

GURU KASHI UNIVERSITY



Master of Education

Session: 2022-23

Department of Education

Program Learning Outcomes

After Completion of the program students will be able to-

1. Apply the specialized knowledge of philosophical, sociological and psychological bases of education to set the context of teaching profession.
2. Adapt the human behavior and personality, and enhance capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively.
3. Develop understanding on national and international perspective about educational theory and practice to enable the learners to visualize the inter-linkages and dependency among different educational systems.
4. Construct the knowledge and skills to deal with the issues related to teacher education and 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. Use the different tools and technologies of communication to serve the professional capacity that are expected in class room situations.
7. 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.
8. Identify the educational opportunities for academic development and life-long learning.
9. Utilize the knowledge of Educational administration & management and leadership to create and manage the organization's teaching environment. The skills of management administration and leadership help in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.
10. Make use of 21st century skills to accept the present challenges in education and employment.

Programme Structure

Semester 1st						
Course Code	Course Title	Type of Course	L	T	P	Credits
MED101	Philosophical and Sociological Perspective in Education	Core	4	0	0	4
MED102	Research in Education	Research Based Skill	4	0	0	4
MED103	Learner and Learning Process	Core	3	0	0	3
MED104	Learner and Learning Process (Practical)	Technical Skill	0	0	2	1
MED105	Curriculum Design and Development	Ability Enhancement Skill	2	0	0	2
MED106	Communication Skills	Technical Skill	2	0	4	4
Discipline Elective Course (Select any one of following)						
MED108	System and Policy of Higher Education	Discipline Elective	3	0	0	3
MED109	Inclusive Education					
MED110	Education for Sustainable Development & Global Peace					
MED199		MOOC	-	-	-	-
Total			18	0	6	21

Semester 2nd						
Course Code	Course Title	Type of Course	L	T	P	Credits
MED201	Statistics in Educational Research	Technical Skill	4	0	0	4
MED202	Psychology for Individual and Social Development	Core	4	0	0	4
MED203	Teacher Development and Empowerment	Core	4	0	0	4
MED204	Measurement, Assessment and Evaluation	Core	4	0	0	4
MED205	Submission of Research Proposal	Research Based Skill	0	0	8	4
MED206	Academic Writing	Technical Skill	0	0	2	1
Discipline Elective course (Select any one from the following)						
MED209	Historical, Political and Economic Foundations of Education	Discipline Elective	3	0	0	3
MED210	Comparative Education					
MED211	Educational Administration and Management					
MED212	Global Citizenship Education					
Value Added Course-1 (for other disciplines also)						
MED207	Physical and Mental Well Being	VAC	1	0	0	1
Total			20	0	10	25

Semester 3rd						
Course Code	Course Title	Type of Course	L	T	P	Credits
MED301	Mental Health, Yoga and Physical Wellbeing	Core	3	0	0	3
MED302	Mental Health, Yoga and Physical Wellbeing (Practical)	Technical Skill	0	0	2	1
MED303	ICT in Education	Core	3	0	2	4
MED304	Educational Entrepreneurship	Technical Skill	2	0	0	2
MED305	Pre-Internship	Technical Skill	0	0	4	2
Discipline Elective course (Select any one from the following)						
MED306	Policy Planning and Financing of Education	Discipline Elective	3	0	0	3
MED307	Education for people of Determination					
MED308	Guidance & Counselling					
Discipline Elective course (Select any one from the following)						
MED309	Gender Education and Development	Discipline Elective	3	0	0	3
MED310	Human Rights Education					
Open Elective						
xxx		Open Elective	2	0	0	2
MED399		MOOC	-	-	-	-
Total			16	0	8	20
Open Elective for other Department						
MED311	Assessment of Learning	OEC	2	0	0	2

Semester 4th							
Sr. No.	Course Code	Course Title	Type of Course	L	T	P	Credits
1	MED401	Dissertation	Research Based Skill	0	0	40	20
2	MED402	Internship	Technical Skill	0	0	12	6
3	MED404	Value Education	Value Added Course	2	0	0	2
Total				2	0	52	28
Grand Total				76	0	76	94

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. MST-2: [20Marks]

E. End-Term Exam: [20 Marks]

SEMESTER-I**Course Title: Philosophical and Sociological
Perspective in Education****Course Code: MED101****Course Outcomes**

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

L	T	P	Credits
4	0	0	4

1. Understand the nature of philosophical and sociological education as a discipline
2. Examine the theories and basic concepts of education drawn from different schools of philosophy
3. Examine issues related to education as interdisciplinary knowledge
4. Understand education as a determinant of social change, socialization, social mobility and social identity
5. Develop social habits and attitudes in the students for becoming socially adjustable individuals

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

1. Philosophical Foundations of Education: Meaning, scope of Philosophical basis of Education and branches of Philosophy: Metaphysics, Epistemology and Axiology and their Educational implications.
2. Sociological Perspective of education: Meaning and nature of Educational Sociology and Sociology of education. Relationship between sociology and education.
3. Development of concept of education in different periods of time such as Vedic, Buddhist, British and modern times.

Unit-II**16 Hours**

1. Indian schools of Philosophy: Samkhya, Vedanta, Buddhism and Jainism; concept of epistemology, metaphysics & axiology educational objectives, curriculum, methods, discipline and pupil- teacher relationship with examples from present educational scenario.
2. Western schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism and Educational implications of these schools with special reference to basic tenets, objectives, curriculum, methodology, teacher pupil relationship & discipline.
3. Modern schools of Philosophy: Logical Analysis, Logical Empiricism & Positive Relativism.

Unit-III**14 Hours**

1. Socio cultural nature and interaction of different social groups and its implications on education.
2. Social stratification and social mobility and its implications on education.
3. Concept of education as investment; education and modernization; education in the local and global perspectives: implications of globalization on system of education.
4. Education as a process of socialization: role of home, school and community with reference to socialization

Unit-IV

14Hours

1. Education and culture: cultural diffusion, acculturation; cultural lag; cultural conflict with its relevance and implications on present society.
2. Equality in educational opportunity: critical analysis of the ways in which schooling contribute to social equality.
3. Multicultural and a multilingual society: challenges and role of education to meet these challenges.
4. Role of education for national integration and international understanding

Transaction Mode

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

Suggested Books

- Ainsworth, J. (2013). Sociology of education- an A to Z guide. New Delhi: Sage Publications.
- Ballantine, J.H., & Hammack, F. M. (2012). The sociology of education-systematic analysis. Pearson Publications.
- Bhat, M. S. (2013). Educational sociology. New Delhi: APH Publishing Corporation.
- Bhattacharya, S. (2006). Sociological foundations of education. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Chandra, S. S., & Sharma, R. K. (2012). Sociology of education. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Jha, J. K. (2002). Basic principles of developmental sociology. New Delhi: Anmol Publications Pvt. Ltd.
- Pal, O. B. (2014). Sociological foundations of education. New Delhi: APH Publishing Corporation.
- Pathak, R. P. (2013). Philosophical & sociological perspectives of education. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Siddiqui, M. H. (2014). Philosophical & sociological foundations of education. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2015). Sociological foundation of education. New Delhi: APH Publishing Corporation.

- Taneja, V. R. (2012). Socio- philosophical approach to education. New Delhi: Atlantic Publishers & Distributer Pvt. Ltd.
- Venkataiah, S. (2001). Education culture & society. New Delhi: Anmol Publications.

Web Sources

- Sociology of Education by S.S. Chandra & Rajendra K. Sharma, Atlantic Publishers & Distributors Suggested websites
- www.educationworld.com
- www.aera.net
- www.apa.org

Course Title: Research in Education

Course Code: MED102

L	T	P	Credits
4	0	0	4

Course Outcomes

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

1. Explain the meaning, nature and types of research and scientific method
2. Identify the research problem and construct a coherent research proposal.
3. Uses of appropriate type of sampling and tests for data collection.
4. Perform basic statistical techniques for data analysis and interpret their results.
5. Associate between different quantities and qualities research

Unit: I

15 Hours

1. Educational research: Meaning, nature, scope including multidisciplinary research, and types (fundamental, applied and action)
2. Research problem: Concept, sources, and identification of research problem
3. Review of the literature- meaning, purpose, sources (primary and secondary) and resources used for searching latest review of literature
4. Research proposal: Concept, types, steps of writing research proposal

Unit: II

14 Hours

1. Variables: meaning of concepts, constructs, and variables; Types of variables- independent, dependent, extraneous
2. Hypotheses: Nature and types of hypotheses, formulation of hypotheses

3. Population and sample: Concept, types and characteristics of a good sample
 - a. Techniques of sampling- Probability, Non-probability and sampling error

Unit: III**16 Hours**

1. Scientific method: meaning, steps, characteristics (reliability, precision, falsifiability and parsimony) and Types of scientific method: Exploratory, explanatory and descriptive
2. Descriptive method: purpose and process, types of descriptive studies
3. Experimental method: Nature of experimental research, variables in experimental research -independent, dependent and extraneous, experimental designs, internal and external validity of experimental designs
4. Historical Method: Meaning, Steps, Primary and secondary Source, Historical Criticism and types

Unit: IV**15 Hours**

1. Grounded Theory Designs: types, characteristics, designs, steps, strengths and weakness; Narrative Research Designs: Characteristics and steps;
2. Mixed Method Designs: Meaning and characteristics, types of designs-convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design, and multiphase design
3. Case Study: Characteristics, Components of a case study design, types of case study design, steps to conduct case study research, strengths and weaknesses

Transaction 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.

Suggested Readings

- Alan Agrestic, Barbara, Finlay (2018). Statistical methods for the social sciences. Delhi: Pearson Publisher.
- Aggarwal, Y.P. (1998). Statistical methods. New Delhi: Sterling Publisher.
- Best, J. W. and Kahn, J. V. (1995). Research in education. Delhi: Prentice Hall.
- Burns, R. B. (1991). Introduction to research in education. New Delhi: Prentice Hall.
- Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4). Thousand Oaks, California: (4) SAGE Publications.

- Edward, A. L. (1968). Experimental designs in psychological research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical analysis in psychology and education. New York: McGraw Hill.
- Fox, D. J. (1969). The research process in education. New York: Holt, Rinehart and Winston Inc.
- Garrett, H. E. (1973). Statistics in psychology and education. Bombay: Vakils, Feiffer and Simon.
- Geoffrey E. Mills and L. R. Gay (2019). Educational research: Competencies for analysis and applications. Delhi: Pearson Publication.
- Guilford, J. P. and Benjamin, F. (1973). Fundamental statistics in psychology and education. New York: McGraw Hill.
- Gupta, S. P. (2017). Statistical methods. New Delhi: Sultan Chand and Sons.

