

CENTRAL UNIVERSITY OF PUNJAB



M.Ed.

Session - 2021-23

Department of Education

School of Education

GRADUATE ATTRIBUTES

The graduates have dynamic vision to solve local, regional, national and global educational issues and challenges and have the capacity to engage in self-reflection and lifelong learning to become an effective global citizens with humanitarian values. They will be pedagogically proficient and equipped with digital skills.

Course Structure of M.Ed. Programme

| Semester –I | | | | | | |
|--|--|-----------------------|--------------|----------|-----------|---------------|
| Course Code | Course Title | Course Type | Credit Hours | | | |
| | | | L | T | P | Total Credits |
| MED 506 | Learner and Learning | Core Course | 3 | 0 | 0 | 3 |
| MED 507 | Learner and Learning (Practical) | Skill based | 0 | 0 | 2 | 1 |
| MED 508 | Philosophical and Sociological bases of Education | Core Course | 4 | 0 | 0 | 4 |
| MED 509 | Research in Education | Compulsory foundation | 4 | 0 | 0 | 4 |
| MED 552 | Communication Skills | Core course | 3 | 0 | 0 | 3 |
| MED 553 | Communication Skills (Practical) | Skill based | 0 | 0 | 2 | 1 |
| Elective (Any one of the following) | | | | | | |
| MED 516 | System and Policies of Higher Education | Discipline Elective | 3 | 0 | 0 | 3 |
| MED 517 | Economics of Education | Discipline Elective | 3 | 0 | 0 | 3 |
| MED 519 | Guidance, Counseling and Mentoring | Discipline Elective | 3 | 0 | 0 | 3 |
| Inter-disciplinary Courses | | | | | | |
| xxx | ***(Students of Department will opt IDC from other department) | IDC | 2 | 0 | 0 | 2 |
| Total | | | 19 | 0 | 04 | 21 |
| Inter-disciplinary Courses(for other Departments) | | | | | | |
| MED 513 | Teaching Proficiency | IDC | 2 | 0 | 0 | 2 |
| MED 514 | Issues and Concerns in Education | IDC | 2 | 0 | 0 | 2 |
| MED530 | Assessment of Learning | IDC | 2 | 0 | 0 | 2 |

| Semester-II | | | | | | |
|-------------|-------------------------------|-------------|--------------|---|---|---------------|
| Course Code | Course Title | Course Type | Credit Hours | | | |
| | | | L | T | P | Total Credits |
| MED 533 | Information and Communication | Core course | 3 | 0 | 0 | 3 |

| | | | | | | |
|--------------------|---|-----------------------|---------------------|----------|-----------|----------------------|
| | Technology in Education | | | | | |
| MED 534 | Information and Communication Technology in Education (Practical) | Skill based | 0 | 0 | 2 | 1 |
| MED 571 | Teacher Development and Empowerment | Core course | 4 | 0 | 0 | 4 |
| MED 555 | Measurement and Evaluation | Core course | 4 | 0 | 0 | 4 |
| MED 524 | Educational Statistics | Compulsory foundation | 4 | 0 | 0 | 4 |
| MED 525 | Research Proposal (Practical) | Skill based | 0 | 0 | 2 | 1 |
| MED 526 | Academic Writing (Practical) | Skill based | 0 | 0 | 2 | 1 |
| | Elective (Any one of following) | | | | | |
| MED 521 | History and Political Economy of Education | Discipline Elective | 3 | 0 | 0 | 3 |
| MED 535 | Andragogy in Education | Discipline Elective | 3 | 0 | 0 | 3 |
| MED 536 | Comparative Education | Discipline Elective | 3 | 0 | 0 | 3 |
| | Value Added course | | | | | |
| xxx | ***(Students of Department will opt VAC from other department) | VAC | 2 | 0 | 0 | 2 |
| | VAC for other departments (Any one of following) | | | | | |
| MAE504 | Peace and Value Education | VAC | 2 | 0 | 0 | 2 |
| MAE505 | Physical and Mental Well being | VAC | 2 | 0 | 0 | 2 |
| | Total | | 20 | 0 | 06 | 23 |
| | INTER- SEMESTER BREAK | | | | | |
| Course Code | Course Title | Course Type | Credit Hours | | | |
| | | | L | T | P | Total Credits |
| MED 591 | Field Internship- I | Skill based | 0 | 0 | 16 | 8 |
| | Semester –III | | | | | |
| Course Code | Course Title | Course Type | Credit Hours | | | |
| | | | L | T | P | Total Credits |
| MED 551 | Curriculum Design and Development | Core course | 4 | 0 | 0 | 4 |

| | | | | | | |
|---|--|---------------------|-----------|----------|----------|-----------|
| MED 556 | Mental Health, Yoga and Physical Wellbeing | Core course | 3 | 0 | 0 | 3 |
| MED 557 | Mental Health, Yoga and Physical Wellbeing (Practical) | Skill based | 0 | 0 | 2 | 1 |
| MED 572 | Educational Administration, Management and Leadership | Core course | 4 | 0 | 0 | 4 |
| Elective (Any two of following) | | | | | | |
| MED 560 | Entrepreneurship in Education | Discipline Elective | 3 | 0 | 0 | 3 |
| MED 561 | Futuristic Paradigm in Education | Discipline Elective | 3 | 0 | 0 | 3 |
| MED 576 | Inclusive Education | Discipline Elective | 3 | 0 | 0 | 3 |
| MED 515 | Education and Global society | Discipline Elective | 3 | 0 | 0 | 3 |
| MAE574 | Eclectics of Education | DEC | 0 | 2 | 0 | 2 |
| Total | | | 17 | 2 | 2 | 20 |

| Semester –IV | | | | | | |
|---------------------|----------------------|--------------------|---------------------|----------|-----------|---------------|
| Course Code | Course Title | Course Type | Credit Hours | | | |
| | | | L | T | P | Total Credits |
| MED 591 | Field Internship- II | Skill based | 0 | 0 | 16 | 8 |
| MED 600 | Dissertation | Skill based | 0 | 0 | 24 | 12 |
| Total | | | 0 | 0 | 40 | 20 |
| Grand Total | | | 56 | 2 | 68 | 92 |

- Students shall opt any course of four credits through MOOC

Examination pattern

| | Core, Discipline Elective, Compulsory Foundation, Value Added and Interdisciplinary Courses | | Discipline Enrichment Course | | Entrepreneurship Course | |
|--------------------------------|--|-------------------|-------------------------------------|-------------------|--------------------------------|-------------------|
| | Marks | Evaluation | Marks | Evaluation | Marks | Evaluation |
| Internal Assessment | 25 | Various | - | - | - | - |
| Mid-semester test (MST) | 25 | Subjective | 50 | Objective | 25 | Objective |

| | | | | | | |
|--------------------------------|-----------|---|-----------|------------------|-----------|-------------------|
| End-semester test (EST) | 50 | Subjective (70%) Objective (30%) | 50 | Objective | 25 | Subjective |
|--------------------------------|-----------|---|-----------|------------------|-----------|-------------------|

SEMESTER-I

Course Title: **LEARNER AND LEARNING**
Course Code: **MED 506**

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

Learning outcomes

Total Hours: 45

After completion of the course students will be able to:

- Explain the different stages of growth and development of learners
- Differentiate between aptitude, attitude and interest of learners
- Measure IQ, SQ, EQ and creativity of learner
- Use motivational techniques in the class room
- Design processes of learners according to different cognitive abilities
- Summarize the implications of different theories of learning and personality
- Evaluate the learning needs to emphasize the individual differences

Course Content

UNIT I

12 hours

1. Educational Psychology: Concept, meaning and scope. Methods of study in psychology- introspection, observation, survey, case/study, interview and Experimental method
2. Major schools and their contribution to Psychology -Structuralism, Behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive and their educational implications.
3. Stages of human development: Piaget's concept of cognitive development and Vygotsky's socio-cultural perspective of human development and their educational implications.

UNIT II

12 hours

1. Behaviouristic, Cognitive and Social theories of learning, Bruner, Bandura and Gagne's Hierarchy of learning, and their classroom implications.
2. Motivation in teaching- learning process: Creating and maintaining conducive learning environment. Theories of Motivation and their educational implications.

UNIT III

11 hours

1. Concept and theories of Intelligence by Goleman, Gardner's theory of multiple intelligence, cognitive and Meta cognitive process and its classroom implications.

2. Concept, characteristics, elements and development of creativity, measurement of creativity and fostering creativity among learners.
3. Conducting a case study for identification of characteristics of Creative children among the peer group.

UNIT IV

10 hours

1. Personality: Role of genetic and environmental variables, theories of personality: psychoanalytic, type and trait theory with special reference to theories of Freud, Carl Rogers, Gordon Allport and their implications for learners.
2. Adjustment: Concept and meaning, Factors affecting adjustment. Ego Defense mechanisms and conflict management
3. Preparing a report on the Adjustment problems among hostellers from your peer group.

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Blended mode of learning, dialogue, collaboration Panel discussion, team teaching, experiment, self-learning, case study

Suggested Readings

- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Chandraiah, K. (2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House. Cliffs, N.J., 1990.
- Dash, M. (2009). *Educational psychology*. New Delhi: Deep & Deep publications.
- Deb, K. (2006). *Cognitive development in classroom*. New Delhi: Adhyayan publishers & distributors.
- Jha, A.K. (2009). *Constructivist epistemology and pedagogy- insight into teaching learning and knowing*. Atlantic publishers & distributors.
- Kathleen F. Gabriel's. (2008). *Teaching unprepared learners: Strategies for promoting success and retention in higher education*.
- Kay, F. & Kite, N. (2012). *Understanding emotional intelligence- strategies for boosting your IQ and using it in the workplace*. Kogan Page Limited.
- Kumar, D., Kaur, N., & Kumar, P. (2015). *Essentials of educational psychology*. New Delhi: APH Publishing Corporation.
- Mangal, S.K. (2014). *Advanced educational psychology*. Delhi: PHI Learning Limited. McGraw Hill, New York, 1990.
- Michael Green: *Theories of human development* prentice Hall, Englewood cliffs, New York.
- Robinson, S. K. (2009). *Foundation of educational psychology*. Ane books Pvt. Ltd. Publication.
- Schneider, W. & Lockl, K. (2002). The development of metacognitive knowledge in children and adolescents. In T. Perfect & B. Schwartz (Eds.). *Applied Metacognition*, 224-247. Cambridge UK: Cambridge University Press.

- Sharma, R.N. & Sharma, R.K. (2010). *Advanced educational psychology*. New Delhi: Atlantic Publishers& Distributors.
- Sprint hall, RC. & Sprint hall, NA, Educational Psychology, Development Approach,
- Starko, A.J. (2014). *Creativity in the classroom*. Atlantic Publishers.
- Stipek, D.J. (2001). *Motivation to learn: Integrating theory and practice* (4th Edition). Boston: Pearson Allyn & Bacon.
- Talwar, K. (2011). *Conceptual framework of educational psychology*. New Delhi: Adhyayan Publishers & Distributors.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Rawat Publications.
- Woolfolk, A, Mishra, G., & Jha, A.K. (2012). *Fundamentals of Educational Psychology*. Pearson Publications.
- Woolfolk, A. (2015). *Educational psychology*: Pearson Publication.
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE (2009). *National curriculum framework for teacher education*, New Delhi.
- Nucci, L.P. & Gingo, M. (2011). The Development of Moral Reasoning. In U. Goswami (Ed.), *Wiley-Blackwell Handbook of Childhood Cognitive Development*, pp. 420-445. Oxford: Wiley-Blackwell.
- Piaget, J. (1929) *The Child’s Conception of the World*, London, Routledge and Kegan Paul.
- Schneider, W. & Lockl, K. (2002). The development of metacognitive knowledge in children and adolescents. In T. Perfect & B. Schwartz (Eds.). *Applied Metacognition*, 224-247. Cambridge UK: Cambridge University Press.
- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to basic research*. (Vol. I). Hillsdale, NJ: Erlbaum.
- Sharma, R. N., & Sharma, R. K. (2006). *Educational psychology*. New Delhi: Atlantic Publication.
- Skinner, B.F. (1984). The Operational Analysis of Psychological Terms. *Behavioural and Brain Science*, 7 (4): 547–581
- Stipek, D.J. (2001). *Motivation to learn: Integrating theory and practice* (4th Edition). Boston: Pearson Allyn & Bacon.
- Synder, C.R., & Shane, J. L. (2007). *Positive psychology*. U.K.: Sage Publications.
- Verma, L. N. (2013). *Educational psychology*. New Delhi: Rawat Publication.
- Woolfolk, A. E. (1987). *Educational psychology* (3rd Ed.) Englewood Cliffs. Prentice Hall.

Course Title: LEARNER AND LEARNING (PRACTICAL)

Course Code: MED 507

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 2 | 1 |

Learning outcomes

Total Hours: 15

After completion of the course students will be able to:

- Examine the characteristics of psychological test
- Design different psychological tools
- Experiment psychological traits with different equipment
- Administer psychological test and interpret the result

- Develop skills for the administration and interpretation of psychological tools

Administration, Analysis and Reporting of any three of following Psychological Tests (15 hours)

1. Intelligence: Administration, scoring and interpretation of any two from verbal, non-verbal and performance intelligence test.
2. Personality: Administration, scoring and interpretation of any one personality test
3. Aptitude: Administration, scoring and interpretation of any one test.
4. Attitude scale/test: Administration, scoring and interpretation of any one scale/test.
5. Interest: Administration, Scoring and Interpretation of any Inventory

Use of following equipment (any Three)

- Mirror Drawing Apparatus
- Bhatia Performance Test
- PGI Battery
- Tachistoscope
- Ergo Graph
- Reaction Time Apparatus
- Finger Dexterity Board

Criteria of Continuous Assessment (Total Marks: 50)

- Practical Record :10 Marks
- Administration of tool and interpretation of result-20 marks
- Conducting experiments -20 marks

Criteria of Term End Assessment (Total Marks: 50)

- Conduct of one experiment/ Administration of tool and Analysis of its result: 30 Marks
- Viva Voce: 20 Marks

Course Title: PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Course Code: MED 508

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Learning Outcomes

Total Hours: 60

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

- Examine the contributions of sad-darshanas on different aspects of education and their implications on modern educational system.
- Examine critically different western educational philosophies and their contributions to modern educational system.
- Analyze the post-modernist philosophies of education.
- Identify different sociological theories in educational context
- Appraise the sociological thoughts of modern sociologists and their implication
- Critique current problems and issues of education in the social context

- Develop an awareness of social diversity and inequality and their impact on educational processes

Course Content

UNIT I 12 hours

1. Contribution of Indian schools of philosophy: *Saddarshan* (Nyaya, Vaisheshik, Samkhya, Yog, Purva Mimansa and Uttar Mimansa or Vedanta) with special reference to objectives, curriculum, methods of teaching and role of teacher
2. Modern Schools of Philosophy: Logical Analysis, Logical Empiricism & Positive Relativism and their educational implications with reference to objectives, curriculum, methodology and role of teachers.

UNIT II 16 hours

1. Thoughts of Indian Philosophers- Dayananda Saraswati, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi and Sri Aurobindo with reference to objectives, curriculum, methods of teaching and role of teacher.
2. Thoughts of Western Philosophers- Socrates, Plato and Aristotle with reference to objectives, curriculum, methods of teaching and role of teacher.
- 3.

