

# ACHARYA NAGARJUNA UNIVERSITY

A State Government University, Accredited with "A" Grade by NAAC

Nagarjuna Nagar - 522 510, Guntur, Andhra Pradesh, India.



## MASTER OF EDUCATION

## SYLLABUS

2022 - 2023 onwards

UNIVERSITY COLLEGE OF ARTS,  
COMMERCE & LAW

PROGRAM CODE:  
ANUCACL03





**ABOUT  
UNIVERSITY**

## ACHARYA NAGARJUNA UNIVERSITY (ANU)

### - A Brief Profile

Acharya Nagarjuna University, a State University established in 1976, has been constantly striving towards achieving progress and expansion during its existence for over four decades, in terms of introducing new courses in the University Colleges, affiliated colleges and professional colleges. Spread over 300 acres of land on the National High Way (NH-16) between Vijayawada and Guntur of Andhra Pradesh, the University is one of the front ranking and fastest expanding Universities in the state of Andhra Pradesh. The University was inaugurated on 11th September, 1976 by the then President of India, Sri Fakhruddin Ali Ahmed and celebrated its Silver Jubilee in 2001. The National Assessment and Accreditation Council (NAAC) awarded “A” grade to Acharya Nagarjuna University and also has achieved 108 International ranks, 39 National ranks UI Green Metrics rankings and many more. It is named after Acharya Nagarjuna – one of the most brilliant preceptors and philosophers, whose depth of thought, clarity of perception and spiritual insight were such that even after centuries, he is a source of inspiration to a vast number of people in many countries. The University is fortunate to be situated on the very soil where he was born and lived, a soil made more sacred by the aspiration for light and a state of whole someness by generations of students. With campus student strength of over 5000, the University offers instruction for higher learning in 68 UG & PG programs and guidance for the award of M.Phil. and Ph.D. in 48 disciplines spread over six campus colleges and one PG campus at Ongole. It also offers 160 UG programs in 440 affiliated colleges in the regions of Guntur and Prakasam Districts. It has a Centre for Distance Education offering 87 UG & PG programs. Characterized by its heterogeneous students and faculty hailing from different parts of the state and the country, the University provides most hospitable environment for pursuing Higher Learning and Research. Its aim is to remain connected academically at the forefront of all higher educational institutions. The University provides an excellent infrastructure and on-Campus facilities such as University Library with over one lakh books & 350 journals; Computer Centre; University Scientific Instrumentation Centre; Central Research Laboratory with Ultra-modern Equipment; Well-equipped Departmental Laboratories; Career Guidance and Placement Cell; Health Centre; Sports Facilities with Indoor & Outdoor Stadiums and Multipurpose Gym; Sports Hostel; Separate hostels for Boys, Girls, Research Scholars and International Students; Pariksha Bhavan (Examinations Building); Computers to all faculty members; Wi-Fi connectivity to all Departments and Hostels; Canteen, Student Centre & Fast-food Centre; Faculty Club; Dr. H.H. Deichmann & Dr. S. John David Auditorium cum Seminar Hall; Post office; Telecom Centre; State Bank of India; Andhra Bank; Energy Park; Silver Jubilee Park; Fish ponds; internet center; xerox center; cooperative stores; Water harvesting structures.

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**VISION,  
MISSION &  
OBJECTIVES  
OF THE  
UNIVERSITY**

## **ACHARYA NAGARJUNA UNIVERSITY**

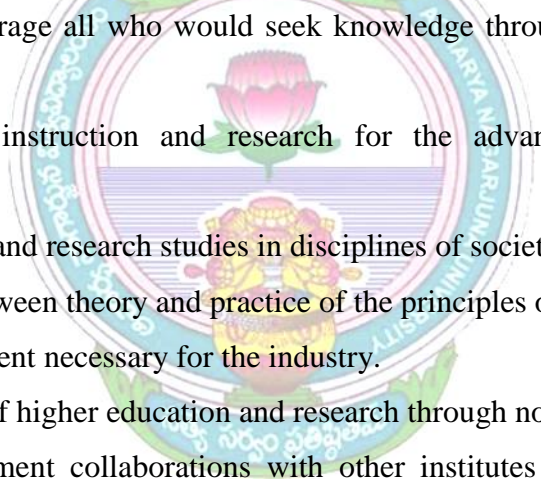
### **VISION**

To generate sources of knowledge that dispels ignorance and establish truth through teaching, learning and research.

### **MISSION**

To promote a bank of human talent in diversified faculties – Commerce & Management Studies, Education, Engineering & Technology, Humanities, Law, Natural Sciences, Pharmacy, Physical Education & Sports Sciences, Physical Sciences and Social Sciences that would become an investment for a prosperous society.

### **OBJECTIVES**

- 
- To inspire and encourage all who would seek knowledge through higher education and research.
  - To provide quality instruction and research for the advancement of science and technology.
  - To promote teaching and research studies in disciplines of societal relevance.
  - To bridge the gap between theory and practice of the principles of higher education.
  - To develop human talent necessary for the industry.
  - To open up avenues of higher education and research through non-formal means.
  - To invite and implement collaborations with other institutes of higher learning on a continuous basis for mutual academic progress.
  - To motivate and orient each academic department/centre to strive for and to sustain advanced levels of teaching and research so that the university emerges as an ideal institute of higher learning.
  - To focus specially on the studies involving rural economy, justifying its existence in the rural setting.

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**VISION  
&  
MISSION OF  
THE COLLEGE**

## ACHARYA NAGARJUNA UNIVERSITY

### UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW

#### VISION AND MISSION OF THE COLLEGE:

University College of Arts, Commerce and Law presently consists of 19 teaching departments and seven research centres and running 27 courses. It had a very good team of qualified teachers with strong profiles. The vision of the college is to promote learning and research in the faculties of social sciences, humanities, law, education and management. It is intended to encourage research temperament and develop inputs for the betterment of the society. The mission of the college is to nurture the scholarship, leadership and produce outcome to promote the quality of life and address the challenges in human society.





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**VISION  
&  
MISSION OF  
THE  
DEPARTMENT**

**ACHARYA NAGARJUNA UNIVERSITY**  
**UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW**  
**DEPARTMENT OF EDUCATION**  
**MASTER OF EDUCATION**

**VISION OF THE DEPARTMENT:**

To become the premier institution for teacher education by utilizing cutting-edge technology, instructional strategies, resources, and methodologies, as well as a commitment to societal well-being.

**MISSION OF THE DEPARTMENT:**

We strive to establish and inspire new educational standards of excellence, aided by a dynamic and highly qualified faculty. We encourage all students to grow into well- rounded individuals with values and ethics.



**ACHARYA NAGARJUNA UNIVERSITY**  
**UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW**  
**DEPARTMENT OF EDUCATION**  
**MASTER OF EDUCATION**

**PROGRAMME EDUCATIONAL OBJECTIVES (PEO's):**

The Master of Education (M.Ed.) degree is a Post graduate-level academic degree that prepares students for positions in educational leadership, developing curriculum, and teaching. The objective of the programme is to improve students' knowledge and understanding of educational theories, methods of research, and practices, as well as to help them develop critical thinking, problem-solving, and communication skills.

After completing the Master of Education (M.Ed.), students will be able to

**PROGRAMME OUTCOMES (PO's):**

**PO1:** Develop an understanding of Educational theories, policies and practices, including current trends and issues in education.

**PO2:** Enhance the knowledge and abilities required for creating, implementing, and assessing curricula and instructional practices that meet the requirements of learners from a wide range of experiences.

**PO3:** By employing appropriate instructional strategies, build general abilities such as problem-solving, critical thinking, creativity, and innovation to meet the requirements.

**PO4:** Integrate ICT enabled education in developing the educational technology tools and apply them in their curriculum transaction.

**PO5:** Equip with pre-service training to teachers in order to improve their professional ethics.

**PO6:** Acquire knowledge of research methodology as well as the ability to perform educational research in order to improve teaching and learning.

**PO7:** Improve communication skills, particularly the capacity to cooperate successfully with colleagues, parents, and other education stakeholders.

**PO8:** Develop a deep understanding of diverse learners needs, backgrounds and cultural diversity and utilize this knowledge to create an inclusive and supportive learning environment.

**PO9:** Develop leadership skills to influence educational policies, practices, and curriculum development at a local, national or international level.

**PO10:** Understand and apply ethical principles and professional standards in educational contexts, including issues related to academic integrity, equity and diversity.

### **PROGRAMME SPECIFIC OUTCOMES (PSO's):**

- 1) Students will gain an in-depth understanding of various educational theories and research methods.
- 2) It provides opportunities for students to develop and enhance their teaching skills. It may include gaining knowledge of instructional design. Assessment methods and teaching strategies that are effective in a variety of educational settings.
- 3) It aims to develop students' leadership skills. This may involve learning about educational policy, programme evaluation and management strategies that are relevant to educational leadership roles.
- 4) It is designed to provide professional development opportunities for educators who are seeking to advance their careers or take new roles in the field of education.
- 5) It includes a coursework that emphasizes research skills, including the ability to design and conduct educational research studies, analyze data, and to communicate findings.
- 6) Engage students with individual academic development and learning in the context of pedagogical change. Identify own educational needs and requirements; keep abreast with contemporary advancement in teaching and research.
- 7) Extrapolate the competencies developed through learning and experiences; apply educational management and administration principles in academic planning, organization, evaluation, decision making, and resource management in accordance with the prevailing goals, norms, and standards.
- 8) Understanding of the ethical professional responsibilities of educators and the ability to uphold high standards of professional conduct.
- 9) Skills to collaborate with colleagues, parents and community stakeholders to create a positive and supportive learning environment.
- 10) Ability to design and implement effective teaching and learning strategies that meet the needs of diverse learners.



# STRUCTURE

**ACHARYA NAGARJUNA UNIVERSITY**  
**UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW**  
**DEPARTMENT OF EDUCATION**  
**MASTER OF EDUCATION**  
**COURSE STRUCTURE**

**SEMESTER-I**

| Course Code  | Components of Study          | Title of the Paper  | No. of Credits | Internal Assessment | Semester End Examination Marks | Total Marks |
|--------------|------------------------------|---|----------------|---------------------|--------------------------------|-------------|
| MED101 (22)  | Core                         | Perspectives of Educational Philosophy                                      | 4              | 30                  | 70                             | 100         |
| MED102 (22)  | Core                         | Perspectives of Educational Psychology                                      | 4              | 30                  | 70                             | 100         |
| MED103 (22)  | Core                         | Fundamentals of Educational Research  | 4              | 30                  | 70                             | 100         |
| MED104 (22)  | Compulsory Foundation Course | a) Advanced Educational Technology<br>or<br>(b) Personality Development     | 4              | 30                  | 70                             | 100         |
| MED105 (22)  | Elective Foundation Courses  | (a) Educational Planning and Management<br>or<br>(b) Economics of Education | 4              | 30                  | 70                             | 100         |
| MED106 (22)  | Dissertation                 | 1) Review of Literature<br>2) Identification of the problem                 | 2              | 50                  | -                              | 50          |
| MED107 (22)  | PRACTICUM:                   | Educational Psychology Practical  | 1              | 25                  | -                              | 25          |
| MED108 (22)  | PRACTICUM:                   | Communication Skills  | 1              | 25                  | -                              | 25          |
| <b>TOTAL</b> |                              |   | <b>24</b>      |                     |                                | <b>600</b>  |

**SEMESTER-II**

| Course Code  | Components of Study          | Title of the Paper  | No. of Credits | Internal Assessment | Semester End Examination Marks | Total Marks |
|--------------|------------------------------|---|----------------|---------------------|--------------------------------|-------------|
| MED201 (22)  | Core                         | Perspectives of Educational Sociology   | 4              | 30                  | 70                             | 100         |
| MED202 (22)  | Core                         | Advanced Educational Research   | 4              | 30                  | 70                             | 100         |
| MED203 (22)  | Core                         | Education Studies   | 4              | 30                  | 70                             | 100         |
| MED204 (22)  | Compulsory Foundation Course | a) Elementary education<br>or<br>(b) Secondary Education                              | 4              | 30                  | 70                             | 100         |
| MED205 (22)  | Elective Foundation Courses  | (a) Special Education<br>or<br>(b) Comparative Education                              | 4              | 30                  | 70                             | 100         |
| MED206 (22)  | Dissertation                 | Presentation of the Research proposal<br>Construction and Standardization of the Tool | 2              | 50                  | -                              | 50          |
| MED207 (22)  | PRACTICUM:                   | Internship in a Teacher Education Institution   | 2              | 50                  | -                              | 50          |
| MED208 (22)  | MOOCS                        | Any course students choice  | -              | -                   | -                              | -           |
| <b>TOTAL</b> |                              |   | <b>24</b>      |                     |                                | <b>600</b>  |

**SEMESTER-III**

| Course Code  | Components of Study   | Title of the Paper   | No. of Credits | Internal Assessment | Semester End Examination Marks | Total Marks |
|--------------|-----------------------|--|----------------|---------------------|--------------------------------|-------------|
| MED301 (22)  | Core                  | Guidance and Counselling   | 4              | 30                  | 70                             | 100         |
| MED302 (22)  | Core                  | Teacher Education  | 4              | 30                  | 70                             | 100         |
| MED303 (22)  | Skill oriented course | Life Skills Education  | 4              | 30                  | 70                             | 100         |
| MED304 (22)  | Generic Elective      | a) Adult and Non formal Education<br>or<br>(b) Inclusive Education | 4              | 30                  | 70                             | 100         |
| MED305 (22)  | Open Elective         | (a) Value Education<br>or<br>(b) Women Education                   | 4              | 30                  | 70                             | 100         |
| MED306 (22)  | Dissertation          | Data Collection  | 2              | 50                  | -                              | 50          |
| MED307 (22)  | PRACTICUM:            | Internship in Specialisation                                       | 2              | 50                  | -                              | 50          |
| MED308 (22)  | MOOCS                 | Any course students choice   | -              | -                   | -                              | -           |
| <b>TOTAL</b> |                       |  | <b>24</b>      |                     |                                | <b>600</b>  |



**SEMESTER-IV**

| Course Code        | Components of Study | Title of the Paper  | No. of Credits | Internal Assessment | Semester End Examination Marks | Total Marks |
|--------------------|---------------------|---|----------------|---------------------|--------------------------------|-------------|
| <b>MED401 (22)</b> | Core                | Curriculum Studies  | 4              | 30                  | 70                             | 100         |
| <b>MED402 (22)</b> | Core                | Measurement and Evaluation  | 4              | 30                  | 70                             | 100         |
| <b>MED403 (22)</b> | Core                | Information and Communication Technology in Education   | 4              | 30                  | 70                             | 100         |
| <b>MED404 (22)</b> | Generic Elective    | (a) Environmental Education at Elementary level<br>or<br>(b) Environmental Education at Secondary level | 4              | 30                  | 70                             | 100         |
| <b>MED405 (22)</b> | Open Elective       | a) Human Rights Education<br>or<br>b) Human Values and Professional Ethics                              | 4              | 30                  | 70                             | 100         |
| <b>MED406 (22)</b> | Dissertation        | Report Writing  | 4              | 100                 | -                              | 100         |
| <b>MED407 (22)</b> | Dissertation        | Publication of Research Article   | 2              | 50                  | -                              | 50          |
| <b>MED408 (22)</b> | Dissertation        | Viva – Voce   | 2              | -                   | 50                             | 50          |
| <b>TOTAL</b>       |                     |   | <b>28</b>      |                     |                                | <b>700</b>  |



**First  
Semester**

**ACHARYA NAGARJUNA UNIVERSITY**  
**UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW**  
**DEPARTMENT OF EDUCATION**  
**MASTER OF EDUCATION**  
**SEMESTER-I**

**MED 101 (22): PERSPECTIVES OF EDUCATIONAL PHILOSOPHY**

**COURSE OUTCOMES:**

After completion of the course, the student will be able to

**CO1:** Understand the nature of education as a discipline through the process of explaining, exemplifying and summarizing the basic theories and perspectives of education.

**CO2:** Articulate their own philosophy of education, based on their understanding of different philosophical perspectives and their own experiences and beliefs.

**CO3:** Describe and analyze different philosophical perspectives on education such as Naturalism, Realism and Existentialism.

**CO4:** Develop critical thinking and reflective skills, as they analyze and evaluate different philosophical perspectives on education and develop their own philosophy of education.

**CO5:** Locate various problems related to nature of knowledge, reality and existence in the field of education and find solution to them with a philosophical outlook.

**Unit 1: Philosophy and Education**

1.1 Definition, meaning, nature, scope and branches of Philosophy.

1.2 Relationship between Philosophy and Education. Educational Philosophy and its functions- Speculative, Normative and Critical.

