



**DEPARTMENT OF EDUCATION, VINAYA-BHAVANA (INSTITUTE OF EDUCATION)
VISVA-BHARATI, SANTINIKETAN**

COURSE STRUCTURE, EXAMINATION ORDINANCE AND COURSES OF STUDY OF THE TWO-YEAR M. ED. (MASTER OF EDUCATION) PROGRAMME

The two-year Master of Education (M.Ed.) Programme is offered as a full time programme having four semesters. It is primarily based on the National Council for Teacher Education Regulations (Norms and Standards) 2014, National Curriculum Framework for Teacher Education 2009, UGC guidelines for designing curricula under Semester System of Higher Education, and educational thought and practices of Gurudev Rabindranath Tagore.

A. COURSE STRUCTURE:

The two-year Master of Education (M.Ed.) Programme spread over four semesters consists of twenty (20) courses including eighteen (18) core courses, and two (02) elective courses. The credit for core courses and elective courses varies from four (04) to five (05). All the courses lead to a total of 96 credits and every student admitted to the Department will have to complete these credits to be eligible to receive the Degree in Master of Education (M.Ed.) from the University. Out of two (02) Elective courses: Elective-I (MED-234) will be in Semester-III, and Elective-II (MED-244) will be in Semester-IV. Each elective course has three alternatives and a student is required to choose any one out of these. The details of semester-wise courses are as follows:

Semester I (July to December)

Course Code	Subject	Core	Credit Point	Contact Hour	Full Mark	
					End. Sem.	Cont.Assm.
MED-211	Education Studies	Core	5	5 x 16	70	30
MED-212	Philosophical Perspective on Education	Core	5	5 x 16	70	30
MED-213	Psychological Perspective on Education	Core	5	5 x 16	70	30
MED-214	Methodology of Educational Research	Core	5	5 x 16	70	30
MED-215 Practicum	MED-215.1: Communication for Self Development	Core	2	4 X 16	50	
	MED-215.2: Yoga for Health	Core	1	2 X 16	25	
	MED-215.3: Seminar	Core	1	2 X 16	25	
Sub-Total			24	448	500	

Semester: II (January to June)

Course Code	Subject	Core	Credit	Contact Hour	Full Mark	
					End. Sem.	Cont.Assm.
MED-221	Sociological Perspective on Education	Core	5	5 x 16	70	30
MED-222	Curriculum Studies	Core	5	5 x 16	70	30
MED-223	Techniques of Analysis in Educational Research	Core	5	5 x 16	70	30
MED-224	Teacher Education	Core	5	5 x 16	70	30
MED-225	Internship in Teacher Education	Core	4	8 x 16	100	
Sub-Total			24	448	500	

Semester-III (July to December)

Course Code	Subject	Core/ Elect.	Credit	Contact Hour	Full Mark	
					End Sem.	Cont.Assm.
MED- 231	Dissertation-I (Review and Proposal)	Core	5	5 x 16	100	
MED-232	Curriculum, Pedagogy and Assessment	Core	5	5 x 16	70	30
MED- 233	Planning and Management of School Education	Core	5	5 x 16	70	30
MED-234 Elective (any one)	MED-234.1: Inclusive Education	Elect.	5	5 x 16	70	30
	MED-234.2: Education for Sustainable Development					
	MED-234.3: Human Rights, Peace and Values Education					
MED- 235	School Internship	Core	4	8 X 16	100	
Sub-Total			24	448	500	

Semester-IV (January to June)

Course Code	Subject	Core/ Elect	Credit Point*	Contact Hour	Full Mark	
					End. Sem.	Cont.Assm.
MED-241	Dissertation-II (Report Writing and Viva-Voce)	Core	5	5 x 16	100	
MED-242	Educational Technology and ICT	Core	5	5 x 16	70	30
MED-243	Economics of Education	Core	5	5 x 16	70	30
MED-244 Elective (any one)	MED-244.1: Guidance and Counseling	Elect.	5	5 x 16	70	30
	MED-244.2: Yoga Education and Personality Development					
	MED-244.3: Computer Applications in Educational Research					
MED- 245 Practicum	MED-245.1: Community Engagement and Social Responsibility	Core	2	4 x 16	50	
	MED-245.2: Academic Writing in Teacher Education	Core	1	2 x 16	25	
	MED-245.3: Innovative Teaching Learning Materials	Core	1	2 X 16	25	
Sub-Total			24	448	500	
GRAND TOTAL			96	1792	2000	

B. PROGRAMME TRANSACTION

The Medium of Instruction and Examination in the M.Ed. Programme shall be English. The mode of transaction in and outside classroom involves lectures, discussions, presentations, demonstrations, seminars, individual assignments, group works, practicum, practice teaching along with all other school-based activities, and community-based engagements.

C. EXAMINATION ORDINANCE

1. Two-year Master of Education (M.Ed.) Programme follows semester system with continuous and comprehensive assessment as an integral part of it
2. The Medium of Instruction and Examination shall be English.
3. The duration of semesters shall normally be as follows: Semester I & III (Odd Semesters): July to December, Semester II & IV(Even Semesters): January to June
4. Each semester shall end with a terminal examination i.e. End Semester Examination. The End Semester Examination of Semester I & III shall preferably be held between 1st to 20th December and the End Semester Examination of Semester II & IV shall preferably be held between 26th April to 15th May in each academic session.
5. (a) In each theory course (except MED-213), 30% of the total marks (30 marks out of 100) will be earmarked for continuous assessment. The 30 marks out of 100 will be distributed equally into three parts (10 marks each): one written internal test, one assignment followed by presentation or viva-voce, and one practicum. (b) In course MED-213: Psychological Perspective on Education, out of 70 marks earmarked for End Semester Examination 50 marks for Theory Examination of 2 hrs duration and 20 marks for Psychological Practical Examination for 3 hours duration; out of 30 marks earmarked for continuous assessment 20 marks for two written internal tests and 10 marks for psychological practical. (c) The answer scripts of theory courses will be assessed as per university examination ordinance.
6. (a) Semester-III offers a part of the course on Dissertation (Course No. MED-231: Review and Proposal) and Semester IV offers the remaining part it (Course No. MED-241: Report Writing and Viva-Voce). The students shall have to complete and submit their dissertation two weeks before starting of the End Semester Examination of Semester-IV.
7. (a) All the faculty members will evaluate 100 marks (50 for Review Work + 50 for Research Proposal) for presentation of the review and the research proposal by the candidate. The final marks will be calculated by averaging the marks given by all the faculty members present during the presentation. This has to be completed before two weeks of the commencement of End Semester Examination of Semester-III. (b) A board of two (02) examiners consisting of the supervisor (internal examiner) and the external examiner, recommended by the Board of Studies in Education will evaluate the Report Writing on dissertation for 70 marks and Viva-Voce Examination on dissertation for 30 marks in Semester-IV. The marks given by both internal and external examiners will be averaged to get final mark.
8. (a) The supervisors will be allotted by the Departmental Committee immediately after commencement of third semester, which will be approved in Board of Studies (BOS) in Education. (b) For evaluating the Dissertation one external examiner will preferably be allotted for ten students. Thus one external examiner (preferably an Associate Professor or Professor) shall be invited from other Universities for every ten students. (c) A list of five numbers of external experts along with another alternative list of external experts may be decided by Departmental Committee at the beginning of the fourth semester, which will be approved in Board of Studies (BOS) in Education. In case any examiner from among the five experts does not agree or give consent to act as an external examiner, any one from the alternative list may be invited to act as external examiner.
9. Question Paper setters, moderators, examiners, and review examiners of theory courses shall be recommended by the Board of Studies (BOS) in Education.
10. A Board of Moderators will consist of four members: one External Expert (not below the rank of Associate Professor), two faculty members of the Department, and Head of the Department.

11. The Department will announce at the beginning of Semester-III and Semester-IV the elective courses to be offered under it. Students shall formally choose any course they intend to take within one week of the commencement of the classes.
12. The duration of each theory course in the End Semester Examination will be of three (03) hours for total marks of 70, except Dissertation (MED-231 and MED-241) and MED-213: Psychological Perspective on Education. In MED-213, there will be End Semester Examination (Theory) of 2 hrs duration for 50 marks and End Semester Examination (Psychological Practical) of 3 hours duration for 20 marks.
13. The pass marks for each of the Theory courses, Practicum and Dissertation will be 40 % of the total marks. Candidates who fail to secure 40 % marks in any course of any even/odd Semester will be declared as failed in that particular course. A candidate may appear as Back Candidate in that course and s/he will have two consecutive chances to clear a course of any End Semester Examination including the first chance, and s/he will be allowed to avail these chances only with the odd and even semesters as the case may be.
14. The marks of the continuous assessment should be displayed in the Department seven days prior to forward the same to the office of the examinations. In case any student finds any mistake in his/ her marks s/he should apply in writing to the HOD within a period of seven days from the date of display of marks for necessary correction. Once the marks of the continuous assessment are submitted to the office of the Deputy Registrar (Examinations) by the department, the marks cannot be changed. All marks under continuous assessment should reach to the office of the Deputy Registrar (Examinations) at least ten days before the commencement of each Semester Examination.
15. There shall be a Departmental Internal Assessment Committee (DIAC) which will meet periodically to carry out the following functions:
 - (a) To assist the Head of the Department in implementing the programme of continuous assessment.
 - (b) To receive marks from the Head of the Department and tabulate them.
 - (c) To maintain a Marks Register.
 - (d) The composition of DIAC will be Head, and three faculty members of the department nominated by the Head.
16. Within seven days of the internal tests, respective teachers shall submit their marks in the prescribed format to the HOD.
17. The HOD will call a meeting of the faculty members at least twice in a semester in order to make an overall assessment of the course and reviewing the progress of students.
18. Students should have an average attendance of 80% in Theory Courses and 90% in Practicum (as per NCTE norms) of the concerned Semester to be eligible to appear End Semester Examination of a given Semester.
19. There is provision of review of courses following declaration of End Semester Examination as per the university examination rules.
20. In case a student fails to appear in the End Semester Examination of a given Semester but appears in continuous assessment of the courses, his/her marks of continuous assessment will remain valid during his/her next chances. But if a candidate remains absent or scores low or nil marks in continuous assessment, s/he will not be permitted to reappear for continuous assessment after the Semester is over.
21. (a) In the course Credit (C) System, the Grade and Point (P) earned by a candidate on the basis of his/her performance in various assessment including the performance in End Semester Examination shall be as follows:

Marks obtained	Grade	Point (P)	Remarks
90 % and above	S	10:00	Special
80 % to below 90 %	O+	9:00	Outstanding
70 % to below 80 %	O	8:00	Very Good
60 % to below 70 %	A	7:00	Good
50 % to below 60 %	B	6:00	Fair
40 % to below 50 %	C	5:00	Poor
Below 40 %	F	1:00	Fail

(b) The results of a candidate will indicate the Grade Point Average (GPA) earned by him/her in various assessment including the performance in End Semester Examination and the Cumulative Grade Point Average (CGPA) of all subsequent Semesters on a 10 point scale in which:

- **Grade Point = Credit X Point = C X P**

$$\frac{\sum C \times P}{\sum C}$$
- **GPA = ----- = (Sum of Grade Points) ÷ (Total Credit)**

$$\frac{\sum C \times P}{\sum C}$$
- The CGPA of Semester Examinations is computed as follows:

$$\text{CGPA} = \frac{\sum \text{Grade Points}}{\sum \text{Credits}}$$

$$= \frac{\sum (\text{Grade Points of Semesters})}{\sum (\text{Credit Points of Semesters})}$$

Example:

Course No	Written	Internals	Total	Grade	Point (P)	Credit (C)	Grade Point (C x P)
01	60	25	85	O+	9	4	36
02	50	18	68	A	7	4	28
03	35	20	55	B	6	4	24
04	55	20	75	O	8	4	32
Total : 16					120		

$$\text{GPA} = 120 / 16 = 7.5$$

Final Result

Semester	Credit	Grade Point
I	16	120
II	16	110
III	16	130
IV	16	120
Total :	64	480

$$\text{CGPA} = 480/64 = 7.5$$

$$\text{Final Grade} = 0$$

On the basis of CGPA, Final Grade in the Semester Examination shall be as follows:

S	More than 9 - 10
O +	More than 8 - 9
O	More than 7 - 8
A	More than 6 - 7
B	More than 5 - 6
C	More than 4 - 5

22. The prevalent rules and regulations pertaining to examinations already enunciated and incorporated in University Statutes and Ordinances from time to time are applicable to the cases to which it pertains.
23. The NCTE guidelines pertaining to two-year M. Ed. Programme as published in Gazette of India and as in vogue from time to time will prevail, applicable and supersede any clause of the present Ordinances.