Course Title: Learner and Learning Process**Course Code: MED103**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand learning in psycho-social context
2. Gain the knowledge of growth, development and problems of adolescents
3. Analyze the learning process based on theoretical approaches of learning
4. Understand environments conducive to learning
5. Demonstrate the skills to handle the issues related to different stages of development

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

1. Dynamics of Individual Development
2. Growth and Development: Concept, Difference, Principles of Development.
3. Cognitive process (Sensation, Attention, Perception, concept formation), Piagetian Model of Cognitive Development
4. Development during Adolescence: Physical, Cognitive, Social and Emotional
5. Problems of Adolescents, Educational support required for adolescents

Unit-II**14 Hours****Learning Environment**

1. Essentials of good physical environment, Characteristics of class room, school and Community environment that enhance learning
2. Coping with diversity in learning contexts—crowded class rooms, language, ethnic and social diversities, different types of disadvantage that children suffer
3. Demands of inclusive environment in a class for all learners
4. Multiple ways of organizing learning - individual, self-learning, group learning, Cooperative learning

Unit-III

14 Hours

Theoretical Bases of Learning and its Implications

1. Cognitive and Contextual Theories: Bandura, Vygotsky
2. Strategies for developing logical thinking, critical thinking and problem solving
3. Creativity: concept, assessment and nurturing

Unit-IV

20 Hours

Psychosocial Dimensions of Learners' Contexts

1. Social Learning: Concept and importance, Factors affecting Social Learning, Social Competence.
2. Classroom Dynamics: Concept, Need and its Relevance, Strategies for promoting healthy psycho-social environment in class.
3. Addressing classroom Aggression in Schools: Types (Bullying, Punishment, Vandalism, Cyber Violence etc) and their effects, Measures to manage aggressive behavior

Transactional Mode

Video based teaching, Cooperative teaching, Group discussion, Demonstration, Open talk

Suggested Readings

- Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
- Bigge, M., L. & Hunt M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
- Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
- Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York: Norton.
- Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
- Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentic Hall of India

- Engler, B. (1991): Personality Theories: An Introduction (4th Ed.). Boston: Houghton Mifflin Company.
- Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
- Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
- Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
- Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
- Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt.Ltd.
- Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
- Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
- Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
- Mazur, J.E. (1994): Learning and Behavior. (4th ed.). Engle wood Cliffs. New Jersey; Prentice Hall
- Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
- Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
- Woolfolk, A. E. (1987): Educational Psychology (4th Ed.) Englewood Cliffs. Prentice

Course Title: Learner and Learning Process (Practical)

Course Code: MED104

L	T	P	Credits
0	0	2	1

Course Outcomes

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

1. Examine the characteristics of psychological test
2. Design different psychological tools
3. Experiment psychological traits with different equipment
4. Administer psychological test and interpret the result
5. Develop skills for the administration and interpretation of psychological tools

Course Content

12 Hours

Administration, Analysis and Reporting of any four of following Psychological Tests

- Achievement Test
- Creativity Test
- Intelligence Tests
- Aptitude
- Personality

Use of following equipment (any One)

- Mirror Drawing Apparatus
- Bhatia Performance Test
- Finger Dexterity Board

Use of ICT in Teaching-Learning**3 Hours**

- Prepare a Multi-Media lesson plans for the inclusive classroom using appropriate ICT resources (any two school subjects)

Evaluation Criteria:

- First Practical (Unit-1): 20 Marks
- Second Practical (Unit-2): 20 Marks
- Third Practical (Unit-3): 20 Marks
- Fourth Practical (Unit-4) 20 Marks
- Final Practical at

Course Title: Curriculum Design and Development**Course Code: MED105**

L	T	P	Credits
2	0	0	2

Course Outcomes

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

- Appraise critically the present day curriculum of Indian schools.
- Identify the curriculum issues and trends and find the implications in present education system.
- Predict future directions for curriculum
- Apply the knowledge in development of curriculum and gain insight into the steps of curriculum development.
- Assess the different bases of curriculum changes

Course Content**Unit-I****7 Hours**

1. Concept of curriculum, curriculum development and other curricular fields. Components of curriculum.

2. Epistemological, social and psychological foundations of curriculum development.
3. Factors affecting curriculum change, viz, social factors, pressure groups, writers and publishers. Role of teacher as curriculum maker.

Unit-II

8 Hours

- Curriculum development: nature, purposes, scope and principles.
- Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.
- Taba's Model of Curriculum development.

Unit-III

7 Hours

1. Curriculum design: concept and need.
2. Different curriculum designs: Course-centered, experience and activity centered and core curriculum.
3. Eclectic model of curriculum design.

Unit-IV

8 Hours

1. Models of curriculum engineering: administrative model, grass-root model, system analysis model.
2. Critical appraisal of present curriculum in secondary and senior secondary schools of India.
3. Curriculum issues and trends and future directions for curriculum.

Transactional Mode

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

Suggested Readings

- Aggrawal, D. (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi, Book Enclave.
- Anning, 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: Communication Skill**Course Code: MED106****Course Outcomes**

L	T	P	Credits
2	0	4	4

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

- Understand the definition, importance and process of communication skills.
- Develop knowledge varies element of communication skill.
- Differentiate varies communication style.
- Develop language skills in listening, speaking, reading and writing by having them
- Developing resume for job.

Unit: I**17 Hours**

1. Communication Skills: Introduction, Definition, the Importance of Communication, the Communication Process – Source, Message, Encoding, Channel, Decoding, Receiver, Feedback, Context
2. Barriers to communication: Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional barriers

- Perspectives in Communication: Introduction, Visual Perception, Language, Other factors affecting our perspective - Past Experiences, Prejudices, Feelings, Environment

Unit: II**13 Hours**

- Elements of Communication: Introduction, Face to Face Communication – Tone of voice, Body Language (Non-Verbal Communication), Verbal Communication Physical Communication.
- Communication Styles: Introduction, The Communication Styles Matrix with example for each Direct Communication style, Spirited Communication style, Systematic Communication style, Considerate Communication style.

Unit: III**15 Hours**

- Listening Skills: Listening process; Classification of listening; principles of listening; common barrier to listening process; measures to improve listening.
- Types and essentials of effective Speaking, Reading and Writing Skills

Unit: IV**15 Hours**

- Resume Writing; Guidelines and format for writing resume.
- Job Interview: Types of interviews and Interview formats, sample questions commonly asked during interview.
- Technical Reports: types, formats; Technical Proposals; Oral Presentations Planning, Preparation, Practicing, Performing.

Transaction Modes

Discussions, debates, research trends analysis, case studies, demonstration, group discussion, presentation and simulations etc.

Suggested Readings:

- Ashokan, M. S. (2015). Karmayogi: A biography of E. Sreedharan. UK: Penguin.
- 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.
- Brown, R. (2000). Group processes: Dynamics within and between groups. (2) New York: Blackwell Publishers.
- Brown, T. (2012). Change by design. Harper Business.
- Chaturvedi, P. D., &Chaturvedi, M. (2013). Business communication: skills, concepts and applications. Noida: Pearson Publications.
- Elkington, J., &Hartigan, P. (2008). The power of unreasonable people: how social entrepreneurs create markets that change the world. Harvard Business Press.

- Farhathullah, T. M. (2008). Communication skills for technical students. Kolkata: Orient Blackswan Private Limited.
- Goleman, D. (1995). Emotional intelligence. Bloomsbury Publishing India Private Limited.
- Hartley, P., & Chatterton, P. (2015). Business Communication: rethinking your professional practice for the post-digital age. London & NY: Routledge. L T P Credits 2 0 0 2 15
- Kalam, A. A. (2003). Ignited minds: Unleashing the power within India. Penguin Books India.
- 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.
- 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.
- McCormack, M. H. (1986). What they don't teach you at Harvard business school: notes from a street-smart executive. RHUS.
- Mukerjee, H. S. (2013). Business communication: connecting at work. UK: Oxford University Press.
- Ober, S. (2009). Contemporary business communication. USA: Houghton Mifflin Company
- O'Toole, J. (2019). The enlightened capitalists: Cautionary tales of business pioneers who tried to do well by doing good. Harpercollins.
- Sen, M. (2010). An Introduction to critical thinking. Delhi: Pearson.
- Silvia, P. J. (2007). How to read a lot. Washington DC: American Psychological Association.
- Sinek, S. (2009). Start with why: How great leaders inspire everyone to take action. Penguin.
- Sternberg, R. J., & Baltes, P. B. (Eds.). (2004). International handbook of intelligence. Cambridge University Press.

Course Title: System and Policies of Higher Education

Course Code: MED108

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Explain the concept and structure of higher education in India
2. Understand the role of different agencies of higher education and their partnership
3. Understand role of different regulatory bodies in higher education

4. Examine different critical issues of higher education and various governmental initiatives for its development
5. Develop insight into various challenges and research opportunities in higher education

Course Content

Unit-I

11 Hours

1. Higher Education: concept, scope and structure of higher education system in India.
2. challenges facing higher education in India
3. Policy perspectives in higher education –NEP:2020 its objectives and implementation.

Unit-II

12 Hours

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

Unit-III

12 Hours

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

Unit-IV

10 Hours

1. Issues of student mobility, curriculum, and quality of academic program
2. Emphasis on Digital higher education, MOOC's and SWAYAM Online learning platforms
3. Higher education relevance in 21st century

Transaction Mode

Dialogue, peer group discussion, Self-learning, Collaborative learning and Cooperative learning, Seminar, e-team teaching, e-tutoring

Suggested Readings

- Aggarwal, J. C. (2011). Development of education system in India. New Delhi: Shipra Publications.

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

Course Title: Inclusive Education

Course Code: MED109

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the concept and importance of Inclusiveness in Education.
2. Analyze special education, integrated education, mainstream and inclusive education practices.
3. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools
4. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.

- Evaluate various educational intervention programs for meeting the needs of diverse learners

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

11 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 habitations, 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

11 Hours

- Creating conducive environment in inclusive schools: Roles and Responsibilities of teacher in inclusionary practices, Managerial skills for mobilizing the appropriate resources.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators

3. Evaluation and follow up programs for improvisation of teacher preparation programs in inclusive education programs

Transaction Mode

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

Suggested Reading

- 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.
- Frank, M.H. & Steven, R.F. (1984). Education of Exceptional Learner. Massachusetts: Atlyen and Bacon Inc.
- Garner P., Kauffman J., Elliot J. (2013). The SAGE Handbook of Emotional and Behavioral Difficulties, 2nd Edition, SAGE
- 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 Mifflinco.
- 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). Teachers handbook on IED-Helping children with special needs. N. C. E R T Publication.