1.3 Definition, meaning and nature of Education. Types, processes and aims of Education. (Individual and Social aims)

1.4 Utility of the subject Educational Philosophy to the prospective teacher educators.

**Unit 2: Philosophical Bases of Education**

2.1 Contribution of Idealism, Naturalism, Pragmatism, Realism, and Existentialism to Education. (Aims, curriculum, methods of teaching, teacher, and discipline.)

2.2 Contribution made to educational thought and practice by- Plato, Gandhi, Dewey, Rousseau and Tagore.

2.3 Epistemology-meaning, kinds and instruments of knowledge.

2.4 Metaphysical problems and Education-with reference to nature of man, problem of freedom and the concept of God.

### Unit 3: Democracy and Education

- 3.1 Education for citizenship- Fundamental rights and Duties.
- 3.2 Nature of inequalities and measures to address them, Constitutional Provisions
- 3.3 Equity, Quality and Democratization of Education.
- 3.4 Secularism- contribution of Gita, Islam, Buddhism and Christianity to value formation. (briefly).

### Unit 4: Current Issues and their Educational Implications.

- 4.1 Poverty, Unemployment and Education.
- 4.2 Violence and Peace Education.
- 4.3 Problems of Nations and solutions through Education.
- 4.4 National Integration and International Understanding.

### PRACTICUM:

- (1) One Seminar
- (2) One Assignment

### REFERENCE BOOKS:

- 1) Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
- 2) Arnstine, Donald (1967), Philosophies of Education ; Harper and Row Publishers, Incorporated, New York
- 3) Bali D.R. (1989), Introduction to Philosophy ; Sterling Publishers, New Delhi.
- 4) Bhatia KK (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
- 5) Brent, A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
- 6) Brubacher John S. (1983), Modern Philosophies of Education, Tata Mc. Graw-Hill Publishing Company Ltd., New Delhi.
- 7) Chaube S.P. (1993), Educational Philosophies in India, Vikas Publishing House Pvt. Ltd., New Delhi.
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- 10) Morsy Zaghoul (1997), Thinkers on Education , UNESCO Publishing/Oxford and IBH Publishing Pandey R.S., (1983) Principles of Education; Vinod Pustak Mandir, Agra.
- 11) Radha Krishna S. (1983), Indian Philosophy, Blackie and Son publishing, New Delhi.
- 12) Ranji Sharma G. (1987), Trends in Contemporary Indian Philosophy of Education –A Critical Evaluation, Nirmal Publishing, New Delhi.
- 13) Ruhela S.P. (1986), Human Values and Education, Sterling Publishers, New Delhi.
- 14) Schultz M (1985), Hindu Philosophy, Classical Publishing Company, New Delhi.
- 15) Seetharamu A.S. (1989), Philosophy of Education, Ashish Publishing House, New Delhi.

- 16) Sreerama Krishna A.S. (2002), Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
- 17) Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
- 18) Ulrich Robert, History of Educational Thought, Eurasia Publishing House, New Delhi.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   |     |     |     |     | 3   |     |     | 3   | 3    |
| CO2 |     |     |     |     |     |     |     |     |     |      |
| CO3 | 3   |     |     |     |     |     |     |     | 3   | 3    |
| CO4 |     | 3   | 3   |     |     |     |     | 3   |     |      |
| CO5 |     | 3   | 3   |     |     |     |     | 3   |     |      |



## MED 102 (22): PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

### **COURSE OUTCOMES:**

**CO1:** Apply principles and theories of educational psychology to design effective teaching and learning environment, instructional strategies and assessment and evaluation methods.

**CO2:** Describe and explain the cognitive and developmental processes that underlie learning and development in educational settings.

**CO3:** Develop critical thinking skills and ability to use research to inform teaching practices and improve students outcomes.

**CO4:** Comprehend the personality theories and assessment of personality.

**CO5:** Apply different types of mechanism in different situations.

### **COURSE CONTENT**

#### **Unit 1: Educational Psychology**

##### **1.1. Scope of Educational Psychology**

Concept, Nature and Scope of Educational Psychology

Methods of educational psychology

Contribution of psychology and Indian psychology to Education.

Current concerns and trends in educational psychology.

##### **1.2 Human Development: Implications for Education**

Concept, Principles and sequential stages of human/personality development - Infancy, childhood, adolescence, early adulthood, later adulthood and old age.

Factors influencing development and their relative role in each stage, general characteristics of each stage and problems of each stage.

Theories of Piaget, Freud, Erickson, Chomsky and Kohlberg.

Indian theory of psychological Development.

#### **Unit-2: Learning: Implications for Education**

Concept and Various view points on theories of learning, Laws of Learning (Thorndike)

Theories of Learning- Pavlov, Skinner, Hull, Gestalt, Lewin and Tolman.

Information processing – Sternberg, Vygotsky-Constructivism

Gagne's levels of learning

#### **Unit-3: Individual Differences-Implications for Education.**

Concepts of intra and inter individual differences and their implications.

Intelligence-cognitive and affective abilities, Identification or testing intelligence

Theories of intelligence- Guilford, Gardner and Goleman.

Creativity-Nature and process, Identification or testing creativity, Fostering and guiding creative children.

**Unit 4: personality, ADJUSTMENT AND MENTAL HEALTH 4.1. Personality**

Concept and Theories of Personality

Trait and type theory of Eysenck

Psychoanalytic approaches – Freud and Jung

Social – Learning Theory – Bandura

Humanistic Approach – Roger’s and Maslow

**4.2. Indian Theories of Personality**

Vedic (Upanishadic) view of Personality

Buddhistic view of Personality

J-Krishnamurti’s view of Personality

Aurobindo’s view of Personality

**PERSONALITY ASSESSMENT**

Personality inventories interview, checklists, observation, Sociometry and situational tests

Projective Techniques– Rorschach, TAT, CAT, Story completion, Sentence completion

**ADJUSTMENT AND MENTAL HEALTH**

Concept and mechanisms of adjustment

Principles of mental hygiene – preventive, constructive and curative measures – at personal level and environmental level

Introduction to mental ill health - Neurosis, Psychosis and Psycho-somatic disorders

**PRACTICUM:** Use of the following tests

|    |   |    |                              |
|----|---|----|------------------------------|
| 1. | Intelligence Tests  | 2. | Creativity Tests             |
| 2. | Interest inventories  | 4. | Attitude scales              |
| 3. | Value scales  | 6. | Tests in learning            |
| 7. | Personality Test to Identify states of wellbeing and ill being. | 8. | One Assignment & One Seminar |

**REFERENCE BOOKS:**

- 1) Pandey, Advanced Educational Psychology, Konark Publishers, Main Vikas Marg, Delhi.
- 2) Mangal S.K., (2002), Advanced Educational Psychology, Prentice – Hall of India, New Delhi.
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- 5) Anne Anastasi, (1982), Psychological Testing, Mac Millan, New York.
- 6) Cronbach L.J., (1970), Essentials of Psychological Testing, Harper and Row, New York.

- 7) Hilgard and Bower,(1964), Theories of Learning, Englewood Cliffs, Prentice Hall, New Jersey
- 8) Hall Calvin S., Gardner Lindzey,(1957), Theories of Personality, Wiley Eastern Limited, Madras.
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- 10) Elizabeth B. Hurlock, (1999), Developmental Psychology, Tata McGraw Hill Publishing Co., New Delhi.
- 11) Uday Sankar, Advanced Educational Psychology, Oxonian Press, New Delhi.
- 12) Uday Sankar, Personality Development, Wiley Eastern Limited, Bangalore
- 13) Kuppaswamy B.,(1964), Advanced Educational Psychology, Sterling Publishers, New Delhi.
- 14) Coleman James C., Abnormal Psychology and Modern Life, Taraporevala Sons & Co., Bombay.
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- 16) Kuppaswamy B., Elements of Ancient Indian Psychology, Konark Publishers, Delhi.
- 17) Torrance E.P.,(1962), Guiding Creative Talent, Prentice Hall, Englewood Cliffs, New Jersey.
- 18) Skinner Charles E.(1996), Educational Psychology, Prentice Hall of India, New Delhi.
- 19) Goleman Daniel, Emotional Intelligence, Bantam Books, Broadway, New York.
- 20) Dandapani S.,(2002), A Text Book of Advanced Educational Psychology, Anmol Publications, New Delhi.
- 21) Jadunath Sinha, Indian Psychology, Vol., 1, 2,3, Mothilal Banarsidass, Bangalore,
- 22) Janak Pandey, Editor, Psychology in India Revisited, Development in the Discipline, Vol. 1,2,3. Sage Publications, Delhi.
- 23) Indra Sen, Integral Psychology, Sri Aurobindo International Center of Education, Pondicherry
- 24) Krishnamurti J., On Self Knowledge, Krishnamurti Foundation of India, Chennai.
- 25) Krishnamurti J., Freedom from the Known, Krishnamurti Foundation of India, Chennai.
- 26) Krishnamurti J., Education and Significance of Life, Krishnamurti Foundation of India, Chennai.
- 27) Sprinthall and Sprinthall (1990), Educational Psychology, Mc. Graw Hill, USA.



**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   | 3   | 3   | 3   |     |     |     | 3   |     |      |
| CO2 |     |     |     |     | 3   |     |     | 3   |     |      |
| CO3 | 3   |     | 3   |     | 3   | 3   |     |     |     |      |
| CO4 |     |     |     |     |     |     |     |     |     | 3    |
| CO5 |     |     |     |     |     |     |     |     |     | 3    |



## **MED 103 (22): FUNDAMENTALS OF EDUCATIONAL RESEARCH**

### **COURSE OUTCOMES:**

After completion of the course, the student will be able to

**CO1:** Understand the principles and concepts of research in education.

**CO2:** Classify and compare the characteristics of qualitative, quantitative and mixed research

**CO3:** Ability to critically evaluate research studies in education and identify their strengths and weaknesses.

**CO4:** Understanding of data collection and analysis techniques and the ability to use statistical techniques.

**CO5:** equip students with the knowledge and skills necessary to understand, conduct, and communicate research in the field of education, with a focus on ethical and rigorous research practices.

### **Unit – 1: Introduction to Educational Research**

Meaning, Purposes, Nature and Scope of Educational Research.

Types of Educational Research: Basic, Applied and Action research; Research paradigms in Education: Quantitative, Qualitative and Mixed research.

Research Problem: Sources of research problem, characteristics of good research problem, definition of the research problem, evaluation of the research problem.

Related Literature – Purposes of Review; Conducting the literature search using Internet and databases.

### **Unit - 2: Variables, Hypothesis and Sampling of Educational Research**

Meaning and Classification of Variables.

Meaning, Types and Forms of hypothesis.

Population and Sample.

Sampling Techniques.

### **Unit – 3: Tools and Techniques of Data Collection**

Tools of Data Collection: Questionnaires, Tests, Inventories and Rating Scales - Types, Uses and merits and limitations.

Methods or Techniques of Data Collection: Observation and Interview, their types, use, merits and limitations.

Principles of Construction of tools and techniques, Administration of tools and techniques.

Basic attributes of a good Research tool – Reliability, Validity and Usability.

### **Unit - 4: Descriptive Analysis of Quantitative Data**

Measures of Central tendencies – Mean, Median, Mode

Measures of Dispersion – Range, Q.D., A.D. and S.D.\

Measures of Relative Position – Percentile, Percentile Rank and

Standard Scores: Z Scores, T-Scores Normal Distribution – Characteristics and Uses of N.P.C; Applications of N.P.C; Deviations of Normality: Skewness and Kurtosis.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Aggarwal, Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
- 2) Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- 3) Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- 4) Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- 5) Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
- 6) Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
- 7) Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.
- 8) Guilford, J.P., and Benjamin Fruchter (1982). Fundamentals of Statistics in Psychology and Education, Fifth Edition. New York: McGraw-Hill Book Company.
- 9) Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
- 10) Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich.
- 11) Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
- 12) Scott, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge.
- 13) Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- 14) Sharma, R.A. ((1992). Fundamentals of Educational Research. Meerut: Loyal Book Depot.
- 15) Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- 16) Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan.
- 17) Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 |     |     |     |     |     | 3   |     |     |     |      |
| CO2 |     |     |     |     |     | 3   |     |     |     |      |
| CO3 |     |     |     |     |     | 3   |     |     |     |      |
| CO4 |     |     |     |     |     | 3   |     |     |     |      |
| CO5 |     |     |     |     |     | 3   |     |     |     | 3    |



## **MED 104 (A) (22): ADVANCED EDUCATIONAL TECHNOLOGY**

### **COURSE OUTCOMES:**

**CO1:** Understanding the theoretical foundations and principles of educational technology.

**CO2:** Familiar with a wide range of educational technologies, including hardware, software and digital media tools.

**CO3:** Integrate technology effectively into teaching and learning activities.

**CO4:** Familiarity with current trends and issues in educational technology and their impact on teaching and learning.

**CO5:** Develop the skills in designing, creating, and delivering technology based instructional materials and activities.

### **Unit 1: Introduction to Information Technology**

Definition Need and Scope of Information Technology

Categories of Information: Data, Information, Knowledge, Intellect

Types of Information: By Source, By Channel, By Media, By Need

Information Services; Library, Institute, Internet and developments in information technology and their uses to the field of education.

### **Unit 2: Communication and Instructional Technology**

Theory, Concept, Nature, Process, Components Types, Classroom Communication

Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).

Programmed instruction (linear/branching model) - Origin and types - linear and branching  
- Development of the programmed instruction material

Future priorities in Educational Technology

### **Unit 3: Technology of Teaching**

Concept, Structure and Levels of Teaching (Memory Level, Understanding Level, Reflective level)

Innovations in teaching ( Team Teaching, Educational Games, Simulation, Personalized System of Instruction PSI, CAI, CCTV, SITE etc)

Techniques of Higher Learning (Seminar, Symposium, Workshop, Conference, Panel Discussion)

Action Research (Reflective Process – Progressive Problem Solving)

### **Unit 4: Interactive Learning Environments**

Mass Media Approach in Education

Instructional Resource Centers

Concept and Uses of multimedia, Multimedia Building block: Text, Graphics, Digital Video or Animation, Digital audio Computer and Data Analysis - Data Base Packages - MS -Excel, - Data Entry - Variables - Import and Export of files - Data Manipulation - Data Transformation

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Ram Nath Sharma, S.S. Chandra, 2007, Advanced Educational Technology, Atlantic Publishers, Ansari Road, Darya Ganj, New Delhi - 110 002.
- 2) Sharma.A.R., 1992, Educational Technology, Vinod Pustak Mandir, Dr. Rangeya Raghava Marg, Agra-2.
- 3) Usha Rao, 1991, Educational Technology, Himalaya Publishing House, Pooja Apartments, 4B, Murarilal Street, Ansari Road, Darya Ganj, New Delhi - 110 002.
- 4) Buch.M.B. and Santhanam.M.R., 1970, Communication in Classroom, Centre for Advanced Study in Education, Baroda.
- 5) Dececco, John. P (Ed), 1964, Educational Technology, Holt Rinehart Winston, New York.
- 6) Srinivasa Rao. R (Ed), 1974, Multi-Media Communication, Sri Venkateswara University, Tirupati.
- 7) Skinner.B.F., 1968, The Technology of Teaching, Appleton Century Crofts, New York.
- 8) Stones.E., 1968, Learning and Teaching, John Wiley and Sons, Inc., New York and London.
- 9) Romiszowski.A.J., 1970, A Systems Approach to Education and Training.
- 10) Sampath.K., Pannirselvam.A and Santhanam.S., 1990, Introduction to Educational Technology, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi - 110016.
- 11) Chauhan.S.S., 1979, Innovations in Teaching-Learning Process, Vikas Publishing House, Pvt. Ltd., 5, Ansari Road, New Delhi - 110 002.
- 12) Mangal.S.K., 1985, Fundamentals of Educational Technology, M/S Prakash Brothers, 546, Books Market, Ludhiana - 141 008.
- 13) Murthy.S.K., 1984, Educational Technology and Teaching Behaviour (Technology of Teaching), M/S Prakash Brothers, 546, Books Market, Ludhiana -141008.
- 14) Sharma.R.A., 1983, Technology of Teaching, Loyal Book Depot, Meerut (U.P.), India.
- 15) Kulkarni S.S., 1989, Introduction to Educational Technology, Oxford & IBH Publishing Co., New Delhi -110 001.
- 16) Amidon. E.J. and Hough.J.B. (Eds) (1967); Interaction Analysis Theory, Research and Application, Addison Wesley Publishing Company; London.
- 17) Flanders.N.A., 1960, Analysing Teacher Behaviour, Addison Wesley Publishing Company, London.
- 18) Prckiam.S, 1986, Curricular Innovations and Educational Technology, Doaba House, 1688. Nai Sarak, Delhi -110 006.

