

GURU KASHI UNIVERSITY



Master of Education

Session: 2024-25

Department of Education

Graduate Outcomes of the Programme:

The M.Ed. graduates will excel in independent educational research; design robust studies, collect diverse data using surveys, interviews, or observations, and analyze it using advanced qualitative and quantitative techniques; draw meaningful conclusions, contributing to the field's knowledge base; possess the ability to critically analyze and evaluate educational policies, practices, and research findings; employ strong critical thinking skills to tackle complex educational challenges, applying evidence-based approaches to propose effective solutions and contribute to the improvement of education systems.

Programme Learning outcomes: After completion of the program, the learner will be able to:

1. Apply the specialized knowledge of philosophical, sociological, and psychological bases of education to set the context of the teaching profession.
2. Enhance the capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively.
3. Develop an understanding of national and international perspectives about educational theory and practice to enable the learners to visualize the interlinkages and dependency among different educational systems.
4. Apply the knowledge and skills to deal with the issues related to teacher education and the education of diverse groups.
5. Relate knowledge and understanding on the process of educational resources, aptitude and skills in conducting research in specialized areas of education to generate knowledge or critically evaluate existing knowledge.
6. Build the knowledge & skills to deal with issues related to environment and sustainable development, gender equality etc. and respond to emerging issues by applying critical, constructive and creative thought process.
7. Utilize the knowledge of educational administration & management and leadership to create and manage the organization's teaching environment.

Programme Structure

SEMESTER – I						
Course Code	Course Title	Type of Course	L	T	P	Credits
MED111	Philosophical Perspectives in Education	Core	4	0	0	4
MED112	Advanced Educational Psychology	Core	4	0	0	4
MED113	Teacher Development and Empowerment	Compulsory Foundation	2	0	0	2
MED106	Communication Skills	Elective Foundation	0	0	4	2
MED119	Educational Entrepreneurship	Entrepreneurship	2	0	0	2
MED120	Academic Writing	Multi-Disciplinary	0	0	6	3
Discipline Elective Group –I (Select any one of the following)						
MED114	ECCE	Discipline Elective-I	3	0	0	3
MED115	Secondary Education					
Discipline Elective Group –II (Select any one of the following)						
MED116	Educational Administration and Management	Discipline Elective-II	3	0	0	3
MED117	Educational Leadership					
Total			18	0	10	23

SEMESTER – II						
Course Code	Course Title	Type of Course	L	T	P	Credits
MED213	Sociological Perspectives in Education	Core	4	0	0	4
MED214	Curriculum Design and Development	Core	4	0	0	4
MED215	Assessment Practices in Higher Education	Compulsory Foundation	2	0	0	2
MED216	ICT in Education	ICT Skill	1	0	0	1
MED222	Guidance and Counselling	Skill Based	2	0	0	2
MED299	XXX	MOOC	0	0	0	2
Value Added Course						
MED217	Reflective Practices of Teaching	Value Added	2	0	0	2
Discipline Elective Group-III (Select any one of the following)						
MED218	Inclusive Education	Discipline Elective-III	3	0	0	3
MED219	Educational Planning					
Discipline Elective Group-IV (Select any one of the following)						
MED223	Education for Sustainable Development	Discipline Elective-IV	3	0	0	3
MED221	Human Rights Education					
Total			21	0	0	23

SEMESTER – III						
Course Code	Course Title	Type of Course	L	T	P	Credits
MED321	Educational Research and Data Analysis	Core	4	0	0	4
MED319	Educational Technology	Core	4	0	0	4
MED398	Research Proposal Development	Research Skill	0	0	8	4
MED322	Internship (13 Weeks)	Skill Based	0	0	0	2
MED316	Ethics in Research	Skill Based	2	0	0	2
MED399	XXX	MOOC	0	0	0	2
Value Added						
MED320	Peace and Value Education	Value Added	2	0	0	2
Open Elective Course						
XXX	XXX	Open Elective	2	0	0	2
Total			14	0	8	22
Open Elective Courses (For Other Department)						
OEC062	Digital Literacy	Open Elective	2	0	0	2

SEMESTER - IV						
New Course Code	Course Title	Type of Course	L	T	P	Credits
MED401	Dissertation	Research-Based Skill	0	0	0	20
MED405	Educational Seminar	Ability Enhancement	0	0	2	1
Total			0	0	2	21
Grand Total			53	0	16	87

Evaluation Criteria for Theory Courses

A. Continuous Assessment: [25 Marks]

CA-1 Surprise Test (Two best out of three) - (10 Marks)

CA-2 Assignment(s) (10 Marks)

CA-3 Term paper (05 Marks)

B. Attendance (5 marks)

C. Mid Semester Test-1: [30 Marks]

D. End-Term Exam: [40 Marks]

SEMESTER-I**Course Title: Philosophical Perspectives in Education****Course Code: MED111**

L	T	P	Credits
4	0	0	4

Learning Outcomes**Total Hours: 60**

After Completion of this course, the Learner will be able to:

1. develop a comprehensive understanding of philosophy and its relationship with education.
2. analyze and evaluate Indian schools of philosophy and Western schools of philosophy
3. critically examine modern schools of philosophy and their influence on educational theories and ideals
4. investigate the educational implications of value education, emphasizing the need for fostering positive values and ethics in educational settings.

Course Content**Unit I****16 Hours**

Philosophy- Meaning, nature, definition, scope and functions, analytical speculative and normative, the relationship between philosophy and education, the need of philosophy for human life.

Philosophical Foundations of Education: Concept, need and importance, fundamental thoughts and issues in philosophy

Branches- Metaphysics, epistemology, axiology, meaning, importance, and implications on education

Unit II**16 Hours**

Indian schools of Philosophy: Shad-darshan, Buddhism, and Jainism: the concept of epistemology, metaphysics & axiology educational objectives, curriculum, methods, discipline and pupil-teacher relationship with examples from present educational scenario and educational implications

Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism, and of these schools with special reference to basic tenets, objectives, curriculum, methodology, teacher-pupil relationship, and Educational Implications

Unit III**14 Hours**

Modern Schools of philosophy: Logical Analysis, Logical Empiricism & Positive Relativism

Influence of Great Philosophers on Education: Socrates, Plato, John Devey, Mahatma Gandhi, Swami Vivekananda, Pt Madan Mohan Malviya and Rabindranath Tagore

Unit IV**14 Hours**

Value Education: Meaning, Types, Purpose, importance, and educational implications of value education

Concept of education as an investment; Education and modernization; education in the local and global perspectives: implications of globalization on the system of education

Role of education for National integration and International understanding and Brotherhood

Transactional Mode

Brainstorming, Seminar, Group discussion, Team Teaching, Focused Group Discussion, Assignments, Dialogues, Personalized Learning, Inquiry-Based Learning

Suggested Readings

- Carr, D., & Haldane, J. (2020). *Educational Theory: An Introduction*. Routledge.
- Siegel, H. (Ed.). (2020). *The Oxford Handbook of Philosophy of Education*. Oxford University Press.
- Curren, R., & Bailey Jr., C. D. (2018). *Philosophy of Education: An Anthology*. Wiley-Blackwell.
- Ozmon, H. A., & Craver, S. M. (2018). *Philosophical Foundations of Education*. Pearson.
- Abel, D. C., & Phillips, D. C. (Eds.). (2017). *Philosophy of Education: Introductory Readings*. Routledge.
- Gregory, M. R., & Haynes, J. (Eds.). (2017). *The Routledge International Handbook of Philosophy for Children*. Routledge.
- Singh, Y. K. (2015). *Sociological foundation of education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M. H. (2014). *Philosophical & sociological foundations of education*. New Delhi: APH Publishing Corporation.
- Tobolowsky, B. F., & Hager, P. H. (Eds.). (2013). *Educational Theory: Essential Readings*. Sage Publications.
- Pathak, R. P. (2013). *Philosophical & sociological perspectives of education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Taneja, V. R. (2012). *Socio-philosophical approach to education*. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Bailey, R. (2010). *Philosophy of Education: An Introduction*. Routledge.
- Gingell, J., & Winch, C. (2008). *Philosophy of Education: The Key Concepts*. Routledge.

- *Bertrand Russell, The Problems of Philosophy (Urbana, IL: Project Gutenberg, 2004), <http://www.gutenberg.org/ebooks/5827>.*
- *Blake, N., Smeyers, P., Smith, R., & Standish, P. (Eds.). (2003). The Blackwell Guide to the Philosophy of Education. Wiley-Blackwell.*
- *Venkataiah, S. (2001). Education culture & society. New Delhi: Anmol Publications.*

Web Sources

- *www.educationworld.com*
- *www.aera.net*
- *www.apa.org*
- *<https://www.collegesearch.in/articles/importance-of-value-education>*

Course Title: Advance Educational Psychology

Course Code: MED112

L	T	P	Credits
4	0	0	4

Total Hours: 60

Learning Outcomes: After Completion of this course, the Learner will be able to:

1. examine the relationship between motivation and learning, including the concept of achievement motivation.
2. analyze the concept of personality from both Western and Vedantic perspectives.
3. trace the evolution of the concept of intelligence, from a unitary perspective to a multiple intelligence perspective.
4. summaries the concept of children with diverse needs and different abilities, including their classification and the role of teachers in supporting their education.

Course Content

Unit I

16 Hours

Learning: Concept, nature, factors affecting Learning, Latent Learning, Gagne's Hierarchy of Learning

Transfer of Learning: Concept, Types, Theories and Educational Implications

Motivation: Concept, Types, its relation with learning, Achievement Motivation

Unit II

16 Hours

Assessment of Personality: Projective and Non-Projective techniques

The Role of Social Interaction in Constructing Knowledge: A Vygotskian Perspective
Applying Vygotsky's Zone of Proximal Development in Educational Settings: Benefits and Challenges
Social Constructivism and Language Acquisition: Examining Vygotsky's Language Development Theory Adjustment, causes and manifestations of maladjustment, Defense Mechanisms, Conflicts and their management

Unit III

14 Hours

Evolution of the concept of Intelligence (from unitary to multiple intelligence)
Theories of intelligence by Gardner and Sternberg, assessment of multiple intelligence, Developing Emotional Intelligence.
Concept, characteristics, elements and development of creativity, measurement of creativity and fostering creativity among learners.

Unit IV

14 Hours

Children with diverse needs /different abilities: Concept, Classification, Role of Teacher
Concept, characteristics, identification of the following- Learning Disabled (Dyscalculia, Dyslexia & Dysgraphia), Slow Learners, Advanced learners, Children with ASD, ADHD & with ADD
Inclusive Education: Concept, Process and Barriers

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback

Suggested Readings

- *Robert E. Slavin. (2021). Educational Psychology: Theory and Practice. Pearson.*
- *Jeanne Ellis Ormrod. (2021). Educational Psychology: Developing Learners. Pearson.*
- *Peter D. Dominic. (2021). Educational Psychology: A Cognitive Approach. Oxford University Press.*
- *Teresa M. McDevitt and Jeanne Ellis Ormrod. (2021). Child Development and Education. Pearson.*
- *Roger H. Bruning, Gregory J. Schraw, and Royce R. Ronning. (2021). Cognitive Psychology and Instruction. Pearson.*

- Anita Woolfolk. (2020). *Educational Psychology: Active Learning Edition*. Pearson.
- Margaret E. Gredler. (2020). *Learning and Instruction: Theory into Practice*. Pearson.
- William Crain. (2016). *Theories of Development: Concepts and Applications*. Pearson.
- Dale H. Schunk. (2016). *Motivation in Education: Theory, Research, and Applications*. Pearson.
- Joseph, C.S. (2014): *Experimental and Testing Psychology*. New Delhi: Anmol Publications.
- Fox, C. (2014): *Educational Psychology: Its Problems and Methods*. New Delhi: Sarup Books Publication.
- Jeanne Ellis Ormrod. (2013). *Human Learning: Pearson New International Edition*. Pearson.
- Sandhya, K.P. (2013): *General Psychology*. New Delhi, Anmol Publication.
- Harze & Moghaddam (2012): *Psychology for the third Millennium*. New Delhi, Sage Publications.
- Chand, J. (2010): *Psychological Foundations of Education*. New Delhi, Anshah Publishing House.
- Baron, R.A. (2007): *Psychology*. India: Porling Kindersley & Pearson Education.
- Mangal, S.K. (2006): *Advanced Education Psychology*. New Delhi: Prentice Hall of India
- Hurlock, E. B. (2004): *Developmental Psychology: A Life Span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.*
- Singh, D. (2000): *Emotional Intelligence at work*. New Delhi: Sage.
- Goleman, D., (1995) *Emotional Intelligence*. New York, England: Bantam Books, Inc.
- Mazur, J.E. (1994): *Learning and Behaviour. (4th Ed.)*. Englewood Cliffs, New Jersey; Prentice Hall
- Good, T. L., & Brophy, J. E. (1990). *Educational psychology: A realistic approach*. New York: Longman.
- Mathur, S.S. (1986): *Educational Psychology, Revised and Enlarged Text Edition*. Agra: Vinod Pustak Mandir.
- Kundu, C.L. & Tutoo, D.N. (1989): *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Hilgard, E.R. & Bower, S.H., (1975): *Theories of Learning*. Englewood Cliffs, New Jersey: Prentice Hall.
- Bigge, Morris. L (1971): *Learning theories for teachers (2nd Edition)*. New York: Harper &Row.
- Bigge, M., L. & Hunt M., P. (1968): *Psychological foundations of education, 2nd Edition*, N.Y. Harper &Row.