**Course Title: Education for Sustainable Development
and Global Peace**

L	T	P	Credits
3	0	0	3

Course Code: MED110

Course Outcomes

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

1. Explain concepts concerning various aspects of the Education for sustainable development.
2. Discuss the concept of world peace and role of education
3. Identify local and region specific environmental problems.
4. Elaborate the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.
5. Develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.

Course Content

Unit-I

10 Hours

Education for Sustainable Development:

1. Meaning nature and scope of Sustainable Development; concept of global peace
2. Education for Sustainable Development: Approaches & Strategies
3. Education for global peace
4. Integration of global peace and environmental concerns in school curriculum.
5. Role of teacher in promoting sustainable development.

Unit-II

11 Hours

1. Conservation of Natural Resources: Environmental conservation in the globalized world; Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food
2. Culture of Peace and Human Rights: Ideas of thinkers like Mahatma Gandhi, Martin Luther King, Role of Educational institutions and teachers in developing a culture of peace.

Unit-III

12 Hours

Individual, Society, Government, ICT and Media in Environmental Education:

1. Literacy, democracy, human rights and universal values- contribution to global peace and sustainable development

2. Role of individual, school and community for prevention of pollution, management of natural resources; Responsible Environment Behavior (REB).
3. Role of ICT, text books and media in creating awareness about human rights; environmental and peace values.

Unit-IV**12 Hours****Competencies in teachers for Education for Sustainable Development:**

1. ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in teachers for educating students for Sustainable Development
2. Individual life style; Carbon foot printing

Transactional Mode

Video based teaching, Collaborative teaching, Demonstration, Project bases learning, Ted talks, Brain storming

Suggested Readings

- Agarwal, A., Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable Database. New Delhi, Centre for Science and Environment.
- Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.
- Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
- Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.
- Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.
- UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.

SEMESTER-II**Course Title: Statistics in Educational Research****Course Code: MED201**

L	T	P	Credits
4	0	0	4

Course Outcomes

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

1. Explain the measures of central tendency and variability and to develop the computational skill for the same.
2. Understanding the concept of normal probability curve and analyzing its applications in research and daily life.
3. Compute problems related to parametric tests.

4. Solve problems based on non-parametric statistics and their interpretation.
5. Understand the concept of correlation and to compute the correlation coefficients using different methods.

Unit: I **17 Hours**

1. Statistics: Concept, relevance in education
2. Measures of Central Tendency: Mean, Median and Mode
3. Measures of Variability/Dispersion: Range, Quartile Deviation, Standard Deviation
4. Measures of Relative Position: Percentiles and Percentile Rank
5. Graphic methods- Line graph, Bar diagram, Histogram, Pie chart and 'O'-give.

Unit: II **15 Hours**

1. Normal Probability Curve (NCP): Meaning, importance, Properties and Applications of NCP
2. Measuring divergence from normality- Skewness and Kurtosis
3. Concept of Correlation, Product Moment, Partial and multiple correlation Uses and Significance of Correlation Coefficient.
4. Conversion of Standard Scores into Z-Scores and T- Scores and their calculations

Unit: III **15 Hours**

1. Parametric Tests: Meaning and Advantages
2. Critical ratio & t – Test (for correlated and un-correlated means)
3. F-test: Concept, Assumption and uses
4. Computation of ANOVA (One-way), ANCOVA: Concept and Interpretations

Unit: IV **13 Hours**

1. Non-Parametric Tests: Meaning and Advantages
2. Sign test and Median Test: Concept, assumptions and uses
3. Calculation of Sign and Median test
4. Computation of Chi-square test and 2×2 contingency tables

Transaction Mode

Lecture cum Discussion Group discussion, lecture, dialogue, team teaching, peer learning, problem solving, and cooperative learning.

Suggested Books:

- Adams, K. A., & Lawrence, E. K. (2015). Research methods, statistics and applications. Sage Publications.
- Agarwal, B. L. (2013). Basic statistics. New Delhi: new Age International (P) Limited Publishers. L T P Credits 4 0 0 4 32
- Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.

- Aiken, L.R., & Marnat, G. G. (2009). Psychological testing and assessment. Noida (U.P.): Pearson.
- Anastasi, A., & Urbina, S. (2014). Psychological testing. New Delhi: PHI Learning Private Limited.
- Best, J.W., & Kahn, J. W. (2006). Research in education. New Delhi: PHI Learning Private Ltd.
- Check, J., & Jurs, S. G. (2009). Research methods in education. Pearson Publications.
- Ferguson, George A (1976), Statistics Analysis in Psychology and Education, McGraw Hill, New York.
- Gall, M. D., Gall, J. P., & Berg, W. R. (2007). Educational research an introduction. Pearson Publications.
- Garrett, H.E. (1973), Statistics in Psychology and Education, Vakils, Feiffer and Simon, Bombay.
- Glass, G. & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, Needham Heights, A Simon & Schuster Company
- Gregory, R. J. (2014). Psychological testing: History, principles and applications. New Delhi: Pearson.
- Gupta, S. (2010). Research methodology and statistical techniques. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Guilford, J.P. and Benjab in Fruchter (1973), Fundamental Statistics in psychology and Education, McGraw Hill, New York.
- Hamburg, M (1979). Basic Statistics: A Modern Approach, (2nd ed.). New York: Harcourt Brace
- Johnson, P.O (1961). Statistical Methods in Research, New Jersey: Prentice Hall
- Korin, B.P (1977). Introduction to Statistical Methods, Cambridge: Intercrop Pub.
- Koul, L. (2009). Methodology of educational research. Noida: Vikas Publishing House Pvt. Ltd.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- Kurtz, A.K. & Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
- Majumdar, P. K. (2010). Applied statistics. New Delhi: Rwa Publisher.
- Mangal, S.K. (2010) Statistics in Psychology and Education,
- Medhi, J. (2014). Statistical methods- an introductory text. New Delhi: New Age International (P) Ltd. Publishers.
- Minimum, E.W., King B.M., & Bear, G. (1995) Statistical Reasoning in Psychology & Education, Canada: John Willy & Sons.

- Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). Measurement and assessment in education. New Delhi: PHI Learning Private Limited.
- Sabo, R., & Boone, E. (2013). Statistical research methods- a guide for no statistician. Springer Publications.
- Siegel, S. (1986). Non-parametric Statistic, McGraw Hill, New York
- Singh, Amit & Kumar, Dinesh (2013). Elementary Statistical Methods. Patiala: Twenty First Century Publications.
- Singh, Pritam (2005). Handbook of Measurement and Evaluation. New Delhi: Doaba House

Course Title: Psychology for Individual and Social Development

Course Code: MED202

Course Outcomes

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

1. Demonstrate the major concepts, theoretical perspectives of psychology.
2. Develop-Cognitive abilities with special reference to intelligence and problem solving
3. Demonstrate an understanding of the nature of children with special needs
4. Apply the knowledge to make the adjustment of the leaner in different situations
5. Demonstrate an understanding about the assessment of personality

Course Content

Unit-I

12 Hours

Learning and Motivation

1. Learning: Concept, nature, factors affecting Learning, Latent Learning, Gagne's Hierarchy of Learning
2. Transfer of Learning: Concept, Types, Theories and Educational Implications
3. Motivation: Concept, Types, its relation with learning, Achievement Motivation

Unit-II

13 Hours

Personality and Adjustment

1. Concept of Personality, western theories by Cattell, Eysenk, Allport, Freud; Vedantic concept of Personality(Panchkosh)
2. Assessment and implications for teacher and learner
3. Adjustment, causes and manifestations of maladjustment, Defence Mechanisms, Conflicts and their management

L	T	P	Credits
4	0	0	4

Unit-III**17 Hours****Understanding Intelligence**

1. Evolution of concept of Intelligence (from unitary to multiple intelligence)
2. Theories of intelligence by Gardner and Sternberg, assessment of multiple intelligence
3. Developing Emotional and Spiritual Intelligence.

Unit-IV**18 Hours****Understanding Children with Diverse Needs**

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

Transactional Mode

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

Suggested Readings

- Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
- Bigge, M., L. &Hun,t M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper &Row.
- Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper &Row.
- Chand, J. (2010): Psychological Foundations of Education. New Delhi, Anshah Publishing House.
- Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
- Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York: Norton.
- Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
- Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
- Engler, B. (1991): Personality Theories: An Introduction (4th Ed.). Boston: Houghton Mifflin Company.
- Fox, C. (2014): Educational Psychology: Its Problems and Methods. New Delhi: Sarup Books Publication.
- Good, T. L., &Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.

- Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
- Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
- Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
- Harze & Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage Publications.
- Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
- Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Joseph, C.S. (2014): Experimental and Testing Psychology. New Delhi: Anmol Publications.
- Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt.Ltd.
- Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
- Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
- Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod PustakMandir.
- Mazur, J.E. (1994): Learning and Behaviour. (4th ed.). Englewood Cliffs. New Jersey; Prentice Hall
- Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.
- Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
- Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
- Wang. M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: Mc Cutchan Publishing Corporation.
- Woolfolk, A. E. (1987): Educational Psychology (4th Ed.) Englewood Cliffs. Prentice Hall.

Course Title: Teacher Development and Empowerment

Course Code: MED203

L	T	P	Credits
4	0	0	4

Course Outcomes

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

1. Use enduring content and pedagogical knowledge in teaching
2. Develop the curriculum by adopting the rigorous process to make it appropriate
3. Identify the role and responsibilities of the teacher educator.

4. Evaluate the present status of teacher education in India and abroad.
5. Develop the knowledge and understanding to apply government policies in work settings

Course Content

Unit-I

10 Hours

1. Importance of Teacher Education, Teacher Educators, their roles and responsibilities. Scope of Teacher Education-Preparing teachers for Secondary and Higher Education. New courses in Teacher Education.
2. Agencies regulation Teacher Education in India (NCERT, NCTE: roles and responsibilities, Policy documents).
3. Tracing the changes in Teacher Education in light of National Curriculum Framework, 2005 and national Curriculum Framework for Teacher Education, 2009.

Unit-II

10 Hours

1. 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.
2. Curriculum transaction in Pre-Service secondary teacher education: Teaching methods, lecture-cum-discussion, Group discussion, Brain storming, use of ICT, internship program.

Unit-III

12 Hours

1. Continuing Professional Development of In-Service Teachers-Concept and importance of Professional Development.
2. Strategies of Professional Development: workshops, seminars, symposium, panel discussions, conferences self-study, extension lectures, refresher courses, research colloquium.
3. Agencies for in-service education (Institutional Programs, DIET, NCTE, NCERT, SCERT, Academic Staff College, (HRD Department) Extension Department).

Unit-IV

13 Hours

1. Concept of teaching as a profession, professional ethics of teachers, Teacher accountability and performance appraisal of teachers.
2. Selection, appointment of teachers and induction programs for teachers
3. Assessment and Evaluation in teacher education program.

