. Written Exam/Objective Type Test.
5. A Critical review on research literature

Recommended Readings:

1. Akinyemi, S. (2010). *The Economics of Education*. Nigeria: Strategic Book publishing and Right Co.
2. Ansari, M.M. (1987) *Education and Economic Development*. New Delhi: AIU Publication.
3. Chattopadhyaya. S. (2012). *Education and Economics Disciplinary evolution and policy discourse*. New Delhi: Oxford University Press.
4. Checchi, Deniele. (2006), *The Economics of Education: Human Capital, Family Background and inequality*. Cambridge University Press.
5. Garg, V.P. (1985). *The Cost Analysis in Higher Education*. New Delhi: Metropolitan Book Co.
6. Johnes. G, & Johnes. J. (2004). *International handbook on Economics of Education*, (Ed.) USA: Edward Elgar Publishing Ltd.
7. Harbison & Myers. (1968). *Education, Manpower and Economic Growth*. New Delhi; Oxford & IBH. (Indian Edition).
8. Nagpal C.S. & Mittal A.C. (1993). *Economics of Education*, (Ed.), New Delhi; Anmol Publications.
9. Pandit, H.N. (1969). *Measurement of Cost Productivity & Efficiency of Education*. New Delhi; NCERT.
10. Psachaeopoulos, George. (1987). *Economics of Education Research and Studies*. Elsevier Science Ltd.
11. Psachaeopoulos, George. (1986). *Education for Development: An analysis of Investment Choices*. Oxford University Press.
12. Rajaiah, B. (1987). *Economics of Education*, Delhi; Mittal Publications.
13. Schultz, T.W. (1963). *The Economic Value of Education*, Columbia; Columbia University Press.
14. Sharma, R.A. (2007). *Economics of Education*. Meerut; R. Lall Book Depot.
15. Sethi, Vinita. (1997). *Educational Development and Resource Mobilization*, New Delhi; Kanishka Publication.
16. Singh. B. *Economics of Indian Education* (Ed.),New Delhi; Meenakshi Prakashan,
17. Sodhi, T.S. (1978). *Education and Economics Development*, Ludhiana; Mukand Publication.
18. Vaizey John (1962). *Economics of Education*, London; Faber & Faber.
19. Varghese & Tilak. (1962). *The financing of Indian Education*, India; project paper of International Institute of educational planning.
20. Pandit, H.N. (1969). *Measurement of Cost Productivity & Efficiency of Education*. New Delhi; NCERT.
21. Psachaeopoulos, George. (1987). *Economics of Education Research and Studies*. Elsevier Science Ltd.
22. Psachaeopoulos, George. (1986). *Education for Development: An analysis of Investment Choices*. Oxford University Press.
23. Rajaiah, B. (1987). *Economics of Education*, Delhi; Mittal Publications.
24. Schultz, T.W. (1963). *The Economic Value of Education*, Columbia; Columbia University Press.
25. Sharma, R.A. (2007). *Economics of Education*. Meerut; R. Lall Book Depot.

26. Sethi, Vinita. (1997). *Educational Development and Resource Mobilization*, New Delhi; Kanishka Publication.
27. Singh. B. *Economics of Indian Education* (Ed.),New Delhi; Meenakshi Prakashan,
28. Sodhi, T.S. (1978). *Education and Economics Development*, Ludhiana; Mukand Publication.
29. Vaizey John (1962). *Economics of Education*, London; Faber & Faber.
30. Varghese & Tilak. (1962). *The financing of Indian Education*, India; project paper of International Institute of educational planning.

COURSE NAME: EDUCATION AND DEVELOPMENT
COURSE CODE: MEDE2407

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVE:

The course aims at making the students to

- Understand the concept of education and development
- Discuss the relationship between education and development
- Understand the sustainable development competencies as a way of life
- Understanding the different new trends in education
- Realizing the issues of education and development

COURSE OUTCOME:

CO1: The students will familiar with the concept of education and development

CO2: The students will able to understand the impact of different new trends in education

CO3: The students will able to criticize the issues in education and development

COURSE OUTLINE:
HOURS: 54

TOTAL CLASS

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Concept	<ul style="list-style-type: none"> • Concept, nature and scope of education and development • Relationship between education and development • Modern concept of sustainable development • Principles of sustainable development 				

		<ul style="list-style-type: none"> • Education for sustainable development 				
2	Policies and education	<ul style="list-style-type: none"> • Policy making in education • Objectives of education in 21st century and its influence in policy making • Different education policies for socially and economically disadvantaged groups 				
3	New trends in Indian education	<ul style="list-style-type: none"> • Globalization: Concept, needs and importance in higher education • GATS • PPP in Education • Information system, monitoring and evaluation in education system in 21st century 				
4	Issues and concerns of education and development	<ul style="list-style-type: none"> • Issues of equality, equity and integrity in education • Emerging concepts of equality and excellence in education • Policy issues: integration and multiculturalism • Reservation as policy issue • Unemployment 				

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

- Aggarwal, J.C.(1973): Recent Educational Development- In the World. New Delhi, Arya Book, Vol.1
- Dayal, B. (1955): Development of Modern Indian Education, Orient Longman, Madras
- Davis, T.M.(2002): Open Doors Report of International Exchange, The Institute of International Education, New York
- Anand, S. (1979): University Without Walls, The Indian Perspective in Correspondence Education, Vikas Publishing House, New Delhi
- Pankajam, G.: Education and Development. Gyan Publishing House, New Delhi
- Bloom, D.S. (1956): Taxonomy of Educational Objectives, Cognitive Domain Book-1, Moleay, New York
- Amidon, E.J. et al(1967): Improving Teaching Analysis of Classroom aVerbal Instruction. Holt Rinehart and Winston Inc New York

Course Title: Techniques of Teaching
Course Code: MEDA2208

Credit: 2

Credit Hours: 2

L	T	P	CH	Credit
2	1	1	2	2

COURSE OBJECTIVES:

1. To develop a conceptual understanding of the teaching-learning process.
2. To make the students understand the characteristics of adolescent and adult learners and factors affecting their learning.
3. To enable the students to use different teaching methods in and outside the classroom.
4. To enable the students to use different assessment and evaluation tools.
5. To develop teaching aptitude in the students.
6. To contextualize about teaching as a Profession.

LEARNING OUTCOMES OF THE COURSE:

- CO1: Explain concept of teaching and learning
CO2: Discuss the characteristics of adolescent and adult learners.
CO3: Apply different teaching methods in and outside the classroom.

CO4: Apply different assessment and evaluation tools for assessing students' learning.

CO5: Develop a balanced question paper.

CO6: Develop a better understanding about teaching as Profession.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1.	Teaching and Learning	<ol style="list-style-type: none"> 1. Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements 2. Learning: Concept and nature, Levels of learning (Cognitive, Affective and Psychomotor) 3. Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences, Factors influencing individual differences such as: Heredity & environment 4. Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution 5. Teaching-Learning Process: Components of Teaching-Learning Process; Phases of teaching (Pre-active, Interactive and Post-active phases of teaching) 	12	2	0	14
2.	Approaches and Methods of Teaching	<ol style="list-style-type: none"> 1. Methods and approaches of teaching and learning in Institutions of higher learning <ul style="list-style-type: none"> • Teacher centred vs. Learner centred methods: • Off-line vs. On-line approaches (Swayam, Swayamprabha, MOOCs, Google Classroom etc., Blended learning and Flipped Classroom) • Collaborative and Cooperative Learning approaches: Think-pair-share, Jigsaw, Reverse Jigsaw, Inside-Outside Circle, Reciprocal 	14	2	1	16