UNIT III 16 hours

1. Sociological theories and their educational implications: structure functionalist, conflict, symbolic interactionism and postmodernism
2. Socialization and education, Education as a process of socialization: role of formal, non-formal and informal agencies, education and culture; Sociological Functions of Education: preservation of culture, transmission of culture, promotion of culture, enculturation and acculturation

UNIT IV 16 hours

1. Thoughts of Paulo Freire, Pierre Bourdieu and Brasil Bernstein, M.N. Srinivasan, Ivan Illich, Wollstonecraft, Nel Noddings, Mahatma Gandhi, J. Krishnamurthy and Savitribai Phule for education and social change
2. Social change, Factors affecting social change, Role of education in the changing society with specific reference to Indian Society,,: westernization, modernization, globalization, Education in diverse social context: multiculturalism and multilingualism
3. Social Stratification and its reflections in Indian education system, Social movements: concept, theories of social movements,,: relative deprivation, resource mobilization, political process theory and new social movement theory.

Transaction Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

Suggested Readings

- Ainsworth, J. (2013). *Sociology of education- an A to Z guide*. New Delhi: Sage Publications.
- Apple, M.W., et al. (Ed.) (2010). *The Routledge International Handbook of the Sociology of Education*. London: Routledge. Atlantic Publishers & Distributer Pvt. Ltd.
- Ballantine, J.H., & Hammack, F. M. (2012). *The sociology of education- a systematic analysis*. Pearson Publications.
- Bigge, Morris, L. (1965)*Educational philosophies for teachers*. Columbus, USA: Charies E. Merrill Publishing Co.
- Bourdieu, P. (1966). *The state nobility:Elite schools in the field of power*. Cambridge:
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C.
- Brubacher, John. S. (1939), *Modern philosophies of education*. New York, USA: McGraw Hill Book Company. Inc.
- Butler J. Donald (1957)*Four philosophies and their practice in education and religion*. New York, USA: Harper & Row.
- Dearden R. F. (1984). *Theory and practice in education*. Routledge K Kegan & Paul.
- Delor, J. (1996). *Learning: The Treasure within - Report to UNESCO of the International Commission*. Paris: UNESCO.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. New Delhi:Penguin Education Commission 1964-66. New Delhi: MHRD.
- Dewey, J. (1977): *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dwivedi, K. (2014). *Education thoughts and thinkers*. New Delhi: Shree Publishers and Distributors.
- Fletcher, R. (1971): *The Making of Sociology, Vol. I and II*. London: Michael Joseph
- Gutek, G. L. (2009). *New perspectives on philosophy and education*. New Jersey, USA: Pearson.
- Hughes, John A., Martin, Peter J. and Sharrock, W. W. (1995). *Understanding Classical Sociology - Marx, Durkheim and Weber*. London: Sage.
- Illich, I. (1996). *Deschooling Society*. Marion Boyers, London.
- Jha, J. K. (2002). *Basic principles of developmental sociology*. New Delhi: Anmol Publications Pvt. Ltd.
- Johari, P.K (2005.) *Foundations of education*. New Delhi: Anmol Publications.
- Kneller, G. F.(1964)*Introduction to philosophy of education*. New York, USA: John Wiley and Sons, Inc.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: A.P.H. Publishing Corporation.
- Kumar, K. and Oesterheld, J. (Eds.) (1995). *Education and Social Change in South Asia*. New Delhi: Orient Longman.
- Lemert, C. (Ed.) (2004). *Social Theory The Multicultural and Classical Readings*.New Delhi: Rawat Pub.
- Mathur, S. S. (2000). *A sociological Approach to Indian Education*. Agra : Vinod
- Ministry of Education (1966). *Education and National Development*. Report of the
- Nayak, B.K. (2003), *Text book of foundation of education*. Cuttack, Odisha: KitabMhal.
- Nehru, R.S.S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Noddings, N. (2012). *Philosophy of education (Third Edition)*. Colorado, USA:
- Ozman, H. A., & Craver, S. M.(2011),*Philosophical foundations of education*. Boston, USA: Allyn & Bacon.
- Pal, O. B. (2014). *Sociological foundations of education*. New Delhi: APH Publishing
- Sadovnik, A.R. (Ed.) *Sociology of Education A Critical Reader*. New York:Routledge.

- Saiyadain, K.G. Education and social order. Bombay: Asia Publishing House.
- Sharma, Y.S. (2004). Foundations in Sociology of Education, New Delhi: anishkaPub.Distributors.
- Shukla, S. and Kumar, K. (Eds.) (1985). Sociological Perspectives in Education: A
- Siddiqui, M. H. (2014). Philosophical & sociological foundations of education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2014). *Philosophical and sociological foundations of education*. New Delhi: A.P.H. Publishing Corporation.
- Singh, Y. K. (2015). Sociological foundation of education. New Delhi: APH Publishing
- Srinivas, M.N. (1995). Social change in modern India. New Delhi: Orient Longman.
- Taneja, V. R. (2000). *Educational thought and practice*. New Delhi: Sterling
- Wall, Edmund (2001). *Educational theory: Philosophical and political perspectives*. Prometheus Books. Westview Press.

Web Sources

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

Course Title: RESEARCH IN EDUCATION

Course Code: MED 509

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Learning Outcomes

Total Hours: 60

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

- Explain the meaning, nature and types of research and scientific method
- Develop skills in reviewing related literature, formulating hypothesis and developing research proposal
- Critically examine the process of selecting sample and preparation of quantitative and qualitative tools for research
- Compare different quantitative, qualitative and mixed research paradigms
- Reflect upon the ethics of research and Publication.

Course Content

UNIT I

14 hours

1. Educational Research: Meaning, nature and scope, Scientific method and variables, Types of research on the basis of method and purpose, Approaches to educational research: Positivist and Non-Positivist
2. Review of literature: Purpose and sources, conducting literature review- using Databases and internet, internet search tools
3. Research Problem: Sources of problem, Identification of gap, Formulation of problem
4. Formulation of objectives, Research questions and Hypotheses

UNIT II**16 hours**

1. Sources of data: Primary and secondary
2. Concept of population, sampling frame and sample: Various methods of sampling- probability and non-probability sampling, sampling error, Sample size determination
3. Tools of quantitative research: Questionnaire, attitude Scale, inventory and tests: Concept, types, principles of construction and standardization
4. Data Collection Strategies/ Techniques/Tools in qualitative research: Interview, observation, focus group discussions, documents, photographs, anecdotes, field diary

UNIT III**18 hours**

1. Quantitative designs of research: Survey, Correlational, Causal-comparative, Experimental
2. Qualitative designs of research: Case study, Narrative study, Grounded theory, Ethnography
3. Mixed designs of research: convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design

UNIT IV**12 hours**

1. Interdisciplinary research, multi-disciplinary research, trans-disciplinary research, Linkage of research with community and industry
2. Plagiarism and Publication ethics
3. Preparation of research proposal and procedure of writing of research a report

Transaction Mode

Lecture, Seminar, workshop, Dialogue, Mobile Teaching, Self-Learning, Collaborative Learning, and Cooperative Learning

Course Title: COMMUNICATION SKILLS

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Course code: MED 552**Learning outcomes****Total Hours: 45**

After completion of the course, students will be able to

- Explain the types of communication that takes place in an official setting
- Analyze the various official communication channels
- Deal with the barriers of communication effectively
- Apply active and empathetic listening skills successfully
- Compose their resume and curriculum vitae
- Write a memo, notice, circular and web-based official communications
- Develop the skills of listening, speaking, reading and writing

Course content**UNIT-I****12 Hours**

1. Conceptualizing the process and elements of effective communication, Types of Communication: Interpersonal vis-à-vis Intrapersonal, Verbal vis-à-vis Non-Verbal, Formal vis-à-vis In-formal

2. Official Communication Channels: Upward, Downward, Horizontal and Diagonal, Effective dealing of Grapevine communication
3. Barriers of communication, Measures to overcome the barriers of communication

UNIT-II

11 Hours

1. Listening Skills: Listening process; measures to improve listening. Active Listening vis-à-vis Empathetic Listening
2. Speaking Skills: Starting and closing an official conversation, Face-to-face meetings, responding to good and bad news, making a request, persuading, asking for a favor and giving an order, Oral presentations-planning, preparation, practicing and performing
3. Reading Skills: Read and respond to - public notices, exam displays, time-table, dictionary and job advertisements and Term-papers and assignments
4. Writing Skills: Writing e-mail in an official space to-make a request, respond to a complaint, give instructions, describe an incident and thank-you message, Summarize and paraphrase a report, writing an advertisement

UNIT-III

12 Hours

1. Employment letters and applications: Cover letter for job application, Composing the Curriculum-Viète, Resume and Brief Sketch
2. Job Interview: The interviewing process, Types of interviews and their formats, Sample questions commonly asked during an interview
3. Developing interview file and portfolio for employment and academic purposes.

UNIT-IV

10 Hours

1. Official Communication: memo, notice, circular and web-based communications
2. Meetings: Conducting meetings, selecting participants, developing agendas, opening meetings, establishing ground rules for meetings, time management
3. Group Discussion/Seminar: strategies and techniques, asking and contributing opinions in GD/Seminar
4. Technical Reports: types and formats, Technical Proposals

Suggested Readings

- Bhardwaj, K. (2009). Professional communication. New Delhi: I. K. International Publishing House Pvt. Ltd.
- Bradbury, A. (2009). Successful presentation skills. New Delhi: Kogan Rage India Private Limited.
- Chaturvedi, P. D., &Chaturvedi, M. (2013). Business communication: skills, concepts and applications. Noida: Pearson Publications.
- Farhathullah, T. M. (2008). Communication skills for technical students. Kolkata: Orient Blackswan Private Limited.
- Hartley, P., & Chatterton, P. (2015). Business Communication: rethinking your professional practice for the post-digital age. London & NY: Routledge.

- Kaul, A. (2015). Effective business communication. New Delhi: PHI Learning Private Limited.
- Mukerjee, H. S. (2013). Business communication: connecting at work. UK: Oxford University Press.
- Ober, S. (2009). Contemporary business communication. USA: Houghton Mifflin Company.

Course Title: COMMUNICATION SKILLS (PRACTICAL)

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 0 | 0 | 2 | 1 |

Course Code: MED 553

Learning outcomes

Total Hours: 15

After completion of the course, students will be able to

- Apply the communication strategies in their real life
- Develop language skills in listening, speaking, reading and writing by having them engage in a communicative task
- Apply active and empathetic listening skills successfully
- Compose their resume and curriculum vitae
- Write a memo, notice, circular and other web-based official communications

Practical

15 hours

Perform any one of the tasks within each of the LSRW skills:

1. Listening Skill: Active Listening and Empathetic Listening
2. Speaking Skills: Mock Exercises for Interview for job/ employment, Conducting and participating in mock meetings, Interacting orally in academic, professional and social situations, Presentation of technical reports using audio-visual aids,
3. Reading Skills: Reading and giving feedback on term-papers and assignments, Reading and analyzing a prospectus, reading and reviewing a book
4. Writing Skills: Cover letter for job application, CV and Resume Writing, memo, notice, circular and web-based communications

Criteria of Continuous Assessment (Total Marks: 50)

- Conduct of Practical- 30 marks
- Resume Writing - 10 marks
- Group-Discussion/Seminar Interaction- 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Conduct of practical: 30 Marks
- Practical Record: 10 Marks
- Viva Voce: 10 Marks
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Elective (Any one of the following)

Course Title: **SYSTEM AND POLICIES OF HIGHER EDUCATION**

Course Code: MED 516

| L | T | P | credit |
|----------|----------|----------|---------------|
| 3 | 0 | 0 | 3 |

Learning outcomes

Total Hours: 45

After completion of the course students will be able to:

- Explain the concept and structure of higher education in India
- Reflect upon the role of different agencies for the promotion of higher education and the relevance of partnership in higher education
- Understand role of different regulatory bodies in higher education
- Analyze different critical issues of higher education and various governmental initiatives for its development
- Develop insight into various challenges and research possibilities in higher education

Course Content

UNIT I

12 hours

- Higher Education: concept, scope and structure of higher education system in India.
- challenges facing higher education in India
- Policy perspectives in higher education –Samagra Shikshya: its objectives and implementation.
- PMMMNMTT: Scheme and implementation

UNIT II

11 hours

- Role and functions of different regulatory bodies in higher education: UGC, NCTE, NAAC, NIEPA and AICTE, partnerships in higher education with institutes, community, NGOs and Self Help Groups.
- WTO and GATT in Higher Education, LPG (Liberalization, Privatization and Globalization) of Higher Education.
- Human resource management and higher education

UNIT III

12 hours

- Current status of Higher Education in terms of access, equity and quality at National and State (Punjab) level. Present practices, trends and issues in Higher education at National and State (Punjab) level.
- Government initiatives for promoting higher education specially women, disadvantaged group
- Policies of accountability, decentralisation, quality and relevance in higher education

UNIT IV

10 hours

- Issues of student mobility, curriculum, and quality of academic programme
- Emphasis on Digital higher education, MOOC's and SWAYAM Online learning platforms
- Higher education relevance in 21st century

Transaction Mode

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

Suggested Readings

- Aggarwal, J. C. (2011). *Development of education system in India*. New Delhi: Shipra Publications.
- Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication
- Clark. (2001). *The uses of the university*. Boston: Harvard University Press.
- Gibbons, M. (1998) *Higher Education Relevance in the 21st Century*, Washington, DC: The World Bank.
- Kidwai, A. R. (2010). *Higher education: Issues and challenges*. New Delhi: Viva Books Pvt. LTD.
- Kumar, R., & Kumar, N. (2013). *Higher education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- Lucas, C. (1994). *American higher education: A history*. New York: St. Martin's Press.
- MHRD (1986)-*Towards a Human and Enlightened Society – Review of NPE*, New Delhi
- Newman, John Henry. (1986). *The idea of a university*. Notre Dame, Indiana: University of Notre Dame.
- Noddings, Nel. (1998). *Philosophy of education*. Boulder, CO: Westview Press.
- Ram, S. (1999): *Current Issues in Teacher Education*. Sarup & Sons Publications, New Delhi.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- Selvam, S. K. P. (2010). *Perspective on higher education*. New Delhi: APH Publishing Corporation.