Transactional Mode

Dialogue, Demonstration, Group discussion, Brainstorming, Role play

Suggested Readings

- Aggarwal, J.C. (1984): Landmark in the History of Modern India Education, New Delhi, Vikas Publishing House, Ansari Road.
- Barker, I. (2006): Teachers and Trainers. New Delhi: Cambridge University Press India Pvt.Ltd.
- Chaurasia, G. (1976): New Era in Teacher Education. New Delhi.
- Cockburn, A & Hand scomb, G,(2012) Teaching Children 3-11 A Student's guide, New Delhi, SAGE Publications India Pvt.Ltd.
- Devedi, Prabhakar (1990): Teacher Education- a Resource Book, New Delhi, N.C.E.R.T.
- Govt. of India (1966): Education and National Development, New Delhi, Report of Education.
- Govt. of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
- Govt. of India (1986): National Policy of Education, Ministry of Human Resource and Development, New Delhi
- Khan, Mohd. Sharif (1983): Teacher Education in India and Abroad, New Delhi, Sheetal Printing Press.
- Khera, S. (2011) Education and Teacher Professionalism, New Delhi, Rawat Publication
- Kohli, V.K. (1992): Teacher Education in India, Ambala, Vivek Publishers.
- Misra, K.S. (1993): Teachers and their Education, New Delhi, Associated Publication.
- Mohan, R. (2011) Teacher Education. New Delhi: PHI Learning Private Ltd.
- Mohanty, J.N. (1988): Modern Trends in India Education, New Delhi, Deep and Deep Publication.
- 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
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
- N.I.E.P.A. (1984): Report on Status of Teachers, New Delhi.
- Mohanty, J.N. (1993): Adult and National Education, New Delhi, Deep and Deep Publication.
- Rao, D.B. (1988): Teacher Education in India, New Delhi, Discovery Publishing House.
- Sharma., R.A. (2005) : Teacher Education, Meerut, Loyal Book Depot.
- Sharma, S.P. (2005) : Teacher Education, New Delhi, Kanishka Publisher.
- Singh, L.C (1983): Third National Survey of Scholastic Education in India, New Delhi, N.C.E.R.T.

- Srivastava, R.C & Bose K. (1973) : Theory & Practice of Teaching Education in India, Allahabad, Chugh Publications.
- Stones & Morris (1973): Teaching Practice Problems and Prospective, London, Mathuen& Co.
- Udayveer (2006): Modern Teacher Training, New Delhi, Anmol Publications.

Course Title: Measurement, Assessment and Evaluation

L	T	P	Credits
4	0	0	4

Course Code: MED204**Course Outcomes**

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

1. Develop the understanding of the concept, techniques and new trends of measurement and evaluation.
2. Develop skills in the construction and standardization of tests.
3. Learn the application of advanced statistical techniques in education.
4. Develop skills to make use of different techniques of measurement and evaluation in class rooms.
5. Apply advanced statistical techniques in educational research.

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

1. Concept and importance of measurement and evaluation.
2. Types of evaluation: Formative and summative.
3. Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II**13 Hours**

1. Types of achievement tests- Essay and Objective type.
2. Norm referenced and criterion reference tests.
3. Steps in standardization of achievement tests.
4. Item analysis: Item difficulty, discrimination index. Estimating reliability and validity Effectiveness of distracters

Unit-III**11 Hours**

1. Analysis of variance (one way and two ways): Assumptions and Computation.
2. Regression and prediction: Meaning and Concept of linear regression equation.

Unit-IV**13 Hours**

1. Correlations: Assumptions and computation of:

2. Biserial, Point Biserial
3. Tetrachoric and phi-coefficient.
4. Partial and multiple correlation

Transactional Mode

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

Suggested Readings

- Aiken, L.R. (1985): Psychological Testing and Assessment, Boston: Allyn and Bacon.
- Aggarwal, Y.P.(1989): Statistical Methods Concepts Application & Computation, New Delhi :Sterling
- Anastasi, A (1988): Psychological Testing (6th Ed). New York: The Macmillan Co.
- 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.
- Cronbach, L.G.(1964) : Essentials of Psychological Testing, New York :Harper.
- Ebel, L.R. and Fristrick, 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, VakilsFebber and Simons.
- Guilford, S.P. and Fruchtor, B. (1973) : Fundamental Statistics in Psychology and Education 5th Ed. New York: McGraw Hill and Co.
- Guilford, J.P. (1978) : Fundamental Statistics in Psychology and Education, New York: McGraw Hills, 6thEd.
- Karmel, L.C &Karmel, M.C. (1978) Measurement and Evaluation in Schools, New York: Macmillan.
- 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.
- Mehrens, W.A. & Lehmann, I.J. (1984): Measurement and Evaluation in Education and Psychology, New York: Holt, Rinehart, Winstom 52

- Popham, W.J. (1988) : Educational Evaluation. New Delhi: Prentice Hall. 16.
- Secolsky, C.&Denison,D.B.(2011):Hand book on measurement, Assessment and Evaluation in Higher Education. London: Routledge Press.
- Sidhu, K.S. (2005): New approaches to Measurement and Evaluation. New Delhi: Sterling Publishers.
- Singh, A.K (1986): Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Tata McGraw Hill Publishers.
- Thorndike, R.L. and Hagen E. (1977): Measurement and Evaluation on Psychology and Education. New York: John Wiley and Sons,Inc.

Course Title: Submission of Research Proposal**Course Code: MED205****Course Outcomes**

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

1. Draft the research proposal.
2. Formulate the hypothesis for research proposal.
3. Develop an understanding on academic writing.
4. Design and plan the research dissertation and project.
5. Develop the skill of referencing.

L	T	P	Credits
0	0	8	4

Course content

Under the supervision of Guides, Students will undertake all the steps of writing research proposal to finalize and submit the research synopsis. The students will submit dissertation in the month of March.

Course Title: Academic Writing**Course Code: MED206****Course Outcomes**

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

1. Use standard grammar, punctuation and spellings in academic writing documents.
2. Produce various types of formats of reports, emails, resumes, letters, questionnaires and memos.
3. Compose answer to various questions asked during an interview.
4. Condense ideas while giving answer where brevity is the essence, during an interview.
5. Communicate effectively use interview skills and writing skills.

L	T	P	Credits
0	0	2	1

Course Content

- Academic writing: Concept, Need and types of academic writing.
- Review of articles and books
- Process of articles and book publication
- Database of Recourses: Web of Science, SCOPUS, Sage, UGC CARE, Google Scholar, H-Index and Impact factors etc.
- Deferent type of Referencing Style: APA, MLA, Harvard system, and the MHRA (Modern Humanities Research Association) system.

Suggested Readings

- Best, J.W. (1999). Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Bogdan, R. C., & Biklen, S. K. (2014). Qualitative research for education: an introduction to theory and methods. New Delhi: PHI Learning Pvt. Ltd.
- Chandra, S. S., & Sharma, R. K. (2010). Research in education. New Delhi: Atlantic Publications.
- Guthrie, G. B. (2010). Basic research methods: an entry to social science research. New Delhi: Sage Publications India Pvt. Ltd.
- Kaul, L. (1984). Methodology of educational research. New Delhi: Vikas Publications.
- Kerlinger, F. N. (1986). Foundations of behavioural research. Fort Worth TX: Harcourt Bmce Jovanovich.
- Kumar, R. (2011). Research methodology. New Delhi: Sage Publications India Pvt. Ltd.
- Newby, P. (2014). Research methods for education. New York: Routledge Publications.
- Pathak, R. P. (2015). Methodology of educational research. New Delhi: Atlantic Publications. 36
- Richards, L., & Morse, J. M. (2013). Qualitative methods. U.S.A: Sage Publications, Inc.
- Sharma, J. N. (2011). Research methodology. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Sharma, S. R (2008). Methods of educational research. New Delhi: Anmol Publications.
- Sharma, S. R. (2003). Problems of educational research. New Delhi: Anmol Publications Pvt. Ltd.
- Wellington, J. (2015). Educational research. USA: Bloomsbury Academic Publications.

Course Title: History and Political Economy of Education**Course Code: MED209**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

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

Course Content

Unit-I

12 Hours

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

Unit-II

1 Hours

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

Unit-III

12 Hours

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

Unit-IV

10 Hours

1. Political Economy: concept, Components of political economy: classical and modern, Factors influencing political economy behavior: interests, ideas and institutions

2. Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting
3. Human Resource Development-Concept & Role of education, political and economy system in Human Resource Development

Transaction Mode

Lecture method, dialogue method, seminars and focus group discussion

Suggested Readings

- Aggarwal, J.C. (2012). Development of education system in India, Delhi: Shipra Publications
- Aggarwal, J.C. (2013). Basic ideas in education. New Delhi: Shipra Publications.
- Chand, T. (2009). Development of education system in India, New Delhi: Anmol Publications Pvt. Ltd.
- Chattopadhyay, S. (2012). Education and economics. Oxford University Press.
- Gupta, S. (2013). Education in emerging India. New Delhi: Shipra Publications.
- Husian, A., & Idris, N. (2010). Dimensions of education. New Delhi: Gyan Publishing House. 39
- Jayapalan, N. (2005). Problems of Indian education. New Delhi: Atlantic Publishers and Distributors.
- Kumar, A. (2015). Philosophical perspective of education. New Delhi: APH Publishing Corporation.
- Mishra, R. C. (2015). History of education administration. New Delhi: APH Publishing Corporation.
- Naik, J. P. (2014). The education commission and after. New Delhi: APH Publishing Corporation.
- Singh, Y. K., & Nath, R. (2014). History of Indian education system. New Delhi: APH Publishing Corporation.
- Vallikkat, S. (2015). Philosophy of education. New Delhi: APH Publishing Corporation.
- Vashishtha, U.C., & et. al. (2011). Educational philosophy. New Delhi: APH Publishing Corporation

Course Title: Comparative Education

Course Code: MED210

Course Outcomes

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

1. Trace the history of comparative education and its development.

L	T	P	Credits
3	0	0	3

2. Judge the limitations of comparative education
3. Identify and assess the status of teacher education in India, U.K and U.S.A
4. Discover the recent trends in comparative education
5. Compare the salient features of educational system of U.S.A., China and India.

Course Content

Unit-I 10 Hours

1. Meaning, History, Purposes, Methods, importance and limitations of comparative education.
2. Factors influencing the educational systems of a country-political, social, linguistics, geographical and economic.

Unit-II

11 Hours

1. Educational ladder of U.K., Finland and India, Administrative agencies for education
2. Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.

Unit-III

12 Hours

1. Educational ladder of U.S.A. and China with special reference to India
2. Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., China and India.