		<p>Teaching, STAD</p> <ul style="list-style-type: none"> • Alternative ways of learning – Listening community, interpreting narratives, participating group and community activities <p>2. Teaching Support System: Traditional, Modern and ICT based</p> <p>3. Teaching Behaviour: Authoritative, Democratic and Laissez-faire</p>				
3.	Assessment and Evaluation	<p>1. Concept of Assessment and Evaluation in Education</p> <ul style="list-style-type: none"> a. Purposes of evaluation: Diagnosis, Monitoring of learning, Providing feedback, Promoting, Placement, Certification, Prognostic; Formative and Summative Evaluation, Continuous and Comprehensive Assessment b. Assessment of Cognitive, Affective and Psychomotor learning c. Devices/techniques of Assessment: Question Paper, Assignments, Projects, Practical works, Seminars, Report writing, Work sheets d. Construction of a balanced Question paper e. New trends in assessment and evaluation: Credit and grading, online examination, computer-based examination f. Assessment feedback 	13	1	1	15
4.	Teaching as a Profession	<p>1. Concept of Profession and Professionalism</p> <p>2. Teaching as a Profession</p> <p>3. Teachers Professional Development</p> <p>4. Professional ethics of teachers</p>	8	1	0	9

Assessment/Activities:

1. Prepare a lesson plan or Arrange Simulated Teaching
2. Development of a question paper

3. Group discussion
4. Preparation and Presentation of seminar paper
5. Objective type test/Written Examination.

Recommended Readings:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Freire, Paulo, (1972). *Pedagogy of Oppressed*. New Delhi: Penguin Books
3. Govinda, R. (2011). *Why goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
4. Hall, C., & Hall, E. (2003). *Human Relations in Education*. Routledge
5. Illich, Ivan, (2012). *Deschooling Society*. New York: Marion Books: (Republished)
6. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas*. New Delhi: Sage
8. Kumar, Krishna, (1996). *Learning from Conflict*. New Delhi: Orient Longman
9. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Delhi: Aakar
10. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S.(2002). *Handbook on Paper Setting*. New Delhi: NCERT
11. Sibia A. (2002). *Valuing Teacher Questioning*. New Delhi: NCERT
12. Singh A. (2004). *Instructional Objectives of School Subjects*. New Delhi: NCERT
13. Singh A.K.(2012). *Tests, Measurement and Research Methods in Behavioural Science*. Patna: Bharatibhawan .

COURSE NAME: EDUCATION FOR SELF DEVELOPMENT

COURSE CODE: MEDS2209

CREDIT HOURS: 2

L	T	P	Cr Hr
0	0	2	2

COURSE OBJECTIVES:

It is a skill enhancement course. It will enhance students capability in self development.

COURSE OUTCOMES:

After completion of this course students will be able to

CO1: Develop the understanding of self

CO2: Create social relational in sensitivity and effective communication skill

CO3: Realize a holistic and integrated understanding of human self and personality

CO4: Explore one's dreams, aspirations, concerns through varied forms of self expression

Interactive Session:

- Sharing stories of different children who are raised in different circumstances and how this affected their sense of self and identity
- The exercise of developing reflective journals and providing regular feedback on those
- Workshop on various field:

- place of art in education,
- aims of education in present scenario,
- mythical thinking in contemporary life,
- life stories
- physical Activities:
 - Yoga
 - Activities related to body, mind and sense
 - Components of stress free life

Course Name : Measurement and Evaluation in Education

Course Code: MEDC 3401

Credit Hours : 4

L	T	P	Cr Hr
3	1	0	4

Course objectives: : The course aims at making the students acquaint with

- 1) Concept, Types, Function of Measurement
- 2) Concept, Needs , Types of Evaluation
- 3) Concept of Various types of Test
- 4) Procedures of Test Construction

Course Outcomes: After learning this paper the students will be able to

- 1) Know the Concept, Types, Function of Measurement
- 2) Gain knowledge on Concept, Needs , Types of Evaluation
- 3) Develop the knowledge on Concept of Various Types of Test
- 4) Grasp the knowledge on Procedures of Test Construction

**Course Outline
Hours: 54**

Total Class

Sl No.	Module	Topic	L	T	P	Total (L+T+P)
1.	Introduction to measurement	<ul style="list-style-type: none"> • Concept and characteristics of Measurement • Types of Measurement • Physical Measurement • Psychological/ Behavioural Measurement • Difference between Physical and Psychological measurement • Functions and Importance of Measurement. • Non-referenced and criterion referenced measurement • Scales of Psychological Measurement. Nominal, Ordinal, interval, Rational 	10	3	0	13
2.	Evaluation	<ul style="list-style-type: none"> • Concept, need, methods & basic principles of evaluation. • Importance of evaluation • Differences between Evaluation and Examination • Types of Evaluation : Formative and Summative Evaluation. 	8	3	0	11

3.	Concept of Tests	<ul style="list-style-type: none"> • Characteristics of a good measuring instrument: (Reliability, Validity, Norms, Usability, Objectivity) • Types of Test : Achievement Test and Teacher-made Test, Standardized Test. • Questionnaires, Schedules, Inventories and performance Test. • Personality Test : Projective and Non-Projective Techniques. • Intelligence Test : Binnet-Simon Test and its various revisions, The Wechler Adult Intelligence Scale. • Aptitude Test : Differential Aptitude Test (DAT) and General Aptitude Testr Battery (GATB) 	11	4	0	15
4.	Psychological Test- Procedure for Test Construction	<ul style="list-style-type: none"> • What is Psychological Test? • Test Construction and Standardization Planning the Test, Constructing the Test, Item Analysis. <ul style="list-style-type: none"> • Analysis of the Test: Standardization Content Administration Direction Time-limit Scoring • Psychometric Analysis Validity Reliability Normative Data 	11	4	0	15

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION

- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

Suggested Reading:

1. Ahmann, J. Stanely , Testing Student Achievement and Aptitudes, Prentice Hall of India Pvt. Ltd.
2. Ebel, Robert L., Measuring Educational Achievement , Prentice Hall of India Pvt. Ltd., New Delhi
3. Elhance, D.N., Fundamental Statistics, Kitab H. Mahal, 15 Thernhill Road Allahabad
4. Freeman, Frank S., The and practice of psychological Testing, Oxfor & IBH Publishing Co. PVT.LTD. New Delhi
5. Garrett, H.E, Statistics in Psychology in education, Feffer and Simons Ltd. Hague Building, 9 Sprott Road, Ballard Estate, Bombay-400038
6. Guilford, J.P., Fundamental statistics in Psychology and education, Mc Ghraw Hill Book Company INC. New York 1956
7. Gronlund, N.E. , Measurement and Evaluation, Prentice Hall of india Pvt. Ltd. New Delhi
8. Kohl, L, Methodology of Educational Research, Vikash Publishing House PVT. LTD.
9. Mangal, S.K. , Statistics in Psychology and Education, prentice- Hall of India PVT. LTD. New Delhi,2004
10. Singh, A.K., Tests, Measurements and Research Methods in Behavioural Science, Bharati Bhawan, Thakurbari Road, Kadamkuan, patna-800003
11. Stanley, Julian C. and Hopkins, Kenneth D., educational and Psychological Measurement and Evaluation, prentice Hall of India PVT. LTD.
12. Thorndike, Robert L. and Hagen, Elizabeth, Measurement and Evaluation in Psychology and Education , John Wiley and Sons, INC, New Delhi

Course Title: Educational Technology

Course Code: MEDC3402

Credit: 4

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

1. To understand the concept of Educational Technology (ET) as a Discipline.
2. To understand the differences between Information Technology, Communication Technology, Information and Communication Technology (ICT) and Instructional Technology.
3. To understand the concept of Pedagogy and Andragogy.
4. To understand the application of Educational Technology in formal, non formal, informal and inclusive education system.

5. To give an overview about the implications of Behaviourist, Cognitive and Constructivist Theories to Instructional Design.
6. To acquaint the students with Systems Approach and Instructional Design.
7. To acquaint the students with emerging trends in E learning
8. To acquaint the students with the application of ICT in Assessment, Administration and Research.

COURSE OUTCOMES:

CO1: Describe the concept, nature and components of Educational Technology.

CO2: Distinguish between Information Technology, Communication Technology, Information and Communication Technology (ICT) and Instructional Technology.

CO3: Apply components of Educational Technology in formal, non formal, informal and inclusive education system.

CO4: Discuss the implications of Behaviourist, Cognitive and Constructivist Theories to Instructional Design.

CO5: Explain and apply the Systems Approach to Instructional Design.

CO6: Describe the emerging trends in E learning.