- *Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.*

Webliography

- *American Psychological Association (APA): www.apa.org*
- *Psychology Today: www.psychologytoday.com*
- *Simply Psychology: www.simplypsychology.org*
- *Verywell Mind: www.verywellmind.com*
- *Social Psychology Network: www.socialpsychology.org*

Course Title: Teacher Development and Empowerment

Course Code: MED113

Learning Outcomes

L	T	P	Credits
2	0	0	2

Total Hours: 30

After Completion of this course, the Learner will be able to:

1. analyze the scope of teacher education in preparing teachers for secondary and higher education.
2. explore the various methods of curriculum transaction in pre-service secondary teacher education.
3. explain importance of continuing professional development of in-service teachers, and explore strategies for professional development.
4. describe the concept of teaching as a profession

Course Content

Unit I

8 Hours

Teacher Education - Meaning, importance and scope, new courses in teacher education. Role and responsibilities of teacher educators. Scope of teacher education-preparing teachers for Secondary and Higher Education. NEP 2020 – Teacher Education and Teacher professional development

Unit II

8 Hours

Pre-service Training - Objectives and Scope. Components of Pre-service secondary teacher education: Core and Specialization courses, practicum, internship, co-curricular activities, working with the community and work experience

Unit III

8 Hours

Continuing Professional Development of In-Service Teachers-Concept and importance of Professional Development

Strategies of Professional Development: Workshops, seminars, symposium, panel discussions, conferences self-study, extension lectures, refresher courses, Research colloquium

MoE, NIEPA and NCTE: Roles and Responsibilities. Agencies for in-service education (DIET, NCERT, SCERT, Academic Staff College)

Unit IV

6 Hours

Concept of teaching as a profession, professional ethics of teachers, teacher accountability and performance appraisal of teachers

Selection, appointment of teachers and induction programs for teachers

Assessment and Evaluation in teacher education program

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback

Suggested Readings

- *Linda Darling-Hammond (2017) - "Transforming Teacher Education: Lessons in Professional Development", Teachers College Press.*
- *Chris Forlin, Tim Loreman, and Catherin Chambers (2013) - "Teacher Education for Inclusion: Changing Paradigms and Innovative Approaches", Routledge.*
- *European University Association (EUA) (2013) - "Teacher Education Policy in Europe: A Voice of Higher Education Institutions", EUA.*
- *Hilary Perraton (2013) - "Teacher Education in Sub-Saharan Africa: Closer Perspectives", Commonwealth Secretariat.*
- *Scottish Government (2012) - "Initial Teacher Education and Training: A Core Curriculum Framework for Scotland", Scottish Government.*
- *Khera, S. (2011) - "Education and Teacher Professionalism", New Delhi, Rawat Publication.*
- *Mohan, R. (2011) - "Teacher Education", New Delhi: PHI Learning Private Ltd.*
- *Naik, N. (2011) - "Teaching English Language through Literature", New Delhi, Sarup Book Publishers Pvt. Ltd.*
- *Naqvi, T. (2010) - "Teachers in Classroom: The Perceptual Roadblocks", Delhi, Shipra Publications.*
- *John Loughran, Mary Lynn Hamilton, and V. Darleen Opfer (2007) - "International Handbook of Teacher Education: Volume 1", Springer.*

- *David P. Baker and Alexander W. Wiseman (2006) - "Teacher Education in the Asia-Pacific Region: A Comparative Study", Springer*
- *Barker, I. (2006) - "Teachers and Trainers", New Delhi: Cambridge University Press India Pvt. Ltd.*
- *Udayveer (2006) - "Modern Teacher Training", New Delhi, Anmol Publications.*
- *NCERT (2005) - "National Curriculum Framework", NCERT, New Delhi.*
- *Sharma, R.A. (2005) - "Teacher Education", Meerut, Loyal Book Depot.*
- *Kenneth M. Zeichner and Daniel P. Liston (1996) - "Teacher Education and the Struggle for Social Justice", Teachers College Press.*

Course Title: Communication Skills**Course Code: MED106****Learning Outcomes**

L	T	P	Credits
0	0	4	2

Total Hours: 30

After completion of this course, the learner will be able to:

1. develop a comprehensive understanding of communication skills, including the importance of communication
2. analyze different communication styles their characteristics and implications in various contexts
3. examine the types and essentials of effective speaking, reading, and writing skills, including the importance
4. acquire knowledge and skills in writing resumes by following guidelines

Unit I**15 Hours**

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.

Official Communication Channels: Upward, Downward, Horizontal and Diagonal, Effective dealing of Grapevine communication.

Barriers of communication, Measures to overcome the barriers of communication

Unit II**15 Hours**

Listening Skills: Listening process; measures to improve listening. Active Listening Vis-à-vis Empathetic Listening

Speaking Skills: Face-to-face meetings, responding to good and bad news, making a request, persuading, Oral presentations-planning.

Reading Skills: Read and respond to - public notices, exam displays, timetable, dictionary and job advertisements.

Writing Skills: Writing e-mail in an official space to make a request, respond to a complaint, Summarize and paraphrase a report, writing an

advertisement

Unit III

15 Hours

Employment Letters and Applications: Cover letter for job application, Composing the Curriculum-Viète.

Job Interview: The interviewing process, Types of interviews and their formats, Sample questions commonly asked during an interview

Developing interview file and portfolio for employment and academic purposes.

Unit IV

15 Hours

Official Communication: memo, notice and circular

Meetings: Conducting meetings, selecting participants, developing agendas, opening meetings, establishing ground rules for meetings, time management

Technical Reports: types and formats, Technical Proposals

Transactional Mode

Discussions, Debates, Research Trends Analysis, Case Studies, Demonstration, Group Discussion, Presentation and Simulations

Practical Activity

Conduct mock interview, Develop the resume, Effective communication practice, Role-Play Exercises, Presentations, Listening Comprehension Exercises, Debates, Non-Verbal Communication Activities, Written Communication Tasks

20 marks per practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks

Suggested Readings

- O' Toole, J. (2019). *The enlightened capitalists: Cautionary tales of business pioneers who tried to do well by doing good.* Harper Collins.
- Ashokan, M. S. (2015). *Karmayogi: A biography of E. Sreedharan.* UK: Penguin.
- 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.
- Kelly, T., & Kelly, D. (2014). *Creative confidence: Unleashing the creative potential within us all.* William Collins.
- Chaturvedi, P. D., & Chaturvedi, M. (2013). *Business communication: skills, concepts and applications.* Noida: Pearson Publications.
- Mukerjee, H. S. (2013). *Business communication: connecting at work.* UK: Oxford University Press.
- Brown, T. (2012). *Change by design.* Harper Business.

- Kurien, V., & Salve, G. (2012). *I too had a dream*. Roli Books Private Limited.
- Livermore, D. A. (2010). *Leading with cultural intelligence: The new secret to success*. New York: American Management Association.
- Sen, M. (2010). *An Introduction to critical thinking*. Delhi: Pearson.
- 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.
- Ober, S. (2009). *Contemporary business communication*. USA: Houghton Mifflin Company.
- Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. Penguin.
- Farhathullah, T. M. (2008). *Communication skills for technical students*. Kolkata: Orient Blackswan Private Limited.
- Elkington, J., & Hartigan, P. (2008). *The power of unreasonable people: how social entrepreneurs create markets that change the world*. Harvard Business Press.
- Silvia, P. J. (2007). *How to read a lot*. Washington DC: American Psychological Association.
- Sternberg, R. J., & Baltes, P. B. (Eds.). (2004). *International handbook of Intelligence*. Cambridge University Press.
- Kalam, A. A. (2003). *Ignited minds: Unleashing the power within India*. Penguin Books India.
- Brown, R. (2000). *Group processes: Dynamics within and between groups*. (2) New York: Blackwell Publishers.
- Goleman, D. (1995). *Emotional intelligence*. Bloomsbury Publishing India Private Limited.
- McCormack, M. H. (1986). *What they don't teach you at Harvard business school: notes from a street-smart executive*. RHUS.

Course Title: Educational Entrepreneurship**Course Code: MED119**

L	T	P	Credits
2	0	0	2

Learning Outcomes**Total Hours: 30**

After completion of this course, the learner will be able to:

1. analyze and discuss the various terminologies associated with entrepreneurship in education.
2. evaluate the evidenced effects and outcomes of entrepreneurial education in fostering entrepreneurial competencies and mindset.
3. examine the concept of learning-by-doing and its relevance in fostering entrepreneurial skills and mindset.
4. engage in the debates surrounding entrepreneurial education and critically analyze different perspectives and arguments.

Course Content**Unit I****8 Hours**

Terminology of entrepreneurship in education
 Wide and narrow views on entrepreneurship
 Educating about, for and through entrepreneurship
 Value creation as the common core of entrepreneurial education
 Comparing entrepreneurial education to the pedagogical approaches

Unit II**8 Hours**

State defects of entrepreneurial education
 Evidenced effects of entrepreneurial education
 Some novel ways to assess the development of entrepreneurial competencies

Unit III**7 Hours**

Activities that trigger entrepreneurial competencies, how learning-by-doing works, organizing interaction with the outside world

Unit IV**7 Hours**

Four progression models from United Kingdom, Denmark and Sweden towards unified progression model for entrepreneurial education, the debates around entrepreneurial education

Transactional Modes

Lecture cum discussion Collaborative Teaching, Video based Teaching, Open Talk, and Brain Storming

Suggested Readings

- Apple, M.W. (2000). *Between Neo-liberalism and Neo-conservatism: Education and Conservatism in a Global Context. Globalization and education: Critical perspectives*, 57, 77.
- Austin, J., Stevenson, H. & Wei-Skillern, J. (2006). *Social and commercial entrepreneurship: same, different, or both?* *Entrepreneurship Theory and Practice*, 30, 1-22.
- Ball, S.J. (2003). *The teacher's soul and the terrors of perform activity. Journal of Education Policy*, 18, 215-228.
- Desplaces, D. E., Wergeles, F.& Mcguigan, P. (2009). *Economic Gardening through Entrepreneurship Education: A Service-Learning Approach. Industry and Higher Education*, 23, 473-484.
- Erkkilä, K. (2000). *Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland*, Abingdon, Taylor & Francis.
- Farstad, H. (2002). *Integrated entrepreneurship education in Botswana, Uganda and Kenya: Final Report*.
- Fayolle, A. & Gailly, B. (2008). *From craft to science –Teaching model and learning processes in entrepreneurship education. Journal of European Industrial Training*, 32, 569-593.
- Fayolle, A., Gailly, B.& Lassas Clerck, N. (2006). *Assessing the impact of entrepreneurship education programs: a new methodology. Journal of European Industrial Training*, 30, 701-720.
- Fisher, S., Graham, M. & Compeau, M. (2008). *Starting from Scratch: Understanding the Learning Outcomes of Undergraduate Entrepreneurship Education'. In: Harrison, R. T. & Leitch, C. (eds.) Entrepreneurial Learning: Conceptual Frame works and Applications. New York, NY: Routledge*.
- Gibb, A. (2008). *Entrepreneurship and enterprise education in schools and colleges: insights from UK practice. International Journal of Entrepreneurship Education*, 6, 48.
- Gibb, A. A. (1993). *Enterprise Culture and Education Understanding Enterprise Education and Its Links with Small Business, Entrepreneurship and Wider Educational Goals. International Small Business Journal*, 11, 11-34.
- Gorman, G., Hanlon, D.& King, W. (1997). *Some research perspective entrepreneurship education, enterprise education and education for small business management: a ten-year literature review. International Small Business Journal*, 15, 56.
- Henry, C., Hill, F.& Leitch, C. (2005). *Entrepreneurship education and training: can entrepreneurship be taught? Part I. Education + Training*, 47, 98-111.

Course Title: Academic Writing**Course Code: MED120**

L	T	P	Credits
0	0	6	3

Learning Outcomes**Total Hours: 45**

After completion of this course, the learner will be able to:

1. Interpret the types and importance of academic writing
2. Review different books and journals
3. Assess their writing and its publication
4. Categorize different journals using indexing and impact factor

Practical

- Academic Writing-Meaning and types of academic writing, Challenges in Academic Writing
- Review of books and articles
- Publication Process-Journals – submission, review, revision, Books – manuscript presentation, review, editing, Acceptance for Publication: revision, editing, proofing, and printing
- 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.
- 7th APA Referencing Style

Evaluation Criterion

Writing a review of literature- 20 marks

Book Review-20 marks

Writing of references- 10 marks

Conduct of Practical- 30 marks

Viva-voce- 20 marks

Course Title: Early Childhood Care Education**Course Code: MED114****Learning Outcomes****Total Hours: 45**

L	T	P	Credits
3	0	0	3

After completion of this course, the learner will be able to:

1. examine various curriculum frameworks and identify the service providers of ECCE.
2. analyze the physical and motor development, personal, social, emotional development, cognitive development, language development, and the importance of play in each stage.
3. develop a child's portfolio and understand its significance in assessing development.
4. describe the management structure and demonstrate skills in supervision, mentoring, and monitoring of an ECCE center.

Unit I**15 Hours**

NEP 2020 – NCF for foundation course, Early Childhood Care and Education: Meaning and Significance - ECCE: Meaning, nature and significance, Objectives of ECCE, Components of ECCE, ECCE in Indian context, ECCE in global context

Early Childhood in India - Status and profile of young children in India - Diverse social, cultural and economic contexts - The diversity of early childhood in India - Impact of early childhood on subsequent life - Factors influencing early childhood - Importance of children's health - Indian constitution and provisions ECCE Policies, Schemes and Programs in India Policies and plans for ECCE - Schemes and programs for ECCE - Curriculum Frameworks - Service providers of ECCE - Lesson 5: Issues and Directions in ECCE - Issues in ECCE -Directions for addressing the issues of ECCE

Unit II**15 Hours**

Growth and development - Concept of growth and development - Principles of development - Factors affecting growth and development - Period of infancy - Growth and development from birth to three years.