D. COURSES OF STUDY

SEMESTER - I

MED-211: EDUCATION STUDIES

Course Objectives:

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

- *examine issues related to education as interdisciplinary subject,*
- *understand the socio-cultural context of education,*
- *reflect on the contexts in which the school and teacher education institutions are working,*
- *understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised, and*
- *discuss the emerging dimensions of school and teacher education.*

Course Contents:

Unit-I: Historical Context of Education: Education System in Vedic Period, Buddhist Period, Muslim Period and British Period; Glimpses on Development of Education in Post Independent Period.

Unit-II: Education as a Discipline: Education as a System developed by the Society based on Social, Cultural, Political, Economic, and Technological Factors; Critical Analysis of Concepts, Principles, Theories, Assumptions and Contexts related to Issues that are unique to Education as a Discipline.

Unit-III: Education as Interdisciplinary Knowledge: Interdisciplinary Nature of Education; Contribution of Language, Science and Technology to Education and Challenges Ahead; Role of Peace and Other Values in Education; Interrelation between Education and Development; Prioritizing the Aims of Indian Education in the context of a Democratic, Secular, Egalitarian and a Humane Society.

Unit-IV: Support Systems of Education: Principles and Guidelines in Organizing the Support Systems; Functional Relation, Adequacy and Contemporary Issues as Reflects in NCF (2005); Re-Conceptualization of Learning Resources: Textbooks, Supplementary Books, Workbooks, Multimedia and ICT, School Library.

Unit-V: Authorities of Education: Role and Issues related to Control and Autonomy of School Education by Academic Institutes, Department of Public Instruction, Ministry and other Government Agencies; Role of different Stakeholders such as Media, Technology, NGOs, Civil Society Groups, Teacher Organizations, Family and Local Community in School Education

Practicum (Any One):

1. Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.
2. Visit any school from rural/urban area and find out vision of school on education.

Suggested Readings:

Alkeker (1957). Ancient Indian Education. Varanasi: Nanda Kishor Brother.

Boyd, W. & King, E.(1981). History of western Education.

Broudy, H.S. (1977). Types of knowledge and purpose of education In R.C. Anderson, R.J. Spiro and W.E Montanaque (eds) schooling and acquisition of knowledge (P.P. Hilldale, N J : Erlbaum)

Brubacher, T.S. (1955). Modern philosophy of Education. University of Chicago press.

- Bruner, J. S. (1996). *The culture of education* Cambridge, MA : Harward University Press.
- Chatterjee, C: *Vedantic Education*, British Book Depot.
- Curtis, S.J. (1968). *Introduction to the philosophy of education*. London University, Tutorial Press.
- Dearden, R. F. (1984). *Theory and practice in education*. United Kingdom: Routledge K. Kegan & Paul
- Dewey, J (1916/1977) *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Kabir, H. (1961). *Indian philosophy of education*. Bombay: Asia publication.
- Kneller, G.F. (1971). *Introduction to the philosophy of Education*. New York, John Willey & Sons.
- Mukherjee, R. K. (1974). *Ancient Indian Education*, Motilal Banarasidas
- O'connor, D.J. (1957). *An introduction to the philosophy of education* London. Routledge Kegan Paul.
- Peters R. S. (1967). *The concept of education*. United Kingdom: Routledge.
- Peters, R. S. (ed). (1975). *The philosophy of education*. London: Oxford University press.

MED-212: PHILOSOPHICAL PERSPECTIVE ON EDUCATION

Course Objectives:

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

- *understand about the relationship between Philosophy and Education,*
- *know the contributions of various Indian schools of philosophy to the field of education,*
- *understand about the contributions of great Indian and western thinkers on education, understand about the impact of western philosophy on Indian education, and*
- *understand about the contemporary philosophical thoughts and their bearing on education.*

Course Contents:

Unit-I: Conceptualization of Education and Philosophy: Meaning, Nature and Objectives of Education and Philosophy from Indian and Western perspectives; Branches of Philosophy: Metaphysics; Epistemology; Axiology; Interrelationship of Education and Philosophy and Impact of Philosophy on Education; Concept of Educational Philosophy and Philosophy of Education.

Unit-II: Schools of Orthodox Indian Philosophy: Educational Implications of *Upanishad, Bhagavadgita, Advaita Vendata and Nyaya* Philosophy.

Unit-III: Heterodox Philosophy in India: Educational Implications of Jainism, Buddhism, Materialism of Charvak, Islamic Philosophy of Education.

Unit-IV: Western Schools of Educational Philosophy: Idealism, Naturalism, Pragmatism, Realism Humanism, Existentialism, Logical Positivism and their impact on Content and Process of Education.

Unit-V: Great Indian & Western Educators: Indian Educators: Rabindranath Tagore, Mahatma Gandhi; Indian Progressive Thinkers: J. Krishnamurty and A.P.J. Abdul Kalam; Western Progressive Thinkers: Bertrand Russell and Paulo Freire.

Practicum (Any One):

1. Prepare a report on Epistemology of any Indian Schools of Philosophy
2. Prepare a report on Epistemology of any Western Schools of Philosophy
3. Conduct an interview of higher secondary students in any school to know the meaning of education for them

Suggested Readings:

- Archambault, R.D. Philosophical analysis and Education (1965) London: Routledge and Kegan Paul.
- Bowen, J. and Hobson, P. R. (1974) Theories of Education. London: John Wiley and sons, Australia Pvt. Ltd.
- Breeds, F.S. (1939). Education and the New Realism. New York: The Macmillan Company.
- Broudy, H.S. (1977). Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
- Broudy, H.S.(1954).Building a philosophy of Education. New York:Prentice Hall, Inc.
- Brubacher, J.S. (1939.) Modern philosophies of Education. New York: Mc-Graw-Hill Book Company, Inc.
- Butter, J.D. (1950). Four Philosophies. New Jersey: Princeton.
- Edigenu & Rao, D.B.(2003). Philosophy and curriculum. New Delhi:Discovery Publishing House.
- Edward, J.P.(1982). Philosophy of Education: Studies in philosophies, schooling and educational policies. New Jersey: Prentice-Hall Inc.
- Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.
- Gutek G.L.(1988). Philosophical and Indio-logical perspective on Education New Jersey: Prentice Hall.
- Hott E.B. (Ed.)(1912). The New Realism. Macmillan Co., New York.
- Illich, I. : Deschooling Society
- Ozmon, H.A. & Carver, S.M.(1990). Philosophical Foundation of Education. Columbus: Merrill Publishing Company.
- Pandey, R.S.(20003). Philosophizing Education. New Delhi: Kaniska Publishers.
- Perry, R.B.(1912). Present Philosophical Tendencies. New York: Longmans, Green & Company.
- Peters, R.S (ed), (1975): The Philosophy of Education, Oxford University Press, and London.
- Peters, R.S. (ed), (1975). Ethics and Education. London: Oxford University Press.
- Peters, R.S.(ed), (1975). Concept of Education. London: Oxford University Press.
- Robinson D & Groves J.(2004). Introducing Philosophy. Cambridge: Icon Books.
- Robinson, D & Groves, J. (2002). Introducing Bertrand Russell. Cambridge: Icon Books.
- Robinson, D & Groves, J.(2002). Introducing Empiricism. Cambridge: Icon Books.
- Rusk, R.R.(1929). The Philosophical Bases of Education. Boston: Houghton Mifflin Company.
- Russell, B.(1995). The Analysis of Mind. London: Rout ledge.
- Russell, B.(2004). History of Western Philosophy. London: Rout ledge..
- Santayana, G.(1937). Realms of Being. New York: Charles Scibrier's Son.

MED-213: PSYCHOLOGICAL PERSPECTIVE ON EDUCATION

Course Objectives:

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

- *develop understanding about psychological basis of education and different perspectives of learning,*
- *gain an understanding of various types of development and apply their knowledge of development in improving the teaching-learning process,*
- *understand the changing concept of intelligence, emotional intelligence and their applications, and*
- *develop the understanding of Indian and Western perspective on personality and effectively adjusting to an ever changing world.*

Course Contents:

Unit-I: Psychological Basis of Learning and Education: Educational Psychology and its Concerns, Principles of Psychology with reference to Teaching and Learning; Concept of Learning and its Perspective, Constructivism and its implications for Education, Guided Learning, Self Learning, Learning Styles; Processes of Metacognition and Metacognitive Strategies.

Unit-II: Development of Individual: Nature of Self-concept and Self Esteem, Pro-social Behaviour (Eisenberg); Concept and Development of Thinking and Problem Solving, Piaget's Theory of Cognitive Development; Language before and after the School, Views of Piaget, Vygotsky, and Chomsky; Development of Attitudes, Interests, and Values.

Unit-III: Intelligence and Emotional Intelligence: Concept and Nature of intelligence, Guilford's SOI Model and Gardner's Multiple Intelligence Theory and their Educational Implications, Individual and Group, Verbal and Non-Verbal, and Performance Intelligence Tests; Concept and Nature of Emotional Intelligence with special reference to Daniel Goleman, Educational Implications of Emotional Intelligence, Measurement of Emotional Intelligence.

Unit-IV: Personality and Adjustment: Concept of Personality from Indian and Western Perspective, Psychoanalytical (Freud) and Humanistic Theory (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport), Assessment of Personality through Projective Techniques, Different Standardized Tests and Inventories; Concept, Types and Factors involved in Failures of Adjustment, Mechanism of Adjustment, School and Classroom Practices for enhancing Adjustment.

Unit-V: Psychology Practical:

Any Two Psychological Tests: a) Intelligence Tests, b) Achievement Tests, c) Personality Tests, d) Attitude Scales, e) Creativity Tests, f) Aspiration Scales.

Any Two Psychological Experiments: a) Association, b) Memory, c) Attention, d) Perception, e) Transfer of Learning, f) Concept formation.

Suggested Readings:

Anastasi, A. & Urbina, S. (2010). Psychological testing (7th Edition). New Delhi: PHI Learning Pvt. Ltd.

Aurobindo, S. (1997). Essays on the Gita (Vol.19). Pondicherry: Sri Aurobindo Ashram Publication Department.

Baron, R.A. (2002). Psychology (5th Edition). Singapore: Pearson Education Asia.

Chauhan, S.S. (2009). Advanced Educational Psychology (7th Edition). New Delhi: Vikas Publishing House.

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

Dandapani, S. (2001). Advanced educational psychology (2nd Edition). New Delhi: Anmol Publications Pvt. Ltd.

Dunlosky, J. & Metcalfe, J. (2008). Metacognition (1st Edition). Sage Publications, Longman.

Goleman, D. (1995) Emotional Intelligence. Bantam Books.

Goleman, D. (1998) 'Working with Emotional Intelligence. Bantam books.

Hacker, D.J; Dunlosky, J. & Graesser, A.C. (2009). Handbook of metacognition in education. New York: Routledge, Taylor and Francis.

Hilgard and Atkinson: Introduction to Psychology, Oxford and IBH Publisher, Bombay.

Hurlock, E.B. (2010). Child development (6th Edition). New Delhi: Tata McGraw Hill Education Pvt. Ltd.

Kundu, C.L. (1989). Personality development. New Delhi: Sterling publishers Pvt. Ltd.

Mangal, S.K. (2011). Essentials of educational psychology. New Delhi: Prentice-Hall of India Pvt. Ltd.

NCERT (2005). National Curriculum Framework. New Delhi: NCERT.