CO7: Apply ICT in Assessment, Administration and Research work.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Concept of Educational Technology (ET)	<ul style="list-style-type: none"> • Concept, Nature and Approaches of Educational Technology (Hardware, Software and Systems Approach) • Educational Technology (ET) as a Discipline: <ol style="list-style-type: none"> (a) Information Technology (b) Communication Technology (c) Information and Communication Technology (ICT) (d) Instructional Technology • Applications of Educational 	11	1	0	12

		<p>Technology in- Formal, Non formal, Informal, Inclusive education systems.</p> <ul style="list-style-type: none"> • Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Vygotsky) • Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups) 				
2	Pedagogy and Andragogy	<ul style="list-style-type: none"> • Concept of Pedagogy and Andragogy • Bloom's Taxonomy of Educational Objectives • Organizing Teaching: <ul style="list-style-type: none"> (a) Memory Level (Herbartian Model) (b) Understanding Level (Morrison teaching Model) (c) Reflective Level (Bigge and Hunt teaching Model) • Theory of Andragogy (Malcolm Knowles) • The Dynamic Model of Learner Autonomy • Assessment in Andragogy of Education (Interaction Analysis): Flanders' Interaction analysis, Galloway's system of interaction analysis • (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix) 	12	1	0	13

3	Systems Approach to Instructional Design:	<ul style="list-style-type: none"> • Models of Development of Instructional Design: <ul style="list-style-type: none"> (a) ADDIE (b) ASSURE (c) Dick and Carey Model • Gagne’s Nine Events of Instruction and Five E’s of Constructivism • Nine Elements of Constructivist Instructional Design • Application of Computers in Education: CAI, CAL, CBT, CML, PSI (Personalized System of Instruction) and MI (Modular Instruction) • 3.5 Concept and Process of preparing Open and Distance Learning Material (ODLM). 	13	1	0	14
4	Emerging Trends in E learning	<ul style="list-style-type: none"> • Concept and nature of E learning • Approaches to E learning: Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile learning. • Social Learning: Web 2.0 and Web 3.0 • Open Education Resources: Creative Common, Massive Open Online Courses • E Inclusion - Concept of E Inclusion • Application of Assistive technology in E learning • Quality of E Learning – Measuring quality of system: Information, System, Service • User Satisfaction and Net Benefits (D&M IS Success Model, 2003) • 4.9 Ethical Issues for E Learner and E Teacher - Teaching, Learning and 	13	1	0	14

		<p>Research.</p> <ul style="list-style-type: none"> • Use of ICT in Evaluation, Administration and Research: E Portfolio, Online Repositories and Online libraries, Online Assessment tools. 				
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ACTIVITIES/PRACTICUM/ASSIGNMENT:

1. Assignment/Brain storming/ Group discussion/Term paper writing on any one of the topics of the course.
2. Prepare a power point presentation including photo, text, video and audio and present before the classmates.
3. Written Examination/Objective type test.
4. Prepare any topic for publish in website or social media.
5. Prepare ICT enable resources for classroom teaching.

Recommended Readings:

1. Agarwala, J.C. (2014). *Essential of Educational Technology*. Vikas Publishing.
2. Ashby, E. (1972). *The fourth Revolution: A Report and Recommendation by the Carnegie Commission of Higher Education*. New York: McGraw Hill Book Co.
3. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
4. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Mangal, S. K. and Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
6. Mohanty, Jagannath (2008). *Educational Technology*. New Delhi: Deep and Deep Publication
7. Mrunalin, T. and Ramakrishna, A. (2016). *Information and Communication Technology in Education*. Hyderabad: Neelkamal Publications.
8. Sharmah, R. A. (2007). *Technological Foundation of Educational*. Meerut: R. Lall Book Depot.
9. Shaikh, I. R. (2015). *Educational Technology and ICT*. New Delhi: McGraw Hill Education
10. Singh, C. P. (2011). *Advanced Educational Technology*. New Delhi: Saurabh Publishing House.
10. Arulsamy, S. (2009). *Application of ICT in Education*. Hyderabad: Neelkamal.

Course Title: Psychological Experiment in Education

Course Code: MEDC3403

Credit: 4

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

1. To enable the students to understand the theory of the development of use of Psychological Experiments in Education.
2. To enable the students to understand the need for using Psychological Experiments in teaching learning process.
3. To enable the students to understand the predictive uses of Psychological Experiments for improving teaching practices in class room.

COURSE OUTCOME:

After completion of the course, students will be able –

CO1: to develop the concept of use of Psychological Experiments or Tests in Education.

CO2: to explain the uses of Psychological Experiments or Tests in teaching-learning process.

CO3: to discuss the uses of Psychological Experiments or Tests for improving teaching practices in class room.

CO4: to conduct the Psychological Experiments or Tests in the Laboratory.

Total Class Hours: 54

Course Outline:

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Introduction of Experimental Psychology	<ul style="list-style-type: none"> • Experimental Psychology: its importance in the study of human behaviour • Historical development of Experimental Psychology • Steps to be followed while conducting a psychological test or an experiment • Writing and reporting 	6	1	0	7
2	Learning	<p>1. Transfer of Learning:</p> <ul style="list-style-type: none"> • Bilateral Transfer of Learning <p>2. Verbal Learning:</p> <ul style="list-style-type: none"> • Part and Whole Learning <p>3. Motivation:</p> <ul style="list-style-type: none"> • Effect of frustration <p>4. Memory Test</p> <ul style="list-style-type: none"> • Recall and Recognition(words, figures and numbers) • Memorization of non-sense syllables 	1	1	14	16

		<p>5. Attention</p> <ul style="list-style-type: none"> Span of Attention or Apprehension (dots/meaningful and non-meaningful words) 				
3	Intelligence	<p>1. Wechsler Adult Intelligence Test</p> <p>2. Performance Tests</p> <ul style="list-style-type: none"> Alexander Pass Along Test Koh's Block Design Test <p>3. Differential Aptitude Test</p> <ul style="list-style-type: none"> Language Usage Verbal Reasoning Numerical Ability <p>4. Personality And Imagination Tests:</p> <ul style="list-style-type: none"> Rorschach Ink blot Test Thematic Apperception Test Child Apperception Test Extroversion Introversion Inventory (for Higher Secondary, Graduate & Post Graduate students) 	2	1	13	16
4	Association And Reaction Time	<p>1. Association And Reaction Time</p> <ul style="list-style-type: none"> Emotive and Non-emotive Words Free Word Association Test Controlled Association Test <p>2. Thinking</p> <ul style="list-style-type: none"> Concept Formation Effect of Frustration <p>3. Anxiety Test</p> <ul style="list-style-type: none"> Sinha Anxiety Test Achievement Motivation Scale 	1	1	13	15

		• Adjustment Inventory				
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ACTIVITIES/PRACTICUM/ASSIGNMENT:

- a) Two sessional tests (one for theory and one for practical)
- b) Conduction of field based tests/ experiment (at least one)
- c) Practical note book
- d) Viva

Recommended Readings:

- (1) Woodworth, R.S.(1938). *Experimental Psychology*. New York: published by Holt, Rinehart and Winston.
- (2) Mohsin, S.M.(1982). *Experiments in Psychology*. Delhi; published by Motilal Banarsidass Publishers (P) Ltd.
- (3) Rajamanickam, M. (2005). *Experimental Psychology: with Advanced Experiments, Volume 1 & 2*. New Delhi: Concept Publishing Company.
- (4) Tinker, M.A. & Russel, W.A. *Introduction to methods in Experimental psychology*. Appleton-Century Crofts.
- (5) Parameshwaran, E.G. & Rao, B.T. (1968). *Manual of Experimental psychology*. Bombay: Lalvani publishing House
- (6) Galloti, K.M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.