Unit-IV

12 Hours

1. Teacher Education program in U.K., Finland, U.S.A., China and India.
2. Recent trends and innovations in education of above mentioned countries.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Case Analysis, Dialogue, Panel Discussion, Group Discussion, Role Play, Demonstration, Project Based Learning

Suggested Readings:

- Beredy, G.Z.F.(1964) : Comparative Methods in Education, New Delhi, Oxford& East Publishing Co.
- Blavic, E. (1987): Primary Education: Development and Reform, Perspectives in Education, Vol. 3, No. 3,153-60.
- Carlton, R., Colley and Machinn on (1977): Educational Change and Society, Toronto, Gage Educational Publishing.
- Carnoy, M.H. L. (1985): Schooling and Work in the Democratic State, California, Stanford University Press.
- Cantor, L. (1989): The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol. 25, Number2.

- Choube, S.P. and Choube, A., (1993): Comparative Education, New Delhi: Commonwealth Publishers.
- Choube, S.P., Features of Comparative Education, Agra: Vinod Pustak Mandir.
- Dearden, R.F. (1970): The Philosophy of Primary Education. London, the English Language Book Society & Routledge and Kegan Paul Ltd.
- Dent, H.C. (1961): The Educational System of England and Wales, University of London Press Ltd., Warwick Square London & C.V.
- Epstein, E. H., (1987): Against the Currents: A critique of Ideology in Comparative Education, Compare, 17, No.1.
- Green, J. L. (1981): Comparative Education and Global Village, Meerut, Anu Book.
- Hans, N. (1965): Comparative Education, London, Routledge and Kegan Paul Ltd.
- James, H.R. & Mathew, A. (1988): Development of Education System in India, Ansari Road, Daryaganj, New Delhi, D.K. Publisher Distributors (P.) Ltd.
- Jangira, N.K. (1986): Special Education Scenario in Britain and India : Issues, Practice, Perspective Indian Documentation, Patel Nagar, P.B. No. 13, Gurgaon, Service Book Seller and Publishers.
- Sharma, Y.K. (2004): Comparative Education, A Comparative Study of Educational Systems, New Delhi: Kanishka Publishers.
- Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt.Ltd.
- Rao, V.K. and Reddy, R.S. (2004): Comparative Education, New Delhi: Commonwealth Publishers.
- Rawat, Dubey and Upadhyaya (2008): Comparative Education Agra : Radha Krishan Mandir.
- Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications.
- Sharma, R.A. (2007): Comparative Education, Meerut: R. Lall Book Depot.
- Sharma, R.A. (2005): Comparative Perspective on Education, Jaipur, Imliwala Phatak, ABD Publishers,.
- Sharma, R.A. (2008): Tulnatamak A dhyan Shiksha. Meerut: R. Lall Book Depot (HINDI VERSION).

Course Title: Education Administrative and Management

Course Code: MED211

Course Outcomes

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

L	T	P	Credits
3	0	0	3

1. Develop an understanding on the concept and process of educational administration and management
2. Identify the role and responsibilities of different agencies and issues involved in implementation
3. Identify the various aspects of organizational climate
4. Demonstrate the skills of management, administration and leadership.
5. Assess the constitutional responsibilities of the state towards education

Course Content

Unit-I

10 Hours

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

Unit-II

11 Hours

1. Educational structure and administrative issues
2. Organizational Structure for educational administration and management: Secondary School Education, Higher Education and technical & professional education
3. Recommendations for elementary, secondary, and higher education in 12thfive-year plan
4. Administrative and management issues in RTE

Unit-III

12 Hours

1. Management in educational organization
2. Organizational Climate: Strategies for maintaining healthy work environment
3. Processes in educational organization: structure, communication, decision making, management by objectives.
4. Strategies for efficient management: motivation, job satisfaction, conflict management
5. Theories of Leadership- Classical Leadership, Autocratic, Trait, Transactional & Transformative Theory

Unit-IV

12 Hours

1. Organizational development and leadership
2. Organizational development
3. Organizational change

4. Educational leadership: meaning, nature and scope. Types of leadership: Styles of leadership; Traits & skills for effective leadership

Transactional Mode

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

Suggested Readings

- 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.
- Bhatnagar, R.P. & Agarwal, V. (2002). Educational Administration and Supervision. Meerut: Surya Publication.
- 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 sekara, P. (1994). Educational Planning and Management, New Delhi: Sterling Publishers.
- Chand, T., & Prakash, R. (2003). Advanced educational administration. New Delhi, India: Kanishka.
- Dennison, W. F. (1984). Educational finance and resources. London: Croom Helm.
- Hanson (E-Mark). Educational Administration and Organizational Behaviour. New Delhi: Discovery Publishing House.
- 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.
- 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 RajivePvt.Ltd.

- Lulla, B.P. & Murthy, S.K. (1976). Essential of Educational Administration, Chandigarh: Mohindra Capital Publishing.
- Luthens, Fred. (1981). Organizational Behaviour Tokyo: Mc graw Hill.
- Mathur, S.P. (2001): Financial Administration and Management. The Indian Publications, India.
- Mathur, S.S. (1978). Educational Administration and Management, Ambala Cantt. : Indian Publicatons.
- Milton, Charles R. (1989). Human Behavior in Organizations. NY: Prentice Hall, Inc.
- Mukherji, S.N.(1970). Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
- 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.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Naik, J.P. (1982): The Educational Commission & After. New Delhi: Allied.
- Philip H. Coomba. (1985). The World Crisis in Education, Oxford University Press.
- Robert G. Oweus. (1970). Organizational Behaviour. Englewood Clifs: Prentice Hall. Inc.
- Sharma, B. M. (1997). Classroom administration. New Delhi: Commonwealth Publishers.
- Talesra, H., Ruhela, S. P., Nagda, M. L., & Rajasthan Council of Educational Administration and Management. (1997). Educational management: Innovative global patterns. Rajasthan, India: Rajasthan Council of Educational Administration and Management
- Tara Chand and Ravi Prakash (1997). Advanced Educational Administration, New Delhi Kanishka Publishers.
- Thakur D. & Thakur, D.N. (1996). Educational Planning and Administration, New Delhi: Deep and Deep Publications.
- Thomas I. S. (1980). Educational Governance and Administration, NY: Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N., (1996). Management Education. New Delhi: Discovery Publishing House.
- Vashisht, S. R. (1994). Theory of educational administration. New Delhi: Anmol Publications Pvt. Ltd.

Course Title: Global Citizenship Education

Course Code: MED212

Course Outcomes

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

L	T	P	Credits
3	0	0	3

1. Acquire knowledge of local, national and global issues and the interconnectedness & interdependency of different countries and populations
2. Experience a sense of belongingness to a common humanity, and sharing values and responsibilities, based on human rights
3. Develop attitudes of empathy, solidarity and respect for differences and behavioral diversity
4. Act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world

Course content

Unit-1

10 Hours

1. Global Citizenship: approaches to Global Citizenship Education (GCE), global competitiveness approach, the cosmopolitan approach and the advocacy approach, link with the national education system
2. Reflections of one's own value system on the basis of GCE approaches.
3. Understanding the links between globalization and global citizenship education

Unit-II

12 Hours

1. Inclusivity in Teaching and learning Resources, language, learner-centered, participatory, and action-oriented learning, values, attitudes, and skills for learning to live together.
2. Current and future participation of educational institutions in local and global civic issues.
3. Reflections on building peace internationally through teaching learning process.
4. Reflections from the perspective of Adaptation and Decision making of Teachers and teacher unions, Parent associations and councils, Students and youth leaders and School principals

Unit-III

12 Hours

1. Humanitarian laws, international laws, integrating human rights and responsibilities, peace building, Values attributes and attitudes for Global Citizenship.
2. Difference and respect for diversity: multicultural and/or international levels
3. Empathy, dialogue, respect and solidarity in reference to intercultural, regional and worldwide contexts.
4. Reflections of equality/inequality in your own country from the perspective of poverty, power and decision-making.

Unit-IV

11 Hours

1. Healthy lifestyle and wellbeing from national and global perspective: nutrition, diet, cleanliness, hygiene, sanitation and Awareness of addictions with reference to Physical, Mental, emotional and psychological health.
2. Conflict management: negotiation, Collaboration, working well with others, appreciation for diversity, values of tolerance, Attitudes of care, empathy and compassion for others.
3. Environmental concerns and challenges from ESD perspective
4. Reflections from the point of view of national and global scenario

Transaction Mode

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

Suggested Readings:

- Arlow, M. 2012. Education for local and global citizenship: The Northern Ireland experience. *Education for Global Citizenship*. Doha, Education above All, pp. 94-95.
- Bromley, P., Lerch, J. and Jimenez, J. (2016). *Education for Global Citizenship Education and Sustainable Development: Content in Social Science Textbooks*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002456/245614e.pdf>
- Bromley, P., Lerch, J. and Jimenez, J. (2016). *Education for Global Citizenship Education and Sustainable Development: Content in Social Science Textbooks*. Paris, UNESCO. <http://unesdoc.unesco.org/images/0024/002456/245614e.pdf>
- Center for Global Education. (2017). *Global Learning Beyond School*. <https://asiasociety.org/global-learning-beyond-school>
- Davies, L. (2006). Global citizenship: abstraction or framework for action? *Educational Review*, Vol. 58, No. 1, pp. 5–25.
- Kumar, R. (2012). *Education, peace and development*. New Delhi: Kalpaz Publications
- Kumar, R., & Kumar, N. (2013). *Higher education in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Lapayese, Y. (2003). Toward a critical global citizenship education: Essay review. *Comparative Education Review*, Vol. 47, No.4, pp. 493-501.
- Lapayese, Y. 2003. Toward a critical global citizenship education: Essay review. *Comparative Education Review*, Vol. 47, No.4, pp. 493-501.
- Mitchell, D. (2014). *What really works in special and inclusive education?* New York: Routledge Publications.
- Peer, Lindsay & Reid, G. (2012). *Special educational needs*. London: Sage Publications.

- School for Future Youth. (2014). Global Citizenship Education Framework. https://www.sfyouth.eu/images/toolkit/global_citizenship_education/GlobalCitizenshipEducationFramework.pdf
- Sinha, A.K., & Dutt. (1982). The concept of mental health in India and western psychologies. Kurukshetra: Vishal Publications.
- Suraj, B. & Dutt, N. K. (1978). Mental health through education. New Delhi: Vision Books Publication.
- Suraj, B. (1952). Towards a happier education. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- UNESCO. 1974. Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. • UNESCO. Training Tools for Curriculum Development: A RESOURCE PACK FOR GLOBAL CITIZENSHIP EDUCATION (GCED).
- Venkataiah, S. (2001). Education culture & society. New Delhi: Anmol Publications Thorp, L.P. (1952). The psychology of mental health. New York: The Ronald Press Co. Unwin.
- Waks, L. J. (2008). Cosmopolitanism and citizenship education. Global Citizenship Education: Philosophy, Theory and Pedagogy. Rotterdam, Sense. pp. 203–219.
- Watkins, T. R., & Claaiut, J. W. (1990). Mental health: Policy & practice today. New Delhi: Sage Publications.