Stages of Child Development: Three to Six Years and Six to Eight Years (Three to Six Years, Physical and motor development, Personal, social and emotional development, Cognitive development, Language development, communication and emergent literacy), Six to Eight Years (Physical and motor development Personal, social and emotional development, Cognitive development, Language development, communication and emergent literacy, Importance of play in the development of children)

Unit III**15 Hours**

Planning Developmentally Appropriate ECCE Curriculum - Meaning and significance of age and developmentally appropriate ECCE curriculum - Need and importance of contextualization of ECCE curriculum - Principles of quality ECCE planning - Approaches in ECCE curriculum - Appreciating diversity and planning an inclusive ECCE center

Play and Early Learning - Defining play - Benefits of play - Types of play - How play develops - Setting up an environment for promoting play and early learning - Play based activities for all domains

Methods of Child Study – Observation – Interview – Questionnaire - Case study - Anecdotal records - Art as form of communication - Portfolio

Unit IV**15 Hours**

Administration and Management of an ECCE Centre - Meaning of administration and management structure of an ECCE Centre - Supervision, mentoring and monitoring of an ECCE center - Need and types of records - Documentation and management of records - Mobilization and utilization of financial resources - Accounting and social auditing

Qualities and Role of an ECCE Teacher - Roles and responsibilities of an ECCE teacher - Qualities of an effective ECCE teacher

Involvement of Parents and Community - Define parent involvement - Need for parent and community awareness - Role of parents and community in functioning of an ECCE center - Parents, school and children: Benefits for parents, school and children - Ways of communicating with parents

Transaction Mode:

Play-based Learning, Hands-on Experiences, Project-based Learning, Integrated Curriculum, Individualized Instruction, Collaborative Learning, Technology Integrated teaching and Outdoor and Nature-based teaching

Suggested Readings

- Hyson, M. (2020). *The Early Years Matter: Education, Care, and the Well-Being of Children, Birth to 8*. Teachers College Press.
- Siegel, D. J., & Bryson, T. P. (2020). *The Power of Showing Up: How Parental Presence Shapes Who Our Kids Become and How Their Brains Get Wired*. Ballantine Books.
- Daly, L., & Beloglowsky, M. (2020). *Loose Parts 3: Inspiring Culturally Sustainable Environments*. Redleaf Press.
- Constable, K. (2020). *The Outdoor Classroom in Practice, Ages 3-7: A month-by-month guide to forest school provision*. Routledge.
- Dahlberg, G., Moss, P., & Pence, A. (2020). *Beyond Quality in Early Childhood Education and Care: Languages of Evaluation*. Routledge.
- Curtis, D., & Carter, M. (2019). *Reflecting Children's Lives: A Handbook for Planning Your Child-Centered Curriculum*. Redleaf Press.

- Biddle, K. A. G., Garcia-Nevarez, A., & Roundtree Henderson, W. J. (2019). *Early Childhood Education: Becoming a Professional*. Pearson.
- Freire, P. (2018). *Pedagogy of the Oppressed: 50th Anniversary Edition*. Bloomsbury Academic.
- Gonzalez-Mena, J., & Eyer, D. W. (2018). *Diversity in Early Care and Education: Honoring Differences*. McGraw-Hill Education.
- Machado, J. M. (2017). *Early Childhood Experiences in Language Arts: Early Literacy*. Cengage Learning.
- Levine, L. E., Munsch, J., & Galperin, J. V. (2018). *Child Development: An Active Learning Approach*. SAGE Publications.
- Ernst, J. D., & Delgado, J. J. (2018). *Introduction to Early Childhood Education: Equity and Inclusion*. Pearson.
- Gartrell, D. (2017). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*. Cengage Learning.
- Christakis, E. (2016). *The Importance of Being Little: What Young Children Really Need from Grownups*. Penguin Books.
- Morrison, G. S. (2018). *Early Childhood Education Today*. Pearson.
- Krogh, S. L., & Berger, K. R. (2016). *The Early Childhood Curriculum: Inquiry Learning Through Integration*. Pearson.
- Van Hoorn, J., Nourot, P. M., & Scales, B. (2016). *Play at the Center of the Curriculum*. Pearson.
- Ungar, M. (2013). *The Early Years: Assessing and Promoting Resilience in Vulnerable Children*. Routledge.
- Siegel, D. J., & Bryson, T. P. (2012). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. Bantam.
- Edwards, C., Gandini, L., & Forman, G. (2012). *The Hundred Languages of Children: The Reggio Emilia Approach Advanced Reflections*. ABC-CLIO.

Course Title: Secondary Education

Course Code: MED115

Learning Outcomes

L	T	P	Credits
3	0	0	3

Total Hours: 45

After completion of this course, the learner will be able to:

1. analyze the challenges regarding access, equity, and quality in sustaining Secondary Education and propose solutions.
2. examine the structure of Secondary and Senior Secondary Education in India, assess the status of secondary education, and discuss the need for curricular diversification and exposure to integrated and subject-specific streams.
3. elaborate the ideas in assessment and evaluation at the secondary level.
4. explain the importance of fostering an entrepreneurial mindset among students as per NEP 2020.

Unit I

12 Hours

Problems and issues of Secondary and Senior Secondary Education in India
Problems and challenges related to access, equity and quality sustenance of Secondary Education reshaping secondary education to meet Indian diversities

Equalization of Quality opportunities and addressing the related issues pertaining to secondary education

Problems of education for girls, disadvantaged and differently able Children- Imparting gender sensitivity - Wastage and stagnation in secondary level- Vocationalization of Secondary and Senior Secondary Education in India

Unit II

12 Hours

Structure of Secondary and Senior Secondary Education in India - Status of Secondary and Senior Secondary Education: Process of teaching-learning of adolescents, need for Curricular Diversification, Exposure to integrated and subject specific streams

Policy initiatives to improve secondary education, Recommendations of different commissions and policies on Secondary and Senior Secondary Education: Pre independent and post-independence period. Policy initiatives to improve secondary education in the country. Critical appraisal of Secondary and Senior Secondary Education in India, NEP 2020

Unit III

11 Hours

Secondary School curriculum: Features, principles, and relevance, critical appraisal of present Secondary School curriculum of different states
Conventional and innovative strategies for curriculum transaction.
Comparison Designing strategies for curriculum transaction

Assessment and evaluation in secondary level- New trends in evaluation: Grading, Internal assessment, Portfolio assessment, Semester system, Need and importance of CCE, Critical appraisal of the present evaluation system in Secondary level

Unit IV

10 Hours

Vocational Education NEP 2020 - Early exposure to vocational education at secondary level - Flexibility and Choice - NEP 2020 recommends integrating vocational education with the academic curriculum.

Importance of hands-on learning experiences in vocational education - Industry Partnerships - training and development of qualified vocational teachers - recognized certification and accreditation of vocational courses

Importance of fostering an entrepreneurial mindset among students – NEP 2020 suggestions for career guidance and counseling services

Transactional Mode

Collaborative Teaching, Case Study, Dialogue, Panel Discussion, Group Discussion, Demonstration, Debates, Project Based Learning, Team Teaching

Suggested Readings

- Zoya March (2022). *Secondary Education the key concepts* by Jerry Wellington pdf free download
- Tilak, JBG (2020), *Universal Secondary Education in India-Issues, Challenges and Prospects*, Springer, New Delhi
- Jain, C. & Prasad, N. (2018), *Quality of Secondary Education in India: Concepts, Indicators, and Measurement*, Springer, New Delhi
- Reimers, F. (2021), *Primary and Secondary Education During Covid-19: Disruptions to Educational Opportunity During a Pandemic*, Springer Nature, Cham
- Hallinger, P., & Murphy, J. F. (Eds.). (2013). *Handbook of Research on Educational Administration: A Project of the American Educational Research Association*. Routledge.
- Sergiovanni, T. J., & Starratt, R. J. (2012). *Supervision: A Redefinition*. McGraw-Hill Education.
- Fullan, M. (2014). *Leading in a Culture of Change*. John Wiley & Sons.
- Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.
- Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *Review of Research: How Leadership Influences Student Learning*. University of Minnesota, Center for Applied Research and Educational Improvement.

Course Title: Educational Administration and Management**Course Code: MED116****Learning Outcomes**

L	T	P	Credits
3	0	0	3

Total Hours: 45

After completion of this course, the learner will be able to:

1. evaluate the partnership and coordination between the central and state governments, civil society, and NGOs in policy implementation.
2. analyze the recommendations for elementary, secondary, and higher education in the 12th five-year plan.
3. Explain the processes within educational organizations and management by objectives.
4. Explore the functions and objectives of key educational organizations and its Social Welfare.

Course Content**Unit I****12 Hours**

Educational Organization, Administration and Management: Meaning and scope, Principles and process of administration (Management Theories) Approaches to administration. Agencies of Administration (UGC & NCTE) Agencies for policy implementation, Partnership in policy implementation – Centre-State, Role of civil society and NGOs, Issues involved in implementation, Constitutional responsibilities of the state for providing education

Unit II**12 Hours**

Educational structure and administrative issues organizational structure for educational administration and management: Secondary School Education, Higher Education and technical & professional education Recommendations for elementary, secondary, and higher education in 12th five-year plan, Administrative and management issues in RTE

Unit III**11 Hours**

Management in educational organization, organizational climate: Strategies for maintaining healthy work environment Processes in educational organization: structure, communication, decision making, management by objectives, Strategies for efficient management: motivation, job satisfaction, conflict management

Unit IV**10 Hours**

Constitutional Education provisions for the education of SC's and ST's universalization of primary education, S.S.A. objectives and programs, RTE Bill 2009, its objectives and implications.

Ministry of Education, functions and objectives, UGC, NCERT, NAAC, NIEPA, DSERT, Social Welfare

Minority and Tribal Welfare Commission, Role of Private Institutions and NGO's in Education and Administration.

Transactional Mode

Collaborative Teaching, Case Study, Dialogue, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching, Ted Talks

Suggested Readings

- Margaret Grogan and Michael Fullan (Eds.) (2021). *"The Jossey-Bass Reader on Educational Leadership."* Jossey-Bass.
- Michael Fullan and Andy Hargreaves (2020). *"The Principal: Surviving and Thriving."* Corwin.
- Eleanor Drago-Severson, Jessica Blum-DeStefano, and Patricia A. Wasley (2020). *"Leading Change Together: Developing Educator Capacity Within Schools and Systems."* Teachers College Press.
- Michael Connolly and Clive Dimmock (Eds.) (2019). *"School Leadership in the Context of Standards-Based Reform: International Perspectives."* Springer.
- Cathy N. Davidson (2017). *"The New Education: How to Revolutionize the University to Prepare Students for a World in Flux."* Basic Books.
- Anthony H. Normore and Jeffrey S. Brooks (2017). *"Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice."* Routledge.
- Wayne K. Hoy and Cecil G. Miskel (2016). *"Educational Administration: Theory, Research, and Practice."* McGraw-Hill Education.
- Todd Whitaker and Dale Lumpa (2015). *"Leading School Change: Nine Strategies to Bring Everybody on Board."* Routledge.
- Thomas J. Sergiovanni (2015). *"The Principalship: A Reflective Practice Perspective."* Pearson.
- Richard A. Gorton and Judy Alston (2014). *"School Leadership and Administration: Important Concepts, Case Studies, and Simulations."* Rowman & Littlefield.
- Mohanty, J. (2005). *Educational administration, supervision and school management (2nd Ed.).* New Delhi: Deep & Deep Publications.
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India.* New Delhi, NIEPA.
- Bhatnagar, R.P. & Agarwal, V. (2002). *Educational Administration and Supervision.* Meerut: Surya Publication.

- *Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New Delhi, the European Commission.*
- *Mathur, S.P. (2001): Financial Administration and Management. The Indian Publications, India.*
- *Agarwal, V. Bhatnagar, R.P. (1997). Supervision, Planning and Financing, Meerut: Surya Publication.*
- *Aggarwal, J. C., & Agrawal, S. P. (1992). Educational planning in India: With a slant to educational financing and administration. New Delhi: Concept Pub. Co.*
- *Bottery Mike (Ed.) (1992). Education, Policy & Ethics. London: Continuum.*
- *Ayyar, R.V. Vaidyana than (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration. VII (2). April.*
- *Bala, M. (1990). Leadership Behaviour and Educational Administration. New Delhi: Deep & Deep Publications.*
- *Bush, Tony (1986). Theories of educational management. London: Harper & Row Publishers.*
- *Bush, T., & Standing Conference for Research in Educational Leadership and Management. (1999). Educational management: Redefining theory, policy, and practice. London: P. Chapman Pub.*
- *Chandra Sekhar, P. (1994). Educational Planning and Management, New Delhi: Sterling Publishers.*
- *Hanson (E-Mark). Educational Administration and Organizational Behaviour. New Delhi: Discovery Publishing House.*
- *Khan, N. Sharif & Khan, M. S. (1980). Educational Administration, New Delhi: Ashish Publishing House.*
- *Kaur, K. (1986). Education in India (1981-1985): Policies, Planning and Implementation, Chandigarh: Arun and Rajiv Pvt. Ltd.*
- *Lulla, B.P. & Murthy, S.K. (1976). Essential of Educational Administration, Chandiga*
- *rh: Mohindra Capital Publishing.*
- *Luthens, Fred. (1981). Organizational Behaviour Tokyo: McGraw Hill.*
- *Mathur, S.S. (1978). Educational Administration and Management, Ambala Cantt.: Indian Publications.*
- *Milton, Charles R. (1989). Human Behavior in Organizations. NY: Prentice Hall, Inc.*

Course Title: Educational Leadership**Course Code: MED117**

L	T	P	Credits
3	0	0	3

Learning Outcomes**Total Hours: 45**

After completion of this course, the learner will be able to:

1. differentiate the role and responsibilities of different types of management system
2. develop leadership and management skills and insights necessary for leading the learning community.
3. explore collaborative leadership and shared decision-making processes.
4. discuss emerging trends and challenges in educational leadership.