- 19) Passl, B.K. (Ed), 1976, Becoming Better Teacher Micro teaching Approach, Sahitya Mudranalaya, City Mill Compound, Kankaria Road, Ahmedabad – 22.
- 20) Dwight Allen and Kelvin Ryan, 1969, Micro-Teaching, Addison Wesley Publishing Company, London.
- 21) Singh, L.C., 1977, Micro-Teaching: An Innovation in Teacher Education (Mimeo), NCERT, New Delhi -110 006.
- 22) Edgar Dale, 1961, Audio-Visual Methods in Teaching (Revised), Holt, Rinehart and Winston, New York.
- 23) Kochhar, S.K. 1985, Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd., New Delhi - 110 016.
- 24) Lalit Kishore, 1989, A Text book of Audio-Visual Aids, Doaba House, 1688 Nai Sarak, Delhi - 110006.
- 25) Walia, J.S., 1991, Technology of Teaching (Methodology of Teaching), Paul Publishers, 11 Gopal Nagar, Jalandhar City, Punjab.
- 26) Das, R.C., 1993, Educational Technology - A Basic Text, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi -110 016.
- 27) Vedanayagam, E.G., 1989, Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi-110 016.
- 28) Hayes, A.S., 1968, Language Laboratory Facilities, Oxford University Press, London.
- 29) Gupta Vikas, Comdex Computer Course Kit, Dream Tech Publications, New Delhi (2001).
- 30) Mayer Richard E, 2001. Multimedia Learning, Cambridge University Press, UK
- 31) Norton Peter, (2000) Introduction to Computers, Tata McGraw Hill Publications, New Delhi
- 32) Schwatz & Schultz, (2000) Office 2000, BPB Publications, New Delhi,
- 33) Sinha P K, (1992) Computer Fundamentals, BPB Publication, New Delhi
- 34) Sportack M A, (1998) Networking Essentials, Tech Media, New Delhi
- 35) Sarma .B.M. Media and Education, Commonwealth Publishers, New Delhi
- 36) Ram Nath Sharma, S.S. Chandra, 2007, Advanced Educational Technology, Atlantic Publishers, Ansari Road, Darya Ganj, New Delhi - 110 002
- 37) Sharma, A.R., 1992, Educational Technology, Vinod Pustak Mandir, Dr. Rangeya Raghava Marg, Agra-2.
- 38) Usha Rao, 1991, Educational Technology, Himalaya Publishing House, Pooja Apartments, 4B, Murarilal Street, Ansari Road, Darya Ganj, New Delhi - 110 002.
- 39) Buch, M.B. and Santhanam, M.R., 1970, Communication in Classroom, Centre for Advanced Study in Education, Baroda.
- 40) Dececco, John. P (Ed), 1964, Educational Technology, Holt Rinehart Winston, New York.
- 41) Srinivasa Rao. R (Ed), 1974, Multi-Media Communication, Sri Venkateswara University, Tirupati.
- 42) Skinner, B.F., 1968, The Technology of Teaching, Appleton Century Crofts, New York.
- 43) Stones, E., 1968, Learning and Teaching, John Wiley and Sons, Inc., New York and London.

- 44) Romiszowski.A.J., 1970, A Systems Approach to Education and Training.
- 45) Sampath.K., Pannirselvam.A and Santhanam.S., 1990, Introduction to Educational Technology, Sterling Publishers Pvt. Ltd., L-10, Green Park Extension, New Delhi - 110016.
- 46) Chauhan.S.S., 1979, Innovations in Teaching-Learning Process, Vikas Publishing House, Pvt. Ltd., 5, Ansari Road, New Delhi - 110 002.
- 47) MangaI.S.K., 1985, Fundamentals of Educational Technology, M/S Prakash Brothers, 546, Books Market, Ludhiana - 141 008.
- 48) Murthy.S.K., 1984, Educational Technology and Teaching Behaviour (Technology of Teaching), M/S Prakash Brothers, 546, Books Market, Ludhiana -141008.
- 49) Sharma.R.A., 1983, Technology of Teaching, Loyal Book Depot, Meerut (U.P.), India.
- 50) Kulkarni S.S., 1989, Introduction to Educational Technology, Oxford & IBH Publishing Co., New Delhi -110 001.
- 51) Amidon. E.J. and Hough.J.B. (Eds) (1967); Interaction Analysis Theory, Research and Application, Addison Wesley Publishing Company; London.
- 52) Flanders.N.A., 1960, Analysing Teacher Behaviour, Addison Wesley Publishing Company, London.
- 53) Prckiam.S, 1986, Curricular Innovations and Educational Technology, Doaba House, 1688. Nai Sarak, Delhi -110 006.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 |     |     |     |     | 3   |     |     |     |     | 3    |
| CO2 |     |     |     | 3   |     |     |     |     |     |      |
| CO3 |     |     | 3   |     |     |     | 3   | 3   |     |      |
| CO4 | 3   |     |     |     |     |     |     |     |     | 3    |
| CO5 |     | 3   |     |     |     |     | 3   | 3   |     |      |



## **MED 104 (B) (22): PERSONALITY DEVELOPMENT**

### **COURSE OUTCOMES:**

**CO1:** Upspring the knowledge of elementary education and its universalization

**CO2:** Skillfulness in identifying the challenges that are being encountered during the course of elementary education

**CO3:** Understand how to interpret the different evaluation techniques

**CO4:** Critically evaluate the different strategies and programs in elementary education

**CO5:** Applicability of the different educational techniques while implements

### **Unit-1 Introduction to Personality Development**

Personality – Concept, Dimensions and Theories of personality (Freud and Ericsson).

Integrated personality development- Significance-Recognising the growth of dimensions of personality (a. physical b. intellectual c. emotional d. moral e social)

The concept of success and failure-Hurdles-Overcoming hurdles-Factors responsible for success-Causes of Failure, SWOT Analysis

Self-Awareness- Strengths and weaknesses, talents and problems, emotions and ideas-Identifying the means to improve personal performance.\

### **Unit – 2 Leadership**

Leadership - Concept and Types of Leadership-Directive, Supportive, Participative, Achievement – oriented, Permissive

Qualities of leadership-Vision, Passion, Self-Sacrifice, Confidence, Role modelling

Functions of leadership-Motivating Confidence, Confidence e-building, Planning, Coordinating, Decision making, Interacting, Negotiation, Time- management, Mentoring

Qualities of a successful Leader-Character Building-Team Work-Time Management-Work Ethics- Good Manners and etiquette

### **Unit 3- Conflict Management &Self-Esteem**

Concept of conflict and Causes

Intra-Individual-Adaptive Response: Physical, psychological

Inter individual-Administrative policies, Organisational structure, working conditions and other factors

Strategies for Resolution - a.Avoidance, Diffusion, Containment,Confrontation, b. Proactive and Reactive

Self Esteem-Concept, advantages-Do's and Don't's to develop Self-Esteem

Positive and Negative Self-esteem.

### **Unit 4-Other Aspects of Personality Development and Employability Quotient**

Attitude-Positive Attitude and Negative Attitude, Differences between the two Motivation-Concept and Significance. Internal and external motives, Importance of self- motivation, factors leading to D motivation

Aspects of Personality Development - Body language-Problem solving, conflict and stress management.

Employability Quotient-Resume building, participation in group discussion, facing the HR, technical interview and mock interview sessions.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**Text Books**

- 1) Harlock, E.B.(2006).Personality development.Reprint. New Delhi.Tata Mc Graw Hill
- 2) Stephen,P. Robbins and Timothy,A.Judge (2014).Organisational behaviour 16th Edition Prentice Hall.

**REFERENCE BOOKS:**

- 1) Andrews, Sudhir(1988).How to succeed at Interviews 21st (rep) New Delhi. Tata McGraw Hill
- 2) Helller,Robert. (2003).Effective leadership. Essential Manager series. DK Publishing.
- 3) Hindle, Tim. (2003) Reducing Stress. Essential Managers series. DK publishing.
- 4) Lucas, Stephen (2001). Art of Public Speaking. New Delhi. Tata McGraw Hill.
- 5) Parvesh Kumar (2005). All about Self-Motivation. New Delhi. Goodwill Publishing House
- 6) Smi, B. (2004). Body language. New Delhi. Rohan Book Company.
- 7) Girish Batra, (2018). Experiments in Leadership .Chennai: Notion Press.
- 8) Mitesh Khatri, (2013). Awaken the Leader in You, Mumbai: Jaico Publishing House.
- 9) Carnegie Dale, (2012).Become an Effective Leader. New Delhi: Amaryllis.
- 9) Hall, C.S., Lindzey. G. & Campbell, J.B. (1998). Theories of Personality. John Wiley & Sons.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>C01</b> | 3   |     |     |     |     |     |     |     |     |      |
| <b>C02</b> | 3   |     |     |     |     |     |     |     |     |      |
| <b>C03</b> |     |     |     |     |     | 3   |     |     |     |      |
| <b>C04</b> | 3   |     |     |     |     |     |     |     |     |      |
| <b>C05</b> |     | 3   |     |     |     |     |     |     |     |      |

## MED105 (A) (22): EDUCATIONAL PLANNING & MANAGEMENT

### **COURSE OUTCOMES:**

**CO1:** Understanding the concept of impairment, disability, and handicap. Besides that, understanding the brief history of Special Education.

**CO2:** Knowledge about the nature and scope of Special Education.

**CO3:** Application of the preventives measures and preparation of Special Education

**CO4:** Skillfulness in Educational International and preparation of Special Education

**CO5:** Analysis of the curriculum for teacher's preparation and transaction modes.

### **Unit - 1: Principles and Practices of Educational Management**

Meaning, scope and importance of educational management.

Growth of educational management – Historical perspective.

Objectives and Principles of educational management.

Educational Administration at various levels: a. Centre b. State  
c. Local bodies and d. Private agencies

### **Unit - 2: Concepts of Educational Planning**

Need, Importance and Goals of educational planning

Micro and macro models of educational Planning, Approaches of educational planning – Social demand approach , Rate of return approach and Man power requirement approach. Planning process: National and State level, Education in five year plans – inter sector allocation – education Decentralized planning – process, advantages and disadvantages.

Sources of finance for Education in India a. public funding of education b. Fees c. Student loans, d. Education cess. External aid for education Budgeting: control of funds, grant in –aid policy at National & State levels

### **Unit - 3: Educational Finance**

Importance of financing education, Effects of educational financing

Demand factors for finance in education, Budgetary control, management and reforms

Theoretical basis of educational finance Issues in the finance of education

Financing elementary, secondary and higher education

### **Unit - 4: Quality Management in Education**

Meaning and importance of Quality

Quality in Higher Education

Accreditation Concept- Meaning, parameters.

Role of NAAC

### **PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Helpier Andrew W, Administrative theory in Education, Macmillan Co., New York. (1967).
- 2) Bayne, C.D. & Robert L. Saundram, The Educational Management; (Artist & Practitioner) Charles. A Dones Pub. Company, Washington-Ohio. (1976)
- 3) Bhatt B.D. & SDR Sharma, Educational Administration, Karishkar Pub. House New Delhi. (1992)
- 4) Clyde M. Campbell, Practical Application of Democratic Administration, Harper & Brother, New York. (1952)
- 5) Fowceet Glade-W. , School Personnel Admn. Macmillan, New York.
- 6) Harold E. Moore & Newell D. Walters, Personnel Administration in Education Harper & Brother, New York. (1955)
- 7) International Encyclopedia of Economic of Education, Second Edition., Martin Carnoy.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | 3   |     |     |     |     |     |     |     |     | 3    |
| <b>CO2</b> |     |     |     |     |     |     |     | 3   |     | 3    |
| <b>CO3</b> |     |     |     |     |     |     |     |     |     | 3    |
| <b>CO4</b> |     |     |     | 3   |     |     |     | 3   |     |      |
| <b>CO5</b> |     | 3   | 3   |     |     |     |     |     |     |      |

## MED105 (B) (22): ECONOMICS OF EDUCATION

### **COURSE OUTCOMES:**

**CO1:** Knowledge about the introduction to comparative Education.. Its meaning, scope and objectives.

**CO2:** Understanding the major concepts of comparative Education.

**CO3:** Skillfulness in comparative Education modern trends across the global with reference to India.

**CO4:** Application of malty curriculum in Education.

**CO5:** Analysis of Sociological, Scientific, Historical, Structural and Functional Factors

### **Unit 1: Basic Concepts of Economics of Education**

Concept, scope, significance, recent trends in economics of education.

Education as consumption and investment

The concept and measurement of Human Capital.

Education and its relation to Human Resource Development.

### **Unit 2: Education and Economic Development**

Education and economic growth - methods and comparisons.

Education, Poverty and Politics of Development, Liberalization, Privatization, Globalization and Education

Contemporary Economic reforms in India and their impact on Education, Education and employment

Labor, Market and Education, Education and Migration (Internal and External)

### **Unit 3: Costs and Benefits of Education**

Determinants of Educational Costs.

Problems in the Measurement of Costs and Benefits in Education.

Cost-Benefit Analysis in Education.

Concept of Rate of Returns and Returns to Education

### **Unit 4: Economic Reforms and Education**

Relationship between Poverty, Schooling and Education

Privatization of State Education - Public - Private partnership in education

Globalization and Education

Economic Liberalization Policies in India and their impact on Education.

### **PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Helpier Andrew W, Administrative theory in Education, Macmillan Co., New York. (1967).
- 2) Bayne, C.D. & Robert L. Saundram, The Educational Management; (Artist & Practitioner) Charles. A Dones Pub. Company, Washington-Ohio. (1976)
- 3) Bhatt B.D. & SDR Sharma, Educational Administration, Karishkar Pub. House New Delhi. (1992)
- 4) Clyde M. Campbell, Practical Application of Democratic Administration, Harper & Brother, New York. (1952)
- 5) Fowceet Glade-W. , School Personnel Admn. Macmillan, New York.
- 6) Harold E. Moore & Newell D. Walters, Personnel Administration in Education Harper & Brother, New York. (1955)
- 7) International Encyclopedia of Economic of Education, Second Edition., Martin Carnoy.
- 8) Mathur S.S., Educational Administration – Principles and Practices, Krishna Brothers, Jhalandar.
- 9) Casteller William – B., The Personnel functions in Educational Administration, Macmillan publishing Co. inc., New York. (1976)
- 10) Blaug Mark: Economics of Education, Penguin, London (1970).
- 11) Cohn E.: Economics of Education, Lexington Mass – D.C. Heath Company. (1972)
- 12) Hedge O., Economic of Education, Himalaya Publishers New Delhi.
- 13) Jandhyala B.G. Tilak, Economics of Inequality in Education., Sage Publications, New Delhi (1985)
- 14) Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988- 92: Trend Reports Vol I, New Delhi, NCERT.
- 15) Reddy Shiva B, Education and Rural Development in India, UNESCO: IIEP, Paris (2000)
- 16) Sacharopoulos George P & Woodhall M.: Education for Development, New York – OUP. (1985)
- 17) Thurow Laster C.: Investment in Human Capital, Belmont: Wadsworth Publishing Co. (1970)
- 18) John Vaizey, Economics of Education NCERT, Pandit Ed
- 19) Economics of Education Vol I & II – M. Blaug, Pengiun, London
- 20) Education – Man power – Economic growth – Horbison and Mayer
- 21) Economics of Education, John Sheeham
- 22) Investment in Education, V.K.R.V. Rao
- 23) Mathur S.S., Educational Administration – Principles and Practices, Krishna Brothers, Jhalandar.
- 24) Casteller William – B., The Personnel functions in Educational Administration, Macmillan publishing Co. inc., New York. (1976)
- 25) Blaug Mark: Economics of Education, Penguin, London (1970).

- 26) Cohn E.: Economics of Education, Lexington Mass – D.C. Heath Company. (1972).
- 27) Hedge O., Economic of Education, Himalaya Publishers New Delhi.
- 28) Jandhyala B.G. Tilak, Economics of Inequality in Education., Sage Publications, New Delhi (1985)
- 29) Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988- 92: Trend Reports Vol I, New Delhi, NCERT.
- 30) Reddy Shiva B, Education and Rural Development in India, UNESCO: IIEP, Paris (2000)
- 31) Sacharopoulos George P & Woodhall M.: Education for Development, New York – OUP. (1985)
- 32) Thurow Laster C.: Investment in Human Capital, Belmont: Wadsworth Publishing Co. (1970)
- 33) John Vaizey, Economics of Education NCERT, Pandit Ed
- 34) Economics of Education Vol I & II – M. Blaug, Pengiun, London
- 35) Education – Man power – Economic growth – Horbison and Mayer
- 36) Economics of Education, John Sheeham
- 37) Investment in Education, V.K.R.V. Raow

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
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| CO1 | 3   |     |     |     |     |     |     |     |     |      |
| CO2 | 3   |     |     |     |     |     |     |     |     |      |
| CO3 | 3   | 3   |     |     |     |     |     |     |     |      |
| CO4 |     | 3   |     |     |     |     |     |     |     |      |
| CO5 |     |     |     |     |     | 3   |     |     |     |      |



**Second  
Semester**



## MASTER OF EDUCATION SEMESTER-IV

### MED 201 (22): PERSPECTIVES OF EDUCATIONAL SOCIOLOGY

#### **COURSE OUTCOMES:**

**CO1:** Skillfulness in recaptulation of the nature and functions of educational sociology.

**CO2:** Knowledge in summarizing the processes of social organization and social stratification

**CO3:** Critically analyze the ramifications of cultural socialization and social change in educational sociology

**CO4:** Application of educational sociology and its principles practically to the teachers

**CO5:** Better way of understand the need for the equality of educational opportunities

#### **Unit - 1: Sociology and Education**

Social Mobility. Meaning, Nature and Scope of Sociological Foundations of Education.