Course Title: Physical and Mental Well Being

Course Code: MED207

L	T	P	Credits
4	0	4	2

Course Outcomes

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

1. Describe mental health and the factors that influence it.
2. Examine aspects of wellbeing in diverse aspects.
3. Use the value of having good physical health.
4. Evaluate different states of emotional well-being.

Course Content

Unit-1

3 Hours

1. Mental Health/Hygiene: Concept and Objectives
2. Factors effecting Mental Health

Unit-II

4 Hours

1. Physical Wellbeing: concept and issues related to Health, Fitness and Ageing
2. Characteristic of physically healthy behavior; Exercise and Nutrition

Unit-III

3 Hours

1. Emotional Wellbeing: concept and dimensions of Emotional Intelligence and Resilience
2. Cognitive Wellbeing: concept and role in modern lifestyle - Optimism, Hope and Mindfulness

Unit-IV

5 Hours

1. Yoga: History and Objectives; Guidelines for Yogic Practice
2. Ashtang Yog: Yam, Niyam, Aasan, Pranayam, Pratyahar, Shatkarm, Mudra, Bandh, Dharna and Dhyaan

Transaction Mode:

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

Suggested Readings:

- Bahadur, M. (1995). Mental health in theory and practice. Hoshiarpur, V.V.R.I.
- Bonny, M. E. (1960). Mental health in education. Boston: Allyn and Bacon Inc.
- Carroll, H. A. (1975). Mental hygiene: The dynamic of adjustment (3rd Ed.). Chicago Press.
- Coleman, J. C. (1968). Abnormal psychology and modern life. Bombay: D.B.Company.
- Crow, L. D., Crow, & Alince. (1952). Mental hygiene, New York: McGraw Hill Book Company Inc.
- Garg, B. R. (2002). An introduction to mental health. Ambala: Associate Publications.
- Gibson, R. L., & Mitchell, M. H. (2008). Introduction to counselling and guidance. New Jersey: Pearson Prentice Hall.
- Hadfield, J. A. (1952). Psychology and mental health. London: George Allen and Unwin Ltd.
- Jothiet. al. (2009). Guidance and counselling. New Delhi: Centrum Press.
- Kallam, S. G. (1952). Mental health and going to school. Chicago: University of
- Naik, D. (2007). Fundamentals of guidance and counselling. New Delhi: Adhyayan Publishers and Distributors.
- Nayak, A. K. (2014). Guidance and counselling. New Delhi: A.P.H. Publishing Corporation.
- Sinha, A.K., & Dutt. (1982). The concept of mental health in India and western psychologies. Kurukshetra: Vishal Publications.

- Suraj, B. & Dutt, N. K. (1978). Mental health through education. New Delhi: Vision Books Publications.
- Suraj, B. (1952). Towards a happier education. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Suraj, B. (1952). Towards a happier education. Jalandhar City: University Publications. Tara Porewala Sons & Co.
- Thorp, L.P. (1952). The psychology of mental health. New York: The Ronald Press Co. Unwin.
- Thorp, L.P. (1952). The psychology of mental health. New York: The Ronald Press Co. Unwin.
- Watkins, T. R., & Claicut, J. W. (1990). Mental health: Policy & practice today. New Delhi: Saga Publications.
- Watkins, T. R., & Claicut, J. W. (1990). Mental health
- Wolberg, L. R. (1995). The techniques of psychotherapy. London: Jason Aronson Inc.

SEMESTER-III

Course Title: Mental Health, Yoga and Physical Wellbeing

Course Code: MED301

Course Outcomes

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

1. To understand the fundamentals of mental health.
2. To develop material for good mental health.
3. To make students able to explain principles and conditions conducive to good mental health.
4. Promoting positive health and holistic wellness,
5. Imparting skills to introduce Yoga awareness for health among general public.

L	T	P	Credits
3	0	0	3

Course Content

Unit-I

12 Hours

1. Introduction to Mental Health: Concepts, Criteria and Principles of Mental Health, Strategies for Promoting Mental Health.
2. Historical Perspective of Mental Health Movement
3. Theoretical Perspectives: Psychodynamic, Behavioral, Cognitive, Humanistic, Neurosis and Psychosis
4. Concept of Normal and Abnormal Personality.

Unit-II

11 Hours

Mental Illnesses and School Mental health:

1. Common Psychological disorders related to Anxiety, Mood and Cognition
2. Psychological disorders in Childhood and Adolescence
3. Relationship between Teacher, Classroom Process and Mental Health
4. Place of Mental Health in school curriculum

Unit-III**11 Hours****Interventions for Mental Health Promotion,**

1. Important Psychotherapies: Behavior Therapy, CBT, REBT, Humanistic
2. Religion and Mental Health
3. Community programs
4. Positive mental health and wellbeing

Unit-IV**11 Hours****Meaning and Concept of Yoga**

1. Origin and History of Development of Yoga
2. Psychological aspects leading to origin of Yoga
3. Principles and Practices of Jnana Yoga, Bhakti Yoga, Karma Yoga
4. Meaning and Concept of Physical Well- Being

Suggested Readings

- Haidt, J. (2006). The happiness hypothesis. Finding modern truth in ancient wisdom. New York: Basic Books. ISBN-10: 0465028020; ISBN-13: 978-0465028023
- Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press. ISBN: 13 978-0-19-518833-2
- Fredrickson, B. L. (2009). Positivity: Top-notch research reveals the 3 to 1 ratio that will change your life. New York: Three Rivers Press.
- Hadfield, J.A. (1952). Psychology and Mental Health. London: George Allen and Unwin Ltd.
- Kallam, S.G. et al (1975). Mental Health and Going to School, Chicago: University of Chicago, Press
- Sinha, A.K. (1982). The concept of mental health in India and Western Psychologies, Kurukshetra: Vishal Publications
- Suraj B & Dutt N.K. (1978). Mental Health through Education, New Delhi: Vision Books Publications
- Suraj Bhan, (1952). Towards a Happier Education, Jallendhar City: University Publications

Course Title: Mental Health, Yoga and Physical Wellbeing**Course Code: MED302**

L	T	P	Credits
0	0	2	1

Course Outcomes

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

1. To enable students to become competent and committed professionals willing to perform as Yoga Trainer.
2. To make student to use competencies and skills needed for becoming effective Yoga trainer.
3. To enable student to understand the type of Yoga
4. Imparting skills to introduce Yoga awareness for health among general public.
5. To develop material for good mental health.

Course Content (Practical)**30 Hours**

- Sessions on mental and physical well-being (through modalities such as Yoga), to bring happiness and harmony (With/within one body)
- Common Yogic Practices :- • Yama and Niyama, Asana, Pranayama, Pratyahara, Bandha Mudra , Shatkarma/Kriya,
- Asanas:-Tadasana,Vrikshasana, Utkatasana, Vajrasana, Swastikasana, Ardhapadmasana, NiralambaBhujangasana, Ardhashalabhasana, Makarasana, Uttanapadasana, Pawanamuktasana
- Kriyas, Meditation Techniques, Yoga Therapy Special Techniques

Suggested Readings

- Bharati, (1998). Positivity: Himalayan International Institute of Yoga Science and Philosophy, 2nd Rev. ed., Pennsylvania).
- Georg, F. (2002). The Yoga Tradition: Its History, Literature, Philosophy and Practice. New Delhi. Bhavana Books & Prints.
- Joshi, K.S. (1985). Yoga in daily life, Delhi : Orient paper backs
- Rama, Swami (1992). Meditation and its practice. Honesdale: Himalayan International Institute of Yoga Science and Philosophy of USA.
- Ramarao, R. (2006). Journey to Real self, Yoga chiatanya publications &Yoga consciousness trust, Vijinigiri,VZM.

Course Title: ICT in Education**Course Code: MED303**

L	T	P	Credits
3	0	2	4

Course Outcomes

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

1. Use technology effectively to asses learning, differentiate instruction & provide rigorous, relevant learning experiences.
2. Design, develop & implement technology rich learning program that model principles of learning & promote digital age practices in teaching learning.
3. Explain the concept of teaching along with the various models of teaching.
4. Explain & elaborate the concept of ICT.

5. Get acquainted with the various teaching training technique and teaching skills.

Course content

Unit-I

15 Hours

1. Educational Technology: Concept, Nature and scope of educational technology in India.
2. Historical perspective of Educational Technology. Types of Educational Technology.
3. Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.

Unit-II

15 Hours

1. Teaching: Concept, variables, phases and levels of teaching.
2. Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model.
3. Teacher Training Techniques: Microteaching, teaching skills, Skill of stimulus variation, introducing the lesson, rein for cement and probing question. Flanders Interaction Analysis.

Unit-III

15 Hours

1. Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction.
2. Development of a linear program.
3. Print and electronic media in education: concept, Characteristics, selection of media. EDUSAT. Media in Distance Education, MOOCS

Unit-IV

15 Hours

1. Communication: Concept of communication, process, principles and barriers of communication.
2. Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
3. Computer assisted instruction, e-learning, online learning and m-learning.

Transactional Mode

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

Suggested Readings

- Bhushan, A. & Ahuja, M. (1992): Educational Technology, Meerut, and Vikas Publication.
- Bigge, M.L. & Hunt, M. (1968): Psychological Foundation of Education, London, Harper and Row Publishers.

- Bloom, B.S. (1972): Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: David Mokeay Campo.
- Briggs, A.R.J. and Sommefeldt, D. (2002) Managing Effective Teaching and learning, London: Paul Chapman Publishing.
- Burkill, B & Eaton, R. (2011) Developing Teaching and Learning. New Delhi: Cambridge University Press.
- Chauhan, S.S. (1978): A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.
- Das, R.C. (1993): Educational Technology: A Basic Text, New Delhi, Sterling Publishers.
- Dececco, J.P. &Cram ford, W.R., (1970): Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
- Flanders, Ned A. (1978): Analyzing Teaching Behavior, London, Addison Wesley Publishing Co.
- Gakhar, S.C. (2008). Educational Technology, Panipat, N,.M. Publication
- Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
- Hiltz, S.R. & Goldman, R. (2005) Learning Together Online. Research on Asynchronous Learning networks. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Jolliffe, A. Ritter, J. & Stevens, D. (2001) The Online Learning Handbook. Developing and Using Web based learning: London, Kogan Page.
- Joyce, B.Weil, M. & Showers, B., (2009): Models of Teaching, New Delhi: Prentice Hall of India, Pvt.Ltd.
- Khirwadkar, A. &Puspanadham, K. (2005).Information and Communication Technology in Education. New Delhi: Sarup and Sons.
- Mehra, V.(2010) : A text book of Educational Technology, New Delhi : Sanjay Prakashan.
- Modi, J.(2010) Micro Teaching Technique and Practice, Delhi: Shipra Publications.
- Schrum, L. (2012) Educational Technology for School Leaders. New Delhi: Sage India Pvt. Ltd.
- Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol. 1, New Delhi: Kanishka Publishers, Distributers.
- Thamarasseri, I. (2009). Information and Communication Technology in Education. New Delhi, Kanishka Publisher, distributors.
- Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributers.