Pina Tarricone (2011) The Taxonomy of Metacognition. Britain, Psychology Press

- Rajamanickam, M.(1925). Experimental psychology with Advanced Experiments. New Delhi: Concept Publishing Company.
- Santrock, J. W. (2006). Educational psychology, classroom update: Preparing for praxis and practice. TATA McGraw-Hill.
- Schunk, D. H. (2007). Learning Theories: An Educational Perspective (5th Edition). New York: Prentice Hall.
- Woolfolk, A. (2008). Educational psychology (9th edition). New Delhi: Pearson Education.
- Woolfolk, A; Misra,G. & Jha, A.K. (2012). Fundamentals of educational psychology (11th Edition). New Delhi: Pearson.

MED-214: METHODOLOY OF EDUCATIONAL RESEARCH

Course Objectives:

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

- *comprehend the nature and process of undertaking research in education,*
- *understand different methods of educational research,*
- *know code of ethics in conducting case study and action research,*
- *develop skills to select case study and action research problem,*
- *develop skills to write case study and action research proposals, and*
- *develop skills how to write report of case study and action research*

Course Contents:

Unit-I: Concept of Research in Education: Meaning and purposes of educational research; Basic research, applied research and action research in education; Processes of educational research; Meaning, criteria, identification, objectives, research questions and hypotheses of a research problem in education.

Unit-II: Quantitative and Qualitative Methods of Research: Concept and characteristics of quantitative and qualitative research; Quantitative Methods of Research: Experimental Research, Casual-Comparative Research, Survey Research; Qualitative Methods of Research: Ethnography, Grounded Theory; Meaning, rationale, and steps in conducting a mixed methods study in education.

Unit-III: Case Studies and Action Research: Case Studies: Meaning, characteristics, selection of cases in school setting and community, and process of conducting case study; Action Research: Meaning and characteristics of action research; action research in classroom, school setting and community; process of conducting action research.

Unit-IV: Sampling and Research Tools: Concept of population, sample and sampling; Sampling principles in case studies; Scale, Questionnaire, Interview, Observation and Participant Observation; Triangulation.

Unit-V: Research Proposal, Report and Ethics in Educational Research: Format and style of research proposal; Format and style of report writing;; Citing of sources through Bibliography, References and Annotated References; Code of ethics; Plagiarism.

Practicum (Any One):

1. Identification of areas of action research
2. Development of a Research Proposal on case studies or action research
3. Preparation of a questionnaire, or preparation unstructured Interview Schedule
4. Outline of Observation or Participant Observation technique in a specific case study or action research

Suggested Readings:

- Best, J. W. and Kahn, J. V. (2008). Research in education (10th edition). Delhi: Pearson Education.
- Christensen, L. (2007). Experimental methodology. Boston: Allyn & Bacon.
- Flick, U. (2009). An introduction to qualitative research. Lon Angles: Sage.
- Fraenkel, J.R., Wallen, N.E. (1996). How to design and evaluate research in education. New York: McGraw Hill.
- Kaul, L.(2008).Methodology of educational research.New Delhi:Viksha Publishing House Pvt. Ltd.
- Lichtman, M.(2010).Understanding and evaluating qualitative educational research.New Delhi: Sage.
- Lunenburg, F. C. (2008). Writing a successful thesis. California: Corwin Press.
- Machi, L. A. (2009).The literature review. California: Corwin Press.
- McNiff, J. (2009). Doing and writing action research. Lon Angles: Sage.
- Pamela ,M. & Morehouse, R. (1994). Beginning qualitative research- A philosophic and practical guide. London: The Falmer Press.
- Patton. M.Q. (2002). Qualitative research and evaluation methods. Thousand Oaks: C.A: Sage.
- Peterson, R. A. (2000). Construction of effective questionnaires. New Delhi: Sage Publication.
- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage.
- Sapsford, R. (1999). Survey research. New Delhi: Sage Publication.
- Sax, G. (1979). Foundations of educational research. New Jersey: Prentice – Hall
- Schmuck, R. A. (2006). Practical action research. California: Corwin Press.
- Stringer, E. T. (2000).Action research (2nd ed) New Delhi: Sage Publications.
- Van, D. & Meyer, W. J. (1979).Understanding educational research. New York: Mc-Grow-Hill Book Company.
- Walford, G. (2005). Doing qualitative research. London: Continuum.
- Wiersma, W. & Jurs, S.G.(2009).Research methods in education.(9th edition). Delhi: Pearson Education.

MED-215: PRACTICUM

MED-215.1: COMMUNICATION FOR SELF DEVELOPMENT

Course Objectives:

On the completion of the course student-teachers will be able to:

- *build a repertoire of functional vocabulary,*
- *acquaint with words and phrases relevant to the immediate communication tasks,*
- *comprehend the concepts in between dialogues,*
- *enrich students with four basic communication skills: listening, speaking, reading and writing, and*
- *understand management of self and to effectively communicate.*

Course Contents:

Unit-I: Understanding Communication: Types of Communication – Functional, Situational, Verbal and Non-Verbal, Interpersonal, Group, Interactive, Public, Mass Line and Dyadic with illustrations; Fluency Building Skills – Word Match, Reading Aloud, Recognition of Attributes, Parts of Speech in Listening and Reading, Listening-Reading Comprehension; LSRW Skills – Listening [Active Vs Passive (Talk Less, Listen More)], Speaking [Speech Vs Enunciation (Mind Your Tone)], Reading – (Focus On The Structure Not On The Theme Alone), Writing (Precise, Not Only Précis Writing)

Unit-II: Hands-On-Experience in Communication: Ice-breaking, brainstorming, simulation exercises, thought stopping; Contemporary Films, Video Files and Watching and Analyzing Clippings, Communication Boosters; Debate, Group Discussion, Just a Minute, Writing a Note on Current Affairs, Critical Analysis of a Topic

Suggested Readings:

- Dignen, F. and Sweeney. English 365. Cambridge University Press
- Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books.
- Hurlock, E.B. (2006). Personality development, 28th Reprint. New Delhi: Tata Mc Graw Hill.
- Jayakaran. (2000). Everyone's guide to effective writing. Chennai: M Publishing International.
- Jones, L. and Alexander, R. (2003). New international business English. Cambridge University Press
- Kumar, P. (2005). All about self- motivation. New Delhi: Goodwill Publishing House.
- Mile, D.J. (2004). Power of positive thinking. Delhi: Rohan Book Company.
- Mohan, K. and Bannerji, M, (2001). Developing communication skills. Macmillan.
- Pease, A. (1998). Body language: How to read others thoughts by their gestures. New Delhi: Sudha Publications.
- Swaminathan. V.D. & Kaliappan. K.V.(2001). Psychology for effective living. Chennai. The Madras Psychology Society.
- V. Syamala. (2002). Effective English Communication for you. Chennai:Emerald Publishers,
- Windshuttle, K. and Elliot, E.(1999). Writing, researching and communicating: Communication skills for the information age. 3rd Reprint. Australia: Tata McGraw-Hill.

MED-215.2: YOGA FOR HEALTH**Course Contents:**

Concept of Yoga, Importance of Yoga for Health; Benefits and Techniques of *Surya Namaskar*, *Pranayam (Anuloma-viloma, Ujjayi, Sitali, Sheephkari, and Bhamari)*, and *Yoga-sana (Tadsana, Ardhakati, Chakrasana, Trikonasana, Veerabhadrasana, Utkatasana, Brikshasana, Padahastasana, Garudasana, Uttanasana, Ardha-Chandrasana, Padmasana, Vajrasana, Mandukasana, Simhasana, Mayurasana, Paschimothanasana, Gomukhasana, Angustasana, Sarvangasana, Shalabhasana and Sabasana)*

MED-215.3: SEMINAR**Course Contents:**

Seminar (individual and group) will be conducted, preferably, in the areas on issues, trends and good practices in secondary schools and teacher education.

SEMESTER – II**MED-221: SOCIOLOGICAL PERSPECTIVE ON EDUCATION****Course Objectives:**

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

- *comprehend the social context of education and its operational dimensions as a social sub-system,*
- *recognize the role of education in a changing social context,*
- *provide an understanding of certain current problems and issues of education in the social context, and*
- *recognize the relevance of Educational Sociology as forming ground of the discipline, 'Education'.*

Course Contents:

Unit-I: Sociological Perspectives of Education: Relationship of Sociology and Education; Meaning, Nature and Scope of Educational Sociology and Sociology of Education; Education as a social sub-system for progress; Education as a process of socialization: Enculturation, acculturation and impact of technology, Formal, non-formal and informal modes.

Unit-II: Sociological Functions of Education for Social Change: Sociological Functions of Education, Functions of preservation of culture: Transmission of culture, Interpretation of Culture; Concept of social change and impact of: Modernization, Technology, Development; Factors affecting the process of Social Change; Views on process of social change: Structural functionalism, Conflict theories.

Unit-III: Role of Education in Changing Society: Social aspects of Education: Education for Development and modernization, Social purpose of Education, Cultural functions of Education; Educating the masses: The needy and the disadvantaged sections; The Gender Issue : women-education and the transgender-education.

Unit-IV: Education and Social Stratification and Mobility: Role of Education in Social Mobility; Relationship between Education and Social Stratification; Factors affecting Social Mobility and Social Stratification; Importance of Education for Social Mobility and Social Stratification.

Unit-V: Current Issues in the Context of Education and Society in India: Equating educational change and social change; Diffusion, lag, pluralism, hegemony, harmony, action and synthesis; Politicization of education; Need and possibilities of autonomy of education; Education for equality: Education as a potential equalizing social force; Equality of educational opportunities.

Practicum (Any one given by the teacher)

Suggested Readings:

- Berger, P. L. (1966). Invitation to Sociology. London: Penguin Books.
- Berger, P. L., and Luckmann, T. (1967). The Social Construction of Reality. Allene Lane: The Penguin Press (Set Book).
- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
- Breeds, F.S. (1939). Education and the New Realism. The Macmillan Company, New York
- Brookoner, W.B., and Gottlieb, D. (1964). A Sociology of Education (2 Ed.).New York: American Book Company.
- Broudy, H.S. (1977). Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)