COURSE TITLE: EDUCATION FOR EMPOWERMENT OF WOMEN AND GENDER STUDIES

COURSE CODE: MEDE 3404

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES : Course will enable the students to familiar with s

- Concept of Gender like Sex, Feminism, Femininity etc
- Social construction of gender and gender Issues
- Women and Empowerment
- Feminist theory like Radical, Liberal, Marxist Etc

COURSE OUTCOMES: After studying the course the student will able to gain knowledge

CO1: Concept of Gender like Sex, Feminism, Femininity etc

CO2: Social construction of gender and gender Issues

CO3: Women and Empowerment

CO4: Feminist theory like Radical, Liberal, Marxist Etc

COURSE OUTLINES:

TOTAL CLASS HOURS: 54

Sl. No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)
1	CONCEPT IN GENDER	<ul style="list-style-type: none"> • Gender • Sex • Feminism • Femininity • Mesculinity • Equality and Discrimination 	13	0	0	13
2	Social Construction of Gender	<ul style="list-style-type: none"> • Gender Issues • Stereotype about girls and women prevalent in the society • Construction of Gender in National Curriculum Framework 	12	2	0	14
3	Women and Empowerment	<ul style="list-style-type: none"> • Concept, Dimension and parameters of Women's Empowerment • Women in India: Colonial and Post Colonial Period • Women Empowerment in India with Special reference to North East 	10	2	2	14

		India <ul style="list-style-type: none"> • Women's Right Mention in Constitution 				
4.	Feminist Theory	<ul style="list-style-type: none"> • Radical • Liberal • Psychoanalyst • Socialist • Marxist 	11	2		13

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS

1)B.R. Sharma (2002) , encyclopedia of Human rights and Women's Development, New Delhi, Sarup and Sons

2. Sarujini. N.B. et al., Women's Right, Health, NHRC, New Delhi (2006)

3. UNESCO, Human Rights Teaching: INT. Congress on Education on Education of Human Rights and Democracy (Montreal: UNESCO, 1993)

4.Suggested Web Links:

i) <https://xyonline.nert/sites/xyonline.net/files/2019>

ii)https://www.researchgate.net/publication/303741960_WOMENSTUDIES_VS_GENDER_STUDIES

iii) [https:// www. Iwu. Edu/academics/ womens and gender studies.pdf](https://www.Iwu.Edu/academics/womens%20and%20gender%20studies.pdf)

Course Title: Value education and human rights

Course Code: MEDE3405

Credit: 4

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

- To understand the concept of value and reflect on different values
- To know about Human rights and its present scenario at National and International level.
- To understand how values are important for personal as well as Country's integration.
- To know about the different activities and strategies for inculcating value education

COURSE OUTCOMES:

CO1: Analyse the concept of human rights, and value education.

CO2: Critically analyse the role of various agencies in promoting human rights education.

CO3: Critically evaluate the role of Parents, Teachers, Society, Government etc. in protecting human rights and fostering values.

CO4: Discuss the role of education in promoting human rights and value education.

CO5: Apply different activities and strategies for inculcating value education

COURSE OUTLINE:

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Introduction to Value Education	<ul style="list-style-type: none"> • Concept and importance of values • Types of values • Concept and nature of value education • Components of value education • Historical Perspectives of Value Education • Role of value education in the present emerging Indian society: towards positive personality and eliminate social evils- corruption, Cyber 	11	1	0	12

		crime, Terrorism, Alcoholism/Drug Addiction, Untouchability etc				
2	National and International Values	<ul style="list-style-type: none"> • Constitutional or National Values- Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity, and Universal brotherhood • Professional values- Knowledge thirst, sincerity in profession, regularity, punctuality, faith and character building. • Aesthetic values- Love and appreciation of literature and fine arts and respect for the same. • Environment and Ecological balance- interdependence of all beings, Environment conservation and enrichment. • National and International Understanding. 	12	2	0	14
3	Approaches and Agencies of Human Rights Education	<ul style="list-style-type: none"> • Concept of human rights, need and significance of human rights education • Agencies for Protection and Promotion of Human Rights including UN, Central and State Governments, NGOs etc. • Human Rights Education at various levels- Primary, Secondary, Higher Secondary, University levels in 21st century. • Role of Educational Institutions, Family, Peer-group, Religious and Social Organisations towards Human 	12	2	0	14

		Rights.				
4	Approaches and Strategies for Inculcation of Values	<ul style="list-style-type: none"> • Methods of fostering values among learners • Need of Orientation in Value Education to learners. • Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities). • Role of Educational Institutions, Media, Family, Peer-group, Religious and Social Organisations towards Value education. 	12	2	0	14

ACTIVITIES/PRACTICUM/ASSIGNMENT:

1. Written Exam/Objective type test.
2. Conduct a debate/seminar/panel discussion on a human rights violations and the society.
3. Develop/ compile stories with values from different sources and cultures.
4. Home Assignment
5. Prepare report or organize awareness programme on various social evils.

Text Books

- Aggarwal, J.C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
- Jagannath, M. (2005). Teaching of human rights. New Delhi: Deep & Deep Publications (p) Ltd.
- S.P Ruhela and Raj Kumar Naik (2011). Value Education and Human Rights Education, Neelkamal Publications Pvt. Ltd.,Hyderabad.
- Balvinder K. (2006).Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.

Reference Books

- Dhand, H. (2000). Teaching Human Rights: A Handbook for Teacher Educators. Bhopal: Asian.

- Dhokalia, R.P. (2001). External Human Values and world Religions, New Delhi, NCERT.
- Micheline, R. I. (2008). The history of human rights: From ancient times to the globalization era. London : Orient Longman Limited.
- B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.
- Mehta, P.L. and Neena Verma, (1995). Human rights under the Indian constitution. New Delhi: Deep and Deep Publications.
- Shukla, R.P. (2004). Value Education and Human Rights. New Delhi: Sarup and Sons
- V.T Patil (2008). Value Education and Human Rights Education, GNOSIS Delhi.
- Lederach, J. P.(1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.

Research Papers (Links)

- https://www.researchgate.net/publication/274908579_Human_Rights_Education
- https://www.researchgate.net/publication/327078996_Human_Rights_and_Right_to_Education_in_India
- https://www.researchgate.net/publication/241123200_Education_in_Terms_of_Human_Rights

Online/Web Resources/eBooks (Links)

1. <http://hrlibrary.umn.edu/edumat/pdf/hreh.pdf>
2. http://syllabus.b-u.ac.in/syl_college/ug_ve.pdf
3. [http://www.stjosephtup.org/naac/1.3.1.Syllabus\(3Papers\).pdf](http://www.stjosephtup.org/naac/1.3.1.Syllabus(3Papers).pdf)
4. https://ncert.nic.in/pdf/publication/otherpublications/Framework_educationCOMPLETEBOOK.pdf
5. https://ncert.nic.in/depfe/pdf/Framework_educatioSn.pdf
6. http://cbseacademic.nic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

COURSE NAME: ASSESMENT FOR LEARNING

COURSE CODE: MEDE3406

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course aims at making the students to

- Understand some basic concepts of assessment, measurement and evaluation
- Understand the types of assessment for learning
- Know different techniques of assessment and evaluation in the classroom
- Know the use of different statistical tools for assessment

COURSE OUTCOME:

After completion of the course the students will be able to

CO1: Learn about different tools and techniques of assessment and evaluation in different aspects of learning

CO2: Analyze and interpret the result of assessment for learning

COURSE OUTLINE:

Sl. No.	Module	Topic	L	T	P	TOTAL (L+T+P)
1	Introduction: Assessment	<ul style="list-style-type: none"> • Concept, nature and importance of assessment in education • Distinction between Assessment of learning and Assessment for learning • Clarifying the terms: assessment, evaluation, measurement • Types of assessment: continuous, comprehensive, formative, summative 	8	3	0	11
2	Context of assessment	<ul style="list-style-type: none"> • Context of assessment:subject - specific and learner – centered • Assessment of Cognitive, Affective and Psychomotor domain of learning • Choice based credit system(CBCS) • Grading system • Critical review of current assessment process 	10	3	0	13
3	Tools and techniques of assessment	<ul style="list-style-type: none"> • Assessment tools: <ul style="list-style-type: none"> ✓ Projects, assignments, performances ✓ Tests: concept and principles ✓ Observation ✓ Self assessment and peer assessment ✓ Statistical tools: its importance and types (percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation) 	11	4	0	15