Course Content**Unit I****12 Hours**

Educational Leadership: Meaning, concept, nature, functions, characteristics, styles and models of educational leadership.

Roles and Responsibilities of Educational Leaders in Private, Aided and Government - Principalship and other leadership positions - School improvement and change management - Leadership for equity and social justice

Unit II**12 Hours**

Leadership for the learning community, developing leadership and management skills and insights, values, vision and moral purpose in educational leadership, leading and managing educational change and improvement.

Ethical Leadership and Professionalism - Ethical decision-making in educational leadership - Professional standards and codes of conduct - Leadership integrity and credibility

Unit III**12 Hours**

Human Relations: Meaning, Factors affecting Human Relations, Interpretation of Human Behavior, Group Norms, Behavioral Norms and System Norms. The nature of the groups: Teamwork and workgroup design, conflict, negotiation, and stress management

Building and Sustaining School Culture - Creating a positive and inclusive school climate - Collaborative leadership and shared decision-making - Conflict resolution and building consensus

Unit IV**9 Hours**

Organizational development and leadership and Organizational change - Assessment and Accountability - Data-informed decision-making for school improvement - Accountability frameworks and assessment practices - Using data to drive instructional improvement

Educational Policy and Advocacy - Educational policy-making processes - Advocacy for educational issues and reforms - Influencing policy at the local, state, and national levels - Emerging trends and challenges in educational leadership - Future-ready skills for educational leaders - Reflecting on personal leadership growth and development

Transactional Mode

Video-Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Dr. Doris McEwen and Dr. Larry E. Frase (2023), "The School Leadership Survival Guide: What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst", Routledge.*
- *George Couros, (2021), "The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity", Dave Burgess Consulting, Inc.*
- *Amelia Kobus-Ostrowski, Lidia Wojtczak, and Ewa Nowicka, 2021, Cultural Leadership in Schools: Teaching and Learning, Intercultural Dialogue, and Educational Policies", Springer).*
- *Rosemary Papa and Fenwick W. English, (2020), "The Power of Authentic Leadership in Schools: Improving Motivation, Engagement, and Well-being", Rowman & Littlefield.*
- *Peter DeWitt, (2020), "Instructional Leadership in the Content Areas: Promoting Curriculum and Instructional Shifts", ASCD.*
- *Ali Intezari, Ronald L. Jacobs, and Christopher Steyaert (2020), "The Future of Leadership Development in the Learning Organization", Emerald Publishing Limited.*
- *Anne Knock (2020), "Leading for Change: A Framework for Continuous Learning in Schools", Solution Tree Press.*
- *"Leading with Intention: Eight Areas for Reflection and Planning in Your PLC at Work®" by Frederick Brown (2019, Solution Tree Press).*
- *Steve Gruenert and Todd Whitaker (2019) "The Imperfect Leader: A Story About Discovering the Not-So-Secret Secrets of Educational Leadership", Solution Tree Press.*
- *Kulbhir Singh Sidhu (2012). School Organization & Administration B.N. Dash: Educational Administration.*
- *Jagannath Mohanty (2008). Educational Administration, Management, Planning, Inspection of School Organization, Maneka Prakashak, Sambalpur.*
- *Answathappa, K. (1998). Organizational Behavior-Text and Cases, Himalaya Publishing House, Bombay*

- *Barbara Kellerman (Ed.) (1985), Leadership: Multidisciplinary Perspectives, New Jersey: Englewood Cliffs, Prentice Hall.*
- *Cartwright Darwin, Zander Alvin (Ed.) (1968), Group Dynamics: Research and Theory, Harper and Row Publishers, New York, Evanston and London.*
- *Culbertson, J.A., Paul, B.J. and Theodore, L.R.: Administrative Relationships- A Case Book. Englewood Cliffs, N.J.: Prentice Hall Inc., 1960.*
- *Fred Luthans (1989), Organizational Behavior, New York, McGraw Hill.*

SEMESTER-II**Course Title: Sociological Perspectives in Education****Course Code: MED213**

L	T	P	Credits
4	0	0	4

Learning Outcomes**Total Hours: 60**

After completion of this course, the learner will be able to:

1. differentiate between Sociology of Education and Educational Sociology. Explore the methods of sociological enquiry.
2. explore the relationship between social change and education.
3. analyze the conflict between traditionalism and modernity in India.
4. examine the concept of residential education, including its need and importance.

Course Content**Unit I****15 Hours**

Concept of Sociology of Education and Educational Sociology, Scope and importance of Sociology of Education, Distinction between Sociology of Education and Educational Sociology, Methods of Sociological Enquiry
Social Structure: Components, class and caste structure in India, the causes of social stratification and social mobility, Socio cultural nature and interaction of different social groups and its implications on education

Unit II**15 Hours**

Social Institution- Family, Concept and types- -types of families- joint family, nuclear family, single parent family-their advantages and disadvantages, influence of family on educational system
Social Change: The Essence of Theories of Social Change, Factors Influencing Social Change, Relationship between Social Change and Education

Unit III**14 Hours**

Culture: Definition, meaning, need and importance, Characteristics of culture, Relationship between Culture and Education
Conflict between Traditionalist and Modernity in India, Modernization, Significance, Education and Modernization, need for Promoting Universal and Egalitarian Values

Unit IV**16 Hours**

Equity and Equality: Concept and causes of inequality in educational opportunity, critical analysis of the ways in which schooling contribute to social equality
Multicultural and a multilingual society: concept, challenges and role of education to meet these challenges
Constitutional Provisions for Promoting Social Justice in India; Education in Relation to Democracy and Secularism

Regionalism Concept of Residential Education; Need and Importance, Social Demand for Residential Education; Jawahar Navodaya Vidyalayas, Morarji Desai, Navodaya Vidyalayas, Ashram Schools

Transactional Mode

Seminar Presentation, Group discussion, Team teaching, Focused group discussion, Assignments

Suggested Readings

- *Thomas Merriti M (1873) - The History of Education Topical Summary with Chronology from Ancient Times to The Present Barnes and Noble Inc., New York.*
- *Wilds Elimen Hand Ullich Kenneth V (1961) - The Foundation of Modern Education Holt Rinehart Winston, New York.*
- *Cohen Alan and Garner Norman (1967) - Readings in The History of Educational Thought - University of London Press Ltd., London.*
- *Ulich Robert (1967) - History of Educational Thought - Educational Publishing House Pvt. Ltd., New Delhi.*
- *Good Henry G. and Teller James D (1969) - A History of Western Education - The Mac Millan Co., London.*
- *Bagardus, Bonodus Emory S. (1969) - The Development of Educational Thought - Nakils, Feffer and Sinions, Bombay.*
- *Mookerji Radhakumud (1969) - Ancient Indian education (Brahmanical and Buddhists) Motilal Banarsidass, Varanasi.*
- *Curtis S J and Boulwood HEA (1975) - A History of Educational Ideas - University Tutorial Press Ltd., London.*
- *Power Edward J (1970) - Main Currents in The History of Education, McGraw Hill Book Co., London.*
- *Report of The Education Commission (1964-66) - 1970: Education and National Development - NCERT, New Delhi.*
- *Monroe Paul (1947) - A Brief Course in The History of Education, The Mac Millan Co., London.*
- *Saini Shivakumar (1980) - Development of education in India - Sai Economic and Political Perspectives, Cosmo publication, Delhi.*
- *Graves (1991) - History of Education: Before Middle Ages (2 Volumes) - International Book House, New Delhi.*
- *Ruhela (1991) - Trends in modern Indian education - International Book House New Delhi.*
- *Seabrane (1991) - History of Education Vol-II - International Book House New Delhi.*
- *James (1991) - Development of Education System in India, International Book House New Delhi.*

Course Title: Curriculum Design and Development**Course Code: MED214**

L	T	P	Credits
4	0	0	4

Learning Outcomes**Total Hours: 60**

After completion of this course, the learner will be able to:

1. analyze the nature, purposes, scope, and principles of curriculum development.
2. explore different models of curriculum engineering, such as administrative models, grassroots models, and system analysis models
3. analyze the salient features of the National Curriculum Framework-2005 and NCFTE-2009.
4. appraise the principles of formulating aims and selecting content, for curriculum development.

Course Content**Unit I****16 Hours**

Curriculum: Concept, need, importance and components of curriculum. and.

Curriculum development: nature, purposes, scope and principles, curriculum development and other curricular fields, philosophical, social, psychological foundations of curriculum development.

Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.

Unit II**16 Hours**

Models of curriculum engineering: administrative model, grass-root model, system analysis model (Tyler's Model, Hilda Taba's Model, Montessori Method, Backward Design Model, Spiral Curriculum Model, Constructivist Model, Experiential Learning Model, Winston and Fantini Model)

Factors affecting curriculum change vs social factors, pressure groups, writers and publishers. Role of teacher as curriculum maker

Unit III**14 Hours**

Curriculum framework: -meaning, need and importance; understand the relationship between Curriculum framework, curriculum, syllabus, and text book.

The salient features of National Curriculum Framework-2005 and NCFTE-2009.

Curriculum issues, trends and future directions for curriculum, Critical appraisal of present curriculum in secondary and senior secondary schools of India - Analyse the school education curriculum centre and state with respect to their priorities, concerns to National goals

Unit IV**14 Hours**

Curriculum design: concept and need, different curriculum designs: Course-centered, experience and activity centered and core curriculum, Eclectic model of curriculum design

Transactional Mode

Video Based Teaching, Collaborative Teaching, Case Based Teaching, Case Analysis, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Allan C. Ornstein, Francis P. Hunkins, and Philip M. S. Taylor (2020), "Curriculum: Foundations, Principles, and Issues", Pearson*
- *Jon W. Wiles and Joseph C. Bondi (2020), "Curriculum Development: A Guide for Educators", Pearson*
- *Allan A. Glatthorn, Floyd A. Boschee, Bruce M. Whitehead, and Bonni F. Boschee (2018), "Curriculum Leadership: Strategies for Development and Implementation", Sage Publications*
- *David J. Flinders, Stephen J. Thornton, and Patricia P. H. McDonough (2019), "The Curriculum Studies Reader", Routledge*
- *J. V. D. H. Hirst (2018), "Curriculum: A Comprehensive Introduction", Routledge*
- *Daniel Tanner and Laurel N. Tanner (2018), "Curriculum Development: Theory Into Practice" , Pearson*
- *Patrick Slattery (2017), "Curriculum Development in the Postmodern Era: Second Edition", Routledge*
- *William F. Pinar (2017), "Understanding Curriculum: An Introduction to the Study of Historical and Contemporary Curriculum Discourses", Routledge*
- *Michael Stephen Schiro (2013), "Curriculum Theory: Conflicting Visions and Enduring Concerns", Sage Publications*
- *Jonathan Tummons (2012), "Curriculum Studies in the Lifelong Learning Sector", Publisher: Critical Publishing*
- *Aggrawal, D. (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi, Book Enclave.*
- *Annuing, A. (1995): A National Curriculum for the Early Years, Buckingham, Philadelphia Open University Press.*
- *Fogarty, R. (2009): How to Integrate the Curriculum. New Delhi: Sage India Pvt. Ltd.*
- *Goodson, I. F. (1994): Studying Curriculum, Buckingham, and Open University Press.*
- *Graves, K. (Editor) (2010): Teachers as Course Developers. New Delhi: Cambridge University Press.*
- *Joseph, P.B. et al. (2000): Cultures of Curriculum (studies in Curriculum Theory). New York, Teacher College Press.*

- *Lawton, D. (1986): School Curriculum Planning, London, Sydney, Hodder & Stoughton.*
- *Lynn, E.H. (1998): Concept-based Curriculum and Instruction, Corwin Press, Inc.*
- *Lewy, A. (1991): Studying Curriculum, Buckingham, Open University Press.*
- *NCERT (2005): National Curriculum Framework, NCERT, New Delhi.*
- *NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.*
- *Oliva, P.F. (1988). Developing the Curriculum, Scott and Foresman and Co.*
- *Ornstein, Allen C.A., Curriculum Foundations, Principles and Issues, London, Prentice Hall International Ltd.*
- *Pratt, D. (1980): Curriculum Design and Development, New York, Harcourt Brace and World Inc.*
- *Reddy, B. (2007): Principles of curriculum planning and development.*
- *Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt. Ltd.*

Course Title: Assessment Practices in Higher Education

Course Code: MED215

L	T	P	Credits
2	0	0	2

Learning Outcomes

Total Hours: 30

After completion of this course, the learner will be able to:

1. differentiate between formative and summative evaluation and other types of tests.
2. explain the different scales of measurement: nominal, ordinal, interval, and ratio scales and their appropriate uses.
3. assess the validity, reliability, and standardization of evaluation tools, and distinguish between different types of evaluation tools.
4. implement classroom assessment techniques and demonstrate an understanding of Continuous and Comprehensive Evaluation (CCE).

Course Content

Unit I

8 Hours

Assessment, measurement, Evaluation: Meaning and Importance, Differences between Measurement and Evaluation; Principles and Process of Evaluation - Revised Bloom's Taxonomy of Educational objectives - cognitive domain, affective and psychomotor domains.