Course Title: Educational Entrepreneurship

L	T	P	Credits
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Course Code: MED304

2	0	0	2
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Course Outcomes

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

1. Improve the knowledge of Educational Entrepreneurship
2. Develop understanding of Educational Entrepreneurship
3. Evaluate the meaning of Educational Entrepreneurship
4. Evaluate the meaning of Educational Entrepreneurship
5. Analyze the concepts of Educational Entrepreneurship

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

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

Unit-II**7 Hours**

1. State defects of entrepreneurial education
2. Evidenced effects of entrepreneurial education
3. Some novel ways to assess the development of entrepreneurial competencies

Unit-III**7 Hours**

1. Four progression models from United King dom, Denmark and Sweden
2. Towards unified progression model for entrepreneurial education
3. The debates around entrepreneurial education

Unit-IV**8 Hours**

1. Activities that trigger entrepreneurial competencies
2. How learning-by-doing works
3. Organizing interaction with the outside world

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 mina 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- Clerc, 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 Frameworks 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: Pre-Internship

L	T	P	Credits
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Course Code: MED305

2	0	0	2
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Course Outcomes

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

1. Develop conceptual understanding about Pedagogy of educational subjects' environment and understand the learner, learning behavior and learning situations.
2. Validate the theoretical understanding regarding pedagogical courses and school environment.
3. Design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
4. Expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning
5. Formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

Course Content

Pre-Internship for 02Weeks in semester-II

Internship will be for two weeks in education college/teacher training institute. Before teaching in the classroom the student teacher will observe a regular classroom in the school for two weeks, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.

1. Peer group discussion.
2. Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
3. Sample demonstration/viewing different classroom situation.
4. Visit to innovative centers of pedagogy and learning, educational resource centers
5. Input from teacher educators
6. Context analysis and reflection.

Course Title: Policy Planning and financing of Education

L	T	P	Credits
3	0	0	3

Course Code: MED306**Course Outcomes**

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

1. Derive an insight into the educational policy and educational planning
2. Develop budgeting and accounting process
3. Elaborate various sources of education

4. Evaluate the agencies monitoring the performance of educational institutions
5. Critically analyze the issues in educational monitoring.

Course Content

UNIT-I

10 Hours

Formulation of Educational Policy

1. Process of policy formulation, Policy research, Discussion document, consultations, constitution of working groups, presentation of draft document in CABE and parliament. Formulation of Plan of Action: short term, long term.
2. Need and importance of educational policy. Determinants of educational policy
3. Linkage between educational policy and national development policy.

UNIT-II

10 Hours

Educational planning

1. Guiding principles, methods and techniques of educational planning; Priorities in planning at Centre and State levels, District level planning, institutional planning
2. Approaches to educational planning, Social demand approach, Man-power approach, Return of Investment approach
3. Overview of educational planning in India w.r.t. short term & long term plans.

Unit-III

12 Hours

Financing of Education

1. Concept, need, significance and principles of educational financing. Efficiency, cost Minimization and quality improvement
2. Sources of finance: Governmental grants (Central, State and Local), tuition fees, endowments, taxes, donations and gift, foreign aids and grant-in-aid system; center-state relationship in financing of education.
3. Budgeting and preparation of budget. School budgetary and accounting process, problems and issues in management of finance.

Unit-IV

13 Hours

Resource Management, Performance Appraisal and Monitoring

1. Nature and characteristics of resources in education; resource mobilization, utilization, maintenance of resources and quality assurance in material and human resources. Scientific Principles of management – PERT, CPM, PPBS system approach;

2. Performance appraisal in educational organization at institutional and personal level: Types, Approaches; Agencies for monitoring maintenance of standard in educational institutions
3. Educational monitoring: Need, importance and guiding principles; Issues and problems in monitoring and appraisal

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Panel Discussion, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Team Teaching, E- Team Teaching, E- Monitoring, Flipped Teaching

Suggested Readings

- 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.
- Dennison, W. F. (1984). Educational finance and resources. London: Croom Helm.
- Guthrie, J. W. & Reed, R. J. (1991). Educational administration and policy: Effective leadership for American education (2nd Ed.). Boston: Allyn and Bacon.
- Hough J.R. (1990). Education, Policy-An International Survey. London: Croom Helm.
- Mukherji, S.N.(1970). Administration and Educational Planning and Finance. Baroda: Acharya Book Depot.
- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Thakur D. & Thakur, D.N. (1996). Educational Planning and Administration, New Delhi: Deep and Deep Publications.
- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration. VII (2). April.
- Chandra sekara, P. (1994). Educational Planning and Management, New Delhi: Sterling Publishers.
- Hough J.R. (1990). Education, Policy- An International Survey. London: Croom Helm.
- 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.
- Kaur, K. (1986). Education in India (1981-1985): Policies, Planning and Implementation, Chandigarh: Arun and Rajive Pvt. Ltd.

Course Title: Education for People of Determination**Course Code: MED307**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Understand the nature, types, characteristics and historical background of education for people of determination.
2. Categorized the disability and explain Cognition Learning and Communication Interaction of people of determination.
3. Explain the nature, types, and characteristics of Social, Emotional, Mental Health Physical, Sensory and Medical Disabilities.
4. Explain the nature, types, characteristics and educational implications of Multiple Disabilities
5. To understand the educational programs for people determination and rehabilitation.

Course Content**Unit-1****10 Hours**

1. People of Determination: Concept and Characteristics of people of determination
2. History of education for people of determination
3. Procedures and Identification of Disabilities

Unit II:**12 Hours**

1. Framework and Categories of Disability and barriers to learning
2. Cognition and Learning: Concept, type and characteristics of Intellectual disability, Specific learning disorders, Multiple disabilities, developmental delay
3. Communication and Interaction: Concept, type and characteristics of Communication disorders, Autism spectrum disorder

Unit: III**12 Hours**

1. Social, Emotional and Mental Health Disabilities: Concept, Type and characteristics of Attention Deficit Hyper Activity disorder, Psycho emotional disorders
2. Physical, Sensory and Medical Disability: Concept, type and characteristics of Sensory impairment, deaf-blind disability, physical disability, Chronic or acute medical conditions

Unit: IV**11 Hours**

1. Programs and initiatives for people of determination in India and abroad: health initiatives, education initiatives and job opportunities and rehabilitation initiatives
2. Inclusive Education for people of determination

3. Emerging trends, Issues and Educational Implications

Transaction Mode

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

Suggested Readings

- Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth? Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
- Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
- Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
- Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
- Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles 6. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
- Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
- Longone, 3. (1990). Teaching Retarded Learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
- Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.

Course Title: Guidance and Counselling

Course Code: MED308

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Explain the meaning and various terms used in guidance and counseling.
2. Recognize the role of guidance in attaining the goals of education.
3. Understand the psychological concepts and their assessment for providing guidance.
4. Use skills of administration and interpretation of psychological assessment.
5. Develop the skill of delivering career talks and educational guidance.

Course Content

Unit-I

12 Hours

1. Meaning, Nature, Aims, Principles, Need and Scope of Guidance.
2. Meaning, Nature, Aims, Principles, Need and Scope of Counseling, Counseling skills such as Establishing rapport, empathy and Listening
3. Evaluating Guidance Program with special reference to Counseling.

Unit-II

13 Hours

1. Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance.
2. Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing.
3. Recent trends in Guidance and Counseling

Unit-III

17 Hours

1. Cognitive Behavioral Therapy: Meaning, Process, Weakness & Strengths
2. Rational Emotive Behavioral therapy: Meaning, Process, Weakness & Strengths
3. Reality therapy: Meaning, Process, Weakness & Strengths

Unit-IV

18 Hours

Quantitative Assessment: Concept and assessment of Interest, Intelligence, Personality and Aptitude.

Tools for Qualitative Assessment: Interview, Observation, Case Study, Sociometrists.

Transactional Mode

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

Suggested Readings

- Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper Saddle River. NJ: Prentice Hall.
- Bantole, M.D. (1984). Guidance and Counseling. Bombay: Sheth and Sheth Publications.
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counseling, Vol.I: A practical approach. New Delhi: Vikas
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counseling, Vol.II: A practical approach. New Delhi: Vikas
- Burnard, P.(2005). Counseling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
- Chaturvedi, R. (2007). Guidance and Counseling Skills. New Delhi: Crescent Publishing Corporation.
- Denzin, N.K. & Lincoln, Y. (2000). Handbook of Qualitative research. New Delhi: Sage Publications.
- 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.
- Gibson, R.L. & Mitchell, M.H. (2008). Introduction to counseling and Guidance (7th edition). New Delhi: Pearson education. Inc.
- Gladding, S.T. (2014). Counseling: a comprehensive Profession (7thed.).USA: Pearson Education, Inc
- Lewis, M.D., Mayer, R.L. & Louis, J.A.(1986). An introduction to counseling profession. Illinas: F.E. Peacock Publishers.
- Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT
- Myers, G.E. (1998). Principles and Techniques of Vocational Guidance. London: Mc graw Hills Company.
- Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
- Petterson, G.H. (1962). Counseling and Guidance in Schools. London: Mc Graw Hill Book Company.
- Pietrofesa, J.J., Bernstein, B. & Stanforn. S. (1980) Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counseling Psychology. New Delhi: Tata Mc Graw Hill
- Saraswat, R.K. & Gaur.J.S. (1994). Manual for Guidance counselors. New Delhi: NCERT.
- Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counseling. Boston, USA: Houghton Mifflin Co.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.

- Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.
- Tudor, K. (1999). Group Counseling. London: Sage Publications

Course Title: Gender Education and Development**Course Code: MED309**

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. To sensitize students about the gender issues in general and education in particular
2. To provide a critical perspective on the gendered structure of society and covers an array of sectors
3. To understand the policy perspectives related to education of girls in India
4. To understand the concept and importance of gender justice and equality.
5. To analyses the status of education of girls in schools: access, enrolment, achievement develop an insight into policy, perspectives, issues and concerns of girl's education in India
6. To understand the scope and changes within gender education with an ability to assess strengths and weaknesses of various positions, methods, and beliefs.