Functions of Sociology and utility of Sociology to Teachers.

Sociological Aims of Education.

Education and

#### **Unit - 2: Concept of Social Organization**

Characteristics of Social organization

Social Groups and characteristics.

Social Stratification and Education

Concept of Equality in Education and Need for equality of Educational Opportunities.

#### **Unit - 3: Education and Social Change**

Social Change - Definition, concept and Factors leading to Social Change.

Determinants of Socialization. (family, school, peer group, media)

Modernization – meaning and characteristics, relationship between education and modernization.

Culture – meaning and nature, relationship between culture and education, cultural conflict, cultural lag, pluralism, relativism.

#### **Unit - 4: Sociological Determinants - Individual**

Religion, Culture, Science and Technology, Economic and Political conditions, Urbanization and Globalization.

Social Problems. Poverty, Unemployment and Crime.

Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities)

Duties of Society Towards Education.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
- 2) Bhatia K.K. (1977), Principles and Practice of Education, Kalyani Publishers, New Delhi.
- 3) Brent.A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
- 4) Pandey R.S. (1983) Principles of Education ; we know Pustak Mandir, Agra.
- 5) Ruhela S.P. (1986), Human Values and Education, Sterling Publishers, New Delhi.
- 6) Sree Rama Krishna A.S.(2002) , Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
- 7) Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
- 8) Ulrich Robber, History of Educational Thought, Eurasia Publishing House, New Delhi.
- 9) Sociological Philosophy of Education. Y.K Sharma
- 10) Philosophical and Sociological Foundations of Education. S.K Murthy
- 11) Philosophical and Sociological Perspectives on Education . Dr. S.Arul Swamy
- 12) Philosophical Foundations of Education. Dr. T. Mrunalini
- 13) Philosophical and Sociological Foundations of Education. Raghunatha Safaya
- 14) Sociological Perspectives in Education. Suresh Chandra.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   |     |     |     |     |     |     |     |     |      |
| CO2 |     |     |     |     |     |     |     | 3   |     |      |
| CO3 |     |     |     |     |     |     |     | 3   |     |      |
| CO4 |     |     |     |     |     |     |     |     |     | 3    |
| CO5 |     |     |     |     |     |     |     | 3   |     |      |

## **MED 202 (22): ADVANCED EDUCATIONAL RESEARCH**

### **COURSE OUTCOMES:**

- CO1:** Knowledge to explain the salient features of different research methods in education.
- CO2:** Skillfulness in the usage of appropriate research methods and statistical techniques in educational research.
- CO3:** Better understanding of the characteristic features of different research methods in educations
- CO4.** Prudently making analysis of the research report
- CO5:** Application of the research principles in order to make the research report effectively and efficiently besides result oriented

### **Unit – 1: Methods of Educational Research**

Phenomenology, Philosophical, Ethnological Research  
Historical Research and Case Studies  
Survey Research, Analytical Studies, Correlation Studies, Causal-Comparative Studies.  
Experimental Research and Action Research

### **Unit – 2: Research Proposal and Research Report**

Format of Research Proposal  
Format of Research Report  
Style of writing the Report, References and Bibliography  
Evaluation criteria for Research Report and Research Paper

### **Unit – 3: Examining Relationship or Association**

Correlation Techniques: Rank order, Product moment, Biserial and Point-biserial.  
Regression and Prediction.  
Chi-Square Test: Properties and Uses of Chi-Square Test; Chi-Square as a goodness of fit and test of independence (or association), Contingency coefficient and its uses.  
Computer Data Analysis.

### **Unit – 4: Inferential Analysis of Quantitative Data**

Fundamental Concepts of Inferential Statistics – Concept and uses of Inferential statistics, the ‘t’ distribution, Sampling distribution, Standard error, Confidence interval and Levels of Significance, Degrees of freedom, Two-tailed and One-tailed test of significance, Errors in testing of hypothesis: Type-I and Type-II.  
Testing the Significance of Statistical measures, viz., mean, S.D., Correlation coefficient and percentages.  
Testing the Significance of difference between the following statistics for independent and correlated samples – Means (Including small samples), Percentages, Correlation coefficients.  
ANOVA (One Way) and ANCOVA (One Way) – Concept, assumptions and computation.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

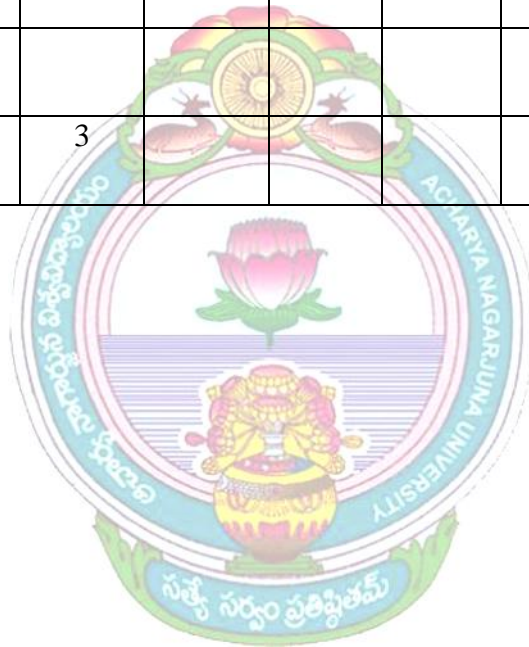
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- 1) Agarwal Y.P. (1988). Statistical Methods: New Delhi: Sterling Publishers Pvt. Ltd.
- 2) Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- 3) Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
- 4) Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
- 5) Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- 6) Fisher, R.A. (1958). Statistical Methods for Research Workers. Edinburgh: Oliver and Boyd.
- 7) Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
- 8) Garret, H.E. (2006). Statistics in Psychology and Education. Delhi: Surjeet Publications.
- 9) Guilford, J.P., and Benjamin Fruchter (1982). Fundamental of Statistics in Psychology and Education, Fifth Edition. New York: McGraw-Hill Book Company.
- 10) Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
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- 13) Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
- 14) Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage. 23
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- 17) Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- 18) Sharma, R.A. ((1992). Fundamentals of Educational Research. Meerut: Loyal Book Depot.
- 19) Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- 20) Stake, Robert E. (1995). The Art of Case Study Research. Thousand Oaks: C.A: Sage.

- 21) Travers, Robert M.W. (1978). An Introduction to Educational Research (4th edition). London: MacMillan.
- 22) Van Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction. New York: McGraw Hill.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 |     |     |     |     |     | 3   |     |     |     |      |
| CO2 |     | 3   |     |     |     |     |     |     |     |      |
| CO3 | 3   |     |     |     |     |     |     |     |     |      |
| CO4 |     |     |     |     |     |     |     |     |     |      |
| CO5 |     |     | 3   |     |     |     |     |     |     |      |



## **MED 203 (22): EDUCATION STUDIES**

### **COURSE OUTCOMES:**

**CO1:** To avoid the educational problems of the disadvantaged groups.

**CO2:** Make use the ICT skills in Education.

**CO3:** Understand and identify the developmental issues of Education.

**CO4:** Acquire the required knowledge that is how to illustrate the development and progress to Education before and after Independence of India.

**CO5:** Before suitable suggestions for Educational policy and programs.

### **Unit – 1: History of Education**

History of Ethics and Moral Educations

Philosophy of life and characteristics of Education

Philosophy of life originates in the Vedas – aspect of religion, aspects of supremacies of karma action, place of spiritual and materialistic education.

Education during Buddhist Era and Islamic Education.

### **Unit – 2: Secondary Education in India**

Educational Planning – Quality Education

Vocationalization of Secondary Education. Report of working group on vocationalization of educators. Report of National review committee on Higher Secondary Education.

Programmes of CBSE Schools, Programs of Kendriya Vidyalayas Sarva Shiksha Abhiyan.

Secondary Educational Policies.

### **Unit – 3: Emerging Issues in Higher Education**

Privatization in Education, Problem of Brain drain . Center state relationship on education

Problem of protective discrimination. The language problem. Religion and Education

Learning without burden

Technical skills of learning. Challenges in Higher Education

### **Unit – 4: Education and Issues in Development**

Health Education, Population Education, Education for rural development, Environmental Education, Science Education, Value Education, Girls Education, Education for Minorities – Religious, Ethnic, Linguistic, Tribal's.

Education of the disadvantaged section

Education of children with special needs

Information and communication technology

### **PRACTICUM:**

1) One Seminar

2) One Assignment

**REFERENCE BOOKS:**

- 1) Aggarwal J.C. (1985), Theory and Principles of Education, Vikas Publishing House, New Delhi.
- 2) Arnstine, Donald (1967), Philosophies of Education ; Harper and Row Publishers, Incorporated, New York
- 3) Bali D.R. (1989), Introduction to Philosophy ; Sterling Publishers, New Delhi.
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- 5) Brent, A (1978), Philosophy and Educational Foundations, George Allen and Unwin, Boston.
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- 7) Chaube S.P. (1993), Educational Philosophies in India, Vikas Publishing House Pvt. Ltd., New Delhi.
- 8) Connor, DJO (1975), An Introduction to the Philosophy of Education, Routledge & Keegan Paul, London
- 9) Dash, BN (1986), Educational Philosophy and Teaching Practice, Kalyani Publishers, New Delhi.
- 10) Morsy Zaghoul (1997), Thinkers on Education , UNESCO Publishing/Oxford and IBH Publishing
- 11) Pandey R.S., (1983) Principles of Education; Vinod Pustak Mandir, Agra.
- 12) Radha Krishna S. (1983), Indian Philosophy, Blackie and Son publishing, New Delhi.
- 13) Ranji Sharma G. (1987), Trends in Contemporary Indian Philosophy of Education –A Critical Evaluation, Nirmal Publishing, New Delhi.
- 14) Ruhela S.P. (1986), Human Values and Education, Sterling Publishers, New Delhi.
- 15) Schultz M (1985), Hindu Philosophy, Classical Publishing Company, New Delhi.
- 16) Seetharamu A.S. (1989), Philosophy of Education, Ashish Publishing House, New Delhi.
- 17) Sreerama Krishna A.S. (2002), Teacher and Education in Emerging Indian Society, New Era Publications, Guntur.
- 18) Taneja, V.R. (1990), Socio-Philosophical Approaches to Education, Atlantic Publishing, New Delhi.
- 19) Ulrich Robert, History of Educational Thought, Eurasia Publishing House, New Delhi.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 |     |     |     |     |     |     |     | 3   |     |      |
| CO2 |     |     |     | 3   |     |     |     |     |     |      |
| CO3 | 3   |     |     |     |     |     |     |     |     |      |
| CO4 | 3   |     |     |     |     |     |     |     | 3   |      |
| CO5 |     |     |     |     |     |     |     |     | 3   |      |





**MED 204 (A) (22): ELEMENTARY EDUCATION**  
**(COMPULSORY FUNCTIONAL COURSE)**

**COURSE OUTCOMES:**

**CO1:** Upspring the knowledge of elementary education and its universalization

**CO2:** Skillfulness in identifying the challenges that are being encountered during the course of elementary education

**CO3:** Understand how to interpret the different evaluation techniques

**CO4.** Critically evaluate the different strategies and programs in elementary education

**CO5.** Applicability of the different educational techniques while implements

**Unit 1: Elementary Education in India**

History and status of elementary education and recommendations of different education commissions and policies [Kothari, NPE, 1986 & Yashpal]

Aims, objectives and rationale of elementary education

Constitutional provisions and directive principles related to elementary education

Elementary education as a fundamental right, as an instrument of empowerment and as a national development goals.

**Unit 2: Universalisation of Elementary Education**

Concept , meaning, objectives and justification of UEE

Challenges & problems in the way of achieving UEE (access, enrollment, retention and drop out )

Measures towards realization of UEE [non-detention policy, free supply of uniform dress to girls and other backward communities, provision of mid-day meals, attendance scholarship for girls and SC/ST children]

Participation of NGOs in achieving UEE goals

**Unit 3: Strategies and Programmes in Elementary Education**

Involvement of Panchayat Raj and Village Education Committees in educational planning and management and DPEP

SSA, OBB, Access to school and school mapping

MDMS, Retention of children and Prevention of dropout rate

Early Childhood Care and Education(ECCE),Integrated Education for Disabled Children (IEDC), Mahila Samakhya (MS) and Kasturba Gandhi Balika Vidyalaya (KGBV)

**Unit 4: Curriculum And Evaluation In Elementary Education**

Objectives, principles and organization of curriculum

Innovative practices in curriculum at elementary level [Multi-Grade Teaching (MGT), Peer Learning (PL) and Co-operative

Learning (CL)

Evaluation at elementary education [principles, strategies and tools-term evaluation, competency based evaluation and continuous comprehensive evaluation]

Problems and Critical appraisal of present evaluation system in elementary education

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Elementary Education – D.S.Srivastava & Monica Tomar ISHA books , Delhi
- 2) Elementary Education- V. Krishnamacharyulu (2 vol) Neelkamal
- 3) Elementary Education in India, status, issues and concerns- Jagannatha Rao- Viva books- New Delhi

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   |     |     |     |     |     |     |     |     |      |
| CO2 | 3   |     |     |     |     |     |     |     |     |      |
| CO3 |     |     |     |     |     | 3   |     |     |     |      |
| CO4 | 3   |     |     |     |     |     |     |     |     |      |
| CO5 |     | 3   |     |     |     |     |     |     |     |      |

**MED 204 (B) (22): SECONDARY EDUCATION**  
**(COMPULSORY FUNCTIONAL COURSE)**

**COURSE OUTCOMES:**

**CO1:** Knowledge about the meaning, significance and objectives of Secondary Education.

**CO2:** Usage of Skillfulness in linking between the primary and Higher Education.

**CO3:** A bird's eye views on the Historical development of Secondary Education.

**CO4:** Understanding national and State policies on Secondary Education.

**CO5:** Application of SUPW, work experience and vocationalisation of Secondary Education

**Unit 1: Concept, Objectives and Rationale of Secondary Education.**

Meaning, Significance and major objectives of Secondary Education

Secondary Education, the most important link between the Primary and Higher Education.

What is expected of a student on the completion of Secondary Education?

An overall view of the historical development of Secondary Education in the pre and post independent India, with special reference to Wood's Despatch, Hunter Commission, Sadler Commission, Hartog Commission, Sargent Commission.

The Secondary Education Committee Report of 1952-53 or The Mudaliar Commission Report and it's recommendations.

**Unit 2: Indian Government, Constitution and Secondary Education.**

National and State Policies on Secondary Education, with special reference to Kothari Commission Report, National Policy on Education 1968, Eshwarbhai Patel Commission Report, New Education Policy 1986, Malcom Adisheshaiah Commission Report, Janardhan Reddy Commission Report, Yashpal Committee Report, and the POA 1992.

Constitutional Provisions and their respective Implications for Secondary Education.

Different types of Institutions providing Secondary Education viz. Navodaya Schools, Kendreeya Vidyalayas, A.P. Residential Schools, Gurukul Pathashalas etc.

RMVA Rashtreeya Madhyamika Vidya Abhiyan. Status of Secondary Education with reference to the principles of equity and equality- class, caste, gender, tribe, and groups.

**Unit 3: Secondary Education- A Preparation Ground for Life- Different Aspects.**

Secondary Education- Personality Development- Inculcation of various kinds of Values through different curricular and co-curricular activities.

Secondary Education a 'Runway' for future education and careers.

Secondary Education- A terminating point or a 'Y' junction for the youth.

SUPW, Work Experience, Vocationalization of Secondary Education, Earn while you Learn and other such concepts that have attempted to make Secondary Education productive.

**Unit 4: Challenges and Problems at Secondary Education Stage.**

Problems of enrollment and continuance.

Education of the differently - abled children.

Quality and Quantity of facilities- material and human.