Types of Evaluation: Formative and Summative –meaning, purpose, importance and their differences, Diagnostic and Prognostic Test: concept and uses, Criterion and Norm reference test: concept and uses.

Continuous and comprehensive Evaluation (CCE): Concept and Importance; Grading system – concept, advantages and disadvantages. Grading system v/s Marking system

Unit II

8 Hours

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

Scales of measurement: Nominal, Ordinal, Interval and Ratio scales

Construction of an achievement test: Planning the test, Item analysis, Item difficulty, discrimination index. Steps in standardization of achievement tests: planning, preparation, tryout, evaluation.

Reliability and Validity: Types, methods of estimating, advantages and disadvantages of reliability and validity

Unit III

7 Hours

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

Achievement tests: construction and standardization of achievement test, standardized vs. teacher made tests; concept and uses of diagnostic test

Question bank, and types of questions such as Objective, Short answer and Essay type

Unit IV

7 Hours

Classroom assessment techniques, CCE

Grading system: concept, relative and absolute, different scales in grading Measurement of performance through alternative assessment tools and techniques such as Rubrics, Portfolios and Reflective Diaries

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

Systemic Reform in examination: online, on-demand, open book examination

Transactional Mode

Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning

Suggested Readings

- Carless, D., Bridges, S., Chan, C., & Glofcheski, R. (2017). *Scaling up Assessment for Learning in Higher Education*. Springer ISBN-13: 9789811030437
- Brown, G.T.L., Irving, E.S. & Keegan, P.J. (2014): *An introduction to Educational Assessment, Measurement and Evaluation: Improving the quality of Teacher Based Assessment (4th Edition)*. New Delhi: Dunmore Publishers.
- Laak, J. J. F.T, Gokhale, M., Desai, D. (2013): *Understanding Psychological Assessment*. New Delhi: Sage Publications.
- McDavid, J.C., Huse, I. & Hawthorn, L.R.L. (2013): *Program Evaluation and Performance Measurement*. New Delhi: Sage Publishers.
- Thorndike, R.M (2010) *Measurement and Evaluation in Psychology and Education*, New Delhi: PH
- Ebel, R. L. & Fresbee, D. A. (2009) *Essentials of Educational Management*, New Delhi: PHI Learning Pvt. Ltd.
- Reynolds, C. R., Livingston, R. V., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Pearson Education, Inc.
- Sidhu, K.S. (2005): *New approaches to Measurement and Evaluation*. New Delhi: Sterling Publishers.
- Aggarwal, Y.P. (1989): *Statistical Methods Concepts Application & Computation*, New Delhi: Sterling
- Cronbach, L.G. 1964): *Essentials of Psychological Testing*, New York: Harper.
- Ebel, L.R. and Frisbie, D.A. (1991): *Essentials of Educational Measurement*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Freeman, F.S. (1965): *Theory & Practice of Psychological Testing*, New York: Rinehart & Winston.
- Garrett, H.E. (1973): *Statistics in Education and Psychology*, Bombay, Vakils Febber and Simons.
- Karmel, L.C & Karmel, M.C. (1978) *Measurement and Evaluation in Schools*, New York: Macmillan.
- Mehrens, W.A. & Lehmann, I.J. (1984): *Measurement and Evaluation in Education and Psychology*, New York: Holt, Rinehart, Winstom 52

Course Title: ICT in Education**Course Code: MED216**

L	T	P	Credits
1	0	0	1

Learning Outcomes**Total Hours: 15**

After completion of this course, the learner will be able to:

1. summarize the Theoretical frame work ow ICT integration
2. describe the possible ways to use of innovative ICT practices in education.
3. develop the simple MOOC course plan
4. analyze the need and importance of VR and AR

Course content**Unit I****3 Hours**

Theoretical Frameworks for ICT Integration in Education: Constructivism and ICT integration - Connectivism and networked learning - Technological Pedagogical Content Knowledge (TPACK) framework - SAMR (Substitution, Augmentation, Modification, Redefinition) model - Community of Inquiry (CoI) framework

Unit II**4 Hours**

Innovative Approaches to ICT-Enabled Teaching and Learning: Flipped classroom and blended learning models - Inquiry-based learning and project-based learning with ICT - Collaborative learning and online collaboration tools - Personalized learning and adaptive technologies - Peer assessment and feedback using digital tools - Synchronous and Asynchronous

Unit III**4 Hours**

Digital Content Creation and Multimedia Integration: Social Media handles, Blogging, Creating and curating digital resources for instruction - Multimedia presentations and interactive multimedia tools - Video creation and editing for educational purposes - Infographics, visualizations, and data representation - Advance Organize Model, Digital storytelling and narrative techniques, MOOC development

Unit IV**4 Hours**

Virtual and Augmented Reality in Education: Virtual reality (VR) and its applications in education - VR & AR tools and experiences - Ethical and practical considerations of using VR and AR - Gamification and Game-Based Learning: Game-based learning platforms - Game-based assessment and feedback mechanisms - Integration of game mechanics into instructional design

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion,

Brain Storming, Demonstration, Project Based Learning, Team Teaching, Ted Talks

Suggested Readings

- Reiser, R. A., & Dempsey, J. V. (2017). *Trends and Issues in Instructional Design and Technology (4th ed.)*. Pearson.
- Roblyer, M. D., & Doering, A. H. (2016). *Integrating Educational Technology into Teaching (7th ed.)*. Pearson.
- Voogt, J., & Knezek, G. (Eds.) (2014). *International Handbook of Information Technology in Primary and Secondary Education*. Springer.
- Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (Eds.) (2014). *Handbook of Research on Educational Communications and Technology (4th ed.)*. Routledge.
- Puentedura, R. R. (2014). *SAMR Model: A Practical Guide for Educators*. Hippasus.
- Kozma, R. B. (Ed.) (2013). *Technology, Innovation, and Educational Change: A Global Perspective*. Sense Publishers.
- Mishra, P., & Koehler, M. J. (2013). *Learning, Technology, and Education Reform in the Knowledge Society*. Springer.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2013). *Removing Barriers to Teaching with Technology*. Routledge.
- Bull, G., & Bell, L. (2013). *Teaching with Digital Video: Watch, Analyze, Create*. International Society for Technology in Education (ISTE).
- Schrum, L. (2012) *Educational Technology for School Leaders*. New Delhi: Sage India Pvt. Ltd.
- Modi, J. (2010) *Micro Teaching Technique and Practice*, Delhi: Shipra Publications.
- Mehra, V. (2010): *A textbook of Educational Technology*, New Delhi: Sanjay Prakashan.
- Burkill, B & Eaton, R. (2011) *Developing Teaching and Learning*. New Delhi: Cambridge University Press.
- Vallikad, S. (2009) *Information Communication Technology for Teacher Education*. New Delhi: Kanishka Publishers, Distributers.
- Thamarasseri, I. (2009). *Information and Communication Technology in Education*. New Delhi, Kanishka Publisher, distributors.
- Joyce, B. Weil, M. & Showers, B., (2009): *Models of Teaching*, New Delhi: Prentice Hall of India, Pvt. Ltd.
- Gakhar, S.C. (2008). *Educational Technology*, Panipat, N, M. Publication.
- Goswami. M.K. (2008) *Educational Technology*. New Delhi: Asian Books Private Limited.
- Sharma, Y.K. and Sharma, M. (2006) *Educational Technology and Management, Vol. 1*, New Delhi: Kanishka Publishers, Distributers.

- *Khirwadkar, A. & Puspanadham, K. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.*
- *Hiltz, S.R. & Goldman, R. (2005) Learning Together Online. Research on Asynchronous Learning networks. New Jersey: Lawrence Erlbaum Associates, Publishers.*
- *Briggs, A.R.J. and Sommefeldt, D. (2002) Managing Effective Teaching and Learning, London: Paul Chapman Publishing.*
- *Jolliffe, A. Ritter, J. & Stevens, D. (2001) The Online Learning Handbook. Developing and Using Web-based learning: London, Kogan Page..*

Course Title: Guidance and Counselling

Course Code: MED222

L	T	P	Credits
3	0	0	3

Learning Outcomes

Total Hours: 45

After completion of this course, the learner 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

Unit I

12 Hours

Concept and Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization. Individual and group guidance; Personal Guidance with special emphasis on problems of adolescents related to family and school. Group guidance techniques: career talk, orientation talk, group discussion, career conference, career corner. Nature and causes of behavioral problems among underachieving students,

Unit II

11 Hours

Counselling: Nature, Principles, Need, Types of counseling: Directive, Non-directive and Eclectic counselling. Types of guidance/counseling: educational, vocational, personal, health and social; family counseling, parental counseling, adolescent counseling, counseling of girls Peer counseling. Approaches to counselling: Cognitive- Behavioral by Albert Ellis – REBT & Humanistic, Person-centered Counselling by Carl Rogers;

Unit III

12 Hours

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. School guidance committee: constitution, roles and functions of placement services. Role of teachers and other personnel in the construction of guidance based curriculum. Organization of Guidance Services at Secondary Level, problems of organizing Guidance services at Secondary level.

Unit IV

10 Hours

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

Transactional Mode

Lecture-cum-discussion, brain-storming, group discussion, presentations, panel discussions, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities

Suggested Readings

- *Iphofen, I (2020): Handbook of Research Ethics and Scientific Integrity, Springer, New York*
- *Sandu, A., Frunza, A. & Unguru, E. (2019): Ethics in Research: Practice and Innovations, IGI Global, Rome*
- *Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education. London, UK: Routledge.*
- *Jongsma, K., & Eckes, T. (2018). Ethics in Research and Publication for Scientists: A Practical Guide. Cambridge, UK: Cambridge University Press.*
- *Mertens, D. M. (2014). Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods. Thousand Oaks, CA: Sage Publications.*
- *Punch, K. F. (2013). Introduction to Social Research: Quantitative and Qualitative Approaches. Thousand Oaks, CA: Sage Publications.*

- *Kitchin, R., & Tate, N. (2013). Conducting Research in Human Geography: Theory, Methodology and Practice. London, UK: Routledge.*
- *Israel, M., & Hay, I. (2006). Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance. London, UK: Sage Publications.*
- *Sieber, J. E. (2006). Planning Ethically Responsible Research: A Guide for Students and Internal Review Boards. Thousand Oaks, CA: Sage Publications.*
- *Smith, R. D. (2003). Ethics in Qualitative Research. London, UK: Sage Publications.*
- *Berg, B. L. (2009). Qualitative Research Methods for the Social Sciences. Boston, MA: Allyn & Bacon.*
- *Willig, C. (2013). Introducing Qualitative Research in Psychology: Adventures in Theory and Method. Maidenhead, UK: Open University Press.*
- *Lorella Congiunti, Francesco Lo Piccolo, Antonio Russo, Mario Serio (2023): Ethics in Research: Principles and Practical Considerations, Springer, New York*
- *Branbhum DM & Byron, M. (2001), Research Ethics: Text and Readings, Prentice Hall, San Francisco*

Course Title: Reflective Practices of Teaching

Course Code: MED217

L	T	P	Credits
2	0	0	2

Learning Outcomes

Total Hours: 30

After completion of this course, the learner will be able to:

1. differentiate between the levels of teaching, namely the memory level, understanding level, and reflective level.
2. analyze different models of reflective teaching, such as Kolb's Reflective Cycle, Gibb's Reflective Model, Schon's Reflective Model, and the five temporal dimensions of reflection.
3. compare and contrast non-gradedness and self-contained versus departmental organization in innovative practices.
4. evaluate the mechanisms, issues, and challenges associated with innovative assignments.

Course content

Unit I

8 Hours

Reflective Teaching- concept, meaning, nature and scope, principles, characteristics and components, need and importance of reflective teaching for different subjects at school level, teacher roles, issues and challenges during reflective teaching

Unit II

8 Hours

Reflective Models- Kolb's Reflective Cycle, Gibb's Reflective Model, Schon Reflective Model, five temporal Dimensions of reflection implications to training of teachers

Unit III**7 Hours**

Innovative Practices- meaning and scope, principles, need and significance of innovative practices of school organization,
Types-Non gradedness, Self-contained versus departmental organization, Cooperative teaching Plans-Team teaching, Dual progress plan and Flexible scheduling, Qualitative improvement of school Education

Unit IV**7 Hours**

Innovative Practices: Models of teaching, Constructivism in teaching, Simulation in teaching, teaching machines and its relevance to teaching diverse group of learners. Innovative assignments- on-line assignments and project method- Mechanism, issues and challenges
Difference between teaching, training, instruction and indoctrination

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Panel Discussion, Group, Discussion, Brain Storming, Demonstration, Project Based Learning, Team Teaching, Ted Talks

Suggested Readings

- Andrew Pollard, (2014), *"Reflective Teaching: Effective and Research-Informed Professional Practice"*, Bloomsbury Publishing
- Sharma R. A. (2008). *"Technology of Teaching,"* Loyal Book Depot, Meerut.
- Agarwal, J. C, *"Essentials of Educational Technology-teaching Learning Innovations in Education"*, Vikas Publishing House Pvt. Ltd., New Delhi, 1995.
- NCERT, *Educational Technology-Progress and Promise"*, NCERT, New Delhi, 1973.
- Rehera S.C., *"Educational Television Programme"*, Deep and Deep Publications, New Delhi, 1991.
- Chatterji P.C., *"Broadcasting in India"*, Sage Publications, New Delhi, 1991.
- Chauhan, S.S., *"Innovations in Teaching-learning Process"* Vikas Publishing House Pvt. Ltd., New Delhi, 1983.
- Joyce Bruce and Marsha Weil, *"Models of Teaching"* Prentice Hall Inc., Englewood Cliffs, New Jersey, 1992.
- Skinner, B.F, *"Technology of Teaching"*, International Publishing House, Meerut, 1988.
- Polard Andrew, *"Reflective Teaching in Primary Schools-A Handbook for the Classroom,"* Open University Set Book, New York, 1994.
- Bolton Gillie, *"Reflective Practice-Writing and Professional Development,"* 4th Edition, SAGE Publications India Pvt. Ltd. New Delhi, 2014.