- Carl H Gross, C. H., Wronski, S. P., and Hanson, J. W. (1962). *School & Society*. Boston: D.C. Heath & Co.
- Chakraborty, S. (2015). *The Yellow Rose*. Kolkata: Dey's Publishing House.
- Chitnis, S. (1974). *Sociology of Education: A Trend Report in A Survey of Research in Sociology and Social Anthropology by ICSSR*. Vol. II, p. 166-232. Bombay: Popular Prakashan (ICSSR).
- Cosia, B.R. (1971). *School and Society*, Prepared "The School and Society Course Team at the Open University" in *School and Society*. London: The Open University Press.
- Cox, W. L., and Mercer, B. E. (1961). *Education in Democracy*. New York: McGraw Hill.
- Dewey, J (1963) *Democracy and Education*, Macmillan, New York.
- Dewey, J. (1956) *The school and Society*, University of Chicago Press.
- Dewey, J. (2004). *Democracy and Education*. Aakar Books, Delhi.
- Donald A. H., and Joel, E. G. (1967). *On Education – Sociological Perspectives*. New York: John Wiley and Sons Inc.
- Dukhiem, E. (1956). *Education & Sociology*. New York: The Free Press.
- Freire, P (1970) *Cultural action for freedom*, Penguin education Special, Ringwood, Victoria, Australia.
- Freire, Paulo (1993): *Pedagogy of the oppressed*, new revised edition, Penguin books.
- Harris, E. S. (1965). *Challenge and Change in American Education*. California: McCutchan Publishing Corporation.
- Hott E.B. (Ed.) (1912). *The New Realism*. Macmillan Co., New York.
- Illich, Ivan : *Deschooling society*
- International Encyclopedia of Education*. (1994) 2nd edition. Pergamon Press.
- Kundu, D. (2010). *Advances in Educational Research in India [A survey of Research in Education by ICSSR]*. New Delhi: Yash Publications.
- Levitas, M. (1974). *Marxist perspectives in the sociology of education*. London: Routledge & Kegan Paul.
- Morris, I. (1978). *The Sociology of Education - An introduction*. London: William Clowes Limited.
- Moser, C.A., and Calton, G. (1979). *Survey Methods in Social Investigation (2nd Ed.)* California: The English Language Book Survey & Heinemann Edl. Books.
- Musgrave, P. W. (1970). *Sociology, History and Education-a reader*. London: Methuen & Co. Ltd.
- Nisbet, R. A. (1967). *The Sociological Tradition*. London: Heinemann.
- Ottaway, A. K. C. (1962). *Education in Society: An introduction to sociology of education*. London: Routledge and Kegan Paul Ltd.
- Parsons, P. (1951). *The Social System*. USA: Free Press.
- Peters, R.S.(ed), (1975). *Concept of Education*. Oxford University Press, London.
- Peters, R.S.(ed), (1975). *Ethics and Education*. Oxford University Press, London.
- Pratt, J.B.(1937). *Personal Realism*. Macmillan Inc., New York.
- Premnath. (1957). *The Bases of Education*. Delhi: S. Chand & Co.
- Ruhela, S. P. (1969). *Social determinants of Educability in India*. New Delhi: Jain Brothers Publishers.
- Santayana, G.(1937). *Realms of Being*. Charles Scribner's Sons, New York.
- Schlechty, P. C. (1976). *Teaching and Social Behaviour*. USA: Allyn and Bacon, Inc.
- Shah, B. V. (1965). *Sociology of Education - An attempt at definition and scope*. *Sociological Bulletin*, XIV (2), p. 65.
- Shukla, S. (1963). *The Context of Education in Developing Societies*. Delhi: CIE.
- Sieber, S. D., and Wilder, D. E. (1973). *The School of Society*. New York: The Free Press.
- Sprott, U. (1958). *Human Groups*. UK: Pelican Books.
- Swift, D. F. (1970). *Basic readings in sociology of education*. London: Routledge & Kegan Paul.
- Tagore, R.N.(*). *Siksha*. Kolkata: Granthan Bivaga, Visva-Bharati.
- Tagore, R.N.(*). *Siksha*. Kolkata: Granthan Bivaga, Visva-Bharati.
- Thirtha, T. (1974). *Education and Society*. Bangalore: Centre for Educational Sociology.
- Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methuen and Co. Ltd.

MED-222: CURRICULUM STUDIES

Course Objectives:

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

- develop understanding of underlying Principles & Model of curriculum development,
- develop understanding of underlying principles of instructional strategies,
- develop understanding of underlying principles of evaluation,
- develop understanding for instructional media, teaching competencies and skills, and
- develop understanding for pedagogical concerns.

Course Contents:

Unit-I: Curriculum Design & Development: Components and sources of Design, Design-Dimension Considerations, Representative Curriculum Designs; Technical-Scientific Approach- The Tyler Model, The Taba Model, The Task Analysis Model; Non-technical-Nonscientific Model- The Approach in General, The Deliberation Model; Enacting Curriculum Development, Participants in Curriculum Development.

Unit-II: Curriculum Implementation & Evaluation: The Nature of Implementation, Implementation as a Change Process; Curriculum Implementation Models; Nature & Purpose of Evaluation, Approaches to Evaluation; Evaluations Models, Testing.

Unit-III: National Curriculum Concerns: UGC Model Curriculum; National Curriculum Framework of NCERT (NCF-2005); National Curriculum Framework for Teacher Education of NCTE (NCFTE-2009).

Unit-IV: International Curriculum Concerns: International Scenes in Education- Finland, Australia, China, USA; Curriculum Framework Guidelines of UNESCO.

Unit-V: Instructional System & Pedagogical Concerns: Theoretical Paradigm of Instructional Objectives; Teacher Controlled Instruction (TCI); Learner Controlled Instruction (LCI); Group Controlled Instructional (GCI); Instruction; Instructional Planning- Issues in Instructional Planning, Steps in Instructional Planning; Instructional Strategy: Concept, Evolution, Determination; Managing Instruction; Resources for Instruction; Systems Approach; Rabindranath Tagore's concerns on pedagogy.

Practicum (Any One):

1. Preparation of an observation schedule for curriculum implementation in any one-school subject.
2. Observation and identification various methods, media & approaches used in implementation of curriculum for particular school subject/or course in teacher education
3. Design an instructional plan of a unit in a subject at elementary level Prepare unit test, administer the test, determine gaps in attainment of objectives and plan remedial instructions

Suggested Readings:

Arora, G.L. (1988). *Curriculum and Quality in Education*, NCERT, New Delhi.

Goodson, I.F. (1994). *Studying Curriculum: Cases & Methods*, Open University Press, Buckingham.

Gwynn, J.M. (1960). *Curriculum Principles and Social Trends*, The Macmillan Company, New York.

Mamidi, Malla Reddy and S. Ravishankar (eds.), *Curriculum Development and Educational Technology*, New Delhi: Sterling Publishing Pvt. Ltd.

- NCERT (2005). *National Curriculum- A Framework*, NCERT, New Delhi.
- Oliva, Peter F.(1988).*Developing the Curriculum*(2ndedition).Scotland Foresman and Company.
- Popham, W.J. (1993). *Educational Evaluation*, Allyn & Bacon, New York.
- Pratt, David. (1980). *Curriculum Design and Development*. New York, Harcourt Brace Jovanovich Inc.
- Pratt, David. (1995). *Curriculum Development*, Open University Press.
- Saylor, J. Galenr William M. Alexander and Arthur J. Lewis. (1980). *Curriculum Planning for Better Teaching and Learning* (4 th edition). New York: Hold Renhart and Winston
- Taba, Hilda .(1962). *Curriculum Development: Theory and Practice*, New York, Harcourt BraceJovanovich.18.Tyler RalphW.(1974)Basic Principle of Curriculum and Instruction. Chicago, the University of Chicago Press.

MED-223: TECHNIQUES OF ANALYSIS IN EDUCATIONAL RESEARCH

Course Objectives:

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

- *understand the nature of data in educational research,*
- *present research data graphically*
- *examine relationship between different variables*
- *estimate the characteristics of populations,*
- *formulate and test specific hypotheses, and*
- *use appropriate analysis techniques to analyse qualitative data.*

Course Contents:

Unit-I: Descriptive Analysis: Data Types: Discrete and continuous; Quantitative and Qualitative, Parametric and Non-parametric; Mean, Median, Variance and Standard Deviation; Product Moment, Rank Order, Biserial, Point-Biserial correlations, Partial and Multiple correlations; Characteristics, measures, and applications of Normal Probability Curve.

Unit-II: Basics of Inferential Analysis: Null and alternative hypotheses, level of significance, confidence limits, types of errors, one-tailed test and two-tailed test of significance, degree of freedom; Estimation of a Parameter: Statistic and parameter; sampling distribution, sampling error, and standard error; Significance of mean, standard deviation and percentage.

Unit-III: Parametric Inferential Analysis: Testing of Hypotheses; Significance of the Differences (small and large samples; independent and correlated samples) between means, proportions, and variances; Concept and uses Analysis of Variance (ANOVA) and Analysis of Co-variance (ANCOVA).

Unit-IV: Nonparametric Inferential Analysis: Assumptions of nonparametric analysis; Chi Square Test of Goodness-of-fit test and Independence; Median Test; Mann-Whitney *U* test; Basic ideas of using of Software for analyzing quantitative data.

UNIT-V: Qualitative Data Analysis: General Approach to Data Analysis: Coding, segmenting, categorization; Specialized Approach: Narrative analysis (interpretive), Discourse analysis (Language), Grounded theory analysis (Grounded theory); Directional Analysis: Inductive approach for conceptualizing the data, Thematic approach for identifying clusters and patterns in data; Basic ideas of using of Software for analyzing qualitative data.

Practicum (Any One):

1. Assessment of using statistical techniques in specific research problems
2. Conversion of raw scores to sigma scores, T-scores or/and percentiles

3. Presentation of data in histogram, polygon or/and ogive
4. Formulating a situation specific hypothesis and test it
5. Coding and segmenting certain qualitative data

Suggested Readings:

- Asthana, H.S. & Bhushan, B. (2007): Statistics for social sciences. New Delhi: Prentice Hall.
- Conover, W.J. (1971). Practical non-parametric statistics. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- Garrett, H.E. (2005): Statistics in education and psychology. New Delhi: Paragon International.
- Gibbons, J.D. (1971). Non-parametric statistical inference. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). Statistical methods in education and psychology, (3rd edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). Fundamental statistics in education and psychology. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). Statistical methods for psychology. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). Reading statistics and research. Boston: Allyn & Bacon.
- Miles, M.B., & Huberman, A.M. (1994). Qualitative data analysis: An expanded sourcebook. Thousand Oaks, CA: Sage.
- Popham and Sirohic (1993). Educational statistics: Use and interpretation, new york: harper and row.
- Siegel, S. (1956). Non-parametric statistics for behavioural science, new york: mcgraw hill.

MED-224: TEACHER EDUCATION

Course Objectives:

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

- understand the concept and nature of Teacher Education and its development in India,
- acquaint the students with the roles and functions of different agencies of Teacher Education in India,
- know and understand the policies governing Teacher Education;
- acquaint with various the management aspects of Teacher Education, and
- enable the students to understand the problems and issues of Teacher-Education

Course Contents:

Unit-I: Development of Teacher Education: Concept, Nature, Objective and Scope of Teacher Education; Changing context of Teacher Education in Indian and Global Scenario; Development of Teacher Education in Pre-independence and Post-independence India; Roles and Functions of NCTE, NCERT, and UNESCO.

Unit-II: Policy Perspectives: NPE 1986 (Modification 1992), Justice Verma Commission 2013, and Draft NPE 2016; RMSA; Curriculum Perspective: NCF 2005, NCFTE 2009, Curriculum Guidelines, Norms and Standards of NCTE 2014; Recognition of Teacher Education Institutions by NCTE; Assessment and Accreditation of University Departments and Teacher Education Institutions by NAAC & Quality Council of India.

Unit-III: Management of Teacher Education: Structure of Teacher Education System in India; Systemic Factors influencing the Quality of Teacher Education; Admission Policies and Procedures for Intern-Teachers; Management of Private Teacher Education Institutions; Planning, Organizing & Evaluating Pre-service, In-service and Integrated Teacher Education Programme.

Unit-IV: Problems and Issues: Teacher's commitment, performance, and competence; working culture, working environment in present context at all levels; Transaction of different components of Teacher Education Curriculum; Value Oriented Teacher Education.

Unit-V: Professionalism in Teacher Education: Professional Development, Professional Ethics; Appraisal of Teachers and Teacher Educators; Preparation of teachers for Art, Craft, Music, Physical Education and Special Education.