Private and Schools run by the Government.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Altekur, A.S, Education in Ancient India, Nand Kishore Bros, Banaras, 1951.
- 2) Bhaskara rao, Digumarti, Teacher Education India, Discovery Publishing House, New Delhi, 2005.
- 3) Dutt, S., The Teachers and His World, Sukumar Dutt, Soamibagh, Agara, 1972.
- 4) Government of India. Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953.
- 5) Government of India. University Commission, Government of India, New Delhi, 1947.
- 6) Government of India. Education and Development: Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
- 7) Government of India. Report of the Working Group to Review Teachers Training Programme in the light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
- 8) Hilgased, FH (Ed). Teaching the teachers: Trends in Teacher Education, George Allen and Union Ltd. London, 1971.
- 9) Harvilas, S. and Naik, J.P. A History of Education in India, Macmillan and Co. Bombay, 1951.
- 10) Mukorji S.N.(ed) ,Education of teacher of India ( Vol.1) S. Chand and Co. Delhi. 1968
- 11) N.C.T.E , Teacher Education Curriculum: A Frame Work, NCERT, New Delhi 1978.
- 12) NCERT, The Third Indian Year book on Education, NCERT, NEW Delhi 1968
- 13) Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
- 14) Shukla R.S. , Emerging Trends in Teacher Education, Chugh Publication Allahabad 1978
- 15) MHRD, Govt of India (1993) Education for All – The Indian Scene.
- 16) MHRD, Govt. of India (1992) Programme of Action, New Delhi.
- 17) MHRD, Govt. of India, Mahila Samakhya – Education for Women’s Equality, New Delhi.
- 18) Naik, J. P. (1975). Policy and Performance in Indian Education 1947-74, New Delhi, Orient Longman.
- 19) NCERT (1994) Fifth Survey of Education, New Delhi.
- 20) NCERT Education in the Indian Constitution, New Delhi.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   |     |     |     |     |     |     |     |     |      |
| CO2 |     | 3   |     |     |     |     |     |     |     |      |
| CO3 | 3   |     |     |     |     |     |     |     |     |      |
| CO4 | 3   |     |     |     |     |     |     |     |     |      |
| CO5 |     | 3   |     |     |     |     |     |     |     |      |



**MED 205 (A) (22): SPECIAL EDUCATION**  
**(ELECTIVE)**

**COURSE OUTCOMES:**

**CO1:** Understanding the concept of impairment, disability, and handicap. Besides that, understanding the brief history of Special Education.

**CO2:** Knowledge about the nature and scope of Special Education.

**CO3:** Application of the preventives measures and preparation of Special Education

**CO4:** Skillfulness in Educational International and preparation of Special Education

**CO5:** Analysis of the curriculum for teacher's preparation and transaction modes.

**Unit 1: Meaning and Scope of Special Education**

Concept of Impairment, Disability and Handicap. Classification of Exceptional Children. Brief History of Special Education

Nature and Scope of Special Education. Importance and need of Segregated – Integrated - Inclusive Education

Concessions and facilities for persons with Disabilities

Recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the Role of Rehabilitation Council of India,

**Unit 2: Children with Sensory and Physical Impairment**

Visual Impairment: Blind and Low Vision, Identification, Characteristics, Causes, Preventive Measures, Educational Provisions, Aids and Appliances

Hearing Impairment: Nature, classification, Identification, Characteristics, Etiological factors, Preventive measures, Educational Provisions, Amplification Devices, and Methods of Communication with Hearing Impaired.

Nature, Definition and Categories. Identification and Characteristics. Causes - Prenatal, Perinatal and Postnatal

Preventive measures and Educational Provisions. Barrier-Free School Environment.

**Unit 3: Children with Mental Retardation and Learning Disability**

Definition, Nature, Classification, Identification and Characteristics of mental retarded. Causes of mental retardation – Chromosomal anomalies, congenital defects, Bio-Chemical irregularities, Prenatal, Peri-natal and Post-natal causes.

Preventive measures of mental retarded. Different types of Educational Programmes for mentally retarded.

Meaning, Nature, Identification, Characteristics and Classification of learning disability – Dyslexia, Dysgraphia, Dyscalculia, Aphasia.

Preventive measures of learning disability. Educational Provisions – Multisensory Approach, and Behavioural approach.

#### Unit 4: Educational Intervention and Preparation of Special Teachers

Nature and objectives of special schools. Concept of main streaming; integrated schools and support services provided within them' viz. Resource room, resource teacher, counselor, etc.

Concept of remedial teaching (specially for learning disabled children). Role of other (peer) members of the school (children as well as teachers). Family of the “concerned child” and the community in educating the child who is an exceptional one.

Roles and responsibilities of the teachers in the Special Education schools. Preparing psychological readiness among teachers to accept the responsibilities for learners with diverse needs and problems. Competencies of teachers & teacher educators – categories of competencies, methods of developing the competencies at pre-service and in-service levels.

Curriculum for teacher preparation and transaction modes. Role of different institutions, Universities and special schools in promoting special education.

#### PRACTICUM:

- 1) Observation of Special Schools for children with disabilities and report writing.
- 2) A Report on present concessions and facilities for persons with Disabilities
- 3) Guidance to the parents of Special children and report writing.
- 4) Undertaking any two cases of any two disabilities for educational intervention and Report writing.

#### REFERENCE BOOKS:

- 1) Baine, D. (1998). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
- 2) Evan, P. and Verma, V. (Ed.) (1990) Special Education. Past Present and Future. The Faimer Press.
- 3) Longone, J. (1990). Teaching Retarded learners: Curriculum and Methods for improving instruction. Allyn and Bacon: Boston.
- 4) Murichen, Joes S.J. and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Keral Federation of the Blind.
- 5) Narayana, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-primary level. NIMH, Secunderabad
- 6) Overton, T. (1992). Assessment in Special Education: An Applied Approach. New York: McMillan
- 7) Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
- 8) Peshwaria, R. and Venkatesan. S. (1992) Behavioural retarded children: A manual for Teachers. NIMH, Secunderabad.
- 9) Subba Rao, T.A.. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- 10) Taylor, R.L. (1993). Assessment of Exceptional Students: Educational and Psychological Procedures. Boston: Allyn Bacon.
- 11) Van Riper, C.A. and Emerick.L. (1990), Speech Correction – An introduction to speech pathology and audiology. Eighth Edition, Prentice Hall.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   |     |     |     |     |     |     |     |     | 3    |
| CO2 |     |     |     |     |     |     |     | 3   |     | 3    |
| CO3 |     |     |     |     |     |     |     |     |     | 3    |
| CO4 |     |     |     | 3   |     |     |     | 3   |     |      |
| CO5 |     | 3   | 3   |     |     |     |     |     |     |      |





**MED 205 (B) (22): COMPARATIVE EDUCATION**  
**(ELECTIVE)**

**COURSE OUTCOMES:**

**CO1:** Knowledge about the introduction to comparative Education.. Its meaning, scope and objectives.

**CO2:** Understanding the major concepts of comparative Education.

**CO3:** Skillfulness in comparative Education modern trends across the global with reference to India.

**CO4:** Application of malty curriculum in Education.

**CO5:** Analysis of Sociological, Scientific, Historical, Structural and Functional Factors.

**Unit 1: Comparative Education**

Introduction to Comparative Education: Need Meaning, scope & objectives of comparative education.

Major concepts of comparative education.

Sociological, scientific, historical, ecological, structural and functional factors.

Cross disciplinary approach used in comparative education.

**Unit 2: Comparative Education at National and International Levels**

Trends in comparative education Modern trends in world education – National and global.

Role of U.N.O. in improving educational opportunities among the member countries.

Official organs of the U.N.O. and their educational activities.

Multi culturalism in education.

**Unit 3: Comparative Study of the Education Systems of various Countries**

School Education (Elementary & Secondary): USA, UK, Russia, Japan, India

Higher Education: USA, Russia, UK, India.

Teacher Education: USA, Russia, UK, India.

Open Learning: India, Japan, USA, Russia, U.K

**Unit 4: Causes and solutions for problems prevailing in developing countries**

Poverty, Hunger, Beggary.

Population explosion, Illiteracy, Unemployment.

Terrorism, Casteism and communalism.

Political instability, Economic under development.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Beredy, G.Z.F. (1964), Comparative Methods in Education, Oxford & East Publishing Co., New Delhi.
- 2) Green,J.L.(1981):Comparative Education and Global Village,Anu Book,Shivji Road,Meerut
- 3) Hans, Nicholas (1965):Comparative Education, Routledge and Kegan Paul Ltd., London
- 4) Sharma,Y.K.(2004):Comparative Education Comparative Study of Educational Systems, New Delhi: Kanishka Publishers
- 5) Rai, B.C., “Comparative Education”, Prakashan Kendra, Lucknow (1972).
- 6) Sodhi, T.S., “A textbook of comparative education – Philosophy, Patterns & Problems of National Systems (UK, USA, Russia, India)”, Vikas Publishing House Pvt., Ltd., New Delhi (1993).
- 7) Biswas, A., & Aggarwal, J.C., “Comparative Education (India, U.K., U.S.A., U.S.S.R.)”, Arya Book Depot, New Delhi (1986).
- 8) Sharma, R.N., “Education in Emerging Indian Society”, Surjeet Publications, Delhi (2002).
- 9) David Pratt., “Curriculum – Design and Development”, Harcourt Brace Jovanovich, New York (1980).

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> | 3   |     |     |     |     |     |     |     |     |      |
| <b>CO2</b> | 3   |     |     |     |     |     |     |     |     |      |
| <b>CO3</b> | 3   | 3   |     |     |     |     |     |     |     |      |
| <b>CO4</b> |     | 3   |     |     |     |     |     |     |     |      |
| <b>CO5</b> |     |     |     |     |     | 3   |     |     |     |      |



# **Third Semester**

## **MASTER OF EDUCATION**

### **SEMESTER-III**

#### **MED 301 (22): GUIDANCE AND COUNSELING**

##### **COURSE OUTCOMES:**

- CO1:** Acquire relevant knowledge of the need of guidance of at various levels of education.
- CO2:** Better understanding of guidance and counseling to arrive logical conclusions of educations.
- CO3:** Acquiring skillfulness in grudging the guidance and counseling in different situations.
- CO4:** Application of the principles of educational guidance and counseling
- CO5:** Critically evaluate that how far the guidance and counseling useful to the learners.

##### **Unit 1: Fundamental Concepts of Guidance**

Concept, Assumptions and Need of guidance. Purpose, and Functions of Guidance.  
Scope, Types of Guidance and Significance of Guidance, Role of the teacher in Guidance  
Guidance at different levels – Primary, Secondary and Higher Secondary School stages.  
Agencies of Guidance – National, State and local levels.

##### **Unit 2: Educational and Vocational Guidance**

Principles of Educational Guidance. Guidance and curriculum. Induction Programme.  
Guidance and classroom learning.  
Guidance for special learners.  
Nature of work, Strategies of Vocational Guidance- Career Corner , Career talk and Career Conference, Industrial Visit, Simulated Interview, Vocational Counseling.  
Theories of Vocational Guidance - Super, Ginzberg, Havinghurst, Holland, Hoppock, and Anne Roes Theory of Guidance – Occupational information.

##### **Unit 3: Personal and Group Guidance**

Nature and Scope of Personal Guidance. Role of Counselor in Personal Guidance  
Concept, Scope and principles of Group Guidance. Advantages of Group Guidance. Planning of Group Guidance Procedure and techniques of group guidance.  
Family, Health, Marital, Legal, Educational, Vocational guidance

##### **Unit 4: Counselling Process and Testing in Guidance Service**

Concept, nature, principles of counselling. Characteristics of good counselling. Counselling for adjustment. Conduction of counselling, Interview for exceptional children.  
Counselling approaches – directive, non-directive. Group counselling vs. Individual counselling  
Use of tests in Guidance and Counseling. Tests of intelligence, aptitude, creativity, interest and personality. Administering, scoring and interpretation of test scores.

Various types of Guidance Services - Orientation Service, Student Information Service, Information service, Counselling Service, Placement Service, Referral Service, Remedial Service, Follow up Service, Research Service and Evaluation Service. Evaluation of Guidance programme.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Aggarwal J.C., Educational Vocational Guidance and Counselling, Doaba House, Book Sellers & Publishers, Naisarak, Delhi
- 2) Anne Anastasi, Psychological Testing Macmillian, New York
- 3) Barki B.G. and Mukhopadhyay B., Guidance and Counselling - A Manual, Sterling Publishers Ltd., New Delhi
- 4) Bhatia B.D. & Safaya R.N., Educational Psychology and Guidance, Dhanpat Rai and Sons Jullundur- Delhi
- 5) Cronbach, L.J., Essentials of Psychological Testing, Harper & Row, New York.
- 6) Freeman – Frank S., Theory and Practice of Psychological Testing, Oxford and IBH, Bombay.
- 7) Gupta Dr. SK., Guidance and Counselling in Indian Education, Mittal Publications, Delhi.
- 8) Indu Deve, The basic essentials of Counselling, Sterling Publishers, Private Limited.
- 9) Kochhar S.K., Guidance and Counselling in Colleges and Universities, Sterling Publishers Ltd., New Delhi.
- 10) Kochhar S.K., Educational & Vocational guidance in Secondary schools - Revised and enlarged edition:, Sterling Publishers Ltd., New Delhi.
- 11) Narayana Rao S., Counselling and Guidance, Second Edition, Tata McGraw Hill Publishing Company Ltd., New Delhi.
- 12) Sharma N.R. M.A.L.T., Educational and Vocational Guidance, Vinod Pustak Mandir, Agra
- 13) Sitaram Dr., Guidance and Counselling, Jayaswal Prakashan Kendra, Lucknow.
- 14) Yogendra K. Sarma (2007), Principles of Educational and Vocational Guidance, Kanishka Publishers, New Delhi.
- 15) Rashmi Agrawal (2006), Educational , Vocational Guidance and Counseling, Shipra Publications, New Delhi

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   |     |     |     |     |     |     |     |     |      |
| CO2 |     | 3   |     |     |     |     |     |     |     |      |
| CO3 |     |     | 3   |     |     |     |     |     |     |      |
| CO4 |     |     |     |     |     |     |     | 3   |     |      |
| CO5 |     |     |     |     |     |     |     |     |     | 3    |



**MED 302 (22): TEACHER EDUCATION**  
**(CORE)**

**COURSE OUTCOMES:**

**CO1:** Understanding the nature, need, scope and objectives of teacher education.

**CO2:** Knowledge about changing context of teacher education across the globe with reference to India.

**CO3:** Skillfulness in current trends in teacher education.

**CO4:** Application of planning and programs in development of teacher education.

**CO5:** Critically analyses the research in teacher education and its effectiveness

**Unit -1: Introduction and Development of Teacher education**

Meaning, nature, need, scope and objectives of teacher education

Changing context of teacher education in the Indian and Global scenario

Teacher Education in Pre and post-independence India.

National policy on teacher education, 1986 with special reference to NEP 2020.

**Unit – 2: Agencies and Major Issues of Teacher Education.**

Agencies of Teacher Education at the state level, national level and international level and their role and functions.

Current trends in teacher education – interdisciplinary approach, internship, community living, orientation course, correspondence course, action research, team teaching, programmed instruction etc.

Maintaining standards in Teacher Education – admission policies and procedures, recruitment and Service conditions of teacher educators

Quality management of teacher education -Privatization, Globalization and Autonomy in Teacher Education.

**Unit 3: Teacher Education at Pre-Primary and Primary Levels**

Objectives of Teacher Education Programme at Pre Primary and Primary Levels, Secondary and Higher Secondary Levels as recommended by the NCTE.

Structure of Teacher Education Programme at Pre Primary and Primary Levels, Secondary and Higher Secondary Levels as recommended by the NCTE.

National Curriculum Framework for Teacher Education Programme at Pre Primary and Primary Levels, Secondary and Higher Secondary Levels as recommended by the NCTE.

Role and Competencies Required of the Teacher at the Pre Primary and Primary Levels, Secondary and Higher Secondary Levels.

**Unit 4: Research in Teacher Education and Teacher Effectiveness**

Nature, Scope and Areas (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Accountability Teacher Educators and Teacher Education Institutions) of Research in Teacher Education

Trends and implications in Research in Teacher Education

Meaning and Components of Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators.