4	Data analysis, Feedback and Reporting	<ul style="list-style-type: none"> • Meaning and significance of data analysis • Feedback as an essential component of assessment for learning • Types of teacher feedback, peer feedback • Feedback for strengthening self esteem, motivation and identify all the learners 	11	4	0	15

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

Suggested Readings:

- Aron, A., Aron. E.N. and Coups. E. (2012): *Statistics For Psychology (4th Edn)*, Dorling Kindersley (India) Pvt. Ltd
- Aggarwal, Y.P. (1998): *Statistical Methods: Concepts, Application and Computation*. Starling Publishers, New Delhi
- Anastasi, A. (1982): *Psychological Testing*. Mc Milan, New York
- Freeman. F.S. (1965): *Theory and Practice of Psychological Testing*. Holt, Rinehart and Winston
- Garret, H. E. (1973): *Statistics in Education and Psychology*. Bombay
- Thorndike, E. L. (1970): *Measurement and Evaluation in Psychology and Education*. Wiley, New York

COURSE NAME: ADVANCED CURRICULUM THEORY

COURSE CODE: MEDE3407

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course aims at making the students to

- Understand about important principles of curriculum development
- Understand about the models of curriculum and its importance
- Understanding about different theories of curriculum development
- Understanding about curricular content, organization and evaluation of curriculum

COURSE OUTCOMES:

CO1: Students will acquaint knowledge about theories of curriculum and different models of curriculum development

CO2: Students will be able to discuss the sources and important principles of curriculum

CO3: Students will be able to discuss the factors affecting curriculum design

COURSE OTLINE:

TOTAL CLASS HOURS:

54

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Concept of curriculum development	<ul style="list-style-type: none"> • Concept and criteria of curriculum development • Stages in the process of curriculum development • Principles of curriculum construction • Models of curriculum development: Tyler's Model, Hilda Taba's Model 	8	3	0	11
2	Curriculum Theories	<ul style="list-style-type: none"> • Curriculum theories: <ul style="list-style-type: none"> ✓ Idealistic ✓ Naturalistic ✓ Realistic ✓ Pragmatic ✓ Existentialistic ✓ Conservatism • curriculum theory 	10	3	0	13
3	Organization of Curriculum	<ul style="list-style-type: none"> • Methodology of development of curricular materials <ul style="list-style-type: none"> ✓ textbooks, workbooks, teacher handbooks • Importance of curricular materials 	11	4	0	15

		<ul style="list-style-type: none"> ✓ textbooks, workbooks, teacher handbooks • Process of curriculum implementation in India 				
4	Curriculum evaluation and curriculum change	<ul style="list-style-type: none"> • Approaches, models of curriculum evaluation • Concept of curriculum change • Dimensions of curriculum change <ul style="list-style-type: none"> ✓ Substantive ✓ Instructional ✓ Organizational • Factors influencing in curriculum change • Issues and trends in curriculum development, curriculum research in India 	11	4	0	15

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

Suggested Readings:

- MacDonald, J. B. (1971): *Curriculum Theory. The journal of Educational Research*, 64, 5. 195-200
- Erikson, H. L. (2002): *Concept-based Curriculum and Instruction*. Crown Press, Inc, California
- *National Curriculum Framework(2005)*, NCERT, New Delhi
- Wallin, J. J. (2011): *What is? Curriculum Theorizing: For a People Yet to Come*. Stud PhilosEduc, 30, 285-301
- Pandey, J. (2015): *Principle of Education and Curriculum Development*. Delhi, KSK
- Talla, M. (2012): *Curriculum Development: Perspectives, Principles and Issues*. Pearson, New Delhi

- Smith, M. K. (1996, 2000): *Curriculum Theory and Practice*. The encyclopedia of informal education

Course Title: Education for the Children with Special needs (GE)

Course Code: MEDG3408

Credit: 4

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

1. To understand the concept of children with special needs.
2. To acquaint the students with the policies and legislation, schemes, programmes at International and National level.
3. To generate the different pedagogical strategies for education of children with special needs.
4. To enumerate the current needs, trends and issues related to education of children with special needs.
5. To focus on future perspective to solve the various issues and challenges.

LEARNING OUTCOMES OF THE COURSE:

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

CO1 Explain the concept of children with special needs.

CO2 Examine the current needs, trends, and issues related to children with special needs and way forward to solve those issues.

CO3 Analyse and explain the different policies, programmes and schemes at International and National level.

CO4 Generate various pedagogical strategies for education of children with special needs.

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)

1	Concept of Children with Special Needs	<ul style="list-style-type: none"> • Definition, Meaning, Characteristics, Nature of Children with Special Needs • Classifications or types of Children with Special Needs • Causes • Models of disability: The Moral and/or Religious model, Medical model, Social Model, Identity model, Charity model, The Human Rights Model • ICF model 	9	3	0	12
2	International and National Initiatives for Education of children with Special Needs	<ul style="list-style-type: none"> • Salamanca Statement and Framework of Action, 1994 & <i>UNESCO 2009- Policy Guidelines for Inclusion</i> • RCI Act 1992, • The National Trust Act for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act, 1999 • RPWD Act 2016 • NEP 2020 • Govt. Schemes and Programmes 	11	4	0	15
3	Planning and Management of Inclusive Classroom	<ul style="list-style-type: none"> • Curriculum Adaptation and Accommodation in Inclusive Education • Definitions, Characteristics, classification and Teaching strategies for children with Special Needs: Hearing Impairment, Visual Impairment, Orthopaedics (Physical), Intellectual and Developmental Disabilities. • Pedagogical strategies: Individualized Educational Program , remedial teaching, 	11	4	0	15

		cooperative learning strategies, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach <ul style="list-style-type: none"> • Assessment and Evaluation 				
4	Issues in Education of Children with Special needs	<ul style="list-style-type: none"> • School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities • Parental attitude, Teachers attitude, peers, Community Awareness • Role of different stakeholders towards the process on inclusion 	9	3	0	12

ACTIVITIES/PRACTICUM/ASSIGNMENT:

The students will undertake any one of the following:

1. Preparation of status report on school/college/university education of diverse learners.
2. Seminar presentation on various issues and challenges of child with special needs
3. Written Examination: Essay type/Objective type.
4. Conduct a survey in the local area to ascertain the prevailing attitudes and practices towards social and academic inclusion of children with diverse needs.
5. Visit the family of a child with disability and describe briefly her/his problems and suggest remedies also.

Text Books

1. Jhulka, A. (2006) "Including students and youth with disabilities in education – a guide for practioners" NCERT, New Delhi
2. Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
3. Mani, M.N.G. (2000). Inclusive Education in Indian Context. International Human Resource Development Centre (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission Vivekananda University

Reference Books

1. Hallahan, D.P., Kauffman, J.M., Pullen, P.C. (2009). *Exceptional Learners – An Introduction to Education* (11th Ed) Allyn& Bacon, Pearson Education, Inc. USA.
2. Biwako Millennium Framework for Action towards an Inclusive.(2002). *Barrier-free and Rights-based Society for Persons with Disabilities in Asia and the Pacific*
3. King S. & Margaret. E. (1994). 'Curriculum based assessment in special education', California: Singular Publishing group Inc.
4. Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn& Bacon.
5. Department for Education and Skills (DfES) (2001b) *Inclusive Schooling: children with special educational needs*, London, DfES.
6. Mittler, P. (2000) *Working Towards Inclusive Education: social contexts*, London, David Fulton.
7. Mani, M.N.G.(1992). *Techniques of Teaching Blind Children*. New Delhi: Sterling Publishers
8. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publishing House.
9. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
10. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
11. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
12. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
13. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
14. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

Web resources (Links)

1. http://14.139.60.153/bitstream/123456789/232/1/NCERT-national%20focus%20group-special_ed_final1.pdf
(Position Paper National Focus Group on Education of Children with Special Needs)
2. NEP 2020
(2020https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
3. https://www.cdc.gov/nchs/data/icd/icfoverview_finalforwho10sept.pdf (ICF Model)
4. https://www.researchgate.net/publication/323608473_Models_of_disability_A_brief_overview