Course Content**Unit-I****7 Hours**

1. Concept, Need, Scope
2. Gender studies as an academic discipline
3. Gender, Economy and Work Participation
4. Gender, globalization and education

Unit-II**7 Hours**

1. Family, Caste, Class, Culture religion related issues
2. Women's education - gender bias in enrolment and Curriculum content
Co-education-its educational implications
3. Literacy and Non-formal education for women's development
4. Education of Girl child in India: present status and challenges ahead

Unit-III**8 Hours**

1. Developing positive self-concept and self-esteem among students
2. Teaching learning material, Classroom transaction
3. Teacher as an agent of change

Unit-IV**8 Hours**

1. Gender law and human rights,

2. Gender and disability
3. Gender education in globalized economic order and Gender budgeting

Transaction mode

Simulation, Lecture method, lecture-cum-demonstration, group discussion, Seminars, focused group discussion

Suggested Reading

- Kandaswamy, Deepa (2005). Gender Insensitivity in School Education, in Education Journal-Gender and Education, Internet Version
- Gender and the Curriculum in Wyse, D., Hayward, L and Pandya J (Eds.) The Sage Handbook of Curriculum, Pedagogy and Assessment. SAGE.
- UNESCO (2015). A Guide for Gender Equality in Teacher Education Policy and Practices (PDF). Paris, UNESCO. pp. 9–10, 59–61. ISBN 978-92-3-100069-0.
- Lather, P. (1991) Getting Smart: Feminist Research and Pedagogy With/in the Postmodern. New York: Routledge.
- Letherby, G. (2003) Feminist Theory in Research and Practice. Buckingham: Open University Press.
- Maynard, M. and Purvis, J. (eds) (1994) Researching Women's Lives from a Feminist Perspective, London: Taylor and Francis.
- Narasaiah. M.L. (2010). Women, Children and Poverty. New Delhi: Discover Publishing House
- Parvin, M.R. (2001). Empowerment of Women: Strategies and Systems for Gender Justice. New Delhi: Dominant Publishers
- Rao. D.B. (2011). Education for Women. New Delhi: Discover Publishing House
- Rao. D.B. (2011). International Encyclopedia of Women. New Delhi: Discover Publishing House
- Reinharz, S. (1992) Feminist Methods in Social Research, Oxford: Oxford University Press.
- Ribbens, J. and Edwards, R. (eds) (1998) Feminist Dilemmas in Qualitative Research, London: Sage.
- Segal, L.(1999) Why Feminism? Gender, Psychology, Politics, Cambridge: Polity Press.
- Sindhuja, P. (2011) Economic Empowerment of Women Through Self-Help Groups. New Delhi: Discover Publishing House
- Skelton, C. (2009) The SAGE Handbook of Gender and Education. New Delhi: Sage
- Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi
- Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO

- Kirk Jackie (ed) , (2008), Women Teaching in South Asia, SAGE, New Delhi
- Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi

Course Title: human Right Education

Course Code: MED310

L	T	P	Credits
3	0	0	3

Course Outcomes

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

1. Develop analytical skills to question and appraise Human Rights policies and practices at national and international levels;
2. Explore the substantive knowledge of policies concerning Human Rights Education, prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics;
3. Perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education;
4. Understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights
5. Identify potential roles for oneself in the promotion of Human Rights Education

Course Content

UNIT –I

12 Hours

1. Introduction to Rights, Human Rights and Human Rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective.
2. Approaches to Human Rights: western political liberalism, socialism and social welfare principles and the UN instrument.
3. Understanding Human Rights from policy perspective

UNIT-II

10 Hours

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

Unit-III

12 Hour

1. Human Rights perspective in curriculum
2. Human Rights perspective in teaching-learning Processes
3. Human Rights Perspectives in Assessment and Evaluation
4. Human Right Perspective and school ethos and culture

Unit- 4**11 Hours**

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

Transaction Mode

Group discussion, Lecture-cum–discussion, Panel discussion, Presentations

Suggested Reading

- Donders, Y. and Vladimir Volodin (Eds) (2007). Human Rights in Education, Science and Culture: Legal Developments and Challenges, UK, UNESCO Publishing.
- Hammarberg, T (1997). A School for Children with Rights, Innocenti lectures, UNICEF, Florence, Italy.
- Tomasevski, K (2001). Governmental Human Rights Obligation in Education.
- Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
- Verhellen, E (1998). Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents, University of Ghent.
- Weiner, Myron (1991). The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective, Princeton: Princeton University Press.

Course Title: Assessment of Learning**Course Code: MED311**

L	T	P	Credits
2	0	0	2

Course Outcomes

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

1. Define technical terms related to assessment and evaluation
2. Identify various instructional objective as learning outcomes
3. Differentiate between various assessment and evaluation techniques
4. Explore the usage of online, e-assessment, open book examination
5. Discuss the Recent trends and good Practices in Assessment and Evaluation

Course Content**Unit-I****7 Hours**

1. Educational assessment and evaluation: Concept, Scope, Need and Importance.
2. Principal of Assessment and Evaluation

3. Assessment of the instructional objective as learning outcomes: Cognitive, Affective and Psychomotor learning

Unit-II**8 Hours**

1. Different type of Assessment and Evaluation: Formative and summative, Internal and External, Qualitative and Quantitate, Norms-reference test, Criterion-reference test and Subjective & Objective
2. Self-assessment and peer assessment
3. Continuous and Comprehensive Evaluation

Unit-III**7 Hours**

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

Unit-IV**8 Hours**

1. Issues- Transparency and feedback system in Evaluation, Interpretation of test-scores and methods of feedback to student
2. Recent trends and good Practices in Assessment and Evaluation
3. Ethics in Measurement and Evaluation

Transaction Mode

Lecture cum Discussion, Dialogue, peer group discussion, Collaborative learning, Cooperative learning and Role play, Seminar, e-tutoring

Suggested Readings:

- Aiken, L.R. (1985). Psychological testing and assessment. Boston: Allyn and Bacon.
- Anastasi, A. (1988). Psychological testing. New York: The McMillan Company.
- Anastasi, A. and Urbina, S. (2005). Psychological Testing. Singapore: Pearson Education.
- Carless, D., Bridges, S., Chan, C., &Glofcheski, R. (2017). Scaling up Assessment for learning in Higher Education. Springer ISBN-13: 9789811030437
- Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for supervision and curriculum Development.
- Ebel, R.L., &Frisbel, D.A. (1986). Essentials of educational measurement. New Delhi: Prentice Hall.
- Ebel,R . L&Fresbee, D .A.(2009) Essentials of Educational Management,New Delhi: PHI Learning Pvt. Ltd.

- Edwards, A. L. (1957). Techniques of attitudes scale construction. New York
- Freeman, F. S. (1965). Theory and practice of psychological testing. New York: Rineheart and Winston,
- Gronlund, N.E. and Linn, R.L. (2003). Measurement and assessment in Teaching. Singapore: Pearson Education.
- Miller, M.D., Linn, R.L., and Gronlund, N. E. (2009). Measurement and Assessment in Teaching, 10th ED. Pearson Education, Inc., Upper Saddle River, NJ
- Natrajan, V. and Kulshrestha S.P. (1983). Assessing no-Scholastic Aspects Aspects Learners Behaviour, New Delhi: Association of Indian Universities.
- NCERT(2015) CCE Package, New Delhi
- NCERT(2015) Learning Indicators, New Delhi
- Newman, F. M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, C,A,;Jossey-Bass.
- Norris, N. (1990). Understanding Educational Evaluation, Kogan Page Ltd.
- Osterlind, S. J. (2006). Modern measurement: Theory, principles, and applications of mental appraisal. New Jersey: Prentice Hall.
- Popham, W. J. (2000). Modern educational measurement: Practical Guidelines for Educational leaders (3rd ed.). Needham, MA: Allyn & Bacon.
- Pophan, W. J. (1988). Educational evaluation. New Delhi: Prentice Hall.
- Reynolds, C. R., Livingston, R. V., &Willson, V. (2006). Measurement and assessment in education. Boston, MA: Pearson Education, Inc.
- Salkind, N. J. (2006). Tests & measurement for people who (think they) hate tests and measurement. Thousand Oaks, CA: Sage Publications.
- Sharma, R. A. (2007). Essentials of measurement in education and psychology. Meerut:Surya Publications
- Singh, H.S. (1974). Modern Educational Testing. New Delhi: Sterling Publication
- Stanley, J.C. and K.D. Hopkins (1978). Educational and Psychological Measurement and Evaluation. New Delhi: Prentice Hall of Inida.
- Thorndike, R.M (2010) Measurement and Evaluation in Psychology and Education, New Delhi: PHI

SEMESTER-4TH

Course Title: Dissertation-II (Viva and Submission)

Course Code: MED401

Course Outcomes

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

L	T	P	Credits
3	0	4	20

1. Gain Intellectual skills like critical reflection, problem solving, analytical & evaluative thinking numerical etc.
2. Develop research questions and hypotheses and write a research proposal using high level written and verbal communication skills
3. Carry out a critical literature review, using well developed analytical and synthesis skills.
4. Understand research design and be able to choose rigorous and practical research method to address a problem focused research questions.
5. Develop Organizational skills such as self-direction, self-discipline& management of time and resources.
6. Inculcate Research skills like bibliographic skills, practical skills, paleographic skills, writing & presentation skills etc.

Course Content

The students will prepare and appear for dissertation viva before an external examiner and supervisor.

Course Title: Internship

Course Code: MED402

L	T	P	Credits
0	0	8	4

Course Outcomes

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

1. Develop conceptual understanding about teaching and learning in Educational College environment and Understand the learner.
2. Develop professional skills as teachers.
3. Develop Different type lesson plan and use it in real classroom
4. Create an environment to develop work culture based on mutual work through co-operation and team spirit
5. Develop a deep faith in dignity of labor that enhance the active involvement in social Activities

Course Content

1. Internship will be for 12 weeks in education college/teacher training institute. During 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. The student-teacher will be attached to a school for 12 weeks to observe a regular classroom with a regular teacher.
 - Observation of lessons of college teachers in concerned teaching subjects.
 - Observation of teacher education curriculum-subject-wise

3. 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 asunder:
 - 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

4. Other files during internship Program

- College Observation File
- Action research report
- Timetable and attendance record
- Observation of college students in classroom as well as out of 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 in each pedagogy subject based on total reflections and involvement in Internship Program.
2. External Assessment: Final Skill-in-Teaching Examination in each subject.