Practicum (Any One):

1. Study of Annual Report of NCTE/ NCERT/ RIEs/ SCERTs/IASEs to identify the various programmes for professional development of teachers
2. Critical study of an in-service teacher education programme in terms of their need, relevance, duration, planning, organization and outcome
3. Conducting a survey relating to any problems and issues Teacher Education

Suggested Readings:

- Aggarwal, J. C. (2009). *Teacher and Education in a Developing Society*. New Delhi: Vikas Publishing house Pvt. Ltd,
- Anand, C. L. (1988). *Aspects of Teacher Education*. New Delhi: Chand and Co.
- Articles:** Teachers –made not born? –John F. Fulton; Teaching student-teachers to reflect- K. Zeichner and D. Liston; Teacher Professionalism in New Times- G. Whitty; The theory-practice relationship in teacher training- Paul Hirst; Rival conceptions of practice and teaching- David Carr; Constructivism Examined- R. Fox
- Dewey, J. (1948). *Experience and Education*. New York: The Mac Millan Company.
- Giroux, H. (1988). *Teachers as Intellectuals*. USA: Bergin & Garvey Publishers Inc.
- Giroux, H. (2012). *Paulo Freire and the Pedagogy of Bearing Witness in Education and the Crisis of Public Values*. New York: Peter Lang Publication.
- Hartley, D. and Whitehead, M. (Eds.) (2006). *Teacher Education: Major Themes in Education*. London: Routledge.
- Joyce, B., and Weal, M. (2003). *Modals of Teaching* (7th Ed.). Boston: Allyn & Bacon.
- Martin, D. J. & Kimberly S. Loomis (2006): *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
- MHRD. (1985). *Report of the National Commission on Teachers (1983-85)*. New Delhi: Govt. of India.
- MHRD. (2012). *Vision of Teacher Education in India: Quality and Regulatory Perspective*. New Delhi: Govt. of India. Volume 1 & 3.
- NCERT (2006): *Teacher Education for Curriculum renewal*.
- NCERT. (2005). *National Curriculum Framework*. New Delhi: National Council for Educational Research and Training.
- NCERT. (2006). *Position Paper on Teacher Education*. New Delhi: National Council for Educational Research and Training.
- NCTE (1996). *NCTE Curriculum framework for Quality Teacher Education*. NCTE: New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education*. New Delhi: National Council for Educational Research and Training
- NCTE (2013) *Justice Verma Committee Report*
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Sharma S. P. (2003). *Teacher Education: Principle Theories and Practices, Aspects of Teacher Education*. New Delhi: Kanishka Publishers.
- Singh, L. C. (1990). *Teacher Education in India: A Resource Book*. New Delhi: NCERT.
- UNESCO (2006): *Teachers and Educational Quality*. UNESCO Institute for Statistics

MED-225: INTERNSHIP IN TEACHER EDUCATION

Internship Objectives:

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

- *provide field experience to the students to develop competencies and skills required for becoming teachers, action researcher and teacher educator,*
- *comprehend the functioning of Teacher Education Institutions or Education Research Institutes, and*
- *carry out action research in concerned areas.*

Internship Contents:

1. Interns will be attached with their respective method teachers to take classes in B.Ed. programme
2. Visit of Teacher Education Institutions or Education Research Institutes followed by preparation of a report
3. Curriculum Analysis of B.Ed. Programme followed by preparation of a report
4. Conducting an Action Research followed by preparation of a report

SEMESTER- III

MED-231: DISSERTATION-I (REVIEW AND PROPOSAL)

Students are required to review studies in their respective interest area of research and present a proposal of a research problem in education.

MED-232: CURRICULUM, PEDAGOGY AND ASSESSMENT

Course Objectives:

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

- *acquaint the students with the policy perspective on curriculum,*

- *identify and develop courses, and develop curriculum materials,*
- *understand varying needs of learners to plan for their instruction,*
- *understand assessment, its procedures and its tools and techniques, and*
- *construct items of assessment devices and analyse pupils' performances from various perspectives.*

Course Contents:

Unit I: Policy Perspective on Curriculum: Curriculum for equality; Concept of Uniformity & Flexibility in Curriculum; Text Book and National Standards in Curriculum; Curriculum, Textbook and Syllabus; Four Pillars of Education (UNESCO's Report on 'Learning: the Treasure Within') and their implications for Curriculum.

Unit II: Curriculum as the Foundation of Pedagogy: Basic Considerations; Derivation and Statement of Objectives; CAP Classification of Educational Objectives, Identification of the Courses of the Study; Developing Curriculum for Different Courses; Developing Curriculum Materials; Developing Evaluation Procedures and Materials; Curriculum Implementation and Curriculum Evaluation.

Unit III: Pedagogy: Concept of Pedagogy, Andragogy and Heutagogy; Types of Pedagogy; Understanding Classroom Contexts; Creating Child Friendly Learning Environment; Reflective Teacher and Teaching, Some Conventional and Unconventional Approaches of Teaching, Individualized Instruction; Group Controlled Instruction and Teacher Controlled Instruction.

Unit IV: Assessment for Teaching: Concept of Testing, Measurement, Assessment and Evaluation; Assessment as a Process; General Principles of Assessment; Assessment Procedures in Teaching; Teacher-made Tests, Teacher-made Diagnostic Tests; Observation Techniques, Performance Rating Scales as tools and techniques of Assessment.

Unit V: Assessment of Pupils' Performance: Transformation of General Educational Objectives to Instructional Objectives; Specific Principles of Writing Essay and Objective Types of Items; Continuous Assessment of Pupil's Academic and Coacademic Performances; Transformation of Raw Scores to Percentiles, Sigma Scores, Z-scores, Stanines, T-scores; Method of Grading Pupil's Performance.

Practicum (Any one given by Teacher):

Suggested Readings:

- Taba, H. Curriculum Development P: theory and Practice, Brace and World, New York, 1962.
 Taylor, R: Basic Principles of Curriculum, Chicago University Press, Chicago.
 Nisbet, Stanley: Purpose in the Curriculum, University of London, 1977.
 Kelley, A. V: Curriculum Theory and Practice, Harper and Row London, 1977.
 Kurg, E. A: Curriculum Theory and Practice, Harper and Row, London.
 Breut, A: Philosophical Foundations for the Curriculum, Allen and Union, Boston, 1978.
 Oerr, J.F. Ed.: Changing the Curriculum, University of London Press, London, 1968.
 Ragan, W.B: Modern Elementary Curriculum, Holt Rinchard and Winston INC., U.S.A.
 Sais, R.S: Curriculum Principles and Foundation, Thomas Y. Crowdl Company, New York, 1976.
 NCERT: School Curriculum Some Problems and Issues, NCERT, New Delhi, 1980.
 Biswas, N.B (1999). Curriculum Studies: A model for SAARC Countries, Delhi:,Indian Publishers Distributors,

MED-233: PLANNING AND MANAGEMENT OF SCHOOL EDUCATION

Course Objectives:

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

- understand the meaning and approaches of educational planning, and structure of existing educational administration,
- understand how to improve the quality of school education and the policy measures relating to school education
- know and understand management of different schools, human resources in schools and classroom, and
- develop the skills of leadership, to resolve conflicts, of decision-making and of supervision.

Course Contents:

Unit I: Structure of School Education: Structure of school education at the Centre and the State; Types of schools; Agencies of educational administration at Centre and States: NCTE, NCERT, SCERT, CBSE, ICSE, State Boards, and Panchayats.

Unit II: Educational Planning: Meaning and importance of educational planning; Approaches to planning in education: Social demand approach, Rate of return approach, Manpower requirement approach; School Development Plan; Institutional planning; Five Year Plans relating to school education.

Unit III: Educational Management: Meaning, Elements, Components and Principles of Educational Management; Techniques of Management: MBO, PPBS, and PERT; Management of Quality in School Education; Policy Measures relating to Management of School Education in India: NPE-1986, Revised NPE 1986 (1992), UEE (SSA), USE (RMSA), RTE-2009, Draft NPE -2016.

Unit IV: Management of Schools and Classroom: Management of Schools: Public and Private Schools, Schools for Minorities, Ashram Schools, KVs, NVs, Sainik Schools, Kasturba Gandhi Balika Vidyalayas, Schools Under Visva-Bharati, School Under Banasthali Vidyapeeth and Schools Under Jamia Milia Islamia; School Management Committee and PTA; Management of Human Resource in Schools; Principles and Techniques of Classroom Management: Teacher as Facilitator in Teaching and Learning Process.

Unit V: Leadership and Supervision: Concept of Leadership, Qualities of a Good Leader, Role of a Teacher and Headmaster/Headmistress as Leader in School; Management Techniques of Intra-Personal and Inter-Personal Conflicts in Schools; Concept of Decision of Making, Factors Influencing Decision Making in School System, Participation of Staff and Pupils in Making Decision in Schools; Objectives, Principles, Techniques and Methods of School Supervision.

Practicum (Any one given by Teacher):

Suggested Readings:

- Allen, L. A. (1975). Professional Management. Tata Mc Graw-Hill.
- Beck, L.G. & Murphy, J. (1994). Ethics in educational leadership programme. Crown Pres.
- Bhatnagar, R.P. & Agarwal, V.: Educational administration, supervision, planning and fin
- Chatterjee, S.K. (1996). Development Administration. Delhi: Surjeet Publication.
- Desai, A. R. (2005). *Management and Educational Policy*. New Delhi: NCERT
- Drucker, P.F. (1973). *Management: Tasks, responsibilities and practices*. New York: Harper & Row.
- Fred, E. F. (1967). A theory of leadership effectiveness. New York, McGraw-Hill.
- Jaygopal, R. (1997). *Human Resource Development : Conceptual analysis and strategies*. New Delhi: Sterling Publishing Pvt. Ltd.
- Mathur, S.S.: *Educational Administration and Management*, The associated publishers, Ambala Cant – 1, 1999.

- Middlewood, D. (1999). *Human Resource Management in schools & Colleges*. Lumbey Paul Chapman (SAGE, India).
- Mohanty, J. (2005). *Educational Administration, Supervision and School Management*. New Delhi: Deep & Deep publications Private Limited.
- Mukherjee, S.S. (No Date). *Theory and practice of Management Education in India : Today and Tomorrow*.
- Prasad, J. (2003). *School Organisation and Management*. New Delhi: Kaniska Publishers.
- Premila, C. S. (1997). *Educational planning & management*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R.N. (2007). *Educational Administration, Management and Organization*. Delhi: Surjitct Publications
- Singh, A. (Ed.) (2001). *Classroom Management*. New Delhi: Kaniska Publishers

MED-234: ELECTIVE (ANY ONE)

MED-234.1: INCLUSIVE EDUCATION

Course Objectives:

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

- explain the Concept, Characteristics, Causes, Prevention and Remedies for Various Disabilities,
- analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice,
- acquire basic knowledge on Teaching Learning Strategies, Vocational Training and Curriculum Adjustment for Disabled ,
- realize the causes of educational backwardness of socially disadvantaged sections, and
- know about several Efforts, Schemes and Programmes for Empowerment of disadvantaged sections

Course Contents:

Unit I: An Introduction to Inclusive Education: Inclusive Education: Meaning, Concept and Objectives; Historical Perspective of Inclusive Education (In India and the Abroad); Various disabilities: Types, Concepts, Characteristics, causes.

Unit II: Teaching Strategies for Disabled: Concept of Impairment, Disability and Handicap; Special, Integrated and Inclusive Education; Need of Early identification and Assessment; Curriculum adaptation, Classroom Management, Individualized Education Programme.

Unit III: Policy Perspective and Legal Framework: Provisions of Indian Constitution, RCI Act (1992), PWD Act (1995), National Trust Act (1999), National Institutes for disabled, National Handicap Finance and Development Corporation.

Unit IV: Educational Empowerment of Disadvantaged Sections: Educational Problems, Present Educational Status and Schemes/ Programmes for Educational Empowerment of Minorities; Educational Problems, Present Educational Status and Schemes/ Programmes for Educational Empowerment of Weaker Sections (SCs, STs, OBCs).

Unit V: Educational Empowerment of Marginalized Genders: Educational Problems, Present Educational Status and Schemes/ Programmes for Educational Empowerment of Women; Third Gender: Concept, Equalize acceptance, Social Equality; Equal Rights and Opportunities; Human Rights issues.

Practicum (Any One):

1. Visit any one special school to identify infrastructural facilities for Children with special needs.
2. Visit any one special school to identify instructional facilities for Children with special needs.
3. Case Study of any one Child with Disability and make an Individualized Education Programme.
4. Conduct a survey of various schools to identify Children with Disability.

Suggested Readings:

- Pandey, R.S. and Advani, Lal (1995) Perspective in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
- UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris.
- NCERT (2006) National focus group report on education of SCs and STs. New Delhi.
- Ainscow, M., Booth, T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education
- Jha, M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs NCERT Publication.
- Sharma P.L. (2003) Planning Inclusive Education in Small Schools, RIE Mysore
- Yadav, S.K. (1986) Education Schemes for scheduled castes.
- NCERT (2005) National Curriculum Framework, New Delhi.
- Chatterjee S.K(2000): Educational Development of Scheduled Castes.
- Cowels Milly (1969):Perspectives in the education of Disadvantaged children.
- Beg, M.A. (2014).Inclusive Growth, New Delhi: A.K.Publishers
- Ministry of Law and Justice (2009) Right to Education. Govt of India
- NCF (2006). Gender Issues in Education (2005) Position Paper. New Delhi: NCERT
- Salamatullah, (1979). Education in Social context, New Delhi: NCERT.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- Chauhan, S. S. (1989). Education of Exceptional Children, New Delhi: Indus Publishing Company.
- Wehman, P & Melaughlin P. T. (1981). Programme Development in Special Education New Delhi: Paul McGraw hill Publishers.
- Dash, N. (2006). Inclusive Education. New Delhi: Atlantic Publication.
- Baine, D. (1988).Handicapped children in developing countries: Assessment curriculum and instruction. Alberta: University of Alberta.
- Baver, A. M. & Shea, M. (1989). Teaching exceptional students in your classroom. Boston: Allyn and Bacon.
- Agrawal, R. (2011). Education for Disabled Children. New Delhi: Shipra Publications.
- Dash, N. (2006). Inclusive Education. New Delhi: Atlantic Publication.
- Hallahan, D.P. & Kauffman, J.M. (2010). Exceptional Learners Introduction to Special Education. Oxford: Oxford University Press.
- Mangal, S.K. (2007). Educating Exceptional Children: An Introduction to Special Education. Delhi: PHI Learning Private Limited.
- Mani, M.N.G. (2000). Inclusive Education in Indian Context. Coimbatore: IHRDC, Sri Ramakrishna Mission Vidyalaya.
- Martha, L. T., James, E. Y. & Algozzine, B. (1999). Critical Issues in Special Education. Vol. I & II. Massachusetts: Houghton Mifflin Harcourt (HMH).
- National focus group report on education of SCs and STs-2006, New Delhi; NCERT.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publication.
- Punani, B. & Rawal, N.S. (2000). Visual Impairment Hand Book. Ahmedabad: Blind People's Association.

- Punani, B. & Rawal, N.S. (2004). *Manual Community Based Rehabilitation*. Ahmedabad: Blind People's Association.
- Sharma, P.L. (2003). *Planning Inclusive Education in Small Schools*. Mysore: RIE Mysore
- UNESCO. (2004). *Education for All: The Quality Imperative*. EFA Global Monitoring Report. Paris.

MED-234.2: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Course Objectives:

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

- *understand concepts, components and dimensions of sustainable development,*
- *account for discourses on sustainable development in relation to roadmaps and objectives,*
- *identify and discuss didactic opportunities and challenges in relation to education for sustainable development,*
- *discuss innovative ideas and practices, policies and programmes in education for sustainable development, and*
- *to understand the concerns of sustainable development in Santiniketan since its genesis.*

Course Contents:

UNIT I: Genesis and Dimensions of Sustainable Development: Meaning, Components, Dimensions and Need of Sustainable Development; Paradigm shift from Environmental Education to Sustainable Development; Declaration of Culture as Fourth Pillar of Sustainable Development by UNESCO; Sustainable Development Goals (SDGs) and NITI Ayog.

UNIT II: Sustainable Development in Indian Context: Historical reflections of Socio-cultural and Religious Practices in ancient India for Sustainable Development; Kalam's Vision 2020 and PURA, Sen's Capability Approach, *Swachh Bharat Abhiyan*, Corporate Social Responsibility (CSR), and Community Colleges as reflections of Innovative Ideas, Policies, and Programmes of Sustainable Development.

UNIT III: Role of Education in Sustainable Development: Characteristics and inter-disciplinary nature of ESD; UN Decade of ESD (2005-2014) and Report on the DESD (2015); UNESCO Objectives of and Roadmap to ESD; Role of Teacher for Conservation, Preservation and Protection of Rich Environmental, Social and Cultural Heritage.

UNIT IV: Pedagogical Approaches in ESD: Traditional lecture, Systemic thinking and analysis, Participatory and collaborative learning, Creative thinking and Training workshops as Pedagogical Approaches in ESD

Unit V: ESD and Good Practices in Santiniketan Ashram: Tagore's concerns of sustainability with social, environmental and economic arenas; Rural Reconstruction and Community Centres, Ideas in 'A Poet's School', *Chalantika*, 'Brati Dal'; Activities and Festivals like *Gandhi Punyaha*, *Mandir*, *Dol Utsava*, *Halakarshan*, *Poush Mela*, *Magh Mela*, *Ananda Bazar*

Practicum (Any One):

1. Conduct a study and prepare a report on Environment friendly behaviour among prospective secondary teachers.
2. Prepare a project on contemporary issues and Good practices in different Educational Institutions regarding sustainable development.
3. Make a presentation on the role of Social Media and Changing Cinema in transforming Life styles and Society towards sustainable Development.
4. Make a Draft and Presentation on Tagore's concerns of Sustainable Development as reflected in his ideas and practices in Santiniketan

Suggested Readings:

- Dubey, S.C. (1990). *Indian Society*, New Delhi: National Book Trust
- Gandhi, M.K. (2011). *All Men are Brothers*, New Delhi: Rajpal
- Kalam, A.P.J. (2002). *Ignited Minds*, London: Penguin Books
- Kalam, A.P.J. (2011). *Target Three Billions-A Journey Through Challenges*, London: Penguin Books
- Kalam, A.P.J. (2012). *Turning Points*, London: Harper Collins
- Karat, B. (2012). *Food Matters- Law, Policy and Hunger*, Hyderabad: Prajashakti Book House
- Mukherjee, H.B. (2013). *Education for Fullness*. London: Routledge
- NCERT. (2004). *Environmental Education in Schools*. New Delhi: NCERT Publication
- Ramakrishnan, P.S. (2001). *Ecology and Sustainable Development*. New Delhi: National Book Trust
- Report of Brundtland Commission (1987) on Sustainable Development. Paris: UNESCO
- Salamatullah. (1979). *Education in Social context*. New Delhi: NCERT.
- Sen, A. (2005). *The Argumentative Indians*. London: Penguin Books
- Sen, A. (2006). *Identity & Violence-The Illusion of Destiny, History and Identity*, London: Penguin
- Sen, A. (1999). *Development as Freedom*. New York: K. Knopf
- Sen, S. (1980). *Tagore's Rural Reconstructions*. Santiniketan: Granthjan Vibhag
- Tagore, R.N. (1931). *The Religion of Man*, Santiniketan: Granthjan Vibhag, Visva-Bharati
- Tagore, R.N. (1921). *A Poet's School*. Santiniketan: Granthjan Vibhag
- Tagore, R.N. (1980). *Our Universe*. Translated by Indu Dutt. Bombay: Jaico Publishing House.
- Tewari, D.N. (2009). *Sustainability Crisis*. New Delhi: Ocean Books
- UNESCO. (2014). *Roadmap for Implementing the Global Action Programme on Education for Sustainable Development*. Paris, France: UNESCO Publication
- UNESCO. (2012). *Education for Sustainable Development Source Book*. Paris: United Nations Educational, Scientific and Cultural Organization Publication

MED-234.3: HUMAN RIGHTS, PEACE AND VALUES EDUCATION

Course Objectives:

It is expected that on completion of the course the students will be able to:

- *recognize the importance of peace, values, child rights and human rights in the context of Indian culture,*
- *comprehend the concept of values, values education, peace, and peace education and*
- *develop capacity to act rightly on moral values, democratic values and human values in and outside the classroom through various values activities, and*
- *perform their roles in safeguarding Child Rights and Human Rights.*

Course Contents:

Unit I: The Socio-Cultural Context: Historical Perspective of Values Education; Need and Importance of Education for Peace, Values and Human Rights in the Socio-Cultural Context of Contemporary Indian Society.

Unit II: Values Education: Concept and Types of Values; Concept, Need and Importance of Values Education; Moral Values; Democratic Values as reflected in the Constitution of India; Universal Human Values; Characteristics of Values-Governed Teachers and Learners.

Unit III: Peace Education: Concept of Peace; Peace Attitude, Peace Knowledge and Core Values of Peace; Concept, Need and Importance of Peace Education; Characteristics of Peace Loving Teachers and Learners.

Unit IV: Education In Values: Inculcation and Imbibing of Moral Values (Honesty, Compassion, Forgiveness, Punctuality and Cleanliness), Democratic Values (Equality, Justice, Liberty,

Fraternity and Individual Dignity), and Human Values (Righteous Conduct, Truth, Peace, Love and Nonviolence) through Values Activities.

Unit V: Child Rights and Human Rights: Concept, Types of Human Rights and Child Rights; Human Rights as reflected in the Preamble, Fundamental Rights and Directive Principle of the State Policy in India; Roles of Teachers in safeguarding Child Rights and Human Rights.

Practicum (Any one given by Teacher):

Suggested Readings:

- Chilana & Dewan, M. I. (1989). The human values: A task for all. New Delhi: Concept Publishing Company.
- Dhokalia, R. P. (2001). Eternal human values and world religions. New Delhi: NCERT.
- Gandhi, M. K. (1927). An autobiography. Ahmedabad: Navajivar publishing House.
- Gupta, N. L. (2000). Human values in education. New Delhi: Concept Publishing Company.
- Harsh, R. H., Miller, J. P., & Fielding, G. D. (1980). Models of moral education: An appraisal. New York: Longmen Inc.
- Jed, P. K. (2002). Educating human rights. Agra: Bhargava Book House.
- Jois, R. M. (1997). Human rights and Indian values. New Delhi: NCTE.
- Kar, N. N. (1999). Value education: A philosophical study. Ambala Cantt: The Associated publisher.
- Karlekar, M. (1964). Education in India. In Douglas, R. et al. (Eds.), Education for human Rights: An international perspective. Paris: UNESCO International Bureau of Education.
- Mahanty, S. B. (1999). Education for human rights. University News, Vol-37, No. 49, pp. 14 – 19.
- Paiget, J. (1932). The moral judgment of the child. Chicago: The Free Press.
- Radhakrishna, S. (1979). An idealist view of life. Bombay: Blackie & Son Ltd.
- Raths, L. E., Harmin, M. & Simon, S. B. (1978). Values and teachings. London: Charles & Merrill.
- Rokeach, M. (1973). The nature of human values. New York: The Free press.
- Saraswati, S. A. (2001). Cultivating virtues and cultivating minds. Ahmedabad: Ahmedabad Management Association.
- Saroja, N. (1994). Gender issues in education. Progressive Education Herald, 8 (4), 26 – 28.
- Seshadri, C., Khader, M. A. & Adhya, G. L. (1992). Education in values: A source book. New Delhi: NCERT.
- UNESCO. (1996). Learning the treasure within. Paris: UNESCO publishing.

MED-235: SCHOOL INTERNSHIP

School Internship Objectives:

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

- *know and understand about the recent development in the method subject specific content and school curriculum,*
- *develop competencies of conducting micro and simulated teaching and developing and delivering demonstration lessons,*
- *make critical observation of the competencies and deficiencies of intern-teachers of B.Ed. programme, and*
- *know children with disabilities and make a plan for their education.*

Hands-On Experience:

1. Analysis of Curriculum and Content Analysis of a Textbook of one's own method subject of any specific board of Secondary Education. It will be followed by presentation and submission of the assignment.

2. Conduction of Micro and Simulated Teaching sessions of and Preparation of two Model Demonstration Lessons in one's method subject and Delivery them (out of which one through PPT) to intern-teachers of B.Ed. (Semester-III) under the guidance of concerned method Teacher Educator.
3. Observations of 20 practice teaching classes (urban schools, rural schools, government schools and private schools) of intern-teachers of B.Ed. (Semester-III). It will be followed by preparation of a report reflecting content, pedagogy, assessment, and classroom environment and its presentation, and submission.
4. A case study of any one child with disability from secondary school and outline an individualized educational plan for him/her followed by preparation of a report

SEMESTER-IV

MED-241: DISSERTATION-II (REPORT WRITING AND VIVA-VOCE)

Students are required to write and submit a research report on their respective research problem in education and appear before a Viva-Voce Examination.