5. National Trust Act, (1999)
<https://thenationaltrust.gov.in/upload/uploadfiles/files/National%20Trust%20Act%20-%20Englsih.pdf>
6. <http://www.rehabcouncil.nic.in/> (Original Document of RCI Act,1992)
7. <https://unesdoc.unesco.org/ark:/48223/pf0000177849> (UNESCO 2009- Policy Guidelines for Inclusion)
8. https://legislative.gov.in/sites/default/files/A2016-49_1.pdf (RPWD Act 2016)
9. https://www.education.gov.in/en/sites/upload_files/mhrd/files/upload_document/Confluence.pdf
10. <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf> (NCERT Handbook- Primary Stage)
11. https://www.charterconference.org/uploads/CACHARTER2019/HANDOUTS/KEY_68646187/AdaptationsGrid.pdf (Nine Types of Curriculum Adaptation)
12. https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_INDIA_-_CONCEPT_NEED_AND_CHALLENGES

Course Title: Inclusive Education

Course Code: MEDC4401

Credit: 4

Credit Hours: 4

L	T	P	CH	Credit
3	1	0	4	4

COURSE OBJECTIVES:

- (1) To understand the concept of special, integrated and inclusive education in different perspectives.
- (2) To understand the concept, nature and characteristics and identification of various disabilities.
- (3) To acquaint the students with the policies and legislation of inclusive education at the national and international levels.

- (4) To generate the different pedagogical strategies for education of children with special needs.
- (5) To enumerate the current needs, trends and issues related to education of children with special needs.

COURSE OUTCOMES :

CO1: Explain the concept of inclusive education in different perspectives.

CO2: Describe the concept, nature and characteristics and identification of various disabilities.

CO3: Analyse and synthesise the policies and legislation on inclusive education at the national and international levels.

CO4: Examine the current needs, trends and issues related to education and inclusive education.

CO5: Discuss the present trends and future perspectives in education and inclusive education.

Course Outline:

Total Class Hours: 54

SL. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Introduction to Inclusive Education	<ul style="list-style-type: none"> • Inclusive Education: Concept, Principles, Scope. • Target Groups: Diverse learners Including Marginalized group and Learners with Disabilities. • Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education. • Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational. • Readiness of School and Models of Inclusion. 	9	3	0	12
2	Understanding Diverse Learners	<ul style="list-style-type: none"> • Concepts of Impairment, Disability and Handicap. • Classification of Disabilities based on ICF Model. • Causes and prevention of Disabilities. • Identification of Diverse Learners for Inclusion. • Prevalence, Types, Characteristics and Educational Needs of Diverse Learners with: <ul style="list-style-type: none"> (a) Intellectual Disabilities (b) Physical Disabilities and 	11	4	0	15

		<p>(c) Multiple Disabilities</p> <ul style="list-style-type: none"> • Educational Evaluation Methods, Techniques and Tools. 				
3	Policies and Legislations for Inclusive Education & Rehabilitation	<ul style="list-style-type: none"> • World Declaration on Education for All, 1990. • The Salamanca Statement and Framework for Action on Special Needs Education, 1994. • Rehabilitation Council of India (RCI) Act, 1992. • National Trust Act • National Curriculum Framework 2005 • Right to Education Act, 2009. • Inclusive Education under- Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamic Shiksha Abhiyan (RMSA) and Rashtriya Uchcharat Shiksha Abhiyan (RUSA). • Rights of the Persons with Disabilities (RPWD) Act, 2016. • NEP 2020 	11	4	0	15
4	Planning and Management of Inclusive Classrooms	<ul style="list-style-type: none"> • Infrastructure, Human Resource and Instructional Practices. • Curriculum and Curricular Adaptations for Diverse Learners • Assistive and Adaptive Technology for Diverse learners: <ul style="list-style-type: none"> (a) Product (Aids and Appliances) (b) Process (Individualized Education Plan, Remedial Teaching), • Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School, NGOs. 	9	3	0	12

ACTIVITIES/PRACTICUM/ASSIGNMENT:

1. Written Examination/Objective Type Test.
2. Home Assignment
3. Seminar Presentation
4. Preparation of status report on school/college/university education of diverse learners.
5. Conduct a survey in the local area to ascertain the prevailing attitudes and practices towards social and academic inclusion of children with diverse needs.
6. Visit the family of a child with disability and describe briefly her/his problems and suggest remedies also.

Recommended Readings:

1. Baquer, A. and Sharma, A. (1997). *Disability: Challenges Vs. Responses*. New Delhi: CAN.
2. Brelje, W. (1999). *Global Perspective on Education of the Deaf*. USA: Butte Publication Inc.
3. Cruschank, W.M. (1975). *Psychology of Exceptional Children and Youth*. Englewood Cliffs N.J.: Prentice Hall
4. Dessent, T. (1987). *Making the Ordinary School Special*. London: The Falmer Press.
5. Evans, R.C. & MC Laughlin, P. (1993). *Recent Advances in Special Education and Rehabilitation*, Boston: Andover Medical Publishers.
6. Evans, P & Verma, V. (1990). *Special Education- Past Present and Future (Ed)*. London: The Falmer Press,
7. Friel, J. (1997). *Children with special needs*. London: Jessica Kingsley Publication.
8. Guilford, P. (1971). *Special Education Needs*. London: Routledge Kagan Paul
9. Hollahan, D and Kauffman, M. (1978). *Exceptional Children: An Introduction to Special Education*. Englewood Cliffs: Prentice Hall.
10. Maclett R. and Katherine R.C. (2014). *Approaching Disability- Critical issues and Perspectives*. London: Routledge Taylor and Francis Group.
11. McLeskey, J., Warldron, N. L., Spooner, F. and Algozzine, B. (2014). *Handbook of Effective Inclusive Schools (Research and Practice)*. London: Routledge Taylor and Francis Group.
12. Mangal, S.K. (2008). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi: Prentice Hall of India (Pvt.) Ltd.
13. Panda, K.C. (2008). *Education of Exceptional Children*. New Delhi: Vikash Publishing House.
14. Pandey, R.S. and Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House.
15. Richards, G. and Armstrong, F. (2016). *Teaching and Learning in Diverse and Inclusive Classrooms*. London: Routledge Taylor and Francis Group.
16. Sindelar, P.T., Mccray, E.D., Brownnell, M.T. and Lignugaris, B. (2014). *Handbook on Research on Special Education Teacher Preparation*. London: Routledge Taylor and Francis Group.
17. Stephens, T.M. et al (1983). *Teaching Mainstream Students*. New York: John Wiley.

COURSE NAME: HIGHER EDUCATION IN INDIA

COURSE CODE: MEDC4402

CREDIT HOURS:4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course aims towards enabling the students to develop understanding

1. Concept, goals, policies and commissions and also higher education after independence
2. Source of finance in the higher education and also higher education and socio economic development
3. Curriculum planning and development in higher education
4. Issues and challenges in higher education

COURSE OUTCOMES: After learning this paper students will able to know

1. The concept, goals, policies and commissions and also higher education after independence
2. Source of finance in the higher education
3. How curriculum is developed in the higher education
4. Issues and challenges in higher education

COURSE OUTLINE
HOURS: 54

TOTAL CLASS

SL NO.	MODULE	TOPIC	L	T	P	TOTAL (L+T+p)
1.	INTRODUCTION TO HIGHER EDUCATION	<ul style="list-style-type: none"> • Concept, goals and Higher Education • Policy perspectives and emerging trends in Higher Education • Higher Education in India during British Era • Higher Education in India after Independence • National Policy in Education 1968, 1986 and 2020 Special reference with Higher Education 				
2	FINANCING IN HIGHER EDUCATION	<ul style="list-style-type: none"> • Financing of Higher Education • Sources of financing in Higher Education • Management of institutes of Higher Education • Higher Education and Socio economic development 				
3	CURRICULUM AND HIGHER EDUCATION	<ul style="list-style-type: none"> • Curriculum planning of Higher Education • Curriculum Development of Higher Education • Curriculum Transaction of Higher Education • Curriculum Evaluation of Higher Education 				
4	ISSUES AND CHALLENGES IN HIGHER EDUCATION	<ul style="list-style-type: none"> • Issues and challenges in Higher Education in India • Issues related to quality and excellence in Higher Education • Issues related to providing equality of higher educational opportunities • Issues pertaining to open learning 				

		and distance education • Issues relating to privatization of Higher Education				
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ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED LEARNING:

1. Moonis Raza et al, Higher Education in India, Retrospect and Prospect, New Delhi Association of Indian universities, 1991
2. Naik, J.P. Educational Planning in India ,Bombay, allied publishers,1965
3. Naruallah Sayeed & Naik, J.P., a Student History of education in India, Bombay MacMillan, 1972.
4. Patnaiks, Higher Education in Information Age, Guwahati, DVS Publishers, 2001
5. Philli Altback Comparative Perspective on the Academic Profession, New York, Praeger
6. R.S. Sharma , higher education, scope and Development, New delhi Commonwealth Publishers 1995
7. Ram, a Higher in India, Issues and Perspective, New Delhi, Mittal Publication 1990
8. Higher education Administration and Management, DVS Publishers and Distributor, Guwahati, 2006

COURSE TITLE: DISSERTATION

COURSE CODE: MEDC4503

COURSE TITLE: LEARNING AND TEACHING

COURSE CODE: MEDE4404

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course aims at making the students to

- Learning about teaching in congruence with the nature of learning
- Understand the different psychological attributes
- Discuss about learning as a socio cultural process

- Critical study of teaching process
- Know about the phases of professional development

COURSE OUTCOMES:

CO1: Students will learn about the expository and inquiry strategy of teaching

CO2: the students will be able to discuss about the learning and teaching from different perspectives

**COURSE OUTLINE:
HOURS: 54**

TOTAL CLASS

Sl. No.	Module	Topic	L	T	P	TOTAL (L+T+P)
1	Learning and learner	<ul style="list-style-type: none"> • Concept and nature of learning • Dimensions of learning from different psychological perspectives: Cognitive abilities, Interest, Aptitude, Creativity, Personality, Values and self esteem • Learning as a socio-cultural process (With special reference to Erickson's contribution) • Learning as a cognitive process(With special reference to Piaget's contribution) • Learning as construction of knowledge (With special reference to Vygotsky's contribution) 	10	3	0	13
2	Learning in inside and outside of school	<ul style="list-style-type: none"> • Issues of imposed schooling (oppression, monopoly of school in the sphere of learning, arrogance of authority, cultural) • Learning of knowledge, skills, values, beliefs, positive emotions • Alternative ways of learning 	8	3	0	11
3	Understanding Teaching	<ul style="list-style-type: none"> • Meaning of teaching as a complex activity • Teaching as a skill • Teacher's role in teaching learning process • Teaching in a diverse classroom • Teaching as a critical pedagogue 	11	4	0	15

4	Teaching as a profession	<ul style="list-style-type: none"> • Is teaching a profession • Qualities of a good teacher • Professional ethics • Professional development and need of professional development • Strategies of professional development: <ul style="list-style-type: none"> ✓ Conventional face to face ✓ School based INSET ✓ Action Research ✓ Self initiated learning • Teacher Autonomy and Accountability 	11	4	0	15
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ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

- Bhutt, H.: *The Diary of a school teacher*. An Azim PrANJI university publications, [www.arvindgupta.com/diary – school teacher – eng.pdf](http://www.arvindgupta.com/diary-school-teacher-eng.pdf)
- Burden, Paul R; Byrd, David, M.(1999): *Method for effective teaching* (Sec Edition), Allyn and Bacon
- Carr, D.(2005): *Making sense of education: An Introduction to the Philosophy and Theory of education and teaching*, Routledge
- Delpit, L. (2006): Other people’s children, cultural conflict in the classroom. The New press
- Dhar, T.N. (1996): Professional Status of Teachers. NCTE, NEW DELHI
- Kauchak, D.P. and Eggen, P.D. (1998): *Learning and Teaching: Research based Methods*. Boston: ALLYN AND Bacon
- Ladsen- Billings, G. (1995): *Toward a theory of cultural relevant pedagogy*. American Educational Research Journal, 32(3), 465-491.
- Lampert, M. (2001): *Teaching problems and the problems of teaching*. Yale University Press

COURSE TITLE: EDUCATION IN NORTH-EAST INDIA

COURSE CODE: MEDE4405

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course aims at making the students to

- Understand the development of education in North- East India before and after independence
- Understand the inclusive policy in education
- Enable for study the issues of education in North-East India

COURSE OUTCOME:

CO1: students will know about inclusive policy in education with special reference to North-East India

CO2: Students will be able to analyze the role of education for the development of Education in North- East India

CO3: Students will be able to discuss the issues of Education in North- East India

**COURSE OUTLINE:
HOURS:54**

TOTAL CLASS

Sl. No.	Module	Topic	L	T	P	Total (L+T+P)
1	Development of education in North-East India(Pre-independence period)	<ul style="list-style-type: none">• Pre-Primary, Primary and Higher Education• Contribution of Missionaries towards educational development of North-East India• Teacher Education	8	3	0	11
2	Development of education in	<ul style="list-style-type: none">• Pre-Primary, Primary and Higher Education	11	4	0	15

	North-East India(Post-independence period)	<ul style="list-style-type: none"> • Adult and Distance Education • Teacher Education 				
3	Inclusive Policy in Education with reference to North-East India	<ul style="list-style-type: none"> • Meaning, Historical background of social exclusion and its impact in North-East India • Educational policies for marginalized group in the North-East India 	10	3	0	13
4	Problems and issues in education of North- East India	<ul style="list-style-type: none"> • Wastage and stagnation in education in North-East India • Access, equity and quality of governance • Role of SSA, RUSA, RMSA, NEP(2020) in the educational development of North-East India • Role of SCERT, NCERT, NCTE in Teacher Education in North-East India 	11	4	0	15

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

- Ray, A. K. and Chakraborty, S. (2008): Society Politics and Development in North-East India: Essays in Memory of Dr. Basudev Dutta Ray, Concept Publishing Company, Mahan Garden, New Delhi
- Biswas, N.B. (2008): Education in North-East India, Neha Publishers & Distributors, New Delhi

- Col Ved Prakash(2007): Encyclopedia of North-East India, Atlantic Publishers & Dist, India
- Subba, T.B., Puthenpurakal, J. & Puykunne, S.J. (2009): Christianity and Change in North-East India, North Eastern Social Research Centre, Guwahati, Assam
- Lyndem, B. & De, U.K. (2004): Education in North-East India- Experience and Changes, Concept Publishing Company, New Delhi-110059
- Vanlalchawna (2006): Higher Education in North-East India: Unit Cost Analysis, A Mittal Publication, a-110, Mohan Garden, New Delhi, India

COURSE NAME: CHILDHOOD AND GROWING UP

COURSE CODE: MEDE4406

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course aims at making the students to

- Understand the developmental influences in human life
- Understand the of individual development
- Understanding childhood in socio cultural perspectives
- Understanding different aspects and the relationship between development and learning

COURSE OUTCOMES:

CO1: Students will be able to know the characteristics of different developmental stages

CO2: Students will develop understanding about different socio-cultural factors influencing in different stages of development

COURSE OUTLINE

Sl.No.	MODULE	TOPIC	L	T	P	Total (L+T+P)
1	LEARNER AS A DEVELOPING INDIVIDUAL	<ul style="list-style-type: none"> • Growth and Development • Developmental influences: Development as a resultant of interactions between individual potential (innate and acquired) and external environment (physical, socio-cultural, ecological, economic and technological) • Nature and Nurture, Continuity and Discontinuity issues, Growth and Maturation. • The innate and environmental influences. 	8	3	0	11
2	DEVELOPMENT AND LEARNING	<ul style="list-style-type: none"> • Meaning and principles of Development, Relationship between Development and Learning • Dimensions of individual development: Physical, Cognitive, Language, Affective, Social and Moral • Piaget, Erickson and Kohlberg Theories • Stages of Development (From infancy to post Adolescence) 	11	3	0	14
3	UNDERSTANDING CHILDHOOD IN SOCIO CULTURAL PERSPECTIVE	<ul style="list-style-type: none"> • Concept of Childhood • Childhood across culture and society (Examining children perspective, experiences and actions in which they construct and reconstruct their lives) • Impact of Diversity, Differences, Marginalization on Childhood • Childhood in difficult 	10	4	0	14