- *Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California*

Course Title: Inclusive Education**Course Code: MED218**

L	T	P	Credits
3	0	0	3

Learning Outcomes**Total Hours: 45**

After completion of this course, the learner will be able to:

1. analyze the fundamental concepts and principles that underpin inclusive education, including equity, diversity, and social justice.
2. apply a variety of inclusive teaching strategies and instructional methods to promote active participation, collaboration, and meaningful learning for all students
3. practice inclusive education by promoting awareness, understanding, and support for inclusive policies, practices, and resources within educational communities and society at large.
4. create inclusive classroom environments that embrace diversity, respect individual differences, and promote a sense of belonging and acceptance among students.

Course Content**Unit I****12 Hours**

Inclusive Education: Concept, Importance and Advantages of Inclusive Education

Historical Perspectives of Inclusive Education in India and difference between Special Education, Integrated Education and Inclusive Education
Obstacles and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India

Unit II**12 Hours**

Children with diverse needs: Definition and characteristics of children with sensory (Hearing, Visual, Mental and Physical Impairment), intellectual (Gifted, Talented/Creative and Mentally challenged disabilities) and Developmental disabilities (Autism, cerebral palsy and learning disabilities)
Importance of early detection, functional assessment for development of compensatory skills

Capacity building of teachers for inclusive education, Use of technology to support diverse learning needs

Unit III**11 Hours**

Difference in access to education in habituations, class, caste, tribe and other disadvantaged groups. Achievement of socially disadvantaged children, Dropout and retention aspect

Legal Provisions: Policies and Legislations (National Policy of Education (1986), Program of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Rehabilitation Council of India Act (1992), Inclusive Education under UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implications

Unit IV

10 Hours

Creating Inclusive Learning Environments: Universal Design for Learning (UDL) principles, Curriculum adaptation and modification strategies, Assistive technologies and resources for inclusive classrooms.

Collaboration and Partnerships in Inclusive Education: Role of teachers, parents, and stakeholders in inclusive education, Collaborative teaming and co-teaching models, building partnerships with support professionals and community resources, Promoting social inclusion and positive peer interactions

Inclusive Education and Policy Implementation - Inclusive education in the context of NEP 2020, Policy implementation challenges and strategies, Advocacy and awareness campaigns for inclusive education, Case studies and best practices in inclusive schools

Transactional Mode

Lecture cum Discussion, Seminar, e-tutoring, dialogue, peer group discussion, self-learning, Collaborative learning, Cooperative learning

Suggested Reading

- Muthusamy, K., & Sood, P. (Eds.). (2018). *Handbook of Inclusive Education: Indian Perspective*. Sage Publications.
- Ainscow, M. (2019). *Making Education for All Inclusive: Where Next?*. Routledge.
- Turnbull, A. P., Turnbull, H. R., & Wehmeyer, M. L. (2018). *Exceptional Lives: Special Education in Today's Schools (8th ed.)*. Pearson.
- Booth, T., & Ainscow, M. (Eds.). (2018). *Index for Inclusion: Developing Learning and Participation in Schools (3rd ed.)*. CSIE.
- Friend, M., & Bursuck, W. D. (2018). *Including Students with Special Needs: A Practical Guide for Classroom Teachers (8th ed.)*. Pearson.
- Salend, S. J. (2017). *Creating Inclusive Classrooms: Effective and Reflective Practices (8th ed.)*. Pearson.
- Villa, R. A., Thousand, J. S., & Nevin, A. (2016). *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning (3rd ed.)*. Corwin.

- Ahuja, A., & Jangira, N.K. (2002). *Effective teacher training; cooperative learning based approach*. New Delhi: National Publishing house.
- Ainscow, M., Booth, T. (2003). *The Index for Inclusion: Developing learning and participation in schools*. Bristol: Center for Studies in Inclusive Education.
- Dutt, B. & Garg, J. (2014). *Education for All: A Survey*. New Delhi: Global Publication.
- Garner P., Kauffman J., Elliot J. (2013). *The SAGE Handbook of Emotional and Behavioral Difficulties, 2nd Edition*, SAGE.
- Slee, R. (2013). *The Irregular School: Exclusion, Schooling, and Inclusive Education*. Routledge.
- Florian, L., & Black-Hawkins, K. (2011). *Exploring Inclusive Pedagogy*. Routledge.
- Hallahan, D.P. & Kuffman, J.M. (1991). *Exceptional Children: Introduction to Special Education*. London: Prentice Hall, International Ltd.
- Hans, I.J. (2000). *Children in Need of Special Care*. Human Horijons Series, Souvenir Press (E & A Ltd.).
- Jangira, N. K., & Mani, M.N.G. (1990). *Integrated education for visually handicapped*. Gurgaon: Old Subjimandi, Academic Press.
- Jha, M. (2002). *Inclusive education for all: Schools without walls*. Chennai: Heinemann Educational publishers, Multivista Global Ltd.
- Kansal, A.K. (2012). *Creativity, Memory and Personality Adjustment among Handicapped Adults*. Patiala: Twenty First Century Publications.
- Kar. C. (1992). *Exceptional Children: Their Psychology and Instruction*. New Delhi: Sterling Publishers Private Ltd.
- 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
- Khatena, J. (1982). *Educational Psychology of the Gifted*. New York: John Wiley and Sons.
- Kirk. S.A. & Gallagher J.J. (1989). *Education of Exceptional Children*. Beston: Houghton Miffinco.
- Kuffman J.M. (2019). *On Educational Inclusion: Meanings, History, Issues and International Perspectives, 1st Edition*, London: Routledge
- Kumar, J. (2013). *Inclusive Education: A Journey through Challenges*. Patiala: Twenty First Century Publications.
- Sharma, P. L. (1990). *Teacher's handbook on IED-Helping children with special needs*. N. C. E R T Publication.

Course Title: Educational Planning**Course Code: MED219**

L	T	P	Credits
3	0	0	3

Learning Outcomes**Total Hours: 45**

After completion of this course, the learner will be able to:

1. analyze the distinction between economic growth and economic development
2. differentiate between policy and planning, and evaluate the meaning, concept, and need for educational planning.
3. examine the process and steps involved in educational planning, considering the complexities and challenges in implementing effective educational plans.
4. investigate the specific context of educational planning in different states.

Course Content**Unit I****12 Hours**

Approaches to Educational Planning: Social Demand Approach; meaning, need & importance and limitations

Social Justice Approach; meaning, need & importance and limitations. Rate of Returns Approach; meaning, need & importance and limitations.

Manpower Planning Approach; meaning, need & importance and limitations. Process and steps in Educational planning

Unit II**12 Hours**

Difference between Policy and planning. Meaning & concept of planning need for educational planning. Relationship of educational plans to socio-economic plans. Types of planning; Strategic and operational planning, Macro and Micro planning, perspective planning, Centralized and decentralized planning

Unit III**11 Hours**

Distinction between economic growth and economic development. Education as Utility and capital. Education as an industry / production function; Education as consumption and as an investment

Education as human capital, characteristics of human capital, Equality and equity in education, Relationship between Education and Economic development

Unit IV**10 Hours**

Role of Ministry of Education, Role of NDC and UGC in planning. Role of Planning commission and Finance commission, Role of State Boards of Education, Educational planning in different states from state to panchayats level

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Panel Discussion, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- Nayak, B. P. (2019). *Educational Planning: Principles, Strategies, and Management*. New Delhi: PHI Learning Pvt. Ltd.
- Gupta, S. (2019). *Educational Planning and Development*. New Delhi: APH Publishing Corporation.
- Sharma, R. A., & Dutt, S. (2018). *Educational Planning and Finance*. New Delhi: S. Chand Publishing.
- Rani, V. (2017). *Educational Planning and Management*. New Delhi: APH Publishing Corporation.
- Srivastava, S. (2017). *Educational Planning and Management*. New Delhi: Prakashan Sansthan.
- Kapoor, A. (2016). *Educational Planning and Financing in India*. New Delhi: Mittal Publications.
- Kaushik, A. (2016). *Educational Planning and Administration*. New Delhi: Atlantic Publishers and Distributors.
- Verma, R. (2015). *Educational Planning*. New Delhi: Discovery Publishing House.
- Mishra, M. (2015). *Educational Planning and Management*. New Delhi: SK Publishers.
- Singh, M. (2014). *Educational Planning: Concepts, Strategies, and Policies*. New Delhi: Vikas Publishing House.
- Drummond, R.J. (1998). *Appraisal procedures for counselors and helping professional*. Columbus, OH: Merrill.
- George, R.L. & Critiani, T.S. (1990) *Counseling theory and Practice*. New Jersey: Prentice Hall.
- Oliver, W. & Randall, W.E. (2005). *Handbook of understanding and measuring intelligence*. London: Sage Publication.
- Chaturvedi, R. (2007). *Guidance and Counseling Skills*. New Delhi: Crescent Publishing Corporation.
- Saraswat, R.K. & Gaur. J.S. (1994). *Manual for Guidance counselors*. New Delhi: NCERT.
- Gladding, S.T. (2014). *Counseling: a comprehensive Profession (7thEd.) USA: Pearson Education, Inc.*
- Gibson, R.L. & Mitchell, M.H. (2008). *Introduction to counseling and Guidance (7th edition)*. New Delhi: Pearson education. Inc.

- *Petterson, G.H. (1962). Counseling and Guidance in Schools. London: McGraw Hills Book Company.*
- *Denzin, N.K. & Lincoln, Y. (2000). Handbook of Qualitative research. New Delhi: Sage Publications.*
- *Lewis, M.D., Mayer, R.L. & Louis, J.A. (1986). An introduction to counseling profession. Illinois: F.E. Peacock Publishers.*
- *Myers, G.E. (1998). Principles and Techniques of Vocational Guidance. London: McGraw Hills Company.*
- *Burnard, P. (2005). Counseling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.*
- *Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT.*

Course Title: Education for Sustainable Development

Course Code: MED223

L	T	P	Credits
3	0	0	3

Learning Outcomes

Total Hours: 45

After completion of this course, the learner will be able to:

1. characterize the concept of education for sustainable development
2. justify the need for the green curriculum and its methods and strategies for Environmental Education in elementary, secondary, and Higher Education
3. summarize Eco-pedagogy and its relevance in the present-day context
4. examine the role of individuals in the prevention of pollution, climate change, global warming, acid rain and ozone depletion

Course Content

Unit I

12 Hours

Sustainable Development: Meaning, concept, nature, importance, and symptoms of non-sustainability, strategies for rendering ESD, and key issues.

Education for sustainable development: Role of teachers and teacher educator. Environmental Citizenship is the ultimate goal of Education for Sustainable Development. Environmental Ethics: Need for cultivating environmental attitude among teachers and teacher educators- Propagating a culture of 3'R's

Unit II

12 Hours

Environmental Education: Evolution of the concept, nature, and scope. Revisit to the Indian tradition of the environment: Contemporary Need and Significance to regain the Indian tradition, Need for a "Green Curriculum".

Methods and Strategies for Teaching Environmental Education at elementary, secondary and Higher Education

Unit III

11 Hours

Homeostasis: Concept and threat to homeostasis, natural and man-made causes.