Relationship between Teacher Effectiveness and Professional Ethics.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Arora, G.L. (2002) Teachers and their Teaching Delhi, Ravi Books.
- 2) Chanurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authors press.
- 3) Dillon Justin and Maguire Meg (1997) Becoming a Teacher; Issues in Secondary Teaching Buckingham, Open University Press.
- 4) Dunking, Michael, J. (1987) The International Encyclopedia of Teaching and Teacher Education Oxford, Pergamum Press.
- 5) Elahi, Nizam (1997) Teacher's Education in India New Delhi, APH Publishing Corporation
- 6) Kundu, C.L. (1998) Indian Year Book on Teacher Education New Delhi, Sterling Publishers Privatization Ltd.
- 7) McNergney, Robert F. and Herbert, Joanne M. (2001) Foundations of Education: The challenge of Professional Practice Boston Allyn and Bacon.
- 8) Misra, K.S. (1993) Teachers and their Education Ambala Cantt., the Associated Publishers.
- 9) Mohanty Jagannath (2000) Teacher Education in India
- 10) Murray, Frank B. (Ed.) (1996) Teacher Educator's Handbook; Building A base of Preparation of Teachers, san Francisco, Jossey – Bass Publishers.
- 11) National Council for Teacher Educaiton (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.
- 12) Altekur, A.S, Education in Ancient India, Nand Kishore Bros, Banaras, 1951.
- 13) Basu, A.N., Education in Modern India Orient Book Co., Calcutta, 1947.
- 14) Chaurasia, G., Innovations and Challenges in Teacher Education, Vikas Publications, New Delhi, 1973
- 15) Devgowda, A.C. Teacher Education in India, Bangalore Book Bureau, Bangalore, 1973.
- 16) Dutt, S., The Teachers and His World, Sukumar Dutt, Soamibagh, Agara, 1972.
- 17) Ebel, R.L. (ED), Teacher Education, Americal Association of Colleges, for Teacher Education, Queenta, 1956.
- 18) Goodigs R, et al. Changing Priorities in Teacher Education Nicholos Publication Co., New York,1982.
- 19) Government of India Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953.
- 20) Government of India University Commission, Government of India, New Delhi, 1947.

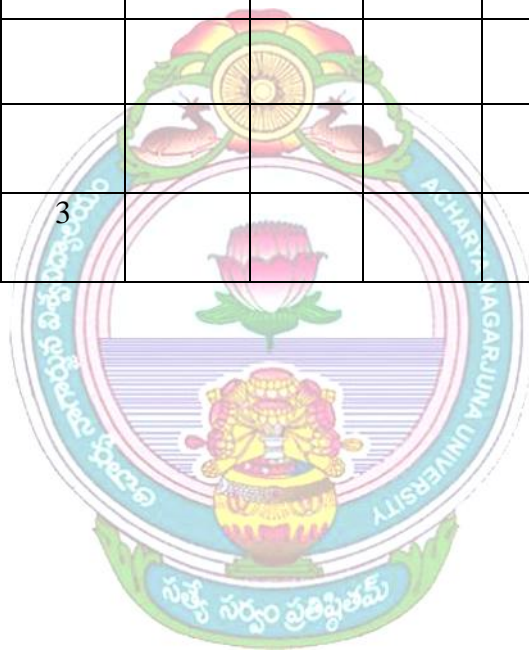


- 21) Government of India Education and Development: Report of Education Commission (1964-66) Govt. of India, New Delhi, 1966.
- 22) Government of India Report of the Working Group to Review Teachers Training programme in the light of the need for value-orientation, Ministry of Education and Culture, New Delhi, 1953.
- 23) Hilgased, FH (ED) Teaching the teachers: Trends in Teacher Education, George Allen and Union Ltd. London, 1971.
- 24) Harvilas, S. and Naik, J.P.A History of Education in India, Macmillan and Co. Bombay, 1951.
- 25) Jangire, N.K., Technology of Classroom Questioning, National Publication House, Daryaganj, New Delhi, 1982.
- 26) Jangira, N.K. & Singh, A. Core Teaching Skills: Microteaching Approach, NCERT, New Delhi, 1982.
- 27) Jangira, N.K. Professional Enculturation: Innovative Experiments in Teaching and training Bookworth of India, New Delhi, 1984.
- 28) Jangira, N.K., Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education, National Publication House, Delhi, 1984.
- 29) Mitzal H.E., Encyclopedia of Educational Research (Section of Teacher Educational Programme), The Force press New York, 1982.
- 30) Nyjirhu S.N, (ed), Education of teacher of India (Vol.1) S.Chand and Co. Delhi. 1968
- 31) N.C.T.E., Teacher Education Curriculum: A Frame Work, NCERT, New Delhi 1978
- 32) NCERT, The Third India Year book on Education, NCERT, New Delhi 1968
- 33) NECRT, Elementary Teacher Education, NCERT, New Delhi 1970
- 34) Pandey B.N., Second National Survey of Secondary Teacher Education in India. NCERT, New Delhi 1969
- 35) 1969
- 36) Pandey B.N and Khosla D.N., Student Teaching and Evaluation, NCERT, New Delhi 1969
- 37) Sabharwal N. Innovative Practice in Elementary Education institution in India. Vol.1 NCERT New Delhi, 1979
- 38) Shukla R.S., Emerging Trends in Teacher Education, Chugh Publication Allahabad 1978
- 39) Arora, G.L. (2002) Teachers and their Teaching Delhi, Ravi Books.
- 40) Chanurasia Gulab (2000) Teacher Education and Professional Organizations Delhi, Authors press.
- 41) Dillon Justin and Maguire Meg (1997) Becoming a Teacher; Issues in Secondary Teaching Buckingham, Open University Press.
- 42) Dunking, Michael, J. (1987) The International Encyclopedia of Teaching and Teacher Education Oxford, Pergamum Press.
- 43) Elahi, Nizam (1997) Teacher's Education in India New Delhi, APH Publishing Corporation 43.Kundu, C.L. (1998) Indian Year Book on Teacher Education New Delhi, Sterling Publishers Privatization Ltd.
- 44) McNergney, Robert F. and Herbert, Joanne M. (2001) Foundations of Education: The challenge of Professional Practice Boston Allyn and Bacon.

- 45) Misra, K.S. (1993) Teachers and their Education Ambala Cantt., The Associated Publishers. 46) Mohanty Jagannath (2000) Teacher Education in India  
 46) Murray, Frank B. (Ed.) (1996) Teacher Educator’s Handbook; Building A base of Preparation of Teachers, San Francisco, Jossey – Bass Publishers.  
 47) National Council for Teacher Education (NCTE) (1998) NCTE Document New Delhi, Published by Member Secretary, NCTE.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> |     |     |     |     |     |     |     |     |     |      |
| <b>CO2</b> | 3   |     |     |     |     |     |     |     |     |      |
| <b>CO3</b> |     | 3   |     |     |     |     |     |     |     |      |
| <b>CO4</b> |     | 3   |     |     |     |     |     |     |     |      |
| <b>CO5</b> |     |     | 3   |     |     |     |     |     |     |      |



**MED 303 (22): LIFE SKILLS EDUCATION**  
**(SKILL ORIENTED COURSE)**

**COURSE OUTCOMES:**

**CO1:** Knowledge about practical usage of core life skills of education.

**CO2:** Skillfulness in analyzing the challenges of life skill educations.

**CO3:** Understand the concept of critical thinking of life skills education.

**CO4:** Application of life skills education in practice.

**CO5:** Critically analyze the practical difficulties and problems that are being encountered in practice and bestow suggestions to overcome the same.

**Unit 1: Concept and Scope of Life Skills**

Need for the development of skills.

Understanding of human resources.

Significance of Life skills Education.

Development of the learners through Life skills Education.

**Unit 2: Cognitive Skills Development**

Concept of Creative Thinking, Critical Thinking, Decision Making and Problem Solving.

Components of each cognitive skill

The various strategies to be used for the development of cognitive skills (Brain storming, Block busting)

Qualities of the skill developed person in each cognitive skill

**Unit 3: Development of other Psycho-social Skills**

Concept of Self- Awareness, Empathy, Inter-personal relationship and Effective Communication skills.

Components of each psycho-social skill.

The various strategies to be used to develop these skills (Group discussion, Role-play, Narration, Sharing )

Qualities of the person with psycho-social skills development

**Unit 4: Development of Coping Skills**

Concept of coping skills-Coping with Emotions and Coping with Stress.

Components of coping with emotions and coping with stress.

The various strategies to be used to develop these skills (Yoga, Meditation, Relaxation exercises)

Development in the process of coping with emotions and stress

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Goel, D.R. Co-ordinator (2005-2006). Quality Concerns and Education. Centre of Advanced study in Education. M.S. University of Baroda.
- 2) Sudha.V.Rao (2000). Adolescence Education. R.I.E, Mysore.
- 3) UNICEF (2006). Life Skills Modules – Adolescence Education Programme, UNICEF House, New Delhi.
- 4) Venkatesha Murthy C.G. and Prof.A.V.Govinda Rao (2005). Life Skills Education Training Package, R.I.E, Mysore.
- 5) Xavier Alphonse (2004). We Shall Over Come. A Text Book on Life Coping Skills, MCRDCE Publication, Chennai.
- 6) Xavier Alphonse. Life Skills Programme. MCRDCE Publication, Chennai.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 |     | 3   |     |     |     |     |     |     |     |      |
| CO2 |     |     | 3   |     |     |     |     |     |     |      |
| CO3 |     |     | 3   |     |     |     |     |     | 3   |      |
| CO4 | 3   |     |     |     |     |     |     |     |     | 3    |
| CO5 |     |     |     |     | 3   |     |     |     |     |      |

**MED 304 (A) (22): ADULT AND NON FORMAL EDUCATION**  
**(GENERIC ELECTIVE)**

**COURSE OUTCOMES:**

**CO1:** Understanding the meaning, scope and importance of adult education.

**CO2:** Skillfulness in identifying the problems of adult education.

**CO3:** Knowledge of the importance of the adult education in various aspects.

**CO4:** Application of various recommendations of National Policies of Education -1986.

**CO5:** Critically analyze the policies and programs in developing the adult education and steps to be taken to overcome the challenges while implementation.

**Unit 1: Introduction to Adult Education**

Concept of adult education, objectives of adult education

Importance of adult education for economic, social and political development of India.

Meaning, scope and importance of adult literacy: Difference between literacy and functional literacy, methods of imparting literacy

Problems of adult education.

**Unit 2: Methods and Techniques of Adult Education**

Forms of adult education: Remedial, continuing, workers and mass media.

Methods of adult education: Teacher dominated method, co-operative method and mass media methods.

Administrative structure of adult education organization of adult education programmes at the field level, training of adult education functionaries.

**Unit 3: Agencies of Adult Education**

Agencies of adult education — Government and non-government.

The role of mass media in adult education and problems with regard to coverage.

Current status of adult education in India,

National Literacy Mission, Adult education as conceived in the National Policy of Education 1986.

**Unit 4: Non Formal Education**

Meaning, Definition and growth of the concept.

Nature and Scope of Non Formal education.

Importance of Non Formal education.

Problems in Non Formal education.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Ansari, N.A. Adult Education in India, S.Chand & Co. New Delhi (1990).
- 2) Apple J.W., Problems in Continuing Education, Mc.Graw Hill, New York (1974).
- 3) Yadav, Rajendersingh, Adult Education Concept, theory and practice, The Associated Publishers, New Delhi, (2002).
- 4) Bordia, Anil, Kidd, J.A Draper: Adult Education: A Book of Readings, New Delhi, Indian Adult Education Association,1977.
- 5) Grover, R.P. and Chopra, Rita: Adult Education, The Indian Publishers, 1998.
- 6) Kundu, C.L.: Adult Education, Principles, Practice and Prospects, Continental Book Co., New Delhi, 1986.
- 7) Govt. of India: National Policy on Education, 1986.
- 8) Govt. of India: National Policy on Education, Programme of Action, 1986
- 9) Nanda, V.K.: Adult education and Human Resource Development, Anmol Publishers, 1998.
- 10) Sodhi, T.S.: Adult Education: A Multidisciplinary Approach, Ludhiana: Kataria,1987

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 |     |     | 3   |     |     |     |     |     | 3   |      |
| CO2 |     | 3   |     |     |     |     |     |     |     |      |
| CO3 |     | 3   |     |     |     | 3   |     |     |     |      |
| CO4 |     | 3   |     |     |     |     |     |     |     | 3    |
| CO5 | 3   |     |     |     |     |     |     |     |     |      |

**MED 304 (B) (22): INCLUSIVE EDUCATION**  
**(GENERIC ELECTIVE)**

**COURSE OUTCOMES:**

- CO1:** Skillfulness in identifying the concept and the importance of inclusive education.
- CO2:** Knowledge in differentiation of special education, integrated education and inclusive education
- CO3:** Understanding the laws and policies perspective of inclusive education.
- CO4:** Making critical analysis of the educational approaches.
- CO5:** Application of the policies and programs for effective and efficient inclusive education.

**Unit 1: Introduction to Inclusive Education**

- Definition, concept and importance of inclusive education.
- Historical perspectives on education of children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for all children.

**Unit 2: Inclusive Education- Recommendations of Education Commissions and Committees**

- International Initiatives of IE: The World Declaration on Education for all and, The UNICEF World Summit for Children, (1990)
- National Initiatives of IE: Kothari Commission, IEDC, NPE (1986-92), PIED, DPEP, PWD and SSA
- Initiatives for the gifted and talented children.
- Current Laws and Policy Perspectives supporting Integrated Education

**Unit 3: Preparation for Inclusive Education**

- Concept and meaning of diverse needs.
- Educational approaches: concept of remedial education, special education, Integrated Education and Inclusive Education.
- Building inclusive learning, friendly classrooms, overcoming barriers for Inclusion.
- Role of teachers, parents and other community members for supporting Inclusion of children with diverse needs.

**Unit 4: Children with Diverse Needs**

- Sensory (hearing, visual, physically challenged and multiple disabilities).
- Intellectual (gifted, talented and children mentally challenged children).
- Developmental disabilities (autism, cerebral palsy, learning disabilities), Scholastic backwardness, underachievement and Role of teachers working in Inclusive Education.
- Utilization of Resources: Human, Material resources and Resources available in community.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**REFERENCE BOOKS:**

- 1) Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- 2) Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- 3) Dr. A.S. Ramakrishna, M. Srinivasa Reddy, & P. Vinay Kumar: Perspectives in primary Education and Inclusive Education, (D.Ed). New Era Publications Guntur. (Telugu Version)
- 4) Dr.Digumarthi Bhaskar Rao, Dr.B. Prasad Babu: Perspectives in primary Education and Inclusive Education, (D.Ed). Sri Nagarjuna Publishers, Guntur. (Telugu Version)
- 5) Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- 6) Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- 7) Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
- 8) Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore.
- 9) Jitender Kumar, (2013) Inclusive Education. Twenty first Century Publication; First a. 10) Edition. ISBN-10: 9380144423; ISBN-13: 978-9380144429.
- 11) Tim Loreman, Joanne Deppeler & David Harvey, (2010). Inclusive Education: Supporting diversity in the classroom –9781741759860, Allen & Unwin Publisher; 2nd edition. <http://www.allenandunwin.com/>.
- 12) SSA (2006): Responding to Children with Special Needs – A Manual for Planning and Implementation of Inclusive Education in Sarva Shiksha Abhiyan, MHRD, Department of Elementary Education and Literacy, MHRD, Govt. of India. Available on [http://www.ssa.nic.in/childspl/ssa\\_plan\\_manual.pdf](http://www.ssa.nic.in/childspl/ssa_plan_manual.pdf).
- 13) Status of Disability in India – 2000, published by Rehabilitation Council of India.PP.445.
- 14) Ujala – III (2006): Five days teachers training Module for Teachers of Upper primary classes. P.22 – 23. 21.
- 15) UNESCO (2006): Inclusive Education. Available on [http://portal.unesco.org/education/en/ev.php-URI\\_ID](http://portal.unesco.org/education/en/ev.php-URI_ID).



**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   |     |     |     |     |     |     |     |     |      |
| CO2 |     | 3   |     |     |     |     |     |     |     | 3    |
| CO3 |     |     | 3   |     |     |     |     |     |     |      |
| CO4 |     |     | 3   |     |     |     |     | 3   |     |      |
| CO5 |     |     |     |     | 3   |     |     |     |     | 3    |



**MED 305 (A) (22): VALUE EDUCATION**  
**(OPEN ELECTIVE)**

**COURSE OUTCOMES:**

**CO1:** Knowledge to identify and classical various educational values

**CO2:** Understands properly the different situations of value education

**CO3:** Skillfulness in remembering retrieving the various models of value education

**CO4:** Application of the suitable principles and guidelines for better implementation of value education.

**CO5:** Critically penalize and evaluate the functioning of value education and its impact on student community.

**Unit 1: Need, Nature and Concept of Value Education.**

Concept, Need and Nature of values.

Meaning and Classification of Values.

Sources of Values

Values and Education – Their relationship and Significance of Value Education.

**Unit 2: Models of Value Education**

Value Clarification Model

Social Action Model

Consideration Model

Rationale Building Model.