Suggested Websites

- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- https://en.wikipedia.org/wiki/Rashtriya_Uchcharat_Shiksha_Abhiyan
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

Course Title: ECONOMICS OF EDUCATION

Course Code: MED 517

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning outcomes

Total Hours: 45

After completion of the course, students shall be able to

- Explain the concept and importance of economics of education

- Appraise the role of education for economic development.
- Analyse the relevance of cost benefit analysis in education
- Differentiate between different sources of finance in education
- Predict the purpose and consequences of foreign direct investment in education
- Analyse the role of higher education in promotion of GDP

Course Content

UNIT- I

12 Hours

1. Concept of Economics of Education: Meaning, definition, scope and importance of Economics of Education; The relationship between education and the economic system, Education and Economic Growth, Education and Human Development, Education as means of Poverty reduction-Unidimensional and multidimensional approach, Role of education in contributing to GDP-Theory and Empirics
2. Education as an industry; Education as consumption and Education as investment, Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost, Opportunity cost and Unit Cost

UNIT-II

11 Hours

1. Economics of Knowledge- Meaning, nature and characteristics, Cost benefit analysis: Meaning, purpose and problems, Cost Effectiveness Analysis in Education, Difference between Cost-benefit and Cost-Effectiveness Analysis. Cost-Benefit Analysis and Financing in Education
2. Concept of Cost Consciousness in Education. Estimation of cost of Education: Its applications to different levels (Primary, Secondary and Tertiary), External and Internal Efficiency of Education

UNIT- III

12 Hours

1. Pricing of Education: Micro and Macro aspects of pricing of education; Problem of capitation fees.
2. Financing of Education: Sources of finance for education: private, public, fees, donations; Endowments and grants: Grant-in- aid principles and practices with special reference to higher education; Government's role in financing education at different levels with special reference to higher education.

UNIT-IV

10 Hours

1. Budgetary Provision: Concept of budget. Annual grants; developmental grants and maintenance grants. Basis of allocation of funds to Education
2. Foreign Direct Investment in Education: Concept, Purpose and Consequences

Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning,

Suggested Readings

- Blaug. M. (1972). An Introduction to the Economics of Education, London: Penguin
- Dansana, A. (2013). Higher Education and Sustainable Development: New Challenges and Opportunities, New Delhi: Regal.

- Garg V. P. (1985). The Cost Analysis in higher Education, New Delhi: Metropolitan Book Co. Pvt Ltd.
- Laxmidevi (ed) (1996) Encyclopaedia of Education Development and Planning Economics of Education Vol. V, New Delhi: Anmol Publications, Pvt. Ltd.
- Majumdar, T. (1983). Investment in Education and social Choice, Cambridge: Cambridge University Press.
- McMahan, W. W. (1999). Education and development: Measuring the social benefits. Oxford, UK: Oxford University Press.
- Naik J.P. (1965). Educational planning in India Bombay: Allied Publishers
- Natarajan S. (1990). Introduction to Economics of Education, New Delhi: Sterling
- Tilak , J. B. G. (1987). The Economics of Inequality in Education, New Delhi: Sage publications.
- Tilak J. B. G. (1992). Educational Planning at Grassroots, New Delhi: Ashish publishing House.
- Tilak J. B. G. (1994). Education for Development in Asia, New Delhi: Sage publications.
- Tilak, J.B.G. (Ed.) (2003). Education, Society and Development: National and International Perspective, New Delhi: NIEPA.

Course Title: GUIDANCE, COUNSELLING AND MENTORING

Course Code: MED 519

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning outcomes

Total Hours: 45

After completion of the course, students will be able to

- Examine the various purpose of guidance
- Identify situations where individual and group guidance techniques can be used
- Explore the various group guidance techniques
- Apply various types of guidance in different situations
- Explore the various approaches in counseling
- Analyze the importance of various types of guidance and counseling
- Cultivate Coping skill
- Develop skills for initiating guidance and counseling cell in secondary schools
- Develop skills to provide guidance and counseling to underachievers and students with special abilities
- Examine the application of mentoring in schools

Course Content

UNIT-I

12 hours

1. Concept and Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization.
2. Individual and group guidance; Personal Guidance with special emphasis on problems of adolescents related to family and school.

3. Group guidance techniques: career talk, orientation talk, group discussion, career conference, career corner.
4. Nature and causes of behavioral problems among underachieving students, School discipline problems, bullying, drug abuse, truancy, and dropout
5. Identification & Guidance for gifted and creative students, socially and economically disadvantaged students, physically, intellectually challenged students and Delinquent students

UNIT-II

11 hours

1. Counselling: Nature, Principles, Need, Types of counseling: Directive, Non-directive and Eclectic counselling
2. Types of guidance/counseling: educational, vocational, personal, health and social; family counseling, parental counseling, adolescent counseling, counseling of girls Peer counseling
3. Approaches to counselling: Cognitive- Behavioural by Albert Ellis – REBT & Humanistic, Person-centered Counselling by Carl Rogers; Theories of Counselling: Behaviouristic, Rational, Emotive and Reality
4. Skills, qualities and Professional ethics of an effective counsellor.

UNIT III

12 hours

1. Guidance services: Orientation, Information, Individual Inventory, Counselling, Placement, Follow-up, and Research & Evaluation, Resources required for organizing guidance services, Role of Principal and teachers in guidance programs.
2. School guidance committee: constitution, roles and functions of placement services.
3. Role of teachers and other personnel in the construction of guidance based curriculum.
4. Organization of Guidance Services at Secondary Level, problems of organizing Guidance services at Secondary level.
5. Stress: nature its causes and consequences and types of coping skills.

UNIT IV

10 hours

1. Mentoring: mentor- mentee Relationship, Parent Engagement in mentoring
2. Teacher as a mentor
3. Effective Mentoring Relationship Styles: Developmental and Instrumental Approach
4. Effective Mentoring Styles in Higher Educational Institutions and Career Guidance

Transaction Mode

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

Suggested Readings

- Deb, K. (2006). *Cognitive development in classroom*. New Delhi: Adhyayan publishers & distributors.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.

- Gupta, S. (2013). *Guidance and career counselling*. New Delhi: APH Publishing Corporation.
- Johnson, D. W., & Johnson, R. T. (1994). *Learning together*. Connecticut: Greenwood Press.
- Jothiet. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: APH Publishing Corporation.
- Pal, O. (2011). *Educational and vocational guidance and counselling*. New Delhi: APH Publishing Corporation.
- Pandey, V. C. (2011). *Educational Guidance and Counselling*. Isha Books: New Delhi.
- Pratap, N. (2014). *Educational and vocational guidance and counselling*. Random Publications. New Delhi.
- Pratap, N. (2014). *Principles of Educational and Vocational Guidance*. Random Publications. New Delhi.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Siddiqui, M. H. (2015). *Guidance and counselling*. New Delhi: APH Publishing Corporation.
- Srivastva, S. K. (2011). *Career counselling and Planning*. Atlantic Publishers. New Delhi.
- Verma, L.N. (2013). *Educational psychology –experimentation in problems and methods in teaching*. Jaipur: Rawat Publications.

Suggested Websites

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

INTER-DISCIPLINARY COURSES

Course Title: TEACHING PROFICIENCY

Course Code: MED 513

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning outcomes

Total Hours: 30

After completion of the course students will be able to

- Explore the different techniques of classroom management
- Explain phases of teaching
- Describe maxims of teaching

- Illustrate concept of 5E model in teaching
- Demonstrate different skills of teaching
- Integrate ICT in classroom transactions
- Analyze different pedagogical skills and assessment techniques
- Differentiate among Pedagogy, Andragogy, Heutagogy and Peeragogy

UNIT I

7 hours

1. Teaching: Meaning, principles and maxims of teaching. Strategies of teaching: Teacher-centered, and learner-centered, Levels of Teaching and Phases of Teaching, Characteristics of effective teaching
2. Classroom Management: Meaning, principles, handling large and small classes. Techniques of classroom management.
3. Motivation: Meaning, nature and types, Factors affecting motivation.

UNIT II

8 hours

1. Engagement: Concept, types and techniques of engaging the learners
2. Exploration: Concept and need, techniques of exploration in the class
3. Explanation Skill: Techniques of an effective explanation
4. Elaboration skill
5. Evaluation as a skill: Class room evaluation techniques, performance of learner and teacher
6. Questioning skill: Types of questions, framing and asking a good question

UNIT III

7 hours

1. Information and Communication Technology: Meaning, Scope, Importance, Sources, Application of ICT in teaching learning process.
2. Flipped and Blended learning
3. Web based teaching and learning, social networking sites, Virtual Laboratories and Digital Libraries.

UNIT IV

8 hours

1. Pedagogy, Andragogy, Heutagogy and Peeragogy: Meaning and concept types, use of various pedagogies in teaching
2. Integrated Approach to Evaluation Grading system, meaning and types mechanism of grading system, Problems of grading system, Consistency in grading system, Interpretation of Grades
3. Semester system, continuous assessment, portfolio assessment, question bank
4. Choice Based Credit System

Transaction mode

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested Readings

- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). *Principles of teaching*. New Delhi: Anmol Publications Pvt. Ltd.

- Chiniwar, P. S. (2014). *Technology of teaching*. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Kumar, P. (2015). *Web based technology in education*. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 21st century School*. U.S.A.: Sage Publications.
- Sharma, R. N., & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.

Suggested Websites

- | | |
|---|---|
| 1. wiki.eveuniversity.org | 5. www.edutopia.org |
| 2. www.adprima.com | 6. www.eveuniversity.org |
| 3. www.apa.org | 7. www.facultyfocus.com |
| 4. www.crlt.umich.edu | 8. www.reddit.com |
| | 9. www.theteachersguide.com |

Course Title: ISSUES AND CONCERNS IN EDUCATION
Course Code: MED514

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning outcomes

Total Hours: 30

After completion of the course students will be able to:

- Describe the current status of education at all levels
- Explore emerging challenges and issues related to access, enrolment, and retention
- Explain principle of equity in ensuring quality education
- Analyze the educational provisions for socially disadvantaged groups with relation to habitation, gender and caste
- Review policies and programs of education at all levels of education

Course Content

UNIT I

7 hours

1. Educational Development in India: Achievement in the educational Expansion and development in Post-Independence Period
2. Emerging Challenges and Issues in current Educational System in terms of Access, Equity and Quality of Education at all the levels of Education with reference to gender, regional and disadvantaged groups
3. Policy perspectives in Education in pre and post reform period and its implications

UNIT II

8 hours

1. Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differentials across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population
2. Issues of school dropout, retention, school attendance and disparities in enrolment and achievement across different social groups

UNIT III

7 hours

1. Current status of Secondary Education in terms of enrolment, retention. Present practices, trends and issues in Secondary education of India
2. Systemic factors influencing the quality and equity in secondary education
3. SAMAGRA SHIKSYA Initiatives of Government, issues of implementation and success of this programme

UNIT IV

8 hours

1. Current status of Higher Education in terms of Access, equity and Quality. Present practices, trends and issues in Higher education of India
2. State Efforts for the expansion of Higher Education Role of UGC, NAAC in Higher education. Initiatives of the Government, NGOs and Self Help Groups in Expansion of higher education
3. Policy perspectives in Higher education RUSA its objectives and implementation

Transaction mode

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested Readings

- Aggarwal, J. C. (2011). *Development of education system in India*. New Delhi: Shipra Publications.
- Kidwai, A. R. (2010). *Higher education: Issues and challenges*. New Delhi: Viva Books Pvt. LTD.
- Kumar, R., & Kumar, N. (2013). *Higher education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Selvam, S. K. P. (2010). *Perspective on higher education*. New Delhi: APH Publishing Corporation.

Suggested links

- https://en.wikipedia.org/wiki/Rashtriya_Madhyamik_Shiksha_Abhiyan
- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf

- http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf
- <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- https://en.wikipedia.org/wiki/Rashtriya_Uchchar_Shiksha_Abhiyan
- <http://www.dropoutprevention.org/engage/global-dropout-issue>

Course Title: ASSESSMENT OF LEARNING

Course Code: MED 530

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning outcomes

Total Hours: 30

After completion of the course students will be able to:

- List out the various quantitative and qualitative tools used in assessment
- Define technical terms related to Measurement, Assessment and Evaluation
- Identify various cognitive, affective and psychomotor learning outcomes
- Explore the scope of ICT in teaching and assessment.
- Differentiate between formative and summative evaluation
- Distinguish between self assessment and peer assessment
- Explore the usage of online, e-assessment, open book examination
- Discuss the characteristics of a good tool
- Explore the usage of rubrics, portfolio and reflective diary in assessment
- Analyse the tools and techniques of measurement, evaluation and assessment

Course Content

UNIT I

7 hours

1. Concept of measurement, assessment and evaluation
2. Assessment of cognitive, affective and psychomotor learning

UNIT II

8 hours

1. Qualitative and quantitative methods of classroom evaluation
2. Formative and summative evaluation
3. Self assessment and peer assessment
4. Continuous and Comprehensive Evaluation

UNIT III

7 hours

1. Purpose of reporting
2. Test items types: essay, short answer and objective
3. Diagnostic test- its uses

UNIT IV

8 hours

1. Use of test, check list, interview schedule, rating scale
2. Use of Rubrics, Portfolios and reflective diaries
3. Use of computers in Evaluation
4. Web Resources for Effective evaluation of Teaching & Learning Processes,
5. Online Test, E- Assessment, Open book examination

Transaction Mode

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

Suggested Readings

- Aiken, L.R. (1985). *Psychological testing and assessment*. Boston: Allyn and Bacon.
- Anastasi, A. (1988). *Psychological testing*. New York: The McMillan Company.
- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R.L., & Frisbel, D.A. (1986). *Essentials of educational measurement*. New Delhi: Prentice Hall.
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- Edwards, A. L. (1957). *Techniques of attitudes scale construction*. New York
- Freeman, F. S. (1965). *Theory and practice of psychological testing*. New York: Rinehart and Winston,
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- Natrajan, V. and Kulshrestha S.P. (1983). *Assessing no-Scholastic Aspects Aspects-Learners Behaviour*, New Delhi: Association of Indian Universities.
- NCERT(2015) CCE Package, New Delhi
- NCERT(2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, C,A,: Jossey-Bass.
- Norris, N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Osterlind, S. J. (2006). *Modern measurement: Theory, principles, and applications of mental appraisal*. New Jersey: Prentice Hall.
- Popham, W. J. (2000). *Modern educational measurement: Practical Guidelines for Educational leaders (3rd ed.)*. Needham, MA: Allyn & Bacon.
- Pophan, W. J. (1988). *Educational evaluation*. New Delhi: Prentice Hall.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). *Tests & measurement for people who (think they) hate tests and measurement*. Thousand Oaks, CA: Sage Publications.
- Sharma, R. A. (2007). *Essentials of measurement in education and psychology*. Meerut: Surya Publications
- Singh, H.S. (1974). *Modern Educational Testing*. New Delhi: Sterling Publication
- Stanley, J.C. and K.D. Hopkins (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PHI

SEMESTER –II

Course Title: INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 3 | 0 | 0 | 3 |

Course Code: MED 533

Learning outcomes

Total Hours: 45

After completion of the course students will be able to

- Explain the nature, scope and importance of Educational technology and ICT
- Develop basic skills in using the application software for creating documents, database, presentation and other media applications.
- Design smart classrooms for effective teaching in classroom settings.
- Apply e- learning tools in teaching learning, training and research
- Share information and ideas through the Blogs and Chatting groups.
- Explore the research studies available on different on-line platforms.
- Analyse the social, ethical, and legal issues related to technology

Course Content

UNIT I

10 Hours

1. Educational technology: concept, nature and scope
2. Phases of teaching and Levels of learning.
3. Micro-teaching & Team Teaching: Concept & applications.
4. Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design: Skinner, Piaget and Vygotsky.

UNIT II

14 Hours

1. Models of teaching: Concept attainment model by Bruner, Classroom teaching model by Glaser and Inquiry Training Model by Schumann and their classroom applications.
2. Systems Approach to Instructional Design, Models of Development of Instructional Design: ASSURE, Dick and Carey model and their educational implications.
3. Cooperative learning and its strategies
4. Artificial Intelligence: concept and Applications of Artificial Intelligence in education, Assistive technologies in education.

UNIT III

10 Hours

1. Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, blended learning, Flipped and mobile learning), using technology to connect, collaborate, create and development of critical thinking
2. Integration of ICT in the process of teaching and learning, Use of Search engines and technologies related to communication tools, knowledge organization & sharing, organizers, user generated content, data analysis tools and their educational implications

UNIT IV

11 Hours

1. Emerging Trends in e learning: use of web 3.0 tools for learning, Open Education Resources, e- Inclusion and Application of Assistive technology in e- learning, Ethical Issues in online teaching and learning.
2. Use of ICT in Evaluation, Administration and Research: e- portfolios, ICT for Research, Online Repositories and Online assessment tools :Concept and Development

Transaction Mode

Lecture cum demonstration, blended learning, team teaching, peer learning, problem solving, mobile teaching, collaborative and cooperative learning

Suggested Readings

- Allan, B. (2007). Blended learning: Tools for teaching and training. London: Facet Publishing:
- Antoninis, M., & Montoya, S. (2018). *A global framework to measure digital literacy*. UIS, UNESCO. Available at: <http://uis.unesco.org/en/blog/global-framework-measure-digitalliteracy>
- Azoulay, A. (2018). Making the most of artificial intelligence. *The UNESCO Courier*, 3.
- Bali, M. (2017). Against the 3A's of EdTech: AI, analytics, and adaptive technologies in Education. *The Chronicle of Higher Education*. Available at: <https://www.chronicle.com/blogs/profhacker/against-the-3as-of-edtechai-analytics-and-adaptive-technologies-ineducation/64604>
- Bansal, C., & Misra, P. K. (2018). Implications of Korean Experiences of ICT in Education in Indian Context: A Viewpoint. *I-manager's Journal of Educational Technology*, 14(4), 61-70.
- Encyclopedia Britannica. (2020). Artificial intelligence. Available at: <https://www.britannica.com/technology/artificial-intelligence>
- Fadel, C., Holmes W., Bialik M. (2019). Artificial intelligence in Education: Promises and implications for teaching and learning.
- Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education promises and implications for teaching and learning. Boston, MA: The Center for Curriculum Redesign. Available at: <https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf>
- Laanpere, M., Pata, K., Normak, P. & Põldoja, H. (2014). Pedagogy-driven design of digital learning ecosystems. *Computer Science and Information Systems*, 11(1), 419–442.
- Lesgold, A.M. (2019). Learning for the age of artificial Intelligence: Eight education competences. Routledge: New York.
- Management Association, Information Resources. (2017). Blended learning: Concepts, methodologies, tools, and applications. US: IGI Global.
- Marolla, C. (2019). Information and communication technology for sustainable development. US: Taylor & Francis.
- MHRD (2012). *National policy on information and communication technology (ICT) in school education*. New Delhi: MHRD, Government of India.
- Montebello, M. (2017). *AI injected e-learning: the future of online education*. Berlin, Germany: Springer.
- Nye, B.D. (2015). Intelligent tutoring systems by and for the developing World: a review of trends and approaches for educational technology in a global context. *International Journal of Artificial Intelligence in Education*, 25(2), 177-203.

- OECD. (2019). Artificial intelligence in society. Paris: OECD Publishing. Available at: <https://ec.europa.eu/jrc/communities/sites/jrccties/files/eedfee77-en.pdf>
- Popenici, S (2015). Deceptive promises: the meaning of MOOCs-hype for higher education. In E McKay and J Lenarcic (Eds.), Macro-level learning through massive open online courses (MOOCs): Strategies and predictions for the future. Hershey, USA: IGI Global.
- Roberts, T. S. (2008). Student plagiarism in an online world: Problems and solutions. Hershey, USA: IGI Global.
- Roll, I., & Wylie, R. (2016). Evolution and revolution in artificial intelligence in education. *International Journal of Artificial Intelligence in Education*, 26 (2), 582-599.
- Sammons, J., & Cross, M. (2017). The basics of cyber safety: Computer and mobile device safety made easy. US: Elsevier Inc.
- Selwyn, N., Potter, J., & Cranmer, S. (2010). Primary schools and ICT: Learning from pupil perspectives
- Stanford Encyclopedia of Philosophy. (2020). Artificial intelligence. Available at: <https://plato.stanford.edu/entries/artificial-intelligence/>
- UNESCO. (2018). UNESCO ICT competency framework for teachers. Available at : <https://unesdoc.unesco.org/ark:/48223/pf0000265721>
- Zhadko, O. & Ko, S. (2020). Best practices in designing courses with open educational resources. New York: Routledge.
- Zimmerman, M.R. (2018). *Teaching AI: Exploring new frontiers for learning*. Portland, Oregon: International Society for Technology in Education

Course Title: INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION (PRACTICAL)
Course Code: MED 534

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 2 | 1 |

Learning outcomes

Total Hours: 15

After completion of the course students will be able to:

- Develop the skills of using the MS-word, MS-power point and Desktop publishing for creating documents, database, presentation and other media applications.
- Use e- learning tools in teaching learning, training and research
- Apply the recent innovations such as Interactive white board for effective teaching in classroom
- Design a blog and e- portfolio for effective sharing of information and communication of ideas.
- Demonstrate an understanding and use of emerging classroom technologies such as Digital Podium in classrooms.
- Explore the research studies available on different on-line platforms.
- Analyse the social, ethical, and legal issues surrounding technology.

Practical (Any Five)

15 hours

- Preparing power point presentation
- Working in MS- word
- Use of Interactive white board
- Creating a Blog
- Use of Digital Podium
- Working in Google Classroom and Padlet
- Working with Prezi

- Plotting of Histograms and Pie- Charts.
- Use of Google Drive and E-mail.
- Use of e- Notice Board
- Use of various web resources like Curriki, TED Talks, Merlot, Teacher Tube, Khan Academy

Criteria for Continuous Assessment: (Total Marks 50)

- Practical Record: 10 Marks
- Laboratory Performance of any five ICT tools: 40 Marks

Criteria for Term End Assessment: (Total Marks 50)

- Practical of Two ICT Tools-40 marks
- Viva-Voce: 10 Marks

Course Title: TEACHER DEVELOPMENT AND EMPOWERMENT

Course Code: MED 571

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Learning outcomes

Total Hours: 60

After completion of the course the students will be able to

- Contrast the differences between pre-service and in-service teacher education.
- Analyze the functions of Institutions and Agencies of Teacher Education
- Explain recent issues in teacher education
- Evaluate the Pre-service and In-service teacher education program at different stages
- Review the research trends in teacher education
- Summarize the internship of teacher education programme

Course Content

UNIT I

16 hours

1. Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs
2. The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
3. Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels- SCERT, NCERT, NCTE and UGC

UNIT II

12 hours

1. Internship Program: challenges and its process of evaluation
2. ODL in Teacher education
3. Interdisciplinary programs of teacher education: Teacher Learning Centres (TLCs)
4. Education of teachers for vocational streams: Technical Teachers Training Institutes (TTTIs)

UNIT III

16 hours

1. Teacher development through action research
2. Role of community knowledge in teacher education and school based management
3. Models of Teacher Education: Behaviouristic, Competency-based and Inquiry Oriented Teacher Education
4. Process based Teacher education: Expository, Collaborative and Experiential learning

UNIT IV

16 hours

1. Teacher Empowerment: Theme based training, need based training, capacity building programs, Orientation and refresher Course
2. Academic Skills: communication, soft skills, curriculum development, Teaching Potential, Classroom management skills, evaluation skills
3. Professional learning communities, Responsive teaching and Reflective learning

Transaction Mode

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

Suggested Readings

- Aggarwal, J. C. (1973). Landmarks in the history of modern Indian education. New Delhi: APH Publishing Corporation
- Aggarwal, J. C., & Aggarwal, S. P. (1992). Educational planning in India. New Delhi: APH Publishing Corporation
- Anuradha. A. G. (1995). Collaborative learning enhances critical thinking. *Journal of Technology Education*, 7(1), 1045–1064.
- Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.
- Beck, G, & Murphy, J. (1998). Site-based management and school success: untangling the variables. *School Effectiveness and School Improvement*, 9(4), 358–385.
- Chapman, J. (1990). School based decision making and management. The Falmer Press, London.
- Chattopadhyaya, D. P. (1985). The Teacher and society: Report of national Commission on teachers I 1983-85. Govt. of India, New Delhi.
- Day, R. (2008). Models and the knowledge base of second language teacher education. University of Hawaii: Retrieved from <http://www.hawaii.edu/sls/uhwpsel/112/day112.pdf>
- Egan, C., & et.al. (2015). A discipline based teaching and learning center. New York: Springer Science Business Media Publication.
- Garg, I. (2014). Teacher education. New Delhi: APH Publishing Corporation.
- Kumar, P. (2010). Teacher education. New Delhi: APH Publishing Corporation.
- MHRD (1986). National Policy on Education – 1986, GOI, New Delhi
- MHRD (1995). The Teacher and society, Chattopadhyaya Committee Report , MHRD, GOI

- Mishra, L. (2013). Teacher education: Issues and innovation. New Delhi: Atlantic Publications.
- Mohanty, J. (2013). Educational administration, supervision and school management. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mudaliar, A. L. (1953). Report of the secondary education Commission 1952-53.
- Mukherjee, S.N. (Ed.) (1968). Education of teachers in India (Vols. 1&2). New Delhi
- Murty, K. (2015). Educational technology. New Delhi: APH Publishing Corporation.
- NCERT (2004). Curriculum framework for teacher education. New Delhi
- NCERT (2006a). National curriculum framework–2005. New Delhi: NCERT.
- NCERT (2006c). Teacher education for curriculum renewal. New Delhi: NCERT.
- NCERT (2008). Sixth survey of research in education Vol - II. New Delhi: NCERT.
- NCTE (2009). National curriculum framework for teacher education towards preparing professional and humane teacher. New Delhi: NCTE.
- Nehru, R.S.S., et.al. (2013). Teacher education. New Delhi: APH Publishing Corporation.
- **Suggested Websites**
- www.education.indiana.edu
- www.getintoteaching.education.gov.uk
- www.ncert.nic.in
- www.ncte-india.org
- www.teal.ed.gov
- www.mhrd.gov.in
- www.instructionaldesign.org
- www.learningandteaching.info
- www.cluteinstitute.com
- www.aiaer.net

Course Title: MEASUREMENT AND EVALUATION
Course Code: MED 555

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Learning outcomes

Total Hours: 60

After completion of the course students will be able to

- Examine the various quantitative and qualitative tools used in assessment
- Analyse the relationship between Measurement, Assessment and Evaluation
- Examine the different paradigms in assessment
- Identify the characteristics of a good tool
- Explore the usage of online, on-demand, open book examination
- Construct an achievement test
- Construct a rubric on a selected performance
- Design a portfolio as a tool for performance assessment
- Measure non cognitive areas and reporting of results

Course Content

UNIT I**14 hours**

1. Educational measurement, assessment and evaluation: concept and nature; needs and uses of measurement, assessment and evaluation in behavioral sciences.
2. Norm-referenced and criterion-referenced measurement, formative and summative assessment; and their application
3. Scales of measurement: Nominal, Ordinal, Interval and Ratio scales
4. Taxonomy of instructional objectives: Cognitive, Affective and Psychomotor

UNIT II**16 hours**

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

UNIT III**16 hours**

1. Tools of Evaluation – Validity, Reliability and Standardization of a Tool, Types of Tools; Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory, Techniques of Evaluation; Observation, Interview and Projective Techniques
2. Achievement tests: construction and standardization of achievement test, standardized vs. teacher made tests; concept and uses of diagnostic test
3. Question bank, and types of questions such as Objective, Short answer and Essay type

UNIT IV**14 hours**

1. Classroom assessment techniques, CCE
2. Grading system: concept, relative and absolute, different scales in grading
3. Measurement of performance through alternative assessment tools and techniques such as Rubrics, Portfolios and Reflective Diaries
4. Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources
5. Systemic Reform in examination: online, on-demand, open book examination

Transaction Mode

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

Suggested Readings

- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437

- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R. L. & Fresbee, D. A. (2009) Essentials of Educational Management, New Delhi: PHI Learning Pvt. Ltd.
- Gronlund, N.E. and Linn, R.L. (2003). *Measurement and assessment in Teaching*. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). *Measurement and Assessment in Teaching, 10th ED*. Pearson Education, Inc., Upper Saddle River, NJ
- Natrajan, V. and Kulshrestha S.P. (1983). Assessing non-Scholastic Aspects Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.
- NCERT(2015) CCE Package, New Delhi
- NCERT(2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, C,A,: Jossey-Bass.
- Norris, N. (1990). Understanding Educational Evaluation, Kogan Page Ltd.
- Osterlind, S. J. (2006). Modern measurement: Theory, principles, and applications of mental appraisal. New Jersey: Prentice Hall.
- Popham, W. J. (2000). Modern educational measurement: Practical Guidelines for Educational leaders (3rd ed.). Needham, MA: Allyn & Bacon.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). Measurement and assessment in education. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). Tests & measurement for people who (think they) hate tests and measurement. Thousand Oaks, CA: Sage Publications.
- Singh, H.S. (1974). Modern Educational Testing. New Delhi: Sterling Publication
- Stanley, J.C. and K.D. Hopkins (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of India.
- Thorndike, R.M (2010) Measurement and Evaluation in Psychology and Education, New Delhi: PH

Suggested websites

- www.adprima.com
- www.tc.columbia.edu

Course Title: EDUCATIONAL STATISTICS

Course Code: MED 524

| L | T | P | Credits |
|---|---|---|---------|
| 4 | 0 | 0 | 4 |

Learning outcomes

Total Hours: 60

Students will be able to

- Explain the meaning of statistics and its uses in context of Education
- Compute problems related to measures of central tendency, variability and Correlation
- Test the hypotheses based on sample statistics
- Interpret the significant difference between two sets of independent and correlated samples
- Solve problems based on non-parametric statistics and interpret their result

Course Content

UNIT 1

10 hours

Statistics: Concept, parametric and non-parametric data; Scales of measurement; Graphical representation of data: histogram, frequency polygon, ogive and Pie Diagram

UNIT II

14 hours

Measures of Central Tendency: Concept, computation and interpretation; Measures of variability: Concept, computation and interpretation; Measures of correlation: Concept, application and interpretation, Standard scores and Normal Probability curve

UNIT III

20 hours

Testing of Hypotheses: Significance of mean and Significance difference between means: Concept, computation and interpretation (correlated and uncorrelated). Partial and Multiple correlations; Biserial, Point Biserial, Tetra choric correlation; their assumptions, computation and interpretation; Regression: assumptions, computation and interpretation.

UNIT IV

16 hours

Analysis of Variance (Independent measures and repeated measures): Concept, computation and interpretation, ANCOVA: Concept, computation and interpretation. Non parametric Statistics: Chi square, Phi Coefficient and Contingency coefficient: concept, computation and interpretation. The Mann-Whitney U test: assumptions, computation and interpretation.

Transaction Mode:

Group discussion, problem based pair teaching, team teaching, peer learning, problem solving, cooperative learning, Quiz, Group Evaluation, Brain storming

Suggested Readings:

- Adams, K. A., & Lawrence, E. K. (2015). Research methods, statistics and applications. Sage Publications.
- Agarwal, B. L. (2013). Basic statistics. New Delhi: New Age International (P) Limited Publishers. L T P
- Aiken, L.R.,& Marnat, G. G. (2009). Psychological testing and assessment. Noida (U.P.): Pearson.
- Anastasi, A., & Urbina, S. (2014). Psychological testing. New Delhi: PHI Learning Private Limited.
- Best, J.W., & Kahn, J. W. (2006). Research in education. New Delhi: PHI Learning Private limited
- Check, J., & Jurs, S. G. (2009). Research methods in education. Pearson Publications.
- Ferguson, G.A. (1981). Statistical Analysis in Psychology and Education (5th Ed.) Tokyo: McGraw-Hill.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). Educational research an introduction. Pearson Publications.

- Garett,H.E.(1966). Statistics in Psychology and Education. NewYork: David McKay Comapny, Inc.
- Gregory, R. J. (2014). Psychological testing: History, principles and applications. NewDelhi: Pearson
- Gupta, S. (2010). Research methodology and statistical techniques. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Guilford, J., & Fruchter, B.(2000) Fundamental statistics in Psychology and Education (8 th Ed.). NewYork: McGraw-Hill.
- Gupta, S.P.(2005) Statistical Methods (34th Ed.) New Delhi: Sultan Chand and Sons.
- Koul, L. (2009). Methodology of educational research. Noida: Vikas Publishing House Pvt. Ltd.
- Majumdar, P. K. (2010). Applied statistics. New Delhi: Rwa Publisher.
- Medhi, J. (2014). Statistical methods- an introductory text. New Delhi: New Age International (P) Ltd. Publishers.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). Measurement and assessment in education. New Delhi: PHI Learning Private Limited.
- Sabo, R., & Boone, E. (2013). Statistical research methods- a guide for nonstatistician. Springer Publications.
- Siegel,S.(1956).Nonparametric statistics for the behavioural sciences. New York: McGraw-Hill.

Course Title: RESEARCH PROPOSAL (PRACTICAL)

Course Code: MED 525

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 0 | 0 | 2 | 1 |

Learning outcomes

Total Hours: 15

After completion of the course students will be able to

- Identify research gaps on a selected research area
- Summarize the findings of different research studies
- Formulate objectives, different types of hypothesis and research questions
- Select appropriate approach and design for different research topics
- Develop tools for research
- Practice writing references using APA format
- Prepare a research proposal on any emerging problem in education

Practical

1. Making use of different data bases
2. How to write a review?
3. How to identify the gaps in research?
4. Framing of research topic
5. Formulation of Objectives, Hypothesis and Research questions
6. Writing of a suitable design and approaches for their research proposal
7. Identify appropriate tools for their study
8. Writing of reference in APA 7th edition format.

Criteria for Continuous Assessment (Total Marks 50)

- Writing of review of Literature and framing research topic- 20 marks
- Framing of Objectives, Hypothesis/ Research questions and Selection of appropriate design and methods- 20 marks
- Preparing research proposal-10 marks

Criteria for Term End Assessment (Total Marks 50)

- Practical Exam on any of the above practical conducted: 20 marks
- Practical Record: 10 marks
- Viva-voce- 20 marks

Suggested Readings

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R.C., & Biklen, S.K. (2014). *Qualitative research for education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S.S., & Sharma, R.K. (2010). *Research in education*. New Delhi: Atlantic Publications.
- Guthrie, G.B. (2010). *Basic research methods: An entry to social science research*. New Delhi. Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publications.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). *Research methodology*. New Delhi: Sage Publications India Pvt. Ltd.
- Newby, P. (2014). *Research methods for education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of educational research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J.M. (2013). *Qualitative methods*. U.S.A: Sage Publications, Inc.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

Suggested websites

- www.education.com
- www.academia.edu
- www.okstate.edu
- www.aect.org
- www.oxfordbibliographies.com
- www.academia.edu
- www.southalabama.edu

Course Title: ACADEMIC WRITING (PRACTICAL)

| | | | |
|----------|----------|----------|----------------|
| L | T | P | Credits |
|----------|----------|----------|----------------|

Learning outcomes**Total Hours: 15**

After completion of the course students will be able to:

- Interpret the type and importance of academic writing
- Review different books and journals
- Write academic papers
- Assess own writing and its publication
- Categorize different journals using indexing and impact factor

Course Content**15 hours**

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

Criteria for Continuous Assessment (Total Marks 50)

- Writing a review of literature- 20 marks
- Book Review-20 marks
- Writing of references- 10 marks.

Criteria for Term End Assessment (Total Marks 50)

- Conduct of Practical- 30 marks
- Viva-voce- 20 marks

Suggested Readings

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R. C., & Biklen, S. K. (2014). *Qualitative research for education: an introduction to theory and methods*. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S. S., & Sharma, R. K. (2010). *Research in education*. New Delhi: Atlantic Publications.
- Guthrie, G. B. (2010). *Basic research methods: an entry to social science research*. New Delhi: Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publications.
- Kerlinger, F. N. (1986). *Foundations of behavioural research*. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). *Research methodology*. New Delhi: Sage Publications India Pvt. Ltd.

- Newby, P. (2014). *Research methods for education*. New York: Routledge Publications.
- Pathak, R. P. (2015). *Methodology of educational research*. New Delhi: Atlantic Publications.
- Richards, L., & Morse, J. M. (2013). *Qualitative methods*. U.S.A: Sage Publications, Inc.
- Sharma, J. N. (2011). *Research methodology*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, S. R (2008). *Methods of educational research*. New Delhi: Anmol Publications.
- Sharma, S. R. (2003). *Problems of educational research*. New Delhi: Anmol Publications Pvt. Ltd.
- Wellington, J. (2015). *Educational research*. USA: Bloomsbury Academic Publications.

Suggested websites

- www.education.com
- www.academia.edu
- www.okstate.edu
- www.aect.org
- www.oxfordbibliographies.com
- www.academia.edu
- www.southalabama.edu

Elective (Any one of the following)

Course Title: HISTORY AND POLITICAL ECONOMY OF EDUCATION

Course Code: MED 521

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning outcomes

Total Hours: 45

After completion of the course students will be able to

- Explain the historical development of education during pre and post independent period
- Analyze the role of education for economic and political development of the country
- Explore the relationship among education, politics and economics and their significance
- Assess the significance of financial management in higher education including the concept of budgeting
- Appraise the role of education in human resource development

UNIT -I

12 Hours

1. Development of Education in Ancient India: Vedic, Buddhist, Islamic period

2. Education in British Period: Review with reference to Macaulay's Minutes, Woods Dispatch, and Sargent Commission.
3. Education in Post-Independence period: University Education Commission (1948), Indian Education Commission (1964-66). National Policy of Education 1968 and 1986, NEP-2020

UNIT –II

11 Hours

1. Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation
2. Policy Formulation Process: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

UNIT-III

12 Hours

1. Approaches to understanding Politics: Behaviorism, Theory of Systems Analysis and Theory of Rational Choice, Education for Political Development and Political Socialization
2. Democratic Education: Objectives, Education for Democracy in the changing Indian Society, Liberalization, Privatization and Globalization.

UNIT IV

10 Hours

1. Political Economy: concept, Components of political economy: classical and modern, Factors influencing political economy behavior: interests, ideas and institutions
2. Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting
3. Human Resource Development-Concept & Role of education, political and economy system in Human Resource Development

Transaction mode

Lecture method, dialogue method, seminars and focus group discussion

Suggested Readings

- Aggarwal, J.C. (2012). *Development of education system in India*, Delhi: Shipra Publications
- Aggarwal, J.C. (2013). *Basic ideas in education*. New Delhi: Shipra Publications.
- Chand, T. (2009). *Development of education system in India*, New Delhi: Anmol Publications Pvt. Ltd.
- Chattopadhyay, S. (2012). *Education and economics*. Oxford University Press.
- Gupta, S. (2013). *Education in emerging India*. New Delhi: Shipra Publications.
- Husian, A., & Idris, N. (2010). *Dimensions of education*. New Delhi: Gyan Publishing House.

- Jayapalan, N. (2005). *Problems of Indian education*. New Delhi: Atlantic Publishers and Distributors.
- Kumar, A. (2015). *Philosophical perspective of education*. New Delhi: APH Publishing Corporation.
- Mishra, R. C. (2015). *History of education administration*. New Delhi: APH Publishing Corporation.
- Naik, J. P. (2014). *The education commission and after*. New Delhi: APH Publishing Corporation.
- Singh, Y. K., & Nath, R. (2014). *History of Indian education system*. New Delhi: APH Publishing Corporation.
- Vallikkat, S. (2015). *Philosophy of education*. New Delhi: APH Publishing Corporation.
- Vashishtha, U.C., & et. al. (2011). *Educational philosophy*. New Delhi: APH Publishing Corporation

Course title: ANDRAGOGY IN EDUCATION

Course Code: MED535

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

Total Hours: 45

After completion of the course students will be able to

- characterize the genesis and evolution of andragogy and its basic concepts;
- discuss the specifics of the educational needs of adults;
- characterize contemporary theories, methods and form of adult education
- recognize the educational needs of specific groups of the adults;
- develop positive attitudes to the problems of adult education;
- conducting guidance in the socio-professional areas of adults

Course Content

Unit I

12 hours

1. Andragogy: Concepts, Assumptions and Principles
2. Adults - life phase, Opportunities, skills and motivation for the development of an adult
3. Teaching the adults - history of andragogy
4. Elements of important forms of education in various phases of life

Unit II

11 hours

1. The role and tasks of andragogy in modern education
2. Self-directed learning in the modern times with dominating role of Information and Communication Technology (ICT)
3. Human activities in work and beyond it – some important elements supporting better existence of an adult

Unit III

12 hours

1. The educational role of adults

2. Preparation of an adult to perform professional and social functions in accordance with the principles of society and proactive behavior of an adult

Unit IV

10 hours

1. Organization of leisure time for people of working age; development of interests
2. The activity of cultural and educational aspects of an adult, volunteering as a popular form of physical activity and the possibilities to help others.

Transaction mode

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested readings

- Knowles M.S., Holton E.F., Swanson R.A., (2011), The Adult Learner
- Michael w. Galbraith, (2015), adult learning methods: a guide for effective instruction,
- Sharan B. Merriam, Laura L. Bierema, (2013), Adult Learning: Linking Theory and Practice -
- Peter Jarvis, (2010), Adult Education and Lifelong Learning: Theory and Practice,
- Sharan B. Merriam, Rosemary S. Caffarella, (1991), Learning in Adulthood: A Comprehensive Guide
- Jarvis, P. (2010) Adult Education and Lifelong Learning: Theory and Practice, London, New York: Routledge.

Course Title: Comparative Education

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Course Code: MED 536

Learning Outcomes

Total Hours: 45

The learners will be able to:

- Develop understanding about comparative education, its conceptual framework and relevance.
- Critically examine the different approaches in comparative education.
- Acquire knowledge to examine the education systems in relation to other countries and International standards.
- Comprehend the system of education in India and other countries like USA, China and Finland, etc. in particular
- Improve the skills necessary for working with international databases, to critically reflect and to analyse the educational systems from a comparative perspective.
- Suggest various qualitative measures to improve the quality of Indian education system.

Course content

UNIT -1**12 Hours**

1. Comparative Education- nature, need, scope and importance
2. History and development of comparative education
3. Approaches of comparative education-Historical, Cross/multi-disciplinary, Sociological, Quantitative/Scientific and Issue Oriented Approach.
4. The Factors determining the education system of a country.

UNIT- II**11 Hours**

1. Innovations and changes in education in India and across the Globe
2. Macro-Micro levels of Comparison
3. Schooling in the Government (public) schools: insights from PROBE and ASER
4. Influence of international actors and professional societies like UNESCO, BRICS, EU, IECD, World Bank, WCCES(World Council of Comparative Education Societies), CIES (Comparative and International Education Society) etc. on educational policy in general.

UNIT III:**12 Hours**

1. Primary, Secondary/Higher Secondary and Teacher Education in India and USA.
 - Primary Education in India and USA
 - Secondary Education in India and USA
 - Higher Secondary Education in India and USA
 - Teacher Education in India and USA
2. Primary, Secondary/Higher Secondary and Teacher Education in India and UK.
 - Primary Education in India and UK
 - Secondary Education in India and UK
 - Higher Secondary Education in India and UK
 - Teacher Education in India and UK

UNIT IV**10 Hours**

1. Primary, Secondary/Higher Secondary and Teacher Education in India and China.
 - Primary Education in India and China
 - Secondary Education in India and China
 - Higher Secondary Education in India and China
 - Teacher Education in India and China
2. Primary, Secondary/Higher Secondary and Teacher Education in India and Finland
 - Primary Education in India and Finland
 - Secondary Education in India and Finland

- Higher Secondary Education in India and Finland
- Teacher Education in India and Finland

Transaction Mode

E-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and Case based analysis

Suggested Readings

- Alexander & Robin, J. (2001). *Culture and Pedagogy-International Comparisons in Primary Education*: Wiley-Blackwell; UK
- David, B., LeTendre, & Gerald, (2005). *National Differences, Global Similarities: World Culture and the Future of Schooling*. Edition: Publisher: Stanford University Press
- Barrett, M.(2007). *Children's Knowledge, Beliefs and Feelings About Nations and National Groups-Essays in Developmental Psychology*. Psychology Press; Sussex
- Benavot, A.& Braslavsky,C.(ed.)(2006). *School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*. Springer; Comparative Education Research Centre, University of Hongkong.
- Bourdieu, P.(1969). *Intellectual Field and Creative Project*. (Trans S.France). Social Science Information 8(2), p. 89-119.
- Bray, M., Adamson, B. & Mason, M. (Eds.) (2007). *Comparative Education Research. Approaches and Methods*. Hong Kong: Springer.
- Bray,M.& Adamson,B. & Mason, M.(ed.)(2007). *Comparative Education Research- Approaches and Methods*. Springer; Comparative Education Research Centre, University of Hongkong.
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- European Commission, (2007). *Progress towards the Lisbon Objectives in Education and Training. Indicators and benchmarks*, Publisher: European Commission
- Geetha, T. (ed.) (2009). *A Comparative Study of Curriculum in I.B., C.I.S.C.E. and C.B.S.E. Boards*, Project Report of The International Baccalaureate; Singapore.
- Gupta, N. (2001). *The Development of Higher Education in India and China since the 1950s in The 11th Congress of WCCES (World Council of Comparative Education Societies)*, Korean National University of Education, Chungbuk, South Korea.
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- Madhu Singh, (2013). *Educational practice in India and its foundations in Indian heritage: a synthesis of the East and West?* UNESCO Institute of Life Long Learning, Hamburg, Germany <https://doi.org/10.1080/03050068.2012.740222>
- Marshall, J. (2014). *Introduction to Comparative and International Education*. London: Sage.
- Meyer, H.D. & Benavot, A. (eds.) (2013). *PISA, Power, and Policy: the emergence of global educational governance*. Oxford: Symposium Books Ltd.
- Ninnes, P., & Hellsten, M. (2005). *Internationalizing Higher Education. Critical Explorations of Pedagogy and Policy*. CERC Hong Kong: Springer.
- OECD, (2007). *Education at a Glance 2007*, Publisher: OECD Indicators South Asia. Hyderabad: Orient Longman.
- Tobin, J. J., Hsueh, Y., & Karasawa, M. (2009). *Preschool in three cultures revisited: Japan, China, and the United States*. Chicago: University of Chicago Press.
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- UNESCO, (2007). *Education For All. Global Monitoring Report*. Publisher: UNESCO Press.
- Yadav, S.K,(2011). *Educational Research and Reviews* Vol. 6(22), p. 1046-1050, 19 December, 2011, DOI: 10.5897/ERR10.066 ISSN 1990-3839

Web Resources

Comparative and International Education Society: <http://www.cies.us>

<http://data.worldbank.org>

<http://en.unesco.org>

<http://hdr.undp.org/en>

<http://mhrd.gov.in/>

<http://shodhganga.inflibnet.ac.in/>

<http://wcces-online.org/>

<http://www.asercentre.org/p/51.html?p=61>

<http://www.euroeducation.net/prof/russco.html>

http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2792/

<https://doi.org/10.1086/695486>

<https://www.ugc.ac.in/>

ncert.nic.in/

ncte-india.org/

Value added Courses for other Departments

Course Title: PEACE AND VALUE EDUCATION

Course Code: MAE504

| L | T | P | Credits |
|---|---|---|---------|
| 2 | 0 | 0 | 2 |

Learning outcomes

Total Hours: 30

After completing this course the students will:

- Analyze the role of society in actualizing the peace
- Understand meaning of peace its importance in life
- Evaluate the need and process of value education
- Realize the significance of values education for quality life

Course Content

UNIT I

7 hours

Peace: meaning, types and levels of peace, means of creating and sustaining peace; Role of peace in well-being, justice and democracy; Pillars of the peace.

UNIT II**8 hours**

Peace Education: Meaning, importance, assumptions and forms of peace education; Need of education for peace; Peace education in action.

UNIT III**7 hours**

Values: Meaning, determinants of values, classification of values, sources of values, hierarchy of values; Life and value: influence of values on life, influence of life on values; Erosion of values: Meaning, causes of value erosion.

UNIT IV**8 hours**

Value Education: Meaning, needs, objectives of value-based education; Agencies of value education: educational institutions, family, society and religion; Value based education for human development; Approaches and activities for value education.

Transaction mode

Simulation, Lecture method, lecture-cum-demonstration, group discussion, seminars and focused group discussion

Suggested Readings

- Chitkara, M.G. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.
- Danesh, H.B., Towards an Integrative Theory of Peace Education, Journal of Peace Education, vol.3, no.1, 2006, pp.55-78
- Howlett, Charles F. & John Dewey (2008) *Encyclopedia of Peace Education*. Teachers College, Columbia University.
- <http://gawharshad.edu.af/wp-content/uploads/2016/04/2014-02-10-Peace-Education-Ressource-Book-English.pdf>
- <http://unesdoc.unesco.org/images/0015/001502/150262e.pdf>
- Juergensmeyer, M. (2002) *Gandhi's Way: A Handbook of Conflict-Resolution*. University of California Press, Berkeley.
- Mishra, R.P. (2007) *Hind Swaraj, Gandhi's Challenge to Modern Civilization, Rediscovering Gandhi Series*. New Delhi: Concept Publishing Company.
- Pant, D. & Gulati, S. (2010). *Ways to Peace*. New Delhi: National Council of Educational Research and Training.
- Patteti, A.P. & Thamarasseri, I. (2015) Education and Human Value. New Delhi: APH Publishing Corporation.
- Peace Education: Framework for Teacher Education (2005), UNESCO, Safdarjung Enclave, New Delhi, Research and Training.
- Srivastava, A.K. (2014) *Basics in Education*. New Delhi: National Council of Educational
- Sustac, Z., & Claudiu I. (2001) *Alternative Ways of Solving Conflicts (ADR)*. New Delhi: Promila and Co. Publishers.
- Wardak, S. (2014) *Peace Education- a Resource Book for Teacher Education Students*

Course Title: FIELD INTERNSHIP- I

| | | | |
|----------|----------|----------|----------------|
| L | T | P | Credits |
|----------|----------|----------|----------------|

Code: MED 591

Learning outcomes

After completion of the course students will be able to

- Critically analyse the administrative activities of teacher education institutions.
- Discuss the process of curriculum designing and development.
- Explain evaluation of training processes in in-service centres
- Assess the outcomes of training programs
- Formulate action research proposal
- Practice innovative teaching techniques and evaluation in teacher education institutions

Field Internship Guidelines

The field internship -I shall be conducted at the beginning of semester-III and will continue for at four weeks or least 28 working days. The fundamental purpose of this internship programme is to develop the pedagogical skills of the interns with regard to school practices. It will be carried out under the supervision of the internship coordinator keeping in mind the following aspects;

1. The interns will be given comprehensive orientation about the detailed modalities of the internship by the internship coordinator and other faculty members.
2. The interns will be trained on different innovative method(s) of teaching, question preparation of different difficulty level i.e. easy, moderate and difficult covering different domains of Bloom's taxonomy like Remembering, Understanding, Applying, Analyzing, Evaluating and Creating, text book analysis, application of educational apps. in the teaching-learning process, action research etc. as will be decided by the faculty members and the internship coordinator and will practice all these in a simulated condition in the University for at least two weeks.
3. After the simulated practice on different pedagogical skills the interns will go to the field i.e. any secondary school as they will be allotted and will deliver there at least five lessons and will carry out other activities as will be decided by the department from time to time. The interns will carry out these activities in the school for 10 days under the supervision of their mentors as will be decided by the internship coordinator with the approval of the HoD.
4. The last four days will be devoted towards presentation of the internship reports followed by viva-voce.

Mode of Evaluation

1. The evaluation will be conducted out of 100 marks
2. The distribution of marks are as follows;
 - a. Attendance=5 marks
 - b. Overall behaviour of interns=5 marks
 - c. Performance in the field=20
 - d. Internship report preparation=30

- e. Presentation of the internship report= 20 marks
 - f. Final viva-voce= 20 marks
3. A three members examiner panel will be prepared by the HoD including the internship coordinator for the conduct of the presentation of the internship report and final viva-voce.

SEMESTER-III

Course Title: CURRICULUM, DESIGN AND DEVELOPMENT

Course Code: MED 551

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 4 | 0 | 0 | 4 |

Learning outcomes

Total Hours: 60

After completion of the course students will be able to

- Explain the concept and bases of curriculum development
- Analyze the principles and different models of curriculum development
- Examine the processes involved in the curriculum development process
- Differentiate different types of curriculum designing and its application
- Develop skills to evaluate different types of curriculum

Course Content

UNIT I

15 hours

1. Curriculum: Concept and Principles of curriculum development.
2. Foundations of Curriculum Planning: Philosophical Bases, Sociological basis and Psychological Bases
3. Types of Curriculum Designs- Subject centered, learner centered, experience centered, problem centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation

UNIT II

15 hours

1. Process of Curriculum development: Formulation of graduate attributes, course outcomes, content selection, organization of content and learning experiences, transaction process, evaluation and follow-up
2. Role of National Level Statutory Bodies - UGC, NCTE, RCI and University in Curriculum Development
3. Designing Curriculum: Selection and Organization of learning experiences; Components of Design, Sources of Design; Conceptual framework: Horizontal and vertical relationship; dimensions of curriculum design: Scope, Sequence, Continuity, Integration, Articulation and Balance, Comparison among Interdisciplinary, multi and transdisciplinary approaches to curriculum.

UNIT III

15 hours

1. Models of Curriculum Development: Scientific Technical Models: Administrative Model (Deductive Model), Hilda Taba Model (Inductive Model/ Grassroots Model), The Taylor Model, Non- Scientific/Non-Technical/Humanistic Models: The Glathorn's Naturalistic Model, Weinstein and Fantini Model
2. Curriculum Change: Meaning, types and factors, Role of stakeholders in curriculum change

UNIT IV

15 hours

1. Curriculum evaluation; Concept and purpose, Types of curriculum evaluation: Formative and Summative. Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model
2. Tools and Techniques of Curriculum evaluation: Observation, Oral, Interview, Opinionnaire and Focus group discussion, rating scale etc.
3. Research trends in curriculum development.

Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, and Cooperative learning

Suggested Readings

- Allyn, Bacon, Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum planning and development*. Boston: Allyn & Bacon.
- Beane, J.A. Topfer, Jr. C.F, Alessi, Jr. S.J. (1986): *Curriculum Planning and Development*, London: Allyn and Bacon, INC.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
- Deng, Z. (2007). Knowing the subject matter of science curriculum, *Journal of Curriculum Studies*, 39(5), 503-535.
- Deng, Z. (2009): The Formation of a School Subject and the Nature of Curricular Content, *Hong Kong: Journal of Curriculum Studies*, 41:5
- Dewal, O.S. (2004): National Curriculum, in J.S.Rajput(Ed.). *Encyclopaedia of Education*, New Delhi: NCERT
- Guy, J and Small, I. (2010): *The Nature of Disciplinary Knowledge*, Cambridge University Press.
- Johnson, M. (1967): *Definitions and Models in Curriculum Theory*, Educational Theory
- McNeil, J.D. (1990): *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
- NCERT (1976). *The curriculum for the ten-year school: A framework*. Reprint
- NCERT (1984). *Curriculum and evaluation*. NCERT, New Delhi.
- NCERT (1988). *National curriculum for elementary and secondary education*.
- NCERT (2000). *National curriculum framework for school education*. NCERT.

- NCERT (2005). *National curriculum framework-2005*. NCERT, Sri Aurobindo Marg, New Delhi.
- Nehru, R. S. S. (2015). *Principles of curriculum*. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Olivia, Peter F (1988): *developing the Curriculum*, (2nd ed.), London: Scott, Foreman and Company.
- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*.
- Rao, V. K. (2015). *Principles of curriculum*. New Delhi: APH publishing Corporation.
- Taba, H. (1962): *Curriculum Development: Theory and Practice*, New York: Harcourt Brace Jovanovich
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- Tala, M. (2012). *Curriculum development: Perspectives, principles and issues*. Pearson
- Tanner, D. & Tanner, L. N. (1980). *Curriculum development. Theory into practice*. New Delhi.
- Tyler, R. (1949): *Basic Principles of Curriculum and Instruction*, Chicago; university of Chicago Press
- Wheeler, D.K. (1976): *Curriculum Process*, London: University of London
- Wiles, J. W., & Bondi, J. C. (2015). *Curriculum development a guide to practice*. Pearson publication.
- Wiles, Jon and Bondi, Joseph(1989): *Curriculum Development*, Ohio: Merrill publishing Company
- Zais, R. S. (1976). *Curriculum: Principles and foundations*. New York: Harper & Row

Course Title: MENTAL HEALTH, YOGA AND PHYSICAL WELL BEING

Course Code: MED 556

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Learning outcomes

Total Hours: 45

After completion of the course students will be able to

- Conceptualize mental health and hygiene
- Illustrate the process of defense mechanism
- Identify various categories of disturbed behavior
- Developed awareness of positive health and well-being
- Inculcate healthy habits
- Differentiate between healthy and unhealthy lifestyle
- Reflect upon importance of active lifestyle
- Describe eight limbs of Yoga
- Appraise importance of Yoga in our life
- Locate missing elements to attain a quality lifestyle

Course Content

UNIT I

14 Hours

1. Mental Health and Mental Hygiene: Concept, Principles and Objectives; Factors affecting mental health; Mental health issues among students and teachers- Anxiety, Frustration and Conflict
2. Identifying ego defense mechanisms: Projection, Denial, Distortion, Acting Out, Fantasy, Rationalization, Regression, Repression, Reaction Formation, Isolation, Withdrawal, Sublimation, Humour, Acceptance, and Anticipation.
3. Management of disturbed behaviour among students and teachers: Coping strategies and Building Resilience

UNIT II

10 Hours

1. Concept and prerequisites of Health Fitness and Wellbeing.
2. Causal factors influencing Positive Health, Well-Being and increasing Happiness of students and teachers. Strategies for improving Happiness with social-distancing and quarantine.
3. Ailments associated with sedentary lifestyle: Hypertension, Diabetes, Cardio-Vascular Diseases, Obesity, Malnutrition, and Spinal Problems. Active vs sedentary lifestyle of students and teachers. Dealing with effects on lifestyle associated with COVID-19 post-pandemic situation.
4. Nutrition: Macronutrients, Micronutrients and a balanced diet with special reference to COVID-19 post-pandemic situation.

UNIT III

10 Hours

1. Yoga: Genesis, Concept & Objectives; Forms of Yoga, Benefits of Yoga for students and teachers,
2. Processes of Asthanga Yoga and its components: Yam, Niyam, Asana, Pranayam, Pratyahar, Dharana, Dhyana, Samaadhi.
3. Methods of Teaching Yoga; Qualification and Qualities of a Yoga Teacher.

UNIT IV

11 Hours

1. Yoga necessary for growing children: for muscular strengthening, for toning, for young women
2. Concept and benefits of Meditation for mental health
3. Incorporation of Yoga within the modern lifestyle of students and teachers

Transaction Mode

Lecture, lecture-cum-demonstration, seminar, dialogue, peer group discussion, mobile learning, self-learning, collaborative learning, cooperative learning and field visit.

Suggested Readings

- Bahadur, M. (1995). *Mental health in theory and practice*. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). *Mental health in education*. Boston: Allyn and Bacon Inc.
- Capuzzi, D., & Gross, D. R. (1975). *Introduction to counseling*. London: Allyn and Bacon.
- Carroll, H. A. (1975). *Mental hygiene: The dynamic of adjustment* (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). *Abnormal psychology and modern life*. Bombay: D.B. Company.
- Crow, L. D., Crow, & Alinec. (1952). *Mental hygiene*, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). *An introduction to mental health*. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). *Introduction to counselling and guidance*. New Jersey: Pearson Prentice Hall.

- Hadfield, J. A. (1952). *Psychology and mental health*. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). *Guidance and counselling*. New Delhi: Centrum Press.
- Kallam, S. G. (1952). *Mental health and going to school*. Chicago: University of
- Naik, D. (2007). *Fundamentals of guidance and counselling*. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). *Guidance and counselling*. New Delhi: A.P.H. Publishing Corporation.
- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Sinha, A.K., &Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Suraj, B. &Dutt, N. K. (1978). *Mental health through education*. New Delhi: Vision Books Publications.
- Suraj, B. (1952). *Towards a happier education*. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). *The psychology of mental health*. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., &Claaicut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Saga Publications.
- Wolberg, L. R. (1995). *The techniques of psychotherapy*. London: Jason Aronson Inc.

Course Title: MENTAL HEALTH, YOGA AND PHYSICAL WELL BEING (PRACTICAL)
Course Code: MED 557

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 0 | 2 | 1 |

Learning outcomes:

Total Hours: 15

After completion of the course students will be able to

- Practice Yoga Asana and Meditation
- Perform Yoga practices with proficiency
- Actively participate in Sports and Games
- Prepare a report on Sports facilities/Counselling Centers
- Manage Stress and Develop Resilience through Meditation

Practical (Any Three)

1. Prayanam :Naadi Shodhan (Anulom-Vilom), Bhramari& Ujjayi ; Kriya: KapalBhati
2. Asana: Surya Namaskar, Taadasan, Vrikshasan, Vajraasan, Ardh Matsyaasan, Nirlamb Bhujang Asana, Makar Asan, Marjara Asan, Tratak, Padmasan.
3. Meditative Practice
4. Team Sports: Cricket, Kho-Kho, Badminton, Volley Ball, Football, Table Tennis
5. Visit to a Local Stadium/Counselling Center/Sports Facility and prepare a Report

Criteria of Continuous Assessment (Total Marks: 50)

- Conduct of Practical- 30 marks

- Attendance- 10 marks
- Interaction- 10 marks

Criteria of Term End Assessment (Total Marks: 50)

- Conduct of practical: 30 Marks
- Practical Record: 10 Marks
- Viva Voce: 10 Marks

Course Title: EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP

Course Code: MED 572

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 4 | 0 | 0 | 4 |

Learning Outcomes

Total Hours: 60

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

- Explain the concept and importance of administration, management and leadership at various levels of education
- Describe managerial functions of Educational Administrator
- Design appropriate personnel management strategies for the recruitment and retention of staff.
- Critically analyze the recent trends and challenges in human resource management.
- Develop institutional policies and practices consistent with emerging trends in higher education
- Critically examine the defects in the present leadership system.
- Resolve issues of leadership and administration exercising various leadership approaches.

Course Content

UNIT I

14 Hours

1. Educational management: meaning, nature and scope.
2. Functions of Educational management: Planning, organizing, staffing, controlling and directing, Challenges for an educational administrator, role and skills of teachers in educational management.
3. Concept of Quality and Quantity in Education: Indian and International perspective, Evolution of Quality: Quality Assurance, Total Quality Management and SWOT analysis.

UNIT II

16 Hours

1. Recent Trends in Educational management: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy.
2. Means of Ensuring Accountability in Educational management. Qualities of an Effective Educational manager.
3. Theories of Management: Classical Perspective, Scientific Management, Administrative Management, Bureaucratic Management and their implications for Education.

UNIT III

16 Hours

1. Concept of Quality and Quantity in Education: Indian and International perspective, Thoughts of Quality Gurus: Edward Deming, C.K Pralhad
2. Human Resource Management: Meaning, objectives, need, HRM vs. Personnel management, Roles of HR manager, Principles of effective HRM, Challenges for HR

managers, HRM environment in India, Current trends and changing environment in India.

UNIT IV

14 Hours

1. Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational and Transactional
2. Models of Leadership: Blake and Mouton's Managerial Grid, Mc. Gregor X and Y model and Fielder's Contingency model.
3. Styles of Leadership

Transaction Mode

Lecture, Seminar, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning and Cooperative learning

Suggested Readings

- Boal, K. B. (2004) *Strategic Leadership*. In G. R. Goethals, J. M. Burns, & G. J. Sorenson (Eds.). *Encyclopedia of Leadership* (pp1497-1504). Thousand Oaks CA: Sage.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and Leadership* (4th Ed). San Francisco, CA: Jossey-Bass.
- Covey, S. (1992). *Principle-centered leadership*. NY: Fireside.
- Craigs, M.W. (1995). *Dynamics of Leadership*. Bombay. Jaico Publishing House: Bombay.
- DeCenzo D.A., Robbins, S.P., & Verhulst, S.L. (2017). *Human Resource Management* (11th Ed.). Greater Noida: Magic International Pvt. Ltd.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Guntur, H.M. (2001). *Leader and leadership in education*. New Delhi: Sage publishing Pvt. Ltd.
- Hersey, P.& Blanchard, K. (1986). *Management of Organizational Behaviour: Utilizing Human Resources*. New Delhi :Prentice Hall of India Pvt.Ltd
- Kochar, S. K. (1994). *Secondary School Administration*. Jalandhar: Jalandhar University Publications
- Luthans, F. (1981). *Organizational Behaviour*. Tokyo: McGraw-Hill International Book
- Mukhopadhyay, M. (2005). *Total quality management in education* (2nd Ed.). London: SAGE Publication.
- Mukhopadhyay, M. (2012). *Leadership for Institution Building*. Delhi: Shipra Publications.
- Northouse, P. G. (2010). *Leadership. Theory and Practice*. (5thEd). New Delhi: Sage Publications India Pvt. Ltd.
- Owens, R. G., & Valesky, T. C. (2010). *Organizational behavior in education: Leadership and school reform* (10th Ed). Boston, MA: Pearson.
- Preedy, M., Bennet, N & et. al. (2012). *Educational Leadership. Context, Strategy and Collaboration*. New Delhi: Sage Publications India Pvt. Ltd.
- Robbin, S., Judge, T., & Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- Sahu, R.K. (2010). *Group Dynamics and Team Building*. New Delhi: Excel Books.
- Sandhu, I.S. (2012). *Educational administration and Management*. Dorling Kindersley(India) Pvt.Ltd: New Delhi
- Spears, L.(1998). *Insights on leadership*. NY: John Wiley and Sons.

- Srivastava, S. (1997). *The Teacher: An Effective Decision –Maker*. In New Frontiers in Education. New Delhi. Vol XXVII No.3.
- Yukl, G. (1977). *Leadership in Organizations (7th Ed)*. Upper Saddle River: Pearson-Prentice Hall.

ELECTIVE (Any one of the following)

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Course title: ENTREPRENEURSHIP IN EDUCATION

Course code: MED560

Learning Outcomes

Total Hours: 45

After completion of the course students will be able to:

- Demonstrate entrepreneurial behavior, skills and attitudes and build motivation towards an entrepreneurial lifestyle and occupation
- feel the life-world of the entrepreneur and understand key entrepreneurial values
- grasp the key generic entrepreneurship competencies in practice and apply the process of setting up an organization
- Holistically develop and manage sustainable entrepreneurial organization and develop the relationships they need to have with key stakeholders.
- Elaborate the role of teachers and learners in Entrepreneurship Education

Course Content

UNIT I

12 hours

1. Entrepreneurship Education: meaning, need and concept, Characteristics of Entrepreneurship Education
2. Teacher entrepreneur: meaning, need and concept, characteristics
3. Edupreneur: meaning, need and concept, characteristics
4. Preparing a concept note on difference between entrepreneurship education, teacher entrepreneur and Edupreneur

UNIT II

11 hours

1. Entrepreneurial competencies; Creativity and entrepreneurial education; problem solving and entrepreneurship
2. Value education and entrepreneurship in education; entrepreneurial behavior
3. Identification of entrepreneurship behavior and values of five educational entrepreneurs

UNIT III

12 hours

1. Progression Model for Entrepreneurial Education; Active, process-based, project centric, collaborative
2. Experiential and multidisciplinary approach in entrepreneurial education
3. Visiting two educational institutions for comparing the type of educational entrepreneurship.

UNIT IV:

10 hours

1. Future perspectives of entrepreneurship in education
2. Relevance of entrepreneurship in education; Research on the effects of entrepreneurial education
3. Prepare a proposal for start-up of any educational venture

Transaction Mode

Experiential pedagogy, Lecture, Seminar, e-team teaching, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning and, field trip

Suggested Readings

- Aggarwal, A. (2013). Scope of Entrepreneurship development in India
- Balasubramanian, A. (September 5, 2012). Entrepreneurship Education. The Hindu. Retrieved from [http:// www. thehindu.com/todayspaper/](http://www.thehindu.com/todayspaper/)
- CBSE Central Board of Secondary Education.(2001). Update Compendium of CBSE Circulars. New Delhi. CBSE. Retrieved from <http://cbse.nic.in/Compendium.pdf>
- European Commission (2008). Entrepreneurship in higher education, especially within non-business studies. Brussels: Final Report of the Expert Group. Retrieved on February 2, 2015 from http://ec.europa.eu/enterprise/policies/sme/files/support_measures/training_education/entr_highed_en.pdf
- Erkkilä, K. 2000. Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland, Abingdon, Taylor & Francis.
- Minniti, M. & Bygrave, W. 2001. A Dynamic Model of Entrepreneurial Learning. Entrepreneurship Theory And Practice, 25, 5-16

Web sources

<https://core.ac.uk/download/pdf/32226717.pdf>

Course Title: FUTURISTIC PARADIGM IN EDUCATION

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Paper Code: MED 561

Learning Outcomes

Total Hours: 45

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

- Explain the concept and approaches of futuristic education in the context of change in the field of education.
- Predict the futuristic education in the context of changes in the social-economic and political changes of the society.
- Critically examine the nature of social, scientific, technological and value based changes towards 21st Century and its impact on the goals of futuristic education.

Course Content

UNIT I

12 hours

1. Future Studies: Meaning, Nature, Need and Scope
2. Futuristic Education: Meaning, Nature, Need and Scope
3. Future Studies vis-à-vis Futuristic Education.

UNIT II**12 hours**

1. Approaches of Futuristic Planning: Intra Educational Extrapolation, Demographic Projection, School Mapping, Human Resource Development, Social Demand Approach, Rate of Return Approach Social Justice Approach and Duration Based Approaches.
2. Learning; ubiquitous, social, blended, emotional, service, and situated: concept and process, creating of self-organized learning environment (SOLE)

UNIT III**11 hours**

1. Smart Goals in Education: concept, setting up goals at elementary & secondary Level.
2. Technology in classroom; Educational Apps, programmed based website
3. Digital Library and Virtual Laboratories: concept, process of use, challenges.

UNIT IV**10 hours**

1. Future of Science and Technology and its Impact on the Goals of Future Education.
2. Future of Values vis-à-vis and Education.
3. Professional Values & Ethics: Change in present Scenario and factors influencing ethical decision making

Transaction Mode

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

Suggested Readings

- Capra, F.(1982) The Turning Point. London: Flemingo.
- Chandra,R(2010). Education and Futurology,Shree Publishers and Distributors
- Clarke, A.C.(1973) Profiles of the Future. Harper & Row.
- David Price(2013).Open:How we'll work, live and learn in Future, Crux Publishing
- Richard W. Hostrop,(1973) Foundations of Futurology in Education, EtcPubns.
- Ruhela,S.P.(2000).Futurology of Education: The Indian Context, Kanishka Publishers

Course Title: INCLUSIVE EDUCATION

| L | T | P | Credits |
|---|---|---|---------|
| 3 | 0 | 0 | 3 |

Course Code: MED 576**Learning Outcome****Total Hours: 45**

After completion of the course learner will be able to

- Describe and illustrate on Current issues and trends with reference to inclusive education.
- Describe historical development of inclusive education in India
- Understanding children with diverse needs with regard to multiple discourses.
- Develop awareness of learner towards inclusive education and its practices.
- Analyze the various suggestions given by contemporary commissions on inclusive education
- Understand different strategies for curriculum adaptation, accommodation and their significance.
- Develop understanding of various behavioral and therapeutics interventions and develop insight into various modes of its management.
- Design the pedagogy, curricula, and assessment of students with special needs
- Discover the ways to remove the barriers in the education of students with special needs

- Plan inclusive classroom setting by using accessible, digital devices and material resources
- Adapt practices to cater the requirements of students with special need

Course Content

UNIT I

12 Hours

1. Concept of diversities and misconceptions, ICD-10, DSM (Latest) and census on disability in India.
2. Historical perspective and legislation to promote inclusion such as; Salamanca Declaration and Framework, 1994; RPwD Act, 2016; UNCRPD 2006; INCHEON strategies.
3. Inclusive education- Concept, definition, principal, models and barriers to inclusion.
4. Reflections on Educational Provisions for promotion of inclusive education.

UNIT II

11 Hours

1. Conceptual understanding and Classification of Disabilities based on ICF (International Classification of Functioning) model.
2. Understanding various characteristics, causes and prevention of sensory impairment (VI and HI), Developmental Disabilities (MR/ID, ASD and SLD), locomotor disabilities, giftedness, underachievement and other diverse needs.
3. Reflections on educational possibilities and accessibility for various diverse needs for inclusive development.

UNIT III

11 Hours

1. Conceptual understanding on Universal Design of Learning (UDL).
2. Adaptation and accommodations & importance: - Specifics for learners with Sensory disabilities (VI and HI), Developmental disabilities, other diverse needs and engaging gifted children.
3. Collaborations: Models of collaboration, working with Parents.
4. Spread the awareness on disabilities (Divyangjan) in to the community with respect to Nukkad Natak, Mukhota, Poster, Slogans, Visual and Performing arts, etc.

UNIT IV

11 Hours

1. Interventions- Educational, Behavioral and Therapeutic- its application in Inclusion.
2. Multi-Sensory approaches - Montessori methods, VAKT method, Computer Assisted Instruction (CAI), Accessibility, Augmentative and Alternative Communication
3. Uses of technological devices/ TLM in an inclusive setup.

Transaction Mode

Lecture, Seminar, e-team teaching, blended learning, e-tutoring, dialogue, peer group discussion, mobile teaching, self-learning and Collaborative learning

Suggested Readings

- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.

- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage Publication: New Delhi.
- Gargiulo, R.M. (2014). *Special education in contemporary society: An introduction to exceptionally (5th edition)*. Sage Publication.
- Govind Rao, L (2007). *Perspective on Special Education*. Neelkamal Publication: Hyderabad.
- Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalization*, New Delhi: Centre for Policy Research.
- Jha, M. M. (2002). *School without Walls: Inclusive Education for All*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Julie Alan (2010). *The sociology of disability and the struggle for inclusive education*. *British Journal of Sociology of Education*. Vol. 31, No. 5, The Sociology of Disability and Education (September 2010), pp. 603-619
- Kauffman J.M., Hallahan D.P., Pullen P.C., Badar (2018). *Special Education: What It Is and Why We Need It*. 2nd Edition, London: Routledge
- Kuffman J.M. (2019). *On Educational Inclusion: Meanings, History, Issues and International Perspectives*. 1st Edition, London: Routledge
- Bika S.L.(2017). *Special Education Service Models: Parental Satisfaction and Concerns*. Global Books Organization and Publication: New Delhi.
- Bika S.L. (2017). *CAI on Adaptive Behaviour for Students with Intellectual Disability*. Global Books Organization and Publication: New Delhi
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
- Mithu Alur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*. New Delhi, Viva Books Ltd.
- Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*. London: David Fulton Publishers.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years (2nd edition)*. Sage Publication: New Delhi.
- Panda, K.C (1997). *Education of Exceptional Children*, New Delhi: Vikas Publication and Distribution.
- Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Merrill, New Jersey.
- Reynolds, R. Seckil & Zenzen Flentcher Allain (2000). *Encyclopedia of Special Education: A Reference for the Education of the Handicapped other Exceptional Children's & Adults*, Canada-USA.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.
- Villa, R. A., & Thousand, J. S. (2005). *Creating an Inclusive School, Association for Supervision and Curriculum Development*. ASCD, Alexandria.
- Werts, M.G. etal. (2007). *Fundamentals of Special Education*. PHI Learning Private Limited, New Delhi.

Course title: EDUCATION AND GLOBAL SOCIETY

Course Code: MED 515

| L | T | P | Credit |
|----------|----------|----------|---------------|
| 3 | 0 | 0 | 3 |

Learning Outcomes

Total Hours: 45

After completion of the course students will be able to

- Explain the concept of knowledge and process of acquiring knowledge
- Analyze the nature of Education as a discipline with interdisciplinary base
- Analyze the interrelationship between different kinds of knowledge and the approaches for knowledge development
- Relate the nature of teaching and learning with the role of teachers and learners in the creation of knowledge
- Elaborate the social context of education and its operational dimensions as a system
- Critically analyze the role of global education in changing society

UNIT I

12 hours

Knowledge systems: Knowledge and process of acquiring knowledge; knowledge Transaction-Constructivism; Theories of Knowledge: Empiricism, Rationalism & Transcendentalism & Educational Implications; Ontology: Concept, Characteristics & Educational Implications; Epistemology: Concept, Characteristics & Educational Implications; Axiology: Concept, Ethics and Aesthetic Values, Indigenous Values & their Educational Implications.

UNIT II

12 hours

Education for economic and social mobility, life skills education, educational concerns for social, ethical and emotional dispositions, Education for preparation for life, Lifelong learning opportunities for all, equity and inclusion in education, equitable quality education: concerns for diversity

UNIT III

11 hours

Sustainable development goal (4) of 2030 agenda for sustainable development; Partnership for 21st century skills, online and digital education, Goals of 21st century education, Demand for multidisciplinary education, multilingualism in teaching and learning, experiential education and holistic education.

UNIT IV

10 hours

Internalization of Education, Commercialization of education, Governance and Leadership in higher education, Knowledge society and higher education, Gender balance in admissions to HEIs, Outreach programmes of educational opportunities, globalization and educational eco-system towards promoting special Educational Zone, quality control and accountability in education.

Transaction Mode

Seminar presentation, Group discussion, Team-teaching, Focused group discussion, Assignments

Suggested Readings

Anand C L & Others (1983). (Ed) Teacher and Education in the Emerging India Society. NCERT, New Delhi

Bagnall, N. (2015). Global identity in multicultural and international educational contexts: Student identity formation in international schools. Abingdon, Oxon: Routledge

Behera, B. (2018). Readings on Constructivism: Areas of practice and way forward in teaching-learning. NewDelhi: Mittal publications.

Benyon, J., & Dunkerley, D. (Eds.). (2000). Globalization: The Reader. New York: Routledge.

Beteille, A. (2011). Class, Caste and Power. Oxford University Press.

Bhattacharya & Srinivas. (1962). Society and Education. Calcutta: Academic Publishers.

Boudon, R. (1974). Education, Opportunity and Social Inequality. London: Bardwell Press.

Bremeck (1985). Social Foundation of Education. Willey, New York.

Brookoner, W.B. & Gottlieb, D. (1964). A Sociology of Education (2 Ed.) New York: American Book Company.

Center for Global Education. (2017). Global Learning Beyond School. <https://asiasociety.org/global-learning-beyond-school>

Davies, I., Evans, M., & Reid, A. (2005). Globalizing citizenship education? A critique of 'global education' and 'citizenship education'. British Journal of Educational Studies, 53(1), 66-89.

Davies, L. (2006). Global citizenship: abstraction or framework for action? Educational Review, 58(1), 5-25.

Dill, J. S. (2013). The longings and limits of global citizenship education: The moral pedagogy of schooling in a cosmopolitan age. New York: Routledge.

Guo, L. (2014). Preparing teachers to educate for 21st century global citizenship: Envisioning and enacting. Journal of Global Citizenship & Equity Education, 4(1), 1-23.

Haralambos, M. Heald, R M.(2003). Sociology themes and perspectives. Oxford University Press.

Jayagopal, R. (1993). Human Resource Development: Conceptual Analysis & Strategies. Sterling publishers P. Ltd, New Delhi.

Jeanne H. Ballantine and Joan Z. S. (2008) (3rd Ed) Schools and Society: A sociological approach to education. Sage publications India Pvt. Ltd.

- Kumar, R., & Kumar, N. (2013). Higher education in India. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Lapayese, Y. (2003). Toward a critical global citizenship education: Essay review. *Comparative Education Review*, 47(4), 493-501.
- Lavitas, M. (1974). *Marxist Perspective in the Sociology of Education*. London: Routledge
- Manheim, K. (1952). *Sociology of Knowledge*, London: Routledge & K. Paul Publishers.
- Marker, N. S. (2008), *Educational Sociology* M. Francis Abraham, *Modern Sociological Theory and Introduction*, Oxford University Press.
- Mathur, S. S. (1966). *A Sociological Approach to Indian Education*. Vinod Pustak Mandir, Agra
- Ministry of Education (2020). *National Education policy 2020*. Government of India, New Delhi.
- Mohanty, J. (1984). *Indian Education in the emerging Society*. Sterling Publisher Limited, New Delhi
- Morris, I. (1978). *The Sociology of Education: An Introduction*. London: William Cloves Limited.
- Naik, J. P. (1978). *Equality, Quality and Quantity; the Elusive Triangle in Indian Education*, Allied Publishers, Bombay.
- Peer, L. & Reid, G. (2012). *Special educational needs*. London: Sage Publications <https://www.sfyouth.eu/images/toolkit/>
- Rapoport, A. (2013). Global citizenship themes in the social studies classroom: Teaching devices and teachers' attitudes. *The Educational Forum*, 77(4), 407-420.
- Schweisfurth, M. (2006). Education for global citizenship: Teacher agency and curricular structure in Ontario schools. *Educational Review*, 58(1), 41-50.
- Shankar Rao C.N (1999): *An Introduction to Sociology*, Allahabad,
- Sinha, A.K., & Dutt. (1982). *The concept of mental health in India and western psychologies*. Kurukshetra: Vishal Publications.
- Swaroop Saxena N. R. (2007). *Philosophical and Sociological Foundation of Education*. Lall Book Depot, Meerut
- Taneja, V. R. (1986). *Educational Thought and Practice*, Sterling Publishers Pvt. Ltd, New Delhi
- UNESCO (1996). *Learning the Treasure within, Report to UNESCO of the Delors International Commission on Education for the 21st Century*, UNESCO Publications.
- Venkataiah, S. (2001). *Education culture & society*. New Delhi: Anmol Publications

Waks, L. J. (2008). Cosmopolitanism and citizenship education. *Global Citizenship Education: Philosophy, Theory and Pedagogy*. Rotterdam, Sense. pp. 203–219.

Watkins, T. R., & Claiut, J. W. (1990). *Mental health: Policy & practice today*. New Delhi: Sage Publications.

Course title: ECLECTICS OF EDUCATION

Course code: MAE 574

| L | T | P | Credits |
|---|---|---|---------|
| 0 | 2 | 0 | 2 |

Learning outcomes

Total Hours: 30

The students will be able to:

- Develop the thinking of students from memory level to reflective level
- Analyze the various sociological, political, economic and ideological forces influencing the process of education
- Apply critically the perspectives of education in the society

Course content

UNIT-I

7 hours

Contribution of Indian Schools of philosophy (Sankhya Yoga, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge

Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom

UNIT-II

8 hours

1. Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory). Concept and types of social Institutions and their functions (family, school and society), Concept of Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory) Socialization and education- education and culture;
2. Contribution of thinkers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J.Krishnamurthy, Paulo Freire, Wollstonecraft, NelNoddings and SavitribaiPhule) to the development of educational thought for social change, National Values as enshrined in the Indian Constitution – Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education

UNIT-III

7 hours

1. Growth and Development: Concept and principles ,Cognitive Processes and stages of Cognitive Development , Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka) , Mental health and Mental hygiene
2. Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence, Concepts of Problem Solving, Critical thinking, Metacognition and Creativity
3. Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence, Concept of social cognition, understanding social relationship and socialization goals
4. Guidance and Counselling: Nature, Principles and Need, Types of guidance (educational, vocational, personal, health and social & Directive, Non-directive and Eclectic), Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers) – Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

UNIT-IV

8 hours

1. Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology, Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems, Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups)
2. Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
3. Emerging Trends in e learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E Inclusion – Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher – Teaching, Learning and Research
4. Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research – Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

Transaction Mode

Interactive lectures, question-answer sessions, discussions, self-study, group discussion, collective thinking, presentation for sharing and interpreting, debates to understand divergent issues, Buzz groups to engage in learning process, Seminar presentation, Group discussion, Team teaching

Suggested Readings

- Aggarwal, J.C. (2003) Principles Methods and Techniques of Teaching: New Delhi: Vikas Publishing Home.
- Behera, B. (2018) Readings on Constructivism: areas of practice and way forward in teaching-learning New Delhi: Mittal Publications
- Benjamin B. Lahey (2002) Essentials of Psychology, International Edition, McGraw Hill
- Bhat, M. S. (2013) Educational sociology. New Delhi: APH Publishing Corporation.
- Bigge, M.C. & Row (1971) Learning theories for teachers (2nd Edition). N.Y.: Harper Collins.
- Bigge, M.L., & Hunt, M.P. (1968) Psychological foundations of education (2nd Edition). N.Y.: Harper & Row.
- Bower, G.H., & Hilgard, E.R. (1981) Theories of learning. New Jersey: Prentice Hall, Inc. Englewood Cliffs.
- Canestrari, A. and Marlowe, B.A. (Eds.) (2009) foundations of education: An anthology of critical readings New York: sage publications
- Chauhan, S.S. (1978) Advanced educational psychology. New Delhi: Vikas Publishing house Pvt. Ltd.
- Chauhan, S.S. (1995) Innovations in teaching Learning Process. New Delhi: Vikas Publishing house Pvt. Ltd.
- Das, R.C. (1993) Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Dash, M. (2009) Educational psychology. New Delhi: Deep & Deep publications.
- Dececco, J.P. (1968) The psychology of learning and instruction. New Delhi: Prentice Hall of India.
- Dewey, J. (1987) My pedagogic creed, School journal, 54, 77-80 Retrieved from <http://dewey.pragmatism.org/creed.htm>
- Joyce, B., & Weil, M. (2000) Models of teaching (6th ed.). Boston: Allyn and Bacon.
- Kumar, K.L. (2001) Educational Technology. New Delhi: New Age International Publishers.
- Mangal, S. K. (2014) Essential of educational psychology. New Delhi: PHI learning publication.
- Moore, R. (2014) Education and society: issues and explanation in the society of education, Cambridge: Cambridge press
- Murphy, D. (2005) foundations: introduction to teaching, New York: prentice Hall
- Pal, O. B. (2014) Sociological foundations of education. New Delhi: APH Publishing Corporation.
- Pandey, V.C (2005) Frameworks for ICTs and Teacher Education. New Delhi: Isha Book Publishers.
- Parmeshwaran, E.G and Beena, C (2002) an Invitation to Psychology, Hyderabad, Neel Kamal Publications
- Pathak, R. P. (2013) Philosophical & sociological perspectives of education. New Delhi: Atlantic Publishers
- Sampath & others (1998) Introduction to Educational Technology. New Delhi, Sterling Publishers Pvt Ltd.
- Semel, S.F. (2010) Foundation of education: the essential text New York: Routledge

- Sharma, R.A. (1993) Advanced Educational Technology. Meerut. Loyal Book Depot.
- Sharma, R.A. (2000) Technology of Teaching. Meerut, Loyal Book Depot.
- Siddiqui, M. H. (2014) Philosophical & sociological foundations of education. New Delhi:APH Publishing Corporation.
- Singh, Y. K. (2015) Sociological foundation of education. New Delhi: APH Publishing Corporation.
- Srinivasan, T.M. (2005) Instructional Technology. New Delhi: Jaipur Pointer Publishers.
- Tara Chand (1990) Educational Technology. New Delhi, Anmol Publications.
- Tummons,J. and Curzon,L.B.(2013) Teaching in further education: An outline of principles and practice, New York: Bloomsburg
- Venkataiah, S. (2001) Education culture & society. New Delhi: Anmol Publications.
- Woolfolk, A. E. (1987) Educational psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.

SEMESTER-IV

Course Title: FIELD INTERNSHIP- II

Code: MED 591

| L | T | P | Credits |
|----------|----------|----------|----------------|
| 0 | 0 | 16 | 8 |

Learning outcomes

After completion of the course students will be able to

- Critically analyse the administrative activities of teacher education institutions.
- Discuss the process of curriculum designing and development.
- Explain evaluation of training processes in in-service centres
- Assess the outcomes of training programs
- Formulate action research proposal
- Practice innovative teaching techniques and evaluation in teacher education institutions

Field Internship Guidelines

The field internship -II shall be conducted at the beginning of semester-IV and will continue for at four weeks or least 28 working days. The fundamental purpose of this internship programme is to develop the pedagogical skills of the interns with regard to secondary teacher education programmes. It will be carried out under the supervision of the internship coordinator keeping in mind the following aspects;

5. The interns will be given comprehensive orientation about the detailed modalities of the internship by the internship coordinator and other faculty members.
6. The interns will be trained on different innovative method(s) of teaching, conduct of online class and evaluation, development of e-modules of four quadrants and its delivery, curriculum development as per CBCS pattern, application of blended learning pattern in the teacher education institutions etc. as will be decided by the faculty members and the internship coordinator and will practice all these in a simulated condition in the University for at least two weeks.

7. After the simulated practice on different activities the interns will go to the field i.e. any secondary teacher training institution as they will be allotted and will deliver there at least five lessons and will carry out other activities as will be decided by the department from time to time. The interns will carry out these activities in the institution for 10 days under the supervision of their mentors as will be decided by the internship coordinator with the approval of the HoD.
8. The last four days will be devoted towards presentation of the internship reports followed by viva-voce.

Mode of Evaluation

4. The evaluation will be conducted out of 100 marks
5. The distribution of marks are as follows;
 - g. Attendance=5 marks
 - h. Overall behaviour of interns=5 marks
 - i. Performance in the field=20
 - j. Internship report preparation=30
 - k. Presentation of the internship report= 20 marks
 - l. Final viva-voce= 20 marks

A three member's examiner panel will be prepared by the HoD including the internship coordinator for the conduct of the presentation of the internship report and f

Evaluation Criteria – As given in SOP for Field Internship

Course Title: Dissertation

Course Code: MED 600

| L | T | P | Credits |
|---|---|----|---------|
| 0 | 0 | 24 | 12 |

Learning Outcome

After completion of the course the students will be able to

1. Conduct research independently on educational problems.
2. Develop analytical and logical thinking in the process of conducting research.
3. Apply the implications of educational research in generating new knowledge

Evaluation:

| Dissertation Proposal (Third Semester) | | | Dissertation (Fourth Semester) | | |
|---|-------|--|--|-------|--|
| | Marks | Evaluation | | Marks | Evaluation |
| Supervisor | 50 | Dissertation proposal and presentation | Supervisor | 50 | Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce |
| HoD and senior-most faculty of the department | 50 | Dissertation proposal and presentation | External expert, HoD and senior-most faculty | 50 | Dissertation report (30), presentation (10), final viva-voce (10) |

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