		<p>circumstances (Jail, War Affected, Families conflict Situation, Poor Families, Urban Slum)</p> <ul style="list-style-type: none"> • Growing-up as a girl, Growing up in Dalit, Tribal household Etc. 				
4	UNDERSTANDING ADOLESCENCE : ISSUES AND CONCERNS	<ul style="list-style-type: none"> • Realistic and Contextual frames of growing up in adolescence • Cultural Differences and Adolescence • Impact of Economic Change and Urbanization • Impact of Media • Adolescence and Difficult Circumstances • Issues and Concern ; Problems of Adjustment, Understanding of Emotional Disturbance and Risk Behavior • Identity Crisis • Parent Child Conflict • Drug Addiction and Abuse • Bullying Juvenile Delinquency • Health Awareness : Personal Hygiene, Nutrition, Disease Prevention and Control 	12	4	0	16

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

- Cole, M. and Cole, S. (1989): the development of children, Scientific American Books. New York
- Hurlok, E.B. (2003): Child Growth and Development. Tata Mc Graw Hill
- Kakkar, S. (1978): the inner world: A psychoanalytic study of childhood and society in India. Oxford Press, New Delhi
- Mishra, A. (2007): Everyday life in a Slum in Delhi. New Delhi, Pearson Education India
- Nambissan, G. B. (2009): Exclusion and Discrimination in Schools: Experiences of Dalit Children. Indian Institute of Dalit Students and UNICEF
- PARRY, J. (2005): Changing Childhoods in Industrial Chhattisgarh. In R Chopra and P Jeffery (Eds), Educational regims in Contemporary India. Sage
- Piaget, J.(1997) : Development and Learning. In M. Gauvin and M. Cole (Eds), Readings on the Development of children. New York: WH Freeman and Company
- Saraswathi, T.S. (1999): Adult Child Continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswathi (Ed), Culture, Socialisation and Human Development: Theory, research and applications in India. New Delhi. Sage
- Sharma, N(2001). Understanding Adolescence, MBT India

COURSE NAME: GUIDANCE AND COUNSELLING

COURSE CODE: MEDE4407

CREDIT HOUR: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES:

The course aims at making the students to

- Understand the concept, nature scope and importance of guidance
- Understand the meaning, purpose and functions of different types of guidance

- Understand about the different types of guidance program and their organizations
- Understand the meaning, nature, objectives, needs and importance, types, techniques of counseling
- Understand the role of counselor

COURSE OUTCOMES:

CO1: Students will be able to know about the importance of guidance and counseling in human life

CO2: Students will develop their theoretical knowledge about different guidance and counseling program

**COURSE OUTLINE:
HOURS: 54**

TOTAL CLASS

Sl.No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)
1.	INTRODUCTION TO GUIDANCE	<ul style="list-style-type: none"> • Concept, Aims, Nature of guidance • Theoretical aspects of Guidance: Principles, Objectives, Assumptions • Strategies of Guidance (Individual, Group, Carrier and Clinical) 				
2	TYPES OF GUIDANCE AND GUIDANCE SERVICES	<ul style="list-style-type: none"> • Types of Guidance(Personal, Educational, Vocational) • Guidance Services (Admission, Information, Counseling and Follow-up) • Standardized Tests, Intelligence Test, Achievement Test, aptitude Test, Personality Inventories, Interest inventories • Non-Standardized Test- Questionnaire, Observation, Cumulative 				

		Record card, Anecdotal Record				
3	INTRODUCTION TO COUNSELLING	<ul style="list-style-type: none"> • Concept, objectives, Principles and Types of Counseling • Schools of Counseling- Directive, Non Directive , Eclectic • The Counsellor: • The characteristics of a Counselor • The role and functions of a Counselor • Problems in Guidance and Counselling 				
4	TOOLS AND TECHNIQUES OF GUIDANCE	<ul style="list-style-type: none"> • Records • Scales and Tests • Technique • Interview • Agencies of Guidance and Counselling: • Guidance and Counselling Centres (Need, Objectives and Resource) • Guidance Service and Schools (Primary, Secondary and Higher Secondary) 				

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READINGS:

- Kochar, S.K.(1989): guidance and counseling colleges and universities. Sterling publishers Pvt. Ltd. New Delhi
- Bhatia, K.k. (2009), Principles of guidance and Counseling, Kalyani Publisher
- Agarwal R. (2010), Educational and Vocational guidance and Counseling: Principles Techniques and Programmes, Shipra publication
- Madhukar I., Guidance and Counseling ,New Delhi Authors Press
- Charles. Kiruba & Jyothsna. N.G. (2011), guidance and Counseling, Neelkamal Publication PVT.LTD. 1st Edition
- Mc Denial , H.B. , Guidance in Modern Schools, New York, Rinechart and Winton
- Traxler A.E. and North R.D., Techniques of Guidance , Harper and R.W.
- Gururani G.D., Guidance and Counseling educational, Vocational and Carrier planning

COURSE NAME: FUNDAMENTAL THEORY OF EDUCATION

COURSE CODE: MEDO4409

CREDIT HOURS: 4

L	T	P	Cr Hr
3	1	0	4

COURSE OBJECTIVES: The course aims at making the students acquaint with

1. The concept of Education ,Functions of School
2. Aims of Education and its importance
3. Concept, nature ,principles of Curriculum and Co-curricular Activities
4. Meaning of democracy in Education.

LEARNING OUTCOMES OF THE COURSE:

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

CO1 Explain the concept of Education

CO2 Aims of Education and its importance

CO3 Concept, nature ,principles of Curriculum and Co-curricular Activities

CO4 Meaning of democracy in Education.

COURSE OUTLINE

Total Class Hours: 54

Sl. No.	MODULE	TOPIC	L	T	P	TOTAL (L+T+P)
1.	MEANING AND CONCEPT OF EDUCATION	<ul style="list-style-type: none">• Meaning , Nature and Scope of Education• Forms of Education- Formal, Informal and Non-Formal Agencies of Education• School & its Functions- Relationship between School & Society	9	3	0	12

		<ul style="list-style-type: none"> • Functions of Education 				
2.	AIMS OF EDUCATION	<ul style="list-style-type: none"> • Meaning and Importance of Aims • Determinants of Aims • Vocational and Liberal Aim • Social Vs Individual Aim 	11	4	0	15
3.	CURRICULUM	<ul style="list-style-type: none"> • Concept and Nature of Curriculum • Importance of Curriculum • Types of Curriculum • Principles of Curriculum • Co-Curricular Activities- Meaning, Types & Importance 	11	4	0	15
4.	DEMOCRACY AND EDUCATION	<ul style="list-style-type: none"> • Meaning of Democracy in Education • Role of Teachers and Administrator in Democracy • Democracy and the Education of Masses • Methods of Teaching in Democracy 	9	3	0	12

ASSESSMENT PROCEDURE:

- GROUP DISCUSSION
- CLASS TEST
- PRESENTATION
- UNIT TEST
- ASSIGNMENT
- SUMMATIVE TEST

SUGGESTED READING:

1. Pathak, R.P. (2012): Philosophical and Sociological Principles of Education. Dorling Kindersley (India) Pvt. Ltd.
2. Sarma, R.n. (1992): Philosophy and Sociology of Education. Urjeet Publications, Delhi-07
3. Bhatia & Bhatia (1995): The Philosophical and Sociological Foundations of Education. Doaba House, Delhi-110006
4. Chauhan, S.S. (1999): Advanced Educational Psychology. Vikash Publication House Pvt. Ltd. New Delhi-110004
5. Rush, R.R.: The Philosophical Bases of Education
6. Goswami, D. (2013): Philosophy of Education. DVS Publishers, Panbazar, Guwahati
7. Ahuja, A.K.: Economics of Education, authors Press, Delhi-92
8. Chandra, S.S.: Sociology of Education