**Unit 3: Approaches and Teaching Strategies for inculcation of values.**

Form and content of Value Education at different stages.

Different approaches to Value Education- Direct, Indirect and Integrated approaches.

Strategies and Techniques for Value Education at different stages.

Contribution made by some eminent leaders of the world to Value Education.

(Individual Studies maybe taken up by the students)

**Unit 4: Role of different Social Agencies in Value Formation.**

Role of Parents and Peer Group

Role of School and Teachers

Role of Religion and Media

Need of Orientation in Value Education to Prospective Teachers

**PRACTICUM:**

1) One Seminar

2) One Assignment

**REFERENCE BOOKS:**

- 1) B.K Passi and Prabhakar Singh (1991). Value Education, National Psychological Corporation. Agra.
- 2) Prof.S.P Ruhela,Prof.Raj Kumar Naik (2011). Value Education and Human Rights Education, Neelkamal Publications Pvt. Ltd.,Hyderabad.
- 3) V.T Patil (2008). Value Education and Human Rights Education, GNOSIS Delhi
- 4) Tilak Raj, Bharadwaj (1992). Education of Human Values, Mittal Publications, New Delhi.
- 5) S.R Sharma (2006). Moral and Values in Education, COSMO Publications, New Delhi.
- 6) Dr.Kiruba Charles, V.Arul Selvi (2012). Peace and Value Education, Neelkamal Publications Pvt.t, Ltd. Hyderabad.
- 7) Yogesh Kumar Singh, Ruchika Nath (2008). Value Education, A P H Publishig Corporation, New Delhi.
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- 9) Somanath Saraf (2002), Education in Human Values, Vikas Publishing House, Delhi.
- 10) Vedanta Kesari (2001), Values; The Key to a Meaningful life, Sri Ramakrishna Math, Chennai.
- 11) Peter Tomlison and Margret Quinton (1986), Values Across the Curriculum, The Falmer Press, Philadelphia.
- 12) Mujjeb.M. (1971), Education and Traditional Values, Meenakshi Prakashan, Delhi.
- 13) Avivashilingam.T.S. (1983), Inculcation of Social, Ethical and Spiritual Values in Education, Sri Ramakrishna Mission Vidya, Coimbatore.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>CO1</b> |     | 3   |     |     |     |     |     |     |     |      |
| <b>CO2</b> |     | 3   |     |     |     |     |     |     |     |      |
| <b>CO3</b> |     | 3   |     |     |     |     |     | 3   |     |      |
| <b>CO4</b> |     | 3   |     |     |     |     |     |     |     |      |
| <b>CO5</b> |     |     | 3   |     |     |     |     |     |     |      |

**MED 305 (B) (22): WOMEN EDUCATION**  
**(OPEN ELECTIVE)**

**COURSE OUTCOMES:**

- ▲ To create an awareness among students regarding the present status of women
- ▲ To sensitize towards the problems faced by women.
- ▲ To orient to understand the women's resources and national development.
- ▲ To identify the role of women in developing countries including India
- ▲ To enable the women to become entrepreneurs
- ▲ To maintain the physical and mental health of women
- ▲ To make the women aware about the Constitutional and legal provisions for safeguarding them To empower the women in all the dimensions

**Unit – I: Introduction to Women Education**

Need, Scope and Challenges of Women Education, Need for Gender Sensitization.

Recent Trends in Women's Education – Committees and Commissions on Education.

Women Education – global and local: Pre-independence, Post-independence and Contemporary Debates.

National Committees and Commissions for Women.

**Unit – II: Gender, Entrepreneurship and Education**

Women's Education – Gender diversities and disparities in enrolment, Curriculum content, Dropouts,

profession and Gender.

Education for the Marginalized Women.

Vocational education and skill development for women.

Concept, meaning and importance of Entrepreneurship, Entrepreneurial traits, Factors contributing to Entrepreneurship, enabling environment, small Enterprises, women in agri-business.

**Unit – III: Women and Health**

Life Cycle Approach to Women's Health – Health status of women in India, factors

Maternal and Child Health (MCH) to Reproductive and Child health approaches.

Work and Women's Health; Women and Mental Health

Central and State Health Schemes and Programmes; Millennium Development Goals (MDG) and Significance of National Health Policy and Programmes for Women in India.

**Unit – IV: Women Empowerment, Laws and Governance**

Empowerment- Concept and indices: Gender Development Index (GDI), Gender Inequality Index (GII), Global Gender Gap Index (GGGI).

Women and leadership–Role of NGOs and Women Development. Sustainable Development Goals, Policies and Programmes.

Women's Rights: Gender Equality, Gender Discrimination, Women's Rights as Human Rights, Constitutional provisions for Women in India.

Women Laws-Personal laws, Labour Laws, Family Courts, Enforcement machinery – Police and Judiciary, Crime against Women and Child:

**REFERENCE BOOKS:**

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- 3) Neera Desai and Vibhuti Patel (1985), Indian Women Change & Challenge in the International decade 1975-85, Popular Prakashan Pvt. Ltd., Bombay.
- 4) Agarwal, Bina (1988), Patriarchy and the Modernizing State: An Introduction in Agarwal Bina (ed), Structures of Patriarchy, Kali for Women, New Delhi.
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- 13) John. M. E. (Ed). (2008). Women's Studies in India: A Reader. Penguin India. New Delhi.
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- 17) Mary John, (2008). Women's Studies in India: A Reader. Penguin: New Delhi
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- 19) Maithreyi Krishna Raj Women Studies in India – Some Perspectives (Bombay: Popular  
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- 20) Desai, Neera and Maithreyi Krishnaraj. Women and Society in India. Delhi: Ajantha,  
1987.
- 21) Krishnaraj, Maithreyi (Edc). Women and Development: The India Experience.  
Mumbai, Rawat, 1988.
- 22) Omvedt, Gail. Violence against Women: New Movements and New Theories in India.  
New Delhi: 1990.
- 23) Veen Mazumdar: Emergence of the Indian Association of Women Studies-IAW News  
Letter-January 1991.
- 24) Patel .Vibhuti: Women's Challenges of the New Millenium- Gyan Publication House  
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- 25) Sanghari Kum Kum: Recasting Women, Ratgas University. Press-1990.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 |     | 3   |     |     |     |     |     |     |     |      |
| CO2 |     |     | 3   |     |     |     |     |     |     |      |
| CO3 |     | 3   |     |     |     |     | 3   |     |     |      |
| CO4 |     | 3   |     |     |     |     |     |     |     |      |
| CO5 |     |     | 3   |     |     |     |     |     | 3   |      |





# **Fourth Semester**

## MASTER OF EDUCATION SEMESTER-IV

### MED 401 (22): CURRICULUM STUDIES

(CORE)

#### **COURSE OUTCOMES:**

**CO1:** understanding of the key principles of design and development of educational curricula, including the importance of alignment with learning objectives, assessment and evaluation.

**CO2:** develop the skills necessary to design, develop and modify curricula that meet the needs of diverse learners and align with goals and objectives of educational programme.

**CO3:** different instructional strategies and resources that can be used to support student learning, including technology and other interactive tools.

**CO4:** gain an understanding of the importance of ongoing assessment and evaluation in curriculum development.

**CO5:** learn about the various policies and guidelines that govern curriculum development as well as the practical considerations involved in implementing curricula in educational settings.

#### **Unit 1: Introduction to Curriculum**

Meaning and definitions of Curriculum, need and scope of Curriculum, concept of Curriculum & Syllabus,

Bases of Curriculum, foundations of curriculum philosophical, sociological, psychological and educational

The Curriculum process and its stages

Curriculum Issues – Discipline based issues, Subject-wise National Curriculum Framework –NCF 2005, NCTECF 2009, APSCF 2011.

#### **Unit 2: Curriculum Planning**

Meaning of Curriculum Planning, Principles of Curriculum Construction

Basic considerations in Curriculum Planning – Developmental, Social, Economic, Environmental, Institutional and Teacher related Curriculum Planning at Various Levels, Trends in Curriculum - Curriculum in 20<sup>th</sup> century & possible future trends

Principles and approaches of curriculum organization.

#### **Unit 3: Curriculum Development and Transaction**

Approaches to curriculum development, models of curriculum development, process of curriculum development, development try-out.

Role of teachers in curriculum development, instructional systems, instructional techniques and materials – learner centered and teacher centered.

Role of Administrators in implementation and evaluation of curriculum.

Meaning, need and strategies for curriculum change.



#### **Unit 4: Curriculum Evaluation**

Concept, need and importance of Curriculum Evaluation

Sources of Curriculum Evaluation, aspects of Curriculum Evaluation – pre-testing/post-testing.

Norm-referenced and Criterion-referenced testing, evaluation approaches related to individual and social approaches.

Methods of Curriculum Evaluation - evaluation during development & implementation, restructuring curriculum.

#### **PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

#### **REFERENCE BOOKS:**

- 1) Aggarwal, J.C. (1990). Curriculum Reforms in India. Delhi: Doaba House.
- 2) Mamidi, M.R. and Ravishankar, S. (1984). Curriculum Development and Educational Technology. New Delhi: Sterling Publishers.
- 3) Kelly, A.V. (1989). Theory and Practice. London; Paul Chapman Publishing.
- 4) Cronback, J.Lee (1964). Evaluation for Course Improvement in New Curriculum. New York: Harper & Row
- 5) John Dewey (1966). The Child & the Curriculum – The School & Society.
- 6) Ornstein, C. & Hunkins, P. (1988). Curriculum, Foundations, Principles and Issues.
- 7) D.Warwick (1975): Curriculum Structure & Design, University of London Press.
- 8) Bhatt, B.D and Sharma, S.R. (1992): Principles of Curriculum Construction, Delhi: Kanishka Publishing House.
- 9) Bloom, B.S (1977). Try-out and Revision of Educational Materials and Methods. In Lewy, A. (ed). Handbook of Curriculum Evaluation, Paris: UNESCO
- 10) Doll, R.C. (1986). Curriculum Improvement. Boston: Allyn and Bacon
- 11) Jenkins, D. (1976). Curriculum Evaluation. Milton Keynes: The Open University Press.
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- 13) Robert, M. & Mary, J. (1983). Curriculum Evaluation. In Pinchas, Tamir (ed) (1985). The Role of Evaluators in Curriculum Development. London: Croom Helm.
- 14) Stephen, W. & Douglas, P. (1972). Curriculum Evaluation. Bristol: NFER Publishing Co. Ltd.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   |     |     |     |     |     |     |     |     |      |
| CO2 |     |     |     |     |     |     | 3   |     |     | 3    |
| CO3 |     |     |     | 3   |     |     |     |     | 3   |      |
| CO4 |     |     |     | 3   |     |     |     |     |     |      |
| CO5 |     |     |     | 3   |     |     |     |     |     |      |



## MED 402 (22): MEASUREMENT AND EVALUATION

### (CORE)

#### **COURSE OUTCOMES:**

**CO1:** analyze the different levels of measurement and understand the relationship between measurement and evaluation.

**CO2:** learn about the fundamental principles of measurement, including reliability, validity and standardization.

**CO3:** understand how various requirements of education are measured, evaluated, interpreted and their results help the learners.

**CO4:** develop a skill to handle data and interpret results

**CO5:** effectively communicate assessment results to stakeholders using appropriate formats such as written reports or presentations.

#### **Unit 1: Introduction to Measurement and Evaluation**

Levels of Measurement– Nominal, Ordinal, Interval and Ratio; Concept of Measurement and Evaluation; Role of Evaluation in Education – Diagnosis, Improvement of teaching, Guidance, Prognosis survey and Placement.

Differences between Measurement and Evaluation; Types of Evaluation; Steps in the process of Evaluation.

Criterion referenced and Norm referenced evaluation.

Teacher made tests and standardized tests; General steps of Test Construction (or Standardization)

#### **Unit –2: Essentials of Test Construction**

Item Analysis: Meaning and purpose; Item analysis of power test; Item analysis of speed test; problems of item analysis.

Reliability: Meaning of reliability; Methods (or Types) of reliability; Factors influencing reliability of test scores.

Validity: Meaning of validity; Types of validity; Factors influencing validity; Relation of validity and reliability.

Norms for Interpretation of Test Scores – Age, Grade, Percentile and Standard score norms (Z- scores, T-Scores, C-Scores).

#### **Unit 3: Trait Measurement Devices**

Measurement of Attitudes: Thurston's method of equal-appearing intervals, Likert's method of Summated ratings, Guttman's scale.

Measurement of Interest: Strong Campbell interest inventory, Kuder preference Records.

Measurement of Intelligence: individual and group tests, verbal and non-verbal tests and performance test. Measurement of Assessment: Self Report technique: Rating Scales, Problem check-lists and Projective techniques: Rorschach and Thematic Apperception Test

#### Unit 4: New Trends in Measurement and Evaluation

Continuous and Comprehensive evaluation

Marking and reporting methods (concept and current use): Written description of performance, Letter grades, Number grades, percentage grades, Pass-fail report, Profiles, Parent-teacher conference, Progress report.

Choice Based Credit System of Teaching and Evaluation.

Computers in Evaluation.

#### PRACTICUM:

- 1) One Seminar
- 2) One Assignment

#### REFERENCE BOOKS:

- 1) Adams, G.S. (1964) Measurement and Evaluation in Education, Psychology and Guidance. New York: Holt, Rinehart and Winston.
- 2) Antony Stella (2001) Quality Assessment in Indian Higher Education: Issues of Future Perspectives, Bangalore, Allied Publishers Ltd.
- 3) Antony Stella and A. Granom (2001) Assessment and Accreditation in Indian Higher Education: New Delhi Books Plus.
- 4) Arun Kumar Singh (1986). Tests Measurement and Research Methods in Behavioural Sciences. New Delhi: Tata Mc Graw-Hill Publishing Company Limited.
- 5) Baker, E.L and Quellmalz, E.S Ed. (1980) Educational Testing and Evaluation. London: Sage Publications.
- 6) Baron, D. and Bernard, H.W. (1958) Evaluation Techniques for Classroom Teachers. New York: McGraw- Hill Book Co., Inc.
- 7) Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and Summative Evaluation of student Learning, New York: McGraw – Hill Book Co.
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- 13) Greene, H.A., Jorgensen, A.N. Gerberich, J.R. (1953) Measurement and Evaluation in the Elementary School. New York: Longmans, Green and Co.
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- 18) Milliman, J. and Darling – Hammond, L. (1990) The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers. New Delhi: Sage Publications.
- 19) Nunally, J.C. (1964) Educational Measurement and Evaluation. New York: McGraw-Hill Book Company.
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- 21) Phillips, C. R (1968) Evaluation and the Work of the Teacher. California: Wadsworth Publishing Co. Inc.
- 22) Popham, W. James (1975) Educational Evaluation. New Jersey: Prentice – Hall, Inc.,
- 23) Puttaswamaiah, K. (1979) Fundamental of Applied Evaluation. New Delhi: Oxford and IBH Publishing Co.,
- 24) Schwartz, A and Tiedeman, S . C. (1957) Evaluating Student Progress in the Secondary School: New York: David Mckay Company, Inc.
- 25) Singh, Pritam (1989) Handbook of Pupil Evaluation, Bangalore: Allied Publisher Ltd.
- 26) Stanley, J. C (1964) Measurement in Today’s School, New Jersey: Prentice – Hall, Inc.
- 27) Stanley, J.C. and Hopkins, K.D. (1978) Educational Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India Pvt. Ltd.
- 28) Stronge, J.H. Ed. (1997) Evaluating Teaching. California: Corwin Publications, Inc.
- 29) Thronthike, R. L. and Hagen, E. (1970) Measurement and Evaluation in Psychology and Education. New Delhi: Wiley Easter Pvt Ltd.
- 30) Tuckman, B.W (1972) Conducting Educational Research. New York: Harcourt Brace Jovanrich Inc.
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- 34) Prem Kumar Jha Assessment and Evaluation in Higher Education, Vista International Publishing house
- 35) Robert Linn etal “Measurement and Assessment in Teaching” Pearson International education. 9<sup>th</sup> Edition.
- 36) D. Smith History of Measurement and Evaluation. Commonwealth publishers New Delhi.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|            | PO1 | PO2      | PO3 | PO4 | PO5 | PO6      | PO7      | PO8 | PO9      | PO10     |
|------------|-----|----------|-----|-----|-----|----------|----------|-----|----------|----------|
| <b>C01</b> |     |          |     |     |     | <b>3</b> |          |     |          |          |
| <b>C02</b> |     | <b>3</b> |     |     |     |          |          |     |          |          |
| <b>C03</b> |     |          |     |     |     | <b>3</b> |          |     | <b>3</b> |          |
| <b>C04</b> |     | <b>3</b> |     |     |     |          |          |     |          | <b>3</b> |
| <b>C05</b> |     |          |     |     |     |          | <b>3</b> |     |          |          |



## **MED 403 (22): INFORMATION AND COMMUNICATION**

### **TECHNOLOGY (ICT) IN EDUCATION**

#### **(CORE)**

#### **COURSE OUTCOMES:**

**CO1:** Understand the role and importance of technology in education and how technology can be used to enhance learning outcomes, including increased engagement, collaboration and critical thinking.

**CO2:** Create and implement technology enhanced learning activities that promote active learning and critical thinking among students.

**CO3:** Promote digital literacy and responsible technology use among their students, including the ethical and legal issues related to technology use in education.

**CO4:** Evaluate and select appropriate tools based on learning objective, students needs and available resources.

**CO5:** Use a wide range of technology tools, including software applications, online resources and mobile devices to create interactive and engaging learning experiences for their students.

#### **Unit 1: Introduction to Information and Communication Technology**

Meaning, Nature, Scope and Significance of ICT.

ICT resources for teaching and learning.

Uses of ICT: Teaching-learning process, Evaluation, Research and Administration.

Role of ICT in personality development and professional development.

#### **Unit 2: Computer, Internet and World Wide Web**

Fundamentals of Computer: Meaning of Hardware and various Hardware components of a computer; Concept and types of Computer Software; Computer memory and its types; Meaning, types and functions of Operating System; Computer VIRUS and protection measures.

The Internet: Meaning of Internet, H/W and S/W requirements for Internet, Internet terminology, Applications of Internet in Education.

The World Wide Web: Concept of W.W.W; Distinction between Internet and W.W.W; Web pages and H.T.M.L; Web browsers and Web Search Engines; Web Surfing.

Educational Multimedia: Meaning and significance of Multimedia; Elements of Multimedia; Development of Multimedia Courseware.

#### **Unit 3: Information storage and Management**

Data and Information: Types of data, File management.

Data storage and Data base management

Meaning, Characteristics and benefits of cloud computing.

Management information systems in the field of education.

#### **Unit –4: ICT Applications in Education**

E-Learning: Meaning, nature and characteristics of E-learning; E-learning and Class room dynamics; Advantages of E-learning; Limitations of E-learning.

Web Based Learning–Online Learning: Meaning, principles and categories of Web based learning; Merits and limitations of Web based learning; Meaning, significance, functions and advantages of Virtual Campus.

E–Journals and E–Books: Meaning, types, salient features and availability of E- Journals; Meaning, nature and significance of E – Books.

Electronic portfolio.

#### **PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

#### **REFERENCE BOOKS:**

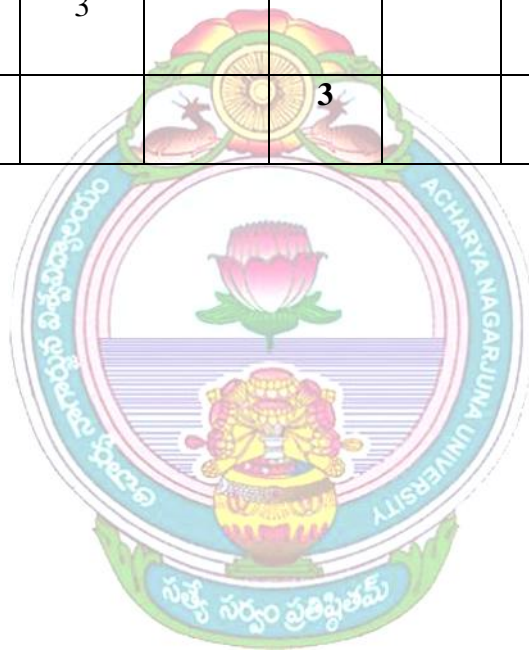
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- 2) Arulsamy, S. & Sivakumar, P. (2012). Applications of ICT in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- 3) Barton, R. (2004). Teaching Secondary Science with ICT. Mc. Graw Hill International.
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- 5) Cambridge, D. (2010). E-Portfolios for Lifelong learning and assessment. John Wiley and Sons.
- 6) Constantino, P.M., DeLorenzo, M.N. & Kobrinski, E.J. (2006). Developing a professional Teaching Portfolio: A Guide for Success. New Delhi: Pearson.
- 7) Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
- 8) Intel Teach to the Future – Pre-Service Binder – Version 2.0.
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- 12) Roblyer, M.D. (2006). Integrating Educational Technology into Teaching. New Jersey: Pearson Prentice-Hall Inc.
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- 14) Shukla, Satish, S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: Varishan Prakashan.



- 15) Simmons, C. & Hawkins, C. (2009). Teaching ICT. New Delhi: Sage Publications.  
 16) Sinha, P.K. & Sinha, P (2011). Computer Fundamentals, 6<sup>th</sup> Edition. New Delhi: B.P.B Publications.

**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 |     |     |     | 3   |     |     |     |     |     |      |
| CO2 |     |     | 3   |     |     |     |     |     |     |      |
| CO3 |     |     |     |     | 3   |     |     |     | 3   |      |
| CO4 |     |     | 3   |     |     |     |     |     |     |      |
| CO5 |     |     |     |     | 3   |     |     |     |     |      |



**MED 404 (A) (22): ENVIRONMENTAL EDUCATION AT**  
**ELEMENTARY LEVEL**  
**(GENERIC ELECTIVE)**

**COURSE OUTCOMES:**

**CO1:** Demonstrate a basic knowledge and understanding the natural world, including its components, systems and interrelationships.

**CO2:** Analyze and evaluate environmental problems and develop creative solutions to address them.

**CO3:** Develop responsible attitudes and behaviours towards the environment, such as conserving natural resources, reducing waste and minimizing their impact on the environment.

**CO4:** Use their knowledge and skills to make informed decisions and take action to protect the environment.

**CO5:** Develop interdisciplinary skills such as the ability to integrate knowledge and skills from different disciplines, communicate effectively and work collaboratively.

**Unit 1: Introduction to Environmental Education.**

Concept, importance, scope, Aims and Objectives of Environmental Education

Guiding principles and foundations.

Relationship between man and Environment.

Ecological and psychological perspective

**Unit 2: Environmental Hazards**

Environmental pollution: physical, air, water, noise, chemical

Extinction of flora and fauna, deforestation, soil erosion

Need for conservation, preservation and protection of rich environmental heritage.

Programme of environmental education for primary education institutions.

**Unit 3: Features of Curriculum for Environmental Education**

Concept of environment and ecosystem.

Nature system earth and biosphere a biotic and biotic components. Natural resources, a biotic resources.

Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.

Technological system- industrial growth, scientific and technological invention and their impact on the environmental system.

**Unit 4: Methods and Approaches of Environmental Education**

Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.

Methods - discussion, seminar, workshop. Dialogue, Problem Solving Field Surveys, project and Exhibition. Role of Media, print Films, and TV.

Conservation of Natural Resources: Concept, need and Importance. Ways of Conservation of Natural Resource: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape. Need for conservation, preservation and protection of rich environmental heritage.

Programmes for Environmental protection Environment and Legislation: The water (prevention and control pollution) Act, 1974. The environment (protection) Act, 1986. The wild life (Protection) Act, 1972. The motor Vehicles Act, 1988. The Air (Prevention and Control of pollution) Act, 1 989. The Indian Forest Act, 1927.

### **PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

### **REFERENCE BOOKS:**

- 1) Desh Bandhu & R.Dyal (1999): Environmental education for a sustainable future. Indian environmental Society. New Delhi.
- 2) Purushottam Reddy K & Narasimha Reddy D (2002): Environmental education, Neelkamal publications Pvt. Ltd. Hyderabad.
- 3) Singh R.B. & Suresh Misra (1996): Environmental law in India – Issues and responses Concept Publishing Company, New Delhi.
- 4) Trivedi P.R.Sharma P.L. & Sudershan K.N. (1994): Natural environment and constitution of India. Ashish Publishing house, New Delhi.
- 5) Deshbandhu and G.Berberet (1987): Environmental Education for conservation and Development, Indian Environment Society, New Delhi.
- 6) Gregory, K.J. and walling, D.E.(1981) Man and Environment Process, Butterworths,London.
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- 8) Sapru, R.K.(1987) Environmental Management in India, Ashish Publishing, Delhi.
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**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>C01</b> |     | 3   |     |     |     |     |     |     |     |      |
| <b>C02</b> |     |     | 3   |     |     | 3   |     |     |     |      |
| <b>C03</b> |     | 3   |     |     |     |     |     |     |     |      |
| <b>C04</b> |     | 3   |     |     |     |     |     |     | 3   |      |
| <b>C05</b> |     | 3   |     |     |     |     |     |     |     |      |



**MED 404 (B) (22): ENVIRONMENTAL EDUCATION AT SECONDARY  
LEVEL**

**(GENERIC ELECTIVE)**

**COURSE OUTCOMES:**

**CO1:** Understand the specific principles underlying the environmental issues such as climate change, biodiversity loss and environmental pollution.

**CO2:** Analyzing the economic, political and social factors that contribute to environmental problems.

**CO3:** Evaluate the effectiveness of current environmental policies and identifying areas for improvement.

**CO4:** Develop an understanding of the role of individuals and communities in creating a sustainable future.

**CO5:** Asses the impact of human activity on the environment and developing strategies for sustainable development.

**Unit 1: Introduction to Environmental Education**

Concept, importance and scope, Aims and objectives

Guiding Principles and Foundations

Relationship between, man and environment

Sociological and psychological Perspectives

**Unit 2: Environmental Hazards**

Environmental pollution: physical, air water, noise, chemical

Extension of flora & fauna, deforestation, soil erosion.

Need for Conservation, preservation and protection of Rich environmental heritage.

Programme of environmental education for secondary and higher education institutions.

**Unit 3: Environment and Eco-system**

Natural systems, earth & Bio-sphere, a biotic and biotic components

Natural resources, abiotic resources.

Human systems-human beings as part of environment, human adaptations to environmental resources.

Systems – Industrial growth, Technological and scientific growth, Technological inventors and their impact on the environmental system.

**Unit 4: Environmental Problems, Legislation and Education**

Effect of manmade and natural disaster on environment. Role of educational institutions in disaster management. Concept and importance of sustainable development.

Global Environmental Problems: Global warming, ozone depletion, e-waste and population explosion. Waste management: e-waste, medical waste, nuclear waste, solid and liquid waste.

International Conferences For Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002). Environmental Movements: Chipko, silent valley, Narmada Bachao.

Legislation: Indian forest act of 1927 & Wildlife protection act of 1972. Archeological and historic preservation act of 1974. The water (Prevention and control of pollution) act of 1974. The air (Prevention and Control of pollution) act of 1981. The environment (Protection) act of 1986.

### **PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

### **REFERENCE BOOKS:**

- 1) Desh Bandhu & R. Dyal (1999): Environmental education for a sustainable future. Indian environmental Society. New Delhi.
- 2) Purushottam Reddy K & Narasimha Reddy D (2002): Environmental education, Neelkamal publications Pvt.Ltd. Hyderabad.
- 3) Singh R.B. & Suresh Misra (1996): Environmental law in India – Issues and responses Concept Publishing Company, New Delhi.
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**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|            | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>C01</b> | 3   |     |     |     |     |     |     |     |     |      |
| <b>C02</b> |     |     |     |     |     |     | 3   |     |     |      |
| <b>C03</b> |     | 3   |     |     |     |     |     |     | 3   |      |
| <b>C04</b> |     |     | 3   |     |     |     |     |     |     |      |
| <b>C05</b> |     |     | 3   |     |     |     |     |     |     |      |



**MED 405 (A) (22): HUMAN RIGHTS EDUCATION**  
**(OPEN ELECTIVE)**

**COURSE OUTCOMES:**

**CO1:** Articulate the key concepts and principles of human rights, as well as understand the historical and cultural context in which these concepts developed.

**CO2:** Recognize and identify different forms of human rights abuses and the underlying political, social and economic factors that contribute to them.

**CO3:** Analyze the role agencies in promoting human rights education

**CO4:** Design a human rights education programme to empower the marginalized communities to advocate for their own rights.

**CO5:** Propose ways to improve the effectiveness of international and national level institutions in enforcing human rights and develop an action plan to implement these changes.

**Unit 1: Concept, meaning and history of human rights**

Concept, Meaning Need, Objectives and principles of human rights education, Classification of Human Rights.

Evolution and Historical Development of Human Rights in the global context.

Education as an agency to sensitize students towards human rights.

**Unit 2: Indian constitution and Commissions on Human Rights**

Human Rights in Indian constitution: Constitutional provisions of Human Rights: Fundamental Rights, Directive principles of State Policy, women and child rights.

Human Rights Commissions: NHRC, SHRC, Human Rights Courts. Their composition and functions.

International Councils and Commissions on Human Rights: International court of Justice, International criminal Tribunals and criminal courts. Amnesty International, International Red Cross

Barriers in implementing Human Rights.

**Unit 3: Curriculum, methods of teaching and agencies of Human Rights Education**

Curriculum of HRE at different Levels: Primary, Secondary and Higher Education.

Methods and Techniques of Teaching Human Rights: Lecture – Discussion – Case Study – Role Play and Simulation – Mock Trials– Cooperative Learning – Social Activities

Agencies promoting Human Rights Education: Role of Family, Peer-group, Religious and Social Organisations, Media, School/Educational Institutions.

Training teachers for Human Rights Education.

**Unit 4: Human Right violations and emerging issues**

Ragging - Eve Teasing, Human Trafficking – War and Terrorism, Child Labour – Exploitation of Labour , Patriarchism,– Domestic Violence – Sexual Harassment – Female Infanticide



Tribal rights and forest protection  
Environmental issues and sustainable development  
Traditions, culture and Human Rights.

**PRACTICUM:**

- 1) One Seminar
- 2) One Assignment

**INTERNSHIP:**

Building a human rights garden on the school grounds and giving a case study based report as a required project by each student

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**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|     | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| CO1 | 3   |     |     |     |     |     |     |     |     |      |
| CO2 |     |     |     |     |     |     | 3   |     |     |      |
| CO3 | 3   |     |     |     |     |     |     |     |     |      |
| CO4 |     |     | 3   |     |     |     |     |     |     | 3    |
| CO5 |     | 3   |     |     |     |     |     |     |     |      |

## **MED 405 (B) (22): HUMAN VALUES & PROFESSIONAL ETHICS**

### **(OPEN ELECTIVE)**

#### **COURSE OUTCOMES:**

**CO1:** Demonstrate and understanding of ethical principles, including honesty, integrity, responsibility and respect for others.

**CO2:** Analyze and evaluate ethical dilemmas, including identifying conflicting values and developing a framework for decision making.

**CO3:** Apply ethical principles and values to real world situations, such as in the workplace or in their personal lives.

**CO4:** Develop professional values and standards that are aligned with ethical principles such as accountability and excellence.

**CO5:** Decognize their social responsibility and the impact of their actions on society and the environment.

#### **Unit – 1: Concept, Need, Nature and Process for Value Education**

Concept, need and nature of education in human values.

Basic guidelines, content and process of value education.

Self-exploration- concept and process: ‘Natural Acceptance’ and Experiential Validation- as the mechanism for self exploration

Understanding happiness and prosperity correctly – a critical appraisal of the current scenario-Method to fulfill the above human aspirations.

#### **Unit – 2: Harmony in the Human being in the Family and Society and in Human Relationship**

Understanding the characteristics and activities of one self.

Understanding needs and the activities of the self and the body

Understanding harmony in the family and the values in human relationship.

Understanding the meaning of foundational values and Visualizing a universal harmonious order in society.

#### **Unit – 3: Understanding Harmony in Nature and Existence – Whole Existence as Co-Existence**

Understanding harmony in nature.

Inter-connectedness and Self-regulation in nature.

Understanding existence as co-existence.

Holistic perception of harmony at all levels of existence.

#### **Unit – 4: Professional Ethics – Holistic Understanding of Harmony**

Acceptance of human values – value based life and profession.

Professional ethics and ethical human conduct.

Competence in professional ethics – current scenario.

Human rights violation and social disparities.

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**MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:**

|            | PO1 | PO2 | PO3      | PO4 | PO5      | PO6 | PO7 | PO8 | PO9      | PO10     |
|------------|-----|-----|----------|-----|----------|-----|-----|-----|----------|----------|
| <b>C01</b> |     |     |          |     | <b>3</b> |     |     |     |          |          |
| <b>C02</b> |     |     |          |     | <b>3</b> |     |     |     |          |          |
| <b>C03</b> |     |     |          |     | <b>3</b> |     |     |     |          |          |
| <b>C04</b> |     |     |          |     | <b>3</b> |     |     |     | <b>3</b> |          |
| <b>C05</b> |     |     | <b>3</b> |     |          |     |     |     |          | <b>3</b> |