MED-242: EDUCATIONAL TECHNOLOGY AND ICT

Course Objectives:

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

- *understand the concept and various forms of educational technology,*
- *design instruction in various systems of education,*
- *know the instructional design and modes of development of self learning material,*
- *understand the scope of ICT and its applications in teaching learning , and*
- *know the recent innovations and future perspectives of Education Technology.*

Course Contents:

Unit I: Introduction to Educational Technology: Educational technology-concept, Type & Form of educational technology; Instructional Strategies and Media for Instruction; Mass Media & Multimedia Approach in Education; Personalized System of Instruction.

Unit II: Systems Approach and Communication: Systems Approach and its Components; Systems Approach to Education; Communication- Concept, Nature, Process, Modes and Barriers of

Communication; Effective Classroom Communication & Role of Teacher. Classroom Interaction- Meaning, Flanders Interaction Analysis system.

Unit III: Information & Communication Technology in Classroom: Basics of ICT, NME-ICT, Concept of e-learning & e-learning tools, OER (Open Educational Resources), ICT in Classroom: Uses & Feasibility; National Policy on ICT in School Education; ICT and SMART Classrooms, Virtual Reality.

Unit IV: Recent trends in Educational Technology: Applications of ET in formal, non formal (Open and Distance Learning) informal and inclusive education systems; Evaluation and Educational Technology; New Technologies – Videotapes, Radio vision, Teleconferencing, CCTV, INSAT, EDUSAT, Internet, Broadband; Resource Centre for ET: CIET & EMRCs.

Unit V: Applications of ICT in Teacher Education: ICT Recourses; ICTs in Teaching Learning, Importance & utility of Internet in Education, Applications of ICTs in and outside the Classroom, Institutions and Professional Development of teachers, Computer Assisted instruction (CAI), Computer Managed Learning (CML) Computer Aided Evaluation (CAE).

Practicum (Any One):

1. Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.
2. Visit to local TV/Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
3. Preparation of a report on interventions of educational technology in the current practices of teacher training programmes in India.

Suggested Readings:

- Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Bhatia, K.K. (2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
- Bhatt, B. D., Sharma, S. R. (1992). Educational technology: concept and technique. New Delhi: Kanishka.
- Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shipra Publication.
- Das, R.C. (1992). Educational Technology: A Basic Text. New Delhi: Sterling.
- Dececco. J.P. (1964). Educational Technolgy, New York: HRW.
- Heinich, Robert, Molenda, Michael, Russell, James D. (1989). Instructional media and the new technologies of instruction. New York: Macmillan.
- Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO.
- Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook.
- Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
- Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.
- Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
- Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon.
- Pachauri, Suresh Chandra (2011). Educational technology. New Delhi: Aph Publishing.
- Rao. V. (1991). Educational Technology. Delhi: Himalayan Publishing House.
- Sampath, K Etal (1990). Educational Technology. New Delhi : Sterling.
- Sethi, Deepa (2010). Essentials of educational technology and management. New Delhi: Jagdamba Publishing Company.
- Sharma, A.R. (2001). Educational technology. Agra: Vinod.
- Sharma. R.A. (1983). Technology of Teaching. Meerut: International.

Singh, C.P. (2011). Advanced educational technology. New Delhi: Lotus Press.
Verma, M. (2006). Online Teaching-Tools and Methods. New Delhi: Murari Lal & Sons.
Yadav, D. S. and Shastri, K.N.(2009). Educational technology: Delhi.

MED-243: ECONOMICS OF EDUCATION

Course Objectives:

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

- *to make the students understand the concepts of economics of education, economic development human capital, and human resource development,*
- *to understand the extent various types and levels of education contribute to economic development,*
- *to know and understand how to forecast human power, estimate cost-benefits of education, and analysis of cost-effectiveness in education, and*
- *to comprehend the processes of generating and utilizing sources and resources of finances for education*

Course Objectives:

Unit-I: Education and Economics: Concept and Scope of Economics of Education; The relationship between education and the economic system; Education as consumption and Education as investment; Recent Trends in Economics of Education; Economic Growth and Economic Development; Education as a Prerequisite to Economic Development; Rabindranath Tagore's concerns on Education from Economics point of view

Unit-II: Education and Human Capital: Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education; Process of Human Capital Formation; Human Capital Theory; Quality of Life And Economic Growth; Investment Criteria on Education; Rate of Return;

Unit-III: Education and Manpower Planning: Concepts of Human Development Index (HDI); Millennium Development Goals (MDG); The 'relevance' of man power planning in education; screening models and education; Forecasting on manpower requirement; The Economics of brain drain.

Unit-IV: Financing of Education: Educational Financing; Criteria for Financing in Education; institutional Budget; Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Public Finance in Education; Financing of general and vocational education.

Unit-V: Cost-Benefit Analysis in Education: : Cost analysis in education (Social & Private, Opportunity Cost, Unit Cost); Concept of Cost Consciousness in Education; External and Internal Efficiency of Education; Difference between Cost-Benefit and Cost-Effectiveness Analysis; Input-Process-Output Model of Educational Production System.

Practicum (Any One):

1. Survey of School and prepare a report on economic input & output.
2. Website survey of few good university and prepare a report on their approach towards 'Economics of Education'
3. Interview of few selected School Principal on 'Economics of Education' and analyze their understanding.

Suggested Readings:

Ansari, M. A. (1987). Education and Economic Development. New Delhi, AIU Publication.

- Blaug Mark. (1987). Economics of Education & the Education of an Economist. New York: University Press.
- Blaug Mark. (1980). An Introduction to Economics of Education. England: Penguin Books Ltd.
- Garg, V. P. (1985). The Cost Analysis in Higher Education. New Delhi: Metropolitan Book Co.
- Harbison & Myers .(1968). Education, Manpower and Economics growth. New Delhi: Oxford & IBH.
- Kneller, G. F. (1968). Education & Economic Growth. New York: John Wiley.
- Nagpal, C. S.& Mittal, A. C. (eds.) (1993). Economics of Education. New Delhi: Anmol publications.
- Pandit, H. N. (1969). Measurement of Cost Productivity & Efficiency of Education. New Delhi: NCERT
- Prakash, Sri. & Choudhury, S. (1994). Expenditure on Education: Theory, Models and Growth. New Delhi: NIEPA.
- Pscharo Pulos. G. & Woodhall, M. (1985). Education for Development: An Analysis Investment Choices. London: World Bank Publisher.
- Schultz. T. W. (1963). The Economic Value of Education. Columbia: Columbia University Press.
- Sethi, Vinita (1997). Educational Development and Resource Mobilization. New Delhi: Kanishka Publication.
- Sodhi. T. S. (1978). Education and Economics Development. Ludhiana: Mukand Publications.
- Tilak. J.B.G. (1987). Economics of Inequality in Education. New Delhi: Sage Publications.
- Vaizey John. (1962). Economics of Education. London: Faber & Faber.

MED-244: ELECTIVE (ANY ONE)

MED-244.1: GUIDANCE AND COUNSELING

Course Objectives:

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

- *understand the meaning, characteristics, types, nature, scope and issues of guidance and counselling,*
- *acquire knowledge about guidance and counselling services, techniques of data collection and qualities required to be a counselor,*
- *identify the children and adolescents who need guidance and counseling, and*
- *promote mental health of and how to counsel of children and adolescents at school for etter adjustment.*

Course Contents:

Unit I: Concept of Guidance and Counselling: Meaning, Characteristics, Principles, Nature, Scope and Need of Guidance and Counselling; Educational, Vocational and Personal Guidance; Individual and Group Counselling; Relationship Between Guidance and Counselling; Ethical Issues in Guidance and Counselling.

Unit II: Organization of Guidance Services: Individual and Group Guidance Services; Organization of Guidance Service at Different Levels of Education; Cumulative Records, Rating Scales, Interview, Psychological Tests, and Online Testing as Techniques and Tools for Collecting Data for Guidance., Role of Home, School and Community in Providing Guidance Service.

Unit III: Counselling Services: Directive, Non-Directive and Eclectic Approaches of Counselling; Psychoanalytic, Behaviouristic and Humanistic Methods of Counselling; Testing and Non-Testing Techniques of Counselling; Steps of Counselling: Listening, Attending, Establishing Rapport, Building Trust: Demonstrating Empathy, Observing, Interviewing, Recording, Interpretation, and Termination; Qualities of an Effective Counsellor

Unit IV: Mental Health: Role of Guidance Personnel in Promoting Positive Mental Health of Students at School; Maladjusted Pattern of Behaviour in Childhood and Adolescence and Counselling of Personal Problems of Children and Adolescents; How to counsel for Attention, Deficit, Hyperactivity, Sleeping Disorder, Anxiety, Phobia, Conduct Disorder, Disrupt Behaviour Disorder, role of parents and educational institution in promoting mental health.

Unit V: Adjustment and Maladjustment: Concept of adjustment- adjustment and adaptability, homeostasis, Psychodynamic concept of adjustment, socio-cultural concept: Criteria of good adjustment; Maladjustment- meaning of maladjustment-Conflict and frustration, Manifestation of maladjustment in Childhood and adolescence – a synoptic view of problem behaviours, General causes of mal adjustment- Biological and Environmental

Practicum (Any One):

1. Identification of problems and educational needs of children and adolescents at schools and prepare a brief report.
2. Identification of maladjustment of children and adolescents at schools and prepare a brief report.
3. Undertaking survey about guidance and counselling services in different schools under various Boards at state and central level.
4. Preparation of Cumulative Record Card.

Suggested Readings:

- Aggarwal, R. (2006). *Educational, Vocational Guidance and Counselling*. New Delhi: Shipra Publication.
- Aggarwal, R. (2010). *Elementary Guidance and Counselling*. New Delhi: Shipra Publication.
- Bhatnagar, A. and Gupta, N. (Eds.) (1999). *Guidance and Counselling: A Theoretical Perspective- Volume-I*. New Delhi: Vikas Publishing.
- Edwards, D. (2014). *Art Therapy*. Great Britain: Sage.
- Feltham, C. and Horton, I. (Ed.) (2012). *The Sage Handbook of Counselling and Psychotherapy*. Great Britain: Sage.
- Geldard, K. and Geldard, D. (2009). *Counselling Adolescents: The Proactive Approach for Young People*. Great Britain: Sage.
- Geldard, K. and Geldard, D. (2011). *Counselling Children: A Practical Introduction*. Great Britain: Sage.
- Gibson, R. L. & Marianne M. H. (2008). *Introduction to Counselling and Guidance*. New Delhi: Prentice Hall.
- Houser, R.A. and Thoma, S. (2013). *Ethics in Counselling and Therapy*. USA: Sage.
- Howard, S. (2011). *Psychodynamic Counselling in a Nutshell*. Great Britain: Sage.
- Jones, R. N. (2012). *Theory and Practice of Counselling and Therapy*. UK: Sage.
- Knox, R. and Cooper, M. (2015). *The Therapeutic Relationship in Counselling & Psychotherapy*. Great Britain: Sage.
- Kochhar, S. K. (2006). *Educational and Vocational Guidance in Secondary Education*. New Delhi: Sterling Publications.
- Lapworth, P. and Sills, C. (2009). *Integration in Counselling and Psychotherapy: Developing a Personal Approach*. Great Britain: Sage.
- Mathur, S S (2007). *Fundamentals of Guidance & Counselling, (2nd Edition)*. Agra: Aggarwal Publication..
- Mearns, D., Thorne, B and McLeod, J. (2013). *Person-Centred Counselling in Action*. Great Britain: Sage.
- Nayar, U. S. (Ed.) (2012). *Child and Adolescent Mental Health*. Mumbai: Sage.
- Proctor, G. (2014). *Values and Ethics in Counselling and Psychotherapy*. Great Britain: Sage.

- Robson, M., Pattison, S. and Beynon, A. (Eds.) (2015). *The Handbook of Counselling Children and Young People*. Great Britain: Sage.
- Saraswat, R. K. & Gaur, J. S. (1994). *Manual for Guidance Counselors*. NCERT: New Delhi.
- Saxena, A. (2006). *Organization of Guidance Service*. New Delhi: Rajat Publications.
- Sharma, S. (2007). *Career Guidance and Counseling*. New Delhi: Kanishka Publishers.
- Tantam, D. (2014). *Emotional Well-Being and Mental Health*. Great Britain: Sage.
- Varky, B. G. and Mukhopadhyay, M. (2006). *Guidance and Counselling*. New Delhi: Sterling Publications.
- Wilmshurst, L. (2011). *Child and Adolescent Psychopathology: A Casebook*. USA: Sage

MED-244.2: YOGA EDUCATION AND PERSONALITY DEVELOPMENT

Course Objectives:

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

- *comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahtat) and Ahamkar,*
- *understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration,*
- *understand the socio-psychological basis leading to a dynamic transformation of personality, and*
- *understand the scientific basis and therapeutic values of yoga.*

Course Contents:

Unit I: Conceptualization of Yoga Education:: The meaning and definitions of Yoga; Scope and Needs of Yoga; History of Yoga; Principles of Yoga, Types of Yoga : Hatha Yoga, Kundalini Yoga, Integral Yoga; Jnana Yoga, Karma Yoga, Bhakti Yoga, and Raja Yoga, Yoga as a way to socio-moral upliftment of man; Yoga as way to spiritual enlightenment; Yoga Thinkers : Maharshi Patanjali, Gurudev , Swami Vivekananda , Baba Ramdev, Lyengar.

Unit II: : Metaphysical Bases of Yoga Education: Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality; Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual; Concept of Mana (The Mind), Karmendris, Jnanendris , Tanmatras (The Suksham Sharer); Five Mahabhutas and Isvara.

Unit III: Limbs of Yoga : The five Yamas (observances); The five Niyamas (abstinences); Asans (The right postures); Pranayam (controlling the breath); Pratyahara (controlling the senses); Dharana (concentration) ; Dhyana (meditation) Samadhi (Liberation) and Their Educational Implications.

Unit IV: Scientific bases of Yoga & Yoga Thinkers : Therapeutic Advantages of Surya Namaskar; Asanas and Pranayamas;; : Importance of International Day of Yoga , Role and Functions of Ayush, Place of Yoga in Curriculum. Yoga Thinkers: Maharshi Patanjali, B K S Lyengar, Baba Ramdev and Sri Sri Ravishankar.

Unit V: Development of Personality: East and West Concept of Personality, Meaning Definitions of Personality, Aspects of Personality, Characteristics of Personality; Traits of Personality, Types of Personality, Meaning of Personality Development, Factors of Personality Development, Factors Influencing Growth of Personality; Personality : Upanishadic View, Yogic View, Darshanik View of Triguna Concept , Ayurvedic View, Measurement of Personality; Rabindranath Tagore's concern on Yoga Education.

Practicum (Any One given by Teacher):

Suggested Readings:

- Bajpai, R. S. (2002). The Splendors and Dimensions of Yoga. Vol. I atlantice Publishers and Distributors.
- Bhattacharya, R. S. (1985). An Introduction to the Yogasutra. Delhi: Bharatiya Vidya Praksana.
- Criswell, E. (1989). How Yoga Works: an Introduction to Somatic Yoga. Novato, California: Freeperson press.
- Datta, A. K. (1981). Bhaktiyoga. Bombay: Bharatiya Vidya Bhawan.
- Desikachan, T. K. V. (1995). The Heart of Yoga: Developing a personal practice. Rochester, Vt.: Inner traditions International.
- Ravishankar N. S.(2006).Yoga for Health,Pustak Mahal, Delhi
- Devananda G.K. (2007). Teaching of Yoga,A P H Publishing Corporation,Delhi
- Desai M, (1980). Nature Cure. New Delhi: S. Chand and Co. Ltd.
- Dynamics of Yoga (1989). Monghur : Bihar School of Yoga.
- Feurstein G. (2002). The Yoga Tradition. New Delhi: Bhavana Books and prints.
- Kapur C. L. (1982). Yoga and Education. Simla Hills: SCERT Himachal Pradesh.
- Krishna G. (1991). Higher Consciousness. D. L. Taraporaovade Sons and Co. Pvt. Ltd.
- The Science of Yoga (1988). Monghur: Bihar School of Yoga.
- Yoga Asanas in theory and practice (1975). Monghur: Bihar School of Yoga.
- Yoga for health and peace (2001). Mumbai: Yoga Vidyaniketan.

MED-244.3: COMPUTER APPLICATIONS IN EDUCATIONAL RESEARCH

Course Objectives:

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

- *develop awareness about uses of computer applications in Educational Research,*
- *develop understanding about the various aspects of data analysis software,*
- *understand the process of locating the research studies on Internet and use of online journals and online books, and*
- *analyze their own data through different computer software like SPSS.*

Course Contents:

Unit I:Internet & Web Resources: Internet Components e-mail, file transfer, web pages, web sites for accessing information; Search engines and method of online searching of books, journals, dissertations, thesis, surveys of educational research, Open access resources for research

Unit II: MS-Excel for Data analysis: Creating a database file in Database software (Spread sheet and other equivalent in Open Office), Editing of database file; Formatting, Data filtering, Input range and output range, data filtering; Data analysis using logical commands for recoding, ranking etc., descriptive statistics and inferential statistics; Creating graphs and charts, Creating a table by using wizard.

Unit III: SPSS for Data analysis: Introduction to SPSS, Creating a database file in SPSS; Editing of data, insert variable, insert cases, merge a file with same variables and other variables; Importing and exporting data file, working with output; Creating graphs and interactive graphs; Creating tables, Creating Cross tables, Analysis of descriptive statistics and Correlation and Regression, Analysis of Parametric & Non-parametric tests.

Unit IV: Report Writing: Use of Word processors in preparing a report. Various formats of a research report; International standards for writing, citing and reporting in research; Editing text; Google Translate, Compilation of report using appropriate software packages.

Unit V: Applications of New Technologies in Educational Researches: Manage Qualitative & Mixed data with MAXQDA, HyperRESEARCH & NVivo, Concept of Plagiarism & use of online free Anti-Plagiarism softwares like Urkund, Duplichecker, Copyleaks, Reference manager softwares-EndNote, Mendeley & Zotero.

Practicum (Any One)

1. Critical analysis of database software including open sources
2. Analysis of the different research reports based on data analysis and interpretation
3. Preparation of critical analysis of the different research reports based on data analysis and interpretation
4. Preparation and presentation of research report based on empirical data

Suggested Readings:

- [Abbott](#), Martin Lee (2014). Understanding Educational Statistics Using Microsoft Excel and SPSS, New Delhi: Wiley.
- Adam, D.M. (1985). Computers and Teacher Training: A Practical guide. New York: The Haworth Pren, Inc.
- [Ajai S Gaur](#), [Sanjaya S Gaur](#) (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS, New Delhi: Sage Publications.
- Carlberg, Conrad (2014) Statistical Analysis: Microsoft Excel 2013, USA: Pearson Education,
- Desmode W.E.,(1985). Computers and their Uses, New Delhi: Prentice Hall.
- Fielding, Nigel G.G., Lee, Nigel Fielding Raymond M. (1998). Computer Analysis and Qualitative Research, New Delhi: SAGE Publications.
- [Jeremy J Foster](#) (2001). Data Analysis Using SPSS for Windows Versions 8 - 10: A Beginner's Guide, New Delhi: Response -Sage Publications.
- [Joseph M. Ryan](#), [Melvyn N. Freed](#), [Robert K. Hess](#) (1991). Handbook of statistical procedures and their computer applications to education and the behavioral sciences, Washington DC: American Council on Education.
- Lee, William W; Diana L Owens (2001) Multimedia-Based Instructional Design: Computer-Based Training. New Delhi: Jessey-Bass.
- Leon (2000). Internet for Everyone. New Delhi: Vikas Publications.
- Rajaraman, V., (1999). Fundamentals of Computer, New Delhi: Prentice Hall.
- Rejeseakaran S. (2007). Computer Education and Educational Computing, New Delhi: NeelKamal Publishing Pvt. Ltd.
- Sanders, D.H., (1999). Computers Today, New Delhi: McGraw Hill International Edition.
- Stephen, M.A. and Stanely, R. (1985). Computer Based Instruction: Methods and Development, NJ: Prentice Hall.

MED-245: PRACTICUM

MED- 245.1: COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY

Course Objectives:

On the completion of the course students will be able:

- to develop understanding about social responsibility in a community, and
- to carry out field based activities for delivering social responsibility in community

Course Contents:

Unit I: Conceptualization Innovative Ideas: Concept of Community Engagement and Social Responsibility; Conceptualizing Innovative Ideas and Programmes/Activities to promote the social responsibility towards the community.

Unit II: Hands-On Experience and Report Preparation: Organization of Awareness of Programme of Clean Air (Environment), Clean Drinking Water (Health) and Clean Streets (Sanitation); Organization of Blood Donation Camp, Tree Plantation, Cleanliness/Sanitation; Teaching Children In Village/Slums Or Forestation Program, And Prepare A Report On It.

MED-245.2: ACADEMIC WRITING IN TEACHER EDUCATION

Course Objectives:

On the completion of the activities outlined in the course students will be able to:

- *aware and understand any emerging ideas in Teacher Education, and*
- *develop competence of preparing abstract and reviewing books, articles and theses.*

Course Contents:

Unit I: Hands-On Experience of Review and Abstract: Review of any Referenced Book in Teacher Education; Review of any Review Article/Ph. D. Thesis in Teacher Education; Preparation of Abstract of a published Research Paper in Teacher Education

Suggested Readings:

- Dunkin, M. J. (1996).Types of errors I syntesing research in education.Review of Educational research, 66, 87-97.
- LeCompte, M. D.(Ed.).(2003).Review of educational research, 73 washington, DC: American educational Research Association.
- Slade, C. (2000). Form and style: Research papers, reports, and thesis (11th ed.). Chicago: University of Chicago.

MED- 245.3: INNOVATIVE TEACHING-LEARNING MATERIALS

Course Objectives:

On the completion of the course student-teachers will be able to:

- *conceptualizing TLM and understanding them from pedagogic and socio-cultural perspective,*
- *familiarizing oneself with the range of possibilities in developing and utilizing TLM,*
- *Identifying the characteristics that make TLM good or bad,*
- *Identifying the issues relating to preparation, analysis, production and dissemination of TLM, and*
- *enriching classroom teaching with innovative TLM.*

Course contents

Unit I: Understanding Teaching-Learning Materials: Textbook Resource Materials: Activities in textbook and workbook, Re-imagining textbook, Reconstructing children's ideas, Talking picture, Storytelling and Visual images; **Domain Specific Resource Materials:** Bilingual material for language class, EVS materials (*khushi khushi* books developed by Eklavya), Science textbooks (*bal vaigyanik* book developed by Hosangabad project), Low cost equipments, Low cost science kits, Matrials for Geography and History (knowing about Digantar NGO);**Joy and Fun (Beyond Textbook) Producing Resource Materials:** Children's literature in classroom, Radio, Drama, Play, Television Programmes, Animated Movies, Contemporary Movies, Cartoon Series, Pictures and Story Books.; **Resource Materials for Disabled Children**

Unit II: Hands-On Experience of Teaching-Learning Materials (manual activities): Preparation of **ANY TWO** resource materials: textbook, domain specific, joy and fun (beyond textbook). and for disabled children.

Suggested Readings:

- Alam, S. (2010) Recent trends in school Geography in India. Journal of Geography. 109; 243-50.
- Batra, P. (Ed.). (2010) Social Science Learning in Schools: Perspectives and Challenges. New Delhi: Sage Publications.
- National Curriculum Framework (2005). New Delhi: National Council of Educational Research And Training.
- Nawani, D. (Ed.). (2016) Teaching Learning Resources for School Education. New Delhi: Sage Publications.
- Sarangpani, P.M. (1993) Learning to Learn Mathematics: Stages Through an Exploring Experiences. Developing Perspective in Children.
- Tomlinson, B. (2003) Developing Materials for Language Teaching. London: Bloomsbury Academic.