Role of individuals in the prevention of pollution, Climate change, Global Warming, Acid Rain, and Ozone Depletion (emphasis to be given to the role of Individuals). Waste: Its origin and management, Different types of wastes (Domestic waste, solid waste, E-waste, Nuclear waste, Medical Waste, Plastic Waste). Role and responsibility of individuals and institutions in the management: Waste management at the household level, Public-private participation. Wealth from waste: Practical application

Unit IV

10 Hours

Natural resources and its vital role-UNESCO world heritage site, Heritage sites across the world with special reference to India, Relevance of Biodiversity: its ecological and economic significance. Public Participation in Conservation of Nature and Natural resources environmental management: Role Individual and institution in environmental management

Transactional Mode

Collaborative Teaching, Case Studies, Dialogue, Panel Discussion, Group Discussion, Demonstration, Project Based Learning, Team Teaching

Suggested Readings

- *Yuzhuo Cai and Lili-Ann Wolff (2023). Education and Sustainable Development Goals, Eds. Published: April 2023, Pages: 218.*
- *Education for Sustainable Development and Environmental Education Prin. Dr. A. B. - Gudipudi, Prin. Dr. Anjali Gaikwad, Prof. S. Awandkar, Prof. Deepika Rani.*
- *Rosalyn McKeown, Ph.D. (2002). Education for Sustainable Development Toolkit*
- *Lars Keller, Gerd Michelsen, Martin Dür, Syamsul Bachri, Michaela Zint April (2023). Digitalization, New Media, and Education for Sustainable Development.*
- *J. S. Verma, Education, Sustainable Development and The Human Rights Approach Justice*
- https://en.wikipedia.org/wiki/Sustainable_development
- <https://pdfcoffee.com/fritjof-capra-ecoliteracy-pdf-free.html>

Course Title: Human Rights Education**Course Code: MED221**

L	T	P	Credits
3	0	0	3

Learning Outcomes**Total Hours: 45**

After completion of this course, the learner will be able to:

1. compare different approaches to Human Rights, including Western
2. apply methods of Human Rights research and explore the use of Human Rights as a pedagogical approach.
3. evaluate the integration of Human Rights perspectives in curriculum design and development.
4. analyze and understand the Human Rights issues and challenges faced by various marginalized groups

Course Content**Unit I****12 Hours**

Introduction to Human Rights, Human Rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective
Approaches to Human Rights: Western, Political liberalism, Socialism and social welfare principles and the UN instrument, Understanding Human Rights from policy perspective

Unit II**12 Hours**

Discussions in Human Rights: Universal versus Relativism, Legal versus ethical demands, Rights versus Human rights
Methods of Human Rights Research and Human Rights as Pedagogy
Critical review of Democracy with reference to Human rights
Revisiting of the Indian constitution with reference to Human Rights

Unit III**11 Hours**

Human Rights perspective in curriculum, Human Rights perspective in teaching-learning Processes
Human Rights Perspectives in Assessment and Evaluation, Human Right Perspective and school ethos and culture

Unit IV**10 Hours**

Understanding Human Rights of Children, Women, Minorities, Differently abled and Homosexuals; Constitutional Provisions of Human Rights.
Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights

Transactional Mode

Group discussion, Lecture-cum-discussion, Panel discussion, Presentations
Brain Storming, Demonstration, Project Based Learning, Team Teaching

Suggested Reading

- Popov, N., & Strohmeier, D. (Eds.). (2018). *Human Rights Education: Theory, Research, Praxis*. Routledge.
- Kallio, K. P., & Öhman, J. (Eds.). (2016). *Human Rights Education and the Politics of Knowledge*. Routledge.
- Osler, A., & Starkey, H. (Eds.). (2013). *Human Rights and Citizenship Education: International Perspectives*. Bloomsbury Academic.
- Lenhardt, A., & Sprenger, G. (Eds.). (2012). *Human Rights Education: Theory, Research, Praxis*. Sense Publishers.
- Saul, M. (2012). *Human Rights Education: Theory, Research, Praxis*. University of Toronto Press.
- Andreopoulos, G. J., & Claude, R. P. (Eds.). (1997). *Human Rights Education for the Twenty-First Century*. University of Pennsylvania Press.
- United Nations Office of the High Commissioner for Human Rights (OHCHR). (2011). *Training Manual on Human Rights Monitoring*. OHCHR.
- United Nations Human Rights Council. (2012). *Manual on Human Rights Education with Young People*. United Nations.
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2011). *Human Rights Education in the School Systems of Europe, Central Asia, and North America: A Compendium of Good Practice*. UNESCO.
- United Nations Office of the High Commissioner for Human Rights (OHCHR). (2010). *Plan of Action for the Second Phase (2010-2014) of the World Programme for Human Rights Education*. OHCHR.
- Donders, Y., & Vladimir Volodin (2007). *Human Rights in Education, Science and Culture: Legal Developments and Challenges*, UK, UNESCO Publishing.
- Tomasevski, K. (2001). *Governmental Human Rights Obligation in Education. Right to Education Paper No. 3*. Lund: Raoul Wallenberg Institute of Human Rights and Humanitarian Law.
- Hammarberg, T. (1997). *A School for Children with Rights, innocent lectures*, UNICEF, Florence, Italy.

SEMESTER-III**Course Title: Educational Research and Statistics****Course Code: MED313**

L	T	P	Credits
4	0	0	4

Learning Outcomes**Total Hours: 60**

After completion of this course, the learner will be able to:

1. analyze various types of research
2. comprehend the research problem and construct a coherent research proposal
3. classify types of sampling and tests for data collection
4. Assess basic statistical techniques for data analysis and interpret their results

Unit I**16 Hours**

Educational research: Meaning, nature, scope including multidisciplinary research, and types (fundamental, applied and action)

Research problem: Concept, sources, and identification of research problem

Review of the literature- meaning, purpose, sources (primary and secondary) and resources used for searching latest review of literature

Unit II**16 Hours**

Hypotheses: Nature and types of hypotheses, Hypothesis and variables, nature and types of hypothesis

Population and sample: Concept, types and characteristics of a good sample, Sampling: population, sample frame, sample.

Techniques of sampling- Probability, Non-probability and sampling error
Parametric and Non parametric test, NPC and its application

Unit III**14 Hours**

Scientific method: meaning, steps, characteristics (reliability, precision, falsifiability and parsimony) and Types of scientific method: Exploratory, explanatory and descriptive

Descriptive method: purpose and process, types of descriptive studies

Experimental method: Nature of experimental research, internal and external validity of experimental designs, Types of Experimental design, Threats to validity of experimental design

Historical Method: Meaning, Steps, Primary and secondary Source, Historical Criticism and types

Unit IV**14 Hours**

Parametric: 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, t-Test, Correlation, ANOVA
(one-way)

Non-Parametric: Chi-square, Sign-Test, Median Test

Transactional Mode

Lecture-cum-discussion, brain-storming, group discussion, presentations, panel discussions, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities, and case studies

Practical Session

Data analysis through SPSS practical session

Suggested Readings

- Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications*. Delhi: Pearson Publication.
- Agrestic, A. A., & Finlay, B. (2018). *Statistical methods for the social sciences*. Delhi: Pearson Publisher.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4)*. Thousand Oaks, California: SAGE Publications.
- Gupta, S. P. (2017). *Statistical methods*. New Delhi: Sultan Chand.
- Alan Aggarwal, Y. P. (1998). *Statistical methods*. New Delhi: Sterling Publisher.
- Best, J. W., & Kahn, J. V. (1995). *Research in education*. Delhi: Prentice Hall.
- Burns, R. B. (1991). *Introduction to research in education*. New Delhi: Prentice Hall.
- Garrett, H. E. (1973). *Statistics in psychology and education*. Bombay: Vakils, Feiffer and Simon.
- Ferguson, G. A. (1976). *Statistical analysis in psychology and education*. New York: McGraw Hill.
- Guilford, J. P., & Benjamin, F. (1973). *Fundamental statistics in psychology and education*. New York: McGraw Hill.
- Fox, D. J. (1969). *The research process in education*. New York: Holt, Rinehart and Winston Inc.
- Edward, A. L. (1968). *Experimental designs in psychological research*. New York: Holt, Rinehart and Winston.

Course Title: Educational Technology**Course Code: MED319**

L	T	P	Credits
4	0	0	4

Learning Outcomes**Total Hours: 60**

After completion of this course, the learner will be able to:

1. Explain the nature, scope and importance of Educational technology and ICT
2. Enhance their professional skills through the practice of various skills of microteaching
3. Develop the skills in utilizing various models of teaching in classroom settings
4. Familiarize themselves with the concept of andragogy and Artificial intelligence
5. Apply the concept of Blended and Flipped learning in their teaching and learning process
6. Explore the open educational resources available on-line platforms
7. Analyze the social, ethical, and legal issues related to technology

Course Content**Unit I****16 Hours**

Educational technology: concept, nature and scope; Phases of teaching and Levels of learning.

Micro-teaching & Team Teaching: Concept & applications.

Overview of Behaviorist, Cognitive and Constructivist Theories and their implications to Instructional Design: Skinner, Piaget and Vygotsky.

Unit II**14 Hours**

Models of teaching: Concept attainment model by Bruner, 5-E model by Roger Bybee, Classroom teaching model by Robert Glaser, Jurisprudential Model and Inquiry Training Model by Schumann and their classroom applications. • Systems Approach to Instructional Design, Models of Development of Instructional Design: ASSURE, Dick and Carey model and their educational implications. • Concepts of Andragogy: Principles and Techniques of Andragogy. Knowles Adult learning theory.

Artificial Intelligence: concept and Applications of Artificial Intelligence in education, Assistive technologies in education

Unit III**14 Hours**

Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Cooperative learning, blended learning, Flipped and mobile learning), using technology to connect, collaborate, create and development of critical thinking;

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**16 Hours**

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.

Plagiarism: Definition, search engines, regulations, policies and documents/thesis/manuscripts checking through software, knowing and avoiding plagiarism during documents/thesis/manuscripts/scientific writing

Use of ICT in Evaluation, Administration and Research: e- portfolios, ICT for Research, Online Repositories and Online assessment tools: Concept and Development

Transactional Mode

Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

Suggested Readings

- Singh, & et. al. (2014). *Educational technology: teaching learning*. New Delhi: APH Publishing Corporation.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Purayil, A. V. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Kumar, P. (2015). *Web-based technology in education*. New Delhi: APH Publishing Corporation.
- Jarvis, M. (2015). *Brilliant ideas for ICT in the classroom*. New York: Routledge Publications.
- Schrum, L., & Levin, B. B. (2015). *Leading 21st-century School*. U.S.A.: Sage Publications.
- Popham, W. J. (2014). *Classroom assessment*. U.S.A: Pearson Publications.
- Curzon, L. B., & Tummons, J. (2004). *Teaching in future education*. U.S.A: Bloomsbury Academic Publications.
- Ranford, C. P. (2013). *Strategies for successful student teaching*. New Jersey: Pearson Publications.
- 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.
- Ali, L. (2012). *Teacher education*. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). *Instructional technology in teacher education*. New Delhi: APH Publishing Corporation.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.

- Mangal, S. K. (2014). *Advanced educational psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). *Educational technology*. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). *Introduction to educational planning and management*. New Delhi: Anmol Publications Pvt. Ltd.
- Sharma, R. N., & Chandra. S. S. (2007). *Advanced educational technology*. New Delhi: Atlantic Publications.

Suggested Websites

- wiki.eveuniversity.org
- www.adprima.com
- www.apa.org
- www.crlt.umich.edu
- www.edutopia.org
- www.eveuniversity.org
- www.facultyfocus.com
- www.reddit.com
- www.theteachersguide.com

Course Title: Research Proposal

L	T	P	Credits
0	0	8	4

Course Code: MED398

Learning Outcomes

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

1. Get deep insights to collect, review and analyze the related literature.
2. To apply the knowledge to formulate hypothesis & design research process.
3. Find the research titles which are significant, applicable and researchable.
4. Interpret the findings to design statistical strategies & write references, bibliography and webliography.

Course Content

A research proposal contains all the key elements involved in the research process and proposes a detailed information to conduct the research.

The students are supposed to prepare the research proposal of any research area of their choice following these steps:

1. Selection of topic
2. Significance of the research area
3. Formulation of hypothesis/Research questions
4. Review of related literature

5. Method & Procedure (Includes sampling & design)
6. Data collection and proposed statistical analysis
7. Delimitations
8. Reference/Bibliography

Evaluation

The students will have to complete the writing process of each topic given above within one week, which will be evaluated at the end of every week. It will consist of 8 marks each. The final proposal shall be of 15 marks, Viva 16 marks and attendance 5 marks.

Transaction Mode

Collaborative learning, Group Discussion, E team Teaching, Activities, Assessments, Collaborative teaching, Peer Teaching, Video Based Teaching, Quiz, Open talk, E team Teaching, Case analysis, Flipped Teaching.

Course Title: Internship

Course Code: MED322

Course Outcomes

L	T	P	Credits
0	0	0	2

Duration: 13 Weeks

After completion of this course, the learner will be able to:

1. develop a conceptual understanding of teaching and learning in an educational college environment and understand the learner
2. design different types of the lesson plan and use it in a real classroom
3. create an environment to develop a work culture based on mutual work through cooperation and team spirit
4. formulate deep faith in the dignity of labor to enhance active involvement in social activities

Course Content

1. Internship will be divided into two parts. The students will spend 10 weeks of internal internship where they will complete teaching assistantship at the university. Then they will complete 3-week internship teaching at teacher training college/institute. During the internship student-teacher shall work as a regular teacher and participate in all the college activities,

scholastic, including planning, teaching and assessment, interacting with college teachers, community members, parents and children.

2. Details of files During Internship Program:

- I. Develop Lesson plans in teacher education program curriculum.
- II. Distribution of Lesson plans in each subject will be as under:
 - A. Detailed Lesson Plans
 - B. ICT Based Lesson Plans
 - C. Test based lesson plan
 - D. Teaching models based lesson plans
 - E. Observation of Peer lessons

3. Other files during the internship Program

- College Observation File
- Action research report
- Timetable and attendance record
- Observation of college students in the classroom as well as out of the classroom, during all college activities
- Report on Morning assembly and Co-curricular activities
- Development of audio-visual aids
- Use of College library and conducting lab work
- Observing important occasions and celebrating important national days with college children
- To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades
- Learning to maintain college records and registers

Evaluation Program

1. Internal Assessment based on total reflections and involvement in Internship Program.
2. External Assessment: Final skill-in-teaching examination in each subject

Evaluation Criterion

Monthly assessment: 25 (per month)

Performance of practical: 10 marks

Report: 5 marks

Practical Viva: 5 marks

Regularity: 5 marks

Course Title: Ethics in Research

Course Code: MED316

Learning Outcomes

After completion of this course, the learner will be able to:

1. develop conceptual understanding about ethics

L	T	P	Credits
2	0	0	2

Total Hours: 30

2. cultivate intellectual honesty and research integrity
3. design and plan paper publications
4. critically analyze intellectual property rights

Unit I**8 Hours**

Ethics: Definition, moral philosophy, nature of moral judgements and reactions, scope, Ethics with respect to science and research, Intellectual honesty and research integrity

Unit II**8 Hours**

Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
 Redundant publications: duplicate and overlapping publications, salami slicing,
 Selective reporting and misrepresentation of data, Publication ethics: definition,
 introduction and importance

Unit III**7 Hours**

Introduction to Intellectual Property rights: Concept & theories, Kinds of intellectual Property Rights, Advantages & Disadvantages of IPR, Development of IPR in India, Role & Liabilities of IPRs in India

Unit IV**7 Hours**

Rights of trademark-kind of signs used as trademark-types, purpose & functions of a trademark, trademark protection, trademark registration, selecting and evaluating trade mark, trade mark registration process

Transactional Mode

Lecture-cum-discussion, brain-storming, group discussion, presentations, panel discussions, seminar presentations, demonstration and practical exercise of statistical problems, research-based activities

Suggested Readings

- *Iphofen, I (2020): Handbook of Research Ethics and Scientific Integrity, Springer, New York*
- *Sandu, A., Frunza, A. & Unguru, E. (2019): Ethics in Research: Practice and Innovations, IGI Global, Rome*
- *Cohen, L., Manion, L., & Morrison, K. (2018). Research Methods in Education. London, UK: Routledge.*
- *Jongsma, K., & Eckes, T. (2018). Ethics in Research and Publication for Scientists: A Practical Guide. Cambridge, UK: Cambridge University Press.*
- *Mertens, D. M. (2014). Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods. Thousand Oaks, CA: Sage Publications.*
- *Punch, K. F. (2013). Introduction to Social Research: Quantitative and Qualitative Approaches. Thousand Oaks, CA: Sage Publications.*
- *Kitchin, R., & Tate, N. (2013). Conducting Research in Human Geography: Theory, Methodology and Practice. London, UK: Routledge.*

- Israel, M., & Hay, I. (2006). *Research Ethics for Social Scientists: Between Ethical Conduct and Regulatory Compliance*. London, UK: Sage Publications.
- Sieber, J. E. (2006). *Planning Ethically Responsible Research: A Guide for Students and Internal Review Boards*. Thousand Oaks, CA: Sage Publications.
- Smith, R. D. (2003). *Ethics in Qualitative Research*. London, UK: Sage Publications.
- Berg, B. L. (2009). *Qualitative Research Methods for the Social Sciences*. Boston, MA: Allyn & Bacon.
- Willig, C. (2013). *Introducing Qualitative Research in Psychology: Adventures in Theory and Method*. Maidenhead, UK: Open University Press.
- Lorella Congiunti, Francesco Lo Piccolo, Antonio Russo, Mario Serio (2023): *Ethics in Research: Principles and Practical Considerations*, Springer, New York
- Branbhum DM & Byron, M. (2001), *Research Ethics: Text and Readings*, Prentice Hall, San Francisco

Course Title: Peace and Value Education

Course Code: MED320

Learning Outcomes

After completion of this course, the learner will be able to:

1. Analyze the role of society in actualizing the peace
2. Reflect upon meaning of peace its importance in life
3. Evaluate the need and process of value education
4. Realize the significance of values education for quality life

L	T	P	Credits
2	0	0	2

Total Hours: 30

Unit I

8 Hours

Peace Concepts and Concerns: Knowing the Peace, Choosing the Peace, Some Facts about Peace, Building Blocks of Peace, Peace at Different Levels.

Unit II

8 Hours

An Approach to Education for Peace: Stage-Specific Approach, Teachers as Peacebuilders, Pedagogical Skills and Strategies, Integrating Peace Concerns in Classroom Transactions.

Frontiers of Education for Peace: Personality Formation, Living Together in Harmony, Responsible Citizenship, National Integration, Education for Peace as a Lifestyle Movement.

Unit III

7 Hours

Values: Meaning, Determinants of Values, Classification of Values, Sources of Values, Hierarchy of Values.

Erosion of Values: Meaning and Causes of Value Erosion.

Unit IV

7 Hours

Value Education: Meaning, needs, objectives of value based education; Agencies of Value Education: Family, Society, Educational Institutions and Religion. Approaches and Activities for Value Education.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback

Suggested Reading

- *Ralph Beliveau (2023). Digital Literacy, A Primer on Media, Identity, and the Evolution of Technology, Second Edition, Susan Wiesinger.*
- *Digital Literacy: Skills & Strategies, June 2022, Salem Press.*
- *John Hartley (2017). The Uses of Digital Literacy books.google.com.*
- *Michael Ribble, (2016), Digital Citizenship in Schools: Nine Elements All Students Should Know, International Society for Technology in Education*
- *Henry Jenkins, Mizuko Ito, danah boyd, (2016), Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics, Polity*
- *Howard Rheingold, (2014), Net Smart: How to Thrive Online, The MIT Press.*
- *Doug Johnson, (2014), The Classroom Teacher's Technology Survival Guide, Jossey-Bass*
- *Doug Belshaw, (2012), The Essential Elements of Digital Literacies, Doug Belshaw*
- *Renee Hobbs, (2011), Digital and Media Literacy: Connecting Culture and Classroom, Corwin.*
- *David Crystal, (2011), Internet Linguistics: A Student Guide, Routledge*

- Jason Ohler, (2010), *Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity*, Corwin
- Allan Martin, Dan Madigan (2006). *Digital Literacies for Learning* books.google.com › books.
- Dr. S. Kalaivani & Dr. K. Saileela, *Empowering India Through Digital Literacy (Vol. 2)* books.google.com books.

Web Sources

- <https://online.maryville.edu/blog/digital-literacy-a-comprehensive-guide-to-modern-educationtechnology>
- <https://www.edweek.org/teaching-learning/what-is-digital-literacy/2016/11>
- <https://literacy.ala.org/digital-literacy/>
- https://en.wikipedia.org/wiki/Digital_literacy
- <https://www.learning.com/blog/what-is-digital-literacy-definition-and-uses-in-daily-life/>
- <https://aliceinmethodologyland.com/2023/01/09/digital-literacy-vs-digital-skills-why-are-they-important-for-young-learners-by-noha-othman/>

Course Title: Digital Literacy

Course Code: OEC062

Learning Outcomes

After completion of this course, the learner will be able to:

1. demonstrate the ability to create engaging multimedia content for presentations and utilize online discussion forums, virtual collaboration tools, and social and media platforms for networking and professional development
2. build and showcase an online portfolio and digital resume to establish a professional online presence and leverage digital platforms for networking and job opportunities
3. promote digital well-being and maintain a healthy digital balance by managing screen time, recognizing and addressing digital addiction, and practicing self-care.
4. ensure personal information protection online, recognize common cybersecurity threats, and contribute to cyberbullying prevention and practice digital etiquette.

L	T	P	Credits
2	0	0	2

Total Hours: 30

Unit I **8 Hours**
Understanding the concept and importance of digital literacy, Ethical considerations in the digital age
Creating engaging multimedia content for presentations, Online discussion forums and virtual collaboration tools, Social and media platforms for networking and professional development

Unit II **8 Hours**
Online portfolios and digital resumes, building a professional online presence leveraging digital platforms for networking and job opportunities
Effective web searching techniques, Organizing and citing digital information, Copy-right considerations for digital media. Understanding copyright laws and fair use of guidelines

Unit III **7 Hours**
Rights and responsibilities in the digital world, analyzing and critically evaluating digital information, developing effective search strategies, and solving digital problems independently
Managing screen time and maintaining a healthy digital balance, promoting digital well-being and self-care, Recognizing and addressing digital addiction

Unit IV **7 Hours**
Respecting intellectual property rights in digital content creation and open educational resources
Protecting personal information online, understanding common cybersecurity threats, Cyberbullying prevention and digital etiquette

Transactional Mode

Video Based Teaching, Collaborative Teaching, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback

Suggested Reading

- *Ralph Beliveau (2023). Digital Literacy, A Primer on Media, Identity, and the Evolution of Technology, Second Edition, Susan Wiesinger.*
- *Digital Literacy: Skills & Strategies, June 2022, Salem Press.*
- *John Hartley (2017). The Uses of Digital Literacy books.google.com.*
- *Michael Ribble, (2016), Digital Citizenship in Schools: Nine Elements All Students Should Know, International Society for Technology in Education*

- *Henry Jenkins, Mizuko Ito, danah boyd, (2016), Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics, Polity*
- *Howard Rheingold, (2014), Net Smart: How to Thrive Online, The MIT Press.*
- *Doug Johnson, (2014), The Classroom Teacher's Technology Survival Guide, Jossey-Bass*
- *Doug Belshaw, (2012), The Essential Elements of Digital Literacies, Doug Belshaw*
- *Renee Hobbs, (2011), Digital and Media Literacy: Connecting Culture and Classroom, Corwin.*
- *David Crystal, (2011), Internet Linguistics: A Student Guide, Routledge*
- *Jason Ohler, (2010), Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity, Corwin*
- *Allan Martin, Dan Madigan (2006). Digital Literacies for Learning books.google.com › books.*
- *Dr. S. Kalaivani & Dr. K. Saileela, Empowering India Through Digital Literacy (Vol. 2) books.google.com books.*

Web Sources

- <https://online.maryville.edu/blog/digital-literacy-a-comprehensive-guide-to-modern-educationtechnology>
- <https://www.edweek.org/teaching-learning/what-is-digital-literacy/2016/11>
- <https://literacy.ala.org/digital-literacy/>
- https://en.wikipedia.org/wiki/Digital_literacy
- <https://www.learning.com/blog/what-is-digital-literacy-definition-and-uses-in-daily-life/>
- <https://aliceinmethodologyland.com/2023/01/09/digital-literacy-vs-digital-skills-why-are-they-important-for-young-learners-by-noha-othman/>

SEMESTER-IV**Course Title: Dissertation****Course Code: MED401****Course Outcomes**

L	T	P	Credits
0	0	0	20

Total Hours: 300

After completion of this course, the learner will be able to:

1. develop research questions and hypotheses and write a research proposal using high-level written and verbal communication skills
2. carry out a critical literature review, using well-developed analytical and synthesis skills
3. understand research design and be able to choose rigorous and practical research methods to address a problem-focused research questions
4. inculcate research skills like bibliographic skills, practical skills, paleographic skills, writing & presentation skills etc.

Course Content

The students will prepare the dissertation and appear for dissertation viva conducted by an external examiner and supervisor.

1. Students has to submit their research work in the form of Dissertation.
2. Students has to communicate at least one research article

Evaluation process

- The evaluation process of a dissertation typically involves multiple stages and individuals. While specific processes may vary among institutions, the general evaluation process can be outlined as follows:
- Submission: The student submits their completed dissertation to the designated authority, such as the academic department or the dissertation committee.
- Initial Screening: The dissertation is reviewed to ensure that it meets the basic requirements, such as formatting guidelines, word count, and adherence to the submission deadline.
- External Review (Optional): In some cases, institutions may opt for an external review, where the dissertation is sent to experts in the field who provide feedback and evaluation.
- Internal Review: The dissertation is assigned to an evaluation committee or panel, which typically includes faculty members and subject experts. They review the dissertation to assess its quality, methodology, theoretical framework, and contribution to the field.
- Defense Presentation: The student may be required to defend their dissertation orally before the evaluation committee. During the defense, the

student presents their research, addresses questions and concerns raised by the committee, and demonstrates their knowledge and understanding of the subject matter.

- **Evaluation Criteria:** The evaluation committee assesses the dissertation based on predetermined criteria, which may include originality of research, clarity of writing, methodology, data analysis, critical thinking, and overall contribution to knowledge in the field.
- **Evaluation Report:** The evaluation committee provides a detailed report on the strengths and weaknesses of the dissertation, highlighting areas for improvement, and recommending a final outcome.
- **Final Decision:** Based on the evaluation report and defense presentation (if applicable), a final decision is made regarding the acceptance, revision, or rejection of the dissertation. This decision may be made by the evaluation committee, the dissertation committee, or the academic department.
- **Revision (If Required):** If revisions are requested, the student is provided with feedback and suggestions for improvement. They are given a specific timeframe to address the revisions and resubmit the dissertation for re-evaluation.
- **Final Approval:** Once the revisions (if any) are completed and deemed satisfactory by the evaluation committee, the dissertation is approved, and the student may proceed towards graduation.

Suggested Readings

- Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills*. Ann Arbor, MI: University of Michigan Press.
- Murray, R. (2011). *Writing a Dissertation for Dummies*. Hoboken, NJ: Wiley.
- Davis, G. B., & Parker, C. A. (2012). *Writing the Doctoral Dissertation: A Systematic Approach*. Hauppauge, NY: Barron's Educational Series.
- Rudestam, K. E., & Newton, R. R. (2014). *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. Thousand Oaks, CA: Sage Publications.
- Dunleavy, P. (2003). *Authoring a PhD Thesis: How to Plan, Draft, Write and Finish a Doctoral Dissertation*. Basingstoke, UK: Palgrave Macmillan.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.
- Biggam, J. (2015). *Succeeding with Your Master's Dissertation: A Step-by-Step Handbook*. Maidenhead, UK: Open University Press.
- Evans, D., & Gruba, P. (2011). *How to Write a Better Thesis*. Carlton, Australia: Melbourne University Publishing.

- *Wisker, G. (2008). The Good Supervisor: Supervising Postgraduate and Undergraduate Research for Doctoral Theses and Dissertations. Basingstoke, UK: Palgrave Macmillan.*

Course Title: Educational Seminar

Course Code: MED404

L	T	P	Credits
0	0	2	1

Total Hours: 15

Learning Outcomes

After completion of this course, the learner will be able to:

- Reflect upon various educational topics
- Speak with confidence in public
- Collaborate with their peer on various projects
- Debate on the new trends in the field
- Develop a well-structured research paper

Practical Activity

- Thematic Analysis and Presentation
- Text-book analysis and presentation
- Abstract writing
- Research paper writing
- Report writing

20 marks per practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks